



# 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

**- Manual -**

*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

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## Background

### Purpose

Many agricultural extension service providers around the world have a good track record of providing farming households with information, opportunities for experimentation and support to improve the productivity and profitability of their farming operations while promoting natural resource protection. Their actions aim to improve the overall well-being of farming households. In most cases these agencies provide some of the services directly, but may also create connections between community members and other service providers. By definition these organizations have social missions but the missions might be largely undefined, poorly defined or un-realized. They may not be effectively organizing or managing their work to achieve their missions.

While all are committed to the strategy of supporting rural communities, they may lose track of their missions in the daily operations and thus struggle to demonstrate to themselves or others how effectively they are achieving their missions. They face operational challenges in working with communities that, again, might limit their ability to achieve their missions via an extension strategy. Finally, they may simply try to carry out too many varied interventions with communities to have any real impact overall.

Taking a step back to examine its mission, strategy, operations and results can be the first measure in helping an organization move closer to accomplishing the missions for which they were formed or with which they are charged by their governments (e.g., in the case of a public extension service).

This handbook provides a framework to help leaders of agencies providing extension services to examine their organizational mission (and the results implied by it), to analyze if and how the strategy of extension services helps them to accomplish their mission, and to confront key operational challenges faced in providing quality services. It is written as a workshop guide with practical steps to engage in this analysis. Of particular importance is how organizations can more fully integrate nutrition- and gender-responsive programming in their routine outreach efforts.

The workshop is designed for board members and senior staff of these organizations and every effort should be made to assure that leaders come because the only real hope that decisions made during the workshop will truly affect the entire organization afterward lies in leadership's participation.

### Objectives

By the end of the workshop, and in order to accomplish its purpose, 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.

To accomplish these objectives participants will work through the following sessions:

Session Title	Purpose of the Session
<b>Introductions and Background</b>	
Missions and the “Mission to Practice” Pathway	To lay out the challenges related to putting mission into practice and provide a framework for thinking about how to do it via the “mission to practice pathway”
Results that flow from your mission: Vision for members	To articulate measurable results flowing from mission in terms of naming the target group, meeting their needs and achieving change in their lives
<b>Examining Nutrition and Gender Challenges and Opportunities with Extension Services</b>	
The importance of nutrition programming	To identify ways in which they are already engaging in nutrition-sensitive actions and expand the array of efforts in this area
Creating gender-responsive interventions	To examine ways in which they currently engage men and women and consider ways to deepen these efforts to meet specific needs
<b>Strategy and Objectives that Flow from Mission</b>	
The process for developing goals and “SMART” objectives	To evaluate how clear goals and objectives can be used to assess achievement of organizational missions and the extension service strategy
Translating your mission into goals and SMART objectives	To develop organization-specific goals and objectives for nutrition- and gender-responsive extension services
<b>Operational Challenges to Getting the Most out of the Extension Services</b>	
Three key supports to improve the impact of extension services (4 sessions total)	To critically examine three key supports to creating nutrition- and gender-responsive extension services: providing quality training to communities, supporting staff who work with communities and forming strong local partnerships that enhance groups.
<b>Next steps</b>	
Two to three month action plan	To name specific plans and organizational needs identified in the workshop



## Learning Activities

Each session is made up of a series of activities. The learning sessions specify when to post flipcharts, when to distribute handouts, and when to ask participants to work in their workbooks. Let's distinguish these three elements:

- **Flipcharts** are large format (hand written or photocopied) pictures of key pictures and text. We prefer physical flipcharts to PowerPoint slides because they can remain posted and act as a visual reminder of content already discussed.
- **Handouts** are often reproductions of the flipcharts or other materials that participants need to complete specific tasks. Participants can write notes on them and otherwise use them for future reference.
- **Workbooks** are a collection of activities that each organization can use to do organization-specific analysis and planning. They form the basis for planning that each organization will do during the workshop.

Handouts are listed chronologically to make them easier to locate when preparing for the workshop. Photocopies of all handouts should be made before the start of the workshop.

One photocopied Workbook should be prepared for each participant.

Each session has a set of numbered steps. It is important for the facilitator to follow these steps in the order indicated. The facilitator should explain each point in his or her own words, being sure to share with participants all of the information provided with the activity.

Various symbols have been used in the text and layout for each activity to provide graphical support to the workshop facilitator and make it easier to run the activity. The following formatting is used:

### Features of Activity Steps

- *Italics font* = instructions for the facilitator (Do not read this text to the participants.)
- Regular font = specific information or instructions for the facilitator to read or closely paraphrase to the participants
- Arrow (➤) = specific open questions for the facilitator to ask participants
- Box (□) = special technical or summary information to share with the participants
- Box with shaded borders (◻) = recommended flip-chart design to consider using with the participants
- [Square brackets] = possible answers to expect from a technical question



**Important Principles to Remember**

- Create a safe learning environment by assuring participants that their opinions are respected.
- Show respect by valuing the participants' knowledge and experience with the subject.
- Give feedback to the participants and praise them for their efforts.
- Think about ways to make the topic useful to all of the participants present.
- Let the participants know that you are a learner with them.
- Use small groups (as suggested in the guides). Small groups help involve all participants, build a sense of teamwork and create safety.
- Be sure that throughout the learning session there is an opportunity for thinking, acting and feeling.



## Sessions on Mission - Part I





## Participant Introductions

### 1. Welcome and greet participants – 5 minutes

*Introduce yourself and give a short welcome greeting.*

### 2. Invite participants to introduce themselves to each other – 25 minutes

*Distribute one nametag (or blank “sign”), one marker and one regular paper sheet to all participants. If you distribute name signs ask them to write their own names using big letters. Then, they will need to fold the thick paper in half and place it in front of them so that the names are visible to everyone.*

*Distribute blank pieces of regular and thick paper as well as markers to each participant. Tell participants they have 5 minutes to draw a picture or symbol that represents them on the regular piece of paper, and to write their name on the thick paper. They will need to fold the thick paper in half and place it in front of them so that the names are visible to everyone.*

*Ask the participants to take 2 minutes to introduce themselves by stating their name, explaining how the drawing represents them, and concluding with their job title, name of employer, and city where they work.*



## Workshop Purpose, Objectives, Expectations and Rules

### 1. Present Workshop Purpose, Workshop Objectives and Workshop Map – 15 minutes

Post flipcharts of Workshop Purpose and Workshop Objectives and distribute Handout 1 containing the same. Ask participants to volunteer to read each.

#### 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.

Ask participants what questions they have to clarify the meaning of the purpose or objectives of the workshop. Answer the questions.

### 2. Provide an opportunity for participants to list their expectations for the workshop – 20 minutes

Distribute a sheet of paper and a marker to each participant and say:

At the end of this workshop you will leave this place with something “in your hand”. Based on what you have seen in the purpose, objectives and map what would you like to make sure you leave with “in your hand”? In other words, what are your expectations for this workshop?

Trace your hand on the piece of paper I gave you and then write, with the marker, one or more things you would like to “have in your hands” when you leave. We will look at your “hand drawings” and hear all your expectations.

You will have 5 minutes to write your expectations on the hand chart and then post them on the wall.



After five minutes or so invite participants to post their hand charts and allow anyone who wants to share. Correct any misconceptions about outcomes and refer back to the objectives and “map” of the workshop to link their ideas to them. Thank participants for sharing their expectations.

**3. Present workshop rules, review logistics and the “Burning Issues” list – 10 minutes**

Review daily logistics for the workshop, including start and ending time per day, also time scheduled for lunch, and breaks (in the morning and in the afternoon). Review any other logistics, such as accommodations, transportation, etc.

Post the flip chart Workshop Rules.

<b>Workshop Rules</b>

Then ask:

➤ **“What rules do you want to establish to maximize your learning experience during this workshop?”**

Potential answers:

- Punctuality
- Only one person can speak at a time
- Always wear your tag name tags
- Everyone is encouraged to participate and ask questions to clarify concepts
- No smoking is allowed inside the building
- Cell phones should be turned off

List everything on the flip chart. Then say:

“A helpful rule is to maintain an ongoing list of issues arising during the workshop that will require further discussion during or by the end of the workshop. I am going to post a List of Burning Issues and leave it until the end of the training. As we bring up issues that would require additional discussion, we will list them and return to them some time later. “



<b>Burning Issues</b>
-----------------------

Then ask:

➤ **“What additional information do you need in order to continue with the workshop?”**

Listen to and provide answers to all requests or questions.

*Note: Leave the flip charts, Workshop, Purpose, Objectives, Rules and Burning Issues for discussion and reference throughout the workshop.*



## Missions and the “Mission to Practice” Pathway

### 1. Lead a discussion about what an organizational mission is for – 20 minutes

Let’s start by building a shared understanding of what an organizational mission is and what its purpose is. For now we are not talking specifically about your organization’s mission—we will do that soon. Here we are talking about organizational missions in general.

Turn to someone near you (not from your organization) and discuss this question:

➤ **What is the purpose of an organization’s mission?**

We will hear and list all your answers.

*After about 5 minutes invite participants to share what they discussed in the pairs. Note their ideas on a flip chart entitled “Purpose of an Organization’s Mission”.*

*We are not looking for any particular answer to this question but you may want to add, only if not mentioned, that a mission*

- *provides a concise answer to the question of what the organization exists for,*
- *should provide a basis for developing strategies and operational plans and*
- *should be actively and routinely used to guide strategy and operations.*

Thank participants for their responses.

With others from your organization look at your mission and discuss this question:

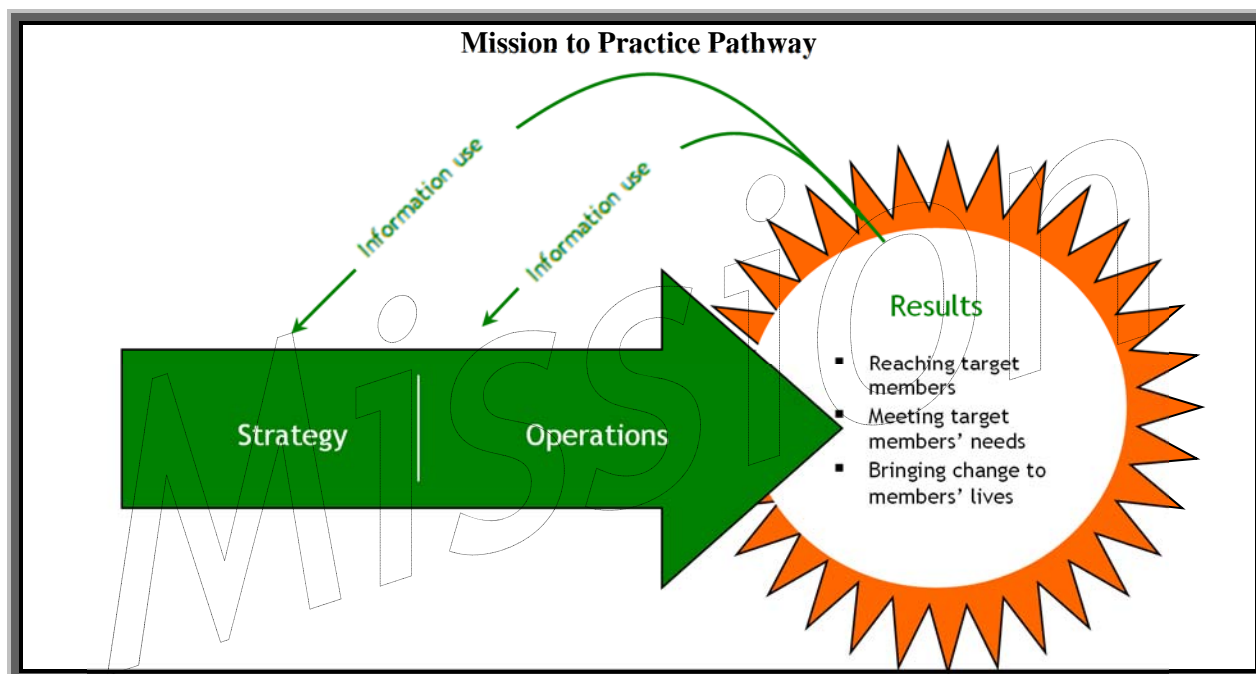
➤ **What do you notice about your mission as you think about the purposes we just listed?**

*Allow participants about 5 minutes to read their missions and then bring everyone back together to hear what they discussed and would like to share.*

### 2. Introduce the Mission to Practice Pathway – 20 minutes

*Post the flipchart “Mission to Practice Pathway” and provide everyone with Handout 2: Mission to Practice Pathway*





This pathway starts with mission which, you can see, encompasses the entire pathway. The pathway ends with results you want to achieve as defined by your mission. It also shows that to move from mission to results any organization must have a strategy for implementing the mission and an operational approach that turns the strategy into concrete actions.

Some of you may say that your “vision” comes first. A vision is a statement of how you want the world to be. A mission is how you want to be—as an organization—in the world given the vision. In this sense the mission is what guides, first and foremost, your organization’s work.

A mission should be a clear, concise statement that says who the agency is, what it does, for whom and where.

The process that leads from mission to achievement of the expected changes in our members is called “Mission to Practice Pathway.”

At first glance it might appear a bit complicated but it basically says the following:

- Every organization has a mission and it surrounds everything you do.
- Explicitly or implicitly you choose a strategy or strategies to accomplish that mission. The strategy can be thought of as “WHAT” you do to fulfill your mission. In this workshop we are looking at extension services and integrating gender- and nutrition- responsive activities to them as a key strategy all of you use to accomplish your mission.
- The strategy you choose must be carried out in the field—must be put into operation in concrete actions. Operations are “HOW” you accomplish the strategy. Putting the strategy into operation includes things like having the right staff to conduct community-based outreach, carrying out the right training for field staff, helping staff confront problems they face and building partnerships with others who can bring other things to communities.



- Finally, your mission, strategy and operations should lead to certain results—we will look at these in much more detail shortly

There is one more thing to note on the pathway: an extension organization needs to determine whether it is achieving the results it wants and use this information to modify or improve its strategy and operations. That is what is meant by “use of information”, which, you can see, feeds back from results and might influence either the strategy or the operations or both.

We will discuss each part of this path much more extensively but for now, what questions do you have about the pathway?

### 3. Provide a case study example about to think about the pathway – 25 minutes

Now I would like to show you a case study of an imaginary agency that demonstrates how this pathway works. You will then use the pathway to think about how well you are putting your mission into practice by working on elements from all parts of the pathway.

Let’s start with the mission. I will post an example of an organizational mission of “KB”. I will provide you a handout of all of this when I am finished so you don’t need to copy anything. Here is KB’s Mission. *Post the paper with the mission under or over the Mission to Practice Pathway.*

#### Mission of KB

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.

#### ➤ What questions do you have about this mission?

The important thing to keep in mind is that, in fact, after looking at the mission you should first look at the specific results you want and that flow from it. So, normally before looking in detail at strategy and operations we should go to the end and look at results. However, we will spend lots more time on that point so for now let’s continue along the pathway and look at a statement about a strategy they have chosen to achieve this mission. This may not be the only strategy they use but it is an important one. *Post the following sheet under the strategy section of the pathway.*

#### KB’s 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.

As I said earlier, we will only be looking at a single strategy that all of you are implementing of providing extension services. This is a strategy that KB is implementing to achieve its mission.



You may not have written out a strategy statement in this way. In any case, it is a strategy and to accomplish it you must do many things—these are your operations—and I will give you an example of 3 important operational issues that we will examine in more detail later. *Post the following sheet under the operations section of the pathway:*

**KB: 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

➤ **What questions do you have about these operational areas?**

Thank you for your questions. What we have not yet posted are the results that flow from KB's mission. We will look at that next. The important thing to keep in mind is that, in fact, after looking at the mission you should first look at the specific results you want and that flow from it. So, before looking in detail at strategy and operations we will go the end and look at results. Let's do that now.

*Answer any questions, distribute Handout 3: The Mission to Practice Pathway with Case Study.*





## The Results that Flow from Mission: Vision for Members

### 1. Help participants define a vision for members – 30 minutes

You will be using your organization’s mission throughout much of the workshop. In the “Mission to Practice” Pathway (*point to it*), I noted that your mission should lead to clear results. A good way to start thinking about the results you want to achieve is to think about what members are like when they first get involved with your organization and then to describe what you expect them to be like after five years. I am going to ask you to spend some time with others from your organization considering the people with whom you work (we will call them members from now on).

*Ask participants to sit with others from their organization. Hand out 1 flip chart sheet and markers to each group and distribute the workbook section 1, “Vision for Members”.*

Vision for Members	
<p>Who are the members/participants receiving your services as you first engage them?</p> <p>Characteristics (for example):</p> <ul style="list-style-type: none"> <li>• Age and gender</li> <li>• Housing conditions</li> <li>• Business</li> <li>• Lifestyle, and</li> <li>• Social relationships</li> <li>• Other</li> </ul> <p>Focus especially on differences between male and female participants and their distinctive characteristics</p>	<p>Participants <u>5 years later</u></p> <p>What concrete changes is your organization trying to achieve in the lives of participants?</p> <p>Be specific and think of the ultimate “ends” you wish to achieve. Again, focus especially on how this might look differently for men and women.</p>

Consider your mission and then do the following: On the left side of your flip charts, draw a picture of one of your typical target members when he/she first becomes a member. On the right side, draw the same member five years later, showing the changes that should take place if your organization were to achieve its mission. As you decide what to draw, think concretely about the changes your organization is trying to achieve in the lives of its members. You have 10 minutes for your group discussion and to write your ideas on the flip chart.

*After 10 minutes, ask participants to post their descriptions on the wall. Tell participants to walk up to the wall and look at the various flip charts, paying attention to the differences and similarities.*



## 2. Help participants link their visions to the mission to practice pathway – 15 minutes

After 5 minutes, ask the following question:

- **What common changes do you see among the various institutions?**

*Set aside 2 or 3 minutes for discussion. Then summarize key points and say:*

By asking what organizations are trying to achieve in their members' lives, we want to highlight the idea that these changes are the driving force behind the organizations. You are working in different contexts and have different missions so you may target different people to be members and you may aim to create different kinds of changes in their lives.

Nevertheless, we can identify 3 results that are common to all organizations (These are in the Mission to Practice Pathway):

- **Reach target members.** That is, achieve coverage in the target population.
- **Meet members' needs.** This means that you have identified the needs of the members and your strategy and operations help meet them
- **Creating a change in members' lives.** This means that you have goals, representing the changes you would like to see in the lives of their members.

*Link the similarities identified earlier to these three categories, by circling key words that the participants have written on their flip charts or by writing out these categories on a separate flip chart. Then ask the following question:*

Many organizations don't know whether they are actually achieving the changes they seek in the lives of their members because they may focus on the day-to-day urgent issues, or because they are responding to donors needs or because they simply have not thought about how these desired changes are linked to their mission.

You have examined the changes suggested by your mission that you want for your members. Now let's pause and consider the role that nutrition- and gender-sensitive programming can play in helping you accomplish your mission. We will introduce some key issues related to both and then come back to your mission and work on creating some specific objectives that specify more precisely the results you want.



# Sessions on Nutrition



## Introduction to Key Nutritional Concepts and Food Security Framework

The point of this set of activities is to:

- activate leaders' own interest in knowing more about food and its social and nutritional value,
- engage them in considering how nutrition affects the quality of life and productivity of smallholder farmers,
- lead them to contemplate what they're already doing to support food and nutrition security, and
- commit to building on this existing commitment to further enhance nutrition in the communities where they work.

Questions can orient the discussion towards important nutritional concepts like variety, food preparation, seasonal issues, and differing needs of women, children, the elderly, men, and persons with particular health issues (e.g, HIV).

### Personal Reflection on Food

Now that you have considered how your organizational mission guides the work that you do, we are going to explore together how we interact with food in our own personal lives, and how those with whom our organizations work interact with food.

Using Handout N1: Food Diary, please take several minutes to consider and record the food you ate yesterday, including where and with whom you ate, as described in the worksheet.

Allow ~7 minutes for participants to consider the worksheet and fill it in. It will set a good example if the facilitator also completes the worksheet, and is ready to participate in the discussion. At 7 minutes, ask whether most have completed it, or if they need a few more minutes. Once most agree that they are finished, facilitate a discussion of what they ate using the following prompts:

If the group is very eager to participate, ask and record the answers on a board/paper:

- What was the most popular morning food? Lunch time food? Evening food?
- Where was lunch eaten? The evening meal?
- With whom?
- Would anyone be willing to share your responses to the last question: How did you feel the times that you ate yesterday?

If the group has been more reserved, you can start the conversation by asking the following and recording the answers on a board/paper:

- Who drank coffee for breakfast yesterday? Who ate (name the most common morning meal in your country)?
- At noon yesterday, I ate (name food eaten). Did anyone else eat this? Who prefers this food? Is there anyone that does not like this food? Why?



- While you were eating yesterday, did you consider:
  - How the food contributed to (or harmed) your health?
  - How would the food you eat in 6 months from now differ from what you ate yesterday? (*Consider seasonality, fasting, access/affordability, etc.*)
  - What else did you consider?

*Provide handout N2: Foundations of Nutrition for Agricultural Extension Services. Encourage participants to read the content in the table, or read it to them as you see fit.*

Considering these topics, which items did you already include when completing the worksheet? Which are new or different concepts?

*Work to make links between the answers recorded, and the items listed on “Nutrition 101”. Praise the participants for their existing knowledge.*

Sometimes, as organizations that deal primarily with agriculture, livestock, fisheries and production-related concerns of these sectors, we lose sight of the personal side of food.

Now we have had a chance to think about how eating well is important to everyone, even organizational leaders! Next we will consider some aspects of nutrition that are especially relevant to agricultural extension.

## Nutrition Challenges Faced by Smallholder Farmers

*This step walks managers through common nutritional problems so that they can consider solutions that extension agents could raise with community members after first identifying challenges that exist in each location.*

We will now use the narrative vignette for [your country] to illustrate significant nutritional challenges faced by smallholder families with whom extension staff may interact. Please take a few minutes to read the story, underlining any key words or phrases that stick out to you, and then we will regroup to discuss how this story is relevant to the work that our organizations do.

*Distribute Handout N3: A Day in the Life of Naomi. Encourage them to underline words or phrases that strike them as important. After 7 minutes, check in with participants to see whether they have completed reading the story. When they are ready, facilitate a discussion to process the story using the following questions as appropriate. Record answers on a paper or the board:*

- What are the major challenges faced by this family?
- What are they currently doing to address their challenges?
- What more could they do?
- What prevents them from doing more?

Next, we'll consider what agricultural extension can offer to address the challenges.



## The Food Security Model and Extension's Existing Contribution:

*This step introduces the pillars of food security by highlighting the current contributions of extension workers to increased food availability and access. Use Handout N4: The Complementary Dimensions of Food Security to facilitate the first portion of the discussion. Read the definition and the description of the pillars.*

- What “pillars” of food security are your extension services already contributing to? How?
- How do your projects’ activities support food security in [your country]? In the farming communities where you work? (etc.)

*Ideas for stimulating discussion: which activities lead to increased production? To decreased prices? Others?*

- Considering the four pillars, what more could your extension staff do to round out their contribution to creating food security in the communities in which they work?
- Are there aspects of these pillars that relate to activity 1 (the food diary)? To the vignette?

*Discussion starters: How can your organization contribute to year-round access to nutritious foods?*

## The Competency Framework:

Now that we have considered how food and nutrition affect us all, and what your organizations are already doing to improve nutrition, we are going to explore a “Competency Framework” that introduces skills, behaviors, and practices that extension staff can employ to contribute to better nutrition in their day-to-day activities, and interactions with farmers and value chain actors.

*If the group is relatively small (less than 10 people), the following activity can be carried out by the entire group. If the participants number more than 10, split the group into several smaller groups (~5 people/group). Each group will perform the same role play activity, but smaller numbers will allow better participant engagement. Distribute 1 copy of Handout N5: Role Play, the Competency Framework to each small group, and ask the groups identify one person to read the story to the group. Once all groups have completed the reading, display the competency framework (Handout N6: The Competency Framework), focusing on the “Diversify Consumption and Production” category (or if there is no capacity to display a large-print version, distribute copies):*

You’ll notice that the Competency Framework presents knowledge, skills, and behaviors with various levels of complexity, and depending on the level of commitment that an organization can make at this point and how these actions correspond to what you’re already doing, you may select a basic competency, or more advanced competencies.

*Encourage groups to take 5-10 minutes to consider the “role play” section of handout N5. Then facilitate a conversation where they share back to the larger group, or to the facilitator (if only 1 group), the solutions that they identify.*



*This step will also refer leaders to resources—training, tip sheets and supervision tools—they can adopt to help extension workers share vital information with communities.*

We will now return to the IRPF tasks of identifying specifically what they will try to include in their organization’s commitment to introducing nutrition topics and what training and support will be necessary to enable extension agents to actually do the work.



## Sessions on Gender





## Introduction to Key Gender Concepts

*The point of this set of activities is to:*

- *Understand gender and how it affects perceptions about how women and men behave*
- *Examine the implications of negative and positive behaviors on the individual household and the community.*
- *Apply basic gender analysis to typical rural households*

*With the end goal to:*

- *Provide equitable extension services to women and men farmers*

## Exploring Gender Myths

Have you ever considered what makes men different from women? There are two aspects of being a man or a woman: sex and gender. Sex is the biological difference between men and women and is determined at birth. Gender includes the roles assigned to men and women, and is determined by societal organizations, such as families, peers, schools, and religious institutions. Women and men learn to behave and work in certain ways that reflect cultural norms and customs. Gender roles can and do change over time and across cultures. Raising our awareness about gender myths and their impact on men and women can help our organizations to challenge some of these stereotypes, and to offer women and men more equitable access to and control over information, resources, and decision-making.

*Ask participants to get into two lines, with men in one line by age and women in another line by age, from youngest to oldest. Form small groups of four members each by linking the oldest man with the youngest woman and the oldest woman with the youngest man. Continue in this manner until all participants are in a small group, ensuring that the groups are mixed: males and females. Add “extra” participants to small groups as needed. (10 minutes)*

*Provide the following instructions for the role play: The men in your small group will act out how women/girls are supposed to behave and the women in your group will act out how men/boys are supposed to behave in a typical rural household. Acting will be in the form of charades - so no talking, just silent portrayal of the behavior. All group members must perform in the role play.*

*Allow each group to identify the behaviors they want to portray. Encourage participants to locate props as available. (10 minutes)*

*Invite each group to perform their role play. After each role play, ask the performers: What was the overall message you were trying to convey? What were the roles your members was playing, and how did you feel 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. (15 minutes)*

- *What negative behaviors did you observe in the role plays?*



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

## Who Does What?

Examining who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community can create awareness of and a dialogue about the way that gender informs households. Extension staff should pay attention to the number and kinds of activities done by men and women, and the various roles and responsibilities they each have according to their gender. Many of these activities 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.

This has both moral and economic implications: an unequal distribution of daily activities is less efficient, and can reduce a household’s productivity, which in turn results in less 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.

*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.*

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

*Give each group a sheet of flipchart paper and markers or crayons. Ask them to list and draw the daily activities that occur in the home, on the farm, or in the community. Provide a few examples. (15 minutes)*

Now that you’ve completed your drawing, circle & total the tasks usually done by a woman or girl with a red marker. Circle & total the tasks usually done by a man or boy with a blue marker. Circle & total the tasks done by either a woman or man with a green marker. (5 minutes)



Have each group display their drawing on the floor or taped to the wall. Ask each group to give a brief presentation...5minutes or less. Ask the other groups to add to or clarify the list of activities as needed. (20 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?
- What are the implications for extension staff? (*Meeting timing; services provided to men, women*)
- In what ways can extension staff support families in more equitably distributing labor among household members?



## Session on Mission - Part II



## The Process for Developing Goals and SMART Objectives

### 1. Introduce the first step for implementing the mission to practice pathway – 5 minutes

The first step to putting your mission into practice is to use your mission to develop goals and objectives. This reminds you that your mission must point ultimately to results.

In order to start to implement this process, we must first define the results that an organization wants to achieve in specific terms. Earlier we identified three common results that organizations try to achieve. These are summarized in the “Results” section of the pathway.

*Post Flipchart “Three Results in the Mission to Practice Pathway”*

**Three Results in the Mission to Practice Pathway**

- **Reaching target members**  
Who will the organization’s services reach? (Consider specific sub-groups and how you think about reaching men and women differently)
- **Meeting members’ needs**  
How will the organization’s services meet the specific needs of these participants? (*Consider how nutritional support might be a part of the services you provide*)
- **Creating a change in members’ lives**  
How will the results of the organization’ services affect participants’ lives? (Think about how you might answer this differently for men and women and how you might include nutritional outcomes)

*Then say:*

By answering the three questions on this chart you are defining the GOALS of your organization. Your mission and the “vision for members” activity you did should help you answer these questions. You should try to limit your goals to three—one each responding to these questions

➤ **What questions do you have about the process of identifying goals?**

*Answer the questions.*

### 2. Use a case study to illustrate how to identify goals from a mission – 20 minutes

Now we will practice identifying goals from a mission by continuing to use the case of “KB”. Later on you will apply what you learn to your organization.

*Show flipchart KB Case Study: Mission. Ask a volunteer to read the mission.*



Here is KB’s mission—we saw this earlier.

**KB: 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.

An organization’s goals should be drawn as simply and directly as possible from its mission. Now we will identify the KB’s goals by circling the elements in the mission that answer the three questions on the flipchart Three Results in the Mission to Practice Pathway. Work in pairs. You have 5 minutes.

After 5 minutes, ask the following questions:

- **Who will the organization’s services reach?**
- **How will the organization’s services meet the specific needs of your members?**
- **How will the results of the organization’s services affect members’ lives?**

As participants answer the questions use the Flipchart X: Goals, circling relevant parts as they reach consensus on them. The following sample shows what the flipchart should look like.

**Creating a change in members’ lives:**  
How will the results of the organization’s services affect members’ lives?

**KB Case Study: Goals**

Meeting members’ needs:  
How will the organization’s services meet the specific needs of its members?

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**.

**Reaching target members:** Who will the organization’s services reach?



*Then say:*

By using these questions we are able to identify and extract the goals embedded in an organization's mission. Sometimes, though, the mission is not clear enough to convey a set of goals. In those cases, you will need to translate the significant points of the mission into something more specific. An exercise like the one we did earlier to chart out the vision for members can help.

Now let's look at the goals you have identified:

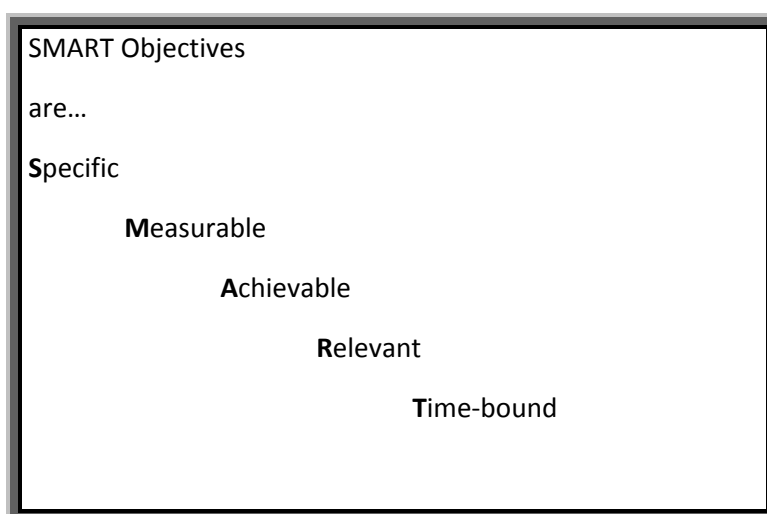
- **Reaching target members:** farmers
- **Meeting member needs:** helping them achieve "sustainable natural resource management, and the maintenance of the yield potentials."
- **Creating a change in members' lives:** food security and wellbeing

If an organization wants to deliberately manage progress towards reaching its goals, it needs to develop specific objectives for each goal.

### 3. Present the concept of SMART objectives – 10 minutes

Such objectives are called "SMART" objectives and they have the following characteristics:

*Show Flipchart "SMART Objectives" and ask a volunteer to read it.*



Without SMART objectives there is no specific information against which to measure progress towards goals and, therefore, no way to know whether or not an organization is achieving or putting in practice its mission.

If objectives are SMART, they can be managed. Objectives are specific accomplishments that must be realized in order to achieve the goals. They represent milestones along the Mission to Practice Pathway that determine if the organization is achieving the changes envisioned for its members. Sometimes more



than one objective can be linked to the same goal and any one goal could give rise to a variety of SMART objectives.

Objectives are not the same as activities. For example, an organization may establish that its objective is to create a training module to help communities solve conflicts. Still, creating the module is really an activity. The objective is to enable communities to fully manage their own affairs. The training helps to achieve that objective but is an activity. In other words, activities are necessary to realize objectives, but activities work in operational terms, whereas objectives help us to monitor and assess the organization's goals.

What questions do you have about this?

#### 4. Use a case study to illustrate how to write objectives using SMART principles – 25 minutes

Let's examine an example using the KB case study.

Refer to the Flipchart "KB Case Study: Goals – and put up the flip-chart paper "SMART Objective?".

#### SMART Objective?

In fiscal year 201X, 80% of subsistence and 50% of entry level market farming households in region X will be reached with a minimum package\* of education interventions

\*minimum package includes nutrition, yield improvement and natural resource conservation

For the goal of "reaching target members" you identified "poor women." An example of an objective that could emerge from this goal might be "In fiscal year 2008, 50% of members will be women in rural areas who fall below the poverty line."

#### ➤ Is this objective SMART—why or why not?

Allow 5 – 10 minutes for discussion.

**[Note:** There may be a variety of opinions but the main points to bring out imply that the objective should be:

- **Specific:** The objective is specific because it focuses on specific groups of farmers—farming families in fact—with a specific package of issues.
- **Measurable:** The organization can measure the percentage of members who meet this definition.
- **Achievable:** Depending on the context, the organization might be able to achieve this objective. A 100% objective, however, may be neither achievable nor realistic.
- **Relevant:** Farmers of different types who are among the most vulnerable would seem to be the relevant group given the focus on food security.
- **Time-bound:** The achievement of the objective is limited to a specific time: 201X.]





Next show the Flipchart “KB Case Study: Example of Goal and Objective” (without the checkmarks ✓).

KB Case Study: Example of a Goal and Objective	
<b>Goal:</b> Reaching target members: Farmers	
<b>Objective:</b> Farmers will participate in education sessions.	Specific Measurable Achievable Relevant Time-bound

This is another example of an objective written from the same goal we saw earlier. Now you will work in pairs to develop the rest of KB objectives taken from the goals—each pair will work on one goal only. Let’s decide if this objective is SMART. I will put a check next to the part of SMART that applies. Call out ideas as we go through each one.

Go to the Flipchart “KB Case Study: Example of a Goal and Objective and write the checkmarks ✓ like in the example below.

KB Case Study: Example of a Goal and Objective	
<b>Goal:</b> Reaching target members: Farmers	
<b>Objective:</b> Farmers will participate in education sessions.	Specific Measurable ✓ Achievable Relevant ✓ Time-bound

After they give their ideas say:

I would not put a check next to Specific because “farmers” may need further definition or refinement. In addition, I would not check Time-bound because the objective does not state by when this should occur. It seems relevant given the mission and goal, it may be achievable (I am not sure but will give them the benefit of the doubt) and assuming farmer is well defined it should be measurable in some way.



This example shows how we can use SMART Objectives to assess and refine objectives. Again, our goal is to have objectives that really help us assess progress towards goals.

Next show and review Flipchart “KB Case Study: Goals and Objectives” and distribute Handout 4 of the same title to each participant.

KB Case Study: Goals and Objectives	
Goals	Objectives
Reaching target members:	<p><i>In fiscal year 201X, 80% of subsistence and 50% of entry level market farming households in region X will be reached with a minimum package* of education interventions</i></p> <p><i>In fiscal year 20XX, half of all education participants will be women from such households.</i></p> <p>*minimum package includes nutrition, yield improvement and natural resource conservation</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>

There are many possible objectives; these are some possible ones for KB. When translating the mission into goals and objectives, we should always follow the same steps:

- Write out the mission (perhaps expanded by the Vision for Members exercise).
- Identify and formulate the goals embedded in the mission.
- Write one or more objectives for each goal using SMART principles.

➤ **What questions do you have about the process for translating the mission into goals and objectives?**

Answer the questions and conclude:

Now that you are familiar with the process of pulling out the most meaningful elements of a mission to identify the organization’s goals, and then translating them into objectives, you will have the opportunity to put this process into practice using your organization's mission.



## Translating Your Mission into Goals and SMART Objectives

### 1. Provide time for each organization to translate its mission into goals and objectives – 50 minutes

In the earlier exercise about Vision for Members, you began to consider questions such as: Who you are trying to reach? How you are going to serve them? What changes you would like to promote in their lives over time? So now, let's be more systematic in translating your institution's mission into clearer goals and objectives.

From this point on, you will begin to using a Workbook to record ideas and note decisions you make about putting your mission into practice.

*Group participants by organization. Distribute 1 Workbook to each participant. Then, ask participants to open them to Section 1.*

*Show Flipchart “Exercise: Process for Translating Mission into Goals and Objectives.” Go over the instructions given.*

#### Exercise: Process for Translating Mission into Goals and Objectives

1. Write the mission
2. Extract goals from the mission answering the following questions:
  - Who will your organization reach? (Consider specific sub-groups and how you think about reaching men and women differently)
  - How will your organization meet the specific needs of your members? (Consider how nutritional support might be a part of the services you provide)
  - What positive changes will your organization contribute to the lives of your members? (Think about how you might answer this differently for men and women and how you might include nutritional outcomes)
3. Articulate objectives for each goal using SMART principles:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound

As you review your organization's mission, you will need to decide whether it is clear enough or lacks some elements, making the extraction of clear goals difficult. DON'T REWRITE YOUR MISSION—that is something the entire organization should be involved in. Rather refer to the Vision for Members exercise and use it as a guide to identify the goals embedded in your organization's mission. Try to come up with one, or at most two objectives for each of the three goals. As you come up with the objectives, think about how you might integrate elements of nutrition and gender sensitivity in them.



You may want to consider different objectives for men and women and have at least one objective that has an explicit nutrition outcome.

You should identify goals and objectives that are within the realm of possibility for your organization. To effectively put your mission into practice, make sure your objectives are relevant and useful. You have 40 minutes to complete Section 1 of your Workbook.

*Circulate around the room answering questions and helping them especially to apply the principles of SMART Objectives to their objectives.*

## **2. Lead large group sharing of goals and objectives – 40 minutes**

*Ask participants to write their goals and objectives on a piece of flip-chart paper to show to the other participants.*

Each organization will quickly share its mission, goals and objectives with the large group. We will not discuss them in the large group because we will provide feedback in smaller groups after sharing them in the large group. We will share this way so you can see what all the others have done. Seeing many examples may help you sharpen your own goals and objectives.

*After 10 minutes, invite volunteers to quickly share their goals and objectives. Thank them for their work and sharing.*

- What was difficult about this exercise?
- What were the most useful aspects of the exercise?

*Allow participants to make 1 or 2 comments on each question.*

*Conclude:*

The main point to remember about this activity is that the organization's mission drives the organization's work. Goals and objectives are based on this mission. It's important to establish SMART objectives, because an organization cannot determine its effectiveness if it cannot measure its progress.

Now we are going to give you an opportunity to give and receive more detailed feedback on the goals and objectives you just developed.

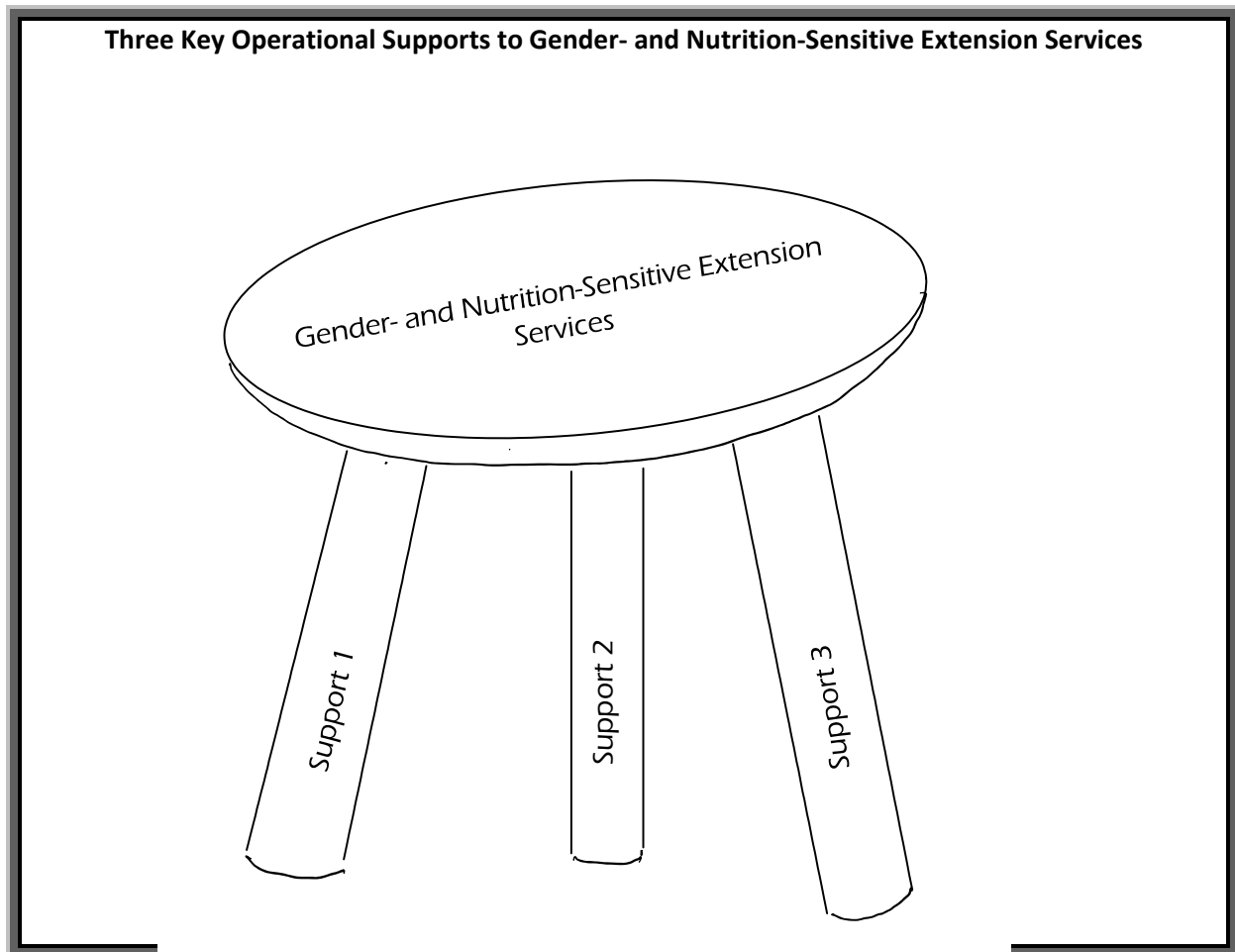


## Key Operational Supports to Improve the Impact of Extension Services

### Steps

1. Show and describe a model for thinking about extension services – 15 minutes

Post the flipchart “Key Operational Supports to Extension Services” and provide Handout 5 of the same title.



This diagram suggests there are three key supports to extension services that are gender- and nutrition sensitive. These three supports are operational issues that you must look after to have a stable delivery of extension services. There are perhaps many operational challenges that extension services face but these three are important to maximizing your efforts as an organization.



We will reflect on each in more detail but for now I will simply introduce the three:

1. Key Support 1 concerns what lies at the heart of extension services: training and educating community members about practices that will improve yield, reduce loss and increase food security. You directly provide (and can broker) a variety of trainings for farming community members. The range of education is broad and can, as we have seen, include a variety of food security themes. Given the importance of training to your efforts it is worth asking whether you are providing the best training possible. This support is about assuring quality training to community members.
2. Key Support 2 is about making sure you are supporting staff so they will work effectively with communities. Indeed, your staff is primarily responsible for educating community members and your staff working with groups is the representative of your organization to the community. This support is about providing the right incentives to staff (and volunteers) and supporting them so they will provide quality services and stay with the organization.
3. Key Support 3 acknowledges that you do not work in a vacuum. There are many local and more distant actors who can and do influence communities to improve their health and livelihoods. There are various government offices and schemes, NGOs, businesses and financial institutions who who might be in relationship with the communities with whom you work. This support is about assuring that you seek to develop a good and open relationship with these various “partners” so that communities can benefit from, rather than be harmed by, everyone’s actions.

## **2. Discuss the elements of the model – 5 minutes**

Stand up and move close to someone with whom you have not yet spoken during this workshop. Discuss your thoughts with this person about these three supports. What is helpful or confusing about these supports? We will hear your ideas in a few minutes.

*After a few minutes call participants back together, answer any questions and listen to their ideas.*

*Thank them for their ideas then say:*

Now let’s take some time to review each of these supports one at a time so you can assess for your organization how strong each support is in your case.



## Support 1: Providing Quality Training to Community Members

### Steps

#### 1. Elicit ideas from participants for what makes for a good training – 20 minutes

One important support for extension services is quality training. All of you offer a variety of training opportunities for communities.

- Sometimes you provide the training yourself—that is using your own staff or volunteers.
- In other situations, you might invite others to provide the training—but you arrange it.

In order to determine whether this support is strong you are going to evaluate various aspects of the training you provide or broker for the communities with whom you work. To start off, let's ask ourselves what it means to have a good training. We certainly have ideas about this and our ideas can also apply to the training we provide to communities. Find someone with whom you have not yet talked very much and discuss the following:

#### **Task: What makes a good training?**

Think about a really good training or workshop you have attended. Briefly tell your partner about this event and describe why you liked it so much. Then let your partner tell her/his story about a good training to you and explain why s/he liked it.

Once you have told your stories make a brief summary—in a short phrase of what made the training so good. You may come up with 1 or 2 points and note each idea on a separate note card.

Be sure that the ideas you share a VERY brief summary and put each separate idea on a separate card. No more than two! Post your cards on the blank flip chart with the title “What makes training good?”

#### 2. Compare participants' ideas to a standard list of elements that make for a good training 15 – minutes

*Read through all the suggestions thanking participants for their ideas. Say:*

These are the things you think make a good training. I want to make it clear that they should also be practiced in training you provide to communities. The same principles apply to their training.

*Then post the flipchart entitled “Additional Ideas about What Makes a Good Training” and provide Handout 6 of the same title. Go through each point and compare each to what participants suggested. Invite them to add their ideas to the handout to make a complete list.*



Additional Ideas about What Makes a Good Training
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
Learning allows the participant to enter into a dialogue with the leader and with other participants.
Participants are given an opportunity to draw on their own knowledge and experience.
Learning meets the real-life needs of the participant—they leave able to do something different.
Participants get involved through discussion, small groups and learning from peers.
Participants can apply the new learning immediately.
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.
Learning engages the participants’ minds and emotions.
Visuals are used to support the verbal presentation and participants can practice new skills.
Leaders praise participants for even small contributions.
Participants feel safe to participate in that their ideas and contributions will be valued—that they will not be ridiculed or belittled.

*Then say:* I would like to invite you to get together with the others from your organization to carry out an assessment of how the trainings you provide or broker fulfill these criteria of what a good training is. In particular, you will determine areas in which your training is adequate and areas for which you require further support or training.

Turn to Section 2 of your Workbooks and use the checklist there to assess your current training program. You will note that the checklist includes the points we noted about what makes a good training but goes beyond them to cover other issues as well.

*Take about 20 minutes to fill in the checklist.*

**3. Provide an opportunity for participants to share ideas with others and name training support needs – 25 minutes**

Please get together with members of an organization with which you have not yet worked and share one or two things you think will help you improve your training from this exercise. You will have about 5-7 minutes to share and then they will take a turn. Offer suggestions to the other group based on things that have worked well for you. Remember the principles of giving and receiving feedback.

*After 15 minutes distribute Handout 7 “Assistance Requested for Training Support” and say:* I would like to give you an opportunity to share with me any specific support you need to improve your training efforts (to strengthen them). Please use this form to note any specific training or other support needs you desire. I will collect them in five minutes.





## Support 2: Supporting Staff to Work Effectively

### Steps:

#### 1. Lead a discussion on key challenges to recruiting and keeping field staff that work with communities – 15 minutes

Refer again to the Flipchart “Extension Service Supports” and say:

We are now going to examine the second leg of support extensions services—Supporting Staff to Work Effectively with Groups. One of the greatest challenges all organizations face is finding, recruiting and keeping good staff. Get together with someone else not in your organization and discuss this question:

Show the flipchart with this question:

#### Task Question:

**What are the most important challenges you face in recruiting and keeping staff? Focus especially on the staff that works with communities.**

I will give you just a couple of minutes and we will then note your ideas.

After a few minutes put of the flipchart entitled: Major challenges to recruiting and keeping staff to work with communities and note responses to the question.

Thank you for identifying some of these challenges. Obviously some of them represent things over which you have little or no control (things like unwillingness of people to come to rural areas to work). However, there are some things over which you can exercise some control and I would like to do a short presentation now to go over some important elements that might enable you to more effectively recruit and keep field staff.

After the presentation you will have a chance to once again analyze your own organizations and determine some areas in which you might improve practice to support field workers.

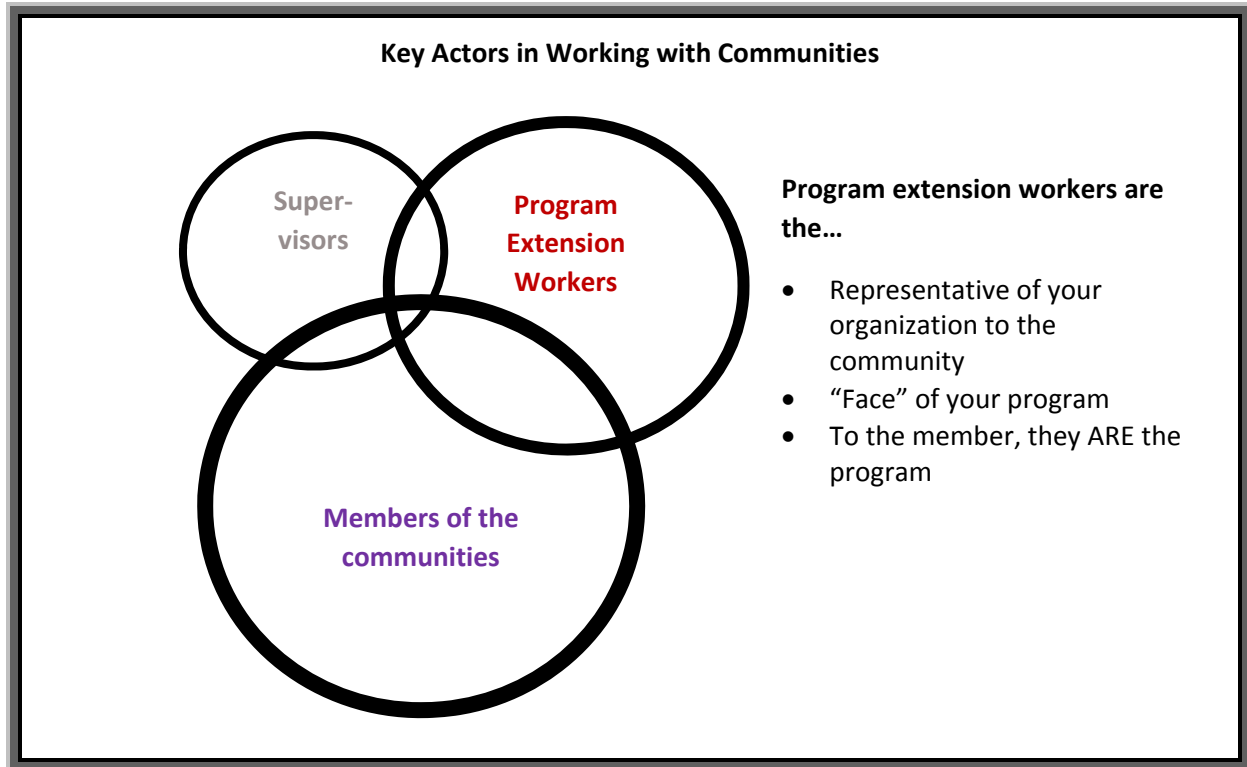
#### 2. Present key information on signaling and support – 15 minutes

The key support we are discussing here is providing support to field staff that works with communities. Obviously this support is critical because assuring that communities have what they need to advance and work well as a group is critical to achieving the results you want.

**IMPORTANT:** Everything I am going to say concerns field staff whether they are paid staff or volunteer staff. That is what this first flip chart shows: the key “actors” involved in your work. Let’s look at it together.

Show the flipchart entitled “Key Actors in Working with communities” and provide Handout 8: Keys to Supporting Extension Staff





This chart might be obvious but I begin with it to make the point that your field staff—those working directly with communities play perhaps the most critical role in the organization. The circles represent the key players at the field level and they overlap to show the relationship that exists between them.

The first thing to notice is that your field workers have the most intense and ongoing relationship with community members. Since the platform upon which you build your program and achieve the results you want is the community and you seek change in the lives of its members, the person working with the community is absolutely critical to achieving your mission.

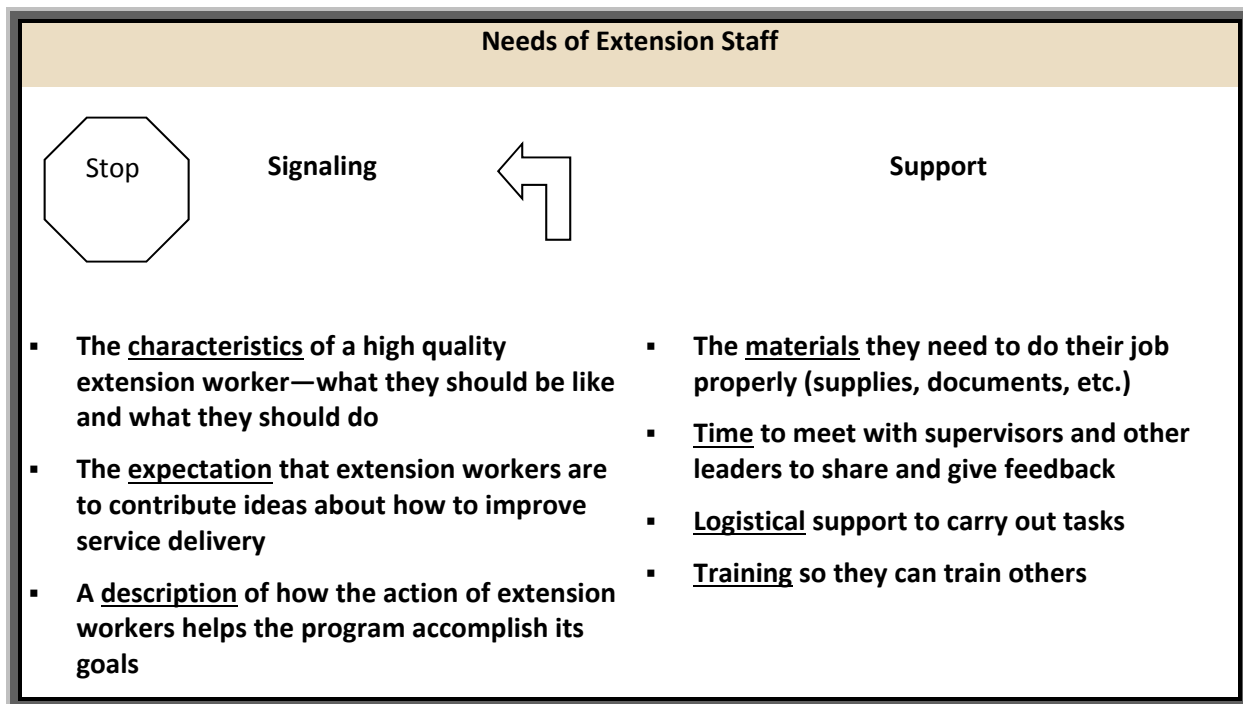
As the text notes, to the community member, the field worker IS your organization—s/he represents the organization. Consequently, if s/he performs poorly the community suffers. Thus, making sure you have the right field staff in place and supporting them to do a good job is critical to success. In addition, providing good support to the field staff might be the best way to keep them happy and with your organization. It is not too much to say that your management efforts should be centered on these people since their role is absolutely critical to the success of your program.

This is why the chart also shows a role that may be poorly defined in your organization and may result in field staff not being satisfied or unsure of their role. This is the supervisor of the field worker. There may be several people in your organization who play this role but it is an absolutely critical one. As the chart shows, they may have some contact with communities but it is much less than the field worker. Their main role is to help the field worker do his/her job.

We will look more at the role of the supervisor in a minute because in many cases the word itself may be misunderstood. Before we do that let me ask what questions you have about this chart.



After hearing the questions and comments post the next flipchart entitled *Needs of field staff*. This information is also on *Handout 8: Keys to Supporting Extension Staff*.



This chart illustrates that field staff need essentially two things to succeed in their work and the premise here is that if they succeed, are told they succeed and are rewarded for succeeding, they are more likely to keep working.

Field workers need signals from the organization—like the symbols show, signals are like traffic signs that point them in the direction they should go. They also need support—these are mundane things like having the tools to do the job, get to the place they are to work and the opportunity to get feedback from leaders in the organization.

The three key signals here are pretty clear: field workers need to know what it means for them to succeed and what they are supposed to do. They also need to know that they are expected to play a key role in helping the organization to improve services to communities. In other words, they need the signal that they should give input based on their experience to improve program. This demonstrates to them that their work really matters to the organization. Finally, they need to understand how their work contributes to the organization’s success. We will talk in a moment about when these signals can be given.

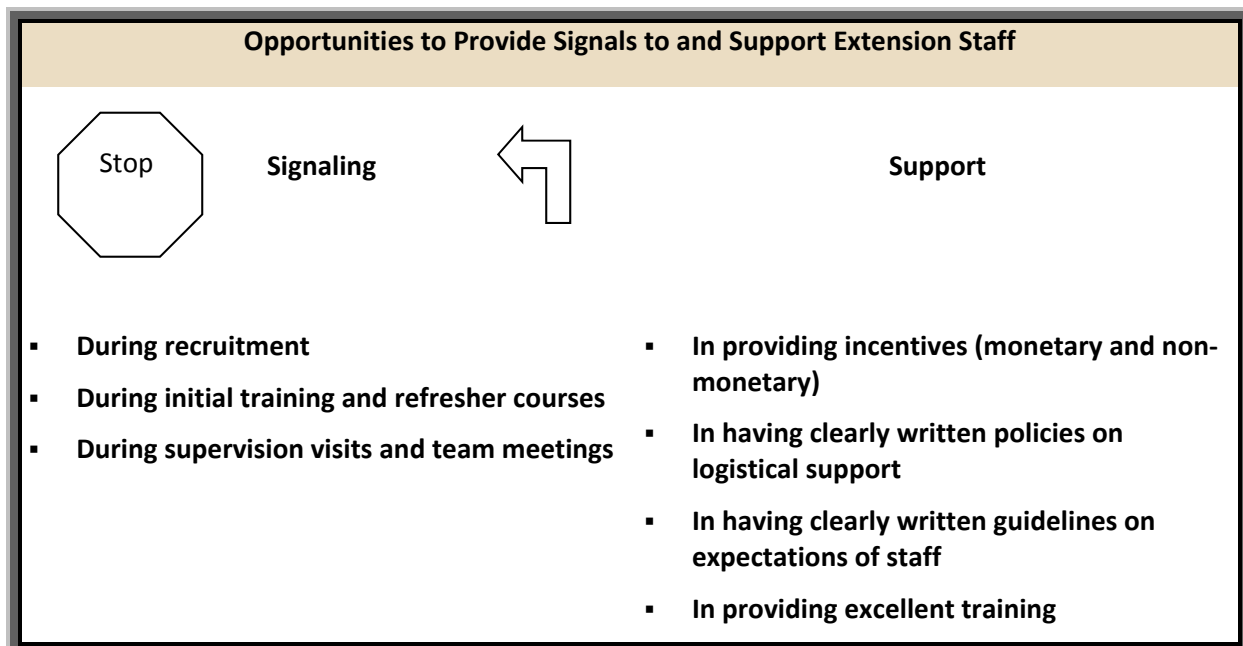
They also need support in things like materials to carry out their work, time with leaders and logistical support (transportation and planning tools).

These things are pretty simple but many organizations neglect one or more of them and, as a result, field workers do not feel that their work is important, their morale is low and they seek other opportunities.

What questions or comments do you have about these points?



Thank participants for their questions and ideas and then post the final flipchart entitled *Opportunities to provide signals to and support field staff*.



There are several key opportunities for providing signaling and support to field staff. Signaling, for example, does not just happen during supervision visits when direct feedback to staff is provided. It happens when you write clear position descriptions for recruitment and talk to recruits about your expectations of them. It also happens during training and refresher courses.

All of these represent opportunities to signal to field staff what you expect of them, your need for feedback and suggestions from them and your belief that they are critical to helping you accomplish the mission of the organization.

Support comes in other forms and is mostly written into policies and procedure guidelines for staff. The more clarity on policies you can provide the more you provide effective support to staff. Though developing and updating guidelines takes time, it is well worth the effort.

Obviously incentives also provide strong support to staff. Many organizations think only about salary forgetting that things like public recognition, gifts and awards are also important ways to show support to staff.

What questions or comments do you have about the opportunities for supporting staff?

Thank you for your ideas and questions. Now it is your turn to reflect on these issues within your organizational teams.

**3. Provide an opportunity for participants to assess how well they provide support to field staff – 30 minutes**

I would like to invite you to turn to Section 3 of your Workbooks and, just as you did with the previous key support concerning training, to assess your organization using the checklist there. Please answer



the questions honestly. After you do that we will end this activity by having you plan activities to improve signaling and support extension staff in your organization.

I will give you 10 minutes to complete the checklist.

*After 10 minutes bring people back together.*

To finish the examination of this critical support, I am going to ask you to go to the last part of Section 3 of your workbooks—just below where you were working. You will see there is space there to write one specific idea you have to improve signaling and support to field workers. Please be specific and put who will be responsible and by when to carry out the change.

After about 10 minutes I will ask you to share one or more of your ideas with another organization and we will end by sharing any key lessons or ideas in the large group.

*After about 10 minutes ask groups to get together with another organization and take about 5 minutes to share one or more of their ideas. After 5 minutes ask the other organization to share.*

*At the end of 10 minutes bring everyone together and ask if anyone wants to share any critical insights they have gained in this activity. Then say:*

We have now examined 3 of 4 critical supports for the community platform. You have analyzed your organization in relation to each one and even planned actions you can take to improve and strengthen the support. We now turn to the final support: Developing Good Partnerships to Provide Better Services to Communities.



## Support 3: Developing Good Partnerships to Provide Better Services to Groups

### Steps

#### 1. Lead an activity to identify typical local actors who work with, interact with or influence communities – 20 minutes

*Refer again to the flipchart of Extension Service Supports and indicate the third and final key support: Developing Good Partnerships to Provide Better Services to Groups. Say:*

We are now going to examine in more detail the final key support to the community platform concerned with developing good local partnerships so as to provide better services and opportunities to communities. It is clear that there are various groups—financial institutions, NGOs, government officials, businesspeople and others who are interested in the community for various reasons. Some of them see communities as a platform for things they want or are mandated to carry out among the poor.

It is also clear that if your organization works with communities and invests resources in helping them develop you may benefit from working together with these groups to coordinate efforts—especially in the areas of nutrition or gender. There may other organizations you want to collaborate with for other reasons as well. In order to form collaborative and productive relationships with the various organizations it is important to be clear about what your interests and needs are.

To examine this issue more closely we are going to identify the kinds of people, organizations or other entities with whom you might work to deliver better services to the community. After that we will look at some simple tips on how to negotiate with these groups to get what you want to see happen to assure the communities will benefit. Then you will plan actions to develop greater clarity about your positions and needs for local actors in the areas in which you work.

*Show the flipchart: Important local actors concerned with communities—you may want to show it and then place it on a table and ask everyone to gather around the picture.*





This diagram is similar to one we saw earlier except that in this case instead of looking at the personnel who interacts with the community we are going to look at organizations, individuals or other entities who interact with or have some relationship with communities.

Here, a local community is in the center and the diagram shows that the Agency Providing Extension Services (your organization) has a direct and close relationship to it (there is great overlap).

Together as a group I would like us to brainstorm what other kinds of groups or people desire to have or have relationships with communities in the local settings in which we work. While the specifics will vary from place to place, there are certain entities who desire to work with or use the communities for various things. Let's think about them and use this diagram to illustrate who they are. Let's think especially about organizations with whom you might work to provide other services such as nutrition education or promotion.

Think about groups or people in your area and decide if they have a direct (touching) relationship with communities or an indirect one (or if they just desire a relationship). When you have an idea state it and then we will decide where to place it on the diagram. You can then write it down. We can also note if the various local entities have relationships with us or other entities by drawing overlapping circles. If the relationship is not direct we can place it at some distance from the circle. We can also use lines and arrows to describe other relationships.

The goal is to get a broad picture of the various groups or people who engage communities at the local level. Later you will look at the specifics of your local situation.



*Answer any questions and if they are having trouble getting started suggest some entities like local vocational schools or local government. Let everyone who has an idea draw it but only after clarifying how the relationship works. Be creative and use lines, arrows or other images to illustrate key points. Don't be afraid to start over if you have to.*

*Keep in mind that this is a collective diagram so probe respondents to come up with the kind of organization or entity in question rather than its specific name in the local situation in which they work.*

*After 5-10 minutes or when all ideas have been given, post the chart and thank people for their ideas.*

## **2. Present basic concepts about negotiating for what you want/need in partnerships – 15 minutes**

It is clear that various people want to work with and deliver services to communities. Given your role in supporting communities it is important for you to work with these various entities so can benefit from everyone's interventions but not be overwhelmed by them.

No doubt you have good relationships with many of these groups but may need to help them understand better the role they should play vis-à-vis the communities. In other cases you may have a difficult relationship with a group and there may be conflict that hinders your efforts to best support communities.





Whatever the case, I would like to present you with a simple "negotiation" model that focuses on making sure that you provide clarity to a partner or potential partner like the ones you identified (*point to the chart you just made*) on what your needs are as you seek to support communities. By focusing on your needs and listening respectfully to others' needs you establish the basis for a fruitful partnership. Often partnerships fail because we have not pushed hard enough to clarify needs and expectations within the partnership. This simple model helps us keep focused on what we need.

It is accompanied by hand signs to help us remember the key points

*Show the flipchart entitled The Basics of Negotiation and distribute Handout 9 of the same name*





<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>



*What questions or comments do you have about this model?*

Turn to someone near you and discuss ways you might use it in discussions with current or potential partners/collaborators. We will hear your ideas.

*After a few minutes, invite participants to share ideas and thank them.*

**3. Provide an opportunity for participants to reflect on partners or collaborators with whom they work and how they might be clearer with them about their needs – 25 minutes**

Now it is your turn to think about the various organizations, individuals and other entities with which you are or could be in partnership with in your work with communities. Please turn to Section 4 of the Workbook. You will see that the top part of the page is blank.

- Develop your own diagram like the one we did as a group drawing all the relationships at the local levels where you work. Please label the various actors as having potential for collaboration to improve information on nutrition or gender-related issues. Also indicate whether you have a relationship with these actors and the nature of the relationship (good collaboration, little collaboration, tense or difficult relationship, no relationship at this time, etc.)
- For those with whom you would like to collaborate, think about what they want or need and what you want and need in a potential collaboration. Use the space at the bottom of the page marked “Creating Clarity” to begin to apply the principles of negotiation by stating in clear terms how you want to approach one organization or person with whom you are seeking a collaborative relationship to state your needs.

After about 20 minutes we will come together as a group and you can share any insights you have gained about the partners or any clarity you have started to create in regards to the relationship with them.

After about 20 minutes bring participants back together and ask if anyone wants to share anything they have gained in this exercise. Thank participants for their ideas and then say:

We have now discussed and analyzed the four critical supports to the community platform. You have also had the opportunity to assess your own organizations in relation to these supports and make some plans or identify areas in which you might make changes. We have one final issue to examine and it takes us back to the community platform itself and how to avoid overburdening it.



## Two to Three Month Action Plan

### Steps

#### 1. Provide participants an opportunity to review critical elements of the workshop and the reflection they have done on their organizational needs – 35 minutes

*Before doing this step make sure all relevant flipcharts (not task descriptions) are arrayed and on display around the room.*

Let's review the workshop objectives one more time.

Arrayed around the room are key flipcharts from the entire training—including those that deal with the important issues of gender- and nutrition-sensitive programming. I am not going to go through them but just read their titles in roughly the order in which they were introduced. I would ask you to reflect on their content as I walk around reading their titles.

*Review titles of key flipcharts then say:*

I would like to invite you to walk around and read the flipcharts and spend some time reading through your Workbooks. This will provide you an opportunity to think about all the commitments you have made, questions you have raised and plans you have made. I will give you 25 minutes to do this.

*After 25 minutes invite participants to come back together and say:*

Let's spend a few minutes just opening the floor for anyone who wants to share a key learning or realization they have had during the workshop based on the review you just did.

*Allow participants to share and then move on to Step 2.*

#### 2. Provide time for participants to summarize next steps they will take in the coming months – 45 minutes

Now that you have had time to review everything we have done I am going to ask you to turn to the final pages of your Workbook Section 5: Reflection on Focusing Programs. Use this section to set some priorities. We would especially focus on actions you can take to create more gender- and nutrition-sensitive programming based on what we discussed about those themes.

After you have named some focus areas, turn to Workbook Section 6: Two to Three Month Action Plan and note 3-5 actions you will take based on the focus areas you have identified.

Please use the form to detail the action, provide some dates by which you will do it and name the person or people responsible for making it happen.

I am also distributing Handout 10: Two to Three Month Action Plan in which you can provide me with the detailed actions you plan to take. If you desire further training or assistance on any topic please note that at the bottom.

I will give you 45 minutes to work on both in your organizational group.

*After 45 minutes collect Handout 10: Two to Three Month Action Plan and move to the final evaluation.*



## References, Sources of Inspiration, and Resources for Continued Learning:

(in progress)

