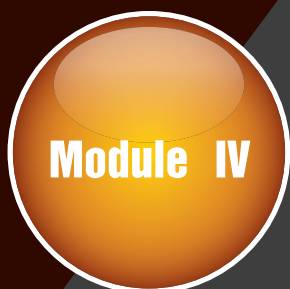


Training Manual for Local Governance and Women Group Representatives



Empowering Women

1. INTRODUCTION

This module presents strategies and skills to be applied for a gender-responsive rural transformation methodology (RTM). The introductory section is designed to ensure that trainees are properly aware of the significant role women play in agricultural and rural development and sets the scene for the main body of the training. It then enables trainees to a fuller understanding of the constraints and problems faced by women, as well as of the reasons why women have so far had only limited access to extension activities. It is aimed at stimulating discussion among participants, giving them opportunities to analyse stereotypes and assumptions which may have limited their awareness of the importance of effectively reaching women farmers.

It is followed by typical issues related to analysing the situation of women in the specific area in which field LGRs and women groups operate. It provides considerations about the kind of information that could be useful for planning effective extension activities considering gender aspects. It also provides a detailed methodology to assist LGRs and extension workers to use the information they have gained about the needs, constraints and opportunities of rural women choosing extension packages which are relevant and appropriate to women's specific situation. Problems and issues that are generally encountered from time to time are used in assisting LRGs and extension staff to develop ways to overcome them. Finally, the module highlights the practical issues which facilitate women's participation in extension activities.



Objectives

- After completion of this module, you would be able to:
 - ▶ *Describe the role and status of rural women and the need to work with them.*
 - ▶ *Explain the meaning of women empowerment.*
 - ▶ *Describe role and responsibilities of stakeholders in women empowerment.*
 - ▶ *Undertake gender and situation analysis.*
 - ▶ *Explain productive, reproductive and community role of women and their implications.*
 - ▶ *Explains the distinction between farm and non-farm activities.*
 - ▶ *Describe how to develop entrepreneurial skills among rural women.*

This module contains:

Contents

- Role and status of rural women in development
 - ▶ *Classification of rural women*
 - ▶ *Obstacles facing rural women*
 - ▶ *How to approach rural women?*
- Empowerment of rural women
 - ▶ *Analysing life skills training needs and activities for rural women*
 - ▶ *Undertaking gender and situation analysis*
 - ▶ *How to do a gender and situation analysis?*
 - ▶ *Exploring farm and non-farm skills for women*
- Developing entrepreneurial skills among rural women
 - ▶ *Business and micro-enterprise for rural women*



2.

ROLE AND STATUS OF RURAL WOMEN IN DEVELOPMENT



This section of the module provides a better understanding of the complexity of rural women's role, work, diverse farm and non-farm tasks they perform, the household management and implications for their involvement in extension activities. The section will help you acquire techniques and tools that would assist you identify problems and constraints that rural women face. This will also provide an awareness of issues that hinder their extension activities, participation and access to information.

2.1 Classification of Rural Women

Rural women can be classified on the basis of the role they play at home, farm and non-farm activities and in the community as shown in Table 4.1.

For a rural woman, the day starts early in the morning with the responsibilities of fetching water, fodder, fuel and cooking food. She takes care of the children and members of the family, their health, orientation and education and attends to various income-generation activities (For additional facts and figures refer to Annex 4.1).

Table 4.1: Roles Played by Rural Women

Rural women as:	Role
Housewife	Married woman whose main role is caring for her family, managing household affairs, and doing housework.
Farmer	Operates a farm or cultivates land and lives on a farm.
Wage Worker	Works for wages as distinguished from one paid a salary or who earns money to support a household by working.
Salaried Worker	Works on the basis of monthly salary (such as school teacher, nurse/mid-wife, etc.).
Petty Trader	Conducts trade on a small scale and sells inexpensive items.
Artisan	Makes high-quality product in small quantities, usually by hand or traditional methods.
Industrial Home Worker	As the production by a woman in a home, apartment, or room in a residential establishment of goods for an employer who permits or authorises such production (Also called "piecework").
Micro-entrepreneur	Produces any kind of goods on a relatively small scale for sale or for self-consumption.
Domestic Servant	Any women worker who performs domestic work such as house cleaning, cooking, gardening and looking after children, the aged, the sick, the frail or the disabled in a private household.

She devotes much of her time to daily domestic tasks, including family care and household chores. She manages all the household matters, looks after family assets and livestock, handles purchases and finance, works for almost 14-16 hours. She is the last to sleep at night. There is no recognition for their hard work, just because her work is not evaluated in terms of money.

Rural women are the key to socio-economic progress. They form the backbone of the agricultural labour force. They produce 35-45 per cent of Gross Domestic Product (GDP) and over 50 per cent of the developing world's food.

They are responsible for half of the world's food production. Between 60 per cent and 80 per cent of the food in developing countries is produced by them. Not only are women the main source of the agricultural food sector, labour force, and food systems, they are also largely responsible for post-harvest activities.

Women farmers also work as casual labourers and unpaid family workers in both commercial and subsistence agriculture, including livestock and fishing. They bear a disproportionate burden of agricultural production and perform intensive tasks such as tilling and clearing. They also take care of children. They meet basic family needs such as transportation of fuel-wood and water to the home.

Women also work for the marketing of agricultural crops (whether produced by them, purchased from others or produced by their spouses). Most times they travel from rural areas to the urban municipal markets spending one to three days at these locations for selling their products. They participate in agro-processing activities (turning primary agricultural products into other commodities for market).

Women are venturing into what were once male-dominated disciplines. Their number is large and they are employed as casual labourers in factories in rural areas.

In the absence of men in the homes, rural women are forced to seek additional ways and means of earning income for the family. They work day and night along the entire agricultural value chain, and make significant contributions to family income and economic well-being. This is in addition to their traditional reproductive/domestic responsibilities. They are always ready to meet the challenges of survival.



Backwardness of women is a sign of poverty. They are the worst sufferers during the period of scarcity and calamity. Their status in the household and the community is affected by the processes of industrialisation, modernisation, commercialisation of agriculture, migration and urbanisation. The status is also adversely affected by prevailing economic policies and other development conditions; traditional concepts and beliefs related to the position and role of women in the households and rural communities. However, women's fundamental contribution is still under-appreciated and under-supported.

2.2 Obstacles Facing Rural Women

Despite the important role they play, women in rural areas are still found in a deplorable condition due to the reasons outlined in Table 4.2.

Table 4.2: Obstacles in Women's Efficient Involvement in Community and Business Activities

Obstacles	Characteristics
Behavioural	Lack of confidence; Negative self-image; Shyness; Fear to speak in public.
Role	Demand for conflicting roles; Time constraints.
Social and Cultural	Negative attitudes towards women in business; Belief that women are supposed to fulfil other roles; Lack of family support; Restrictions on travelling on their own or to work in the evening or at night.
Educational	Lower education levels compared to men; Biased education; Limited access to vocational training.
Occupational	Fewer opportunities in the formal sector; Unfit professions;
Infrastructure	Limited access to: technology; government support; land; finance and credit; information, etc.
Legal	Scant means of independent legal action.

Most rural women workers are unpaid family workers or self-employed. They do dangerous jobs at low pay - on average 25 per cent less than men (FAO). They work longer hours than men per week. Gender norms dictate the role of women and men and also their opportunities regarding the type of work. In some societies these norms restrict women's mobility and engagement in productive work outside their homes. They face attitudinal obstacles in starting, consolidating and developing a sustainable business.

For rural women, family and inheritance laws and practices are often discriminatory. They are heavily burdened by their double role as paid or unpaid workers and family care providers. The latter restricts their time and mobility to engage in productive work and limits their time for schooling, training and economic activities.

The limited access to productive resources, lower educational levels, and social norms coupled with limited opportunities for skills training and advancement, all together perpetuate their lower status. Vocational education, training and entrepreneur programmes for rural women are often limited to a narrow range of female-dominated fields that reinforce their traditional roles and responsibilities.

However, rural female entrepreneurs also face particular challenges entering new and profitable markets and expanding their business. Rural women's presence in workers' and employers' organisations remains low (11%-35% of total membership), leading to lack of voice and representation in policy making and programme development.

Skills development for rural women should be viewed as a combination of training in formal settings (such as schools and training institutions) and non-formal and informal settings (such as community groups, NGOs, and learning from family and peers). It can comprise basic education, vocational and life skills training, entrepreneurship training, and agricultural extension services. Empowering rural women is crucial for ending hunger and poverty. By denying women rights and opportunities, we deny their children and societies a better future.

2.3 How to Approach Rural Women?

We listed above the important reasons responsible for an effective integration of rural women in extension activities. Here we attempt to outline some additional problems rural women face in communication. You might have noticed that a large number of extension services do not reach effectively and directly to women in rural areas. Most information, for instance, is communicated directly to men with the assumption that it will be automatically shared with women.

Moreover communication methods used are not women-friendly. They do not take into account the specific needs and situation of women. The aim of this section is to provide to you an awareness of these issues.



You have seen so far that when extension facilities and provisions do not reach women effectively and timely, the chances of meeting its goals of improving agricultural production or the living standards of the household are greatly reduced. In some more extreme cases, it can also have some negative unintentional side effects, such as in the two examples presented below (Example 4.1 and Example 4.2).

The issues discussed below are some simple examples which are very commonly observed among rural women. Most of these issues will be further explained in detail in the following sections of this module. The aim of this preliminary discussion is to provide you some awareness of the issues.

Example 4.1

New Water Supply System: Mali

In Mali, rural women have always been responsible for taking care of the water supply. A water supply project provided pumps for the purpose of improving the supply of water. Training on how to maintain the new water supply system was given to men, since the extension service considered it to be a men's job. However, the men did not maintain the system because water supply was women's responsibility. Shortly after the completion of the project, the new water supply system broke down and nobody repaired it. What went wrong? What would you have done if you had been in charge of training people for using and maintaining the pumps?

Example 4.2

Animal Traction Nepal

In Nepal, men were trained in using animal traction for ploughing their fields. The aim was to allow them to farm larger areas and achieve higher production levels. Women, who were responsible for weeding, were given no new technology or training to cope with larger areas under production. Consequently they were unable to weed all the crops and the total yield was not higher than from farming a smaller area.

What went wrong here? What other approaches could have been used? In order to answer questions such as these, the best way for you is to organise group discussions with the participants. Allow some time at the end of the group presentation for participants to share their views and discuss these examples. Encourage participants to think of any examples from their own area in which similar situations have occurred.

Ask some of the participants to role play the following two situations. Hand out the roles only to the players. Give them some time to organise their thoughts.

Situation Case 4.1

Husband attends meeting on food processing, comes home but does not discuss with wife and children the issues raised at the meeting (players: husband, wife, and an additional member of the family).

Situation Case 4.2

Extension officer refuses to include a woman in Pest Plot Project because the size of her farm is too small (players: woman farmer, extension officer).

After the exercise, encourage the players to mention any of the feelings they experienced, and reasons for their behaviour. Also ask other participants for their views on what the problems were.



3.

EMPOWERMENT OF RURAL WOMEN

Women empowerment is the process that enables women to take independent decisions on subjects influencing their livelihood and to exercise their rights (leverage) over others who take decisions on their behalf. In other words, it is the process whereby individual woman and women groups gain the power and capacities necessary to have a greater say in matters that shape their lives and the society they live in.

It directly affects:

- The commitment for women's enterprises within their communities.
- How women can attain greater skills and knowledge.
- Extent to which their self-confidence and self-esteem should grow.

Table 4.3 below shows a list of important elements for establishing an enabling environment for gender equality and the empowerment of rural women.

Table 4.3: Enabling Environment for Gender Equality and the Empowerment of Rural Women

Elements	Example
Strengthening women's capabilities.	Through access to education and health services.
Increasing their access to and control over resources and opportunities.	Land, credit, employment, and migration.
Enhancing their agency and leadership roles.	Through increased participation in decision-making.
Protecting and promoting their human rights and ensuring their security.	Through awareness raising and ensuring freedom from violence and the threat of violence.

Economic empowerment: Women’s economic role in decision-making enhances when they have an easy access to savings and credit. Exercising control over these financial matters enables women to optimise their own and the household’s welfare. The investment in women’s economic activities improves their employment opportunities. This also increases their well-being by enabling them to increase expenditure on their children and families.

Social and political empowerment: A combination of women’s increased economic activity and control over income resulting from access to microfinance improves women’s skills, mobility, and access to knowledge and support networks. Their status within the community is enhanced. These changes are reinforced by group formation, leading to wider movements of social and political change.

Once a reasonable degree of women’s “empowerment” is ensured, rural women will:

- Feel more self-confident and they will be in a better position to negotiate access to resources and time and to create their own autonomous space for living and working.
- Be in a better position to realise their objectives in life.
- Be able to improve relations with the husband and his side of the family.
- Organise themselves and better communicate with their environment.
- Create a higher commitment within their communities for their entrepreneurial activities.
- Be in a better position to convince authorities, projects and institutions to create an enabling environment for their enterprises and to facilitate access to resources.
- Have a better grip on their economic environment.
- Women’s role as economic actors will be fully accepted and their influence on the society and on the values and norms will increase.

Evidence suggests that several traditional project approaches have contributed, at times indirectly, to women’s empowerment:

- Most of the training (business and technical) for women entrepreneurs has given them more self-confidence; they have become more outspoken and are less afraid to defend their opinions and rights.
- Many projects have actively supported women groups, which have automatically increased the social legitimacy of these groups.
- Gender training of the staff of most projects and NGOs and the importance given by donors to women's participation in development, have resulted in more women taking part in planning exercises and decision-making bodies, even if their participation is not yet very active.
- Many women leaders have been invited to various colloquia and seminars and have thus been exposed to new ideas and experiences.

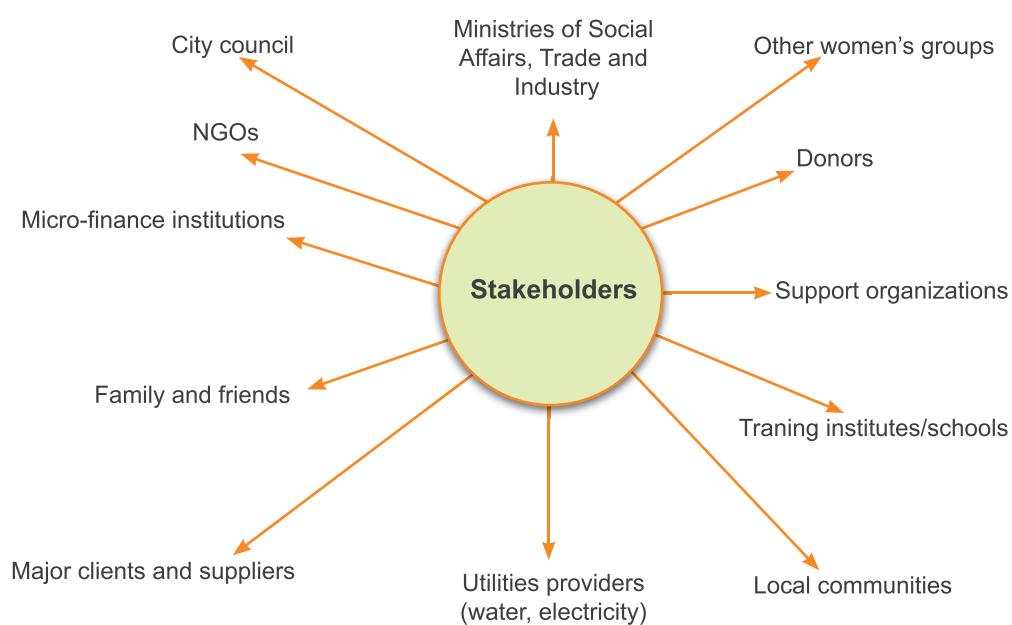
It is very important for you to identify all the persons and organisations (stakeholders) that may provide a direct or indirect advantage for women's economic participation. This is shown in Table 4.4 and Figure 4.1.

Table 4.4: Role and Responsibilities of Stakeholders in Women Empowerment

Stakeholder	Role and Responsibilities
Local authorities and administration	Promote economic development of their area and create employment opportunities.
Local banks and saving/credit cooperatives	Develop viable, low-risk projects; maintain required collateral at their disposable.
Clients/suppliers	Commercial partners of the women entrepreneurs – to sell their products or to provide them with any products or services they may need.
Family and friends	Support a woman's initiative to set up an economic activity.
Community organisations they are interested in all self-help initiatives that are organised in their communities; they could be interested in the participatory approach.	Promote self-help initiatives in the communities through participatory approach.

Stakeholder	Role and Responsibilities
NGOs	Specific resources earmarked for supporting women's economic activities.
Donors	Specific resources earmarked for supporting women's economic activities.
Peer organisations	Promote networking.

Figure 4.1: Stakeholders in Women Empowerment



Source: Gender Promotion Programme, ILO, Geneva.



3.1 Analysing Life Skills Training Needs and Activities for Rural Women

We have seen above that women now make up the majority of the agricultural sector in developing countries. We have also noticed that their productivity is not constrained only by a lack of appropriate skills training but particularly by their being vulnerable to environmental changes. With the modernisation of agriculture and ever increasing use of technology in both farm and non-farm sectors, there is a huge premium on women's ability to respond innovatively and to be adaptable in order to ensure food security and the productivity of the agricultural sector in developing countries. The right kind of training for developing life skills is highly important in supporting women to adopt forward-looking, responsive attitudes and actions.

This section of the module is intended to give you some practical tools for:

- Analysing women's skills and activities;
- Identifying approaches for working with rural women in practice.

The section contains Information about women's responsibilities, daily schedule, access to resources and needs and constraints for planning their activities more effectively.

■ Women's Skill Needs and Activities

In this section you will be able to identify those issues which could help rural women in organising extension activities and other specific activities which require more investigation.

In the following paragraphs we will discuss the practical information on how to conduct a Gender and Situation Analysis and aspects such as designing the questionnaires and collecting information.

■ What Information is Needed?

Building on the increased understanding of women's situation and background

developed above, it is important now to define the information you would need to work effectively with rural women. In doing this, the first thing you have to do is to identify the gaps in their present understanding of their target audience which will create a receptive learning situation for understanding the material presented below.

To effectively meet local needs, you should have a thorough understanding of women's target audience. When planning activities aimed at local rural women, a range of information on their specific situation is needed. Information is also needed on the inter-relationship between their tasks and men's tasks. Since women and men have complementary and, often, overlapping tasks and responsibilities, you need to obtain most of the information on both men and women (Table 4.5).

Table 4.5: Information Key Areas and Information Needs of Rural Women

Information Key Areas	Information Needs
Specific tasks	Specific tasks and responsibilities in agricultural production, household and non-farm activities (e.g. crafts, wage labour, trading).
Location of these tasks	In the field, at what distance from the home, in the household, in the community, outside the community.
Daily and seasonal work schedules	Schedules of women and men.
Responsibilities and financial obligations	Provision of food, medicines, clothing, school fees and their income or other sources of providing for these obligations e.g. home gardens, barter, etc.
Access to resources (farm and non-farm)	Credit, tools, technologies as well as control and decision-making power over the resources.
Access to support services and institutions	Governmental and non-governmental.
Benefits	Increased production and income, time saving in carrying out work and from control over them, e.g. to be able to make decisions on what to plant and when, what inputs to buy.

Information Key Areas	Information Needs
Participation in decision-making	At both household and community level as well as in local organisations and women groups.
Constraints, needs and priorities felt by women	Lack of land title, access to credit, time, access to transport, inputs.
Existing opportunities	Opportunities which could be developed or used further such as existing self-help groups, good loan repayment rates.

Quite often extension activities are planned on ad hoc basis without any of the above listed information. This inevitably leads to organisation of activities which, at best, only partly meet local needs. They thus limit the potential impact of extension work on local development. This happens due to lack of availability of information about these issues.

However, many governments in the developing countries have recently started collecting information and data separately for men and women. Most existing information and data has been gathered considering the household to be a unified group. Experience has shown, however, that since men and women normally have different tasks, responsibilities, and access to resources and constraints, the information regarding these issues cannot all be considered together if women's needs are to be met. A widely used tool for the collection of information is survey.

■ Survey

A **survey** is a data collection tool used to gather information about individuals. A survey may focus on factual information about individuals, or it might aim to collect the opinions of survey takers.

Surveys are commonly used in research studies to collect self-report data from respondents. A survey can be administered in a couple of different ways. In one method known as a structured interview, the researcher asks each participant questions. In the other method known as a questionnaire, the participant fills out the survey on his or her own.

Surveys are generally standardised to ensure that they have reliability and validity. Standardisation is also important so that the results can be generalised to the larger population.

There are several advantages of using surveys. Surveys allow you to collect a large amount of data in a relatively short period of time. They are less expensive than many other data collection techniques. Surveys can be created quickly and administered easily. They can be used to collect information on a wide range of things, including personal facts, attitudes, past behaviours and opinions.

However, surveys have limitations as well. For instance, poor survey construction and administration can undermine otherwise well-designed studies.

The answer choices provided on a survey may not be an accurate reflection of how the participants truly feel. While random sampling is generally used to select participants, response rates can bias the results of a survey.

3.2 Undertaking Gender and Situation Analysis

By now you should have realised the direct implications that a better understanding of women's involvement in agriculture, constraints and needs they face will have in planning effective extension activities. Through this section you should now show them practical ways in which they can collect this information.

Before we start to explain the methodology of undertaking a gender and situational analysis, it is worth understanding the meaning of sex and gender. In simple terms:

Sex is biological and **gender** is cultural. Sex is the physical difference between the male and female sex - they are different because they have different bodies and women can have babies and men can only help make them.

Gender is not biological - it is the different roles that men and women play in our society. These roles are not the same everywhere in the world, but most cultures say that some roles are for women and some for men. Cultures change over time and so can gender roles (Example 4.3).

Now let us see how we can undertake and organise the gender and situation analysis.

Gender analysis is a way of looking at and understanding the complex needs of the community you serve. A gender analysis helps us to take a much closer look at the realities people face. It separates analysis of men and women - their problems, needs and access to power and resources.

A gender analysis was done and overcame the problem - it became clear that women are the farmers, but have little say in the households or the community. Loans to women, support services and forums for making collective decisions were set up and the money was used to turn poor farmers who barely survived into productive ones.

Example 4.3

A very typical rural development project in an African country made loans available to men as heads of households to develop small farming. This was a response to a needs assessment that found that farming in the area needed some capital investment to become productive. When most of these projects failed, funders investigated and found that the loans were not used for farming, or if used it was for inappropriate things. They also found that farming was actually done by women and most of the men went to work in the cities. But the loans were made to the men and because of their traditional role as head of the family; they could make decisions about how to use the money.

3.3 How to do a Gender and Situation Analysis?

- **Agender and situation analys** looks at the roles men and women must play in accordance to the norms of a given society. It looks critically on the unequal power relations between men and women. Finally, it looks at the needs that arise from gender roles and how to respond to them.

The analysis is carried out to obtain detailed information about male and female farmers: their work in agriculture, the household and other activities, their workloads and schedules, their responsibilities and financial obligations, the resources to which they have access, their participation in decision-making and community organisations, the constraints they face and their needs, priorities and opportunities.

The roles rural women play can be broken down into three categories:

- Productive role - work that brings in money
- Reproductive role - work around the house, food and family
- Community role - organising social events and services in the community

All these roles are important for you to consider and take into account. Different roles and their implications are explained below.

■ Productive Role

Productive work is making things or providing services that can be traded for money.

Both men and women are involved in productive work, but the types of work they do are very different and are often divided according to their gender roles.

Professional jobs also differ - most of the people in management are men, most clerical workers are women. Most teachers and nurses are women, most principals and doctors are men.

Most skilled workers and artisans are men, most cleaners and domestic workers are women. Most paid farm workers are men, while the women who grow crops for their families to eat are unpaid. In all sectors of the economy, men occupy

the majority of the higher paid jobs. Even when men and women have the same jobs, men are usually paid more.

The informal sector is a very important one for economies of developing countries since it is often the fastest growing sector. Women are the majority of the producers in the informal sector. This sector lacks support and infrastructure and is usually not represented in local decision-making forums.

■ Implications for Community or Development Organisations

Economic and social development is an important part of development work. To empower women and remove the barriers to their participation in the economy we must analyse their present productive role and look for opportunities to improve things.

Women should be targeted for income-generating and employment projects. Consultation around such projects should directly involve women.

The informal sector should be included in all local forums and in other structures to deal with development or other community issues.

As representatives of the local government you should investigate the needs of the informal sector and include them in planning - things like space, security, storage facilities and power supply. Planning around transport, safety, childcare, health services, account pay-points, etc. should take into account the needs of working women.

Training and skills development should specially target women - whether these projects are organised by government or non-governmental organisations (NGOs).

■ Reproductive Role

Reproductive work is the care and maintenance of the household and the family.

It includes bearing and caring for children, cooking, collecting water and fuel, cleaning, shopping, mending and looking after the disabled, old or sick members of the family. In all class and race groups this work falls mostly on women's shoulders.

Most women work long hours in and around the house. They get less sleep than men and have little time for leisure. Although every household needs a lot of housework, it is not valued - it is not seen as real work and is not paid for. Most poor women work almost twice as many hours per day as their male partners.

■ Implications for Community or Development Organisations

Because women play the reproductive role, they are the main users of local services. When basic resources, services and facilities are absent, their work burden increases. For example, in many rural areas women spend hours every day collecting water and wood.

If we are serious about improving women's lives, it is your community and development organisations' role and responsibility to prioritise projects that will free women to become more active in other areas of work like productive work and political leadership. Childcare facilities, safer streets, running water, electricity, access to cheap shops, accessible clinics and public transport are all things that will make women's lives easier while also improving the lives of all who live in the community.

As the main users of services, women should also be targeted for consultation and participation in community meetings that discuss service provision and development projects.

In the long term we also have to fight to change our culture so that the "reproductive" work is shared between men and women.

■ Community Role

Community work is organising collectively social events and services, including local political activities.

Things like funerals, churches, welfare organisations, civics, community meetings, campaigns, self-help groups' projects and water committees belong to this category.

Community work can be divided into two main roles:

- Community managing - doing the work to make the events and services succeed.
- Community politics - playing a leadership role and making decisions.

Women form the majority of the people who do community work (managing) while men occupy the majority of the leadership positions (politics). Church is a good example of how the work is divided. The majority of active members are usually women and they organise most of the social events and welfare services. The vast majority of the people in positions of power - like priests and church council members, are men.

Women are seldom well represented in the community structures meant for development, services and projects - structures like Local Development Forums. But when it comes to voluntary work that is needed to make things work, there is often an assumption that women will have free time to do the work. Even though fewer women are in formal employment, studies show that they work longer hours than men because of all the household work they do.

Many projects and programmes fail because of poor consultation. You must make sure that women are properly consulted - if it is not possible to meet them as leaders of community structures, other ways must be used.

It is only when women are part of the political decision-making process, decisions, that are practical, acceptable, implementable and will benefit women's lives will be made.

■ Responding to Life Skills Needs of Rural Women

In each of the areas of productive, reproductive and community work, men and

women will have different needs according to their gender roles.

To overcome the inequalities between men and women, there are two ways in which you can respond to their needs:

- **Practical needs:** we must make the lives of women easier. Their reproductive roles give them a huge extra burden. By considering programmes that deal with childcare, accessible healthcare, access to water and electricity and efficient public transport, the burden of the work to care for the family and household can be lessened.
- **Strategic needs:** in the long term we must try to change the unequal power relationship between men and women. Women must get access to things that will empower them - like training, loans, own business, signing power for renting houses and representation on political structures.

Any development programme or project should be assessed in terms of both of the above, and the question should always be asked whether a programme makes women's lives easier and/or empowers women. Obviously all projects will not be able to do both.

The easiest way to do a gender and situation analysis is to see if a project has correct goals and objectives. The following question should be asked:

- Which role are we trying to address: productive, reproductive and/or community work?
- What is the division of the work, access to resources and access to power, for men and women in this area?
- What are the gender needs of men and women in this area?
- What exactly do we want to achieve in response to practical and strategic needs?

- How will the project achieve this?
- How will we know when we have succeeded - what indicators will we use?

There are also other questions you should ask before you even start planning the details of a project. Projects must be based on needs assessments (see Module I) and community consultation. It is in the consultation process that women often get left out. The methods we use to communicate with the community may also leave out more women than men. The following questions should be asked to do a gender and situation analysis of the process:

■ Questions around the Process:

- Is it based on a proper needs assessment that separates men and women's needs?
- What communication strategy is used to make sure that women are well informed and participate in needs assessment and consultation processes?
- What consultation processes are used and do they make it easy for women's voices to be heard?
- Have women been well represented or should we think of other ways to consult?

■ Questions around the Outcomes of the Project:

- Who will directly benefit from the project and will it address any of the priority problems of women that your needs assessment raised?
- Who will benefit in terms of getting the jobs created by projects?
- What impact will your project have on poor women in terms of improving their access to income, time, nutrition, health and skills?

■ How to Do a Gender Needs Analysis?

When doing the needs assessment, it is very important to separate the information you collect about men and women if you want to respond effectively to needs. For example you may have an unemployment rate of 40% in a local community. When you separate the figures you could find that 55% of women and 25% of men are unemployed.

You can assess needs in several different ways. For instance, you can do research and surveys, have ward meetings, meet interest groups and do house visits. Find out as much as you can about the problems and needs of the people in your area.

The form on the next few pages is a good way to start if you want to do a general needs assessment. When you fill in the form below you will get some idea of the problems women face in your area. If you do not know all the answers, try to get the information from the municipality, the clinic, community organisations or government services. The census should also have information about the economic status of people in your area.

If you want to do a needs assessment about a specific issue like health or housing, you will obviously have to get more details than this form allows. Direct consultation and research should also form part of your needs assessment for a specific project.

■ 1. People

(Get estimates from municipality or clinic statistics)

How many people live in your area? _____

How many of those are women/girls _____

men/boys_____

How many people are under 18 years old_____

over 65 years_____

How many of over 65 years are: women_____

and men_____

■ 2. Facilities

How many of the following are there and what are the problems for women?

	Number	Problems
Primary schools	_____	_____
High schools	_____	_____
Crèches	_____	_____
Clinics	_____	_____
Sport-fields	_____	_____
Community halls	_____	_____

How far are the nearest facilities from where most people live?

	Distance	Problems for women
Police station	_____	_____
Post office	_____	_____

Clinic	_____	_____
Hospital	_____	_____
Fire brigade	_____	_____
Shops	_____	_____
Bank	_____	_____
Public phone	_____	_____
Magistrate's court	_____	_____
Pension pay point	_____	_____

■ 3. Work

What percentage of adults is unemployed: men? _____ women _____

What kind of work do most women do?

(Write all the most common things, the problems and the estimated pay for that kind of job and how many women do that type of work. At the bottom of this section is an example of how to fill it in).

Type of work	Problems	Pay	How many women
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

(Example: Domestic worker, bad pay, long hours, no benefits, no buses after 5pm).

■ 4. Water and Fuel

Where do households get water? (Write all the different ways in different parts of your community and the problems women encounter).

Area	Water source	Problems

What do most people use for fuel for cooking?
(wood, electricity, paraffin, gas, coal, cow dung)

Area	Fuel	Problems

■ 5. Housing

What kind of houses do people live in?
(Write different types in different parts of your community).

Area	Type of housing	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Transport

What kind of public transport do most women use and what are the problems?

Type of transport	Problems
_____	_____
_____	_____
_____	_____
_____	_____

7. Health, Welfare, Social and Legal Issues

What are the most common health problems for:

Girls under 16 years _____ boys under 16 years _____

Women 17-40 years _____ men 17- 40 years _____

Women 41-64 years _____ men 41-64 years _____

Women over 65 years _____ men over 65 years _____

What are the most common family problems that women have to deal with?

What are the most common problems about crime and violence that affect women?

What kinds of discrimination still exist against women?

Table 4.6: Other Basic Instruments for the Gender and Situational Analysis

■ **Who Does What (Example)**

Activity	Who performs it		
	Women only	Men only	Both
Crop Production			
Crop: Maize (Corn)			
Task: Land preparation			
Task: Sowing			
Task: Transplanting			
Task: Weeding			
Task: Application of pesticides			
Task: Harvesting			
Task: Storage			
Task: Shelling			
Task: Milling			
Task: Packaging			
Task: Transport to market			

Activity	Who performs it		
	Women only	Men only	Both
Task: Selling			
Crop: Cassava			
Task: Land preparation			
Task: Sowing			
Task: Transplanting			
Task: Weeding			
Task: Application of pesticides			
Task: Harvesting			
Task: Storage			
Task: Processing/ Packaging			
Task: Transport to market			
Task: Selling			
etc.			

Activity	Who performs it		
	Women only	Men only	Both
Animal Production			
Animal: Goats			
Task: Feeding			
Task: Care			
Task: Milking			
Task: Slaughter			
Task: Transport to market			
Task: Selling meat			
Task: Selling milk			
Task: Selling hides			
Animal: Chickens			
Task: Feeding			
Task: Care			
Task: Collecting eggs			
Task: Slaughter			

Activity	Who performs it		
	Women only	Men only	Both
Task: Transport to market			
Task: Selling chicks			
Task: Selling eggs			
etc.			

Activity	Who performs it	When	Where
Food preparation	Women	3 times a day 3 hours daily	at home
Water collection	Women	2 hours daily	water pump 3 km from home
Firewood collection	Women and Children	3 hours daily	forest 5 km from home
Roof repair	Men	when needed (twice a year)	home
Selling produce	Women	weekly	market 5 km from home
Repairing fish nets	Women	once a week 2 hours	home
etc.			

Family needs	Who is responsible	Means to provide for it
Food	Women	Family plot income from sale of produce
Clothing	Women	Cloth is bought with women's income Clothes are made by women
Medicines	Men	Men's income
School fees	Women	
etc.		

	Who has access	Who controls	Benefits and use
Land	Men	Men	Cash crops
			Cash for consumer goods equipment and hired labour
			Collateral for credit
	Women	Women	Crops for family food
			Crops for sale
			Cash used for household goods and school fees
Animal traction	Men	Men	Ability to plant larger land area
			Time savings
Water well	Women/Men	Women	Clean water for household
			Time saving
Savings group	Women	Women	Access to small loans

Activity	Who performs it					
	Children and Youth	Women	Men	Both men and women	Where	When
Non-agricultural activities						
Activity:						
Task:						
Task:						
Task:						
Task:						

Activity	Who performs it					
	Children and Youth	Women	Men	Both men and women	Where	When
Activity:						
Task:						
Task:						
Task:						
Task:						
etc.						

Resource	Who has access	Who controls It	Benefits and use
Water			
.....			
.....			
Labour			
.....			
.....			
Capital goods			
.....			
.....			
Purchased inputs			
.....			
.....			

Resource	Who has access	Who controls It	Benefits and use
Inputs produced on farm			
.....			
.....			
Cash			
.....			
.....			
Agricultural credit			
.....			
.....			
Markets/Transport			
.....			
.....			
...			
Agricultural knowl- edge			
.....			
.....			
Education			
.....			
.....			
etc.			

Methods	Methodology	Output/benefits
Agricultural calendars	On a monthly basis, identify who is responsible for all field operations for all enterprises, livestock rearing, agro-processing, wild products, gathering fuel and water collection, marketing.	Qualitative picture of activities for all enterprises and operations.

Methods	Methodology	Output/benefits
Seasonal labour profiles	Estimate personal days/ months for each task during average farming season.	Quantitative - useful for showing changes in farming cycle and labour allocation when new crops or techniques are introduced.
Informal surveys	Open-ended questioning of individuals.	Quick, informal, cost-effective way to describe farming practices, agricultural knowledge, and women's roles in agriculture. May miss some important information.
Group and community interviews	Open-ended questioning of group representing more than one household.	Quick, inexpensive overview of conditions and practices in an area.
Household sample survey	Structured questionnaire to a sample that is representative of the population.	Time-consuming, expensive. Produces quantitative data.

Problem/constraint	Reason(s) for the problem
1. Time related	
-	
-	
2. Mobility related	
-	
-	
3. Credit related	
-	
-	
4. Other problems	
-	
-	

Interview of LG Representative (LGR) with a male farmer

■ Example

(LGR): Does your wife work?

Farmer: No, she is a housewife.

LGR: What does she do during the day?

Farmer: She gets up at dawn and fetches the water and firewood and then prepares breakfast for me and the children.
She feeds and takes care of the chickens and the cows, collects the eggs and milk.
She weeds the vegetable plot and helps me with harvesting the crops.
She threshes the grain.
She grinds the grain and stores and prepares the food for the household.
She takes the produce to market to sell and buys household goods.
She makes clothes, baskets and mats for the household.
She takes care of the children.
She doesn't work, she is just a housewife.

3.4 Exploring Farm and Non-farm Skills for Women

The above section has helped you acquire knowledge about the techniques of assessing women's needs and the constraints they face in setting up of their own enterprises. In this section we will help you to understand the techniques that you may eventually propose to rural women for generating additional income for the household and improving their quality of life by involving them in non-farm enterprises.

However, before doing this, we feel important to explain to you the distinction between farm and non-farm activities so that you can help them establish appropriate business enterprises.

If you look closely around the rural surroundings you will notice that rural non-

farm economy (RNFE) is becoming a major source of income and employment growth. Because of its frequently small scale, low capital requirements, seasonality and amenability to home-based activity, growth in the RNFE holds important implications for the welfare of women and poor households. RNFE helps to reduce income inequalities that may arise within the agricultural sector.

Table 4.7 explains the distinction between farm and non-farm activities.

Table 4.7: Farm and Non-Farm Activities

Farm Activity	Non-Farm Activity
<p>Agriculture includes the primary production of all unprocessed plant and animal products:</p> <p>(International Standard Industrial Classification – Group I)</p> <ul style="list-style-type: none"> • <i>Crops</i> • <i>Aquaculture</i> • <i>Livestock</i> • <i>Husbandry</i> • <i>Woodlot production</i> • <i>Hunting</i> • <i>Fishing</i> 	<p>Includes all rural economic activity outside of agriculture: (International Standard Industrial Classification –Group I)</p> <ul style="list-style-type: none"> • <i>Self-employment</i> • <i>Wage employment</i> • <i>Full-time and part-time formal, informal and seasonal non-farm production</i> • <i>Non-farm activity may take place at home, in factories or by traders</i> • <i>It includes small and large-scale activities of widely varying technological sophistication</i> • <i>Mining</i> • <i>Manufacturing</i> • <i>Utilities</i> • <i>Construction</i> • <i>Commerce</i> • <i>Transport</i> • <i>Financial Services</i> • <i>Personal Services</i> • <i>Agro-processing (milling, packaging, bulking or transporting)</i>

In many rural areas, agriculture alone cannot provide sufficient livelihood opportunities. And migration is not an option for everyone. Thus, rural non-farm employment can play a potentially significant role in reducing rural poverty. The importance of non-farm enterprise to rural incomes cannot be underscored.

In this section of the module the link to gender and situation analysis and the process of developing a suitable non-farm enterprise for rural women, rather than the provision of ready made solutions has been explained.

Knowledge of women's activities, resources, constraints and needs can help you determine, in consultation with the women farmers themselves, the most appropriate inputs, technologies and enterprises for women.

For developing a particular women enterprise you are required to take into account the following steps:

■ Step 1: The Results of the Gender and Situation Analysis

Here our main tools would be the summary table prepared at the end of the gender and situation analysis and the amendments suggested by the women farmers. This table is extremely important as it will help you identify the key aspects that need to be addressed in the extension package.

■ Step 2: Revision of the Technology and Support Services Available

Here you have to identify from the gender and situation analysis a list of entrepreneurial skills and appropriate technologies that match the needs of rural women. Try to identify which parts of enterprises (if any) could be appropriate to women.

By comparing the summary of the gender and situation analysis and the list of technologies available, and by using the imagination to develop innovative mixes of what is available and what could be done, it will often be possible to develop a suitable small-scale business enterprise for women.

Box 4.1

Extension Package for Women

Men in a particular area are responsible for cash crop production. Women in the same area are responsible for food crops and also sheep and goat care. The available extension package promotes greater use of fertiliser for use in cash crops which men can afford.

Increased production of staple food crops is also being promoted by the extension service. A major component of this is to use more and more fertiliser for food crops.

Women, however, do not have the same access to cash and cannot afford high doses of artificial fertiliser.

A suitable extension package for women might then be to recommend a low dose of artificial fertiliser (which they can afford) supplemented by sheep and goat manure.

4. DEVELOPING ENTREPRENEURIAL SKILLS AMONG RURAL WOMEN

When a pressing need has clearly been mentioned by several women, you should try your best to address it. Even with issues which seem beyond your control, it will often be possible to make a move in the right direction. Reporting to the women the progress achieved will help gain their confidence and establish the basis for a constructive relationship.

Women entrepreneurship aim at improving the status of women through income generating activities and social development activities. Income generating ac-

tivities therefore are not an end in itself, but a means to achieve the overall goal of improved status of women's lives. This implies that rural development programme should support those income generating activities which contribute the most to improving households or micro-enterprises.

4.1 Business and Micro-enterprise for Rural Women

- An enterprise or business is any venture which involves production of goods and/or services to obtain profit.

If you look carefully in your community you will find the following four types of businesses:

- Production: producing goods for selling, e.g. growing fruits and vegetables, sheep rearing, etc.
- Processing/manufacturing: converting raw materials into finished product, e.g. processing fruits into jams
- Trading: buying and selling of the same product(s), e.g. grocery shop, market stall, etc.
- Services: main line of business is providing a service, e.g. beauty parlour, secretarial services, teachers, nurses, transportation, etc.

By encouraging women to engage in micro-enterprise, you encourage initiative, risk-taking, decision-making and income earning. Women are able to participate in socio-economic activities in their communities. Micro-enterprises usually are household-based and women can choose an enterprise which they can combine with their other chores.

In general, the poor women cannot take unnecessary risks. Their resources and conditions are such that they do not have enough to be able to incur losses. If their venture fails, they lose more than their material resources. It erodes their

self-confidence. Thus, you have a great obligation of providing sufficient safeguards to ensure success, not failure results, in women group's micro-enterprise.

There are several internal and external factors that may affect the success or failure of a micro-enterprise.

- **Internal factors** are those that are within the control of the women entrepreneur. These include their knowledge, skills, attitude and resources. If the factors contribute to the success of the enterprise they are called "strengths" or positive internal factors. When internal factors are an obstacle to success, they are called "weaknesses" or negative internal factors.
- **External factors** are those that are outside the control of the entrepreneur. These include the market situation, economic situation of the community, the weather, etc. External factors that contribute to the success of the project are called "opportunities" or positive external factors. When external factors may become obstacles to the success of the project they are called "constraints".

Analysis of the factors affecting the success or failure of a business serves as a guide to determine:

- What external factors (constraints) must be avoided or need to be resolved.
- What external factors (opportunities) facilitate the success of the micro-enterprise.
- What internal factors (weaknesses) should be improved.
- What internal factors (strengths) must be capitalised on.

This will help to identify what actions need to be taken by you or the women micro-entrepreneur.

There are four stages in micro-enterprise development:

1. Opportunity scanning

2. Business planning

- Production
- Marketing
- Finance
- Organisation

3. Implementation

4. Evaluation

Once an enterprise has completed these stages (commonly known as **business cycle**), she is left there with three distinct choices. These choices are:

- to open a new business
- to continue with the existing business
- to cease to operate the existing business

Let us consider the following example:

Mina is a farmer and lives in Sitara village with her husband and five children. Her husband is a factory worker. Mina assists at home with an acre of rice land. For many years she has been assisting. While at home with rice she has not made good profits.

Because of her very low profits from cultivating rice, she thought about planting vegetables. But before she made a decision, Mina made a careful survey of the market for which types of vegetables are in demand and command higher prices.

She went to several market places and found out that cabbage sold at a very high price and was in high demand.

She approached the Village Head (LG Representative) who took her to an agricultural officer. She inquired how cabbage is grown. Fortunately there was a workshop to be given on cabbage by a well-known NGO for 2 days. She attended the 2-day workshop and learned how to grow cabbage. Since the workshop was basically conducted through demonstration and field practicum, Mina learned how to plant, water, fertilise, weed and harvest cabbage. She also learned what she will need for land preparation, fertilisers, chemicals, labour and other incidental expenses.

Mina went to her parents and requested a loan at 5 per cent interest per month. Then she went to the market and secured the commitments from buyers for her cabbage produce. With a ready market for her cabbage, she started to grow cabbage on her land.

She religiously followed what she had learned from the workshop and recorded all of her expenses on cabbage production. After 3 months, she started harvesting cabbage and selling them to her buyers.

She also recorded all of her sales and made a profit. Out of the profit, she paid her loan to her parents including the interest. The rest of the profit, she reinvested in cabbage production by renting an additional piece of land.

■ Questions

1. Is Mina's business successful?
2. If so, what are the factors contributing to her success?

3. Does the undertaking contribute to more self-reliance?

■ Answers

■ Marketing

- Mina conducted a market survey.
- She determined the demand and price of cabbage.
- She secured her sales through negotiations.

■ Production

- Mina attended a workshop on production of cabbage.
- She knew the proper practices involved in cabbage production from land preparation to harvesting of produce.

■ Financing

- Mina used her savings and secured a loan.
- Mina reinvested all of her earnings in cabbage so she can expand her business.

■ Management/organisation

- Mina took care of all stages of production according to what she learned from her workshop (land preparation to harvesting).
- She kept a record of her transactions.

Self-reliance

- Mina has the principle of self-reliance, since she showed initiative of thinking about something new by herself.
- Mina was realistic in that the micro-enterprise she chose was small, relatively low risk and can be managed together with her other tasks; relatively simple technology and low investment; relatively short production-cycle (less than a year), so quick return of investment; contributed to cash income.
- Because Mina succeeded, her confidence and enthusiasm has increased.

Mina's management skills have improved because now she has first-hand experience; she has learned a new technological skill.

5. CONCLUSION

Rural women are the key to socio-economic progress. They form the backbone of the agricultural labour force. Their status in the household and the community is affected by the processes of industrialisation, modernisation, commercialisation of agriculture, migration and urbanisation. The status is also adversely affected by prevailing economic policies and other development conditions; traditional concepts and beliefs related to the position and role of women in the households and rural communities.

The limited access to productive resources, lower educational levels and limited opportunities for skills training and income generation all together perpetuate their lower status. Vocational education, training and entrepreneur programmes for rural women are often limited to a narrow range of female-dominated fields that reinforce their traditional roles and responsibilities. In some societies

women's mobility and engagement in productive work outside their homes are restricted. They face attitudinal obstacles in starting, consolidating and developing a sustainable business.

We need to empower women to enable them to take independent decisions on subjects influencing their livelihood and to exercise their rights over others who take decisions on their behalf. For establishing an enabling environment for gender equality and the empowerment of rural women we need to design programmes to strengthen women's capabilities and increase their access to and control over resources and opportunities. It is also important to protect and promote their human rights and ensure their security.

With the modernisation of agriculture and ever increasing use of technology in both farm and non-farm sectors, there is a huge premium on women's ability to respond innovatively and to be adaptable in order to ensure food security and the productivity of the agricultural sector in developing countries. The right kind of training for developing life skills is highly important in supporting women to adopt forward-looking, responsive attitudes and actions. There are physical and biological differences between women and men as well as they have different needs. They face different problems and they do not enjoy equal facilities in access to power and resource. We need to know needs of both women and men that arise from gender roles and how to respond to them.

In the rural surroundings rural non-farm economy (RNFE) is becoming a major source of income and employment growth. Because of its frequently small scale, low capital requirements, seasonality and amenability to home-based activity, growth in the RNFE holds important implications for the welfare of women and poor households. Micro-enterprises usually are household-based and women can choose an enterprise which they can combine with their other chores.

6.



FOLLOW-UP



Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience. Identify activities and make a plan which you can individually or jointly implement.

7.

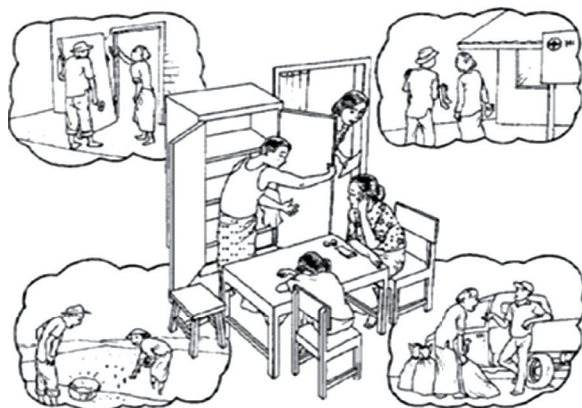


CONTENTS OF MODULE V



In the next module “**Meeting Special Needs**” we will focus following major topics:

- What is poverty, deprivation, disadvantaged and vulnerable population groups?
- What are factors responsible for the low socio-economic standards?
- Who needs special attention and why?
- What is marginalised and deprived rural population groups?
- What are challenges and needs of marginalised and deprived rural population groups?
- What skills are required to address special needs of people living in the rural areas?
- How can we address special needs for sustainable livelihoods?



Annex 4.1.

- Facts about Rural Women
 - ▶ Women perform two thirds of the world's work
 - ▶ Women earn one tenth of the world's income
 - ▶ Women are two thirds of the world's illiterate
 - ▶ Women own less than one hundredth of the world's property

Source: United Nations statistics

Average hours per week spent fetching wood and water in rural areas of selected Sub-Saharan African countries

Country	Guinea (2002-2003)	Madagascar (2001)	Malawi (2004)	Sierra Leone (2003-2004)
Women	5.7	4.7	9.1	7.3
Men	2.3	4.1	1.1	4.5
Girls	4.1	5.1	4.3	7.7
Boys	4.0	4.7	1.4	7.1

Source: UNDP, 2011

Employed population as share of total adult population, by sex and sector

Region	Agriculture		Industry		Services	
	Male	Female	Male	Female	Male	Female
Sub-Saha- ran Africa	48	39	7	4	21	16
South Asia	26	15	12	2	28	4
Near East and North Africa	14	6	18	2	32	7
Latin America/ Caribbean	15	4	20	8	34	32
East and Southeast Asia	38	20	17	8	22	25
Develop- ing Coun- tries	25	17	17	4	30	20

Source: FAO, 2011.

Participation in rural wage employment by sex (%)

Country	Female	Male
Bangladesh	3	24
Ecuador	8	28
Ghana	4	14
Indonesia	8	17
Malawi	17	26
Nepal	13	21
Nicaragua	7	25
Panama	10	28
Tajikistan	13	19
Viet Nam	11	17

Source: FAO, 2011. (Rural Women and Millennium Development Goals).

Economically active women in agriculture (2010)

Region	Women (%)
Africa	
Northern Africa	28
Sub-Saharan Africa	58
Latin America and Caribbean	15
Asia and Pacific	
Southern Asia	51
Western Asia	19
Eastern and S.E Asia and Oceania	59

Source: The World's Women, United Nations 2010

Division of work in Africa (% of total labour in hours)

Task	Men	Women
Clearing fields	95	5
Turning soil	70	30
Planting	50	50
Hoeing/Weeding	20	80
Harvesting	40	60
Transportation	20	80
Storing	20	80
Processing	10	90
Marketing	40	60
Carrying water, Fuel	10	90
Domestic stock	50	50
Hunting	90	10
Feeding family	-	95

Source: Women in Community Forestry 2007 FAO

Sample questionnaire for completion by participants at the start of the course

Question	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
1. Men and women should have separate duties.					
2. Women are good at handling money.					
3. Housework is hard-work.					
4. Women are more intelligent than men.					
5. Women's work is less important than men's.					
6. It is more important for girls to be educated than boys.					
7. The man should be the head of the household.					
8. Women work more than men.					
9. Men are not suited to look after children.					
10. It is natural for girls to want to look after the home.					
11. It is natural for boys to want to look after the home.					
12. Women should obey their husbands.					

Question	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5
13. Housework is not work.					
14. Men should be expected to help in the home.					
15. Men and women work well together.					
16. Men waste more time than women.					
17. Cash crops should be men's responsibility.					
18. It is natural for boys to want to work with machines.					
19. It is natural for girls to want to work with machines.					
20. Women are not interested in extension activities.					



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