



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Integrating Gender and Nutrition within Agricultural Extension Services

A Facilitator's Guide

Jan Henderson and Kathleen E. Colverson



September 2015



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INGENAES
Integrating Gender and Nutrition
within Agricultural Extension Services

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Prepared by Jan Henderson and Kathleen E. Colverson

Integrating Gender and Nutrition within Agricultural Extension Services Project



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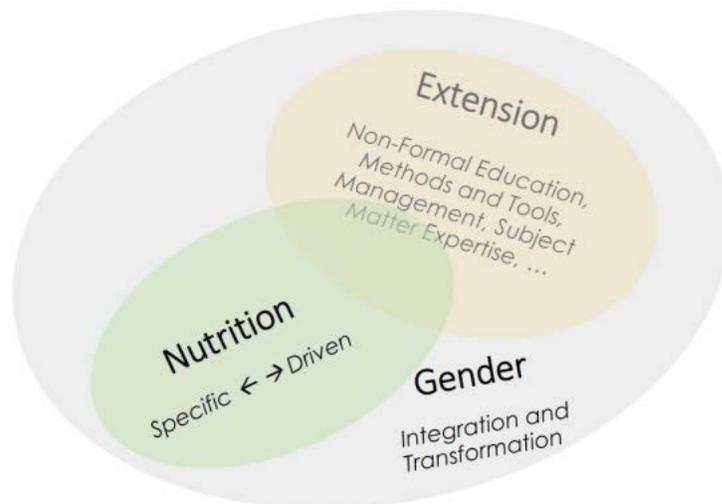


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Introduction

This facilitator's guide has been prepared for public, private, and NGO extension providers to strengthen their capacity to address gender in a transformative manner and to integrate nutrition sensitivity in designing and facilitating workshops and trainings for men and women farmers. The guide is a template...a framework for facilitators to adapt and modify to their distinct cultural and agricultural settings as they increase their understanding of integrating gender and nutrition into existing agricultural extension programming.



The guide is organized by a series of sessions.

The sessions have been developed with a Training of Trainers (TOT) focus to encourage a multiplier effect with participants sharing the knowledge and skills within their individual organizations. Each session has the following components:

- Instructions to participants explaining what the workshop participants are doing during each session...written *in italics* as if the facilitator is talking directly to the participants.
- The estimated time for the session.
- The materials needed.
- The type of learning taking place during the session:
 - **Connecting** with what the participants already know based on their past experiences.
 - **Examining** new information, skills, and attitudes.
 - **Doing** something with the new information, skills, and attitudes.
 - **Applying** what the participants have learned to their work.
- The reason why the session is included in the workshop.
- Notes that outline what the facilitator needs to be doing during the session ...with questions and comments for participants written *in italics*.
- The guide assumes that two people will be facilitating the workshop alternating between sessions. While one person is facilitating a session, the other person is capturing participants' responses and/or notes on what to improve for future workshops.

Sample Workshop Announcement/Flyer

Integrating Gender and Nutrition into Agricultural Extension Services

When: August 9-11, 2015

Where: Khulna, Bangladesh

Who: Private, public, and NGO extension providers who work directly or indirectly with women and men farmers

Why: To provide practical, action-oriented tools and exercises extension providers can use in the field to promote gender equity related to nutrition and agricultural production.



What For: During the workshop, the participants will:

- Identify the characteristics of an effective extension facilitator/trainer.
- Examine the roles and responsibilities of men and women within the rural household, on the farm, and in the community.
- Explore gender myths and the impact they have on the lives of women/girls and men/boys.
- Investigate power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”
- Analyze the amount and type of food available to members of a “typical” rural household.
- Discuss the components of a nutritionally balanced meal with special emphasis on the needs of pregnant, lactating women and young girls.
- Create an agricultural value chain for small-scale, subsistence enterprises, such as rice, fish, or potatoes focusing on gender and nutrition issues.
- Develop culturally appropriate visuals, poems, and songs illustrating gender and nutrition themes.

Sample Workshop Agenda

Day #1

9:00am Welcome and Workshop Overview, including a brief explanation of the Gender-Responsiveness Continuum
Session #1: Introductions – Characteristics of an Effective Facilitator
Session #2: Who Does What?
Tea & Coffee Break
Session #3: Exploring Gender Myths
1:00pm Lunch
Session #4: Who has Power and Control?
Tea & Coffee Break
Session #5: Power Over vs. Power With
Daily Reflection
5:00pm Adjourn

Day #2

9:00am Gathering
Session #6: Who Gets What to Eat?
Tea & Coffee Break
Session #7: What Goes on the Plate?
1:00pm Lunch
Session #8: Gender & Nutrition in an Agricultural Value Chain– Part I
Tea & Coffee Break
Session #9: Gender & Nutrition in an Agricultural Value Chain – Part II
Daily Reflection
5:00pm Adjourn

Day #3

9:00am Gathering Reflection: ORID
Session #10: Creating a Gender and Nutrition Poem, Song, and Visual
Tea & Coffee Break

Session #11: Making a Commitment
Mind Map – “Learning is best when...”
I want to be...I will...I commit...

Session #12: Workshop Evaluation and Closing Activities
Post-Workshop Evaluation
Yarn Exercise
Awarding of Certificates

1:00pm Adjourn and Lunch

Sample Pre-Workshop Evaluation

Integrating Gender and Nutrition into Agricultural Extension Services

Please rate your **ability to complete** the following activities using the scale:

3=To A Great Extent **2=Somewhat** **1=Very Little** **0=Not At All**

_____ **Identify** the characteristics of an effective extension facilitator/trainer.

_____ **Examine** the roles and responsibilities of men and women within the rural household, on the farm, and in the community.

_____ **Explore** gender myths and the impact they have on the lives of women/girls and men/boys.

_____ **Investigate** power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”

_____ **Analyze** the amount and type of food available to members of a “typical” rural household.

_____ **Discuss** the components of a nutritionally balanced meal with special emphasis on the needs of pregnant, lactating women and young girls.

_____ **Create** an agricultural value chain for small-scale, subsistence enterprises, such as rice, fish, or potatoes focusing on gender and nutrition issues.

_____ **Develop** culturally appropriate visuals, poems, and songs illustrating gender and nutrition themes.

The **main reason** I am attending this workshop is: _____

Briefly describe how you **currently integrate gender and nutrition** into your extension programming.

Sample Post-Workshop Evaluation

Integrating Gender and Nutrition into Agricultural Extension Services

Please rate your **ability to complete** the following activities using the scale:

3=To A Great Extent

2=Somewhat

1=Very Little

0=Not At All

_____ **Identify** the characteristics of an effective extension facilitator/trainer.

_____ **Examine** the roles and responsibilities of men and women within the rural household, on the farm, and in the community.

_____ **Explore** gender myths and the impact they have on the lives of women/girls and men/boys.

_____ **Investigate** power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”

_____ **Analyze** the amount and type of food available to members of a “typical” rural household.

_____ **Discuss** the components of a nutritionally balanced meal with special emphasis on the needs of pregnant, lactating women and young girls.

_____ **Create** an agricultural value chain for small-scale, subsistence enterprises, such as rice, fish, or potatoes focusing on gender and nutrition issues.

_____ **Develop** culturally appropriate visuals, poems, and songs illustrating gender and nutrition themes.

The **best parts** of this workshop were:

The **major benefit to my organization** because of participating in this workshop is: _____

A **key insight** or **new learning** I gained from participating in this workshop is: _____

One or two actions I will **commit to completing** because of this workshop is: _____

Two or three things to **make this workshop better** in the future would be: _____

THANK YOU!

Expectations of Workshop Facilitators

1. Provide registration materials, including a tentative agenda, prior to the workshop.
2. Be prepared, organized, and equipped for each day of training while at the same time being flexible when the need arises.
3. Respect the different opinions, varying levels of experience, diverse learning styles, and unique contributions each participant brings to the training.
4. Be fellow learners during the workshop: learning from and with the participants.
5. Conduct follow-up activities with participants to discuss the transfer and impact of knowledge, skills, and attitudes gained at the workshop.
6. Be receptive to suggestions for improving workshop sessions to meet the needs of future participants.



Expectations of Workshop Participants

1. Actively participate in all workshop sessions and be open to a variety of learning methods and techniques—some which may be beyond participants' comfort zones or interests.
2. Respect the diversity of opinions and experiences other participants bring to the workshop.
3. Attend all workshop sessions.
4. Share the knowledge and skills gained at the workshop with colleagues.

Day #1

Welcome and Workshop Overview

Sponsoring organizations provide a brief welcome. Facilitators review the workshop agenda, highlight the expectations for facilitators and participants, and note any logistical details.

Facilitators introduce the Gender-Responsiveness Continuum using a handout containing the following definitions:

GENDER BLIND: Gender does not influence how I make decisions in my work or family.

The lack of understanding by a person, policy, or institution that gender identities and roles influence opportunities of men and women in society.

GENDER ACCOMODATING: I am aware of gender issues, but I do not challenge the status quo.

When project design, implementation, and evaluation approaches adjust to or compensate for gender inequalities by being sensitive to the difference roles and identities of women and men, but in ways that do not challenge the status quo.

GENDER RESPONSIVE: I consciously respond to different needs based on gender.

Ensuring that women are among the participants and beneficiaries of programming and have equal access to training, skills, and opportunities.

GENDER TRANSFORMATIVE: I actively seek to transform gender relations and promote equity between women and men.

Identifying concrete ways of engaging women and men to examine, question, and change institutions, policies, and societal norms that perpetuate inequalities between women and men.

Facilitators provide a few clarifying definitions that will be displayed throughout the meeting room:

SEX

The biological categories of “female” and “male” that do not change across cultures or over time.

GENDER

The social identity and roles associated with being a woman or man that are learned through early socialization and reinforced by social norms.

GENDER EQUALITY

The ability of both women and men to have equal opportunities and life chances.

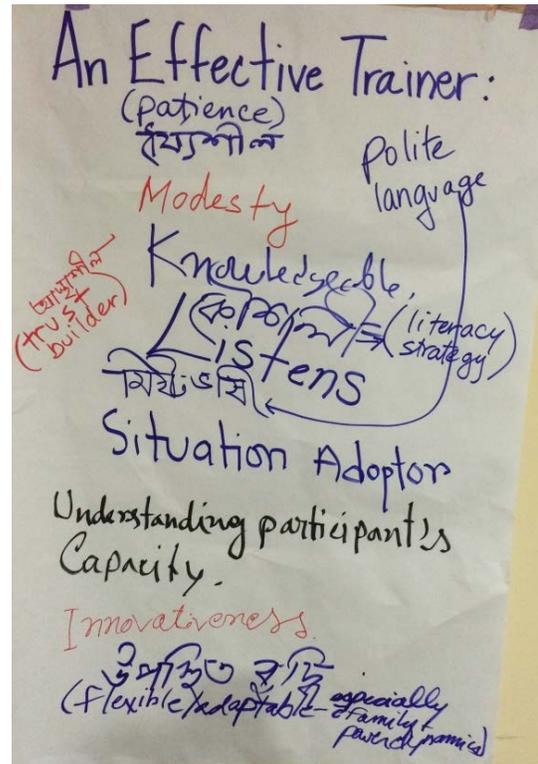
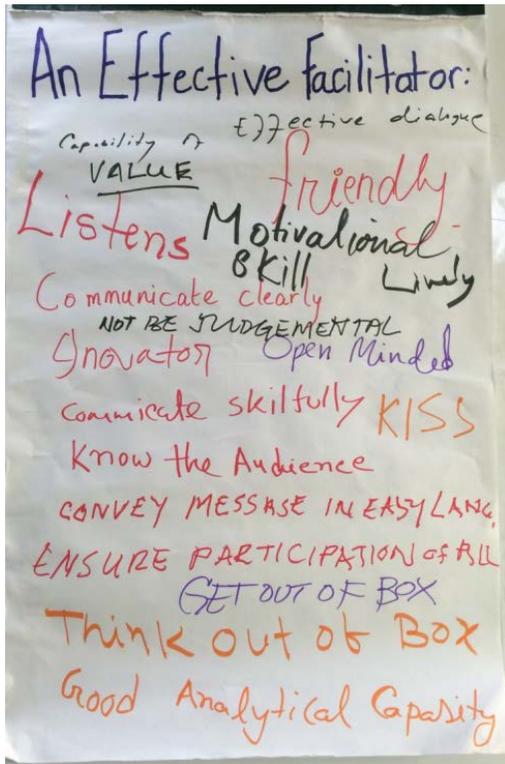
GENDER EQUITY:

Fairness in representation, participation, and benefits afforded to women and men...a “leveling of the playing field” to compensate for gender gaps and the legacy of discrimination.

Session #1: Introductions – Characteristics of an Effective Facilitator/Trainer

Instructions for Participants: Good morning and welcome to the workshop on integrating gender and nutrition into agricultural extension services. As we begin, I would like you to think about the attributes of an effective facilitator or trainer. As you introduce yourself (name, job title, and organization), select one attribute and write it on the flip chart. For example: An effective facilitator or trainer is FLEXIBLE.

Time:	30 – 45 minutes, depending on the number of participants
Materials:	Flipchart paper; colored markers or crayons; painter's masking tape
Type:	Connecting with what the participants already know
Why:	To have participants get acquainted with each other and to begin thinking and talking about facilitation and training from the participants' experiences.



Facilitator Notes: Ask participants to introduce themselves by sharing their name, job title, organizational affiliation, and one characteristic of an effective facilitator or trainer. Write an example on the flipchart as you introduce yourself. Then ask each person to write a characteristic on the flip chart as they introduce themselves. When all have been introduced say:

These characteristics are important when planning and implementing programs for women and men farmers about sharing household responsibilities, managing resources, and making decisions...an effective trainer uses these characteristics to encourage both women and men to begin considering the equitable management and distribution of resources, mutual decision making, and the sharing of household and production responsibilities.

Display the list throughout the workshop by taping on a wall.

Session #2: Who Does What?

Instructions for Participants: *During this session we will be identifying and examining who in a “typical” rural household does the daily jobs in the home, on the farm, and in the community.*

Time:	60 – 90 minutes
Materials:	Flipchart paper; colored markers or crayons; masking tape
Type:	Examining new knowledge and attitudes
Why:	To open a dialogue about and an awareness of the number and kinds of activities done by men and women, and the various roles and responsibilities they each have according to their sex based on the particular context and culture of the workshop participants.

Facilitator Notes:

Get the participants into three groups by birth month:

Group 1 – Birthdays in January, February, March, and April

Group 2 – Birthdays in May, June, July, and August

Group 3 – Birthdays in September, October, November, and December

Assign the groups as follows:

Group 1 – Daily activities that occur in the **home**, such as doing laundry.

Group 2 – Daily activities that occur on the **farm**, such as weeding the garden.

Group 3 – Daily activities that occur in the **community**, such as selling vegetables at the local market.

Give each group a sheet of flipchart paper and markers or crayons. Ask the groups to list (or draw) the daily activities that occur in the home, on the farm, or in the community. Provide a few examples if needed:

Home

- Reading the newspaper
- Listening to the radio
- Cleaning the house
- Feeding the family
- Caring for elderly parents or relatives
- Resting or napping
- Preparing and cooking meals
- Gathering firewood or fuel
- Getting water

Making repairs to the house
Bathing children

Farm

Planting potatoes
Harvesting rice
Milking cows
Gathering eggs
Plowing or preparing seed bed
Feeding animals

Community

Shopping for food
Banking
Attending meetings
Selling at the market

Allow the groups to work for 15-20 minutes creating their lists....then ask each group to complete the following:

Circle the tasks usually done by a woman or girl with a **green** marker.

Circle the tasks usually done by a man or boy with a **blue** marker.

Circle the tasks done by either a woman or man with a **brown** marker.

Have each group display their drawing on the floor or taped to the wall and ask the other groups to add to or clarify the lists as needed.

After each group has presented their list, ask the participants the following questions:

1. *Who is performing the majority of the activities?*
2. *Which activities are the most physically demanding?*
3. *Which activities take up a lot of time during the day?*
4. *Who decides which family members will perform each activity?*
5. *Which activities generate income for the family?*
6. *Who decides how the money is spent?*
7. *How do we know when women are truly empowered in the home, on the farm, and in the community?*

Activities that occur in the HOME

(Rural) Inside

- COOKING
- Washing
- Cleaning
- ~~Grading~~
- Brooming
- Nursing
- Children teaching
- Entertainment to the relatives.
- Baby/child care (feeding, bathing etc.)
- Savings money.
- Planning (daily, monthly)
- Feeding for household members.
- Enjoy festival.
- Disaster Mitigation.
- Day to day problem Solving
- Proper care of home.
- Recreation

Home

Sujeda
Nasrin
Shamima
Shovan

ACTIVITIES THAT OCCUR ON THE FARM

Small-scale

Major Activities of a JhJ

1. Vegetable cultivation (homestead)
2. Poultry & Cattle
3. Fish culture in small ponds
4. IGP
5. Fruit tree management (mangoes, papayas, guava, ...)

Marketing issues

Poultry
Cattle

FISH Cultivation

IAA (Income generating activity)

Marketing issues

Vegetable garden - RINA
- MAXSED
- DIPAK
- DEBBASIT

OCCUR ACTIVITIES IN COMMUNITY

- ▣ Services → Health, legal, technical
- ▣ Production → Crops, seeds, compost -
- ▣ Selling → vegetables, fish, Cofas, Fertilizer, pesticide
- ▣ Social occasion → Puja, Eid, wedding
- ▣ Banking → credit, savings, financial transaction
- ▣ Linkage building → with Company, Ao, Nao
- ▣ Sharing → Knowledge, technology, logistics
- ▣ Local Village court → mitigate local problems
- ▣ Promotion → Advertisement, demonstration, day observation.
- ▣ PO activities → prevention, protection, policy, advocacy, participation
- ▣ Planning → activities, planning, implementation, monitoring, evaluation, provision, provision (around violence)

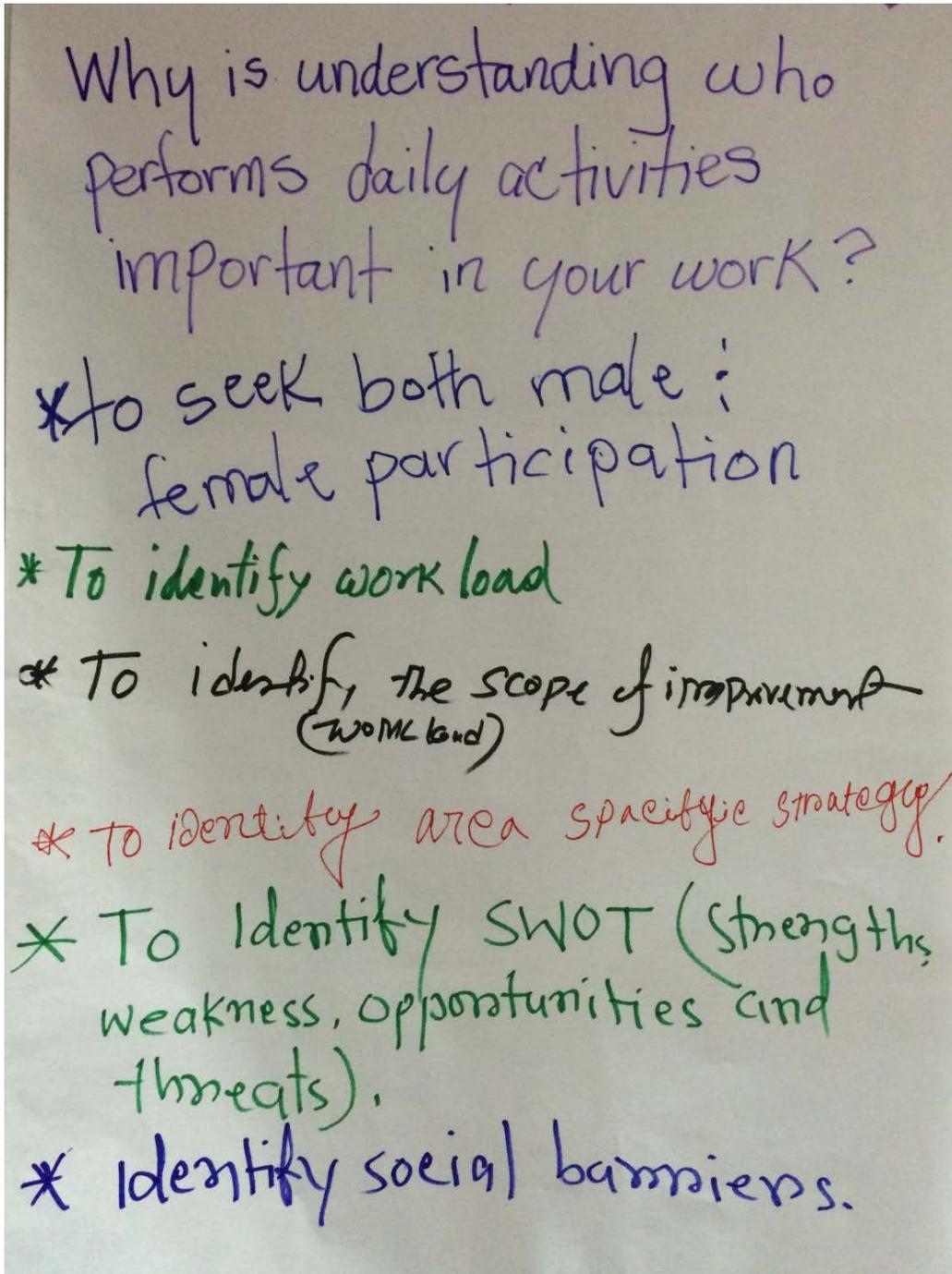
Group Members

* Shahan
* Anwar
* Ansoni



Session Summary: After adequate discussion, summarize the session by asking the following question:

Why is understanding who performs daily activities important in your work?



Session #3: Exploring Gender Myths

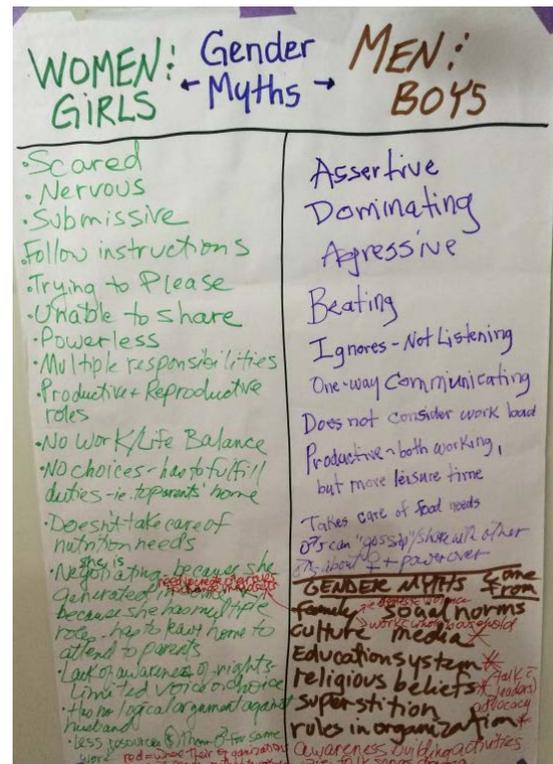
Instructions for Participants: During this session we will be exploring our perceptions about how women and men should look and behave...about what is appropriate and inappropriate behavior for women and men.

Time:	60 – 90 minutes
Materials:	Three sets of questions for each small group; flipchart paper; colored markers or crayons
Type:	Connecting with what I already know and Examining new information, skills, and attitudes
Why:	Raising awareness about gender myths and their impact on men and women can help extension providers to challenge some of these stereotypes and offer more equitable access to and control over resources and information.

Facilitator's Notes

Get the participants into three groups according to age by having them form a line from youngest to oldest without talking. Divide the line into three nearly as possible equal number groups. Provide the following instructions:

The men in your small group will be acting out how women/girls are supposed to look and behave and the women in your group will be acting out how men/boys are supposed to look and behave. The acting will be in the form of charades...that is no talking, just acting out the behavior.



Allow each group 10-15 minutes to identify the behaviors they want to act out. Invite each group to silently role play the behaviors. After all groups have completed their role play, gather the participants into a circle and ask the following questions...capturing responses on a flip chart:

Where do these myths and preconceived perceptions come from?

Which myths are the most harmful to women? To men? To boys? To girls?

In what specific ways do we reinforce these myths when working with women and men farmers?

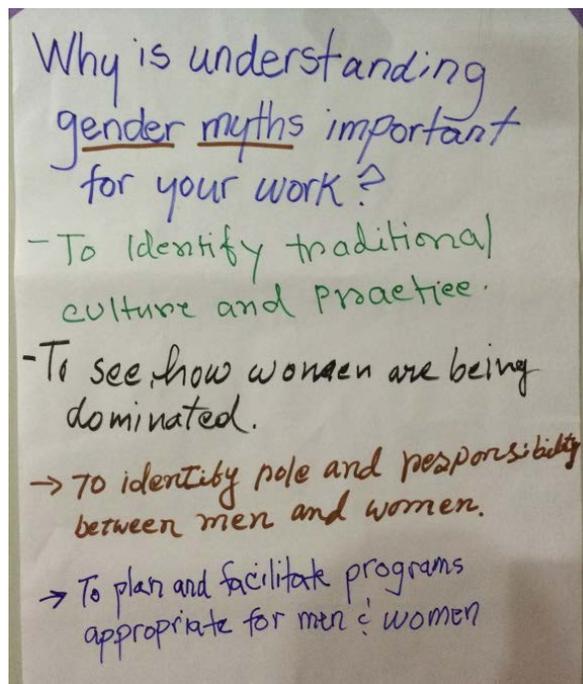
In what ways were the role plays an accurate or inaccurate portrayal of how men and women act in the presence of power?

What was easy or difficult when playing the part of the man or the woman?

What observable behaviors indicate power?

As an extension provider working with women and men farmers, which of your behaviors or actions indicate your degree of power? What power do you have as an extension provider?

Session Summary: After adequate discussion, summarize the session by asking the following question:



Why is acknowledging gender myths and perceptions of power important in your work?

Session #4: Who Has Power and Control? (Adapted from *Nurturing Connections* – Helen Keller International Bangladesh p.p. 54 – 56.)

Instructions for Participants: *Power can be defined as the degree of control over things and people. Being powerful means people are in a position to make decisions, control resources, and direct what others do. During this session we will be exploring what gives people power.*

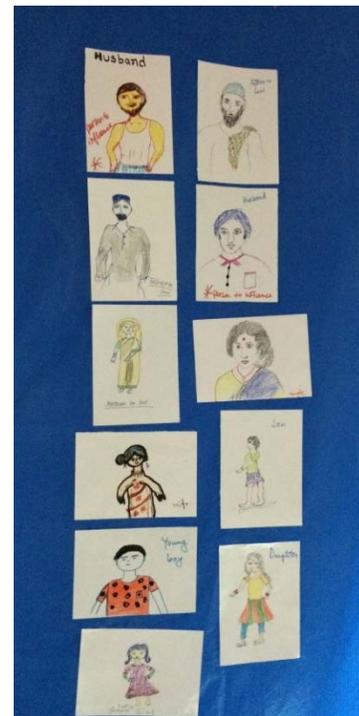
Time:	60 – 90 minutes
Materials:	Sheets of paper; colored markers or crayons
Type:	Examining new knowledge and attitudes
Why:	To understand that different degrees of power determine how men and women view their own capacities and the capacities of their partner, the level they are allowed to participate in decision making, and the extent they can control their own lives.

Facilitator Notes:

Get participants into three groups by using the life raft exercise. Have the participants begin “swimming” around the room in a body of water, such as a lake, river, or ocean. Announce that a creature is preparing to attack (e.g., giant crocodile, shark, water snake). Call out a certain number and a life-saving object (e.g., piece of drift wood, back of a porpoise, or wooden oar). Participants must group together according to the number given. Continue with the activity until the last round, then call out the number of participants you want in each group. For example, with 18 participants in three groups the last round would be groups of six.

Give each group sheets of paper and colored markers or crayons. Ask each group to draw and label different members of a typical rural household on separate sheets of paper: mother, father, son, daughter, aunt, uncle, grandmother, grandfather, mother-in-law, father-in-law, unmarried brother.

Ask the groups to sort the drawings of the household members by placing their drawings on the wall or floor by degree of power: from the most powerful to the least powerful. If some household members are perceived to have the same degree of power, they can place the drawings next to each other.



Have the participants silently observe the drawings, then gather everyone into a circle and ask the following questions:

What makes one person more powerful than others? Examples: gender, position in household, level of education, wisdom, wealth, social status, physical strength, moral integrity.

In what ways does power shift among family members? (e.g., a husband dies or moves away for work)

In what ways do you reinforce these perceptions of power? Challenge these perceptions?

In what ways can you influence perceptions of power in your work and family?

Session #5: Power Over vs. Power With (Adapted from *Nurturing Connections* – Helen Keller International Bangladesh p.p. 58 – 62.)

Instructions for Participants: *There are different types of power. “Power Over” has numerous negative associations for people, including force, abuse, discrimination, oppression. In many households, the person who has the resources and makes most of the decisions is the man: the man has power over the other family members who are often excluded from participating in decision-making and from access to healthy food, healthcare, land, and decision about the children. “Power With” is power that comes from collective strength. “Power With” is based on identifying what people have in common, despite their differences, and seeking ways to act together. If people give each other mutual support, solidarity, and recognition they can work together more effectively. During this session we will be exploring how these two types of power impact our work as extension providers.*

Time:	60 – 90 minutes
Materials:	Flipchart paper with two headings: Power Over/Power With and brief descriptions of each type of power; sheets of flipchart paper; colored markers or crayons
Type:	Doing something with the new knowledge, skills, and attitudes
Why:	To identify and understand that different types of power are important if extension providers are to transform the lives of the men and women they work with; helping women and men to recognize their own abilities and power to act in collective and equitable ways.

Facilitator Notes:

Using the notes from the “Instructions to Participants” written on flipchart paper, introduce the session by briefly describing the differences between Power Over and Power With. Cover up the notes on Power With while talking about Power Over. Invite participants to add descriptors.

Have participants remain in their same groups as Session #4. In their small groups provide the following instructions:

As extension providers, you are planning a workshop session for women and men farmers on two types of power: power over and power with. Create a visual you could use to illustrate the differences between the two types of power using drawings and words.

Allow the small groups to work for 30–45 minutes. Bring the small groups back together to share their drawings. Conclude the session by asking the following questions:

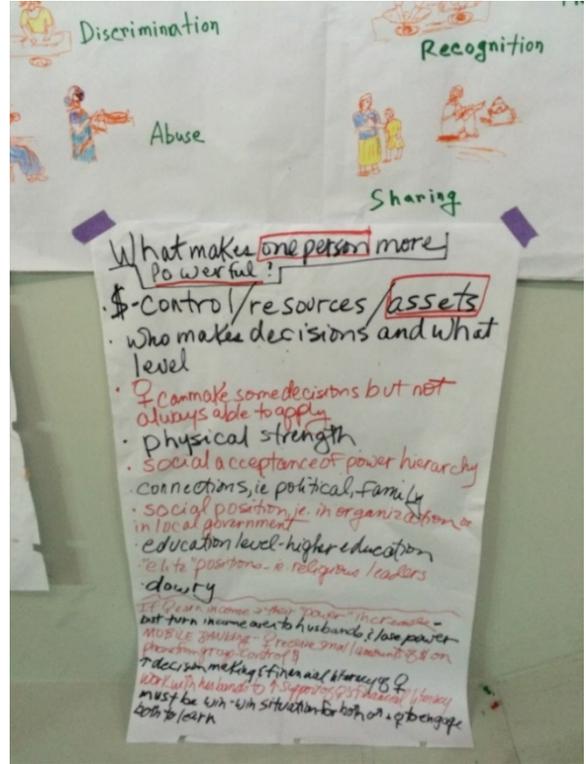
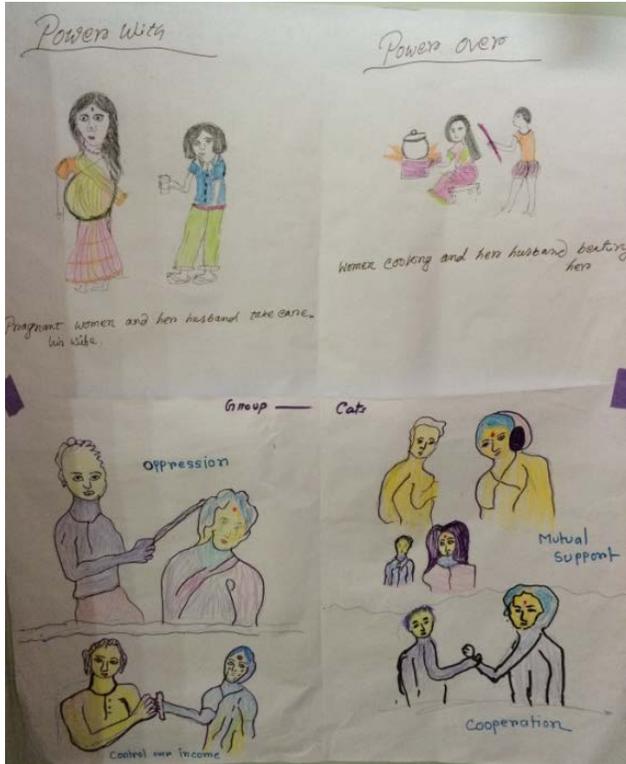
What is most difficult when talking with men and women about power?

What concerns do you have when bringing up issues of power with men and women in mixed and separate groups?

In what ways do you exhibit “power over” behaviors in your work?

In what ways do you exhibit “power with” behaviors in your work?

Session Summary: After adequate discussion, re-visit the question: *What makes one person more powerful than another?*



Daily Reflection

Time:	30 minutes
Materials:	Slips of blue, red, yellow, orange, and green paper – 2 to 4 slips per color depending on the size of the group; paper bag or basket
Type:	Connecting with what I already know
Why:	To provide an interactive and fun way to review the day's activities.

Facilitator Notes: Gather the participants into a circle either standing or sitting. Pass around a paper bag or basket with slips of colored paper asking each participant to choose one piece. Have the participants share their responses to the following requests depending on the color of their paper.

Red - *Best thing you learned today*

Yellow - *A new friend you met today*

Orange - *Something that surprised you today*

Blue - *One thing you would change from today*

Green - *Say anything*

Day #2

Gathering Reflection

Time:	30 minutes
Materials:	None
Type:	Connecting with what I already know
Why:	To provide an interactive and fun way to review the previous day's activities.

Facilitator Notes: Gather the participants into a circle either sitting or standing. Ask for one volunteer to start telling a story about what happened yesterday. For example, *"Yesterday we began the day by identifying the characteristics of an effective trainer..."* Allow other participant to continue the story by saying: *"But before that we...; After that we..."* or other types of connecting sentences. Tell the participants to share only one or two activities to allow everyone to tell part of the story. If needed, the facilitator can speed things up by asking the participants to jump ahead in time and continue from a new starting point.

Session #6: Who Gets What to Eat? – Part I (Adapted from *Nutrition, Family, Community* – Helen Keller International Bangladesh p.p. 59 – 61.)

Instructions for Participants: *Yesterday we discussed different types and sources of power and how perceptions of power impact and influence the people we work with, including ourselves as extension providers. This morning we are going to examine power from another angle: inequalities based on gender and position within a household and the potential impact of such inequalities on the type and amount of food each family member receives.*

Time:	60 – 90 minutes
Materials:	A big dish filled with uncooked rice; a range of vegetables or pictures and drawings of vegetables; three eggs or stones to represent the eggs; drawings of dried fish or other types of meat typical for the area; six small dishes or plates; signs indicating roles: husband, wife, mother-in-law, father-in-law, eldest daughter, youngest son, small daughter.
Type:	Examining new information, skills, and attitudes
Why:	To explore who has the authority to decide and who may be disadvantaged in terms of food distribution in a household.

Facilitator Notes:

Construct a typical rural family that is familiar to everyone by asking for volunteers to come forward and giving each a sign indicating their role:

- Husband
- Mother-in-law
- Father-in-law
- Eldest daughter
- Youngest son
- Youngest daughter
- Wife

A female participant takes the role of the wife. Ask the wife to invite her family to sit down so that all participants can see them and place an empty dish in front of each. Explain that it is dinnertime and the wife has prepared rice, vegetables, eggs, and some fish (or other culturally appropriate food items). An example of how the food items can be distributed among family members:

- Husband – full plate of food with a bit of everything, including one egg
- Father-in-law – same as husband's plate, but smaller amounts
- Mother-in-law – rice, vegetables, and one piece of fish
- Eldest daughter – small amount of rice and vegetables
- Youngest son – rice, one piece of fish, vegetables, and egg
- Youngest daughter – small amount of rice and vegetables
- Wife – smallest amount of rice and leaves from vegetables

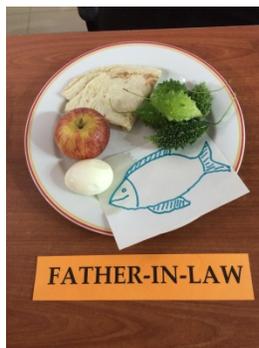
Thank the players and ask the following questions for everyone to respond to:

Why did some family members get more food than others?

What gives some family members more access to food than others? Less access than others?

Who decides how much and what each family member will get to eat?

In what ways is this type of food distribution changing?



Session #7: What Goes on the Plate?

Instructions for Participants: We're going to continue examining the effects of inequalities in terms of individual health and well-being. Girls and women often have unequal status in a household which can have negative long-term outcomes.

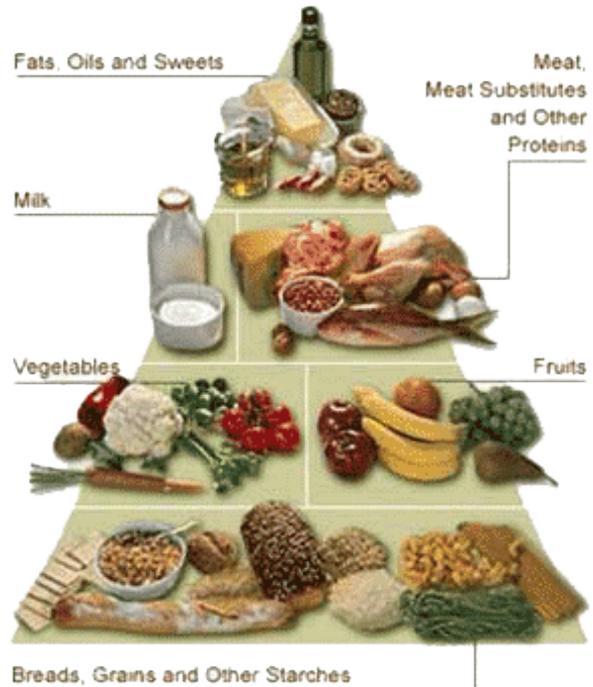
Time:	60 minutes
Materials:	Half sheets of paper; colored markers or crayons; flipchart paper
Type:	Examining new information, skills, and attitudes
Why:	To recognize the consequences of poor nutrition, such as low birth weights, child and maternal mortality, disease, decreased work production, and poor classroom performance; to increasing nutritional awareness when planning, facilitating, and evaluating extension programs.

Facilitator Notes:

Ask participants to find a partner to work with...someone they don't know very well. Have the pair join another pair to make a group of four. Allow the groups approximately 20 minutes to draw a picture of a nutritionally balanced meal for a typical rural household. Invite the participants to sit in a circle and share their drawings.



Using prepared materials, preferably in the local language and depicting local foods, or drawing your own “nutritionally balanced” pie chart review the “correct” components of a healthy diet... recognizing that many “correct” portions of recommended food groups exist. Utilizing a local health care worker or dietitian would be beneficial.



Create Your Plate With MyPlate

<p>Fruits</p> <p>What are FRUITS?</p> <p>Green: kiwi, pears Yellow & Orange: apricots, pineapple, orange, peaches Red: apples, strawberries, raspberries, cherries, watermelon Blue & Purple: blueberries, grapes, plums White: bananas, dates</p>	<p>Grains</p> <p>What are GRAINS?</p> <p>Whole Grains: whole wheat bread, brown rice, oatmeal, popcorn, whole wheat cold cereal, whole wheat crackers, whole wheat pasta, whole wheat tortillas, whole wheat buns and rolls, bulgur, whole rye, rolled oats Refined Grains: cornbread, corn tortillas, crackers, flour tortillas, noodles, pretzels, white bread, white rice</p> <p>Make at least half your grains whole!</p>	<p>Dairy</p> <p>Where do you find DAIRY?</p> <p>Milk: fat-free, low fat 1%, reduced fat 2%, and whole; lactose-free, flavored, calcium fortified soy milk Yogurt: Cheese: cheddar, mozzarella, Swiss, parmesan, American, cottage cheese Milk-based Desserts: pudding, frozen yogurt</p>
<p>Vegetables</p> <p>What are VEGETABLES?</p> <p>Dark Green: broccoli, collard greens, dark lettuce leaves, spinach, kale, romaine lettuce Red & Orange: all squash, carrots, pumpkin, red/green/orange peppers, tomatoes Beans & Lentils: kidney, black, navy, pinto, soy, split peas Starchy: corn, green peas, potatoes Others: beets, cabbage, cauliflower</p>	<p>Choose MyPlate.gov</p>	<p>Protein</p> <p>Where do you find PROTEIN?</p> <p>Meat: beef, ham, lamb, pork Poultry: chicken, duck, goose, turkey Seafood: tuna, salmon, cod, herring Beans: kidney, black, navy, lima, soy Eggs: Soy Products: tofu, veggie burger Nuts: almonds, pecans, peanuts, peanut butter, walnuts Seeds: sunflower, pumpkin, sesame</p>

by: schoolsoutreach.org

HSIC SCHOOL OUTREACH and YOUTH DEVELOPMENT HealthCare

After reviewing the illustrations, ask the following questions:

In what ways does the typical rural household diet need to be modified? What types of foods need to be reduced and which types of foods need to be increased?

What are the short and long-term consequences of not eating a nutritionally balanced diet, especially for young girls and pregnant/lactating women?

Ask the participants to return to their group of four and complete the following activity using flipchart paper and markers:

Lack of income to purchase a variety healthy foods is a major barrier for many rural families. If I sent you to the market with \$_____ (insert an amount in local currency), what would you buy to provide nutritiously balanced meals for a week for a rural household consisting of a mother, father, two daughters ages 18 months and 8 years, a son aged 13 years, and a mother-in-law.

Allow the groups to work for 15-20 minutes and then invite them to share their “grocery lists”...then close the session by asking:

What was most difficult in selecting nutritious food items for the family?

How can we influence the intra-household consumption patterns of the people we work with?

Session #8: Integrating Gender and Nutrition into an Agricultural Value Chain – Part I

Instructions for Participants: *This afternoon we will be creating a value chain for an agricultural enterprise and exploring ways to integrate gender and nutrition into the various steps, with an emphasis at each step on who has access to and control of resources, who makes decisions, and who performs the work.*

Time:	2 hours
Materials:	Flipchart paper; colored markers or crayons; three small balls or soft objects for tossing during the energizer
Type:	Connecting with what I already know and Examining new information, skills, and attitudes
Why:	To continue confronting power relations and entrenched societal norms that are often legitimized by strong traditions and beliefs regarding the appropriate roles for women and men especially when applied to agricultural activities.

Facilitator Notes:

Identify three small-scale, non-commercial agricultural enterprises appropriate for the area, such as rice, fish, poultry, or potatoes. Allow the participants to select one of the enterprises...the number of participants working on each enterprise does not have to be equal.

Give each group half sheets of paper or large index cards, colored markers, and tape. Ask each group to draw a value chain for their enterprise...if necessary, provide an example of a generic value chain. For example, the beginning of the cycle for rice may be to prepare the seedbed, followed by purchasing seed...and ending with the consumption of rice in the local market. The cycle should be drawn using pictures and words using as many sheets of paper as needed. Allow the groups to work on their drawings for approximately 45 minutes.



For each stage of the value chain have the groups respond to the following questions by drawing either the symbol for a man or the symbol for a woman (or both) on the stage:

*Who has **access** to the resources at this stage?*

*Who **controls** the resources at this stage?*

*Who **decides** what is happening at this stage?*

*Who **performs** the work at this stage?*

Allow each group to present their value chains...encouraging all participants to provide insight and comments.

Session #9: Integrating Gender and Nutrition into an Agricultural Value Chain– Part II

Instructions for Participants: *During this session we will be reviewing the value chains through a nutritional lens.*

Time:	45 minutes
Materials:	Flipchart paper; colored markers or crayons
Type:	Examining new information, skills, and attitudes
Why:	To examine the impact traditional gender roles and stereotypes have on the nutritional status of households.

Facilitator Notes: Gather the participants around one of the value chains. Examine the chain by asking the following questions to the entire group:

In what ways does who has access and control at each stage affect the nutritional value of the product?

*Since increasing the availability and consumption of a wide range of nutrient-rich foods throughout the year will positively affect the entire household, how can the **nutritional level** of the household be improved throughout the value chain?*

*In what ways can extension providers promote **nutritional awareness** at the different stages of the value chain? In what stages can extension providers have the most impact on household nutritional levels?*

Daily Reflection

Time:	30 minutes
Materials:	None
Type:	Connecting with what I already know
Why:	To provide an interactive and fun way to review the day's activities.

Facilitator Notes:

Ask the participants to take a few minutes and silently walk around the meeting room looking at the cards and flipcharts generated during the day. Then standing in a circle, have the group review the main highlights or learnings of the day by using the letters of the alphabet; begin with the letter "A." Examples: "A" – **A**ccess to resources is critical when addressing gender inequalities. "E" – **E**nergizers can be a fun way to introduce new information or to bring people closer together. Allow any participant to call out a highlight; if the group gets "stuck" go onto the next letter; identifying one or more highlights per letter is also acceptable.

Day #3

Gathering Reflection

Time:	30 minutes
Materials:	Flipchart with selected ORID questions
Type:	Connecting with what I already know
Why:	To provide an interactive and fun way to review the day's activities. And to emphasize that learning does not occur in a vacuum. As the participants experienced yesterday's sessions, they were learning about themselves, about others, and about what they will do with the knowledge and skills they have acquired. Having an opportunity to reflect on their experiences encourages the participants to internalize the learning.

Facilitator Notes:

Gather the participants together and briefly review yesterday's sessions by highlighting the drawings and flipcharts posted throughout the meeting room. Ask participants to line up two sets of chairs facing one another...so each participant is directly across from one other participant. Unveil the first ORID question and have the pairs take turns asking each other the question. After 5-7 minutes have participants sitting on one side to move one seat to the right...so they now have a new partner. Unveil the second ORID question and repeat the process. Before unveiling the third and fourth ORID questions have the one line of participants continue to move one seat to the right... always having a new partner.

An ORID Reflection

What – happened? (Objective Questions)

- *What images from yesterday are most memorable?*
- *What caught your attention?*
- *What memories of yesterday are most vivid?*

Gut – how do you feel about what happened? (Reflective Questions)

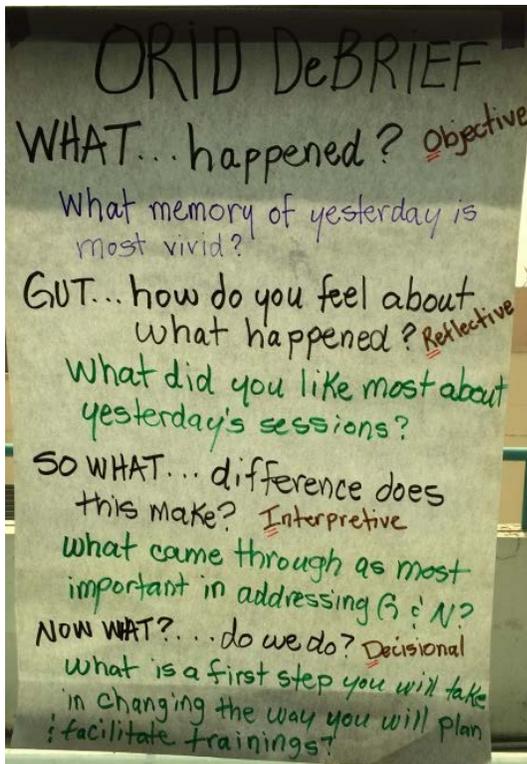
- *What was a high point of yesterday?*
- *A low point?*
- *What did you like most about yesterday?*
- *What was difficult for you during yesterday's sessions?*

So What – difference does this make? (Interpretive Questions)

- What came through to you as very important during yesterday's sessions when addressing gender and nutrition?
- What did you learn about your own feelings regarding the integration of gender and nutrition into agricultural extension programming?

Now What – do we do? (Decisional Questions)

- What will you do differently in your interactions and work with men and women farmers because of participating in yesterday's sessions?
- What is a first step you can take in changing the way you plan and facilitate trainings?
- In what ways can you engage women and men to examine, question, and change norms that perpetuate inequalities?



Session #10: Creating a Gender and Nutrition Poem, Song, and Visual

Time:	90 minutes
Materials:	Flipchart paper; colored markers; pencils
	Type: Connecting with what I already know and Doing something with the new information, skills, and attitudes.
Why:	To begin bringing closure to the information learned during the various workshop sessions by having the participants produce artistic creations to use in the field.

Facilitator Notes:

Gather the participants together and provide the following instructions:

We will be writing a group poem with each person contributing one line. The poem will be about how to integrate gender and nutrition into agricultural extension services. One participant will write the first line of the poem, fold the paper down so the next person cannot see the previous line, and write the last word of the first sentence as the first word for the next person to begin his or her line. Each successive person continues in like manner: folding down the paper to hide their sentence and then writing the last word of their sentence for the next person to use as their first word. It may sound confusing, but the end result is actually quite amazing.

Select one participant to write the first line of the poem and then hand the folded paper to another person...repeat until all participants have provided one line to the poem.

Note: An example of a group poem can be found in Appendix B.

While the participants are taking turns writing one line of the poem, ask them to divide themselves into two groups. Group A will write a song focusing on issues of gender and Group B will write a song about nutrition. Explain that the songs can be used as teaching tools in the field. Allow the two groups to work for 30-45 minutes. Ask the groups to sing their songs...video tape the performances if desired.

Note: An example of a gender song can be found in Appendix C and for a nutrition song in Appendix D.

Before the session begins, put five pieces of four different kinds of gum or candy into a bag. Ask participants to choose one item from the bag. Get the participants into four groups by the type of candy or gum they chose. (**Note:** Change the number of pieces of different gum or candy depending on the total number of participants.)

Ask participants to locate the Gender-Responsiveness Continuum handout they received on the first day of the workshop...briefly review the stages on the continuum. Provide each group with flipchart paper and markers. Using the continuum as a guide, instruct each group to draw a symbol or a simple illustration to accompany the written descriptions for the various stages. For example, for Gender Blind the group could draw a picture of a person with his or her hands over their eyes. Have each group share their work pretending to present the drawings to a group of women and men farmers. Close this part of the session by asking the participants to silently reflect where they would place themselves on the Gender-Responsiveness Continuum.

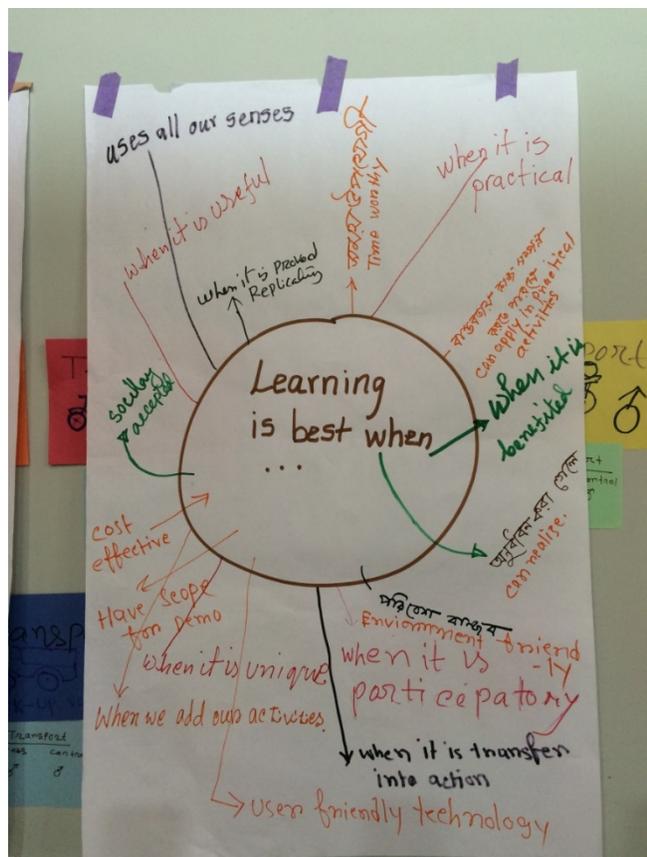
To bring closure to this session, ask one of the participants to read the group poem.

Session #11: Making a Commitment

Time:	30 minutes
Materials:	Flipchart paper; colored markers
Type:	Connecting with what I already know
Why:	The “So and Now What?” of any workshop must be considered to ensure longer term impact; encouraging participants to identify concrete “next steps” provides a way for facilitators to follow up the training...to determine what difference, if any, the workshop has made.

Facilitator Notes:

Gather the participants around a piece of flipchart paper with the following words in the middle: “Learning is best when...” Create a mind map by asking the participants to identify one of their best learning experiences. What made the experience so memorable? Have the participants, one at a time, write their responses on the flipchart. Examples: Learning is best when it: *fills an immediate need...occurs in a safe place...is fun and challenging...is activity-oriented...has an atmosphere of solidarity and teamwork*. Emphasize the importance of engaging women and men in the learning process...pointing out the difference between “telling” people about something (e.g., lecturing) vs. “facilitating” their learning by active engagement with new information and skills.



Return to the “Effective Facilitator/Trainer” flipchart from Day #1 and review the characteristics of an effective facilitator or trainer. On a sheet of paper have the participants complete the following sentences:

I want to be facilitator/trainer who is: _____, _____, and _____.

I will develop learning activities and trainings that are: _____, _____, and _____.

I commit to completing the following two activities by October 1, 2015: _____ and _____.

Some examples:

I want to be a trainer who is knowledgeable and neutral.

I will develop trainings that are participatory and cost effective.

I commit to developing a poster illustrating “power over” v. “power with.”

I want to be a trainer who is respectful to the participants and open-minded.

I will develop trainings that are valuable to the participants and useful.

I commit to sharing the workshop information and methods with our partner organizations.

I want to be a trainer who is motivational and friendly.

I will develop trainings that are informative and joyful.

I commit to developing a TOT (Training of Trainers) workshop for my colleagues.

I want to be a trainer who is approachable and interesting.

I will develop trainings that are practical and encourage creative thinking.

I commit to developing tools to address gender myths and female nutrition.

I want to be a trainer who is knowledgeable and a situation adopter.

I want to develop trainings that are participatory and needs-based.

I commit to developing a training module to include a gender myth analysis activity.

Have the participants make a copy for themselves. Then ask who would like to share their responses.

Session #12: Workshop Evaluation and Closing Activities

Time:	30-45 minutes
Materials:	Post-workshop evaluations; ball of yarn
Type:	Connecting with what I already know
Why:	To determine the effectiveness of the workshop by having participants individually and collectively evaluate the sessions thereby providing valuable feedback for improving future workshops and trainings.

Facilitator Notes:

Hand out the post-workshop evaluations and provide 20-25 minutes for the participants to complete and return the forms in a manila envelope. As the participants finish the written evaluations, ask them to walk around the meeting room observing all of the information generated during the workshop.

As a closing activity, gather the participants into a circle. Holding a ball of yarn, the facilitator briefly shares one “take away” from the past three days with rest of the group. While holding onto a piece of the yarn, throw the ball of yarn to another participant standing in the circle. Continue around the circle until everyone has shared a “take away.” When all participants have shared, reflect on the web that has formed. Ask the participants:

What does the web of yarn represent...what does the web illustrate about our group?

What happens when one person lets go of the yarn...what happens to our web?

Before the participants lay down the yarn, explain the process for following up the workshop. Inform the participants that a list serve will be developed to share information and photos from the workshop. Provide the INGENAES website address for participants to obtain copies of workshop materials. Explain that one of the desired outcomes of the workshop is to create a cadre of extension providers who will continue to support each other in advancing gender and nutrition in agricultural programming through shared activities, such as developing and co-facilitating workshops and attending gender and nutrition-focused meetings and conferences together.

Present each participant with a certificate thanking them for their attendance at the workshop and their commitment to strengthening gender integration and nutrition within agricultural extension services.

APPENDIX A - Energizers

The following energizers can be used throughout the workshop as icebreakers, introductions, or when energy levels are fading among participants and facilitators.

GROUP JUGGLE

Have three small balls or soft objects handy. Gather the participants into a circle. Facilitator tosses one ball to someone in the group whose name he or she knows saying their own name and then the other person's name (e.g. Sandy to John). John (person who receives the ball) tosses the ball to someone whose name he knows (e.g. John to Phil). Have participants put their hands behind their backs once they have received the ball. Phil tosses to someone whose name he knows and so on, saying both names all the way around the circle. The ball is tossed to each person one time only until everyone in the circle gets it and all names have been said. THEN, the facilitator starts again and tosses the balls to the same person (Sandy to John to Phil, etc.) only this time with two balls in succession (not at the same time) saying both names, both times. Balls get tossed to the same people they were originally tossed to; first one ball, then the next, all the way around the circle stopping when they get back to the facilitator. THEN, the facilitator starts again only with all three balls this time. Saying names each time, all three balls get tossed, in succession, in the same order until they get back to the facilitator. By the time there are three balls going, it gets pretty chaotic and fun. By now all names have been said so many times everyone should have a pretty good idea of who's who. When someone drops a ball, give him or her a chance to chase it down and just pick up where you left off – no need to start again.

ABCs

Place the letters of the alphabet on a sticky wall or floor...or give each participant a letter of the alphabet. Point to a letter and ask participants to describe a daily activity for a woman using a word beginning with the selected letter. For example, the facilitator points to the letter "W" and the participants say "Washing clothes." Repeat with a daily activity for a man... "Walking to work." If the participants cannot think of a daily activity within few seconds for either the man or the woman, point to another. Reflect on how easy or difficult it is to come up with activities for the man or woman.

At Our Home (or On Our Farm)

Gather the participants in a circle. Ask each participant to think of a daily chore they perform at home (or on the farm). For example, weeding the garden. All the participants would pretend to be weeding the garden. Move to the next participant and have him or her call out another chore, such as washing clothes. Each chore is acted out for 15-30 seconds before moving to the next person. Continue around the circle until all participants have shared a chore. Let participants know they can "pass" if they do not want to share a chore. This energizer gets the group moving and demonstrates the number and type of daily chores performed in the household.

FRUIT SALAD

Have the participants sit in a circle with one member standing in the middle. The person in the middle announces that he or she sees someone with "black shoes." All the people wearing black shoes have to exchange seats with each other, including the person in the middle. One person will not be able to find a

seat, and that person becomes the person in the middle of the circle telling the rest of the group what he or she sees (e.g., red scarf, glasses, black hair, etc.). When the person in the middle says "Fruit Salad," everyone must get up and exchange seats.

WHY? WHY? WHY? (Adapted from Save the Children's *Engendering Transformational Change: Gender Equality Program Guide and Toolkit, 2014* – p. 66.)

Identify an inequality/challenge and ask the group why this inequality exists. For each answer ask the participants, once again, why this occurrence is happening. Go through the same process several more times to uncover the root cause of the inequality.

For example: Identified gender inequality: Girls cannot read or write.

1. **Why** can girls not read or write? Because they do not go to school.
2. **Why** do girls not go to school? Because they need to stay at home to take care of the house and of their siblings.
3. **Why** do girls need to stay at home to take care of the house and of their siblings? Because their family believes it is their role.
4. **Why** is it believed to be the role of girls to take care of the house and siblings? Because gender roles define household work as female work and paid productive work outside the home as male work.
5. **Why** do these gender roles exist? Because discriminatory gender norms reinforce gender discrimination which limits the power and opportunities of girls and women.

Other inequities or challenges could be:

Women cannot leave the house without a male relative. Why?

Men do not cook. Why?

Boys receive larger portions of food than girls. Why?

Explain that by continuing to ask "why" underlying values, perceptions, and root causes can be revealed and examined.

APPENDIX B. Gender and Nutrition Poem

Gender and Nutrition Poem

by

Participants at the Integrating Gender and Nutrition into

Agricultural Extension Services Workshop

Dhaka, Bangladesh

August 4-6, 2015

Give more food to your mothers and girls...get a better and healthy family.

Family is our best institution for teaching ways to stop gender discrimination.

Because of **discrimination** sometimes rural women are deprived of proper nutrition.

Fish, fruit, vegetables, and rice make your plate **nutrition** rich.

Rich people can help poor children to have well education, shelter, and nutritious food.

More **food** to women for the building of a good family.

Family members need to provide protein for mom and children.

Children should be cared for properly by their parents by including balanced nutrients.

Nutrients in a meal should be ensured in every household.

Households small and big...brothers and sisters consuming equal amounts of food so nutritious.

Nutritious food is good...we should be understood.

If **understanding** is not clear, one may not take any step properly.

If one can **properly** and consistently ensure food security and work towards **creating** more awareness about nutrition and food habits to both men and women, we will be successful in building a better future for generations to come.

Scale up nutrition status by women **coming** together for homestead production.

When we could introduce nutritional knowledge-based training and include both males and females in this training program, then both males and females could produce more nutritional **production**.

APPENDIX C. Gender Song

Gender Song

by

Participants in the “Integrating Gender and Nutrition into Agricultural Extension Systems” Workshop
Khulna, Bangladesh – August 9-11, 2015

Women oppressed at birth, oppressed when they grow up.
Have to tolerate various types of oppression.
Women oppressed, women oppressed.

Women have no opportunity to express their opinion.
All the family work is done by male opinion.
Women have no recognition although they perform a lot of activities.
They have to tolerate all the violence that happens in the family.

Males always give the orders.
Women have to obey with a smiling face.
Have to obey, have to obey.

Women have no rights for access to education.
Women always deprived of an education.
As a result women fall into early marriages.
Health hazards with early motherhood.
Health hazards occur, health hazards occur.
Women have to sacrifice their life for the betterment of the family.
Women oppressed, women oppressed.

Women are burdened by dowry practice in society.
Women are deprived of the love of their husband.
How can life continue in this way?
Let's ease the oppression by equal rights for males and females.

If equal rights for men and women in the family...
Automatically the family will be enlightened and happiness will come.
Let's keep together hand in hand.
We all want to build happy families.

Let's combat violence against women.
We would like to stop violence against women.

APPENDIX D. Nutrition Song

Nutrition Song

by

Participants in the “Integrating Gender and Nutrition into Agricultural Extension Systems” Workshop
Khulna, Bangladesh – August 9-11, 2015

Villagers please, listen, listen carefully
We are describing, talking about nutritious food.
If we all want a healthy life
We should know about nutrition.

To build the body, we need protein.
Let's go and learn where we can get it.
Fish-meat-eggs-milk-and in different types of 'Dal'
Protein is available all over.

To keep the body active, we need carbohydrates.
Every meal must have enough carbohydrates.
Rice-potatoes-wheat-and sugar.
Carbohydrates are available all over.

Colorful fruits and green vegetables contain vitamins.
If you regularly eat them, no sickness can be around.
With all these foods we need to drink safe water.
Maintaining a proper diet will keep us healthy and sound.

Healthy body, healthy mind, active people
Which can help to build a healthy nation.

Note: The song is sung in 'Gambhira' style... originating in Chapai Nawabganj, in the northern region of Bangladesh.