

## Lesson Plan

### Gender in Agriculture, Education and Training

#### Intended Audience

4H Leaders, FFA Advisors, Peace Corps workers and USAID personnel working with secondary and/or tertiary students.

#### Time Needed

60 minutes.

#### Supplies Needed

Computer, projector, screen or wall and internet access. If this is not available for class then leader should review presentation and prepare to teach class the information in the slides. Leader should also print off table below. Leader will also need a timer, blackboard or similar surface and writing tool to keep score. Some kind of small prize for winners and runner-ups.

#### Learning Objectives

The objective of reviewing the slide presentation *Gender in Agriculture, Education and Training* on the InnovATE website ([http://www.oired.vt.edu/innovate-modules/Gender\\_Module/story.html](http://www.oired.vt.edu/innovate-modules/Gender_Module/story.html)) and the following lesson is to make students aware of gender gaps in agricultural education for students in developing countries and especially female students. Students will be challenged to find potential interventions and come away with a broader perception of the importance of educating girls and women.

#### Facilitator Instructions

The leader will review the slide presentation on the InnovATE website titled, *Gender in Agriculture, Education and Training*. It will take about 20 minutes to review the entire presentation. Then, read through the table of questions and answers in the table below. Some of the questions in the table will require that the leader do some research before class to find out the correct answers. The bonus questions are intended to make the students think about these gender issues in their own local contexts. After the opening activity, the leader will divide the students into teams of 3 to 5. The leader will be acting in the role of a quiz show host so they should assume a lively, encouraging affect to motivate the group to want to participate.

#### Opening Activity

Step 1: If possible, the leader will show the slide presentation from the InnovATE website. If this is not possible, the leader should present the information from this slide presentation in a similar manner as was presented in the slide presentation. Students should be encouraged to pay attention because they will be competing with their peers to show their level of comprehension.

## Activity Instructions

Step 2: The leader will review the vocabulary list at the end of this lesson to make sure students understand the concepts of these words from the slides.

Step 3: The leader will set the stage for a quiz bowl competition by dividing the students into groups of 3 to 5. The groups should sit in tight groups a distance apart from each other so they can discuss without being overheard.

Step 4: The leader will randomly pick a question from the table below. Read the question to the group.

Alternative to Step 4: Or, the leader can randomly pick a question and read to group 1 and if they get it right, they get 1 point. If they don't know the answer, then it goes to group 2 and so on.

Step 5: Students should raise their hand immediately if they know the answer and if they don't, discuss as a group to see if they can come up with an answer. Only allow 10 seconds for a team to raise their hand to answer.

Step 6: In either case when a team gets it right, read the bonus question then ask the team to discuss possible answers among themselves. Tell the students that the bonus questions will require them to think outside the presentation.

Step 7: Give them 1 minute and then ask for the answer.

Step 8: The leader will have to discern if they feel it is a well thought out and plausible answer. Give the team 2 points for their answer.

Step 9: At the end of the class time, add up the points to see who the winner is. Give them a small prize.

Step 10: Then give the rest of the class a small prize as runners-up and explain that they are all winners in problem-solving the issue of gender barriers in agricultural education.

<b>Question</b>	<b>Answer</b>	<b>Bonus</b>
Name 3 things that change when the status of women is improved	1. Food security is increased 2. Poverty is reduced 3. Household nutrition improves	How would these improvements benefit the community as a whole?
What percent of women are agricultural researchers in developing countries?	20%	Describe one way to get more females interested in research.
Who produces the majority of the food in developing countries: men or women?	women	Who produces the majority of food in this country? (Leader will need to look up ahead of time)

Question	Answer	Bonus
What kind of fields do women go into if they do get a chance to go to school?	Home economics, health and humanities	Explain where the idea that women should do these careers came from. (Answer: Women are nurturing)
What continents have lower enrollments of girls than boys at all levels of education?	Africa and Asia	What is the ration in this country? (Leader will need to look up ahead of time)
What are some of the institutional issues that prevent women from going to school in this area?	<b>Teacher will need to identify</b>	Suggest one way to change that issue to encourage women to go on in school.
How far do children have to travel to attend school in this country?	<b>Teacher will need to identify</b>	Offer a suggestion on how to cost effectively transport students who need to travel long distances.
Name 3 other issues in infrastructure that may be a barrier to girls attending school?	<ul style="list-style-type: none"> <li>• Lack of sanitary facilities or dormitories</li> <li>• Increased distance to school increases chance of rape</li> <li>• Teachers may have a negative attitude</li> <li>• Curricula lacks relevancy to gender</li> <li>• Girls may be sexually harassed in school</li> </ul>	Suggest a way to get teachers to be excited about teaching girls.
List the 4 types of barriers that lead to gender disparities in education.	<ol style="list-style-type: none"> <li>1. Institutional</li> <li>2. Infrastructure</li> <li>3. Socioeconomic</li> <li>4. Socio-cultural</li> </ol>	Suggest one way to improve one of the barriers in your community.
What type of barrier is “there is a high demand for female labor in the household”?	Socio-economic	Suggest a way women could go to school and still get home labor done.
Name some socio-cultural barriers in this country?	<ul style="list-style-type: none"> <li>• Low social status of women or the traditional image of women</li> <li>• Negative perception of the education of girls and women</li> <li>• Boys’ education is prioritized</li> <li>• Early marriage and pregnancy</li> <li>• Dowry</li> <li>• Low education level of parents</li> <li>• Religious sentiments</li> <li>• Difficult for educated women to get married</li> <li>• Lack of role models at home and school</li> <li>• Household responsibilities</li> </ul>	List a female role model who has completed a college education and is working in agriculture.

Question	Answer	Bonus
	<i>(teacher should discern other local barriers)</i>	
What are some physical reasons girls may not study agriculture?	<ul style="list-style-type: none"> <li>• Agriculture is seen as needing strength</li> <li>• Agriculture as seen as dirty</li> <li>• Pretty girls should not be in agriculture</li> <li>• Risk in safety</li> </ul>	List some ways women could accomplish work that requires strength.
Name 5 careers in agriculture other than plant or animal production	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Forestry</li> <li>• Engineering</li> <li>• Communications and marketing</li> <li>• IT</li> <li>• Research</li> <li>• Economics</li> <li>• Genetics</li> <li>• Sales</li> <li>• Distribution</li> <li>• Plant Breeding</li> <li>• Veterinary</li> <li>• Rural sociology</li> <li>• International development</li> </ul>	List some reasons that women would be good at veterinary work.
In what ways are innovations in agriculture focused on women?	They generally are not.	How could innovations be made to help women?
List 3 things that can be done to increase the access for women to careers in agriculture?	<ul style="list-style-type: none"> <li>• Hire women to be role models</li> <li>• Create networks for women to gain support and encouragement</li> <li>• Provide maternity and family leave</li> <li>• Create career development opportunities</li> <li>• Create an equal promotion policy</li> <li>• Include women in decision making roles</li> <li>• Conduct workshops to educate about gender issues</li> <li>• Provide more sanitation facilities for women</li> <li>• Provide safe places for women to work and stay</li> <li>• Provide safe travel options</li> </ul>	List 3 more things that can be done to increase the access for women to careers in agriculture?

Question	Answer	Bonus
	<ul style="list-style-type: none"> <li>• Have women travel in teams</li> <li>• Support long-term training for women</li> </ul>	
<p>What are the Best Practices mentioned?</p>	<ul style="list-style-type: none"> <li>• Encourage positive community and parental attitudes towards education for girls</li> <li>• Create education and career tracks for females studying agriculture</li> <li>• Show primary and secondary school students that agriculture careers are broader than working in the field and there are many successful women working in agriculture</li> <li>• Establish a student mentorship program with professional female agricultural scientists and faculty</li> <li>• Provide scholarships</li> </ul>	<p>Suggest a way to show primary students that careers in agricultural could be cool.</p>

### Assessment Tools



If students become excited about getting answers correct and show creativity in bonus answers, then lesson has been a success.

### Vocabulary List

- **Curricula** – courses of study at school
- **Disparities** – lack of similarities or equalities
- **Food security** - existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". (World Food Summit 1996)
- **Infrastructure** – the basics, both physical and organizational, needed for a community to operate
- **Institutional** – referring to the structures, policies or actions of the school
- **Socio-cultural** - involving a combination of social and cultural factors (Miriam Webster)
- **Socioeconomic** - the influence of finances and educational advantages on social status



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