



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

Who Does What?

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

It is important to examine “who does what” on a daily basis in the home, on the farm, and in the community so one 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 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 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 a method for conducting a preliminary gender analysis.

Objectives

- ✓ To identify who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community.
- ✓ To analyze the implications of unequal distribution of daily activities and ways of encouraging more balanced participation among all farmer group members.

Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) Divide participants into **six** groups by having each participant 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)**

1 This 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 farmer group management within the socio-cultural context of rural Nepal.



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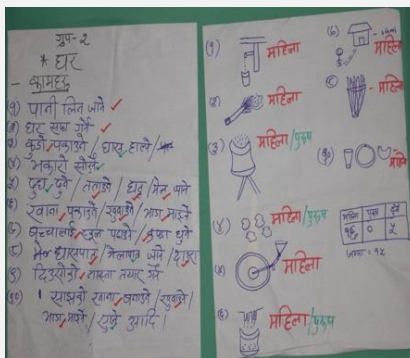
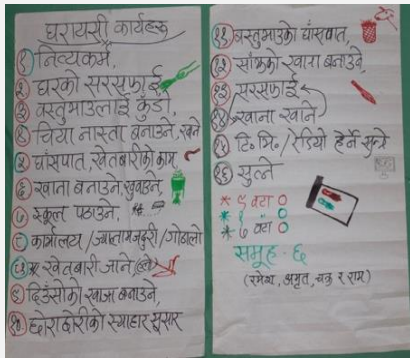
Assign the groups as follows:

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.

- 3) Give each group one to 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

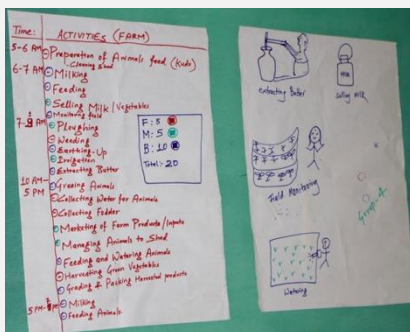
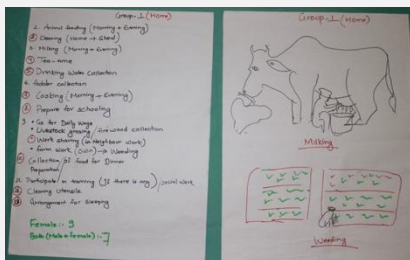
- Cleaning the house
- Feeding the family
- Preparing and cooking meals
- Gathering firewood or fuel
- Getting water
- Making repairs to the house
- Bathing children

Farm

- 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



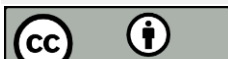
- 4) When drawings are finished, ask each group to complete the following activity. (5 minutes)

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.

- 5) Have each group display their drawing on the floor or taped to the wall. Ask two groups that worked on similar categories to come



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forward and give a brief presentation. **(5 minutes)** 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)**

Who is performing the majority of the activities? (Division of labor - equitable v. 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?

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

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

Tips for Conducting a Gender Analysis at the Activity or Project Level <https://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf>



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Integrating Gender and Nutrition within Agricultural Extension Services)

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