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主 論 文 の 要 旨

論文題目

Gender Education for Agricultural Extension Workers: “Gender-sensitive Curriculum” in Agricultural Technical and Vocational Education and Training (ATVET) Colleges in Ethiopia

(農業普及員へのジェンダー教育ーエチオピアの農業技術教育・訓練(ATVET)カレッジにおける「ジェンダーに配慮したカリキュラム」を事例としてー)

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論 文 内 容 の 要 旨

Ethiopia highly depends on its agricultural sector. The Ethiopian government considers agriculture to be one of the key sectors for its national development, and particularly highlighted the importance of agricultural extension services. The current agricultural extension services are provided mainly through agricultural extension workers known as Development Agents (DA). However, female farmers have fewer opportunities to access agricultural extension services than male farmers.

Providing training to DAs to improve gender sensitivity is one of the strategies of the government to achieve gender equality in the access to the agricultural extension services. The training is provided in an Agricultural Technical and Vocational Education and Training (ATVET) College. They are administered by MoA but are under the common framework of the Ethiopian formal TVET System. TVET programs are expected to be designed to cultivate the skills and knowledge required for certification according to the Ethiopian Occupational Standard (EOS) developed for respective industries. However, since no EOS has been specifically designed for DA training, ATVET Colleges borrow EOSs from other occupations in the commercial agricultural sector. These EOSs focus predominantly on agricultural techniques but do not include any gender-related knowledge for DAs. Hence, the government developed the gender-sensitive DA training curriculum in 2010.

The gender-sensitive DA training curriculum aims to develop the attitude among future DAs to achieve gender equality in the agricultural sector by providing necessary knowledge. According to the Gender Division at MoA, there are three pillars of the gender-sensitive DA training curriculum: 1) providing an additional course titled Gender and Development, 2) providing gender-related activities through a gender office in each college, and 3) encouraging teachers to be gender sensitive when they teach their courses. Although MoA developed the course module for the gender-sensitive DA training curriculum and provided training to teachers,

“how to be gender sensitive” when they teach highly depends on each teacher. The basic contents of each course are already written on course modules listed on the EOSs, but the teachers can decide the time allocation and on what and how to teach under the name of gender-sensitive DA training curriculum.

The role of teachers must not be overlooked in the implementation of the gender-sensitive DA training curriculum since it leaves ample space for teachers to decide what/how to teach gender-related issues. Teaching gender issues at school is a complicated practice since there is no clear definition of the “right” gender-related attitude to teach. Previous researches show that peoples’ attitude towards gender is affected by the environment around them, especially the shared norms of the society about it. This means that interpretations of the gender-sensitive DA training curriculum depend on respective teachers’ backgrounds and the norms of the societies to which they belong. Additionally, when it comes to the implementation of the curriculum, in addition to teacher’s perception, environmental factors and situational factors also have an effect.

The main objective of the study is to assess the gender-sensitive DA training curriculum in ATVET Colleges to find whether the provided gender-related knowledge and skills through the curriculum are adequate for the required gender-related knowledge and skills in the field or not. For this, three research questions were set: 1) What knowledge and skills are required for DAs to make the agricultural extension services more accessible to female farmers? 2) What kind of knowledge and skills are taught through the gender-sensitive DA training curriculum? and 3) What factors affect teachers’ implementation of the gender-sensitive DA training curriculum?

According to the field survey, the following knowledge and skills are required for DAs. The first one is knowledge about the differences among women in terms of their agricultural tasks and needs. Especially the knowledge about the difference between female household heads and farmers’ wives in their challenges to access to the agricultural extension services should be highlighted. Also, the students must have knowledge of the government’s policies and strategies for agricultural extension services, especially who the targets of agricultural extension services are. In addition DAs must possess a skill to flexibly change the approaches of the agricultural extension services according to female farmers’ situations. Moreover, female DAs need to understand their roles, since they have a high potential to improve female farmers’ access to the agricultural extension services. In addition, female DAs should possess knowledge and skills on “female farmers”.

On the other hand, what ATVET College teaches the students is different from the actual situation. The author analyzed the different levels of the curriculum, such as contents of the course modules and textbooks, perception of the teachers toward the curriculum, implementation of the

curriculum, and what students learned from the curriculum.

About the course modules and textbooks, it was found that none of the course relates to agricultural extension services or gender since ATVET Colleges borrow the EOSs designed for training people working in agro-industry. The course module and textbook for Gender and Development course contain gender issues, but it rather focuses on biased gender issues.

Teachers perceived the curriculum in various ways. Teachers of Gender and Development course think that they should teach health-related issues to female students in this course. Teachers of common and specialized courses have their own ideas of how to be gender-sensitive and what the main objective of the curriculum is. Most of the common course teachers consider themselves to be gender-sensitive because they teach gender-related knowledge in their courses. The specialized teachers tend to consider that gender-sensitive teachers are the one who provide special treatment for female students in their classes because they are less educated and less confident.

To implement the curriculum, the teachers of Gender and Development course emphasize sexual violence and contraception. The common course teachers teach gender-related knowledge, but what they teach is not based on the actual situation in the rural areas, but on their image of rural women suffering from gender disparity; having less access to education and resources, being a victim of sexual violence from males, having more tasks than males, and so on. The specialized course teachers do not teach any knowledge related to gender or agricultural extension services in their classes, but they try to empower female students. Some specialized course teachers have experience in the rural areas and know the female farmers' situation well. However, their experiences have not been utilized in the education at ATVET Colleges. Through education at ATVET Colleges, students learned biased and stereotyped knowledge toward rural areas and adopt the attitude of criticizing the lifestyle of farmers.

According to the interview, charged courses and an image of "oppressed rural women" are the main factors affecting the perceived curriculum. Based on the characteristics of their charged courses, the common course teachers tend to focus on "what to teach" while the specialized course teachers emphasize on "how to teach" as the gender-sensitive DA training curriculum. The other factor is an image of "oppressed rural women". According to the interviews, all the teachers having no work experience in rural area have the same image of "oppressed rural women". The teachers consider all women living in rural areas as a homogeneous group suffering from gender inequality, especially from the gender-based division of labor. The image of oppressed rural women was created by learning about the government's gender policies and receiving information through media. In contrast, the specialized course teachers having work experience in rural area tend not be affected by the image of rural women. They know the demands and lifestyle of female farmers and the situation of gender-based division of labor. Unfortunately, these specialized teachers tend not to think teaching their experience is necessary

since they consider specialized courses are not related to gender issues. There is a kind of twisted situation observed as the perceived curriculum, such as the common course teachers who do not know the actual gender situation in rural areas try to teach gender-related knowledge, and the specialized course teachers who have rich information about the gender situation in rural areas tend not to convey their experience to students.

The most significant factor is teachers' perception. Most of the teachers implement the curriculum based on their perception of what the curriculum should be. In addition to the perception, there are some other factors observed during fieldwork, such as limited time, lack of salary, attitude of other teachers, and attitude of female students. The lack of time forced teachers to skip some contents of the course module and discourages teachers to implement their ideas in practice. The dissatisfaction toward the amount of salary makes the teachers gave up implementing the gender-sensitive DA training curriculum, especially if the implementation requires them to do additional work without a remuneration payment. Attitudes of people around the teachers also affect their implementation, especially to the specialized course teachers. Since they tend to think their course is not related to gender issues, they concern people's opinion more than the common course teachers.

The gender-sensitive DA training curriculum should train human resources who are able to support both male and female farmers in improving their agricultural productivity and quality of production. Moreover, in the previous literature on agricultural extension workers' training, the importance of teaching "female farmers' works" and "female farmer's specific needs" has been pointed out, and the most fashionable approach of agricultural extension is a participatory one which aims to make extension system suitable to each farmer's lifestyle. However, what the current curriculum produces are human resources that aim to change the current situation, to let both male and female farmers contribute to the national economic development. The training for DAs must look at "gender equity" positively when designing the curriculum and training human resources who can work for all farmers, both male and female, effectively.

Moreover, although various studies have pointed out the importance of focusing on the differences among female farmers since they are not a homogeneous group, these diverse characteristics of female farmers have been hidden behind the common image of "oppressed rural women" in the training at ATVET Colleges. The difference among the female farmers in their tasks also should be highlighted in the DA training curriculum.