



FEED THE FUTURE

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

Integrating Gender and Nutrition within Agricultural Extension Services



Integrating Family Dynamics into Agricultural Extension Activities

A Facilitator's Guide

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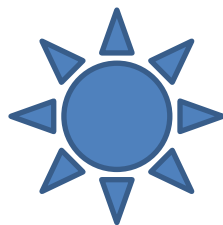
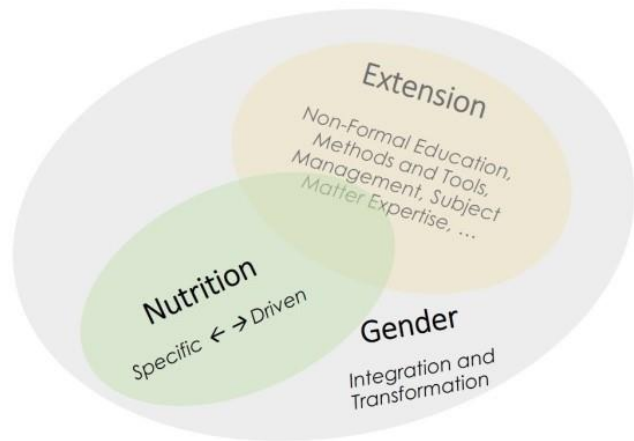
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Introduction

This facilitator's guide has been prepared for public, private, and NGO extension providers to strengthen their capacity to address the integration of family dynamics and nutrition in designing and facilitating workshops and trainings for men and women farmers. The guide is a template...a framework for facilitators to adapt and modify to their distinct cultural and agricultural settings as they increase their understanding of integrating gender and nutrition into existing agricultural extension programming.

The guide is organized by a series of sessions. The sessions have been developed with a Training of Trainers (TOT) focus to encourage a multiplier effect with participants sharing the knowledge and skills within their individual organizations. Each session has the following components:

- Instructions to participants explaining what the workshop participants are doing during each session...written *in italics* as if the facilitator is talking directly to the participants.
- The estimated time for the session.
- The materials needed for the session.
- The reason why the session is included in the workshop- the Session Focus.
- Notes that outline what the facilitator needs to be doing during the session ...with questions and comments for participants are written *in italics*.
- The guide assumes that two people will be facilitating the workshop alternating between sessions. While one person is facilitating a session, the other person is capturing participants' responses and/or notes on what to improve for future workshops.



Sample Workshop Announcement/Flyer

Integrating Family Dynamics into Agricultural Extension Activities

When: May 29-May 30, 2017

Where: Santa Rosa de Copán, Honduras

Who: Private, public, and NGO extension providers who work directly or indirectly with women and men farmers.

Why: To provide practical, action-oriented tools and exercises extension providers can use in the field to promote family equity related to nutrition and agricultural production.

What For: During the workshop, the participants will:

- Explain why understanding family dynamics and the roles of men and women within household and agricultural settings is important for extension workers.
- Explain why knowing different approaches to doing agricultural extension work is important, and how you might incorporate gender and nutrition into these.
- Create an agricultural value chain focusing on integrating family dynamics and nutrition issues.
- List the components of a nutritionally balanced meal.
- Understand intra-household food consumption patterns and why gender is important .
- Examine specific ways to incorporate gender and nutrition into existing extension approaches, and develop a personalized work plan to do this.

Sample Workshop Agenda

Day #1

- 9:00 am Welcome - Workshop Overview & Logistics
- Session #1: Introductions - *using different participatory techniques*
- Session #2: “Gendered Statistics”- *an opportunity to discuss relevant gendered statistics from the country and their importance to agricultural extension*
- BREAK
- Session #3: “Day in the Life of your Household” - *identifying and examining who in a “typical” rural household does the daily jobs in the home*
- Session #4: “Nutrition Statistics” –*an opportunity to discuss relevant nutrition statistics from the country and their importance to agricultural extension*
- 12:00 LUNCH
- Session #5: “What Goes on the Plate?” -*understanding the basics of balanced nutrition and its importance to the family*
- Session #6: “Who Gets What to Eat” – *understanding how family dynamics affect intra-household food consumption patterns*
- 5:00 Session #7: “Daily Wrap Up” -*interactive summary of the day’s learning*

Day #2

- 9:00 am Session #8: “Review of Day 1” -*interactive review of the previous day*
- Session #9: “Agricultural Statistics” – *an opportunity to discuss relevant agricultural statistics from the country and their importance to agricultural extension*
- Session #10: “Integrating Family Dynamics into Agricultural Value Chains” - *understanding family dynamics in a typical agricultural value chain and how it can be influenced by extension services*
- BREAK
- Session #11: “What’s Your Approach?” - *examining and discussing different approaches to agricultural extension and how they could be adapted to integrate gender and nutrition*
- LUNCH
- Session #12: “Incorporating Gender and Nutrition into Extension Training Approaches” – *individuals develop individual work plans to integrate gender and nutrition into their work*
- Session #13: ORID and encouraging participants to take the workshop learning to a wider participants to identify concrete “next steps” to take the workshop learning into their work
- Workshop Wrap Up - *certificates and reference materials distributed*

Sample Pre-Workshop Evaluation

“Integrating Family Dynamics into Agricultural Extension Activities”
Pre-Workshop Assessment

Rate your **ability to complete** the following activities using the following scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not At All

- ___ **Explain** why examining the roles and responsibilities of men and women within household and agricultural settings is important for extension workers.
- ___ **Analyze** family dynamics and **describe** the impact they have on agricultural programming.
- ___ **Create** an agricultural value chain focusing on gender and nutrition issues.
- ___ **List** the components of a nutritionally balanced meal.
- ___ **Examine** ways to encourage more equitable intra-household food consumption patterns.

The **main benefit** I want out of this workshop: _____

Ways in which I am **currently addressing** gender and nutrition in my work: _____

Sample Post-Workshop Evaluation

“Integrating Family Dynamics into Agricultural Extension Activities”
Post-Workshop Assessment

Rate your **ability to complete** the following activities using the following scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not At All

- _____ **Explain** why examining the roles and responsibilities of men and women within household and agricultural settings is important for extension workers.
- _____ **Analyze** family dynamics and **describe** the impact they have on agricultural programming.
- _____ **Create** an agricultural value chain focusing on gender and nutrition issues.
- _____ **List** the components of a nutritionally balanced meal.
- _____ **Examine** ways to encourage more equitable intra-household food consumption patterns.

The **best parts** of this workshop were:

The **major benefit to my organization** because of participating in this workshop is:

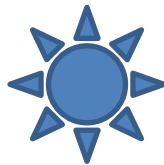
A **key insight** or **new learning** I gained from participating in this workshop is:

Two or three things to **make this workshop better** in the future would be:

THANK YOU!

Expectations of Workshop Facilitators

1. Provide registration materials, including a tentative agenda, prior to the workshop.
2. Be prepared, organized, and equipped for each day of training while at the same time being flexible when the need arises.
3. Respect the different opinions, varying levels of experience, diverse learning styles, and unique contributions each participant brings to the training.
4. Be fellow learners during the workshop. . .learning from and with the participants.
5. Conduct follow-up activities with participants to discuss the transfer and impact of knowledge, skills, and attitudes gained at the workshop.
6. Be receptive to suggestions for improving workshop sessions to meet the needs of future participants.



Expectations of Workshop Participants

1. Actively participate in all workshop sessions and be open to a variety of learning methods and techniques—some which may be beyond participants' comfort zones or interests.
2. Respect the diversity of opinions and experiences other participants bring to the workshop.
3. Attend all workshop sessions.
4. Share the knowledge and skills gained at the workshop with colleagues.

Integrating Family Dynamics into Agricultural Extension Activities

Day #1

Welcome, Workshop Overview & Logistics

Session #1: Introductions

Time: 15-25 minutes

Materials: Photo cards halves if using second exercise

Session Focus: *Introducing participants using a participatory methodology.*

Activity - choose one:

- a) "Favorite Animal" Have all the participants form a large circle. Pick one participant to come to the center of the circle and give their name, position, name of their organization, and their favorite animal. Let them choose the next person to do the same until all participants have come forward and introduced themselves.

"Photo Cards" Place prepared halves of photos in each participant's seat in advance of the workshop starting. Have participants find the other half of their photo and introduce themselves to the other participant with their photo half. Find out your partner's name, position, and one thing people don't know about them to introduce to the group.



Facilitator's Note: Select a variety of simple illustrations or photos showing men and women at work around the world and cut them in half. Mix up the photo halves and distribute one photo half to each participant. Have each participant "find" their other photo half and pair up participants by photo pieces. In pairs, participants answer the above questions about each other.

Session #2: “Gendered Statistics”

Time: 30 minutes

Materials: Gender statistics relevant to the country

Session Focus: *During this session, participants will listen to someone read a gender statistic from that country and have a facilitated discussion about its significance to their work.*

Activity: Using the landscape studies that are available on the INGENAES website (<http://ingenaes.illinois.edu/>), create a list of gender statistics similar to those found in Appendix 3 for your selected country. Print the statistics and cut into strips of paper that can be passed to participants to read. Randomly select six participants to read their statistic out loud, and discuss the implications of the statistic as it relates to the following questions:

- 1) *How are women and men affected differently in this statistic?*
- 2) *Are there ways to change this statistic? How?*
- 3) *How does gender inequity affect your work as it relates to this statistic?*

Session #3: “Day in the Life of your Household”

Time: 60 minutes

Materials: Flip chart, markers, “props” for participants to assume household characters

Session Focus: *During this session, we will be identifying and examining who in a “typical” rural household does the daily jobs in the home. If you have more time, you could also include who does what on the farm, and in the community.*

Activity: Break into small groups (5-6 people/group). Have each group develop a role play based on a “typical” day in the group’s household. In this case, the gender roles will be reversed and the men will be women, and vice versa. As you develop the activity, focus on who does what in the household. Allow 15 minutes for role play preparation.

Groups will present their role play to the larger group using a “Fish Bowl” approach (the participants who are not performing will make a larger circle around those who are performing and then reverse.) The facilitator debriefs what participants observe and captures responses on flip charts at the end of all role plays. Allow 5 minutes/group for the role plays.

Questions to ask participants:

- 1) *Who does the majority of work in the household? Outside the household?*
- 2) *What roles do women play in their daily lives besides caring for children and cooking?*
- 3) *Which activities are the most physically demanding?*
- 4) *Who decides who does which role?*

Facilitator’s Note: Highlight the “Exploring Gender Myths” Activity Sheet

(<http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-3-Exploring-Gender-Stereotypes.pdf>)



Session #4: “Nutrition Statistics”

Time: 30-45 minutes

Materials: Cards with statistics and facts related to that country’s nutrition, tape, flip chart, markers

Session Focus: *This session presents statistics related to nutrition in rural communities in the country to generate discussion around key issues and identify opportunities for integration.*

Activity: Randomly select six different participants and have each participant read out loud the fact or statistic taped underneath their seat related to nutrition issues in the Feed the Future zone of that country (or other selected region). After all facts are read, the facilitator will ask participants the following questions. Capture any key findings on a flip chart.

1. *What facts or statistics surprised you?*
2. *What facts or statistics did you already know?*
3. *How do these facts or statistics relate to your field experience?*

Facilitator’s Note: *Prepare one fact or statistic in advance by writing on a small card and taping to the underside of each participant’s chair. Use references in the INGENAES Landscape Studies (or other appropriate country resources for nutrition). Appendix III has an example of statistics on Honduras.*

Session #5: “What Goes on the Plate?”

Time: 60 minutes

Materials: Half sheets of paper, markers and flipchart paper

Session Focus: Recognize the consequences of poor nutrition, and increase the nutritional awareness of the importance of dietary diversity when planning and facilitating extension programs.

Activity:

Ask participants to find a partner to work with...someone they don’t know very well. Have the pair join another pair to make a group of four. Allow the groups approximately 10 minutes to draw a picture of a nutritionally balanced meal (choose lunch) they would normally eat. When they are finished, ask them to draw the same meal for a typical rural household they might work with (10 minutes). Have one person from each group post the drawings on the sticky wall and briefly present their plates of food.

Bring the smaller groups back together in a large group to debrief. Use an illustration of “Food Guide of Honduras” (or similar illustration from the appropriate country) and a flip chart paper divided into four, big, equal squares with “Carbohydrates” in one square, “Protein” in one square, “Fats” in one square, and “Vitamins/ Minerals” in the last square. Ask participants to determine what squares their group’s plates fall into. For example, if the plate has rice on it, that would be a “Carbohydrate”. Discuss macro/micro nutrients; dietary diversity; nutrient-dense foods; and gendered consumption patterns.

Facilitator’s Note: Debrief the participants with the following questions:

What is a balanced diet?

Do the families we work with eat a balanced diet? Why or why not?

Who needs the most nutrients in a typical household? Does the distribution of food normally consider this?

Highlight the activity sheet in the INGENAES website: <http://ingenaes.illinois.edu/wp-content/uploads/INGActivity-Sheet-2016-6-What-Should-Go-on-the-Plate.pdf>



Session #6: “Who Gets What to Eat?”

Time: 60 minutes

Materials: A big dish filled with uncooked rice; a range of vegetables or pictures and drawings of vegetables; three eggs or stones to represent the eggs; drawings of dried fish or other types of meat typical for the area; six small dishes or plates; signs indicating roles: husband, wife, mother-in-law, father-in-law, eldest daughter, youngest son, small daughter.

Session Focus: Participants examine inequalities based on gender and position within a household and the potential impact of such inequalities on the type and amount of food each family member receives.

Activity:

Divide participants into smaller “family units” (5-6 people/family) by counting off 1 through 5 or 6. Have all the 1’s form a family, etc. Create a typical rural family that is familiar to everyone by asking for volunteers to come forward and giving each a sign indicating their role:

- Husband
- Mother-in-law
- Father-in-law
- Eldest daughter
- Youngest son
- Youngest daughter
- Wife

A female participant takes the role of the wife. Ask the wife to invite her family to sit down so that all participants can see them and place an empty dish in front of each. Explain that it is dinnertime and the wife has prepared rice, vegetables, eggs, and some fish (or other culturally appropriate food items). Have the “wife”

divide the available food into what each member would typically eat. Allow about 15 minutes for this part of the exercise.

When all the families have assigned the available food, have all participants walk around and look at the plates and what is placed on each plate.

Facilitator's Note: Debrief the exercise with the whole group using the following questions:

Why do some family members get more food than others?

Who decides how much and what each family member will get to eat?

What are the short and long-term consequences of eating a nutritionally unbalanced diet, especially for young girls and pregnant/lactating women? The outcomes of chronic under nutrition?



Highlight the INGENAES activity sheet “Who Eats What” <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-5-Who-Eats-What.pdf>

Session #7: “Daily Wrap Up”

Option A

Time: 30 minutes

Materials: Slips of blue, red, yellow, orange, and green paper – 2 to 4 slips per color depending on the size of the group; paper bag or basket

Facilitator's Note: Gather the participants into a circle either standing or sitting. Pass around a paper bag or basket with slips of colored paper asking each participant to choose one piece. Have the participants share their responses to the following requests depending on the color of their paper.

Red: Best thing you learned today

Yellow: A new friend you met today

Orange: Something that surprised you today

Blue: One thing you would change from today

Green: Say anything

Option B

Time: 30 minutes

Materials: None

***Facilitator's Note:** Ask the participants to take a few minutes and silently walk around the meeting room looking at the cards and flipcharts generated during the day. Then standing in a circle, have the group review the main highlights or learnings of the day by using the letters of the alphabet; begin with the letter "A." Examples: "A" – Access to resources is critical when addressing gender inequalities. "E" – Energizers can be a fun way to introduce new information or to bring people closer together. Allow any participant to call out a highlight; if the group gets "stuck" go onto the next letter; identifying one or more highlights per letter is also acceptable.*

DAY # 2

Session #8: “Review of Day One”

Time: 20-30 minutes

Materials: None

Activity: Using interactive techniques to review Day 1 highlights such as “Act Out” or “Popcorn” with participants.

Facilitator’s Note: Choose one of the following ways to review the previous day’s activities:

- a) “Act Out” – participants create a small group of five people and each person “acts out” something from the previous day that was important to them without talking. The larger group watches and shouts out what the participant is doing. Allow five minutes preparation for the “Act Out” and 3 minutes to perform in front of larger group.
- b) “Popcorn” – Facilitator randomly points at a participant and asks them “What is one thing that you learned, or that was most important for you from the previous day”? Facilitator randomly selects participants until all participants have spoken.

Session #9: “Agricultural Statistics”

Time: 30 minutes

Materials: Agricultural statistics relevant to the country

Session Focus: During this session, participants will listen to someone read an agricultural statistic from that country and have a facilitated discussion about its significance to their work.

Activity: Using the landscape studies that are available on the INGENAES website (<http://ingenaes.illinois.edu/>), create a list of agricultural statistics similar to those found in Appendix 3 for your selected country. Print the statistics and cut into strips of paper that can be passed to participants to read. Randomly select six participants to read their statistic out loud, and discuss the implications of the statistic as it relates to the following questions:

Were you surprised by any of the statistics?

How do these statistics affect your work?

Do they affect men and women differently? Particularly as it relates to outmigration?

Session #10: “Integrating Family Dynamics in Agricultural Value Chains”

Time: 60-90 minutes

Materials: Sticky wall, tape, 5x8 cards or pieces of paper (about 30/group), flip chart, markers

Session Focus: This session focuses on understanding agricultural value chains common to smallholder farmers in the country, and how different family members have different roles in the chains. It also discusses the concept of “access and control” of resources in the value chain based on these roles.

Activity: Ask participants “What is an agricultural value chain”? Use a flip chart paper to quickly draw the basic steps in the chain from Production to Consumption. Have participants break into smaller groups, based on selecting one of three to four possible agricultural value chains common to the country for smallholder farmers.

Facilitator’s Note: Identify three- four small-scale, non-commercial agricultural enterprises appropriate for the area, such as rice, fish, poultry, or potatoes. Allow the participants to select one of the enterprises...the number of participants working on each enterprise should be approximately equal, with similar numbers of men and women.

Give each group half sheets of paper or large index cards, colored markers, and tape. Ask each group to draw a value chain for their enterprise, with detailed steps for each value chain node. For example, the beginning of the cycle for rice may be to prepare the seedbed, followed by purchasing seed, etc....and ending with the consumption of rice in the local market. The cycle should be drawn using pictures and words using as many sheets of paper as needed. Allow the groups to work on their drawings for approximately 45 minutes.

After the value chains are completed, have each group do a basic gender analysis of the agricultural value chain for each node focusing on: Who does what at each node, who decides what will happen at each node, who has access to the resources at each node. Use previous value chain cards to add symbols for men and women at each node related to who does which task, and who decides what will happen at each value chain node. This section should take about 15-20 minutes.

When the groups have finished their gender analysis of the value chains, do a “gallery walk” to each value chain and have one member of the group briefly explain the value chain, who does what and who decides what. Highlight the “Integrating Gender and Nutrition into Agricultural Value Chains” Activity Sheet: <http://ingnaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-7-Integrating-G-and-N-into-Agricultural-ValueChains.pdf>



Session #11: What's Your Approach?"

Time: 30-45 minutes

Materials: Sticky wall (see appendix), markers, 5x8 cards or pieces of paper (at least 50)

Session Focus: *The purpose of this session is to explore different methods and approaches to sharing agricultural information, and how learning styles affect retention rates of information.*

Activity: Ask participants to **briefly** describe types of approaches and techniques they use to train farmers. Capture responses on recipe cards and post on a sticky wall. After all participants have responded, review the responses with the participants and create categories of approaches with participants. Do this activity with the whole group. Examples of sharing agricultural information are seen in the photos below.



Facilitator's Note: *A sample lead question could be: What methods or techniques do you use to teach farmers how to plant tomatoes? Give example: Field Demonstration, classroom presentation, etc... Co-facilitator(s) write responses on cards and place on sticky wall (One or two words per card; write BIG). Discuss which approaches are more "concrete/less concrete" (more hands-on or formal learning) or most memorable/least memorable. Stress how it is important to try to involve as many senses (seeing, hearing, smelling, touching, tasting) as possible when training. Refer to "Dale's Cone of Experience" for more information on approaches that increase retention of training:*

<https://es.slideshare.net/day2x/cone-of-experience-24668244>

Facilitator's Note: *Ask participants how their approach integrates both men and women? Discuss as a group.*

Session #12: “Incorporating Gender and Nutrition into Extension Training Approaches”

Time: 2 hours

Materials: Work plan template for each participant, flipchart paper, markers, tape

Session Focus: Participants develop a personalized work plan

Activity: participants will use what they have learned so far to develop a personalized work plan that incorporates gender and nutrition into their work.

Part 1 – 30 minutes

Allow participants to self-select into one of three types of training approaches with groups: Farmer Field Schools, Farmer-to-Farmer, and Other (ie. formal education approach). If the groups are too large, split into smaller groups of 5-6 people each. Provide each group with a flip chart paper and ask them to list specific ways they can incorporate gender and nutrition into their approach. Provide an example before the groups begin work, ie. in Farmer Field Schools ensure that the schools provide child care for women participants so they can attend. Have the groups brainstorm to write their ideas on the flip chart paper and post on the wall.

(Schedule a “**working BREAK**” between individual work and group presentations).

Part 2 – 30 minutes

Reassemble all participants and use a “Gallery Walk” to go to each smaller group and have them present their ideas to the larger group asking for comments and suggestions for improvement. With each brainstormed idea, ask the group “Why might incorporating this idea be important to better integration of gender and nutrition? What are the consequences of **not** incorporating gender and nutrition into your work? Etc. A co-facilitator can summarize any key ideas from the group presentations on a flip chart.

Part 3 – 45 minutes

Have each participant individually create a simple work plan (using the template provided – in Appendix I) for incorporating gender and nutrition into their work. Allow them to share key ideas from their work plan with a partner and incorporate any recommendations. Indicate they should plan on sharing their work plan with their supervisor.

Session #13: "ORID, Workshop Wrap Up"

Time: 30 minutes

Materials: Flipchart with selected ORID questions on it

Session Focus: To provide an interactive and fun way to review the day's activities. As the participants experienced yesterday's sessions, they were learning about themselves, about others, and about what they will do with the knowledge and skills they have acquired. Having an opportunity to reflect on their experiences encourages the participants to internalize the learning.

Activity: Workshop participants receive certificates and jump drives with resource materials. Use ORID Reflection to evaluate the workshop.

Facilitator Notes:

Gather the participants together and briefly review yesterday's sessions by highlighting the drawings and flipcharts posted throughout the meeting room. Ask participants to line up two sets of chairs facing one another...so each participant is directly across from one other participant. Unveil the first ORID question and have the pairs take turns asking each other the question. After 5-7 minutes have participants sitting on one side to move one seat to the right...so they now have a new partner. Unveil the second ORID question and repeat the process. Before unveiling the third and fourth ORID questions has the one line of participants continue to move one seat to the right... always having a new partner.

An ORID Reflection

What – happened? (Objective Questions)

- What images from yesterday are most memorable?
- What caught your attention?
- What memories of yesterday are most vivid?

Gut – how do you feel about what happened? (Reflective Questions)

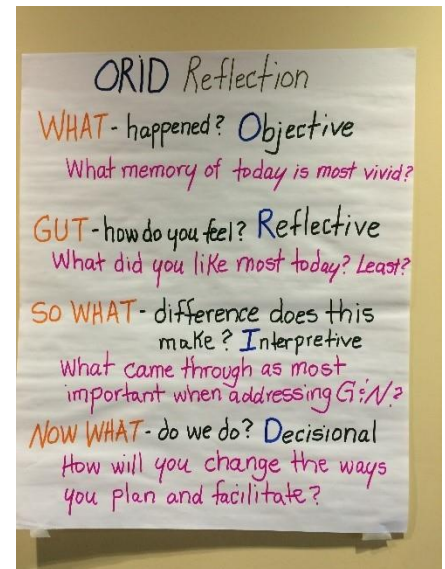
- What was a high point of yesterday?
- A low point?
- What did you like most about yesterday?
- What was difficult for you during yesterday's sessions?

So What – difference does this make? (Interpretive Questions)

- What came through to you as very important during yesterday's sessions when addressing gender and nutrition?
- What did you learn about your own feelings regarding the integration of gender and nutrition into agricultural extension programming?

Now What – do we do? (Decisional Questions)

- What will you do differently in your interactions and work with men and women farmers because of participating in yesterday's sessions?
- What is a first step you can take in changing the way you plan and facilitate trainings?
- In what ways can you engage women and men to examine, question, and change norms that perpetuate inequalities?



Appendices
Appendix I. My Work Plan

My Work Plan

Name: _____

Contact: _____

Issue#1: _____

Specific Steps to Address Issue	By When?
1.	
2.	
3.	
4.	

Issue#2: _____

Specific Steps to Address Issue	By When?
1.	
2.	
3.	
4.	

Issue#3: _____

Specific Steps to Address Issue	By When?
1.	
2.	
3.	
4.	

Appendix II. Sticky Wall Cards

Sticky Wall

You'll need 2 to 3 yards of "rip stop" nylon (available at most large fabric stores). Spray one side of the material with *3M Spray Mount* - don't use a substitute! *Spray Mount* is available at office/art supply stores. Spray outdoors. Fold the sticky sides together when transporting. Re-spray every 6 to 8 months.

Appendix III. Honduras' Statistics

These statistics can be used for exercise three. Need stats from Honduras landscape study re: gender, culture, out migration, religion.

- 66% of males attended any secondary school in 2010 compared to 81% of female students (http://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Honduras_o.pdf)
- One-third of the Honduran workforce was considered unemployed or underemployed in 2010 (<https://www.ghi.gov/wherework/docs/HondurasStrategy.pdf>)
- 75% of population live on \$3.10/day or less (<http://www.ophi.org.uk/multidimensional-povertyindex/mpi-2015/mpi-country-briefings/>)
- Honduran females have a smaller share of labor force participation at 43% for females compared for 83% of males (http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/HND.pdf)
- Honduras ranked in 2015 as the country with the highest intentional homicide rate in the world (<https://www.ghi.gov/wherework/docs/HondurasStrategy.pdf>)
- 1.5 million Hondurans face hunger at some point each year, with varying estimates placing the number between 12-15 percent of the population ([https://www.feedthefuture.gov/sites/default/files/resource/files/2014%20Feed%20the%20Future%20Progress%20Report%20\(3\).pdf](https://www.feedthefuture.gov/sites/default/files/resource/files/2014%20Feed%20the%20Future%20Progress%20Report%20(3).pdf))
- In the year 2000, the infant mortality rate was 31 per 1,000 live births, and in 2012 decreased to 19 (http://apps.who.int/iris/bitstream/10665/112738/1/9789240692671_eng.pdf)
- In 2010, 50% of stunting occurred in one-third of the regions of Honduras – mainly in Western Honduras (<http://siteresources.worldbank.org/NUTRITION/Resources/2818461271963823772/Honduras.pdf>)
- One-third of preschool-aged children and pregnant women lack sufficient iron and are considered anemic (<http://siteresources.worldbank.org/NUTRITION/Resources/2818461271963823772/Honduras.pdf>)
- 14% of preschool-aged children are deficient in vitamin A (<http://siteresources.worldbank.org/NUTRITION/Resources/281846-1271963823772/Honduras.pdf>)
- Access to reliable health care is estimated at 70-80% of the population (<http://www.salud.gob.hn/doc/upeg/plannacionaldesalud2014.pdf>)
- In 2009, agricultural production contributed approximately 13% of the total GDP (<http://www.sag.gob.hn/acerca-de-la-sag/estrategias/pipsa/>)
- 20% - coffee, 16% - fruits and vegetables, 14% - livestock, 11% - basic grains, 9% - fish and aquaculture, 9% - silviculture, and 8% - banana. Agricultural exports totaled 70% of total exports (<http://www.sag.gob.hn/acerca-de-la-sag/estrategias/pipsa/>)
- Arable land accounts for 9% of land area (http://www.iisd.org/pdf/2013/crm_honduras.pdf)
- Women contribute significantly to food security in rural areas, working up to 12 hours per day on gardening, tending animals, collecting, processing, and cooking food, childcare and education, eldercare, selling products in nearby urban markets, and participating in agricultural activities (http://photos.state.gov/libraries/honduras/23248/misc/sol-522-15-000014_genanalysisih.pdf)

- 51% of population is severely food insecure: critical lack of food, high mortality and malnutrition rates, and above average levels of depletion of livelihoods, high mortality and critical loss of livelihood
(http://www.gafspfund.org/sites/gafspfund.org/files/Documents/5.%20Honduras_strategy.pdf)

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