



# MAKING EXTENSION AND OUTREACH TRAININGS GENDER SENSITIVE

## Part I

*Hosted by:*

Appropriate Scale Mechanization Consortium (ASMC) and  
Integrating Gender and Nutrition within Extension Services (INGENAES) Project



# MAKING EXTENSION AND OUTREACH TRAININGS GENDER SENSITIVE

Part  
1

**Basics of  
Effective  
Training**

**May 16**  
8:00am CST

Part  
2

**How to Train  
the Right  
People**

**May 21**  
8:00am CST

Part  
3

**Great  
Facilitation**

**May 25**  
8:00am CST

INGENAES tip sheets on <http://ingenaes.illinois.edu/ifta/>

Adapted from Farnworth, C.R. and Badstue, L. (2017). **Enhancing the gender-responsiveness of your project's technical farmer training events**. GENNOVATE resources for scientists and research teams. CDMX, Mexico: CIMMYT.

For more information, visit [www.cimmyt.org/project-profile/gennovate](http://www.cimmyt.org/project-profile/gennovate)



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# OUTLINE

## WHAT?

- Why is being gender sensitive important?

## SO WHAT?

- Why does this matter to you?

## NOW WHAT?

- How can you be gender sensitive in your training events?
- What action steps are you excited to try?

“WHAT”

Why is being gender sensitive important?

\*Type your comments in the chat box

# GENDER BARRIERS IN AG

## Lack access to **land**

- Ownership and tenure

## Lack access to **credit**

- Disparity in the percentage of female-headed households who access credit compared to their male-led counterparts

## Lack access to **inputs and technologies**

- Reason behind differences in yields between men and women farmers

## Lack access to **extension services**

- Cultural attitudes, discrimination and a lack of recognition of women's roles in in food production

## Lack access to **markets**

- Infrastructure and cultural constraints

## Lack autonomy and agency in **decision-making**

- Women have a traditionally limited role

## Have limited education

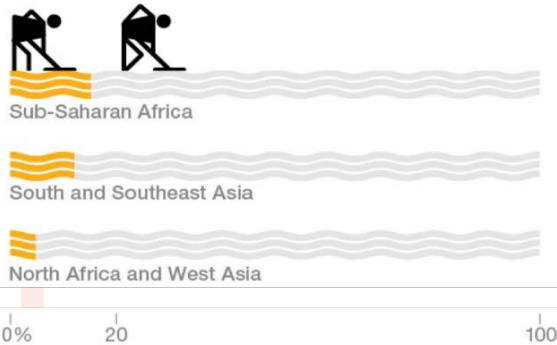
- Less likely to have access to extension services and credit

“SO WHAT ?”

Why does this matter to you? How have gender barriers affected your work?

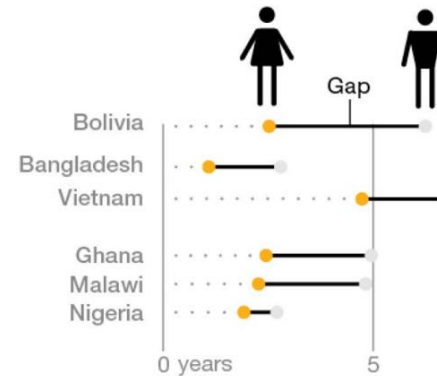
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# SO WHAT?



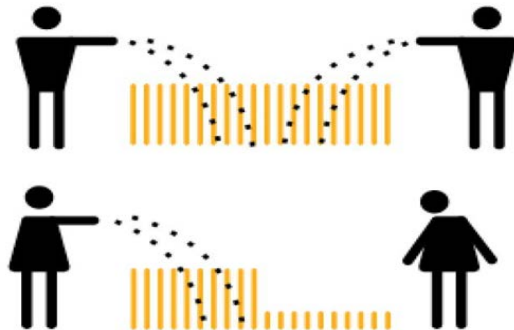
Access to land

Technologies or approaches that require land / land ownership may not always be appropriate for female farmers.



Access to education

Lack of education is a barrier to access information, knowledge and adopt technology



Access to credit

Lack of credit makes it harder for women to access technology or buy inputs like fertilizers



Time & labor

Time is a limited commodity for female smallholder farmers. Solutions should reduce the burden on women's time and labor



# SO WHAT?

- Improve food security & poverty reduction outcomes
- Improve household nutrition, health and education
- Remove discriminatory beliefs and practices

## Development Case



- Improve efficiency of business
- Ensure the flow of quality goods
- Create new business opportunities

## Business Case



“NOW WHAT?”

How can you make your technology and extension trainings gender sensitive?

# POLL TIME!

- Have you held any training events in the past 3 months?
  - Approximately how many men attended the training?
  - Approximately how many women attended the training?
  - Did you face barriers in getting more women into the webinar?
- \* Answer the poll on Zoom!

# MAKING EXTENSION AND OUTREACH TRAININGS GENDER SENSITIVE



Basics of effective training



Great content



Great training approaches



Getting the right people to come



Making sure the right people can come



Creating a supportive community



Getting Great Facilitators



After the Training

# MAKING EXTENSION AND OUTREACH TRAININGS GENDER SENSITIVE



Basics of effective training



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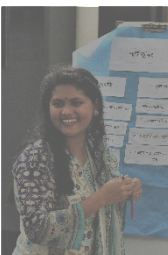
Getting the right people to come



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After the Training

# BASICS OF EFFECTIVE TRAINING



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Make gender-responsive training events fun

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Create leadership and decision-making opportunities

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Treat women as well as men as teachers and innovators

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Walk your talk!

# MAKE TRAINING EVENTS FUN!



Tackling gender and nutrition myths and taboos in Sierra Leone through a fun exercise “Who eats what?”

# MAKE TRAINING EVENTS FUN!





# MAKE TRAINING EVENTS FUN!

- Use discussion and case studies in workshops
- Use innovative methods such as storytelling and role-plays
- Include energizers, songs and dance
- Use activity based learning
  - e.g. collective cooking and tasting events for nutrition training
- Involve community members who can inspire participants.
  - This helps strengthen buy-in from the participants and the community
- Don't put participants on the spot, or as a negative point of reference
- Use liberating structures

# CREATE LEADERSHIP AND DECISION-MAKING OPPORTUNITIES

## Build up women's skills and confidence

- Ask them to facilitate small group discussions
- Ask women to act as note-takers, or make presentations on behalf of their groups
- Ask women to address comments put across by men



# CREATE LEADERSHIP AND DECISION-MAKING OPPORTUNITIES

Create small spaces where everyone's voice can be heard

- Use smaller groups for discussion
- Use daily training reviews where there is space for each person to share, and space to acknowledge their input
- ORID Reflection

**Objective:** What happened?

**Reflective:** How do you feel about what happened?

**Interpretive:** So what? What difference does it make?

**Decisional:** Now what do we do?



# TREAT PARTICIPANTS AS TEACHERS



# TREAT PARTICIPANTS AS TEACHERS

- Find ways to involve, support and highlight women farmers as co-teachers, innovators and as demonstration farmers in field activities.
  - This will help develop their confidence and boost their standing as 'people worth listening to and emulating' in the community

# WALK YOUR TALK!

- Enlist women as trainers
- Having women staff in key decision making positions
- Facilitators should be role models for women and marginalized people's participation, representation and inclusion.



# BASICS OF EFFECTIVE TRAINING



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Make gender-responsive training events fun

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Create leadership and decision-making opportunities

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Treat women as well as men as teachers and innovators

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Walk your talk!

## QUESTION TIME!

In your experience, what was a very memorable training event?

What made it so memorable?

\* Type your responses in the chat box!



# GREAT CONTENT



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Collect information to make your training relevant

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Promote technologies and practices as menus rather than packages

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Promote adaptive capacity

# MAKE YOUR TRAINING RELEVANT

## Case Story: Cassava: Adding Value for Africa project in SW Nigeria and Malawi

- Cassava seen as “women’s crop”
- Men and women are often involved in **different types** of cassava value chains
- In Nigeria, women highly involved in processing Gari and pay fees to use equipment
- Different sets of needs and priorities of women and men in terms of mechanization interventions in relation to their position and participation in respective value chains



# MAKE YOUR TRAINING RELEVANT

Collect information to make your training relevant



- Understand needs, constraints and opportunities of your audience
- Trainers act as “knowledge brokers” in facilitating the teaching-learning process among all types of farmers

# MAKE YOUR TRAINING RELEVANT

## Collect information to make your training relevant

- Find out women and men's **priorities** in relation to the technology or practice you plan to train them on.
- Find out what members of your target group already know, respect that knowledge, and **build on it**.
- Work with the **ideas** of women and men technology users when designing training events.
- Conduct **focus group discussions** with target groups and key informants to develop training content.
- **Pilot** your event before rolling it out

# MAKE YOUR TRAINING RELEVANT



## Persuade Farmers

- Paternalistic & Top-down

## Educate Farmers

- Participatory & Bottom-up

# MENUS NOT PACKAGES

Promote technologies and practices as menus rather than packages

- Examples: d.light “*Find the best d.light for you*” makes solar lanterns essential and affordable for each income segment through a menu of offerings

|                      | Single Function              | Multi Function                          | Power System                 |
|----------------------|------------------------------|---|------------------------------|
| d.light product menu | Study companion for children | Mobile charger by day, lantern by night | Solar home / business system |



# MENUS NOT PACKAGES

Promote technologies and practices as menus rather than packages

- Enable participants to **select from and adapt a range** of technologies or practices
- **Build on** women and men's existing expertise, whilst helping find ways to develop their understanding towards a particular technology or practice.
- Create space for **discussion** around the trade-offs between choices

# PROMOTE ADAPTIVE CAPACITY

## **Case Story:** Sweet potato silage chopping machines in Uganda

- Silage chopper introduced to make ensiling more efficient and reduce drudgery in chopping vines
- Women were afraid to use the chopper due to safety concerns, especially concerned that children would be injured
- Tech developed added a protection cover
- Trainers trained a cohort of community members who would operate machinery and created off-farm employment.



# PROMOTE ADAPTIVE CAPACITY

- Move beyond focusing on the technology or practice itself.
  - Discuss its place in wider change processes affecting the community - climate change, urbanization, *etc.*
- What are the **implications** for the technology or practice you are introducing?
- Ask participants how they think they could **adapt** the technology or practice in the future?

# GREAT CONTENT



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Collect information to make your training relevant

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Promote technologies and practices as menus rather than packages

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Promote adaptive capacity

# WHAT ACTION STEPS WILL YOU TRY?

## BASICS OF EFFECTIVE TRAINING

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- Make gender-responsive training events fun
- Create leadership and decision-making opportunities
- Treat women as well as men as teachers and innovators
- Walk your talk!

## GREAT CONTENT

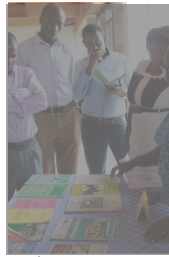
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- Collect information to make your training relevant
- Promote technologies and practices as menus rather than packages
- Promote adaptive capacity

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## QUESTIONS ?



Thank you!

Contact:  
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# ACKNOWLEDGEMENT

The information contained herein is adapted from Farnworth, C.R. and Badstue, L. (2017). Enhancing the gender-responsiveness of your project's technical farmer training events. GENNOVATE resources for scientists and research teams. CDMX, Mexico: CIMMYT.

This derivative and expanded information was developed by CIMMYT staff and partners for the public good. For more information, visit [www.cimmyt.org/project-profile/gennovate](http://www.cimmyt.org/project-profile/gennovate)

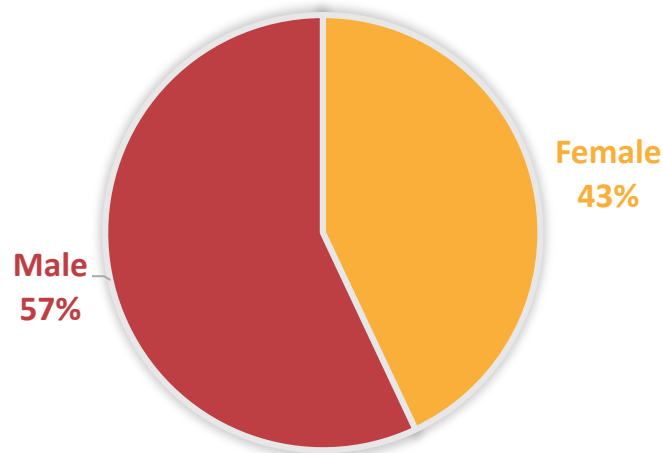
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- Liberating Structure: <http://www.liberatingstructures.com/>



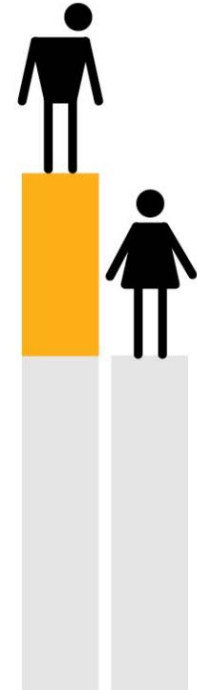
# NUMBERS TELL THE STORY

## AVERAGE AGRICULTURE LABOR FORCE IN DEVELOPING COUNTRIES



Ranges from: **20%** in Latin America  
**50%** in E.Asia and Sub Saharan Africa

## YIELD GAP BETWEEN MALE AND FEMALE FARMERS



Female farmers' yields are **20 – 40%**  
lower than that of male farmers

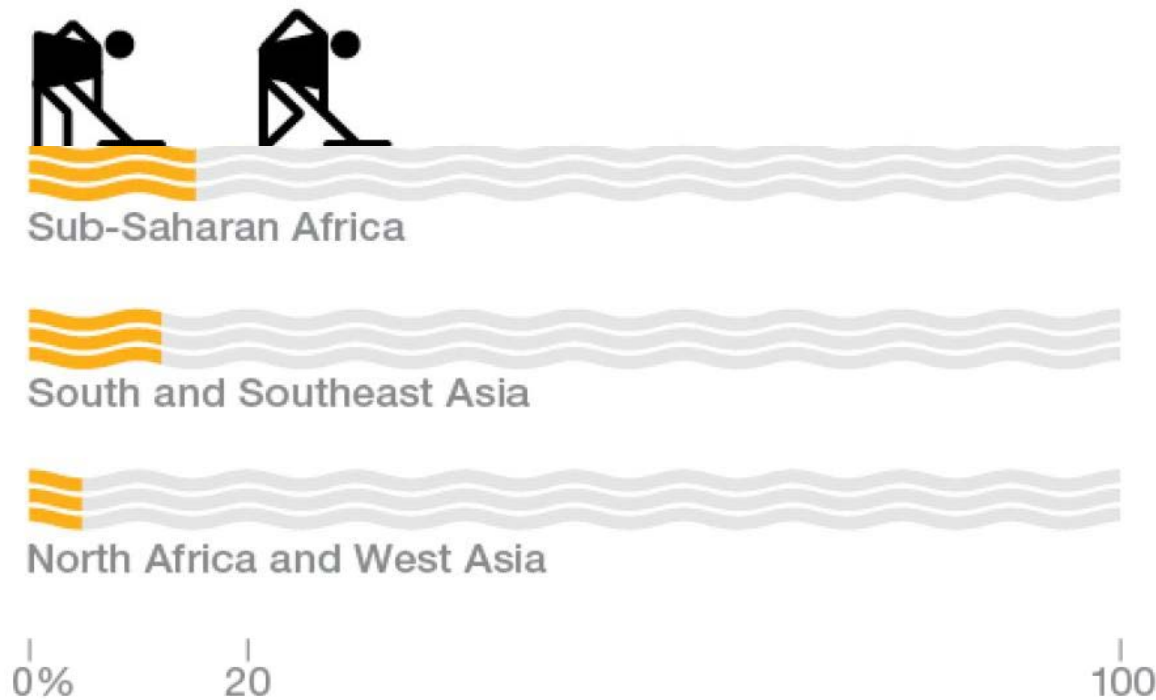
# NUMBERS TELL THE STORY

When authors simulated **equal access to productive resources** such as land, technology, inputs and financial services, then the *gender gap almost always disappears*.

Given equal access to resources as men, women would achieve the same yield levels, boosting total agricultural output in developing countries by **2.5-4%**

# ACCESS TO LAND

Percentage of landholders by gender



## SO WHAT?

Technologies or approaches that require land / land ownership may not always be appropriate for female farmers.

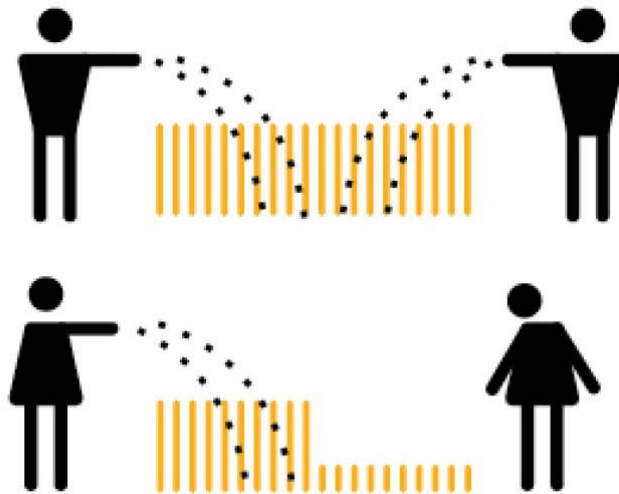
# ACCESS TO FINANCES

In most countries, the share of women with small farms who have access to credit is **5-10%** lower than for men



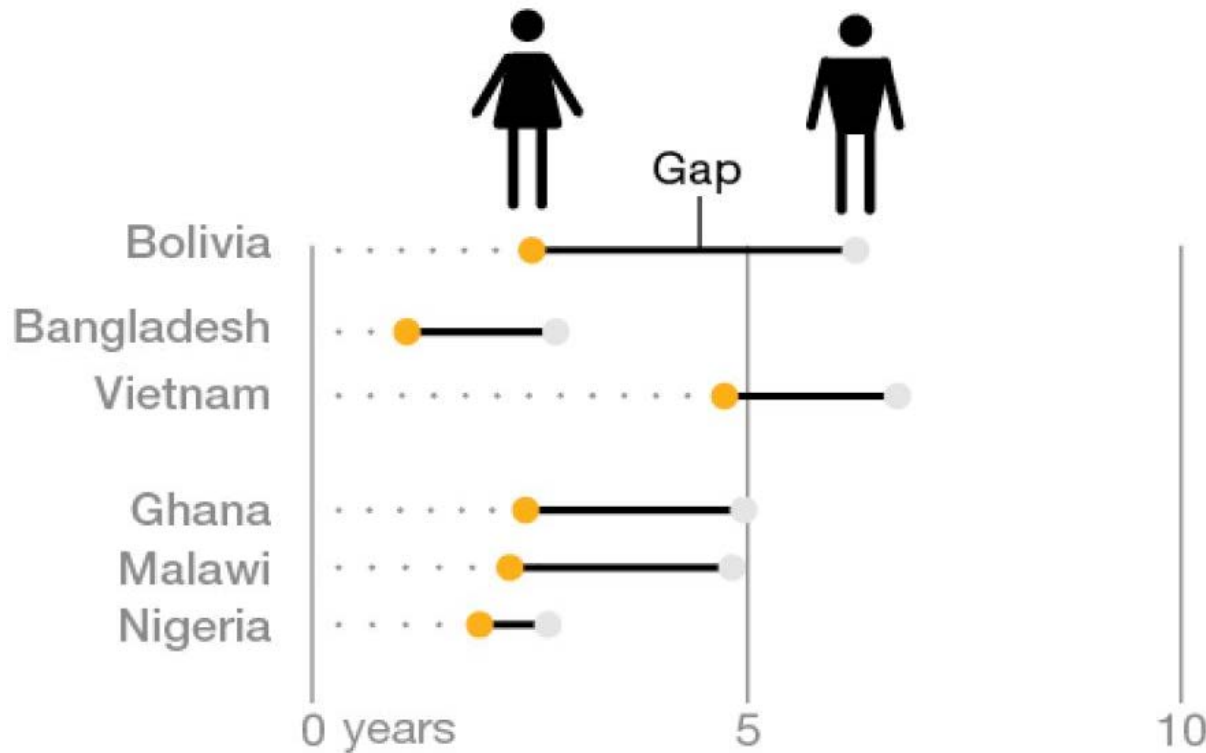
## SO WHAT?

Less access to credit makes it harder for women to access technology or buy inputs like fertilizers



# ACCESS TO EDUCATION

Average years of education of household head



## SO WHAT?

Lack of education is a barrier to access information, knowledge and adopt technology.

In an example in Ghana, successful adoption of technology in the immediate past was a main driver of adoption of new technologies for female headed households

# TIME & LABOR



**50 - 70%** of total labor time is spent on hand weeding



**90%** of this hand weeding time is done by women

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## SO WHAT?

Time is a limited commodity for female smallholder farmers.

Do your solutions reduce the burden on women's time and labor?

# MENUS NOT PACKAGES

Promote technologies and practices as menus rather than packages

- Examples: BRAC – WASH/Sanitation program makes sanitary latrines essential and affordable for each income segment through a menu of offerings

|                  | <b>Non Poor</b>                         | <b>Poor</b>                           | <b>Ultra Poor</b>                                | <b>Shared Latrines</b>                                       |
|------------------|---|---------------------------------------|--|--|
| BRAC WASH brings | Technical support                       | Microcredit for latrines              | Grants for two-pit latrine construction material |  |
| Model of Latrine | Septic tank, brick wall and ceramic pan | Twin pit, superstructure of CGI sheet | Twin pit, superstructure with bamboo wall        | Single pit, super structure with bamboo wall or plastic wall |