



# MAKING EXTENSION AND OUTREACH TRAININGS GENDER SENSITIVE

## Part 2

*Hosted by:*

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





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# 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)

# RECAP FROM WEBINAR I

## 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?

# RECAP FROM WEBINAR I

## 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

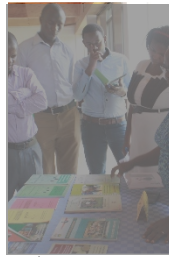
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- Collect information to make your training relevant
- Promote technologies and practices as menus rather than packages
- Promote adaptive capacity

# 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

**POLL TIME!**

**Have you facilitated a training event?**

**\* Respond to the poll on Zoom!**

## QUESTION TIME!

Have you utilized or experienced innovative training approaches in your training events?

\*Type your responses in the chat box!



# GREAT TRAINING APPROACHES



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Ensure the training methodology is right for the participants

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Mind your language

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Create a respectful atmosphere

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Promote flat learning and knowledge sharing structures

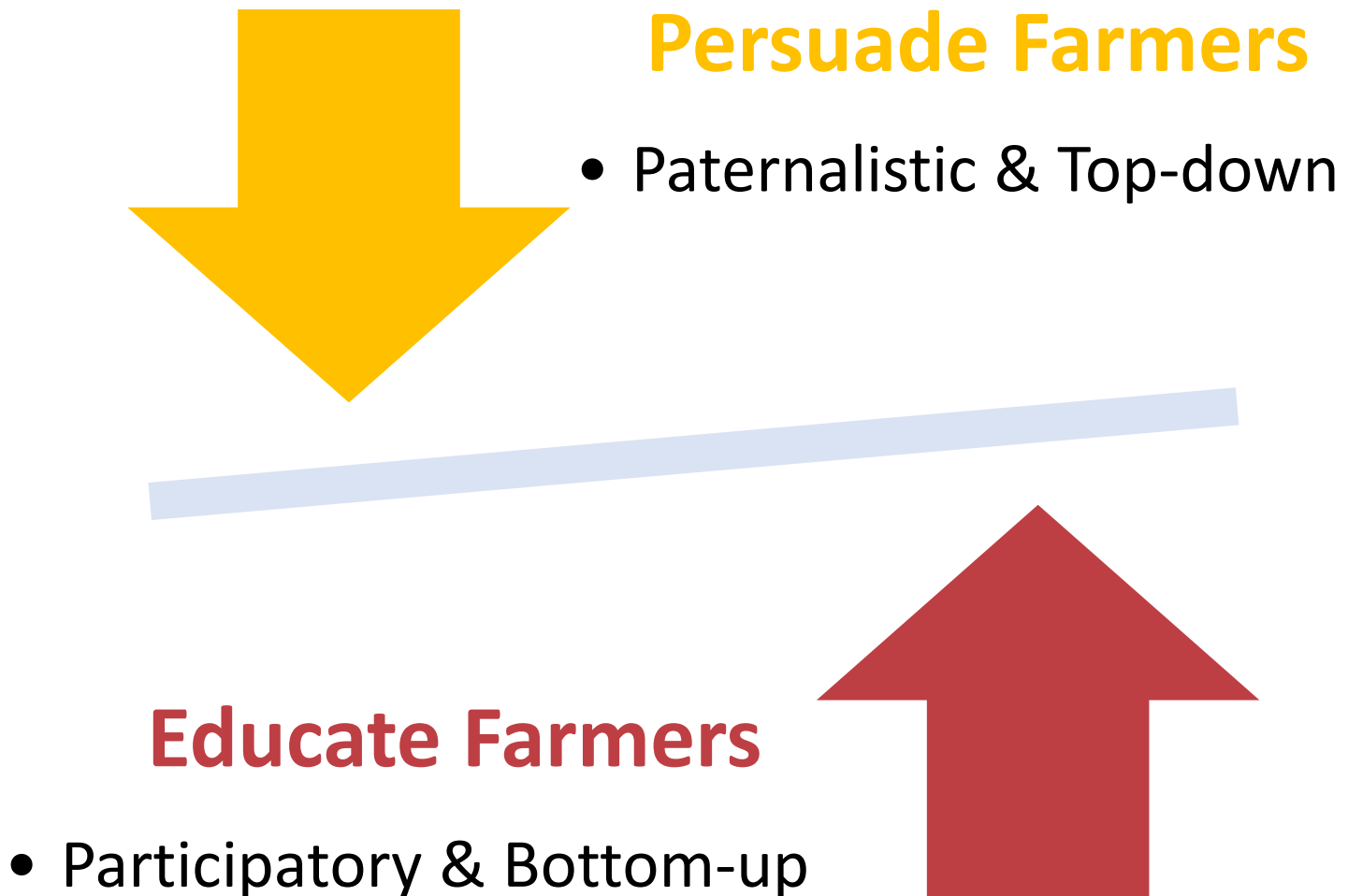
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Foster positive interactions

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Use ICTs, film and media

# ENSURE THE TRAINING METHODOLOGY IS APPROPRIATE



# ENSURE THE TRAINING METHODOLOGY IS APPROPRIATE

## **Demonstrations**

- Use practical, hands on, demonstrations, particularly in the participants' own fields.

## **Learning by doing**

- Using one's own resources helps to promote control over experimental design and encourage experimentation

## **Adult learning principles**

- Active and participatory learning process

## **Visual elements**

- Use visual elements such as pictures, videos, drawings to communicate

# ENSURE THE TRAINING METHODOLOGY IS APPROPRIATE



Helen Keller  
International,  
**Nurturing connections  
for gender equitable  
agricultural  
communities**



INGENAES, Job aid on  
keychain: 7 tips on  
better nutrition and  
health in farming  
households



# MIND YOUR LANGUAGE

- Use the **language spoken** by participants
  - Women in particular may be less fluent in national or international languages.
- Beware of language that promotes **hierarchies**
  - Example usage of 'experts' vs 'trainees'
- Check for gender and other **stereotypes and assumptions** in your training materials



# CREATE A RESPECTFUL ATMOSPHERE





# CREATE A RESPECTFUL ATMOSPHERE

- Encourage people to **respect each other's opinion** however much they may disagree with it.
- Let participants know that the event is a **safe space** for learning and experience sharing.
- Ask participants **not to make fun** of other's well-intentioned comments or repeat unflattering stories outside the workshop.

**Respect & Confidentiality**

# FOSTER POSITIVE INTERACTIONS

## **Create small safe environments**

- Maximum of 4 to 6 people
- Ensure there are at least 2 to 3 women in each small mixed group so they can support each other

## **Encourage group work**

- Encourage equal participation through group work and discussions. Limit speaking time per participant

## **Use role plays**

- Role-playing can be fun way of encouraging debate around potentially sensitive topics

## **Create flat power structures**

- Ensure flat power relationships between women and men in a group setting
- It is better to have equals in a group rather than boss/ workers



# FOSTER POSITIVE INTERACTIONS





# PROMOTE FLAT LEARNING AND KNOWLEDGE SHARING STRUCTURES



Move away from top-down lead farmer models to horizontal ones that promote **group sharing** and learning processes, both within and between groups.



# USE ICTs, FILM & MEDIA

Consider multi-media forms of training such as ICTs, mobile phones, radio, and other media during and beyond the training event.



# GET FEEDBACK

- Ask participants to **commit** themselves to one action immediately after the course and to share these with others
- Use **oral evaluation** techniques such as ORID
- Course evaluation **criteria** should be easy
- Encourage women and men to **comment openly** on the processes of inclusion in the event, the training methods, and the content, of the training.
- **Disaggregate** feedback by gender

# GREAT TRAINING APPROACHES



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Ensure the training methodology is right for the participants

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Mind your language

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Create a respectful atmosphere

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Promote flat learning and knowledge sharing structures

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Foster positive interactions

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Use ICTs, film and media



## QUESTION TIME!

Do you have a set number of women : men participant ratio  
in your training events?

\*Type your responses in the chat box!

# GETTING THE RIGHT PEOPLE TO COME



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Set targets for women participation

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Get technology users and decision-makers

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Use the training event as a change mechanism

# SET TARGETS FOR WOMEN PARTICIPATION

## Targeting is not just about getting a specific number

- Understand gender-related constraints that limit women's participation and the type of support they require
- In some cases women-only training events may be best

## Set targets of at least 30% women's participation

- The national government may set minimum quotas which should be taken as a starting point

## Set a target for young people

- Ensure 50:50 participation between female and male youth
- This sets a cultural expectation which, even when the original participants move on, can be replicated in subsequent training events



# SET TARGETS FOR WOMEN PARTICIPATION

Targeting breakout sessions by gender





# WOMEN IN MALE-HEADED HOUSEHOLDS

- Link women's participation in the training event to the **wider goals of the whole family**.
  - Frame development of women's knowledge and skills within broader goals, centering on achieving the goals the family considers important (for example, health, nutrition and education).



# WOMEN IN MALE-HEADED HOUSEHOLDS

Ensure that direct links between women's contributions and entitlements are made

Build direct associations between women's improved capacity to contribute to the household economy

Build women's right to secure benefits in terms of more equitable food distribution and voice in cross-cutting expenditure decisions

It is essential that the dreams and aspirations of the women themselves, for themselves, is included in this



# WOMEN HEADED HOUSEHOLDS

- Women heads of household are often particularly hard to reach. Struggles include:
  - Lack of adult (often male) labor
  - Weak access to productive resources
  - Poor social capital

**Special effort needs to be made to reach and support such women in training events, and to ensure the content is relevant to them.**



# WOMEN HEADED HOUSEHOLDS



- Work with initiatives to **develop productive resources** of women headed households
  - It is necessary if they are to implement the new technologies effectively
- When such women become empowered they become **role models** because everyone sees that they do not need to negotiate decisions and access to resources with men.



# GET TECHNOLOGY USERS AND DECISION-MAKERS

- Ensure **both** heads of household and their spouse can participate
  - Heads of household are often invited to training events although they may not be responsible for actual technology implementation
- Ensure **women heads of households** are invited and are facilitated to participate actively



# TRAINING EVENT AS A CHANGE MECHANISM

## Use the training as an opportunity to address gender and social inequalities in the community

- Give participants 'homework' questions to reflect upon with their families or on their own. Ask them to share their reflections next day.

## Identify needs of and engage with socially marginalized women and men for the technology

- Meet or call participants prior to the training and encourage them to come.
- Visit marginalized person's homes to see how they are implementing the technologies and give 'on the spot' advice.

# GETTING THE RIGHT PEOPLE TO COME



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Set targets for women participation

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## QUESTION TIME!

What methods have you used to ensure people can attend your training events?

\* Type your responses in the chat box!

# MAKING SURE THE RIGHT PEOPLE CAN COME

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Get the timing right

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Get the budget right



# GET THE TIMING RIGHT

## Example Case Story from Ministry of Agriculture, Zambia

### Farmer Field Schools (FFS)

- Approach used for on-farm activities organized and run throughout the farming season following **every stage of production** in the life cycle of a particular crop variety

### Field days

- One-day events which happen towards the end of the season **just before harvest** to appreciate the undertakings on a demo plot and the mature crop

### Agricultural and Commercial Shows

- Annual events which are organized off the farming season from **May-August** in succession from the camp, block, district, province to the national show; this is where farmers exhibit their produce for technology promotion but especially for marketing purposes



# GET THE TIMING RIGHT

Village field day in rural part of Chirundu District, Zambia



# GET THE TIMING RIGHT

## Making sure the right people can come

- Consider **seasonality** with respect to both women's and men's work
  - Hold training courses when the demands of work are less (Both on their own farms, and potentially as hired labor)
- Communicate with participants on **best times and best venues** for holding training events,
  - Bear in mind women's daily activities and time constraints
- Keep **course timing short** - one to two hours is probably just right

# GET THE BUDGET RIGHT

## Example Case Story from Ministry of Agriculture, Zambia

- **Cost sharing to promote a sense of ownership**
  - The trainer or organization agreed on what costs would be covered by the farmer (e.g. labor, utensils), and what costs would be covered by the trainer (e.g. food supplies)
- **Plan training in consultation with host/lead farmer**
  - Estimate expected participants/farmers
  - Choose activity venue: Central and easily accessible or provide transportation
  - Labor: Break down of various tasks (e.g. cooking)
  - Food Items/Supplies: Refreshments, snacks and water

# GET THE BUDGET RIGHT

Addressing gender and social inequalities can cost extra effort and money. Ensure they are budgeted for.

## Location

- Training events should be located within villages or within easy reach of women's homes.

## Childcare

- To ensure young mothers can come, childcare may need to be provided
- Should childcare not be possible or welcomed, make it clear that breast-feeding mothers, and toddlers, are welcome to attend training

## Sanitation facilities

- Adequate sanitation facilities are crucial to the participation of women, and of participants with disabilities.

## Food

- Provide light refreshments to keep up energy levels and encourage group building.
- Tip: Pay local women to provide refreshments and meals.



# MAKING SURE THE RIGHT PEOPLE CAN COME

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Get the timing right

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Get the budget right





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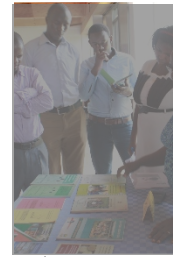
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**QUESTIONS ?**

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Basics of effective training



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After the Training



Thank you!

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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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