



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Integrating Gender and Nutrition within Agricultural Extension Services



Institutional Review and Planning Framework

for Integrating Gender and Nutrition within
Agricultural Extension Services

- **Workbook** -

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University of California, Davis*

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Vision for Members

<p>Who are the participants in your assistance service as you first engage them?</p> <p>Characteristics (for example):</p> <ul style="list-style-type: none">• Age and gender• Housing conditions• Business• Lifestyle, and• Social relationships• Other <p>Focus especially on differences between male and female participants and their distinctive characteristics</p>	<p>Participants <u>5 years later</u></p> <p>What concrete changes is your organization trying to achieve in the lives of participants?</p> <p>Be specific and think of the ultimate “ends” you wish to achieve. Again, focus especially on how this might look differently for men and women.</p>
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Identify Goals Embedded In a Mission and Translate These Goals into SMART Objectives

A. Write the mission of your organization here (add any useful notes from the Vision for Participants activity).

B. Identify the goals embedded in your mission by answering the following questions.

<i>Goals</i>		
Reaching participants	➤ Who will your organization reach?	<i>Specify sub-groups and how you think about reaching men and women differently</i>
Meeting participants' needs	➤ How will your organization meet the needs of your clients?	<i>Consider how nutritional support might be a part of the services you provide</i>
Change in participants' lives	➤ What positive changes will your organization contribute to in the lives of your participants? (What are the ultimate ends you want to achieve?)	<i>Think about how you might answer this differently for men and women and how you might include nutritional outcomes</i>



C. Now that you identified the goals imbedded in your mission, translate these goals into SMART objectives. Actively use the Competency Framework to set objectives and consider focal activities related to gender-responsive, nutrition-sensitive extension services.

Note: Do not confuse objectives with activities. For example, an organization may say that its objective is to create a training module to explain the importance of hygiene. However, creating the module is really an activity. The objective of the activity is to encourage people to adopt practices that reduce disease transmission.

Goals	Objectives Specific, Measurable, Achievable, Relevant and Time-bound
Reaching target clients:	Think about including men and women in distinct ways or an objective for each
Meeting target client needs:	Think about including men and women in distinct ways or an objective for each. Think about nutritional needs.
Change in target clients' lives:	Think about adding a specific objective related to integrating nutrition into the change or adding an objective related to it.



Assessing Your Current Training Efforts

Use the following table to assess your current training efforts by answering yes or no (or not applicable—NA) to the following statements. For any statements for which you state “no” write some notes to yourself about help you might need in this area. Feel free to write notes also for statements for which you wrote “yes” as well to note areas of strength in your organization.

Checklist Statements ¹	Yes / No / NA ²	Comments/Needs
You have a clear training plan that intentionally matches participants needs with the topics you offer and you plan ahead with clear goals in mind		
Extension agents AND participants are clear on the purpose of the training and the expected outcomes		
Extension agents prepare well to avoid wasting time and demonstrate a commitment to give the participant what s/he needs		
Adequate materials are provided to all participants		
Learning is two-way to allow the participant to enter into a dialogue with the extension agent and with other participants		
Participants are given an opportunity to draw on their own knowledge and experience and share it during the training.		
Participants get involved through discussion, small groups and learning from peers		
Visuals are used to support the verbal presentation.		
When appropriate, participants are given an opportunity to practice new skills		
Participants are encouraged to ask questions and clear answers are given when they do		
Extension agents show respect for participants		
Extension agents routinely praise participants for even small contributions		
Participants feel safe to participate in that their ideas and contributions will be valued—that they will not be ridiculed or belittled.		

¹ These statements are about what is generally true or not true about your training events.

² **Yes** —this statement characterizes our training; **No**—this statement does not characterize our training (or **NA** for not applicable to us)



Assessing the Support You Provide to Extension Staff

The following questions concern the signaling and support you provide to extension staff who work directly with communities. Use the space to the far right to make any notes to yourself about successes you have or changes you need to make in the area in question.

Support you Provide to Field Staff		
Signaling Questions	Yes/No	Notes or Comments
When we recruit people for extension positions we provide clarity on the role they will play and how critical it is to the success of the organization		
We have clear position descriptions for extension staff that details the tasks they will accomplish		
We have clear criteria we use to target and select extension workers		
We have clear ways to show, tell and regularly remind extension workers how their work helps the organization accomplish its mission		
Field workers know who they can turn to for help and who will be supervising and supporting them		
We have an initial extension worker training or apprentice program that outlines clearly the tasks extension workers will carry out.		
Both extension workers and those who supervise them know the standards by which extension workers work will be judged		
Supervisors are trained to support extension workers and go through training with them to build trust		
Supervisors have a schedule that permits them to spend time observing and then providing feedback to extension workers		
The organization sets up specific times when extension workers can provide leaders with input on how things are going in the extension		
Supervisors use extension observations to develop and enhance refresher training based on observed extension worker needs		
Supervisors reinforce in the extension the things that extension workers learn in trainings		



Support you Provide to Field Staff		
Support Questions		
Pay for extension workers matches local market opportunities they might otherwise take advantage of		
We have a clearly defined set of non-financial incentives or process for recognizing extension workers that represents a real value to them		
We have clear policies on hand to guide extension workers in their work		
We provide resources so extension workers can easily move to and around extension locations in efficient ways		
We have adequate ways for extension agents to contact leaders if they encounter problems in the extension		
We have policies on how to manage conflicts that might arise among extension workers or between extension workers and supervisors or others in the organization		
We provide all the supplies (paper, pens, materials, forms, etc.) that extension workers need to do their jobs in the extension		
Field workers' schedules permit them enough time to get from place to place to be with groups		
We have written policies on how we will help extension workers deal with problems when they arise in groups.		

One action we will take to improve signaling and support to extension staff:



Reflection on Partners and Collaborators

- In the blank area develop your own diagram like the one we did as a group drawing all the relationships at the local levels where you work. Please label the various actors as either being positive or difficult relationships (this information is just for you).
- For those that are difficult, think about what they want or need and what you want and need in a potential collaboration. Use the space at the bottom of the page marked “Creating Clarity” to begin to apply the principles of negotiation by stating in clear terms how you want to approach one organization or person with whom you have a difficult relationship to state your needs.

Creating Clarity (naming your needs)



Reflection on Focusing Programs Around Gender and Nutrition

Look again at your mission and SMART objectives and ask yourselves what programmatic areas you would focus on if you were forced to choose only 2-3 in terms of work with communities in a gender- and nutrition-sensitive way. This is an opportunity for you to really consider what is most critical to accomplishing your mission through gender- and nutrition- sensitive extension services. Write up to three programmatic focus areas.

Focus Area 1:

Focus Area 2:

Focus Area 3:



Two to Three Month Action Plan

Please use the form below to note specific actions you will take in the coming two to three months. Note the date by which you hope to accomplish the action and who will be responsible for it.

Details of the Action to Take (with a focus on Gender- and Nutrition-Sensitive Actions)	Date by Which Action will be Taken	Person or People Responsible for the Action

