

Integrating Gender and Nutrition within Agricultural Extension Services

KYRGYZSTAN

Report on Workshop

May 1-3, 2016

Report prepared by Jan Henderson, Nargiza Ludgate, Mahinakhon Suleymanova, and Elena Kan
Updated 6/6/2016 by Henderson and Ludgate





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www.ingenaes.illinois.edu

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Introduction

Integrating Gender and Nutrition within Agricultural Extension 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) 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 three-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:

Identified the characteristics of an effective trainer.

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

Explored gender myths 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 four small-scale agricultural enterprises: wheat, tomatoes, milk, sheep, potatoes, and eggs with an emphasis on gender and nutrition.

When: May 1-3, 2016

Where: Hotel Dostuk
Bishkek, Kyrgyzstan

Who: 37 participants (see list in Appendix A)

Tajikistan – 14	Armenia – 2
Kyrgyzstan – 13	Turkmenistan – 1
Uzbekistan – 4	Azerbaijan – 1
Kazakhstan – 2	

Sponsors: Feed the Future INGENAES project
HELVETAS Swiss Intercooperation
USAID Agrohorizon Project
CAC-FRAS

Pre/Post Self-Assessment Scores:

Participants completed a pre and post self-assessment to calculate their ability to address gender and nutrition issues using a five-point scale: **1**=Low to **5**=High. Pre and post mean scores from participants were compared for the 12 items. The mean scores could range from 1.00 to 5.00 with a higher mean score indicating a higher perceived ability to address selected gender and nutrition issues. As illustrated below, the mean scores increased for each item on the post-workshop evaluation signifying an improved ability to address gender and nutrition issues upon completion of the workshop as perceived by the participants who provided useable data. The largest perceived gains related to gender analysis, power and gender dynamics, and explaining and addressing nutrition. As indicated by the moderately high pre-assessment mean scores this particular group of participants came to the training with a working knowledge and understanding of gender and nutrition issues.

1. How confident are you in your ability to explain gender to others?
Pre Mean= 3.60 Post Mean= 4.43 Mean Change= 0.83
2. How confident are you in your ability to recognize gender issues in agricultural activities?
Pre Mean= 3.67 Post Mean= 4.23 Mean Change= 0.56
3. How able are you to analyze gender issues related to division of labor?
Pre Mean= 3.06 Post Mean=4.06 Mean Change= 1.00
4. How able are you to conduct a gender analysis?
Pre Mean= 2.91 Post Mean= 4.10 Mean Change= 1.19
5. How capable are you of addressing gender dynamics in groups?
Pre Mean= 2.57 Post Mean= 4.07 Mean Change= 1.50
6. How capable are you of addressing gender in the design and delivery of training programs?
Pre Mean= 3.06 Post Mean= 4.07 Mean Change= 1.01
7. How well do you understand power dynamics in different groups?
Pre Mean= 2.75 Post Mean= 3.97 Mean Change= 1.22
8. How well do you use your role(s) in extension to change power relations?
Pre Mean= 2.93 Post Mean= 3.40 Mean Change= 0.47
9. How confident are you in your ability to explain nutrition to others?
Pre Mean= 3.41 Post Mean= 4.43 Mean Change= 1.02
10. How confident are you in your ability to recognize nutrition issues in agricultural activities?
Pre Mean= 3.39 Post Mean=4.30 Mean Change= 0.91
11. How capable are you of addressing nutrition in the design and delivery of training programs?
Pre Mean= 3.24 Post Mean= 4.30 Mean Change= 1.06
12. How well do you use your role in extension to improve the nutritional status of all family members?
Pre Mean= 3.64 Post Mean= 4.33 Mean Change= 0.69

Workshop Evaluation

The workshop concluded by asking participants to share their favorite part of the workshop and suggestions for improving future workshops. Participant responses are summarized below.

Favorite parts of the workshop:

- The gender myth role plays, where the men took the role of women and women acted like men, provided insight into the challenges both sexes face, especially the demanding roles of women in rural households.
- The diversity of participants, representing seven countries, meant a lot of opportunities to exchange ideas, network, and learn from each other.
- The well prepared, well organized, and kind facilitators.
- Group work and the interactive, practical sessions engaged all participants; everyone was involved providing their ideas and opinions.
- All the materials were provided in Russian and in an electronic format.
- No lectures or long Power Point presentations; very participant-centered training with high levels of involvement and interest in a relaxed atmosphere.

Suggestions for **improving** future workshops:

- Include case studies and concrete examples from the field on how to integrate gender and nutrition into rural advisory services.
- Add one more day to the training for a trip to the field to practice some of the activities with men and women farmers.
- Ask participants to come with homework describing what works and what challenges they have integrating gender and nutrition into their work.
- Invite government officials, faculty from higher education, farmers, and youth to the training to increase their understanding to the significance of addressing gender and nutrition issues.
- Clarify expectations at the beginning of the workshop and display goals and objectives for each session.
- Have local nutrition experts provide insights and guidance, especially relating to women's health issues.
- Create a Facebook page to follow up the training where participants can share ideas and experiences and continue to network.

Now What?

To encourage moving the training from the “classroom” to the field and committing to institutional change, participants were asked to identify one of the workshop activities they would like to implement within the next two months (by August 1, 2016). Participants selected an activity based on their interest and the needs of their particular organization. Nargiza Ludgate with the assistance from local co-facilitators (Mahinakhon Suleymanova and Elena Kan) will follow up with the participants to assess their progress and provide assistance as needed.

Activity: Who Does What?

Participant	Country	Follow-up person
Firuz Hafizova	Tajikistan	Nargiza Ludgate (INGENAES)
Margaux Tharin	Tajikistan	
Munirakhon Akramova	Tajikistan	
Yekaterina Gubert	Kazakhstan	
Inna Rudenko	Uzbekistan	
Asem Nurenberg	Kazakhstan	

Activity: Exploring Gender Myths

Participant	Country	Follow-up person
Botir Dosov	Uzbekistan	Elena Kan (participant/co-facilitator)
Shoira Olimova	Tajikistan	
LilitKochinyan	Armenia	

Activity: What Goes on the Plate?

Participant	Country	Follow-up person
Aijamal Ypyshova	Kyrgyzstan	Nargiza Ludgate with the assistance from Elisabeth Kartz (Helvetas representative in Kyrgyzstan)
Dzhypar Ergeshbaeva	Kyrgyzstan	
Bolot Joldoshev	Kyrgyzstan	
Mahabat Karaeva	Kyrgyzstan	
Gulbara Najieva	Kyrgyzstan	
Kurmanbai Junusov	Kyrgyzstan	
Asel Orozalieva	Kyrgyzstan	
Elena Kan	Uzbekistan	
Ovezdurdy Jumadurdyev	Turkmenistan	

Activity: Gender and Nutrition in Agricultural Value Chains

Participant	Country	Follow-up person
Yalchin Nasibov	Azerbaijan	Mahinakhon Suleymanova (participant/co-facilitator)
Aziza Pulatova	Tajikistan	
Farrukh Shoimardonov	Tajikistan	
Khusniddin Kuziboev	Tajikistan	
Rustam Ibragimov	Uzbekistan	
Ariana Cholponkadirova	Kyrgyzstan	
Daniyar Jasoolov	Kyrgyzstan	
Naira Paronikyan	Armenia	
Jamilya Mirsaidova	Tajikistan	
Tahmina Sayfullaeva	Tajikistan	
Mahinakhon Suleymanova	Tajikistan	
Zarrinamo Mukhtorova	Tajikistan	
Kuljan Tezekbayeva	Kyrgyzstan	

Lessons Learned/Recommendations

- Schedule at least one full day prior to the workshop to:
 - Arrange the meeting room
 - Review all sessions and determine co-facilitation schedule
 - Share additional resources on gender and nutrition with local facilitators who are involved in leading/co-leading sessions, and ensure they have general understanding of concepts.
 - Prepare guiding questions for local facilitators to use during sessions to challenge participants to think outside the box; make sure these guiding questions are context specific.
 - Handle last-minute logistics (e.g., meals, breaks, transportation, translation if needed)
 - Prepare all flipcharts
 - Check AV equipment and internet connection
 - If organizing lodging and other travel-related arrangements coordinate with in-country coordinator(s) to ensure participants have adequate lodging facilities and pick-up from/to airport.
- Schedule one hour to de-brief at the end of the day and prepare for the next day's activities. Include all facilitators.
- Prepare one or two (depending on situation) PowerPoint slides explaining components of nutrition plate specific to the context/country/region. If participants come from different regions ensure they have a uniform understanding of the nutrition plate, which can still account for regional variability.
- Prepare two or three (depending on situation) PowerPoint slides explaining components of an agricultural value chain. Provide definitions for basic linkages in the value chain.
- Each activity will take longer as the number of participants increases; more time is needed for small group sharing and for plenary discussions. Be flexible with the agenda.
- Whenever the agenda changes, ensure that participants are informed. Remind participants when the next day session starts and ends.
- Whenever possible, include “facilitators in training” to enhance the capacity of local organizations and institutions.
- Having a range of experiences among the participants provides depth to the workshop sessions and allows for cross-fertilization as ideas and experiences are shared.

Selected Workshop Photos

Group Photo



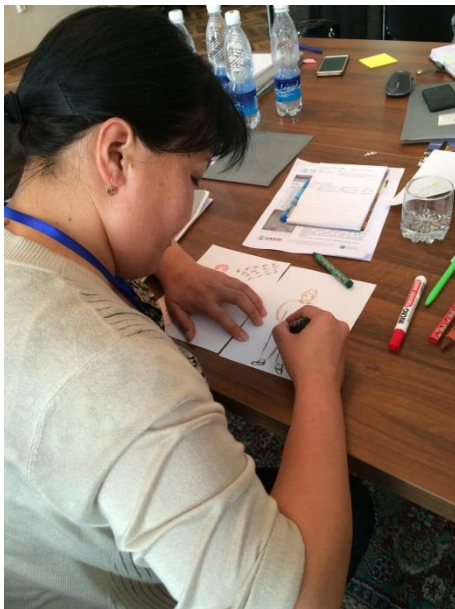
Local Facilitators in Training: Elena Kan (Uzbekistan) and Mahinahon Suleymanova (Tajikistan)



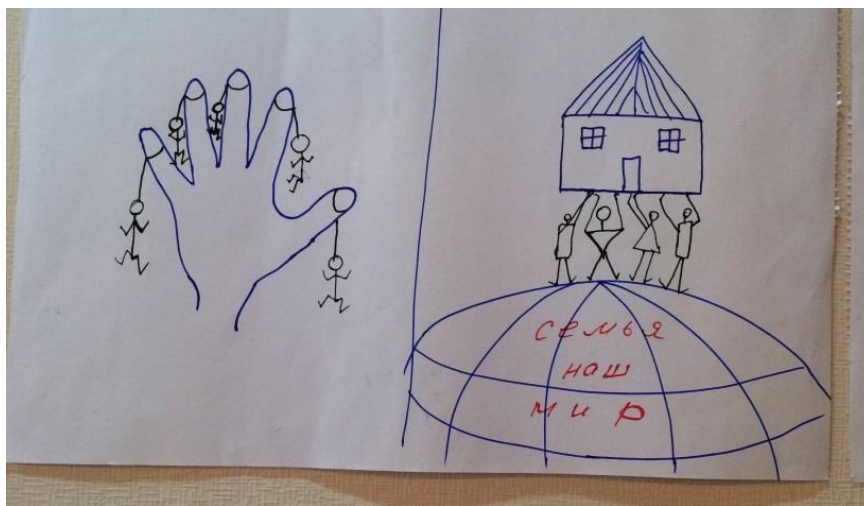
Identifying who in a “typical” rural family performs the daily activities in the home, on the farm, and in the community



Exploring factors that give certain family members power and how power dynamics can change within a household



Illustrating two types of power: "Power Over" vs. "Power With"



Exploring who has access to and control over resources, who makes decisions, and who performs the work during each step of a value chain



Awarding certificates



APPENDIX A. List of Workshop Participants

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APPENDIX B. Summary of Gender Myth Role Plays

Team 1 – Invisible caregiving role of a woman

Husband, mother, three school-age children, an infant

The scene provides a snapshot of woman's day (from dawn to dusk) in a typical rural household. It highlights the invisible role of caregiving which starts from taking care of animals to preparing breakfast and other meals throughout the day, preparing children and sending them to school, caring for an infant and husband before he disappears to work. Husband wakes up late in the morning and goes to work. Upon returning home he also wants attention to his needs and desires. The woman performs home caregiving with work in the home garden to maintain her household and doesn't have time to eat. Highlighting the problems of poor nutrition for a woman who is active throughout the day.

Team 2 – Stealing a bride & welcome to the world of married woman

Young bride, groom, three friends of the groom

The groom with his three friends kidnap (Kyrgyz tradition of marriage) a young bride by car...wedding...young woman wakes up early in the morning to start her new life as a new bride...she attends to livestock, sweeps yard, prepares breakfast and attends to other duties within the household waiting for the groom to wake up late in the morning.

Team 3 – Pregnant woman attending to guests

A pregnant woman, mother-in-law, a female child of 4 years old, two female guests

The scene starts with a child playing along her pregnant mother who is cooking meal...two guests appear who are greeted by mother-in-law and asked to sit around a dastarkhan (Central Asian table cloth put on the ground to serve as a table). The pregnant woman helps everybody at the dastarkhan to wash their hands by carrying water to them. Then she brings tea and later serves a meal while constantly listening to the mother-in-law's complaints about her. After serving the meal there is nothing left for this pregnant woman to eat and there is no time for rest. After meal the guests leave.

Team 4 – Divorce by phone for dropping a cup of tea

A young bride, mother in law, father in law, sister in law

A young bride starts her daily routine early in the morning by attending to livestock, working in the home garden, sweeping the ground and preparing breakfast. Mother in law wakes up and immediately demands tea and breakfast. Her husband is submissive to her and follows her directives while showing his hidden compassion to the young bride. Sister-in-law wakes up late and receives blessing from her mother and sits at the dastarkhan. The young bride accidentally drops a cup with tea on the sister-in-law who becomes furious with her; mother-in-law starts accusing and shouting at the bride. At this time the husband of the bride calls (who is in Russia as migrant labor) and the mother-in-law with the sister-in-law complains and pushes the husband to say "divorcing my wife." The young bride is kicked out of the house upon divorce.

Team 5 – Mother-in-law words against lazy wife

Wife, mother-in-law, three male children, a friend of a daughter-in-law, husband

Wife wakes up as early as mother-in-law. The husband is on business trip. Wife unwillingly serves tea to mother-in-law and attends to household chores including sweeping the ground and milking the cow. Mother-in-law asks wife to wake up children and send them to school. She does that unwillingly and tells her children to go and get their own breakfast in the kitchen. Then she chats on the phone and watches soap opera until her friend stops by. To her friend, the wife tells how she is poorly treated by her mother-in-law who is sitting and drinking tea throughout the day.

After the friend leaves, the husband returns and throws his bag and goes immediately to see his mother. The older woman complained about his wife's behavior while he was away. The husband got furious and kicks out his wife with the three children from the house. The wife leaves with threats to harm him.

Team 6 – Typical day of a woman

Wife, husband, two children of school age, mother and father-in law

A typical day for a woman in the rural area starts early in the morning. She wakes up and does a quick physical training, washes her face, put a kettle for breakfast tea and start sweeping the ground. The husband wakes up late and tells her to wake up children and send them to school. The wife attends to children and then to in-laws. Later husband and wife go to the field to work. The husband does mostly vertical work with a shovel while the wife bends down and pulls weeds. At the end of the day they return home with wife completely tired but attending to kitchen to cook dinner and feed her family. The husband gets comfortable with TV and rests while the wife attends to all household members until the day ends and everybody goes to sleep.