

Integrating Gender and Nutrition into Agricultural Extension Systems

# **NEPAL**

## **Report on Workshops held May 9-12 & May 16-19, 2016**

Report prepared by Jan Henderson, Kathy Colverson, Olyul Islam, and Kabita Devkota



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[www.ingenaes.illinois.edu](http://www.ingenaes.illinois.edu)

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## Introduction

Integrating Gender within Agricultural Extension and Advisory Services (INGENAES) is funded by the United States Agency for International Development (USAID). The University of Illinois at Urbana-Champaign is the prime awardee, and partners with the University of California, Davis, the University of Florida, and Cultural Practice, LLC.

INGENAES is designed to assist partners in Feed the Future countries ([www.feedthefuture.gov](http://www.feedthefuture.gov)) to:

- Build more robust, gender-responsive, and nutrition-sensitive institutions, projects and programs capable of assessing and responding to the needs of both men and women farmers through extension and advisory services.
- Disseminate gender-appropriate and nutrition-enhancing technologies and access to inputs to improve women's agricultural productivity and enhance household nutrition.
- Identify, test efficacy, and scale proven mechanisms for delivering improved extension to women farmers.
- Apply effective, nutrition-sensitive, extension approaches and tools for engaging both men and women.

## WHAT

A four-day INGENAES-sponsored workshop designed to provide practical, action-oriented tools and exercises extension providers can use to promote gender equity and nutrition sensitivity to targeted audiences. During the different workshop sessions, participants:

**Listed** the characteristics of an effective extension trainer.

**Studied** the theoretical foundations of adult learning.

**Identified** ways to make learning more concrete and active.

**Developed** a training plan with achievement-based objectives.

**Examined** the roles and responsibilities of women and men within the rural household, on the farm, and in the community.

**Explored** gender stereotypes and the impact they have on women/girls and men/boys.

**Investigated** power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”

**Analyzed** the amount and type of food available to members of a “typical” rural family.

**Discussed** the components of a nutritionally balanced meal, the consequences of under nutrition, and the challenges of purchasing nutritious food on a limited income.

**Created** value chains for several small-scale agricultural enterprises, with an emphasis on gender and nutrition.

## WHEN

May 9-12, 2016 & May 16-19, 2016

## WHERE

Greenwich Village Hotel

Kathmandu, Nepal

[www.greenwichnepal.com](http://www.greenwichnepal.com)

## WHO

32 participants – May 9-12, 2016 (see Appendix A)

Master in International Cooperation and Development (MICD)  
Federation of Woman Entrepreneurs Associations of Nepal (FWEAN)  
Paribartan Nepal  
CIRDS  
BBP Pariwar

28 participants – May 16-19, 2016 (see Appendix B)

Winrock  
CIMMYT/CSISA-Nepal  
Suaahara  
Department of Agriculture (DoA)  
IRRI/CSISA-India  
KVK Sabour, Bihar, India. CSISA-India partner  
MC/PAHAL  
Heifer International – Nepal  
Plan International /PAHAL  
PRADAN, NGO in Odisha, India. CSISA-India partner  
iDE/PAHAL

## Pre/Post Scores

Participants completed a pre and post workshop evaluation to assess their ability to complete seven activities using a four-point scale: **3**=To a Great Extent; **2**=Somewhat; **1**=Very Little; **0**=Not At All. Pre and post mean scores from 57 participants (May 9-12: n=31; May 16-19: n=26) were compared for each of the seven items...the mean scores could range from 0 to 3 with a lower mean score indicating less of an ability to complete the skill. As illustrated below, the mean scores **increased** for each item on the post-workshop evaluation signifying an improved ability to complete the activities upon completion of the workshop as perceived by the 57 participants who provided useable data. The largest perceived gains in ability to complete the skill occurred for the agricultural value chain session. Pre and post-evaluation scores were higher with accompanying lower gain scores for the participants attending the May 16-19 workshop; these men and women came to the training with many years of experience in their respective fields. Over half of the participants attending the May 9-12 workshop were students who were just beginning or were early in their professional careers.

### 1. **List** the characteristics of an effective extension facilitator.

<sup>a</sup> Pre Mean =1.41	Post Mean=2.80	Mean Change=1.39
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<sup>b</sup> Pre Mean =2.15	Post Mean=2.96	Mean Change=.81
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### 2. **Explain** why examining the roles and responsibilities of men and women within household and agricultural settings is important for agricultural extension providers.

Pre Mean =1.64	Post Mean=2.67	Mean Change=1.03
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Pre Mean =2.15	Post Mean=2.94	Mean Change=.79
----------------	----------------	-----------------

3. **Analyze** gender myths and **describe** the impact they have on agricultural programming, with an emphasis on nutrition.

Pre Mean =1.48	Post Mean=2.54	Mean Change=1.06
Pre Mean =1.80	Post Mean=2.69	Mean Change=.89

4. **Identify** and **discuss** the impact of power hierarchies and power relations between women and men.

Pre Mean =1.58	Post Mean=2.70	Mean Change=1.12
Pre Mean =1.88	Post Mean=2.92	Mean Change=1.04

5. **Create** an agricultural production cycle focusing on gender and nutrition issues.

Pre Mean =0.90	Post Mean=2.35	Mean Change=1.45
Pre Mean =1.53	Post Mean=2.57	Mean Change=1.04

6. **Demonstrate** a short, interactive energizer that can introduce gender issues.

Pre Mean =1.54	Post Mean=2.64	Mean Change=1.10
Pre Mean =1.76	Post Mean=2.76	Mean Change=1.00

7. **Develop** and **facilitate** gender and nutrition-oriented sessions in the field.

Pre Mean =1.33	Post Mean=2.51	Mean Change=1.18
Pre Mean =1.88	Post Mean=2.88	Mean Change=1.00

<sup>a</sup>Mean scores for May 9-12 participants.

<sup>b</sup>Mean scores for May 16-19 participants.

## Post-Workshop Evaluation – Selected Written Comments

The workshop concluded by asking participants to share their thoughts regarding the training. Their responses are summarized below.

The **best parts** of this workshop:

- **Learning by Doing** – all sessions were participant/learner-centered; mixing up the groups to increase participation and involvement; participatory methods meant everyone was able to share experiences and learn from each other; the interactive approach allowed for high engagement; very limited Power Point presentations and lectures.
- **Role Play** – discussing the impact of power hierarchies between women and men; gender sensitization through exchanging gender roles; not drawing assumptions about each other's roles; beginning to move from gender blind to gender aware.

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

- *I gained so many new ideas and skills to improve my work in the villages; I can implement all of the activities and techniques when I work with the community people.*

- *I train a lot for my organization to rural and urban women so this was a totally new experience of learning ToT (training of trainers); learning new ways to engage groups, especially using role plays; providing new information at the community level in an interactive way.*
- *I can mobilize the women in my organization by sharing the different group work I learned here.*
- *Informing my home town on value chains and the importance of nutritious food for children and pregnant women.*
- *I will share everything from the workshop with my colleagues; to help my organization get more trainee-oriented trainers.*
- *I will use the training in “real-life” settings to address discrimination and violence.*
- *My understanding of the words Sex and Gender became very clear...not to use and incorporate the word Gender just for the sake of it, but to become more intentional about gender transformation.*

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

- **Facilitation/Training Techniques** – how to be more interactive and engage participants; the importance of using group work, visuals and involving all the senses; mutual coordination and cooperation between the participants and the facilitators; different ways to divide people into groups; sessions allowed sharing of knowledge and experiences; implementing difficult topics in interesting, non-confrontational ways; how to design trainings, especially for illiterate participants using available resources; realizing everybody has good ideas to share; *the importance of providing child care during trainings was something we never thought about.*
- **Role of Women** – helping women to become empowered and healthy; the role plays when the male participants said they realized and felt pity for the wives; *playing the role of a woman touched my heart*; to consider if new technologies will help or hinder females; realization of male domination at each and every step within the household and community; *I need to engage in policy advocacy along with my engagement at the ground level to build the identify of women in the occupational sector.*
- **Value Chains** – entirely new topic on how to incorporate gender and nutrition issues into agricultural enterprises.

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

- Increase training to 5-7 days and include a field trip
- Display country/world maps to highlight successful systems and methods that are being practiced in different locations
- Show more videos, documentaries, and photographs that can be used in the field and that can provide a theoretical foundation for the workshop topics
- Provide concrete examples and case studies of effective interventions
- Include a local facilitator who knows the country situation and can follow-up the workshop participants



- Incorporate more input from facilitators, not just from the participants, during plenary discussions
- Include additional information on nutrition, especially local food issues...a more scientific approach
- Share specific plans for following up and applying the skills learned at the workshop

## Follow-Up Activities

A follow-up survey (See Appendix C) will be used to collect data from the participants regarding their use and adaptation of the workshop activities in their respective fields. The data will be collected by the in-country coordinator, with assistance from the facilitators, by September 1, 2016...approximately three months after the training. The facilitators and in-country coordinator will also encourage the sharing of ideas and experiences on the Facebook page created by the May 16-19 participants (<https://www.facebook.com/Ingenaes-2016-Nepal-564262400421922/>).

## Lessons Learned/Recommendations

- Having two facilitators and a “facilitator in training” was very helpful for the four-day workshop...building on each other’s strengths and levels of experience adds value to the training.
- Hiring a paid in-country, local coordinator is crucial for the success of the workshop; this person can provide essential support and follow-up before, during, and after the training; the person can be employed full or part-time for a specific time period depending on the particular needs of the country.
- The meeting room was less than ideal; the space was crowded for the number of participants and for the type of group work that forms the foundation of the training; the lack of power for the majority of the workshop was also problematic...we were unable to share videos or presentations and the absence of air conditioning made for an uncomfortable environment. Nevertheless, we adapted to the circumstances!
- Every workshop evaluation has mentioned the desire for adding an additional day to the training to conduct a field trip...to practice the activities in a “real-life” setting. We have avoided this request mainly based on logistics and expense, but we may need to re-think this option and when feasible attempt to include time to field test the activities.
- Sharing the overall expectations and the specific objectives for each session up front will provide a better understanding among the participants about the “why” for the workshop...to clarify the intended purpose and outcome of the training and each activity.
- The “Now What” portion of each activity worked much better in Nepal; with the whole group we devoted 15-20 minutes at the conclusion of all sessions to discuss and capture on flipchart how the participants could adapt and use the different activities in the field.



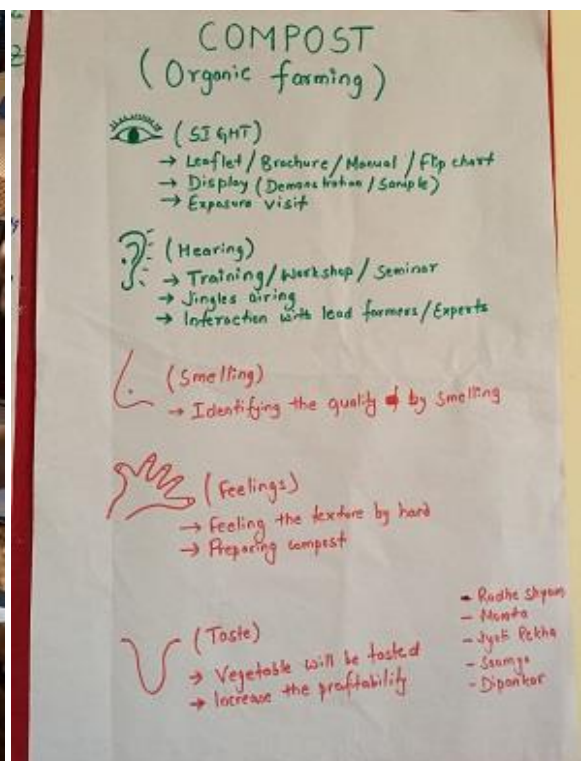
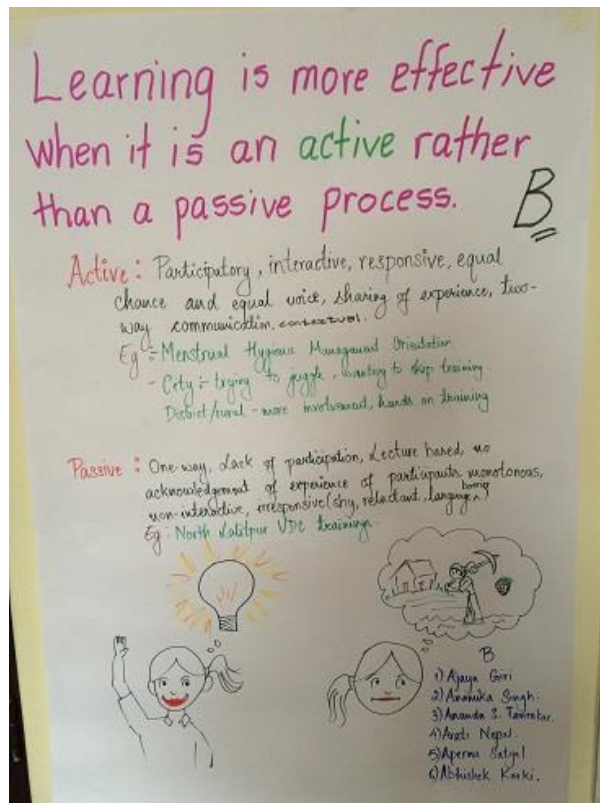
The sharing of ideas and examples from the field provided participants with several ways to incorporate the gender and nutrition activities into their work.

- We need to make better use of the knowledge and expertise among the workshop participants. We had a few participants share concrete examples of how they are incorporating gender into their field work...in the future we will be more deliberate engaging and incorporating the background and experience of the participants.

## Selected Workshop Photos\*



## Training of Trainers





## Who Does What?

### 7 Steps of Planning

Growing Strawberry Organically on Homestead farm

**Who:-** Periurban farmers of Sitapaila voc.

**Why:-**

- Climate Agro-ecologically Suitable for strawberry farming.
- Domain expansion of Strawberry farming in the area
- High market demand
- Increase income and enhance livelihood.
- Interested farmers.
- Skill/knowledge enhancement

**When** → Mid February (15-22), 12 noon - 3 pm

**Where** → Sitapaila community nursery

**What** → Complete training package on Organic Strawberry Cultivation on Homestead farm.

**What for** → At the end of the training farmers will be able to understand and apply list the fundamental steps in (Nursery raising, planting methods, inter-cultural operations for Strawberry farming)

### Home

Activities

- Sweeping, Mopping
- Worshipping/Prayer
- Fetching water
- Preparing food for cattle
- Taking cattle to graze
- Preparing meal
- Feeding the family
- Washing dishes/clothes
- Ploughing the field
- Fetching the fodder
- Collecting firewood
- Chopping the firewood
- Going to the market (Groceries)
- Planting the vegetables
- Taking care of children.

- 8 Female  
 - 4 Both  
 - 3 Male

### ACTIVITIES DONE IN HOME

1. Sweeping & cleaning floor of house & verandah
2. Mopping floor
3. Fetching water
4. Making morning tea
5. Serving breakfast (light) & tea to family member
6. Feeding cattle & domestic livestock
7. Milking cattle/buffaloes
8. Bringing vegetables/food from farm/market
9. Chopping vegetables
10. Cooking, fetching fire wood from nearby forest
11. Lighting charcoal/stove
12. Cooking food (morning & evening)
13. Serving food to
14. Washing dishes & drying dishes
15. Preparing children for school (Dressing, checking assignment)
16. Preparing tiffin for school kids
17. Accompanying school kids to schools
18. Taking domestic livestock for grazing
19. Washing clothes & drying in the sun
20. Cutting grass for domestic livestock for evening
21. Cattle work. Going to farm work
22. Cleaning shed of domestic livestock
23. Tie the domestic livestock in shed after grazing
24. Preparing bed for sleep
25. Worshipping/pooja

Male - 12  
 Female - 13  
 Both - 11

Group:  
 Surah  
 Uthman  
 Soorya  
 Subha  
 Dhanur

## Who Has Power and Control?

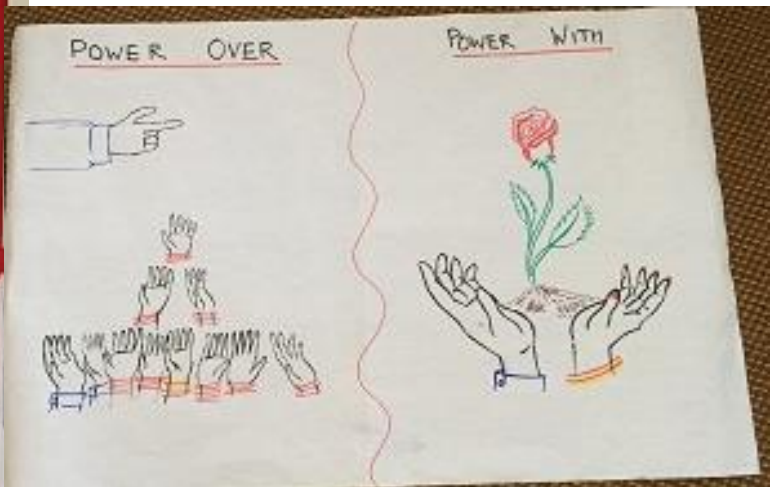




## Role Plays: Gender Stereotypes



## Power Over v. Power With





## Who Gets What to Eat?



## What Goes on the Plate



## Ag Value Chains





## Awarding Certificates



## Appendix A: List of Workshop Participants – May 9-12, 2016

Last Name	First Name	Organization	Email	Phone
Acharya	Rabindra	MICD	<a href="mailto:rabindra.acharya13@gmail.com">rabindra.acharya13@gmail.com</a>	9846393750
Adhikari	Pabita	MICD	<a href="mailto:pabita_adhikari123@yahoo.com">pabita_adhikari123@yahoo.com</a>	9851159205
Adhikari	Rushma	MICD	<a href="mailto:rusma10@live.com">rusma10@live.com</a>	9861111864
Bhatta	Binita	MICD	<a href="mailto:binitabhattera22@gmail.com">binitabhattera22@gmail.com</a>	9843369428
Dewan	Narbir	MICD	<a href="mailto:narbir73@gmail.com">narbir73@gmail.com</a>	9818081604
Ghimire	Prakash	MICD	<a href="mailto:ghprakash6@gmail.com">ghprakash6@gmail.com</a>	9841833947
Giri	Ajaya	MICD	<a href="mailto:aazznothing98@gmail.com">aazznothing98@gmail.com</a>	9843311380
Giri	Netramala	MICD	<a href="mailto:girimala@live.com">girimala@live.com</a>	9860308689
Karki	Abhishek	MICD	<a href="mailto:Karkidominic17@gmail.com">Karkidominic17@gmail.com</a>	9841608300
Khanal	Prakriti	MICD	<a href="mailto:prakritikhanal15@yahoo.com">prakritikhanal15@yahoo.com</a>	9849635089
Maharjan	Rakesh	MICD	<a href="mailto:rakesh.mjan@gmail.com">rakesh.mjan@gmail.com</a>	9841227577
Maharjan	Sahina	MICD	<a href="mailto:sahinamaharjan048@gmail.com">sahinamaharjan048@gmail.com</a>	9841373974
Mali	Sanjay	MICD	<a href="mailto:msanjay513@gmail.com">msanjay513@gmail.com</a>	9841742551
Nepal	Arati	FWEAN	<a href="mailto:nepalarati@hotmail.com">nepalarati@hotmail.com</a>	2003080, 4222340
Paudel	Anil	USD	<a href="mailto:anil_paudel58@yahoo.com">anil_paudel58@yahoo.com</a>	9855068638
Paudel	Anjan	Paribartan Nepal	<a href="mailto:anjan771@gmail.com">anjan771@gmail.com</a>	9855067651
Paudel	Bishnu	Paribartan Nepal	<a href="mailto:_bishnup746@gmail.com">_bishnup746@gmail.com</a>	9855068746
Paudel	Dharma Raj	Partibartan Nepal	<a href="mailto:dharmage@gmail.com">dharmage@gmail.com</a>	9851171029
Paudel	Radha	MICD	<a href="mailto:paudyal.radha@gmail.com">paudyal.radha@gmail.com</a>	9851199430
Pradhan	Basanti	FWEAN	<a href="mailto:basantipradhan@yahoo.com">basantipradhan@yahoo.com</a>	2003080, 4222340
Rupakheti	Niranjan	CIRDS	<a href="mailto:nirupakheti@gmail.com">nirupakheti@gmail.com</a>	9849865153
Saigal	Barkha	MICD	<a href="mailto:barkha.saigal2@gmail.com">barkha.saigal2@gmail.com</a>	9843679127
Sapkota	Rajendra	CIRDS	<a href="mailto:rajbabaraj@gmail.com">rajbabaraj@gmail.com</a>	9849399406
Satyel	Aperna	FWEAN	<a href="mailto:ap_satyal@hotmail.com">ap_satyal@hotmail.com</a>	2003080, 4222340

Shrestha	Darshana	FWEAN	<a href="mailto:darshanashrestha@hotmail.com">darshanashrestha@hotmail.com</a>	<u>2003080, 4222340</u>
Shrestha	Pallavi	MICD	<a href="mailto:shresthapallavi51@gmail.com">shresthapallavi51@gmail.com</a>	<u>9860120914</u>
Singh Bhandary	Anamika	FWEAN	<a href="mailto:asingh.fwean@gmail.com">asingh.fwean@gmail.com</a>	<u>2003080, 4222340</u>
Syangtan	Sarita	MICD	<a href="mailto:syangtansarita072@gmail.com">syangtansarita072@gmail.com</a>	<u>9849174169</u>
Tamrakar	Anand Shova	FWEAN	<a href="mailto:astamrakar@gmail.com">astamrakar@gmail.com</a>	<u>2003080, 4222340</u>
Paudel	Laxmi	BPP-Pariwar	<a href="mailto:bbppariwar2051@gmail.com">bbppariwar2051@gmail.com</a>	+977 9841589713
Gautam	Anju	BPP-Pariwar	<a href="mailto:bbppariwar2051@gmail.com">bbppariwar2051@gmail.com</a>	+977 9849741298
Bista	Kalpana	BPP-Pariwar	<a href="mailto:bbppariwar2051@gmail.com">bbppariwar2051@gmail.com</a>	+977 9808425314

## Appendix B: List of Workshop Participants – May 16-19, 2016

Last Name	First Name	Organization	E-Mail	Phone
Acharya	Janak	Winrock	<a href="mailto:janak.acharya@ceapred.org.np">janak.acharya@ceapred.org.np</a>	9847276184
Acharya	Salin	CIMMYT/CSISA-Nepal	<a href="mailto:s.acharya@cgiar.org">s.acharya@cgiar.org</a>	9845110244
Aryal	Tuk Narayan	Winrock	<a href="mailto:tuk.aryal@ceapred.org.np">tuk.aryal@ceapred.org.np</a>	9856052470
Bhandari	Asha	DoA	<a href="mailto:as.june5@gmail.com">as.june5@gmail.com</a>	9847281345
Chaudary	Radheshyam	Suaahara	<a href="mailto:rchaudary@hki.org">rchaudary@hki.org</a>	9801198556
Chaudhary	Rajendra	Winrock	<a href="mailto:rajendrak.chaudhary@ceapred.org.np">rajendrak.chaudhary@ceapred.org.np</a>	9847052727
Dahal	Dipanka	Suaahara	<a href="mailto:ddahal@hki.org">ddahal@hki.org</a>	9801198584
Dhakal	Uttam	Winrock	<a href="mailto:udhakal@winrock.org">udhakal@winrock.org</a>	9851061519
Ganguly	Sujata	IRRI/CSISA-India	<a href="mailto:s.ganguly@irri.org">s.ganguly@irri.org</a>	8130686756
Joshi	Pratishta	Suaahara	<a href="mailto:pjoshi@hki.org">pjoshi@hki.org</a>	9801198576
Khadka	Anil	CIMMYT/CSISA-Nepal	<a href="mailto:a.khadka@cgiar.org">a.khadka@cgiar.org</a>	9844997591
Kumari	Mamat	KVK Sabour, Bihar, India. CSISA-India partner.		9472464669
Mishra	Sudha	Winrock	<a href="mailto:sudha.mishra@ceapred.org.np">sudha.mishra@ceapred.org.np</a>	9841099775
Munshi	Sugandha	IRRI/CSISA-India	<a href="mailto:s.munshi@irri.org">s.munshi@irri.org</a>	9102997906
Paswan	Sunita	KVK Saharsa, Bihar, India. CSISA-India partner.		9472336971
Pokharel	Nilkantha	DoA	<a href="mailto:nilkanthpokharel@gmail.com">nilkanthpokharel@gmail.com</a>	9841360736
Pradhan	Jyoti Rekha Roy		-	7894366330
Rasali	Shakuntala	Heifer	<a href="mailto:Shakuntala.Rasali@heifer.org">Shakuntala.Rasali@heifer.org</a>	9801182935
Rasaily	Rachana	MC/PAHAL	<a href="mailto:rrasaily@mercycorps.org">rrasaily@mercycorps.org</a>	9851100811



Sapkota	Femila	Suaahara	<a href="mailto:fsapkota@hki.org">fsapkota@hki.org</a>	9801198605
Sharma	Suresh	DoA	<a href="mailto:mounteverest8848m@gmail.com">mounteverest8848m@gmail.com</a>	9841281767
Singh	Madhulika	CIMMYT/CSISA-India	<a href="mailto:madhulika.singh@cgiar.org">madhulika.singh@cgiar.org</a>  <a href="mailto:jyotisinha.2009@rediffmail.com">jyotisinha.2009@rediffmail.com</a>	9973884868
Sinha	Jyoti	KVK Nalanda, Bihar, India. CSISA-India partner.		9973884868
Timilsina	Radha Devi	Heifer	<a href="mailto:Radha.Timilsina@heifer.org">Radha.Timilsina@heifer.org</a>	9801182934
Timilsina	Shrijana	DoA	<a href="mailto:shrijanatimilsina@gmail.com">shrijanatimilsina@gmail.com</a>	9851183824
Tripathy	Soumyashree	PRADAN, NGO in Odisha, India. CSISA-India partner.	<a href="mailto:soumyashreetripathy@pradhan.net">soumyashreetripathy@pradhan.net</a>	8895627339
Upadhyaya	Shanti	Plan/PAHAL	<a href="mailto:Shanti.Upadhyaya@plan-international.org">Shanti.Upadhyaya@plan-international.org</a>	9801241294
Yadav	Sabita	iDE/PAHAL	<a href="mailto:syadav@idenepal.org">syadav@idenepal.org</a>	9845450979

## Appendix C: INGENAES Gender and Nutrition Workshop – Follow-Up Survey

**Name of Workshop Facilitators:** \_\_\_\_\_

\_\_\_\_\_

Which **Gender and Nutrition Activities** have you implemented:

\_\_\_\_\_ Who Does What?

\_\_\_\_\_ Who Has Power and Control?

\_\_\_\_\_ Exploring Gender Myths

\_\_\_\_\_ Power Over v. Power With

\_\_\_\_\_ Who Gets What to Eat?

\_\_\_\_\_ What Goes on the Plate?

\_\_\_\_\_ Agricultural Value Chains

**How many** people attended your training? \_\_\_\_\_

How many **men**? \_\_\_\_\_ How many **woman**? \_\_\_\_\_

**Where did** you conduct your training? \_\_\_\_\_

\_\_\_\_\_

---

**When** did you conduct your training? \_\_\_\_\_

---

**What** did you do? (Describe the activity) \_\_\_\_\_

---

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**Reflection:** What went well...what could be improved? \_\_\_\_\_

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Do you plan to **continue to use** this activity? Why or why not?

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---

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Are you planning to use any of the **other activities**? Please explain.

---

---

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Name of Interviewer: \_\_\_\_\_

Date of follow-up interview: \_\_\_\_\_

## Appendix D – Follow-Up Commitments – May 9-12, 2016 Participants

### **Who Does What?**

Rakesh  
Anjan  
Niranjan

### **Who Has Power and Control**

Binita  
Pabita

### **Gender Myths Role Plays**

Sanjay  
Vishnu  
Rabindra  
Ajaya  
Netramala  
Sahina

### **Power Over v. Power With**

Sonam  
Darshana  
Prakiti  
Radha

### **What Goes on the Plate?**

Aperna  
Arati  
Rushma

### **Who Gets What to Eat?**

Kalpana

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Bista  
Laxmi  
Paudyal  
Anju  
Gautam

**Value Chains**

Basanti  
Abhishek  
Narbir  
Barkha  
Pallavi  
Dharma  
Sarita  
Prakash  
Anamika  
Anand

## Appendix E - Resources

INGENAES – Integrating Gender and Nutrition into Agricultural Extension Services

<http://ingenaes.illinois.edu/>

Cereal Systems Initiative for South Asia (CSISA)

<http://csisa.org/>

International Rice Research Institute

[www.irri.org/blogs/gender](http://www.irri.org/blogs/gender)

Agriculture for Nutrition and Health

<http://a4nh.cgiar.org/>

Global Forum for Rural Advisory Services

<http://www.g-fras.org/en/>

Association for International Agricultural and Extension Education

<https://www.aiaee.org/>

Research on Gender and Agriculture

<https://gender.cgiar.org/>

Modernizing Extension and Advisory Services

<http://www.meas-extension.org/>