



FEED THE FUTURE

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

Introductory Workshop on Integrating Gender and Nutrition within Agricultural Extension Services

Facilitator's Guide



Empowering women to make agricultural production and marketing decisions.

Increasing the productivity of their assets and income from agriculture.

Ensuring their own and family members' nutrition and health.

April 2016



USAID
FROM THE AMERICAN PEOPLE



INGENAES

Integrating Gender and Nutrition
within Agricultural Extension Services

Introductory Workshop on Integrating Gender and Nutrition within Agricultural Extension Services

Facilitator's Guide

April 2016

Version 2

Prepared by Jan Henderson, University of Illinois at Urbana-Champaign



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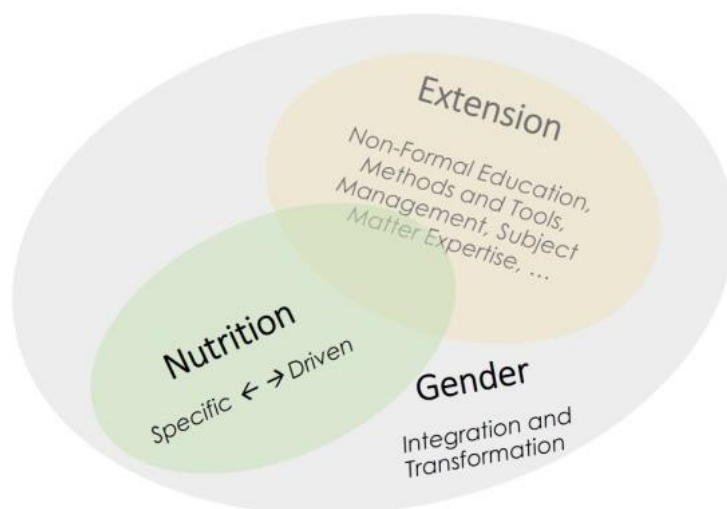
Introduction

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 objectives and a brief introduction for the session.
- 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: March 8-10, 2016

Where: Mymensingh, 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 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.



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Sample Workshop Agenda

Day #1

9:00am	Welcome and Workshop Overview Session #1: Introductions – Characteristics of an Effective Trainer Tea & Coffee Break Session #2: Who Does What?
1:00pm	Lunch Session #3: Who has Power and Control? Tea & Coffee Break Mini Power Point Presentation: Why Gender? Daily Reflection
5:00pm	Adjourn

Day #2

9:00am	Gathering Session #4: Exploring Gender Myths Tea & Coffee Break Session #5: Power Over vs. Power With
1:00pm	Lunch Session #6: Who Gets What to Eat? Tea & Coffee Break Session #7: What Goes on the Plate? Mini Power Point Presentation: Why Nutrition? Daily Reflection
5:00pm	Adjourn

Day #3

9:00am	Gathering Session #8a: Gender & Nutrition in an Agricultural Value Chain– Part I Tea & Coffee Break Session #8b: Gender & Nutrition in an Agricultural Value Chain – Part II
1:00pm	Lunch Session #9: Applying What We've Learned ORID Reflection Action Steps – Choosing an Activity to Implement Session #10: Workshop Evaluation and Closing Activities Post-Workshop Evaluations Yarn Exercise Awarding of Certificates
5:00pm	Adjourn

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 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.

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.

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: _____

The activity I will **commit to implementing** is: _____

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

THANK YOU!

Expectations

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

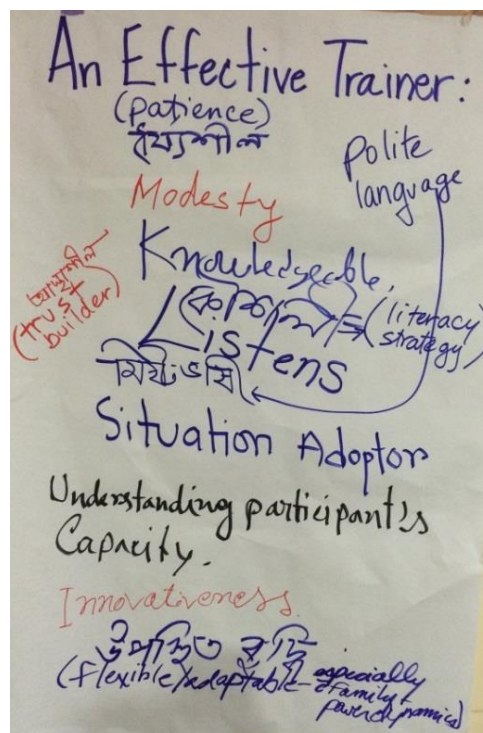
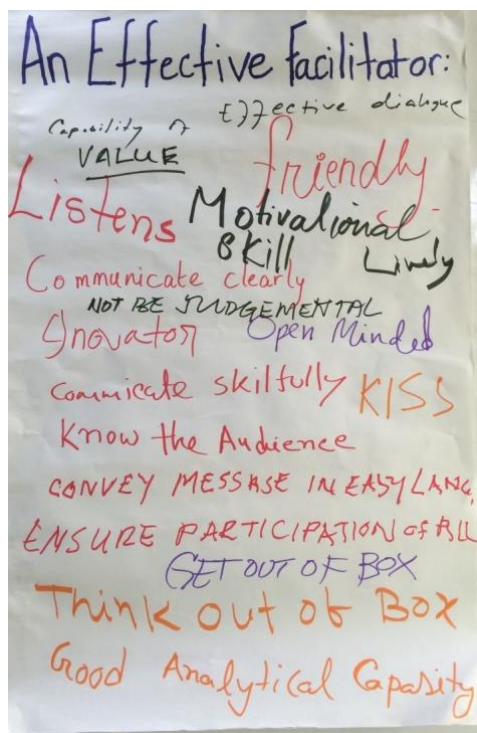
Sponsoring organizations provide a brief welcome.

Facilitator reviews workshop agenda (a road map that may be adjusted as we progress through the workshop), notes any logistical details...highlights workshop “rules”: turn off cell phones; one person talking at a time; listen/focus-no side conversations; respect differing opinions; be prepared to move around—no permanent seats; take turns presenting—present only once.

Session #1: Introductions – Characteristics of an Effective Trainer

Introduction: 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 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; masking tape
Objective:	To have participants get acquainted with each other and to begin thinking and talking about facilitation and training from the participants’ experiences.



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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?

Introduction: 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. 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.

Time:	1 – 2 hours
Materials:	Flipchart paper; colored markers or crayons; masking tape
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.

Facilitator Notes:

Review the session title, objectives, and brief introduction.

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 and draw the daily activities that occur in the home, on the farm, or in the community. Provide a few examples if needed:

Home

- Cleaning the house
- Caring for elderly relatives
- 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 or fish

Community

- Shopping for food
- Voting during elections
- Attending religious activities
- Selling at the market
- Attending weddings or funerals

Allow the groups to work for 30 minutes creating their lists....then ask each group to complete the following:

Circle the tasks usually done by a woman or girl with a **red** 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 **green** 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?* (Division of labor)
- 2) *Which activities are the most physically demanding?* (Energy expenditure)
- 3) *Which activities take up a lot of time during the day?* (Energy expenditure)
- 4) *Who decides which family members will perform each activity?* (Decision making)
- 5) *Which activities generate income for the family?*
- 6) *Who decides how the income is spent?* (Decision making)
- 7) *What are the implications of unequal distribution of daily activities?*
- 8) *In what ways can daily activities become more equitable or balanced among all family members? Responsibilities shared? Decisions made mutually?*

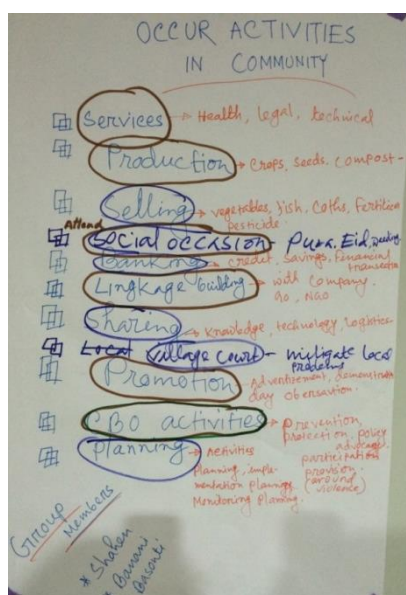
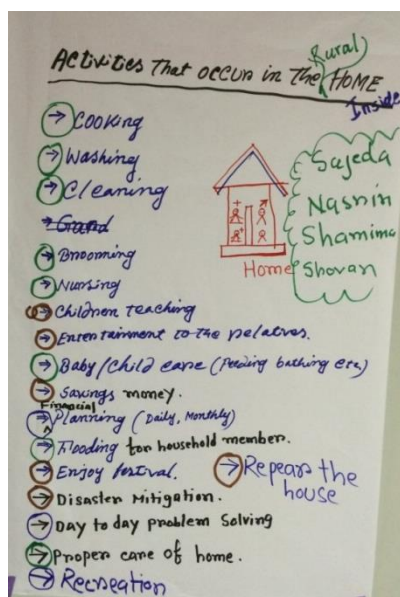
Now What?

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.



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Session #3: Who Has Power and Control? (Adapted from *Nurturing Connections* – Helen Keller International Bangladesh p.p. 54 – 56.)

Introduction: 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. Analyzing what gives people power is a first step in addressing gender inequalities within the family and society. 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.

Time: 60 – 90 minutes

Materials: Sheets of paper; colored markers or crayons

Objectives: To explore factors that give people power.

To analyze the power dynamics and how they can change within a “typical” rural household.

Facilitator Notes:

Review the session title, objectives, and brief introduction.

With no talking ask the participants to line up by the letter of their first name. Divide the line into **four** groups of approximately the same size.

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.



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

- 1) *What makes one person more powerful than others? Examples: gender, position in household, level of education, wisdom, wealth, social status, physical strength, moral integrity.*
- 2) *In what ways can power shift among family members? (e.g., a husband dies or moves away for work; a wife begins earning money)*
- 3) *What are the implications of one person holding all the power in the household?*
- 4) *In what ways can power be shared within the household?*

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.



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Daily Reflection

Time:	30 minutes
Materials:	Slips of blue, red, yellow, orange, and green paper – 5 to 6 slips per color depending on the size of the group; paper bag or basket; flipchart with instructions
Objective:	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

Time:	30 minutes
Materials:	None
Objective:	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 #4: Exploring Gender Myths

Introduction: Sex is the biological difference between men and women and is determined at birth. Gender is the socio-cultural roles assigned to men and women, and is determined by society through various socializing agencies, such as families, peers, schools, and religious institutions. The fact that we are born male or female is unchangeable, however gender roles can and do change over time and across cultures. Women and men learn to behave and work in certain socially prescribed ways that reflect cultural norms and customs. 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.

Time:	2 hours
Materials:	Flipchart with activity title and objectives listed; flipchart with two columns labeled: Positive Behaviors /Negative Behaviors
Objectives:	<p>To explore perceptions about how women and men behave ...about what is appropriate and inappropriate behavior for women and men.</p> <p>To identify where and how gender myths develop within a society.</p> <p>To examine the implications of negative and positive behaviors on the individual household and the community.</p>

Facilitator's Notes:

Review session title, objectives, and brief introduction.

Ask participants to get into two lines. Males in one line by age and females in another line by age, youngest to oldest. Form small groups of four members by selecting the oldest male with the youngest female and the oldest female with the youngest male. Continue in this manner until all participants are in a small group of five to six members ensuring that the groups are mixed: males and females. Add "extra" participants to small groups as needed.

Provide the following instructions:

The men in your small group will be portraying how women/girls are supposed to behave and the women in your group will be portraying how men/boys are supposed to behave in a typical rural household. The acting will be in the form of charades - that is no talking, just silently portraying the behavior. All group members must perform in the role play. Your role play should be 5 to 6 minutes.



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Allow each group to identify the behaviors they want to portray. Encourage participants to locate props in or near the meeting room.

Invite each group to perform their role play. After each role play, ask the performers to explain:

- 1) The overall message they were trying to convey
- 2) The role each member was playing
- 3) How each member felt about playing a member of the opposite sex.

After all the role plays have been performed, gather the participants into a circle and ask the following questions. Capture the responses on flipchart.

- 1) *What **negative** behaviors did you observe in the role plays?*
- 2) *What **positive** behaviors did you observe in the role plays?*
- 3) *Where do perceptions about how men and women should behave come from?*
- 4) *In what ways can the **negative** behaviors you observed in the role plays be addressed by the individual household and by the community?*
- 5) *In what ways can the **positive** behaviors you observed in the role plays be encouraged and nurtured?*

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.

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

Introduction: *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 decisions 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. Identifying and understanding 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.*

Time:	2 hours
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; masking tape
Objectives:	To illustrate two types of power. To examine the challenges of discussing issues of power with men and women. To identify ways of moving from “Power Over” to “Power With”

Facilitator Notes:

Review the session title, objectives, and brief introduction.

Begin the session by briefly sharing the flipchart that lists the words describing “Power Over” and “Power With.” Invite participants to add descriptors.

Power OVER

Force
Abuse
Discrimination
Domination
Oppression
Exclusion
Control

Power WITH

Mutual support
Solidarity
Recognition
Sharing
Inclusion
Cooperation
Respect
Trust
Coordination

Ask participants to return to their role play groups from the activity: *Exploring Gender Myths* or form new groups by lining up by the letter of their last name. Form small groups of four to five members.

Ask small groups to draw symbols illustrating “Power Over” and “Power With” by providing the following instructions:

As extension providers, you are planning an activity for women and men farmers describing two types of power: power over and power with. Create a visual you will use to illustrate the differences between the two types of power using only symbols that represent power. For example, raised fist v. two hands shaking.

Bring the small groups back together to briefly present their drawings.

After all presentations, ask the whole group the following questions.

- 1) Which symbols best represent the two types of power for you?
- 2) Why is talking with men and women about issues of power challenging?
- 3) In what ways can we move from "Power Over" to "Power With" within the household and community?

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:

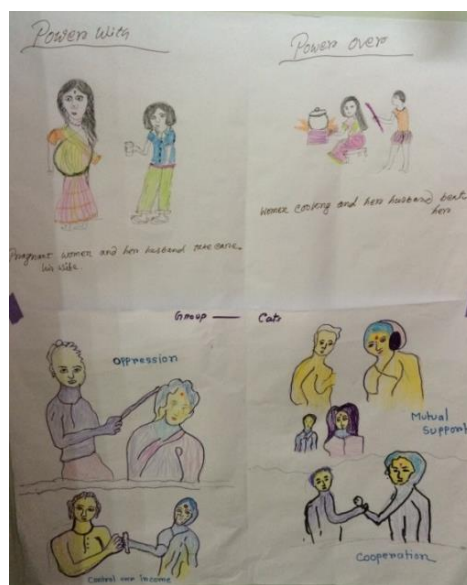
As the trainer, in what **ways** and with what **audiences** could you implement this activity?

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.



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

Introduction: *Child and maternal malnutrition – in particular child underweight, child micronutrient deficiencies, poor breastfeeding practices, and anemia – are by far the largest nutrition-related health burdens at the global level. “Cultural norms” are sometimes responsible for contributing to these issues and can be analyzed if the intra-household consumption patterns are “unpacked” with the community. If these cultural norms are better understood, opportunities for changing long-standing gendered behaviors related to food security and malnutrition can be improved.*

Time:	1 hour
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.
Objectives:	<p>To examine 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.</p> <p>To explore who has the authority to decide and who may be disadvantaged in terms of food distribution in a household.</p>

Facilitator Notes:

Review title of activity, objectives, and brief introduction.

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 (add others if needed). Have men play some of the parts of female family members and women play some of the parts of male family members.

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, including one egg

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...then ask the following questions for everyone to respond.

- 1) *Why did some family members get more food than others?*
- 2) *What gives some family members **more access** to food than others? **Less access** than others?*
- 3) *Who decides how much and what each family member will get to eat?*
- 4) *What are the short and long-term consequences of eating a nutritionally unbalanced diet, especially for infants/toddlers, young girls, and pregnant/lactating women?*
- 5) *In what ways can the distribution of food be more equitable among all family 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:

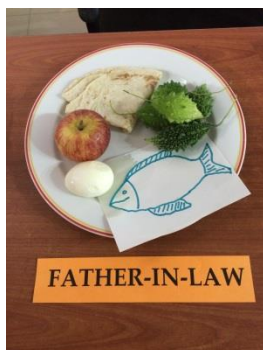
*As the trainer, in what **ways** and with what **audiences** could you implement this activity?*

*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.



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Session #7: What Goes on the Plate?

Introduction: *Girls and women often have unequal status in a household which can have negative long-term outcomes. The effects of inequalities in terms of individual health and well-being are well documented. The consequences of poor nutrition include low birth weights, child and maternal mortality, disease, decreased work production, and poor classroom performance. Increasing nutritional awareness when planning, facilitating, and evaluating extension programs is essential for the long-term health benefits for women and girls.*

Time:	2 hours
Materials:	Half sheets of paper; colored makers or crayons; flipchart paper; illustrations of nutritional guidelines in local language; flipchart with two columns: Nutrition Insecure/Nutrition Secure
Objectives:	To identify the components of a healthy diet. To examine the effects of nutritional inequalities in terms of individual health and well-being. To demonstrate the challenges of providing a healthy diet with limited resources.

Facilitator Notes:

Review title of activity, objectives, and brief introduction.

Ask participants to find a partner to work with...preferably someone they have not worked with during the workshop. Have the pair join another pair to make a group of four.

Using flipchart paper, ask the small groups to draw a plate illustrating a nutritionally balanced lunch for a typical rural household.

Invite the participants to sit in a circle and briefly share their drawings. Assess the drawings based on the “correct” components of a nutritionally balanced diet. Identify what is missing from the drawings.

After reviewing the illustrations, ask the following questions. Capture the characteristics of a nutrition insecure/secure household on flipchart.

- 1) *What types of foods need to be **reduced** and what types of foods need to be **increased** in the typical rural household?*
- 2) *How would you describe a nutrition **insecure** household? A nutrition **secure** household?*

Ask the participants to return to their group of four and complete the following activity.

Lack of income to purchase a variety of 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 three nutritiously balanced meals for one day (breakfast, lunch, dinner) 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.

Invite the small groups to share their “grocery lists”. Then ask the following questions.

- 1) *What was most difficult in selecting nutritious food items for the family?*

- 2) Does producing more food or having more money to buy food result in improved nutrition for the family? Why or why not?
- 3) In what ways can typical rural households become more nutritionally secure?

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?*

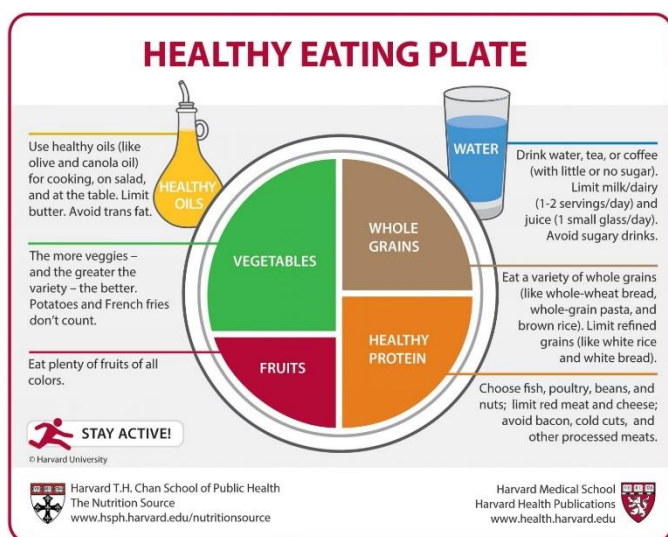
Ask each small group to share one idea from their discussion with the whole group.



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Food Pyramid Key Messages (FAO 2013)

- “Eat a well-balanced diet with a variety of foods at each meal.
- Consume moderate amounts of oils and fats.
- Limit salt intake and condiments and use only iodized salt.
- Consume less sugar, sweets or sweetened drinks.
- Drink plenty of water daily.
- Consume safe and clean foods and beverages.
- Maintain desired body weight through a balanced food intake and regular physical activity.
- Practice a healthy lifestyle with right cooking and healthy eating.
- Eat additional food during pregnancy and lactation.
- Practice exclusive breastfeeding for 6 months and start adequate complementary foods in time.”



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Daily Reflection

Time:	30 minutes
Materials:	Flipchart with instructions
Objective:	To provide an interactive and fun way to review the day's activities.

Facilitator Notes:

Have the participants say one word that begins with the letter of their first name that describes how they're feeling about the training/workshop. For example:

J for joyful
E for encouraged
S for stressed

Day #3

Gathering

Time:	30 minutes
Materials:	Flipchart with instructions
Objective:	To provide an interactive and fun way to review the previous day's activities.

Facilitator Notes:

Gather participants into a standing circle and have them respond to the following questions:

If participants have an even-numbered birthdate:

What image from yesterday is **most vivid**?

If participants have an odd-numbered birthdate:

What did you **like most** about yesterday's sessions?

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

Introduction: *Women and men are likely to have different objectives for participating in agricultural value chains, and different abilities to access and use new technologies and information. Understanding these differences in terms of gender-based opportunities and constraints around decision-making, access and control of resources, and women's ability to engage in horizontal (e.g. producer groups) and vertical (e.g. with input suppliers and buyers) relationships along value chains is critical to developing effective agricultural value chains. By understanding the gender and nutrition dimensions along the value chain, and increasing women's control of income generated from agricultural production, food security and family nutrition have been shown to increase.*

Time:	2 hours
Materials:	Flipchart paper; colored markers or crayons; 50 blank colored cards (5" x 8"); value chain cards – one set for each small group (prepared in advance); flipchart illustrating generic value chain
Objectives:	To explore ways to integrate gender and nutrition into the various stages of a value chain, with an emphasis at each stage on who has access to and control of resources, who makes decisions, and who performs the work. To confront power relations and entrenched societal norms embedded within the different stages of a value chain.

Facilitator Notes:

Prepare one set of value chain cards for each value chain that will be analyzed. Put each of the following phrases on a 5"x8" card.

Equipment and Input Suppliers

Producers

Traders and Marketers (local)

Transporters

Processors/Packaging

Export Marketers

Retailers (shops/grocery stores)

Consumers

Review title of activity, objectives, and brief introduction.

Provide a brief overview of "what is an agricultural value chain?" to the whole group before participants self-select into smaller groups. Draw a simple value chain on the flip chart paper in advance to use in the discussion. Have the group identify local agricultural value chains (ie. maize, rice, fish, poultry) they would like to work on.

Break larger group (if more than 10 people) into smaller groups of 5 people each and have them self-select the value chain they would like to work on. Try to have approximately equal numbers of people in each group, and both men and women participating in the smaller groups. Have the smaller groups work in different areas of a large room or place where they can spread out the value chain cards. Give each group a set of the value chain cards.

Have each group arrange the value chain cards in the order that the group believes the chain occurs. Provide them with blank cards, and invite them to add extra cards if needed to explain the steps in that value chain. If you have adequate wall space, tape the cards on the wall.

Once they have completed the agricultural value chain, have the group identify and add to each value chain card the roles of men and women at each stage of the chain, using the symbols for men and women with brief descriptions of their exact roles. Also include who has “control” or makes the decisions affecting the product at each stage of the value chain.

Once this portion of the exercise is completed, have each group decide what are the nutritional issues at each stage of the value chain – (ie. loss of nutrition at post-harvest; lack of access to foods with sufficient protein content for pregnant women).

Have each group present their work to the larger group by moving around small groups’ work – focusing on their recommendations for understanding the impact of gender roles on the value chain and how nutrition might be improved at each stage of the value chain by asking the following questions.

- 1) *Who has **access** to the resources at this stage?*
- 2) *Who **controls** the resources at this stage?*
- 3) *Who **decides** what is happening at this stage?*
- 4) *Who **performs** the work at this stage?*
- 5) *Where are there nutritional bottlenecks in the chain for the most vulnerable?*
- 6) *In what ways can women be more actively involved in the different stages of the value chain?*
- 7) *At what stage(s) of the value chain can extension workers have the most influence to address issues of gender and nutrition?*

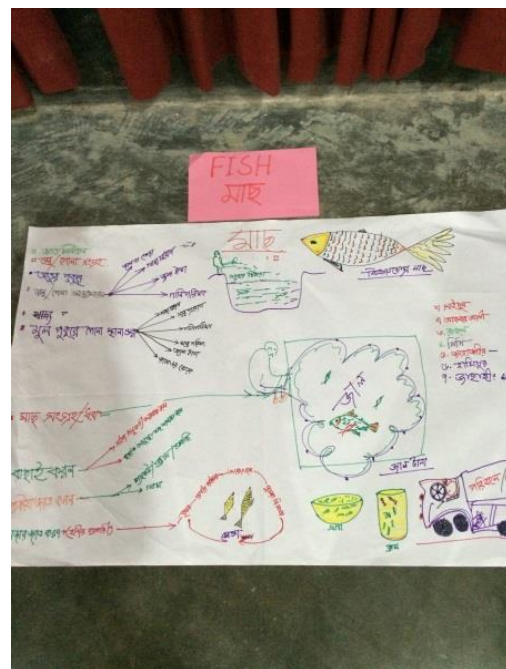
Now What?

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.



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Session #9: Applying What We've Learned

Time:	1 hour
Materials:	Markers or crayons; 7 cards with session titles
Objective:	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:

Conduct a gallery walk. Have the participants follow the facilitator around the meeting room stopping at each session's flipcharts.

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 4-5 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.



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An ORID Reflection

What – happened? (Objective Question)

- Which workshop session is **most memorable**? Why?

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

- What words describe **your feelings** about the workshop?

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

- What came through to you as **very important** when integrating gender and nutrition within agricultural extension services?

Now What – do we do? (Decisional Question)

- What will you **do differently** in your interactions and work with men and women farmers because of participating in the workshop?

Move chairs from the meeting room space and lay cards with the seven session titles on the floor. Gather participants into a circle around the cards. Explain that each participant is to select **one** activity that he or she will commit to implementing within the next two months. Allow participants to line up by the activity of their choice. Have the small groups that have formed discuss how they will work together to implement their chosen activity. Re-gather the participants and have each small group identify themselves and briefly share the procedures for implementing the activity in the field.



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Session #10: Workshop Evaluation and Closing Activities

Time:	30-45 minutes
Materials:	Post-workshop evaluations; ball of yarn
Objective:	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 manila envelopes. As the participants finish the written evaluations, ask them to walk around the meeting room again 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:

- 1) *What does the web of yarn represent...what does the web illustrate about our group?*
- 2) *What happens when one person lets go of the yarn...what happens to our web?*
- 3) *How can we ensure that we stay connected like the web?*



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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 professionals 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.



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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.