



# FEED THE FUTURE

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

## Integrating Gender and Nutrition within Agricultural Extension Services



# Institutional Review and Planning Framework for Integrating Gender and Nutrition within Agricultural Extension Services

## - Handouts -

*Prepared by Robb Davis and Edye Kuyper,  
University of California, Davis*

DRAFT November 2016



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**

Integrating Gender and Nutrition  
within Agricultural Extension Services

# Institutional Review and Planning Framework for Integrating Gender and Nutrition within Agricultural Extension Services

## - Handouts -

*Prepared by Edye Kuyper and Robert Davis,  
University of California, Davis*

DRAFT November 2016



All work by INGENAES is licensed  
under a Creative Commons Attribution  
3.0 Unported License.

*This material was produced as part of the United States Agency for International Development (USAID) and U United States Government Feed the Future project “Integrating Gender and Nutrition within Extension and Advisory Services” (INGENAES), Cooperative Agreement No. AID-OAA-LA-14-00008. [www.ingenaes.illinois.edu](http://www.ingenaes.illinois.edu) The University of Illinois at Urbana-Champaign is the prime awardee, and partners with the University of California Davis, the University of Florida, and Cultural Practice, LLC.*

*The material was made possible by the generous support of the American people through USAID. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the U.S. government.*

### Workshop Goal

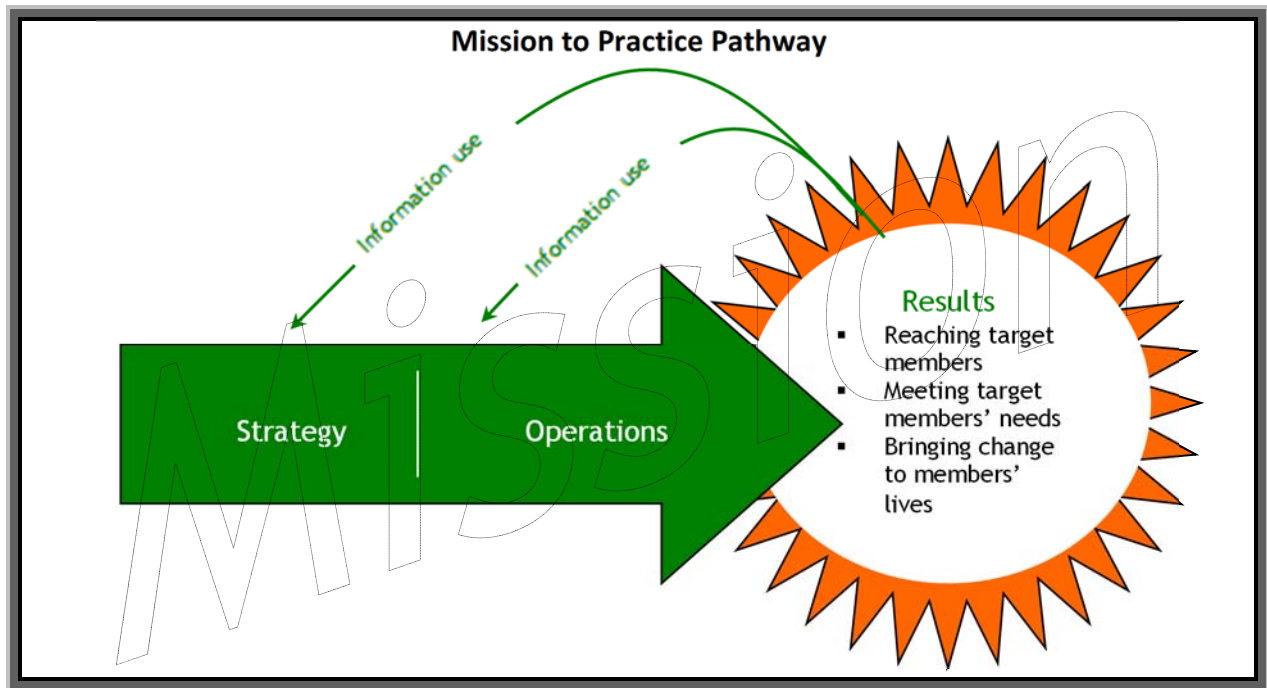
To help organizations achieve the results suggested by their mission by assuring that the strategy of extension service provision is clear and the operations for nutrition- and gender-responsive extension outreach are strong.

### Workshop Objectives

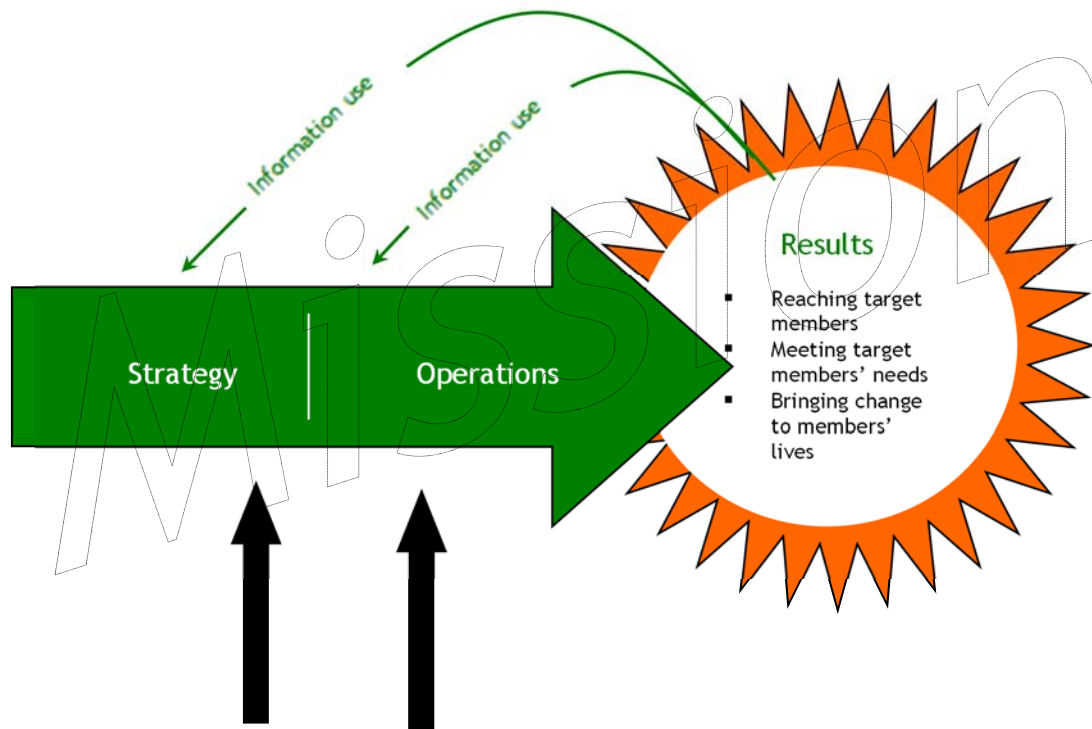
By the end of the workshop, participants will have:

- Analyzed the importance of organizational missions in setting strategy and operational priorities.
- Defined the vision they have for rural community members with whom their organizations work.
- Evaluated the importance of nutrition and gender-responsive programming to achieve their vision and mission and articulated ways they are already engaging in such programming.
- Translated their organization's mission into goals and SMART objectives (using three key result areas: target members, needs, impacts), with consideration about how to include nutrition- and gender-sensitive programming in their organization's services
- Planned immediate actions to improve 1) training efforts in communities; 2) support to staff working with communities and 3) partnering efforts to enhance services to communities
- Developed an action plan to implement key actions to increase nutrition- and gender-responsive extension interventions.





### Mission to Practice Pathway



#### **KB Case Study: Strategy**

KB will provide effective, demand-responsive, decentralized, location specific and integrated, extension services to all types of farmers, making agriculture cost effective, profitable and knowledge based.

#### **KB Case Study: Operations**

In order to implement this strategy KB must implement the following three operational elements:

1. Support and retain a staff who will work directly with communities
2. Provide quality training opportunities for communities that meet their needs and honor them as adult learners.
3. Develop solid partnerships with organizations who can help communities in ways KB cannot

#### **KB Case Study: Mission**

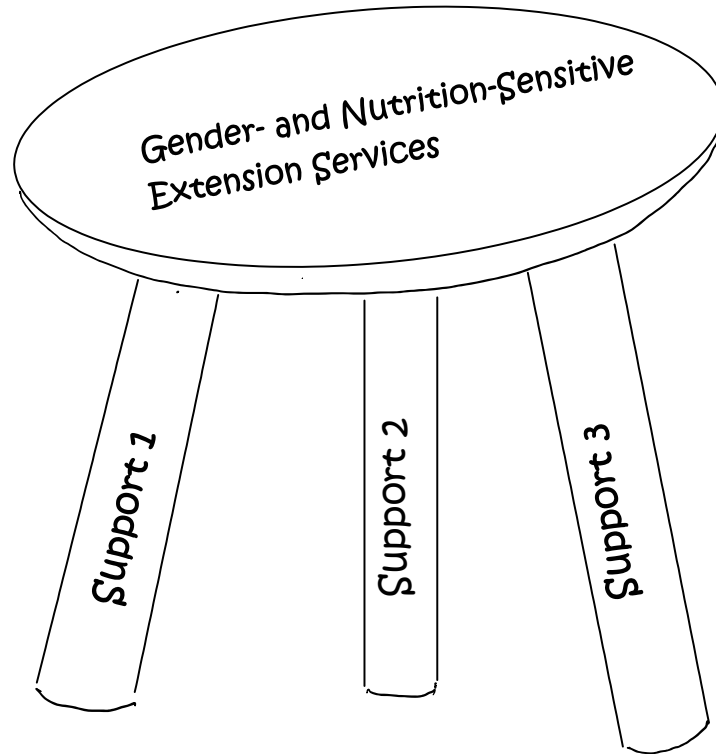
The mission of KB is to sustain food security and support to national economy, with an emphasis on farmers' well-being, sustainable natural resource management, and the maintenance of the yield potentials.



KB Case Study: Goals and Objectives	
Goals	Objectives
Reaching target members:	<p>In fiscal year 201X, 80% of subsistence and 50% of entry level market farming households in region X will be reached with a <i>minimum package</i>* of education interventions</p> <p>In fiscal year 20XX, half of all education participants will be women from such households.</p> <p><i>*minimum package includes nutrition, yield improvement and natural resource conservation</i></p>
Meeting member needs:	<p>By the end of FYXX, half of current subsistence and small market farmers will be practicing at least two new natural resource conservation techniques.</p> <p>By the end of FYXX, one third of current subsistence farmers will have increased their yields by 25%</p> <p>By the end of FYXX 75% of participating farmers will be actively selling produce from family plots in local markets.</p>
Creating a change in members' lives:	<p>By the end of FYXX, half of all farmers involved in the program will show improvements in food security scales</p> <p>After five years in the program, participating communities will see the incidence of stunting among children reduced by half.</p>



### Three Key Operational Supports to Gender- and Nutrition-Sensitive Extension Services



**Support 1** = Training and educating community members

**Support 2** = Supporting staff so they will work effectively with communities

**Support 3** = Assuring that you seek to develop a good and open relationship with partners

Notes:



<p style="text-align: center;"><b>Additional Ideas about What Makes a Good Training</b></p>
<p>Participants feel respected and feel like equals. In practice this means that leaders have prepared well to avoid wasting time and demonstrate a commitment to the participant to give her what she needs</p>
<p>Learning allows the participant to enter into a dialogue with the leader and with other participants.</p>
<p>Participants are given an opportunity to draw on their own knowledge and experience.</p>
<p>Learning meets the real-life needs of the participants—they leave able to do something different.</p>
<p>Participants get involved through discussion, small groups and learning from peers.</p>
<p>Participants can apply the new learning immediately.</p>
<p>If participants are to leave the training to train others, they have had a chance to practice what they are to teach and have all the materials they need to convey information.</p>
<p>Learning engages the participants’ minds and emotions.</p>
<p>Visuals are used to support the verbal presentation and participants can practice new skills.</p>
<p>Leaders praise participants for even small contributions.</p>
<p>Participants feel safe to participate in that their ideas and contributions will be valued—that they will not be ridiculed or belittled.</p>





Name of your Organization \_\_\_\_\_

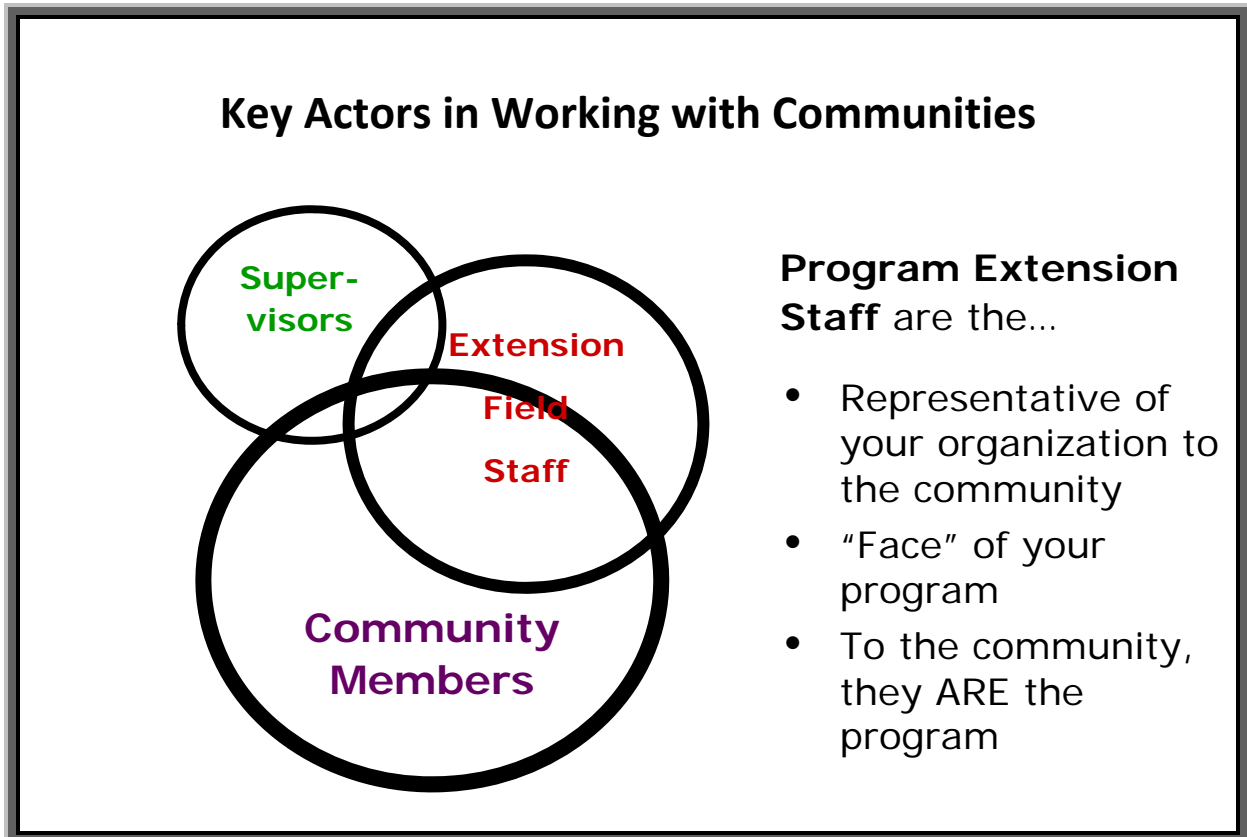
**1. Based on our assessment of our training activities we could use help in the following areas (please explain your answers briefly):**

- **Developing an overall annual training plan that meets real needs.**
  
- **Developing good training materials with clear objectives and activities**
  
- **Developing appropriate handouts and materials to give to participants**
  
- **Making sure that when participants are expected to teach others we are preparing them in every way to do so.**
  
- **Helping training extension agents to facilitate well—things like helping them create dialogue with participants, make them feel safe in the training and assuring they participate fully**
  
- **Other areas for which we need help**

**2. Based on our assessment of our training activities, we think we have some strengths in the following areas that we would like to share with others.**

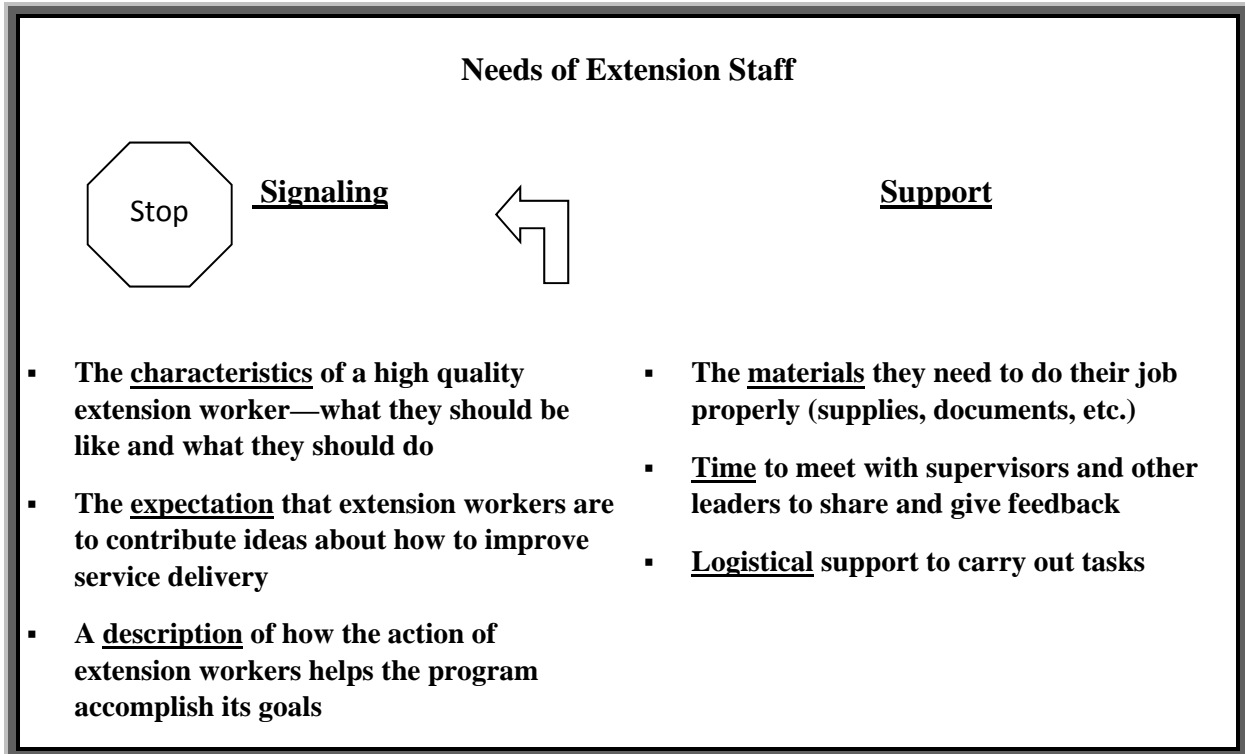


### Keys to Supporting Extension Staff



Notes:





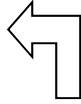
Notes:



### Opportunities to Provide Signals to and Support Extension Staff



#### Signaling







#### Support

- **During recruitment**
  - **During initial training and refresher courses**
  - **During supervision visits and team meetings**
- **In providing incentives (monetary and non-monetary)**
  - **In having clearly written policies on logistical support**
  - **In having clearly written guidelines on expectations of staff**

Notes



<b>The Basics of Negotiation</b>	
 <p>The first picture demonstrates the need to clearly state what you need and what you feel the communities need. This is your opportunity to talk frankly to a potential partner or someone you are obligated to cooperate with about what you see the main issues to be and how you want to deal with them. This step requires you to go into a meeting with clarity on what you want and need and what you are seeking in terms of an outcome. Prepare to speak openly and clearly about your needs</p>	 <p>The second picture demonstrates the need to listen to understand the needs of the potential partner or collaborator. Use the listening period to ask probing questions and seek to understand their position. Use what you know about them to anticipate questions you might ask. This step requires you to go into a meeting with good questions focused on the needs of the community and what a potential partnership will mean for community members. Prepare to engage openly and ask questions to understand</p>
 <p>The third picture raises an important point that is often neglected when we get into discussions. The hand motions here represent repetition. In this case it means taking what you have heard from them and returning to your needs. It does not mean that you mechanically repeat what you said before but that you stay closely focused on your needs and the needs of communities and NOT get sidetracked. Prepare to stick carefully to your needs and not get drawn into a debate on other issues.</p>	 <p>The fourth and final picture shows clasped hands indicating agreement has been reached. It is important not to be impatient to arrive at this point. Finalize the agreement only when you are sure it will enable you and the communities to get what they really need. The clasping hands might imply that some written agreement be drawn up describing roles and responsibilities. Don't hesitate to request this. Prepare to continue the discussions if you don't get what you need</p>

Notes:



<b>Name of the Organization:</b>
<b>Specific Actions You Will Take— with a Focus on Gender- and Nutrition-Sensitive Programming</b>
1.
2.
3.
4.
5.
6.

We would like to request the following training be held in the near future:

We would appreciate a call to discuss possible assistance to our organization in the following areas:



**Daily and seasonal calendars**

Daily calendar: Without interviewing any individual farmers, fill out the daily calendar for a typical male farmer and typical female farmer that you work with. Take note of what their days look like. Make sure to reflect on how these activities change for women and men throughout the year.

Time	Female	Male
Early morning		
Morning		
Midday		
Afternoon		
Evening		
Late night		

Seasonal calendar for a crop: Pick a crop that you are most familiar with and describe all the activities from land clearing through to marketing. Take special note of who does what. Reflect on when labour requirements are likely to be highest for women and for men. An example of a seasonal calendar for a crop is in Table 2.2.



**Table 2.2: Example of a seasonal calendar for crops.**

Activity	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Ground nut												
Land clearing												
Ploughing												
Seeding												
Weeding												
Spraying												
Harvest												
Post harvest												
Transport												
Storage												
Marketing												
Preparation												





**Food Diary: What, where, and with whom I ate yesterday**

Instructions: answer the questions below to the best of your ability. If you can't remember specifics, write down what, where, and with whom you typically eat.

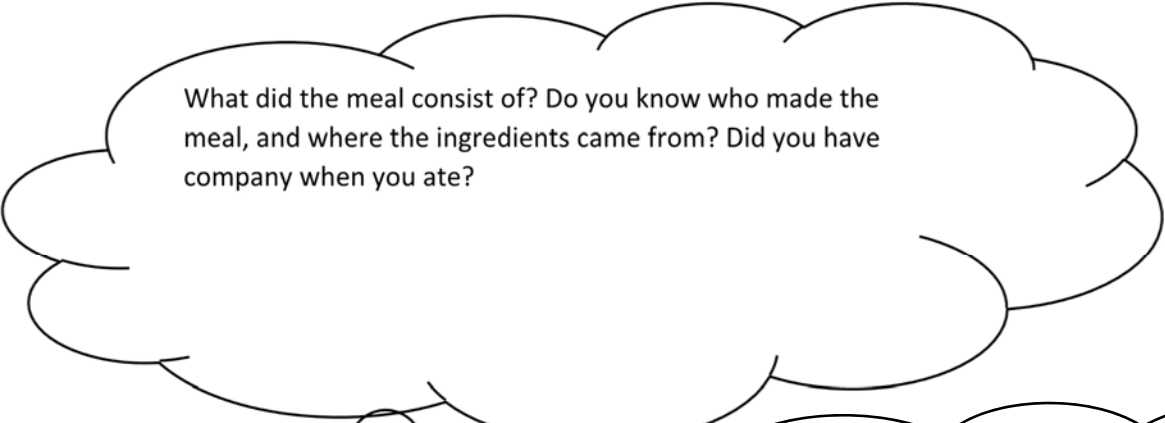
Thinking back to yesterday:

What was the first thing that you ate or drank in the morning?

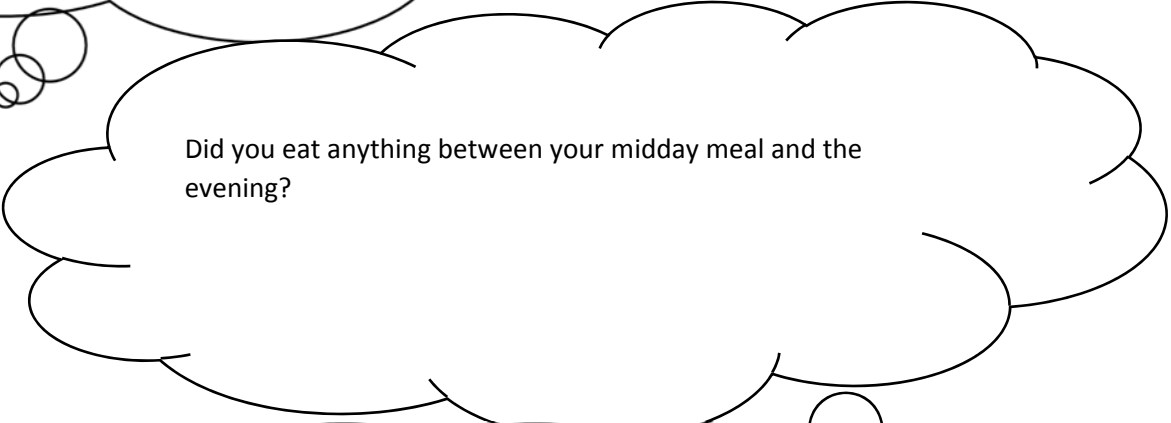
Did you eat any snacks between your first food and the midday meal?

When did you stop what you were doing for the midday meal? Did you go to a different place to eat?






What did the meal consist of? Do you know who made the meal, and where the ingredients came from? Did you have company when you ate?



Did you eat anything between your midday meal and the evening?



What did you eat in the evening?

What did you enjoy most about the times that you ate yesterday?

- The food? If so, what about it?
- The company?
- The location?
- Were the times that you ate an opportunity to take a break from what you were otherwise doing?
- Or a painful reminder of something that you were lacking (e.g. feeling lonely, not enjoying the food you ate, not knowing where your next meal might come from...)



### Foundations of Nutrition for Agricultural Extension Services

Topic area	Example Activity/Competency
Good nutrition = getting the right amount of the nutrients needed	<ul style="list-style-type: none"> <li>• Like crops and livestock, people also require the right balance of nutrients to be as healthy and productive as possible.</li> <li>• Eating a balanced, diverse diet is the best way to ensure getting the right amount of nutrients</li> </ul>
Promote good nutrition for all, especially the most vulnerable	<ul style="list-style-type: none"> <li>• Extension staff know who in their area is most at risk for undernutrition</li> </ul>
Produce more diverse, nutritious foods	<ul style="list-style-type: none"> <li>• Farmers are supported to diversify out of staple crop production into livestock, horticulture, etc. which yields more nutritious</li> </ul>
Ensure year-round access to diverse, nutritious foods	<ul style="list-style-type: none"> <li>• Reduce postharvest loss</li> <li>• Promote food preservation (drying, canning, etc.) to make more foods available for longer periods</li> </ul>
Minimize any harm that agriculture can cause to nutrition	<ul style="list-style-type: none"> <li>• Promote practices that safeguard water resources</li> <li>• Encourage safe application of pesticides and fertilizers</li> <li>• Encourage pregnant and lactating women to take breaks as needed for their good and that of their babies</li> </ul>



**A Day in the Life of Naomi (a story for the context of Zambia)**

Naomi is a 21-year-old mother of three girls. Her youngest is not quite one and her oldest five. At the age of 15, Naomi got pregnant with her first child and dropped out in grade 9. Her children, especially the two older girls, are short for their ages. The five-year-old is the size that a healthy, normal-weight 3-year-old ought to be. The second child looks more energetic and lively but with telltale signs of malnourishment.

Naomi is a farmer who cultivates maize for consumption and sale and cotton for sale (via contract). She has also tried planting groundnuts, beans, moringa, amaranthus and pumpkin seed which she got as assistance from an agricultural support project. The groundnuts did not germinate as she had expected. This is the first year she has managed to plant so many food crops in one growing season.

She wakes up at 5 am every morning to draw water. One borehole serving several villages creates competition and late drawing of water often means enduring long queues which delay the day's activities. Breakfast follows this and typically consists of *nshima* (corn meal) and *derere* (okra). *Derere* is the only relish she can afford. Accessing food is her biggest nightmare. Her last bag of maize finished in November 2015 (it is now January 2016), and the family's survival relies on part time jobs her husband does on the cotton estate.

After breakfast she goes to the farm and comes back mid-day/late morning to start preparing the lunch, which is also *nshima* and vegetables (common ones being *derere*, blackjack, eggplants, amaranthus, and pumpkin leaves).

The feeding of her children is not based on a planned schedule but on how busy Naomi is on any particular day. After lunch, she usually goes back to the farm and comes back late afternoon to start the dinner. Her children are her priority and not being able to feed them the way she would like to makes her worry. As a nursing mother she understands very well the need to eat a variety of foods as well as the importance of variety for her children. Hospital workers explained that to her when she attended antenatal and now the under-five clinic for her 3 children.

She has some poultry but they are not for consumption. She keeps them primarily to sell and earn some money, especially when she has an emergency situation. Her family consumes them only at very special occasions. This is generally the same situation for others in the community: chickens are not kept for consumption as much as a kind of savings account.

Her family eats fish, beans, and groundnuts only rarely. Their diet is predominantly *nshima* and vegetables. Maize and cotton are the primary crops grown in communities like the one Naomi lives in and they are grown primarily as cash crops. Some maize is reserved for food but does not last through the entire year.



In her community, growing maize is like a religion. People feel that they cannot just grow other things besides maize because of the fear of creating competition of time between tending to the maize that is sold and the other crops that they feel are not as important, “There is no market for these crops,” is a common response to the question of why they are not grown.

Cotton, on the other hand, is the local “gold” crop. It is actually quite simple: maize is their staple, but is also a crop that fetches them money as NFRA is a ready market. Cotton also has a ready market, in fact community members grow cotton on a contract basis. The income realized from maize and cotton does not go into purchasing a variety of foods to meet the nutrition requirements of the household all year round. Other priorities dominate, including farm inputs for the next growing season, assets like bicycles, clothing and other needs. Food budgeting is not something that is a common practice.

Naomi’s husband is a casual laborer on a cotton estate. He earns very little from the casual work. But he must do this work to feed his family and get through the lean months. After work he has his own field which he farms. Doing casual paid labor does not give him enough time to farm on his own farm. It has been like this year in and year out. All he wants is to ensure that his family has food and that he manages to meet their needs. But he is not very sure how he can do so sustainably.

As for Naomi, she wants to have a stable source of income, and she wants her children to have enough food. She wants to go to bed for once knowing there is food for tomorrow. She wants a bicycle of her own so that she can move around and run errands with ease. The bicycle could also help her do small business. But with no assets and investments, she does not see any possibility of achieving food security and a stable income for herself.

*Credit: Bertha Munthali, Zambia, 2016*



**The Story of Aleya Begum (a story for the context of Bangladesh)**

This is a story of the life of Ms Aleya Begum, wife of Mr. Makbul Miah, who lives in a Bangladeshi village. She has two children: Shawpno, a 13 years old son, and daughter Asha, who has just turned 10; her mother in law also lives with them. Like many other farming families, they do not have their own cultivable land and therefore work in other's farm. As such her family has to live on very little income.

Aleya was married to Makbul at the age of sixteen. She finds her happiness in taking caring of her family and her two children, and is now expecting their third child in a few months. With the hope of contributing to her family, Aleya started poultry farming with a little space in their home. She had fifteen chickens, but all of a sudden twelve of them died. Makbul Miah and his wife had no idea as to what could have saved their chickens. They didn't know about vaccinations and therefore didn't take proper action before they were attacked by diseases. Now they are left with a rooster and two hens, and one of them lays an egg every day. While preparing meals, Aleya considers eating the egg, because she knows that it is important to have healthy food during pregnancy. Then she changes her mind and chooses to give it to her children or her husband.

Following long held social customs she finally serves the egg to her husband which her mother-in-law also supports. Aleya and her husband work more or less equally hard for their family, but Aleya always has the lesser share of food at meal times. Without proper nutrition, she risks her coming child's health and her own life. Her daughter Asha is also falling into the same vicious cycle, with male members of the family getting more food while she gets less than her daily nutritional needs, making her susceptible to chronic malnutrition. At the dining table, Aleya always tries to distribute more foods to other family members and keeps little for herself.

Until now, Makbul Miah has never given much attention to eating traditions. Recent conversations with the extension agent, however, have led Makbul to make extraordinary changes. Makbul now uses his role as the family head to ensure fair distribution of food among his pregnant wife, his two growing children and his elderly mother. He also realizes the importance of timely information and advisory services in agriculture and poultry farming. Thus the life of Aleya Begum and her family is brimming with hope.

*Credit: Asma Parvin and Sumaiya Nour, Bangladesh, 2016*



**The Four Dimensions of Food Security**

*Food security exists when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.*

- 1996 World Food Summit

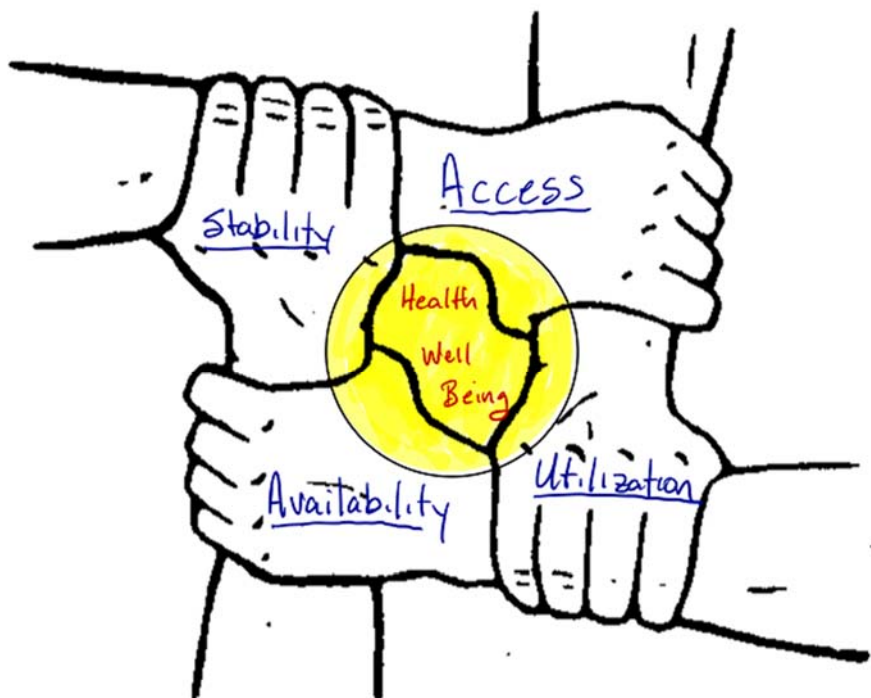
From this definition, **four main dimensions of food security** can be identified:

Physical <b>AVAILABILITY</b> of food	Food availability addresses the “supply side” of food security and is determined by the level of food production, stock levels and net trade.
Economic and physical <b>ACCESS</b> to food	An adequate supply of food at the national or international level does not in itself guarantee household level food security. Concerns about insufficient food access have resulted in a greater policy focus on incomes, expenditure, markets and prices in achieving food security objectives.
Food <b>UTILIZATION</b>	Utilization is commonly understood as the way the body makes the most of various nutrients in the food. Sufficient energy and nutrient intake by individuals is the result of good care and feeding practices, food preparation, diversity of the diet and intra-household distribution of food. Combined with good biological utilization of food consumed, this determines the <i>nutritional status</i> of individuals.
<b>STABILITY</b> of the other three dimensions over time	Even if your food intake is adequate today, you are still considered to be food insecure if you have inadequate access to food on a periodic basis, risking a deterioration of your nutritional status. Adverse weather conditions, political instability, or economic factors (unemployment, rising food prices) may have an impact on your food security status.

For food security objectives to be realized, all four dimensions must be fulfilled **simultaneously**.

**Credit: FAO 2008, EU-FAO Food Security Programme**









### Exploring the Competency Framework

**The setting:** The Healthy Growing project is being carried out by the Ministry of Agriculture (MoA) in a remote area of your country. The extension staff working on the project has traditionally been responsible for helping farmers increase their yields of a staple crop. Staff does its best to visit farmers and farmer cooperatives regularly, but inadequate funding for extension has led to many vacancies, which makes it hard for existing staff to provide adequate coverage. Livestock specialists are not as numerous as crop specialists. Staff meet with their District supervisor regularly, and also participate in in-service training at least once a year.

**The opportunity:** Last year, a donor contributed financial resources to the MoA to build their capacity around “nutrition-sensitive agriculture”, so that they would be able to implement projects that result in the production of more diverse, nutritious foods. The Healthy Growing Project is a pilot activity, where the MoA is testing a new approach to help farmers grow and consume more diverse, nutritious foods.

**The challenge:** The MoA has realized that extension staff lack some of the capacities they need in order to help farmers diversify their production. MoA administrators have determined to focus the next in-service training at district level on production and consumption of “nutrient-dense” foods.

**Role play:** you represent MoA staff, and need to identify the competencies that would be most essential to carrying out the Healthy Growing project. Consider both what would be ideal, as well as what is realistic given the training and reach capacity.

Using the “Competency Framework” identify the appropriate competencies for this circumstance, and describe what impact this might result in.

[The Competency Framework is a separate document]

