

Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet
March 2016

Who Does What?

Time:

1 – 2 hours

Materials Needed:

- Flipchart paper – one piece for each small group
- Flipchart with title of activity and objectives listed and with instructions: red for women, blue for men, green for both
- Markers or crayons
- Masking/scotch tape
- Flipchart Blue, Green, and Red markers for each small group



Introduction

Examining who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community opens an awareness of and a dialogue about 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 a particular context and culture. When these activities are examined several may be considered “gendered”, with society determining who does what for different tasks. Rural women normally perform a wide array of daily tasks, particularly related to child care and meal preparation, that consume large portions of the day. The unequal distribution of daily activities can result in lower production, loss of income, and increased levels of poverty and malnutrition. Identifying and documenting “who does what” can be a first step in addressing disparities based on gender stereotypes and a method for conducting a preliminary gender analysis.

Objectives

- ✓ To identify who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community.
- ✓ To analyze the implications of unequal distribution of daily activities and ways of encouraging more balanced participation among all family members.

Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Ask participants to line up by birth month. Divide participants into **three** groups by their birth month. Make adjustments as needed to have fairly equal number of participants in each group. **(10 minutes)**

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 or preparing meals.

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



Ask the other groups to add to or clarify the list of activities as needed. **(20 minutes)**

- 6) After each group has presented their list, ask the participants the following questions. **(30 minutes)**

Who is performing the majority of the activities? (Division of labor...equitable v. equal)

Which activities are the most physically demanding? (Energy expenditure)

Which activities take up a lot of time during the day? (Energy expenditure)

Who decides which family members will perform each activity? (Decision making)

Which activities generate income for the family?

Who decides how the income is spent? (Decision making)

What are the implications of unequal distribution of daily activities?

In what ways can daily activities become more equitable or balanced among all household members?



Now What?

Putting the activity into practice. Ask the participants to return to their small groups and discuss how they see themselves using this activity in the field by responding to the following questions, ensuring that every group member has the opportunity to provide his or her response:

*As the trainer, in what **ways** and with what **audiences** could you implement this activity?*

*What **changes** might you need to make to the activity?*

Ask each small group to share **one idea** from their discussion with the whole group. **(20 minutes)**

References:

“Integrating Gender and Nutrition with Agricultural Extension Service Facilitator’s Guide. USAID Integrating Gender and Nutrition in Agricultural Extension Systems (INGENAES), 2016. <http://dev.ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

Tips for Conducting a Gender Analysis at the Activity or Project Level. https://www.usaid.gov/sites/default/files/documents/1865/20160514_sae.pdf



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