



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 in Mid-west & Far-west Regions of Nepal

Activity Sheet
June 2016

Leadership Skills

Time:

1 – 2 hours

Materials Needed:

- Flipchart papers – 1 to 2 pieces for each small group
- Flipchart with title of activity and objectives listed and with instructions: red for women, blue for men, green for both
- Masking/scotch tape
- Markers or crayons: Blue, Green, and Red for each group



Introduction

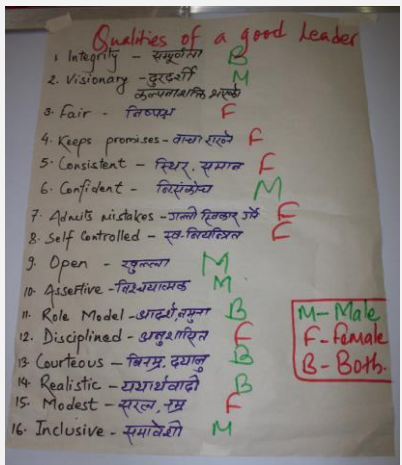
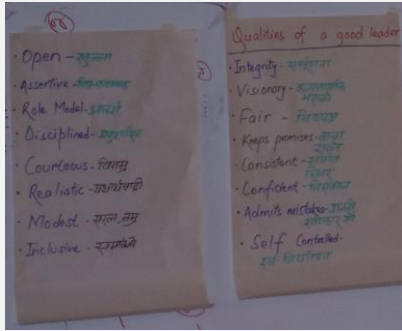
Every functional farmer group needs good leaders, that are chosen by members and are accountable to the members for their actions. Through their positive influence, leaders have the ability to connect the individual goals of each member to the broader goals of the group, by motivating members to work together to achieve certain goals. Studies have shown the importance of women's empowerment to improved nutritional outcomes through greater decision-making in the household. Therefore, building leadership skills within farmer groups could improve women farmer's ability 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 to understand the factors that hinder women's participation and influence on decision making processes.

Objectives

- ✓ *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*
- ✓ *To understand the impact of gender stereotypes on women's decision-making roles and participation within farmer groups.*

Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Ask the participants to face a partner to their right to form pairs. Ask them to introduce themselves and then discuss with their partner the leadership skills they feel they already possess as well as the traits they would like to develop and how they might do so. **(15 minutes)**
- 3) Give each group flipchart papers and markers or crayons. Ask the groups to list all the leadership qualities that are important and useful to successfully manage a farmer group **(30 minutes)**



4) When the list has been completed, ask each group to complete the following activity. **(5 minutes)**

Circle and total the leadership qualities that generally a woman possesses with a **red** marker.

Circle and total the leadership qualities that generally a man possesses with a **blue** marker.

Circle and total the qualities that either a woman or man possesses with a **green** marker.

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

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

What effect does gender stereotypes have on opportunities for leadership and decision-making roles for women members of farmer groups? and for men farmers?

What effect does 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 type of trainings?

What are the implications of unequal distribution of leadership roles and participation between men and women within farmer groups?

In what ways can decision-making roles within farmer groups become more equitable or balanced among all 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?

Now What?

Putting the activity into practice. Ask the participants to return to their small groups and discuss how they see themselves using this activity in the field by responding to the following questions, ensuring that every group member has the opportunity to provide his or her response:

- As the trainer, in what **ways** and with what **audiences** could you implement this activity?
- What **changes** might you need to make to the activity?

Ask each small group to share **one idea** from their discussion with the whole group. **(20 minutes)**

References

“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>



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