



# FEED THE FUTURE

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

# Integrating Gender-Responsive & Nutrition-Sensitive Approaches When Working with Farmer Groups Engaged in Markets

## A Training of Trainers Manual



September 2016



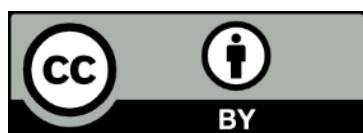
# Integrating Gender-responsive & Nutrition-sensitive Approaches When Working with Farmer Groups Engaged in Markets

## A Training of Trainers Manual

September 2016

Version I

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## Acronyms

CBF	Community Business Facilitator
CIAT	International Centre for Tropical Agriculture
CRS	Catholic Relief Services
ENBAITA	Expanding Nepalese and Bhutanese Access to Indian Technologies for Agriculture
iDE	International Development Enterprise
IFAD	International Fund for Agricultural Development
INGENAES	Integrating Gender and Nutrition into Agricultural Extension Services
IPM-IL	Integrated Pest Management-Innovation Lab
MENA	Middle East and North Africa
MPC	Market Planning Committee
NRM	Natural Resource Management
PAHAL	Promoting Agriculture, Health, and Alternative Livelihoods
RIMS	Resource Identification and Management Society Nepal
SAPPROS	Support Activities for Poor Producers of Nepal
TOT	Training of Trainers
USAID	United States Agency of International Development
ZOI	Zone of Influence

## Introduction

This Training of Trainers Manual has been designed for use by government, private, and NGO extension providers and rural development practitioners who will be planning and implementing village-level agricultural interventions to strengthen their capacity to integrate gender and nutrition sensitivity for men and women farmer groups engaged in markets. This manual has been adapted to meet the needs of extension workers who train lead farmers and farmer groups engaged in markets, as well as other actors in the agricultural value chains such as traders, AgroVets,<sup>1</sup> and Community Business Facilitators (CBFs)<sup>2</sup>. While this manual has been adapted to the context of the Mid-west (Banke and Surkhet districts) and Far-west (Dadeldhura and Kailali districts) regions of Nepal,<sup>3</sup> it can also be used as a guide for trainers to adapt and modify to their distinct cultural and agricultural contexts.

This manual complements the Field Guide for Five Key Skill Sets produced by Catholic Relief Services (CRS) and International Centre for Tropical Agriculture (CRS and CIAT, 2007), and the Integrating Gender and Nutrition within Agricultural Extension Services: A Facilitator's Guide produced by the Feed the Future Integrating Gender and Nutrition into Agricultural Extension Services (INGENAES) project (INGENAES, 2015). The modules covered in this manual are based on the five skill sets outlined in the CRS manual, while some of the tools used to integrate gender and nutrition sensitivity into the modules are adapted from the INGENAES guide. In this module, each section and its accompanying participatory tools are self-standing and can be used separately depending on the activity's purpose. Both English and Nepali versions of this manual and all the accompanying participatory tools for group activities are also available for download from the INGENAES website (<http://ingenaes.illinois.edu/nepal/>). Additional resources that accompany this manual include PowerPoint presentation slides for each module, which are also available for download.

The production of this manual was supported by USAID, through the INGENAES project, and it focuses on the particular sociocultural and agricultural contexts of Nepal.

## Background

The overall purpose of this TOT manual is to enhance, extend, and build the capacity of extension workers and field agents to design and conduct participatory gender-responsive and nutrition-sensitive trainings for men and women farmer groups engaged in markets. The modules covered in this TOT are based upon the CRS and CIAT guide (2007), and are adapted for the context of working with men and women farmers' groups engaging in marketing their agricultural produce in the Mid-west and Far-west regions of Nepal. The CRS guides were the result of an extensive research study on the success and failures of farmer groups engaged in market activities, initiated in 2002, by development professionals, field extension agents and community leaders from 19 organizations in 12 countries across Asia, Africa, and Latin America (CRS and CIAT, 2007). Results revealed a combination of five key skill sets that are important for successful and sustainable market engagement by the farmer groups.

These skills fit into five broad skill-set categories (see Figure 1).

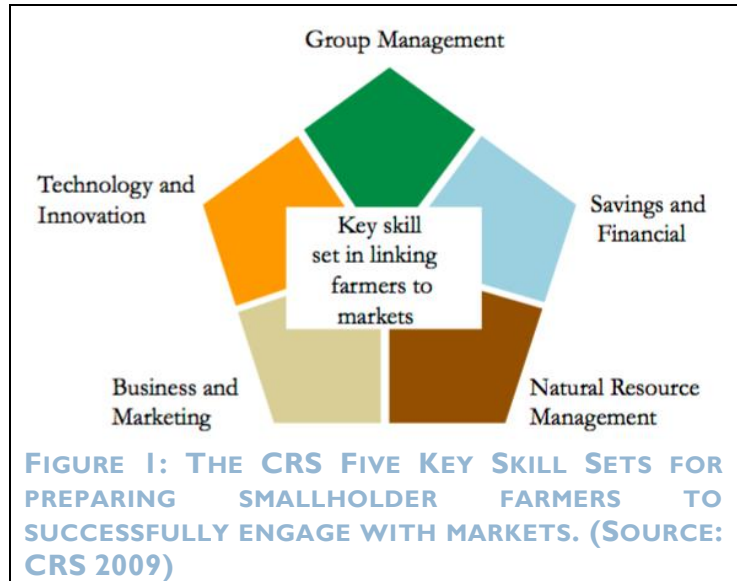
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<sup>1</sup> AgroVets are local or regional retailers or private input suppliers that sell agricultural inputs such as seeds, fertilizers, and veterinary supplies to local farmers, Cooperatives, and community business facilitators (CBF).

<sup>2</sup> Community Business Facilitators are entrepreneurial local farmers that receive a commission from the sales of farm equipment, inputs, and agriculture related services to the local farmers.

<sup>3</sup> These districts are included in the Zone of Influence (ZOI) of the United States Agency of International Development (USAID)/Nepal's Feed the Future initiative.

1. **Group Management:** The ability to form and democratically manage a functional group of farmers involved in agro-enterprise who have a shared vision and are capable of resolving internal conflicts along with building trust and effective relationships with other market actors.
2. **Business and Marketing Skills:** The ability to run a Collection Center or Cooperative to satisfy market demand using the right technologies to produce according to consumer demand, manage their collective production, develop a business plan, identify opportunities to enter the market or a value chain, and improve their bargaining skills to achieve higher profits.
3. **Savings and Financial Skills:** The ability to save and manage their savings, to access loans at reasonable interest rates, and understand basics of financial management in order to increase control over financial resources and maintain and grow financial assets in groups.
4. **Technology and Innovation Skills:** The ability to understand how to use accessible and appropriate technology and to acquire and disseminate information about new and innovative practices that boost yields and profits.
5. **Natural Resources Management Skills:** The ability to develop community-based natural resource management plans; set collective rules to efficiently and fairly manage soil, water, fauna, and vegetation; and engage in sustainable production and natural resource conservation to sustain income from agriculture.



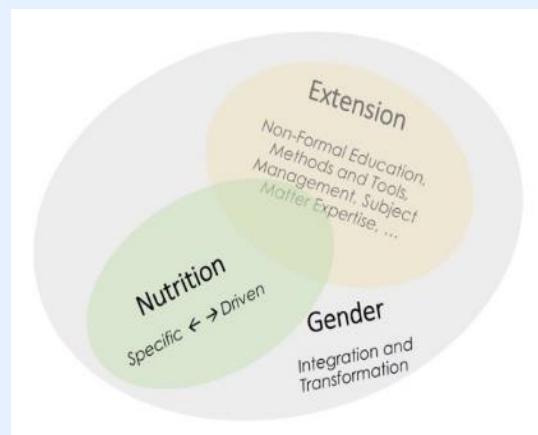
The training materials in this series are intended to supplement the previously published CRS guides, thus those guides should be consulted accordingly. The complete set of CRS guides on the skill sets can be downloaded from these websites: <http://www.fsnnetwork.org/preparing-farmer-groups-engage-successfully-markets-field-guide-five-key-skill-sets> and <http://www.fsnnetwork.org/five-skills-set-smallholder-farmers>.

Some of the training materials in this manual are also adapted from training guides that were developed by the Modernizing Extension and Advisory Services (MEAS) project (2014), titled *MEAS Training Guide for Working with Women's Groups in the Middle East and North Africa*, (available at <http://www.meas-extension.org/meas-offers/training/mena>). The MEAS Training Guide (2014) is also based on the CRS five skill sets and is adapted to build and strengthen the capacity of established women's groups in the Middle East and North Africa (MENA) region. Some interactive activities (such as the participatory activity on leadership skills) relevant to Nepal context are included in this manual. This manual also uses some of the participatory group activities that are relevant to rural Nepal's context from the training manual developed by INGENAES (2015), titled [\*Integrating Gender and Nutrition within Agricultural Extension Services - A Facilitator's Guide\*](#).

## About INGENAES

The Feed the Future Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project is funded through the Bureau for Food Security of USAID to support the Presidential Feed the Future Initiative, which strives to increase agricultural productivity and the incomes of both men and women in rural areas who rely on agriculture for their livelihoods.

INGENAES supports the development of improved extension and advisory services (EAS) to reduce gender gaps in agricultural extension services, increase empowerment of women farmers, and improve gender and nutrition integration within extension services. The program aims to directly and indirectly assist multiple types of stakeholders within a country, such as farmers, producer groups, Cooperatives, policy makers, technical specialists, development nongovernmental organization (NGO) practitioners, and donors, with the overall goal of empowering women and engaging men.



**FIGURE 2: RELATIONSHIP BETWEEN EXTENSION (THEORY AND PRACTICE) WITH NUTRITION-SPECIFIC AND NUTRITION-DRIVEN PROGRAMMING IN A GENDER INTEGRATIVE AND TRANSFORMATIVE MANNER.**

INGENAES efforts will strengthen the capacity of key stakeholders and provide the fora and networks for them to coordinate and reach agreement on policies and strategies to implement improved EAS that better meet the needs of men and women farmers. While the INGENAES project will not directly monitor beneficiary impact, it will focus on changes in institutions that directly impact men and women who access agricultural information, training, technologies, and nutrition information.

INGENAES will strengthen institutions by identifying their needs and strengthening their capacity to effectively integrate gender- and nutrition-sensitive information and activities into agricultural extension systems with the aim to promote gender equality, improve household nutrition, and increase women's incomes and, subsequently, household food security. Based on the identification of four main gaps in extension services in terms of gender and nutrition integration, INGENAES activities are divided into the following action areas:

- Building more robust, gender-responsive, and nutrition-sensitive institutions, projects, and programs capable of assessing and responding to the needs of both men and women farmers through EAS.
- Identifying and scaling proven mechanisms for delivering improved EAS to women farmers.
- Disseminating technologies that improve women's agricultural productivity and increase household nutrition.
- Applying effective, nutrition-sensitive extension approaches and tools for engaging both men and women.



## Target Groups

The TOT manual is a tool for extension workers and trainers who train farmer groups, lead farmers, and other actors engaged in an agricultural value chain. Since the user can adapt the training materials to any specific group of trainees in the value chain, the relevance of gender and nutrition issues discussed in this manual will be different for each target group and will also vary within countries and communities.

## Needs Assessment

The first step in designing an effective training module is a training needs assessment of intended participants. The facilitator of this TOT workshop may assess the needs of the intended participants through a variety of methods, perhaps including a pre-workshop survey (see Appendix B), focus group discussions, and/or semi-structured individual interviews with intended workshop participants. Table I shows examples of stakeholder groups and corresponding domains of information that can be explored during a needs assessment. This needs assessment has several purposes:

- Examining the role of men and women farmers in a particular value chain.
- Identifying the opportunities and constraints for gender and nutrition integration at each node of the chain.
- Ascertaining what gender and nutrition integration strategies already exist within each participating organization.
- Determining what the intended participants already know or are already doing about gender and nutrition issues within farmer groups and various actors within a value chain.
- Determining what resources are available to participants and what additional training needs are required for farmers to have optimal learning opportunities in order to succeed in their enterprises.

**Table I: Stakeholder and Information Domain for Needs Assessment**

Stakeholder Group	Domain of Information
(1) Farmer groups; men and women lead farmers	Commercial vegetable crop production
(2) Men and women farmer and non-farmer members of Collection Centers, Market Planning Committee, and Cooperatives	Market participation and value chain for vegetable crops
(3) Project Stakeholders (men and women staff members)	Gender equity and nutrition-sensitive integration strategies in stakeholder projects
(4) Private sector involved in supply chain	Access to markets, agriculture inputs and technologies

## Workshop Objectives

This manual has the following training objectives:

- Identify the characteristics of an effective extension facilitator/trainer. Examine the roles and responsibilities of men and women farmers and farmer groups that are members of Collection Centers

(CCs)<sup>4</sup>, Market Planning Committees (MPCs)<sup>5</sup>, and Cooperatives, and are involved in commercial production and marketing of their agricultural produce.

- Discuss the importance of gender and nutrition integration in agricultural programs (extension).
- Create an agricultural value chain for several small-scale agro-enterprises, such as vegetables and livestock, and discuss gender and nutrition issues at various nodes of the value chain.
- Examine men and women farmers' access to time and labor-saving technologies in the household and in the farm during production and post-harvesting.
- Discuss gender myths and their impact on women farmer's access to agriculture resources and information.
- Discuss what activities have worked or not worked for extension agents in the field when introducing gender and nutrition issues in their programs.
- Analyze income and expenditure decisions of men and women farmers in a "typical" rural farm community.
- Discuss the components of a nutritionally balanced meal, the consequences of undernutrition, and the challenges of purchasing nutritious food on a limited income.
- Analyze natural resource management problems to explore underlying gender- and nutrition-related issues.
- Help men and women farmers improve their capacities to successfully build and manage their own groups, understand financial management, explore market opportunities, stay innovative and competitive, and manage their natural resources in a sustainable manner.
- Increase participants' understanding of the importance of integrating gender and nutrition into existing agricultural extension programming.
- Use effective participatory rural appraisal methods to integrate gender and nutrition information into training of CBFs, MPC members, and lead farmers.
- Facilitate locally relevant learning sessions with farmer groups and ensure that women and other socially marginalized groups are included.

## Expectations of Workshop Participants

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

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<sup>4</sup> Collection Centers established in rural Nepal are community-managed collection sites where agricultural produce from local farmers is aggregated to marketable volumes, sometimes further processed, stored, and sold to traders for distribution to nearby city markets.

<sup>5</sup> Market Planning Committees are made up of elected representatives from farmer groups that manage each Collection Center. Each farmer-run MPC facilitates smallholder farmers' access to agricultural inputs, services, technologies, financial services, and pricing information.

**NOTE:**

**Discussion Points**

All green boxes throughout the manual refer to ideas and points that the facilitator and/or participants may come up with during discussions. The ideas/points given in these boxes are to provide guidance only and are not inclusive of all the ideas and discussions during the workshop.

## Training of Trainers Workshop Sample Agenda

### DAY ONE

- 9:00 am            Session #1: Introductions and Workshop Overview
- Welcoming remarks from sponsoring and host organizations
- 9:15 am            Activity #1.1: Introductions – Characteristics of an Effective Trainer
- An interactive way for participants to introduce themselves and to begin focusing on their roles as trainers and their expectations from the workshop.
- 9:45 am            INGENAES Project Overview
- 10:00 am           Workshop Module Overview
- 10:30 am           **Tea/Coffee Break**
- 10:45 am           Session #2: Skill Set One – Group Management Skills
- Brief presentation on the importance of group management skill set, leadership roles, and gender equity in terms of farmer group performance and household well-being.
- Activity #2.1: Leadership Skills
- An interactive way for participants to discuss leadership skills they feel they already possess as well as the traits they would like to develop and how they might do so.
- Activity #2.2: What Makes a Good Leader, and Does Gender Matter?
- A fun interactive way for participants to realize the impact of gender stereotypes on women’s roles and participation within farmer’s groups.
- Activity #2.3: Who Does What?
- A hands-on activity to analyze the implications of unequal distribution of daily activities in the home, on the farm, and in the community; to offer ways of encouraging more balanced participation among all farmer group members; and to demonstrate a simple type of gender analysis that can be done with men and women farmers. This activity provides a rich understanding of women and men’s roles and gender dynamics within farmers’ groups and households in the particular context and culture of the workshop participants.
- 1:00 pm            **Lunch**
- 2:00 pm            Session #3: Skill Set Two – Business and Marketing Skills
- Brief presentation on the importance of basic business and marketing skill set for farmer groups to successfully engage in markets, highlighting agriculture-income-nutrition linkages, and key opportunities and constraints on women’s access to markets and control over the income from the sale of farm produce.
- Activity #3.1: Gender & Nutrition in an Agricultural Value Chain
- A hands-on activity to create a value chain for an agricultural enterprise and explore ways to integrate gender and nutrition into the various steps, with an emphasis at

each step on who has access to and control of resources, who makes decisions, and who performs the work; and to demonstrate a simple activity to be implemented in the field with men and women farmers.

4:00 pm

**Teal/Coffee Break**

4:30 pm

Wrap-up and Daily Reflection

5:00 pm

**Adjourn**

Dinner on your own

## DAY TWO

9:00 am

Gathering

Ice-breaker Activity: What Works for Me?

Participants share what activities have worked/not worked for them in the field when dealing with issues of gender and nutrition.

9:30 am

Session #4: Skill Set Three – Savings and Financial Management Skills

Brief presentation on the importance of savings and financial management skill set for farmer groups to successfully engage in markets, highlighting women's role as key drivers of change in the nutritional status of their households by examining key opportunities and constraints on women's access to financial resources as well as their control and ownership over income, expenditures, savings, and loan use.

Activity #4.1: Main income sources and expenditures of men and women farmers

A hands-on activity to identify the main sources and uses of money in a household and community and explore how they differ between women and men needs and wants; and to demonstrate a simple type of income and expenditure analysis that can be done with men and women farmers in the field.

10:30 am

**Teal/Coffee Break**

10:45 am

Activity #4.2: What Goes on the Plate?

A hands-on activity to explore the difficulty of planning nutritious meals on a limited budget; to assess the consequences of poor nutrition, such as low birth weights, child and maternal mortality, disease, decreased work production, and poor classroom performance; and to increase nutritional awareness when planning, facilitating, and evaluating extension programs.

12:30 pm

Video and discussion: Why Nutrition?

1:00 pm

**Lunch**

2:00 pm

Session #5: Skill Set Four – Technology and Innovation Skills

Brief presentation on the importance of technology and innovation skill set for farmer groups to successfully engage in markets, highlighting key opportunities and constraints on women's access to time and labor-saving technologies in the household and in the farm.

**Activity #5.1: Why Gender-sensitive Technologies?**

A hands-on activity to identify the number and kinds of labor-saving technologies available to farmers for their daily tasks done by men and women in the farm and in the household; and to demonstrate a simple type of gender assessment that can be done to examine women farmer's technology adoption demands and constraints.

- 4:00 pm **Teal/Coffee Break**
- 4:30 pm Wrap-up and Daily Reflection
- 5:00 pm **Adjourn**

**DAY THREE**

- 9:00 am Gathering
  - Ice-Breaker Activity: Prevailing Gender Myths in Rural Farm Communities
    - Participants share what gender myths (on gender and nutrition issues) they encounter during program implementation in the field. The objective is to identify where and how gender myths develop within a society and the implications of negative and positive behaviors on the individual household, farm, and the community.
- 9:30 am Session #6: Skill Set Five – Natural Resource Management Skills
  - Brief presentation on the importance of natural resource management skill set for farmer groups to ensure profitable and sustainable agro-enterprise development, with a focus on household food security, nutritional well-being, and the gender-differentiated impacts and causes of environmental changes.
- 10:30 am **Teal/Coffee Break**
- 10:45 am Activity #6.1: Problem Tree Analysis
  - A hands-on activity to understand a complex problem related to the natural resources and environment by identifying all multiple effects and causes and to help participants explore the underlying gender and nutrition-related issues that contribute to different environmental problems.
- 12:00 pm Session #7: Workshop Evaluation and Closing Activities
  - Activity #7.1: Gathering Reflection on Workshop
  - Activity #7.2: Post-workshop Evaluations
  - Awarding of TOT Completion Certificates
- 1:00 pm **Lunch**
  - Adjourn

## DAY ONE

### Session #1: Welcome and Workshop Overview

Facilitators from sponsoring organizations introduce themselves and provide a brief welcome to participants. This is followed by an activity to introduce the participants to one another and begin focusing on their roles as trainers. The facilitator then gives a brief presentation on sponsoring project's background and an overview of the workshop agenda and training module.

**Purpose:** The purpose of this session is to share with participants the goals of the workshop, provide background information on the sponsoring project and its partners, and explain the rationale on the training module. This session also provides an opportunity for the participants to get to know each other and share their expectations from the training workshop.

**Objectives:** At the end of this session participants will be able to do the following:

- Become familiar with the facilitators/trainers.
- Get to know each other and their respective projects and be able to describe the background, objectives, and expected outputs of the workshop.
- Describe the sponsoring project's background and its overall goals and objectives, as well as its consortium members and in-country partners.
- List expectations from the workshop.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, activity sheets for each participant, flipcharts, markers, computer, and LCD projector

**Activity:** Activity #1.1: Introductions - Characteristics of an Effective Trainer

An interactive way for participants to introduce themselves, to begin focusing on their role as a trainer, and to share expectations from the workshop

## Activity #1.1: Introductions – Characteristics of an Effective Trainer

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

Source: “Integrating Gender and Nutrition with Agricultural Extension Services” Facilitator’s Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

**Instructions:** Ask the participants to think about the attributes of an effective facilitator or trainer when working with farmer groups in the field. As each participant makes his or her introduction (name, job title, and organization), the participant selects one attribute and writes it on the flip chart. **(5 minutes)**

For example: An effective facilitator or trainer is FLEXIBLE.

**Plenary:** As facilitator, reflect on the exceptions and common traits and gives feedback to the group. Ask for feedback on this exercise and close the session. **(10 minutes)**

**Facilitator Notes:** The facilitator can decide what *additional* information participants need to share. Write an example on the flipchart as you introduce yourself. Then ask each person to write a characteristic on the flip chart as they introduce themselves. For example, it might be a social or fun question, or it might pertain more specifically to the workshop, such as the types of training programs participants have assisted with in the past; or participants’ favorite foods.

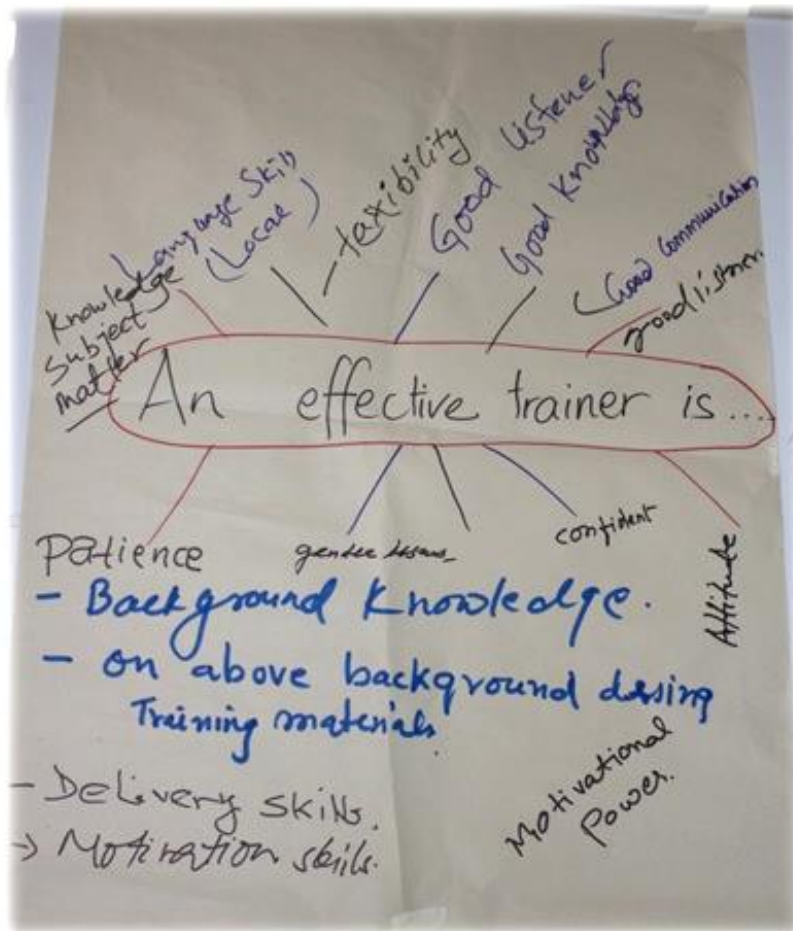
Display the list throughout the workshop by taping it on a wall.

### NOTE:

#### Discussion Points

These characteristics and traits are important for field extension agents to effectively deliver services and interventions to support the integration of gender and nutrition in agricultural programs. It is important to connect with your target audience and make an impact so both women and men farmers can begin to consider the equitable management and distribution of resources, mutual decision making, and the sharing of household and production responsibilities. You might already possess some of these traits. While other useful and desirable traits can be learnt through this workshop, and other similar training workshops.





## Session #2: Skill Set One – Group Management Skills

**Purpose:** This module explains the benefits of working in groups to help local rural farmers get organized for agro-enterprise development and to improve their access to resources (such as inputs, credit, training, transport, and market information). It also examines the gender dynamics within household and community, and the role of women farmers in leadership positions through focusing on their time constraints and prevailing gender stereotypes.

**Objectives:** At the end of this session, participants will be able to do the following:

- List the basics of good group management.
- List the skills necessary for managing a functional farmer group engaged in markets through involvement in Collection Centers and Market Planning Committees.
- List the advantages of being a group member from the point of view of a male and of a female farmer.
- Understand the importance of leadership in achieving group's goals.
- List the qualities of a good leader and understand gender stereotypes.
- Examine the roles and responsibilities of men and women in farmer groups by generating awareness of their roles and responsibilities in the household, on the farm, and in the community.
- Understand a typical rural woman's time constraints through the triple role in reproductive, productive, and community managing activities.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, activity sheets for each participant, flipcharts, markers, computer, and LCD projector

**Activities:** Activity #2.1: Leadership Skills

An interactive way for participants to discuss leadership skills they believe they already possess as well as the traits they would like to develop and how they might do so.

Activity #2.2: What Makes a Good Leader, and Does Gender Matter?

A fun interactive way for participants to realize the impact of gender stereotypes on women's roles and participation within farmer's groups.

Activity #2.3: Who Does What?

A hands-on activity to analyze the implications of unequal distribution of daily activities in the home, on the farm, and in the community; to develop ways of encouraging more balanced participation among all farmer group members; and to demonstrate a simple type of gender analysis that can be done with men and women farmers. This activity provides a rich understanding of women's and men's roles and gender dynamics within farmers' groups and households in the particular context and culture of the workshop participants.

## PowerPoint Lesson

Studies have shown the importance of basic group management skills for smooth internal democratic management of a farmer group and long-term success in engaging with local and regional markets (FAO, 1997; Nilsson et al., 2012). These basic skills include the following:

- Selecting members that meet group membership requirements and guidelines.
- Defining the group's purpose and setting goals, with emphasis on record-keeping
- Holding meetings to discuss on-going and future program activities, and share all learning broadly among its members.
- Electing leadership and management positions and setting timeframes for these positions.
- Planning and implementing activities.
- Holding officers and members accountable for their actions.
- Establishing internal savings and lending with transparent participatory method for monitoring and recording each member's compliance with the group's overall objective.
- Developing and maintaining feedback mechanisms to assess group performance and progress to promote strong internal trust and cohesiveness.
- Enabling all members to have a voice to empower all participants including women and low status members of rural society.

Poor rural farmers are often uneducated and lack the skill sets to engage successfully in markets. Common barriers include lack of financial and physical assets, lack of access to market information, lack of negotiating power with traders and middlemen, and lack of knowledge to connect with other actors in the value chain. Following are six main characteristics of a functional farmer group that are engaged with markets (CRS and CIAT 2007).

1. A shared vision that includes both long-term and short-term benefits. An example of a shared vision is defining collective marketing strategies to generate the appropriate volume of agricultural produce required by buyers in order to reach a wider consumer base.
2. Mutual trust through promotion of transparency and accountability.
3. Ability to resolve internal conflicts through mutual support.
4. Development and sustainability of group knowledge, management, and resources in order to minimize dependence on external support and funding.
5. Maintenance of democratic management and the capability to follow rules agreed upon by consensus.
6. Promotion of equal decision-making processes shared by all members.

Encouraging women to join farmer groups engaged in markets is basic intervention that increases women's access to agricultural and financial resources and can empower women with greater influence over decision making about income. Case studies from around the world have shown that when farmer groups integrate women more effectively in decision-making processes, the groups' market performance improve (CRS, 2012; Coleman and Mwangi, 2012).

Every functional farmer group needs effective leaders who are chosen democratically and are accountable to all members for their actions and decisions. Leadership in a group is about social influence and relationships and not about formal rank and authority. Through their positive influence, leaders have the ability to connect the individual goals of each member to the broader goals of the group by motivating members to work together to achieve certain goals. The group should decide on several leadership positions within a farmer's group (such as chairperson, secretary, and treasurer, and other roles as needed) and elect people to these positions.

In addition, building leadership skills within farmer groups can improve women farmer's ability to negotiate not only with actors in the value chain, but also with their husbands and in-laws about taking on additional roles in the group and in the community. Studies have shown the importance of women's empowerment to improved nutritional outcomes through greater decision making in the household (Malapit et al., 2013; Gillespie, 2001; Gillespie et al., 2012). Therefore, strong leaders should also commit to gender integration within their groups for overall positive group performance. For example, does the group leader communicate that both women's and men's contributions and roles are equally important? Are there clear rules and expectations around men and women farmers' participation at each decision-making phase?

In any society, no matter how advanced, our personal perceptions about gender affect the way we consider men and women in leadership roles. For example, traits such as "assertive" or "forceful" are considered masculine traits, while "courteous" or "modest" are generally considered feminine traits. Therefore, the women farmers in a typical rural community may have had very few opportunities to develop their own leadership potential. It is important to unpack such gender stereotypes and social norms that exist in a farm community in order to understand the factors that hinder women's participation and influence on decision-making processes.

**NOTE:**

Questions to ask the participants during this session to encourage sharing of ideas and resources:

- How does participation by women farmer's in farmers' groups affect overall group performance?
- Is there a correlation between the degree of gender equity in farmers' groups and overall success in group management?
- How well do groups perform in market activities and what factors influence performance within farmers' groups and between groups and other actors in the value chain?

Discuss these points with participants to highlight gender and marginalized community inclusion, participation, and empowerment in farmer groups engaged in Collection Centers and Cooperatives.

## Activity #2.1: Leadership Skills

The rate of success of farmer groups that engage with markets depend on their capacity to manage working relationship with various actors along the value chain. To do this requires effective leadership among the group members to work together to build and maintain this business relationship and achieve their common goal of enhancing income.

**Time:** 30 – 45 minutes, depending on the number of participants

**Materials:** Flipchart paper, colored markers or crayons, painter’s masking tape

**Why:** To have participants get further acquainted with each other and to begin thinking and talking about leadership roles and qualities that are necessary for successful group management.

Adapted from source: “MEAS Training Guide for Working with Women’s Groups in the Middle East and North Africa” USAID Modernizing Extension and Advisory Services (MEAS) project, 2014.

<http://www.meas-extension.org/meas-offers/training/mena>

**Instructions (5 minutes):** Ask the participants to face a partner to the right to form pairs. Ask them to introduce themselves and then discuss with their partners the leadership skills they feel they already possess as well as the traits they would like to develop and how they might do so. After the discussion, each person in a pair will be asked to introduce his/her partner and describe the partner’s answers.

**Plenary (10 minutes):** After each group has presented, reflect on the exceptions and common traits and give feedback to the group. Ask the participants the following questions:

- In what ways can decision-making roles within farmer groups become more equitable or balanced among all members?
- What are the implications of unequal distribution of leadership roles and participation between men and women within farmer groups?
- How can one use these findings to allocate group member responsibility and executive positions in a farmers group?
- How can an extension agent use these findings to design and plan trainings to ensure maximum participation of men and women farmers?

**Facilitator Notes:** As facilitator you can decide what additional information you want the participants to share. It can either be a social or fun question, or it can pertain more specifically to the workshop, such as the types of leadership roles participants are currently undertaking or have undertaken in the past; or some personal information such as participants’ favorite foods.

**NOTE:**

**Discussion Points**

While the listed leadership traits are desirable and useful, there are instances where group performance may suffer due to some weak leadership qualities such as a leader being too dictatorial or weak and indecisive; mismanagement of resources and funds; and/or disputes and ego clashes among leaders within a group.



## Activity #2.2: What Makes a Good Leader, and Does Gender Matter?

While gendered division of labor in agricultural activities influences the amount of time women dedicate to household duties (Paolisso et al., 2002), studies have demonstrated that women's role in decision making influences whether gains in income translate into nutritional improvements (Gillespie et al., 2012). Therefore, building leadership skills within farmer groups may improve the ability of women farmers to negotiate not just with actors in the value chain, but also with their husbands and in-laws about taking on additional roles in the group and in the community. In any society, no matter how advanced, our beliefs about gender affect the way we perceive men and women in leadership roles. Therefore, the women farmers in a typical rural community may have had very few opportunities to develop their own leadership potential. It is important to unpack such gender stereotypes and social norms that exist in a farm community in order to understand the factors that hinder women's participation and influence on decision-making processes.

Time:	30 – 45 minutes, depending on the number of participants
Materials:	Flipchart paper, colored markers or crayons, painter's masking tape
Why:	To understand the impact of gender stereotypes on women's roles and participation within farmer's groups.

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into six groups by asking to count off from one to six around the room. Then assign each group a separate work station. Make adjustments as needed to have a fairly equal number of participants in each group. **(5 minutes)**
- 3) Prior to the workshop, prepare lists on flipchart paper (with local language translations) that describe traits of good and effective leaders within farmer groups. Distribute one chart to each group, and ask each group to write M or F next to each trait. Groups may also write both M and F on a particular trait. **(10 minutes)**

### Plenary:

When the entire group reforms, discuss the similarities and dissimilarities, and why and how to overcome some of the challenges in context of farmer groups, CC, MPC, and CBFs. **(20 minutes)**

Ask the participants the following questions.

- What effect do gender stereotypes have on opportunities for leadership and decision-making roles for women members of farmer groups? For men farmers?
- What effect do gender stereotypes and gender equity have on overall performance and success of farmer groups?
- Can some of these stereotypes be overcome by awareness and trainings targeted to both men and women farmers? What types of trainings?

**Facilitator Notes:** In the event of time constraints, this activity can also be done by voting method. Put up one flipchart and ask the participants to raise their hands to vote for male or female or both. Count the number of votes and list the number alongside the particular trait. After each vote



discuss why and how to overcome constraints in context of farmer groups, CC, MPC, and CBFs.

**NOTE:**

**Discussion Points**

Discuss gender stereotypes in modern society versus rural society and examine what causes these differences (e.g., education, prevailing gender myths, social norms, culture, caste). What effect do these stereotypes have on opportunities for leadership and decision-making roles for women members of farmer groups? Can some of these stereotypes be overcome by awareness and trainings targeted to both men and women farmers?





### Activity #2.3: Who Does What?

It is important to examine “who does what” on a daily basis in the home, on the farm, and in the community so that participants can develop an understanding of the various roles and responsibilities men and women in a particular context and culture. This is also important when assessing the factors and processes that affect farmer-group performance regarding the execution of functional tasks by the members.

Identifying existing gender roles can reveal persisting gender biases, community dynamics, and women’s time constraints that prevent them from actively participating in farmer groups that likely can facilitate their access to inputs and resources. For example, women’s roles in their communities, where they generally have limited decision-making roles, reflect gender dynamics within farmer groups. Successful farmer-group performance depends on active participation in decision making and clear roles and responsibilities of all group members. Identifying and documenting “who does what” can be a first step in addressing disparities based on gender stereotypes, in a particular context and culture, and in developing a method for conducting a preliminary gender analysis.

**Time:** 1 to 2 hours, depending on the number of participants

**Materials:** Flipchart paper; colored markers or crayons; painter’s masking tape; flipchart with title of activity and objectives listed and with instructions (red for women, blue for men, green for both)

**Why:** To analyze the implications of unequal distribution of daily activities in the home, on the farm, and in the community; to develop ways of encouraging more balanced participation among all farmer group members; and to provide a rich understanding of women and men’s roles and gender dynamics within farmers’ groups and households in the particular context and culture of the workshop participants.

Adapted from Source: “Integrating Gender and Nutrition with Agricultural Extension Services” Facilitator’s Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

#### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**

Divide participants into **six** groups by having each participant count off from one to six, and assign each group a separate work station. Make adjustments as needed to have a fairly equal number of participants in each group. **(5 minutes)**

Assign the groups as follows:

Group 1 & 2 – Daily activities that occur in the **home**, such as doing laundry or preparing meals.

Group 3 & 4 – Daily activities that occur on the **farm**, such as weeding the garden or feeding the animals.

Group 5 & 6 – Daily activities that occur in the **community**, such as selling vegetables at the local market or attending a farmer group meeting.

- 2) Give each group one or two sheets of flipchart paper and markers or crayons. Ask the groups to list and draw the daily activities that occur in the home, on the farm, or in the community. Provide a few examples. **(30 minutes)**

**Home**

*Cleaning the house*  
*Feeding the family*  
*Preparing and cooking meals*  
*Gathering firewood or fuel*  
*Getting water*  
*Making repairs to the house*

**Farm**

*Cleaning livestock shed*  
*Planting potatoes*  
*Harvesting rice*  
*Milking cows*  
*Gathering eggs*  
*Plowing or preparing seed bed*  
*Feeding fish and animals*

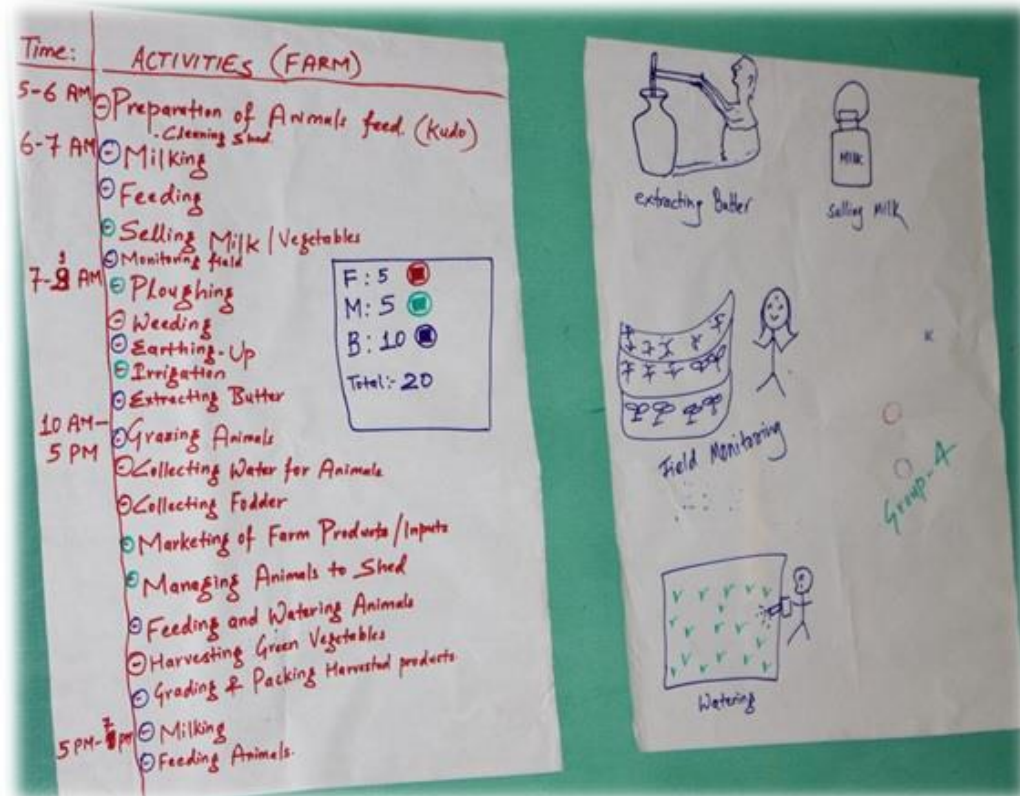
**Community**

*Shopping for food*  
*Voting during elections*  
*Attending farmer group meetings*  
*Attending religious activities*  
*Attending weddings and funerals*  
*Selling at the market or Collection Center*

- 3) When drawings are finished, ask each group to complete the following activity. **(5 minutes)**
- Circle and total the tasks usually done by a woman or girl with a **red** marker.*
- Circle and total the tasks usually done by a man or boy with a **blue** marker.*
- Circle and total the tasks done by either a woman or man with a **green** marker.*
- 4) Ask each group to display its drawing on the floor or taped to the wall. Ask two groups that worked on similar categories to come forward and give a brief presentation. **(5 minutes)** Compare and contrast their findings, ask the participants to add to or clarify the list of activities as needed. **(10 minutes)**

**Plenary:** After each group has presented its list, ask the participants the following questions. **(30 minutes)**

- Who is performing the majority of the activities? (Division of labor - equitable vs. equal)
- Which activities are the most physically demanding? (Energy expenditure)
- Which activities take up a lot of time during the day? (Energy expenditure)
- Who decides which family members will perform each activity? (Decision making)
- Which activities generate income for the family?
- Who decides how the income is spent? (Decision making)
- What are the implications of unequal distribution of daily activities?
- In what ways can daily activities become more equitable or balanced among all household members?
- How can one use these findings to allocate group member responsibility and executive positions in a farmers group?
- How can an extension agent use these findings to design and plan trainings to ensure maximum participation of men and women farmers?



ग्रुप- २  
\* घर

कामहरू

- पानी लिन जाने ✓
- घर सफा गर्ने ✓
- कुडी/पकाउने / घास हाल्ने/...
- भकारी सार्ने ✓
- दुध दुने / तगाउने / धान/मेल पाने
- खाना पकाउने/खुवाउने/भाज माइने
- घुचालाई/खुन पढाउने/सफा धुने
- मेल घासपान/मैलापान जाने/दाउने
- दिउसोको वास्ता तयार गर्ने
- स्याझबो खाना/खण्डो/खुवाउने/भाज/माइने/खुने/...

(१) महिला 

(२) महिला 

(३) महिला/पुरुष 

(४) महिला/पुरुष 

(५) महिला 

(६) महिला/पुरुष 

(७) महिला 

(८) महिला 

(९) महिला 

महिला	पुरुष	इने
१६	०	२

अभ्यास = १५

घरायसी कार्यहरू

- नित्यकर्म
- घरको सरसफाई
- वस्तुभाउलाई कुडी
- चिया नास्ता बनाउने, खाने
- घांसपात, खेतबारीको काम
- खाना बनाउने, खुवाउने
- स्कूल पढाउने
- कार्यालय/ज्यलाभनदुरी/गोठालो
- खेतबारी जाने, खे
- दिउंसोको खाजा बनाउने
- घोराकोरीको स्याहार सुसार

- वस्तुभाउको घांसपात
- साँझको खाना बनाउने
- सरसफाई
- खाना खाने
- टि.भि./रेडियो हेर्ने सुन्ने
- सुत्ने

\* ५ वटा ०

\* १ " ०

\* ७ वटा ०

समूह - ६

(रमेश, अमृत, चक्र र राम)

## Session #3: Skill Set Two – Business and Marketing Skills

**Purpose:** This module explains the concept of marketing, value added agro-enterprise, and value chains. It discusses how farmer groups can increase their incomes through better marketing skills by identifying market opportunities and engaging with customers as well as other actors in the value chain. It examines opportunities and constraints on women’s participation along the value chain by focusing on their access to inputs, technologies, market information, and services. And the module seeks to assist in the understanding of how gender issues affect agriculture and nutrition linkages.

**Objectives:** At the end of this session, participants will be able to do the following:

- Understand the concept of marketing and the factors involved in managing marketing processes.
- Examine the various marketing channels with costs and benefits that accrue to each actor along the value chain from production to consumption.
- List important basic market skills and tasks necessary for farmer groups who are marketing their products through their involvement in Cooperatives, Collection Centers and Market Planning Committees.
- Describe the different kinds of choices/decisions a farmer’s group has to make as well as the various marketing elements needed to successfully position agricultural produce in the market.
- Understand the concept of “value added” agriculture and describe different ways to add value to an agricultural product.
- Explain the role women play in various nodes of an agricultural value chain and the importance of integrating gender and nutrition considerations in developing and expanding the value chains to increase women’s participation.
- List specific recommendations to address women’s needs along the value chain to increase their participation and access to markets.
- Understand how gender issues affect agriculture and nutrition linkage activities.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, and Value Chain activity sheet for each participant, flipcharts, markers, 50 blank-colored cards (5” x 8”), computer, and LCD projector

**Activity:** Activity #3.1: Gender & Nutrition in an Agricultural Value Chain

A hands-on activity that demonstrates how to create a value chain for an agricultural enterprise and explore ways to integrate gender and nutrition into the various steps, with an emphasis at each step on who has access to and control of resources, who makes decisions, and who performs the work. This is a simple activity that can be implemented in the field with men and women farmers.



## PowerPoint Lesson

This module focuses on the basic marketing and business skills required for farmer groups to successfully engage in markets by improving sale price and achieve higher profits. An agricultural value chain will be examined to look at various ways to integrate gender and nutrition intervention strategies at various nodes along the value chain by focusing on women's role and their access to inputs, technologies, market information, and services.

Basic business and marketing skills prepare poor rural farmers to produce effectively according to market demand, generate sufficient volume for sale, get the fair sale price for their produce, and achieve higher profits. Therefore, farmer groups involved in Collection Centers/Cooperatives have good basic market skills when they can do the following (CRS & CIAT, 2007):

- Identify and analyze profitable market opportunities to satisfy market demand.
- Generate sufficient volume of the agricultural produce for sale and collectively market their products.
- Add market value to agricultural products to satisfy customer demand (for example, better market display, washed produce, packaged products) to provide the quality, volume, and timing expected by the buyers.
- Build a network of market relationships with buyers and suppliers and acquire basic bargaining skills to help poor farmers improve their bargaining power and challenge barriers to accessing the market and getting the right price for their products.
- Keep records that track costs along the value chain, including production costs, income, profitability, and losses.
- Adapt farm production and postharvest practices with appropriate technologies to satisfy market demand.

According to noted marketing scholar Phillip Kotler (Kotler, 2012), marketing is defined as “a social process by which individuals and groups acquire what they need and want through creating, offering and freely exchanging products and services of value with others.” This process helps sellers understand the needs of the buyers and, which can result in higher profits for sellers and better prices for buyers. Marketing creates a successful business or agro-enterprise environment because a steady supply of buyers who are willing to pay for a particular good or service at the right price and place create a steady income for sellers. And in order to remain viable, all businesses must be aware of changing market needs and adapt accordingly. Therefore, managing the marketing process involves the following four practices also known as the 4Ps of marketing or the marketing mix (MEAS, 2014):

1. Product: Design a demand-satisfying agricultural product.
2. Price: Set a competitive price for the agricultural product.
3. Place: Distribute the agricultural product to a place (e.g., market, Collection Center, Haat-bazaar, or local store) where people will buy it.
4. Promotion: Promote the product (attractive packaging, outlining nutritional benefits etc.).

A marketing channel in the context of agro-enterprise is a set of activities carried out by specific actors to move an agricultural product from the farm (production) to the table (consumption); with each stage adding costs and value addition to the product to make it ready for final consumption. For example, dairy products made by a rural livestock Cooperative may pass through a number of hands (channels), starting from the trader who takes the product to the market, which then reaches the customer. Although the presence of middlemen reduces the livestock producer's selling price, the traders can sell at larger volumes and reduces market transport and storage costs. For example, for a dairy value chain, the different marketing channels (and advantages) are as follows:

- Marketing directly from farms to the surrounding communities by farmers themselves (eliminates middlemen and trader fees, all profits stay within the Cooperative or farmer's group).
- Supplying to adjacent dairy processing units (control of sales and distribution by Cooperatives or farmer's groups, eliminates storing and processing costs).
- Supplying to various nearby local retail outlets (control of sales and distribution by Cooperatives or farmer's groups, eliminates transportation and storing costs).
- Marketing through farm or market stalls at local collection centres and Haat-bazaars (eliminates middlemen and trader fees, all profits stay within the Cooperative or farmer's group).
- Selling through regional markets (better profits through larger volume of sale).

Value-added agriculture is a process of changing or transforming an agricultural product harvested from the farm to a more valuable marketable state. Below is an example for adding value to wheat (MAES, 2014):

- Wheat has a certain value as a raw commodity.
- One can add value to raw wheat by processing it into flour (either by the farmer at low volume or by a processing unit at larger volume). Now flour has a different value that may be several times higher than raw wheat, as it can be used for several additional purposes by the buyer other than its use as raw materials or livestock feed.
- Flour can be turned into bread or other baked goods, which increases value again, making the product higher in value than both the raw wheat and flour.

An agricultural value chain or supply chain is a set of activities and accompanying actors that bring basic agricultural products from the farm to the final product stage before consumption. Every stage of the chain adds value to the product by involving a series of activities (production, processing, packing, storage, transportation, marketing, and distribution) while moving the product along the chain. The various actors along an agricultural value chain include the following:

(1) Input providers (fertilizer, seed, fuel, equipment or loans to purchase inputs) → (2) Farmers (crop/livestock) → (3) Traders (or middlemen) who purchase the first batch of the product directly from the farmers or farmer group after harvest → (4) Processors, individuals or companies that process the agricultural product (for example, milk into cheese, yogurt, etc.) → (5) Retailers, sellers of the product in the market or large grocery stores → (6) Consumers

Women play important roles in agricultural value chains, in both production and value addition. Review of the literature on linkages between agriculture, gender roles, and improved health and nutrition outcomes (Gillespie, 2001; Headey, 2012) indicate agriculture as a direct and indirect (through income) source of food, and that the sector is an entry point for improving women's control over agricultural resources, income, and status (Webb, 2013). Providing women farmers with the same inputs and market information as men farmers along a value chain can increase yield and incomes by an estimated 10 to 20 percent (World Bank, 2005). Since women are predominantly in charge of household food preparations and allocation and child rearing, targeted interventions aimed at improving women's participation along the agricultural value chain and increasing women's income may positively impact household behavioral changes associated with positive nutrition outcomes. Additionally, interventions that improve market linkage for farmer groups should be carefully consider to be sure these do not add additional burdens on the time of women farmers or reduce their control over income.

Some recommendations to improve women's participation along the value chain and increase their access to markets include the following:

- Increase access to market Information (technologies, subsidies, prices).

- Form groups to aggregate power (through farmer groups and Cooperatives) and generate sufficient volume for sale.
- Create empowering environment for better control over income from sale of goods (leadership skills and entrepreneurship skills)
- Partner with private sector (to access inputs, market information and services).

**NOTE:**

Since all participants at the TOT workshop conducted in Mid-west and Far-west Nepal were agriculture officers and field agents, there were interactive discussions on how they target women farmers when promoting production and marketing of nutrition-rich crops and animal source foods. What works and what doesn't? Some approaches include producing your own nutritious food (ASFs, legumes, green vegetables), nutrition messaging, trainings geared towards behavior change, technologies to reduce post-harvest loss, and/or awareness in food safety. What are the delivery mechanisms of such approaches (on-farm demonstration, homestead gardening, and/or WASH programs)? How do you make sure your target audience (women) benefits from these approaches?



## Activity #3.1: Gender and Nutrition in an Agricultural Value Chain

Time:	1 to 2 hours, depending on the number of participants
Materials:	Flipchart paper; colored markers or crayons; painter's masking tape; flipchart with title of activity and objectives listed and with instructions (red for women, blue for men, green for both); 50 blank colored cards (5" x 8"); value chain cards (one set for each small group prepared in advance); and flipchart illustrating generic value chain.
Why:	To explore ways to integrate gender and nutrition into the various stages of a value chain, with an emphasis at each stage and who has access to and control of resources, who makes decisions, and who performs the work. To confront power relations and entrenched societal norms embedded within the different stages of a value chain.

Source: "Integrating Gender and Nutrition with Agricultural Extension Services" Facilitator's Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015.

<http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

**Facilitator's notes:** Prepare one set of value chain cards for each value chain that will be analyzed.

Put each of the following phrases on a 5"x8" card:

*Equipment and Input Suppliers*

*Producers*

*Traders and Marketers (local)*

*Transporters*

*Processors/Packaging*

*Export Marketers*

*Retailers (shops/grocery stores)*

*Consumers*

Also draw a simple value chain on the flip chart paper in advance to use in the discussion.

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Provide a brief overview of "what is an agricultural value chain?" to the whole group before participants self-select into smaller groups. Put up the previously created value chain example. Ask the group to identify local agricultural value chains (e.g., vegetable, wheat, livestock, poultry) that they would like to work on. **(10 minutes)**
- 3) Break larger groups (if more than 10 people) into groups of 5 people each and ask them to self-select the value chain they would like to work on. Try to have approximately equal numbers of people in each group, and both men and women participating in each group. Ask the groups to work in different areas of a large room or place where they can spread out the value chain cards. Give each group a set of the value chain cards. **(5 minutes)**
- 4) Ask each group to arrange the value chain cards in the order that the group believes the chain occurs. Provide them with blank cards, and invite them to add extra cards if needed to explain the steps in that particular value chain. If you have adequate wall space, tape the cards on the wall. **(15 minutes)**

- 5) Once the groups have completed the agricultural value chain, ask each group to identify and add to each value chain card the roles of men and women at each stage of the chain, using the symbols for men and women with brief descriptions of their exact roles. Also include who has “control” or makes the decisions affecting the product at each stage of the value chain. **(15 minutes)**
- 6) Once this portion of the exercise is completed, ask each group to decide what the nutritional issues are at each stage of the value chain (e.g., loss of nutrition at post-harvest or lack of access to foods with sufficient protein content for pregnant women). **(10 minutes)**

**Plenary:**

Reconvene the larger group and invite participants to move around the smaller groups work, one group at a time. Ask representatives of the smaller groups to explain their recommendations for understanding the impact of gender roles on the value chain and how nutrition might be improved at each stage of the value chain by asking the following questions. **(30 minutes)**

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





## DAY TWO

### Session #4: Skill Set Three – Savings and Financial Skills

**Purpose:** This module explains the importance of savings and financial management skill set for farmer groups engaged in markets and how these groups can maintain and grow their financial assets. Since women are key drivers of change in the nutritional status of their households, the activities in this module focus on women’s access to financial resources (such as loan and credit) by examining their participation as well as control and ownership over income, expenditures, savings, and loans.

**Objectives:** At the end of this session, participants will be able to do the following:

- Understand the concept and importance of savings and financial management skill set for farmer groups involved in commercial agricultural production.
- List successful savings and lending practices by farmer groups.
- Describe ways in which extension workers can help farmer groups acquire internal savings and lending skills.
- Conduct simple income and expenditure analysis with men and women farmers.
- Understand the importance of increasing rural women’s participation and control over income, expenditures, savings, and loan use for farms and households.
- Understand the importance of nutrition and how gender issues affect agriculture and nutrition linkage activities.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, activity sheets for each participant, flipcharts, different colored markers, computer, and LCD projector.

**Activities:** Activity #4.1: Main income sources and expenditures of men & women farmers

A hands-on activity to identify the main sources and uses of money in a household and community, including how to explore differences between women and men needs and wants and to demonstrate a simple type of income and expenditure analysis that can be done with men and women farmers in the field.

Activity #4.2: What Goes on the Plate?

A hands-on activity to explore the difficulty of planning nutritious meals on a limited budget; to assess the consequences of poor nutrition, such as low birth weights, child and maternal mortality, disease, decreased work production, and poor classroom performance; and to increase nutritional awareness when planning, facilitating, and evaluating extension programs.

## PowerPoint Lesson

This module focuses on the basic savings and financial management skills that are required for farmer groups to successfully manage internal savings and lending practices necessary for sustained market engagement. Farmer groups engaged in markets need access to a wide range of financial services, including loans, savings, credit, and crop insurance to finance their commercialization process. Savings and financial management skill sets include the ability to save a portion of income regularly, to manage and protect these savings, to lend to group members with an affordable plan and reasonable interest rate, and to engage in democratic and transparent methods of responsible management and utilization of financial resources within the group. In a typical farmer group, adoption of these financial management skill sets enhances the following:

- Development of low-income rural farmer's capacity to maintain and grow financial assets in groups.
- Ability to use savings and insurance policies against emergencies in the home or in the farm.
- Support of longer-term investments in productive enterprises.
- Development of democratic group decision making and solidarity in times of need.

Low-income female farmers in Mid-west and Far-west regions of rural Nepal are generally unable to access credit from banks due to loan conditions of collateral and security guarantees, and sometimes the requirement of the signature of a male guarantor. In addition, the financial management skill set is particularly important for rural women farmers as this ability can empower women with greater influence over decision making about income that can translate to improved nutrition outcomes in the household. Trainers and field agents can help farmer groups acquire basic internal savings and lending skills by facilitating the following processes:

- Generate awareness of important financial resources for internal savings and lending available to male and female members of the group.
- Promote flexible and voluntary savings by group members based on income.
- Encourage regular savings (weekly or monthly).
- Set up contribution levels based on financial ability of the poorest members to promote participation of the poorest member of the group.
- Encourage group members to determine the specific size, terms, interest rate, and use of the loans that can ensure women's participation and access.
- Design market access interventions to include steps to work with formal lending agencies to ensure availability of women-friendly and pro-poor financial services.

## Activity #4.1 – Main income sources and expenditures of men & women farmers

Examining who in a “typical” rural farm household earns the income (and from what source) and whose money is used for main expenses are useful in finding out how commercialization affects men and women farmers as well as discovering who controls the income from the sale of agricultural products and services. Understanding these differences can reveal gender-based opportunities and constraints around decision-making in marketing. Identifying gender roles in marketing, such as (1) who decides (when, how much, and where to sell); (2) who sells (when, where, and how); (3) who controls the income; and (4) who decides how to spend it are essential to explore gender and market linkages, and control of income with increased commercialization of agricultural production. Furthermore, keeping track of household expenditures can reveal differences in male and female patterns. And increasing women’s control of income generated from agricultural production can, in turn, positively impact food security and family nutrition.

**Time:** 1 to 2 hours, depending on the number of participants

**Materials:** Flipchart papers, colored markers or crayons, painter’s masking tape, flipchart with title of activity and objectives listed

**Why:** To identify the main sources and uses of money and to explore how they differ between women and men farmers; and to assess how agricultural commercialization is likely to affect the control of income by women and men farmers and their different decision-making roles in expenditures.

Adapted from Source: IFAD (2002). “Gender and Poverty Targeting in Market Linkage Operations. Toolkit for Practitioners.” International Fund for Agricultural Development, Rome, Italy.

<https://www.ifad.org/documents/10180/a0a52e39-ec33-4118-b8c5-aa99b5a23be3>

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into separate male and female groups. If there are more male participants than females, create two male groups, and vice versa. **(5 minutes)**
- 3) Give each group two sheets of flipchart papers and markers or crayons.
- 4) Ask group members to list sources of income for male and female farmers. **(20 minutes)**  
*Identify a rural female farmer’s main sources of money and rank the five most important items in order of importance.*  
*List what you think are a rural male farmer’s main sources of money and rank the five most important items in order of importance.*
- 5) Ask group members to list sources of expenditure for male and female farmers  
*List what you perceive as a rural female farmer’s main items of expenditure and rank the five most important items in order of importance.*  
*List what you perceive as a rural male farmer’s main items of expenditure and rank the five most important items in order of importance.*

**Plenary:** Ask each group to display their lists on the floor or taped to the wall. Ask the female group to come forward and give a brief presentation. Then ask the male groups to present their list. **(5 minutes)**

Compare and contrast their findings, and, as needed, ask the audience to add to or clarify the list of activities. Ask the groups to reflect on patterns that may emerge from the exercise. **(20 minutes)**

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

- *Are the expenditure items reported by women for female farmers the same as those reported by men for female farmers? Conversely, do women and men agree on what are the top five expenditures of male farmers? Where are the differences? What are the reasons for the differences?*
- *Who earns more income (when, where, and how)?*
- *Who markets and who controls the income from the sale of agricultural products and services?*
- *Do male and female farmers have separate cash reserves from personal income or is there only one jointly shared cash reserve from joint income (to be used for the benefit of all household members)? Is the income from the main household fields treated as joint income?*
- *Who controls the joint income and who decides how to spend it? Is this determined by culture or by de-facto power through selling?*
- *In a rural farm household, is the wife responsible for certain expenses (such as food) and the husband for others (such as non-food items)?*
- *How will changes in control of income affect women's and men's ability to meet their responsibilities as providers for their families? Consider how increasing role of women in commercialization of marketing is likely to be a driver of this change.*



SOURCES OF INCOME		SOURCE OF EXPENDITURE	
MALE GROUP 1		MALE GROUP 2	
MALE FARMER	FEMALE FARMER	MALE FARMER	FEMALE FARMER
<ul style="list-style-type: none"> <li>• Labour <del>4</del> (4)</li> <li>• Vegetable selling (2)</li> <li>• Livestock selling (3)                             <ul style="list-style-type: none"> <li>- Milk, Curd</li> <li>- Meat: Goat, Hen (egg)</li> <li>- Cattle</li> <li>- Sheep</li> </ul> </li> <li>• Cereal crop selling (1)                             <ul style="list-style-type: none"> <li>- Rice</li> <li>- Maize</li> <li>- Wheat</li> </ul> </li> <li>• Pulses selling (5)                             <ul style="list-style-type: none"> <li>- Lentil</li> <li>- Blackgram</li> </ul> </li> <li>• NTFP (Essential oils)                             <ul style="list-style-type: none"> <li>- Mentha</li> <li>- Chamomil</li> </ul> </li> <li>• Others (ot etc)</li> <li>• Timber</li> <li>• Mushrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Labour (5)</li> <li>• Vegetable (1)</li> <li>• Milk (3)</li> <li>• Egg/poultry (2)</li> <li>• GHEE</li> <li>• SPICES / etc</li> <li>• CEREALS                             <ul style="list-style-type: none"> <li>- Rice (small volume)</li> </ul> </li> <li>• PULSES (4)</li> <li>• Woads/finnadi</li> <li>• Pawa / Seed Money</li> </ul>	<ol style="list-style-type: none"> <li>1. Foods (insufficient)</li> <li>2. cloths (4)</li> <li>3. School/Education (1)</li> <li>4. Medical fees (5)</li> <li>5. Festible investment</li> <li>6. Liquors</li> <li>7. Cigarettes</li> <li>8. Pocket Money</li> <li>9. Electricity</li> <li>10. Telephone/Communications</li> <li>11. Cultural/social rituals casts. (2)</li> <li>12. Donations</li> <li>13. Taxes (land/impatrie)</li> <li>14. Farm Input (3)</li> <li>15. Labour</li> <li>16. Transportation</li> </ol>	<ol style="list-style-type: none"> <li>1. Kitchen <del>stuff</del> (2)</li> <li>2. Cosmetics</li> <li>3. ornaments (1)</li> <li>4. cloths (5)</li> <li>5. Education/children</li> <li>6. Communication/ <del>mobile</del></li> <li>7. Medicine</li> <li>8. Fashion stuff (5)</li> <li>9. Electricity bills X</li> <li>11. Home decorations</li> <li>11. Gifts, parcels</li> <li>12. <del>food</del> food items (4)</li> <li>13. Hospitality</li> <li>14. Transportation</li> </ol>

Female Group (Main Income Source)		MAIN SOURCE OF INCOME	
Male Farmer	Female Farmer	MALE FARMER	FEMALE FARMER
<ol style="list-style-type: none"> <li>1. Vegetable selling (2)</li> <li>2. Cereals</li> <li>3. Retailer shop</li> <li>4. Job &amp; (5)</li> <li>5. Labour/Mistri</li> <li>6. Driver (Rickshaw, Tractor) (4)</li> <li>7. Livestock (1)</li> <li>8. Bee Keeping</li> <li>9. Carpenter</li> <li>10. Painter (3)</li> <li>11. Mushroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Vegetable selling (2)</li> <li>2. Livestock &amp; poultry (4)</li> <li>3. Group saving</li> <li>4. Handicraft (3)</li> <li>5. Mushroom Cultivation (5)</li> <li>6. Sewing &amp; Cutting</li> <li>7. Candle making</li> <li>8. Pickle making</li> <li>9. Dairy Products (Ghee, Khurwa) (4)</li> <li>10. Value added products (Dalmoth, Sinki, Gundruk, Chana, Mishri)</li> </ol>	<p>SALING OF AGRI PRODUCE</p> <ul style="list-style-type: none"> <li>&gt; VEGETABLES [II]</li> <li>&gt; CEREAL/CASH/LIVESTOCK (CATTLE, BUFFALO ETC.)</li> <li>&gt; NTFPS</li> </ul> <p>LABOR [III]</p> <ul style="list-style-type: none"> <li>&gt; CARPENTER, MASON, AGRI TOOLS, HANDICRAFTS</li> </ul> <p>BUSINESS [II]</p> <ul style="list-style-type: none"> <li>&gt; TEA STALL</li> <li>&gt; RETAIL SHOP</li> <li>&gt; HAAT BAZAAR</li> <li>&gt; AGROVETS</li> </ul> <p>[V] OTHERS</p> <ul style="list-style-type: none"> <li>&gt; AGROVETS</li> <li>&gt; TEACHER</li> <li>&gt; ADMITTANCE</li> <li>&gt; MARKET AGENT/CAP</li> <li>&gt; PENSION</li> </ul> <p>(1) JOBS/SERVICES</p> <ul style="list-style-type: none"> <li>&gt; DHAMI/SHAKRI</li> <li>&gt; PRIEST</li> <li>&gt; JYOTISH</li> </ul>	<p>1. AGRI PRODUCE</p> <ul style="list-style-type: none"> <li>&gt; FRUITS, VEGETABLES, SMALL LIVESTOCK (POULTRY, GOAT ETC.)</li> <li>&gt; NTFPS</li> </ul> <p>2. LABOR - DAILY WAGES</p> <p>3. BUSINESS</p> <ul style="list-style-type: none"> <li>&gt; TEA SHOPS, KIRANA</li> <li>&gt; DAN PADAL</li> <li>&gt; BEAUTY PARLOUR</li> <li>&gt; HANDB CRAFTS</li> </ul> <p>4. JOBS/SERVICES</p> <ul style="list-style-type: none"> <li>&gt; TEACHING</li> <li>&gt; NURSE</li> <li>&gt; FCNY</li> <li>&gt; COOPERATIVES</li> <li>&gt; ECD CENTER FACI</li> </ul> <p>5. OTHERS</p> <ul style="list-style-type: none"> <li>&gt; Pawa</li> <li>&gt; SAVING INT</li> <li>&gt; DACHHINA</li> <li>&gt; SHAR FUK</li> <li>&gt; ASTROLOGY</li> </ul>



## Activity #4.2 – What Goes on the Plate?

Globally, there is strong consensus on the importance of nutrition-sensitive agriculture programming, and efforts are underway to integrate activities promoting nutrition into agriculture extension services. Agricultural interventions focusing on improved productivity and income positively influence household's nutritional status through improved food access. Consequences of poor nutrition (low birth weights, child and maternal mortality, disease, decreased work production, and poor classroom performance) are well-documented, particularly among vulnerable women and children who have unequal status in household. Studies have shown how factors such as income, women's education, and gender dynamics within household affect expenditure on food and nutrition outcomes. To increase the likelihood of income gains translating to improved nutrition, it is important to increase women's access to and control of income from sale of agricultural products and services.

**Time:** 1 to 2 hours, depending on the number of participants

**Materials:** Flipchart papers, colored markers or crayons, painter's masking tape, flipchart with title of activity and objectives listed

**Why:** To examine the effects of nutritional inequalities in terms of individual health and well-being; to illustrate the importance of translating income into nutrition in the household; and to demonstrate the challenges of providing a healthy diet with limited resources.

Adapted from source: "Integrating Gender and Nutrition with Agricultural Extension Services" Facilitator's Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

### Steps to Part I:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into **four** groups by having each participant take a number from one to four, and assign each group a separate work station. Make adjustments as needed to have fairly equal number of participants in each group. **(5 minutes)**
- 3) Using flipchart paper, ask the small groups to draw a plate illustrating a nutritionally balanced lunch for a typical rural household. **(15 minutes)**

### Plenary:

Invite a representative participant from each group to come forward and briefly share the group's drawings. Assess the drawings based on the "correct" components of a nutritionally balanced diet. Identify what is missing from the drawings. **(30 minutes)**

After reviewing the illustrations, ask the following questions. Capture the characteristics of a nutrition insecure/secure household on flipchart. **(15 minutes)**

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

### Steps to Part II:

Ask the participants to return to their groups and complete the following activity. **(30 minutes)**

Lack of income to purchase a variety of healthy foods is a major nutrition barrier for many rural landless families. If a typical farm household, consisting of five family members - a mother, father, two children, and a mother-in-law, has only Rs. 200 to spend on groceries for one day, what should they buy to provide three nutritiously balanced meals for that day (breakfast, lunch, dinner)?

Assign the groups as follows:

Group 1 – Family with a pregnant woman

Group 2 – Family with a lactating mother

Group 3 – Family with two children under the age of five years

Group 4 – Family with two school-age children

**Plenary:**

Invite the small groups to share their “grocery lists.” Then ask the following questions. **(20 minutes)**

- *What was most difficult in selecting nutritious food items for the family?*
- *Does producing more food or having more money to buy food result in improved nutrition for the family? Why or why not?*
- *Who controls the income in the household?*
- *Who makes decisions on what to buy for food and why?*
- *Who prepares the food? Who decides on the food portion for each family member?*
- *In what ways can typical rural households become more nutritionally secure? What is your role as an extension worker in motivating this change?*



**BALANCED NUTRITIOUS PLATE**

Group No. 4 = 4

**FAMILY GROUP 2 - LACTATING WOMAN**

Items	QTY	Rate	Total
Rice	1.5 kg	35	52.5
Wheat flour	0.5 kg	40	20
Green veg (MX)	1300 gm	Manage from KG (Kitchen Garden)	
Spices (मिर्च, हिरा, धनिया, मेथ, जवानो आदि)	LS	15	15
Oil	50 ML	160	8
Egg	2 pcs	12	24
Fruits	LS	18	18
pulse	100 gm	200	20
Milk	0.5 lit	50	25
Ghee	25 gm	600	15
<b>Total</b>			<b>197.5</b>

**GROUP: 3**

**FAMILY GROUP 1 - PREGNANT WOMAN**

Item	Quantity	Rate	Amount
1. Rice/Flour	1 Kg	60	60
2. Dal	250 gm	200	50
3. leafy Veg.	2 Mutra	10	20
4. Egg	2 Pcs	12	24
5. Mix Veg	500 gm	40	20
6. oil/Ghee/spices	LS		16
7. MILK	1 glass	10	10
<b>Total</b>			<b>NRS: 200/-</b>

## Session #5: Skill Set Four – Technology and Innovation Skills

**Purpose:** This module explains the importance of technology and innovation skill set for farmer groups to access and adopt new technological innovations to improve production, processing, and marketing of agricultural products. The module highlights the importance of access to and control over gender-sensitive technologies that increase productivity and efficiency of both male and female farmers in their households and at each step in the value chain.

**Objectives:** At the end of this session, participants will be able to do the following:

- Understand the importance of technology and innovation skill set for farmer groups involved in commercial agricultural production.
- List successful savings and lending practices by farmer groups.
- Describe ways in which extension workers can help farmer groups acquire technological and innovation skill set.
- Describe ongoing efforts of all agricultural projects in the region in providing technologies to farmer groups and learn from their successes and failures.
- Examine how technology impacts gender roles and household time/labor allocation.
- Understand the importance of innovation through do-it-yourself (DIY) projects to generate income and learn new skills independently.
- Conduct simple assessment of opportunities and constraints of labor-saving and other technologies in terms of gender friendly options and nutrition outcomes.
- List roadblocks to adoption of labor-saving technological innovations by both men and women farmers.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, activity sheets for each participant, flipcharts, different colored markers, computer, and LCD projector

**Activity:** Activity #5.1: Why Gender-sensitive Technologies?

A hands-on activity to identify the number and kinds of labor saving technologies available to farmers for daily tasks done by men and women on the farm and in the household; and to demonstrate a simple type of gender assessment that can be done to examine women farmer's technology adoption demands and constraints.

### PowerPoint Lesson

This module explains the importance of technology and innovation skill set for farmer groups to access and adopt new technological innovations for sustained market engagement and to remain viable in the long run. Technology and innovation skills enable farmers to manage risk by adapting to changing climate and market conditions. Farmer groups engaged in markets need access to and trainings in technological innovations to improve production and marketing of their agricultural products in order to increase productivity and efficiency in their households and at each step in the value chain. Therefore, farmer groups need the following technological skill set for sustained and improved production:

- Have the ability to experiment and conduct do-it-yourself projects using simple tools to save money and generate additional income.
- Learn and master record-keeping of important data about the experiments and techniques to record successes and failures and to use this information to revise strategies.
- Create market opportunities using the technology to enhance income.



- Share the results of demonstrated technology adoption among all farmer-group members.
- Develop the ability to be proactive in learning new technologies and seeking new ideas alone or without outside help and financial aid.

Studies have shown how more women farmers than men lack appropriate skills and technologies necessary for adding value to products that would improve sale price and increase income. For example, access to improved technologies, including improved seed and fertilizer, is more critical for women farmers in rural areas. Additionally, in Mid-west and Far-west regions of Nepal, women farmers do not have the ability to expand land size, due to lack of ownership, therefore access to inputs is potentially the only way for them to achieve gains in productivity. In addition, technological innovations, such as use of Information Communication Technologies (ICTs), allows them to overcome time and mobility constraints. Time and labor saving technologies (such as improved cook stoves) are more important to women farmers, as such equipment frees up their time, which can increase opportunities to improve household-level nutrition. Therefore, it is important to determine cost-effective and competitive technologies that also enhance gender-equitable participation and returns. To do this, assessments are required to analyze benefits and costs of labor-saving and other technologies in terms of gender and nutrition outcomes along the value chain for both men and women farmers.

### **Discussion Points**

Workshop participants from USAID projects (Integrated Pest Management-Innovation Lab (IPM-IL) and Knowledge-based Integrated Sustainable Agriculture and Nutrition (KISAN) project) who are actively introducing various technological innovations at farm level through on-site demonstration on lead farmer's plots were encouraged to discuss their success stories and failures in integrating gender and nutrition strategies in their program implementation efforts. A workshop participant from International Development Enterprises (iDE)/IPM-IL project provided this success story on technological interventions in Mid-west Nepal:

“A woman farmer from a farmer's group in Cinchu needed a way to grow off season tomatoes with less water in her 3 Ropanis\* land. She needed help in deciding and accessing technologies to successfully grow tomatoes during off season and how to use water in a conservative manner during dry season. iDE/IPM-IL has successfully introduced drip irrigation systems and multiple-water use systems in her community to address this constraint, and now they have more than doubled their income from sale of off-season vegetables.”

Another participant offered to discuss innovative and experimentation skills in packaging and handling of perishable agricultural produce to reduce nutrition losses during transportation:

“Successful field implementation of post-harvest technologies has helped to store tomatoes before sending them to market to reduce loss due to spoilage and damage. Comparison of proper handling and storage involved storing tomatoes in plastic crates with handling tomatoes that were wrapped individually in newspaper alone. Their objective was record the time before spoilage to see which storage method prevented spoilage and loss of nutrition and market value without refrigeration.”

\*1 Ropani = 500 square feet of land

## Activity #5.1: Why Gender-sensitive Technologies?

Sustained agricultural growth requires, among others, increased availability of technologies, and the capacity to access, adapt, and apply those technologies to increasing food production and income. Furthermore, adoption of agricultural technologies by farmer groups is highly encouraged in order to improve productivity, commercialization, and linkage of farmers to markets. In order to create awareness of and a dialogue about the gendered impacts of technologies, it is important to examine who has access to various technologies along the continuum of farm to fork, such as (1) improved practices and innovations for food production (land preparation, cultivation, harvesting); (2) post-harvest operations and processing technologies; and (3) labor-, time- and/or energy-saving technologies for household tasks. While technologies are proposed to improve profitability and labor-, time- and/or cost-saving, not all innovations are accessible, gainful, and/or easily accepted by low-income men and women farmers. Some of the issues that hinder accessibility and adoption of technologies by women farmers include cultural appropriateness, physical accessibility, affordability, and gendered access to and control over resources.

Time:	1 to 2 hours, depending on the number of participants
Materials:	Flipchart papers, colored markers or crayons, painter's masking tape, flipchart with title of activity and objectives listed
Why:	To identify who in a "typical" rural farm community has access to various technologies in the home and on the farm and why; to identify constraints and opportunities for adoption of various farm and household technologies by male and female farmers.

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into **six** groups by asking each participant to take a number from one to six, and assign each group a separate work station. Make adjustments as needed to have fairly equal number of male and female participants in each group. **(10 minutes)**  

Assign the groups as follows:

Group 1 & 2 – Labor- and time-saving technologies on the farm during production and harvesting, such as planting or weeding.

Group 3 & 4 – Labor- and time-saving technologies during post-harvesting, such as drying and storage.

Group 5 & 6 – Labor- and time-saving technologies for household tasks, such as cooking or cleaning.
- 3) Give each group 1 to 2 sheets of flipchart papers and markers or crayons. Ask the groups to list and draw the labor- and time-saving technologies available in the home and on the farm during production and post-harvesting. Provide a few examples. **(30 minutes)**

#### **Home**

*Fuel-efficient stoves*

*Key-hole gardens*

*Rain-water harvester*

*Bio-gas*

*Grinder*

**Farm (production & harvesting)**

*Improved varieties*

*Insect traps*

*Knapsack sprayers*

*Drip irrigation*

*Combine*

**Post-harvesting**

*Thresher*

*Reaper*

*Cold-storage*

*Solar drying equipment*

*Dry-mill*

- 4) When listings and drawings are finished, ask each group to complete the following activity. **(5 minutes)**

*Circle and total the technologies that can be adopted by a female farmer with a **red** marker.*

*Circle and total the technologies that can only be adopted by a male with a **blue** marker.*

*Circle and total the technologies that can be adopted by either a male or female farmer with a **green** marker.*

**Plenary:**

Ask each group to display their drawing on the floor or taped to the wall. Ask each group to give a brief presentation. **(5 minutes)**

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

After the groups have presented their lists, ask the participants the following questions. **(30 minutes)**

- *What activities do female farmers consider the most labor intensive and why?*
- *What activities do female farmers consider the most time consuming and why?*
- *What influence does technology have on men's and women's time and labor?*
- *Has the use of the targeted technology changed how much income is received from sale of the product?*

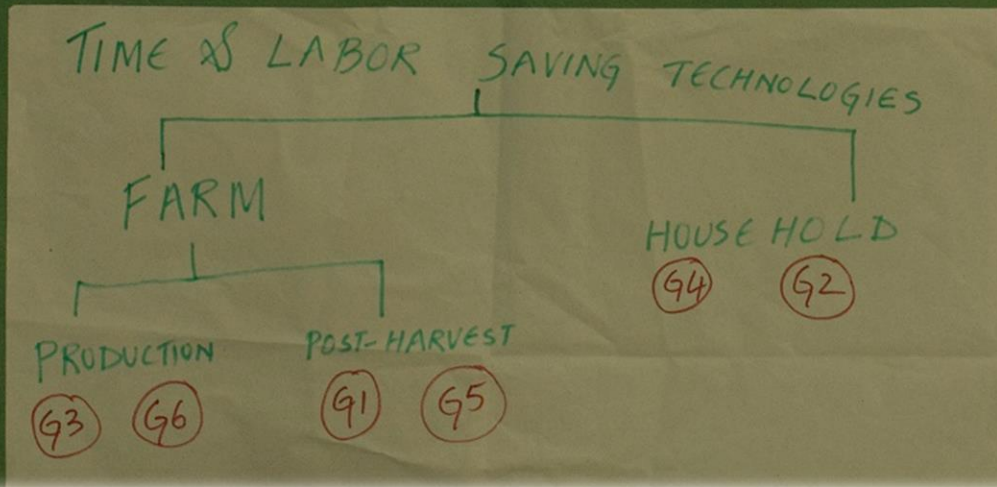
- Do the targeted households have more food for home consumption as a result of the applied technology?
- What are the myths and cultural norms that constrain women's use and adoption of labor-saving and energy-saving technologies? In farm and household?
- How do intra-household gender dynamics affect women's articulation of demand for and adoption of mechanization?
- How is the targeted technology being disseminated? By whom?
- Is the use of the farmers' groups approach in agricultural information dissemination resulting in increased adoption of technologies and improved productivity?
- Were farmers involved in the design or testing of the targeted farm technology?
- Are there any instances where the women's preferences or needs were considered in the design of the targeted technology?
- If female farmers are targeted for technology adoption (via training or additional resources), how do you ensure that the household adopt it?
- As a field extension agent, what methods do you use for training farmers on the targeted technology? Are you using different training methods to reach women farmers than you use to reach men farmers?





- GROUP 3
- TIME AND LABOR SAVING TECHNOLOGIES  
(FARM PRODUCTION)
- 1) Mini Tractor / Hand Tractor (M)
  - 2) Hand Corn Sellar F
  - 3) Drip irrigation / Sprinkler F
  - 4) Water Harvesting technology (Pond, MPJ) F
  - 5) Grass Cutter F
  - 6) Seed drill machines / fertilizer F
  - 7) Fertilizer application machine F
  - 8) Mulching (Natural/plastic mulch) F
  - 9) MUS (Multiple use water system) F/M
  - 10) Harvestors (Paddy, wheat) (M)
  - 11) Wheat Thresher (M)
  - 12) Solar pump / Sun Flower pump F
  - 13) Milking machine F
  - 14) Sugarcane Pilling machine F
  - 15) Hand sprayer F

- GROUP - 6
- TIME AND LABOR SAVING TECHNOLOGIES  
(FARM PRODUCTION)
- ① Drip Irrigation
  - ② Use of plastic in Soil Solarisation
  - ③ Plastic Mulching
  - ④ Organic Mulching
  - ⑤ Sprinkle irrigation
  - ⑥ Plastic tray
  - ⑦ Plastic tunnel [Low & High]
  - ⑧ Plastic House
  - ⑨ Insect traps
  - ⑩ fertilizer cum seed drill
  - ⑪ Power trailer
  - ⑫ ~~Corn~~ Jabra Planter
  - ⑬ Paddy Transplanter
  - ⑭ Rotary Weeder, Rake
  - ⑮ Sprayer
  - ⑯ MUS (Hydram / Solar / Gravity / Normal)
  - ⑰ Hand trailer
  - ⑱ Seed Germinator
- Female :: 11+1  
Male :: 6



## DAY THREE

### Session #6: Skill Set Five – Natural Resource Management Skills

**Purpose:** This module focuses on the importance of a natural resource management skill set for farmer groups to ensure profitable and sustainable agro-enterprise development, with a focus on household food security, nutritional well-being, and the gender-differentiated impacts and causes of environmental changes.

**Objectives:** At the end of this session, participants will be able to do the following:

- Understand the importance of a natural resource management skill set for farmer groups involved in commercial agricultural production.
- List the knowledge and skills that rural farmers need to sustain the ecosystem (soil, water, and vegetation) upon which their agricultural livelihoods depend.
- Describe ways in which extension workers can help men and women farmers acquire and cultivate basic natural resource management skills.
- Understand the roles and responsibilities of men and women farmers in natural resource management, with a focus on women's access to land and water resources.
- Conduct simple assessments of multifaceted environmental problems to explore the underlying gender- and nutrition-related issues that can contribute to different environmental problems or be impacted by them
- Understand gender and nutrition issues within this skill set and discuss how these skills can be integrated into agricultural development projects.
- List possible solutions to environmental degradation at the community level that men and women farmers can undertake themselves without external assistance or funding.

**Resources:** Copies of workshop agenda, PowerPoint presentation slides, activity sheets for each participant, flipcharts, different colored markers, computer, and LCD projector

**Activity:** Ice-Breaker Activity: Prevailing Gender Myths in Rural Farm Communities

Participants share what gender myths (on gender and nutrition issues) they encounter during program implementation in the field. The objective is to identify where and how gender myths develop within a society and the implications of negative and positive behaviors on the individual household, farm, and the community.

Activity #6.1: Problem Tree Analysis

A hands-on activity to understand a complex problem related to the environment by identifying all multiple effects and causes; and to help participants explore the underlying gender and nutrition-related issues that can be affected by these problems.

## Session #6: PowerPoint Lesson

This module focuses on the importance of natural resource management skill set for farmer groups to ensure profitable and sustainable agro-enterprise development, with a focus on gender dimensions of natural resources management with nutrition impacts and outcomes. Soil, water, and vegetation form the natural base of agriculture production, so protection and upkeep is necessary for sustainable agricultural livelihoods. Farmer groups engaged in commercial agricultural production need to engage in a variety of measures for sustainable management of natural resources, such as improved water use, conservation of flora and fauna, and protection and maintenance of soil fertility. These efforts should be made with full and equal participation of both men and women farmers in community-based decision-making processes. The following natural resource management skill sets are necessary for farmer groups to engage in improved and sustained agriculture production:

- Basic knowledge to understand the interconnections between farms and the environment.
- Capacity to interact and negotiate with other households and communities regarding natural resource use and management.
- Group effort to design and implement effective rehabilitation plans for natural resources.
- Implement democratic rules to efficiently and fairly manage natural resources and environment, such as the following:
  - manage crops to control soil erosion and declining soil fertility,
  - learn to harvest rain water and use and protect water resources,
  - prevent overexploitation of existing natural resources and promote the diversity of flora and fauna (e.g., overgrazing) in the community, and
  - understand roles and responsibilities of both men and women members as farmers and household providers.

Research and extension efforts on sustainable farming/livestock production systems and trainings directed to local farmer groups should focus on helping them cultivate the following natural resource management skill sets:

- Build farmers' understanding of the ecosystem by helping them acquire the basics of how land, water, plant, and animal resources are interlinked; and by assisting them in conducting simple mapping of the farming landscape and maintaining an inventory of natural resources in order to track sustainability progress and amount of degradation.
- Assist farmer groups in understanding how Natural Resource Management (NRM) affects the entire community as well as individual livelihood; how management and conservation efforts require the support of immediate and neighboring communities because they affect interest groups inside and outside their communities (e.g., reducing pesticide abuse in vegetable farming can be coordinated management among neighboring producers).
- Promote broad participation, management, and commitment in resource management for agro-enterprise development from men and women farmers since men and women farmers use and manage natural resources in different ways.
- Understand the gender dimensions of NRM (e.g., access to land, water) because it affects overall efficiency and effectiveness in management strategies. Additionally, women depend on the natural resources to perform their daily household tasks (e.g., for feed, fodder, fuel collection).

## **Discussion Points**

Following are some questions to ask participants, during the lesson, to generate active discussions and share field experiences: Why is it important to consider gender dimensions in a NRM project? How will you integrate gender during program design and implementation? How and why does understanding the various roles and responsibilities of men and women in the natural resource management system affect food security and resource management practices? What are the gender- and nutrition-specific considerations that your project may include to ensure equal participation and involvement within the project from both men and women?

## Ice-Breaker Activity: Exploring Gender Myths in Rural Farm Communities

Understanding the conceptual distinction between sex and gender is crucial to examining the differences between biological characteristics and socially constructed roles. While “sex” is the biological characteristic that define men and women at birth, “gender” is the sociocultural role assigned by society. Being born a particular sex cannot be changed, while aspects of gender roles assigned by society will vary over time and across cultures. Raising awareness about gender myths and their impact on men and women can help extension providers to challenge some of these stereotypes and offer more equitable access to and control over resources and information. For example, until early 1980s, the overarching myth in Nepal’s agriculture sector was that that *farming* is a male activity and that *homestead* farming (what women do) is not the subject of agricultural policy. Research shows the need to debunk such gender myths so that women’s access to agricultural resources can be increased, which will lead to enhanced productivity and food security, as well as improve the nutrition, health, and education of children.

**Time:** 30 mins to 1 hour, depending on the number of participants

**Materials:** Flipchart papers, colored markers or crayons, painter’s masking tape, flipchart with title of activity and objectives listed

**Why:** To explore perceptions about how women and men behave, and what is appropriate and inappropriate behavior; to identify where and how gender myths develop within a society; and to examine the implications of negative and positive behaviors on the individual household, farm, and community.

Adapted from source: “Integrating Gender and Nutrition with Agricultural Extension Services” Facilitator’s Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into groups of males and females. If there are more male than female participants, create two male groups, or vice versa. **(5 minutes)**
- 3) Give each group one to two sheets of flipchart paper and markers or crayons. Ask the participants to make a problem tree listing their in-field or personal experiences on gender and nutrition related myths that occur in the home, on the farm, or in the community. Provide a few examples. **(20 minutes)**

#### **Home**

*Chaupadi during menstruation*

*Lactating women should not consume green leafy vegetables*

#### **Farm**

*Women cannot plough fields*

*Women should not plough fields using pair of ox*

#### **Community**

*Menstruating women should not touch any growing plants*



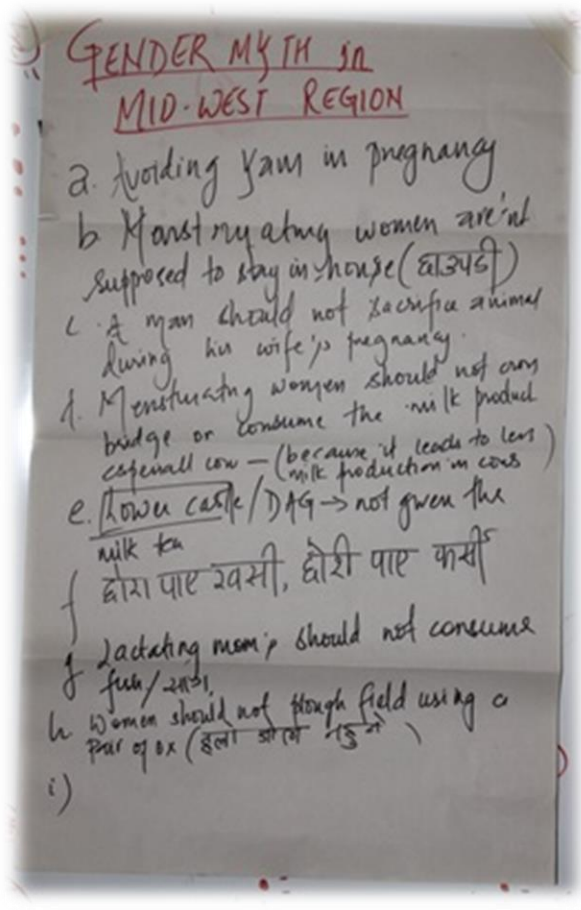
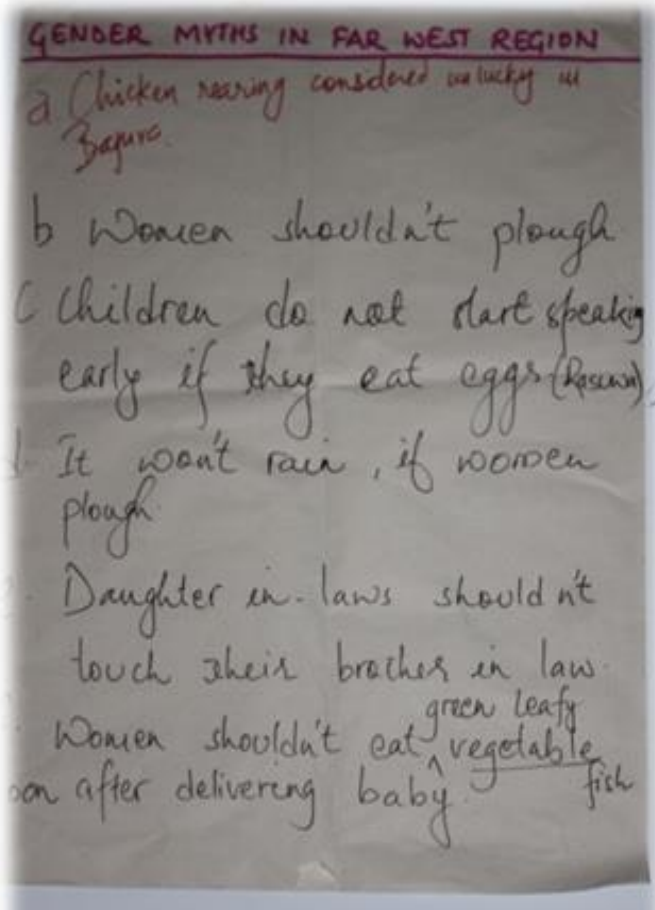
Daughter-in-law cannot talk in the presence of father-in-law

**Plenary:**

Ask each group to display their problem tree on the floor or taped to the wall. Compare and contrast their findings, and ask the audience to add to or clarify the list of activities as needed. **(10 minutes).**

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

- What negative behaviors did you observe in the particular myth?
- What positive behaviors did you observe in the particular myth?
- Origins of perceptions about how men and women should behave?
- In what ways can the **negative** behaviors you observed in the particular myth 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?



## Activity #6.1: Problem Tree Analysis

Time:	1 to 2 hours, depending on the number of participants
Materials:	Flipchart papers, colored markers or crayons, painter's masking tape, flipchart with title of activity and objectives listed
Why:	To explore root causes of and practical solutions to problems facing the farm community by creating a detailed problem tree; to “unpack” a bigger complex issue by breaking it down into smaller, more manageable sub-problems and their effects on the different actors involved, so that they are easier to solve by the farm community themselves; and to identify the chain of causes and/or consequences of the problem that are gender- and/or nutrition-related.

### Steps:

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into six groups by asking each participant to take a number from one to six, and assign each group a separate work station. Make adjustments as needed to have fairly equal number of participants in each group. **(5 minutes)**
- 3) Give each group one to two sheets of flipchart paper and markers or crayons.
- 4) Ask group members to list two or three problems a rural farm community they have worked with are facing at present. Check whether these problems are commonly understood by all group members. **(10 minutes)**
- 5) Ask the group to identify a core problem from the list and prepare a problem tree to explore the inter-relationships between problems. For example, one person may note low vegetable yields as a problem, while another may note a lack of fertilizer or poor soil fertility. List the principal causes, the factors that give rise to those causes and, ultimately, the root causes. For example, if one of the causes is “lack of education among women,” then the group should think about what causes lack of education among women (e.g., social norms, insufficient trainings). Similarly, note both the immediate effects of the core problem and linkages to subsequent effects. **(30 minutes)**
- 6) Upon completion of the problem tree, ask the group members to use a different colored marker and circle the causes and consequences of their assigned problem that are in any way related to gender and nutrition. **(5 minutes)**

### Plenary:

Ask each group to display their problem tree on the floor or taped to the wall. Ask each group to present their completed problem trees in the plenary session through a member nominated by the group. **(5 minutes)**

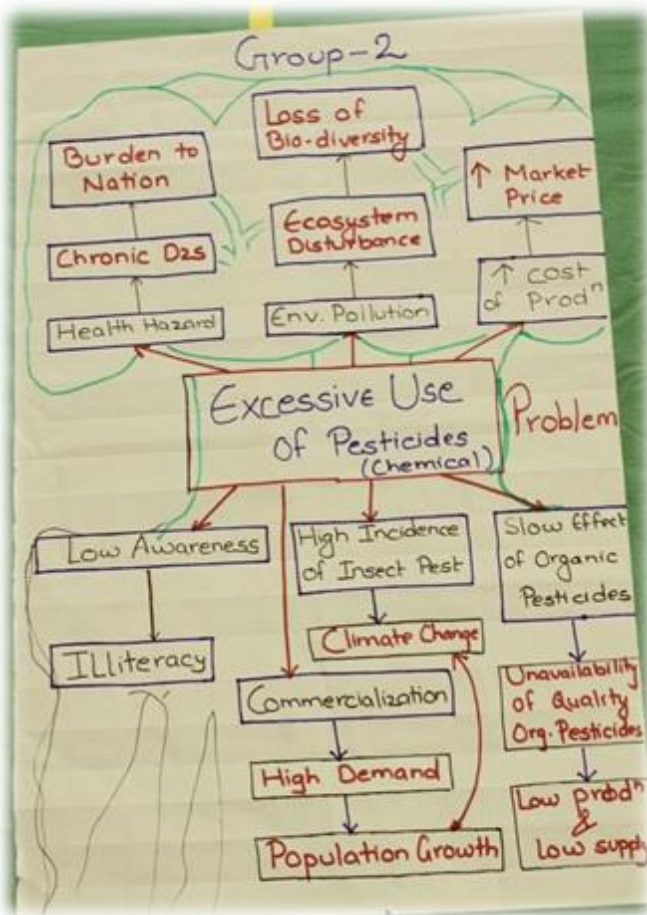
Give participants from other groups the opportunity to ask for clarifications and comment on the presentations. **(20 minutes)**

After each group has presented a problem tree, ask the participants the following questions. **(30 minutes)**

- *How many of the causes and/or consequences were gender-related and nutrition-related?*
- *As an organization, what gender-related causes and consequences could you address?*



- As an organization, what nutrition-related causes and consequences could you address?
- In order to identify marketing intervention strategies, what are the focal points (or entry points) that are derived from roots/causes in the problem tree?
- Identify an easy-to-change cause that when tackled can have maximum impact in resolving the problem?
- Once a doable cause has been identified, what are the suitable interventions? Who would be responsible for implementing them? Which organization/agency? What would be the roles of men and women farmers in implementing this change?
- What are the possible solutions at the community level that may not require external assistance to be implemented?



## Session #7: Workshop Evaluations and Closing Activities

**Purpose:** Wrap up session with module review, workshop evaluations, closing remarks, and certificate distribution to participants.

**Objectives:** The objectives of this session are as follows:

- Provide opportunity to participants to reflect on the workshop learnings with one another.
- Determine the effectiveness of the workshop by asking participants individually and collectively to evaluate the sessions.
- Provide valuable feedback for improving future workshops and trainings.
- Develop follow-up assessment strategies to determine how useful and applicable the skills and knowledge are to trainers who attended the training and to determine future use of training materials.

**Resources:** Copies of post-workshop evaluation forms, copies of follow-up assessment forms, PowerPoint presentation slides, computer, and LCD projector

**Activities:** Activity #7.1: Gathering reflection on entire workshop

Activity #7.2: Post-workshop Evaluations

Awarding of TOT Completion Certificates

## Activity #7.1: Gathering reflection on Workshop

Time:	30 minutes
Materials:	Flipchart with selected questions in English and local language
Why:	To provide an interactive and fun way to review the entire workshop and provide opportunity to reflect on their learnings with one another.

**Instructions:** Gather the participants together and briefly review previous sessions by highlighting the drawings and flipcharts posted throughout the meeting room. Ask participants to line up in two lines facing one another, so each participant is directly across from another participant. Unveil the first question and have the pairs take turns asking each other the question. After 5-7 minutes, ask participants standing on one side to move one place to the right, so all participants have new partners. Unveil the second question and repeat the process. Before unveiling the third and fourth questions ask one line of participants to continue to move one step to the right, so once again everyone has a new partner.

### Questions

1. *The best parts of this workshop have been...*
2. *The major benefits to my organization because of participating in this workshop are...*
3. *A key insight or new learning I gained from participating in this workshop is...*
4. *Suggestions for improving this workshop include....*



## Activity #7.2: Post-workshop Evaluations

Time:	30-45 minutes
Materials:	Post-workshop evaluation forms
Why:	To determine the effectiveness of the workshop by having participants individually and collectively evaluate the sessions, thereby providing valuable feedback for improving future workshops and trainings.

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

Distribute certificate (see Appendix E) to workshop participants after successful completion of post-workshop evaluations form thanking them for their time and participation.

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## Appendix A: Sample Workshop Announcement Flyer



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### **INTEGRATING GENDER-RESPONSIVE & NUTRITION-SENSITIVE APPROACHES WHEN WORKING WITH FARMER GROUPS ENGAGED IN MARKETS IN THE MID-WEST & FAR-WEST REGIONS OF NEPAL**

June 8 to 10, 2016

Hotel Kalaptaru

Nepalgunj, Nepal

**Organizers:** University of Florida, as part of the USAID-funded Feed the Future Project -*Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES)*

#### Workshop Objectives:

- Identify the characteristics of an effective extension facilitator/trainer.
- Examine the roles and responsibilities of men and women in farmer groups that are members of iDE managed Collection Centers (CCs), Market Planning Committees (MPCs), and Apex Committees.
- Discuss the Importance of gender and nutrition integration in extension services
- Create an agricultural value chain for several small-scale agro-enterprise, such as vegetables and livestock, and discussed gender and nutrition issues at various nodes of the value chain.
- Examine men and women farmers' access to time and labor-saving technologies in the household and in the farm during production and post-harvesting
- Discuss gender myths and their impact on women farmer's access to agriculture resources
- Discuss what activities have worked or not worked for extension agents in the field when introducing gender and nutrition issues
- Analyze income and expenditure decisions of men and women farmers in a "typical" rural farm community
- Discuss the components of a nutritionally balanced meal, the consequences of under nutrition, and the challenges of purchasing nutritious food on a limited income.

#### Expected output from workshop:

- Online repository of gender and nutrition materials (<http://ingenaes.illinois.edu>); TOT manual and activity sheets in English and Nepali
- Certificate of completion for participants
- Creation of a network of extension agents that are interested in applying gender and nutrition strategies in their field work in Mid-west regions of Nepal.
- Social media platform (<https://www.facebook.com/Ingenaes-2016-Nepal-564262400421922/>) to share experiences and lessons learned from Nepal participants that attended previous INGEANES-funded workshops.

Invited audience:

- **Agriculture extension agents:** Agriculture extension service providers working with iDE and PAHAL based in Banke and Surkhet, and their private, government, local NGOs and USAID project partners who work directly or indirectly with women and men farmers and private input suppliers in the Mid-west regions of Nepal.
- **Gender background:** People of all levels of gender knowledge that are interested in learning more about integrating gender and nutrition within agriculture extension services are invited to participate.

**Logistics:** The workshop includes lunch and tea/snacks during breaks. There is no cost to participate in this workshop.





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## **INTEGRATING GENDER-RESPONSIVE & NUTRITION-SENSITIVE APPROACHES WHEN WORKING WITH FARMER GROUPS ENGAGED IN MARKETS IN THE MID-WEST & FAR-WEST REGIONS OF NEPAL**

June 13 to 15, 2016

Hotel Devotee

Dhangadi, Nepal

**Organizers:** University of Florida, as part of the USAID-funded Feed the Future Project - *Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES)*

Workshop Objectives:

- Identify the characteristics of an effective extension facilitator/trainer.
- Examine the roles and responsibilities of men and women in farmer groups that are members of iDE managed Collection Centers (CCs), Market Planning Committees (MPCs), and Apex Committees.
- Discuss the Importance of gender and nutrition integration in extension services
- Create an agricultural value chain for several small-scale agro-enterprise, such as vegetables and livestock, and discussed gender and nutrition issues at various nodes of the value chain.
- Examine men and women farmers' access to time and labor-saving technologies in the household and in the farm during production and post-harvesting
- Discuss gender myths and their impact on women farmer's access to agriculture resources
- Discuss what activities have worked or not worked for extension agents in the field when introducing gender and nutrition issues
- Analyze income and expenditure decisions of men and women farmers in a "typical" rural farm community
- Discuss the components of a nutritionally balanced meal, the consequences of under nutrition, and the challenges of purchasing nutritious food on a limited income.

Expected output from workshop:

- Online repository of gender and nutrition materials (<http://ingenaes.illinois.edu>); TOT manual and activity sheets in English and Nepali
- Certificate of completion for participants
- Creation of a network of extension agents that are interested in applying gender and nutrition strategies in their field work in Far-west regions of Nepal.
- Social media platform (<https://www.facebook.com/Ingenaes-2016-Nepal-564262400421922/>) to share experiences and lessons learned from Nepal participants that attended previous INGENAES-funded workshops.

Invited audience:

- **Agriculture extension agents:** Agriculture extension service providers working with iDE and PAHAL based in Dadeldhura and Kailali districts, and their private, government, local NGOs, and USAID project partners who work directly or indirectly with women and men farmers and private input suppliers in the Far-west regions of Nepal.
- **Gender background:** People of all levels of gender knowledge that are interested in learning more about integrating gender and nutrition within agriculture extension services are invited to participate.

**Logistics:** The workshop includes lunch and tea/snacks during breaks. There is no cost to participate in this workshop.

## Appendix B: Sample Pre-Workshop Evaluation Form

### TOT: INTEGRATING GENDER-RESPONSIVE & NUTRITION-SENSITIVE APPROACHES WHEN WORKING WITH FARMER GROUPS ENGAGED IN MARKETS

Name:

Current job title:

Organization

Have you taken any gender training in the past? Yes  No

Have you taken any nutrition training in the past? Yes  No

Have you taken any market or value chain training in the past? Yes  No

How good is your English (speaking, writing and reading)? Fluent  Good  Fair  Poor  None

#### Gender and Nutrition Self-Assessment\*

Question		Rating Scale				
How confident are you in your ability to:						
1	Explain gender issues to others?	Low 1	2	3	4	High 5
2	Recognize gender issues in agricultural activities?	Low 1	2	3	4	High 5
3	Analyze gender issues related to farmer group management?	Low 1	2	3	4	High 5
4	Analyze gender issues related to marketing of agricultural produce?	Low 1	2	3	4	High 5
5	Analyze gender issues related to savings and finance?	Low 1	2	3	4	High 5
6	Analyze gender issues related to technology adoption?	Low 1	2	3	4	High 5
7	Analyze gender issues related to natural resource management?	Low 1	2	3	4	High 5
8	Incorporate gender issues in the design and delivery of training programs?	Low 1	2	3	4	High 5

9	Use your role(s) in extension to identify and challenge gender-based constraints?	Low					High
		1	2	3	4	5	
10	Recognize nutrition issues in agricultural activities?	Low					High
		1	2	3	4	5	
11	Incorporate nutrition issues in the design and delivery of training programs?	Low					High
		1	2	3	4	5	
12	Use your role in extension to improve the nutritional status of all family members?	Low					High
		1	2	3	4	5	

\*Adapted from the self-assessment developed by Amy Sullivan and Sandra Russo.

The **main reason** I am attending this workshop is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU** for taking this survey!

## Appendix C: Sample Post-Workshop Evaluation Form

Name: \_\_\_\_\_ Current job title: \_\_\_\_\_  
 Organization \_\_\_\_\_

### Gender and Nutrition Self-Assessment\*

Question		Rating Scale				
How confident are you in your ability to do the following:						
1	Explain gender issues to others?	Low				High
		1	2	3	4	5
2	Recognize gender issues in agricultural activities?	Low				High
		1	2	3	4	5
3	Analyze gender issues related to farmer group management?	Low				High
		1	2	3	4	5
4	Analyze gender issues related to marketing of agricultural produce?	Low				High
		1	2	3	4	5
5	Analyze gender issues related to savings and finance?	Low				High
		1	2	3	4	5
6	Analyze gender issues related to technology adoption?	Low				High
		1	2	3	4	5
7	Analyze gender issues related to natural resource management?	Low				High
		1	2	3	4	5
8	Incorporate gender issues in the design and delivery of training programs?	Low				High
		1	2	3	4	5
9	Use your role(s) in extension to identify and challenge gender-based constraints?	Low				High
		1	2	3	4	5
10	Recognize nutrition issues in agricultural activities?	Low				High
		1	2	3	4	5
11	Incorporate nutrition issues in the design and delivery of training programs?	Low				High
		1	2	3	4	5
12	Use your role in extension to improve the nutritional status of all family members?	Low				High
		1	2	3	4	5

\*Adapted from the self-assessment developed by Amy Sullivan and Sandra Russo.

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

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The **major benefit to my organization** because of participating in this workshop are . . .

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

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What are your suggestions for **improving** this workshop?

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**THANK YOU** for taking this survey!

## Appendix D: Sample Follow-up Survey Form

**Name of Workshop Facilitators:** \_\_\_\_\_

\_\_\_\_\_

Which **Gender and Nutrition Activities** have you implemented:

\_\_\_\_\_ Leadership Skills in Group Management

\_\_\_\_\_ Who Does What?

\_\_\_\_\_ Agricultural Value Chains

\_\_\_\_\_ Sources of Income and Expenditure of Men and Women Farmers

\_\_\_\_\_ What Goes on a Plate and Budgeting Food Expenditures?

\_\_\_\_\_ Gender-sensitive Technologies

\_\_\_\_\_ Problem Tree Analysis

**How many** people attended your training? \_\_\_\_\_

How many **men**? \_\_\_\_\_

How many **women**? \_\_\_\_\_

**Where did** you conduct your training? \_\_\_\_\_

\_\_\_\_\_

**When** did you conduct your training? \_\_\_\_\_

\_\_\_\_\_

**What** did you do? (Describe the activity) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Reflection:** What went well... and what could be improved? \_\_\_\_\_

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Do you plan to **continue to use** this activity? Why or why not?

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Are you planning to use any of the **other activities**? Please explain.

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Name of Interviewer: \_\_\_\_\_

Date of follow-up interview: \_\_\_\_\_

**THANK YOU** for taking this survey!

## Appendix E: Sample Certificate Template



**Presented to**

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**for successful completion of the TOT**

**for**

**Integrating Gender-responsive & Nutrition-sensitive Approaches when Working with Farmer Groups Engaged in Markets**

**DATE**

**Location**

---

**FACILITATOR NAME**

**Project NAME**

**INSTITUTION**

