



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

What Goes on the Plate?¹

Time: 2 hours

Materials Needed:

- Flipchart with activity title and objectives listed.
- Flipchart paper
- Markers or crayons
- Masking/scotch tape
- Illustrations of nutritional guidelines in local language
- Flipchart with two columns: Nutrition Insecure/Nutrition Secure



Introduction

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 affect household's nutritional status through improved food access. Consequence 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.

Objectives

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

Steps

- 1) Review title of activity, objectives, with brief introduction.

¹This activity is adapted from the original activity outlined in INGENAES 2015 by Jan Henderson. This version is adapted to fit the TOT's module focusing on importance of financial skillsets in farmer groups, within the socio-cultural context of rural Nepal.



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INGENAES
Integrating Gender and Nutrition
within Agricultural Extension Services

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- 2) Divide participants into **4** groups by having each participant take a number from one to four, and assign each group a separate work station. Make adjustments 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)**
- 4) Invite a representative participant from each group to come forward and briefly share their drawings. Assess the drawings based on the “correct” components of a nutritionally balanced diet. Identify what is missing from the drawings. **(30 minutes)**
- 5) 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?

- 6) Ask the participants to return to their group 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 5 family members - a mother, father, two children, and a mother-in-law, has only Rs. 200 to spend on groceries for one day, what would 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 5 years

Group 4 – Family with two school-going children

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

What was most difficult in selecting nutritious food 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?

In what ways can typical rural households become more



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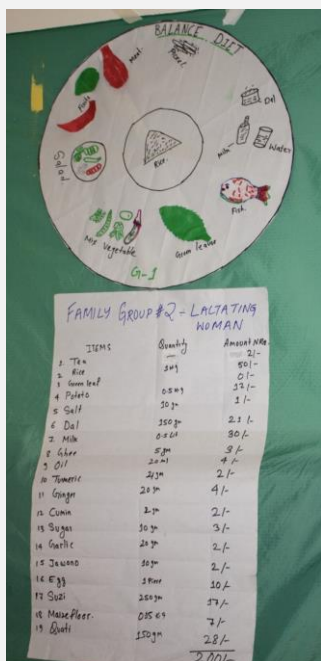
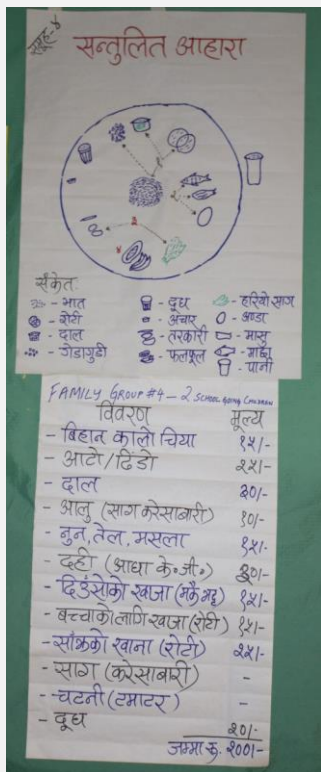
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Prepared by Jan Henderson, University of Illinois and Bhawna Thapa, University of Florida

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



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?

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)**

Food-based dietary guidelines (FAO 2013)

- “Eat a well-balanced diet with a variety of foods at each meal.
- Consume moderate amounts of oils and fats.
- Limit salt intake and condiments and use only iodized salt.
- Consume less sugar, sweets or sweetened drinks.
- Drink plenty of water daily.
- Consume safe and clean foods and beverages.
- Maintain desired body weight through a balanced food intake and regular physical activity.
- Practice healthy lifestyle with right cooking and healthy eating.
- Eat additional food during pregnancy and lactation.
- Practice exclusive breastfeeding for 6 months and start adequate complementary foods in time.”

References:

FAO (2013) Food Based Dietary Guidelines – Nepal. The Food and Agriculture Organization of the United Nations.

<http://www.fao.org/nutrition/education/food-based-dietary-guidelines/regions/countries/nepal/en/>

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Verhart, N., A. van den Wijngaart, M. Dhamankar, K. Danielsen (2015) Bringing Agriculture and Nutrition Together Using a Gender Lens. Royal Tropical Institute (KIT) and SNV. Available at <http://bit.ly/1SIEWBc>



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