



# FEED THE FUTURE

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

Integrating Gender and Nutrition into Agricultural Extension Systems

# TAJIKISTAN

## Report on Workshops held June 21-23 & June 28-29, 2016

Report prepared by Jan Henderson and Mahinakhon Suleymanova

July 2016



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**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services



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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 three-day and a two-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.

**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: watermelon, milk, apricots, tomatoes, and grapes, with an emphasis on gender and nutrition.

### WHEN & WHERE

June 21-23, 2016

Tajikistan Agriculture and Water Activity (TAWA) office  
Qurgonteppa, Tajikistan

June 28-29, 2016

Tajikistan Agrarian University (TAU)  
Dushanbe, Tajikistan

## WHO

27 participants – June 21-23, 2016 (see Appendix A)

20 – Chemonics Inc./Tajikistan Agriculture and Water Activity (TAWA)

7 – Mercy Corps Tajikistan/ Tajikistan Health and Nutrition Activity (THNA)

9 participants – June 28-29, 2016 (see Appendix B)

5 – Master's students in Food Safety and Quality

4 – TAU instructors/university administration

## 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 23 participants attending the May 21-23 workshop were compared for each of the six items. Pre and post mean scores from eight participants attending the May 28-29 workshop were compared for items 2-5. 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 31 participants who provided useable data. The largest perceived gains in ability to complete the skill occurred for the agricultural value chain session.

1. **List** the characteristics of an effective extension facilitator.  
    <sup>a</sup>Pre Mean=2.04 Post Mean=3.00      Difference=.96
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=2.43 Post Mean=2.83      Difference=.40  
    <sup>b</sup>Pre Mean=2.50 Post Mean=2.63      Difference=.13
3. **Analyze** gender myths and **describe** the impact they have on agricultural programming, with an emphasis on nutrition.  
    Pre Mean=2.08 Post Mean=2.87      Difference=.79  
    Pre Mean=2.50 Post Mean=2.63      Difference=.13
4. **Identify** and **discuss** the impact of power hierarchies and power relations between women and men.  
    Pre Mean=1.96 Post Mean=2.87      Difference=.91  
    Pre Mean=2.25 Post Mean=2.38      Difference=.13
5. **Create** an agricultural production cycle (value chain) focusing on gender and nutrition issues.  
    Pre Mean=1.78 Post Mean=2.96      Difference=1.18  
    Pre Mean=1.75 Post Mean=2.63      Difference=.88
6. **Develop** and **facilitate** gender and nutrition-oriented sessions in the field.  
    Pre Mean=2.04 Post Mean=2.91      Difference=.87  
    Pre Mean=2.38 Post Mean=2.88      Difference=.50

<sup>a</sup>Mean scores for June 21-23 participants (n=23)

<sup>b</sup>Mean scores for June 28-29 participants (n=8)

## Post-Workshop Evaluation

The workshop concluded by asking participants to share their thoughts regarding the training. Overall, responses were **positive** with participants from both workshops highlighting the refreshing and energizing facilitation methods used throughout the training...they were surprised and pleased to be so **engaged** in the various activities...they mentioned that previous trainings usually involved passively listening to lectures or Power Point presentations. As one participant shared “allowing everyone to participate through role plays, drawings, and group discussions helped to put theory into practice.” The participants were especially enthusiastic about creating value chains for agricultural enterprises, such as apricots, watermelon, and grapes, relevant to their setting...and examining who controls the assets, makes the final decisions, and performs the different tasks was a first step for many in understanding the gendered aspects and consequences of agricultural production.

**New insights** gained from participating in the workshop included being able to explain the components of a balanced diet and realizing that even on a limited budget families can still eat nutritious meals. Many participants remarked that they are now more aware about the important contribution women make in the household and on the farm...appreciating that this contribution often goes unnoticed. For those participants who work in the field with men and women farmers the facilitation methods used in the workshop were cited as exciting ways to engage their audiences...to allow the farmers to be directly involved in the learning process.

Conducting similar trainings over four or five days and including field trips were suggestions for **improving** the workshop. Incorporating case studies and success stories from different countries and providing additional information about nutrition were also mentioned. Several participants requested that handouts be available in Tajik and Uzbek in addition to Russian. Not holding the workshop during Ramadan or in the participants’ place of work were recommendations for future trainings. Students at the Agrarian University suggested awarding prizes for active participants, such as books, flashcards, and school supplies.

## Follow-Up Activities

A follow-up survey will be used to collect data from the participants attending both workshops regarding their use and adaptation of the activities in their respective fields. Data will be collected by an in-country facilitator, by October, 2016...approximately three months after the training. To assist in assessing the implementation and impact of the training, participants in the Qurgonteppa training committed to incorporating the following activities in their work with men and women farmers:

### **Agricultural Value Chains**

Farkhod Soliev  
Madina Hakimova  
Nigina Tajieva  
Nazmishoh Gulmahmadov  
Mahmadshariv Atoev

### **Role Plays**

Parvina Rahimova  
Gulbahor Azimova  
Jamila Khasanova  
Nigora Muidinova  
Mehriniso Nasrulloeva

Jamila Samadova  
Mastura Mamasaidova  
Zulkhumor Savankulova

### **Drawings and Visuals**

Shoinbek Shokirov  
Nargis Ibragimova  
Jamila Samadova.  
Parvina Rahimova  
Nigora Muidinova  
Mehriniso Nasrulloeva  
Jamila Khasanova  
Amon Qushakov

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

Zaynullo Narzulloev

### **Who Has Power & Control/Who Does What**

Mahbub Komilov

### **Translation into Tajik**

Lola Gaparova

### **Interactive Facilitation Methods**

Ibrohim Sharifov  
Gulbahor Azimova

## **Lessons Learned/Recommendations**

Scheduling the workshops during **Ramadan** may have sounded good in theory, but proved to be a bit challenging. Many participants who were fasting (with no food or water from sunrise to sunset) were tired, had difficulty concentrating, and nodded off during group discussions... a few left the training for extended time periods due to feeling ill or weak. The fasting participants were also bored when those of us not fasting went for coffee/tea breaks and lunch ...which was awkward. Fortunately the workshop involves many hands-on activities to keep everyone engaged, but overall we recommend not conducting trainings during the month of Ramadan, especially when several participants shared that even they do not hold meetings or trainings during this time of fasting and prayer.

Holding the workshops at the participants' **work locations** (i.e., the university and TAWA office) resulted in participants coming and going during the training to attend to their regular duties...the Qurgonteppa group was particularly distracted and asked that we conduct future workshops away from their home office.

Similarly, being aware of **holidays** (National Unity Day occurred during the workshops) and **summer breaks** is recommended...the low attendance at the second workshop was due in part to most of the students and faculty being off for their annual summer holiday.

We realize that **cell phones** are here to stay and even though we ask participants to turn their phones off or down, the majority of participants were checking their phones on a regular basis, many for

extended time periods...sigh. In the future we will continue to ask for phones to be off or turned down and when needed to politely ask everyone to be focused on the activity at hand.

I (Jan) have been saving some of the **flipcharts** from our previous workshops to use as examples; while we do not want participants to “copy” the work of others, we found that having concrete examples helps the participants to quickly comprehend the intent and desired end product of the activity. In addition, some of the flipchart can easily be re-used, such as those with introductory/evaluation information that does not change from one workshop to the next.

Being able to speak the **language** of the participants is critical for the facilitators...I (Jan) was unable to lead whole group discussions, answer questions from small groups, or interact during breaks and meals with most of the participants. Even though I had a capable translator, my ability to contribute in a meaningful way throughout the entire workshop was restricted. I recommend that all facilitators be fluent in the language of the participants.

Having the “**right**” **number** of participants (ideally 25-30) is necessary for group interaction and sharing...too few can result in limited discussion and a narrow range of experiences to draw from...while too many participants can significantly increase the time required for each activity and decrease the amount of time each person can be sharing his or her opinions and ideas.

The three-day workshop provides a starting point for continuing focus on the integration of gender and nutrition within agricultural extension services. Having an **in-country contact** person designated to follow up the participants is essential for the training to have any long-term impact. This in-country contact needs specific direction and assistance from the facilitators to ensure follow up is timely and appropriate.

Having an **assistant** who spoke the local language during the workshops, in addition to the two facilitators, proved to be most useful...this person captured participant responses during whole group discussions, took photos, displayed flipcharts, and assisted late arrivals.

The two **nutrition-related activities** appear to always be evolving with each workshop. During the Qurgonteppa workshop some confusion arose over the title “Who Gets What to Eat” which was translated into Russian as “Who Decides What to Eat.” The one word difference changed the meaning of the activity, so we re-named to “Who Eats What” to better reflect the goal of the activity. Participants have consistently asked for more country and language-specific information and handouts related to nutrition, such as food charts and flashcards. The “Why Nutrition” Power Point presentation that we share is helpful, but needs to be revised and expanded to include more visuals and updated information. We modified the “What Goes on the Plate” activity during this workshop. We asked the participants, in small groups, to draw a plate illustrating a nutritionally balanced meal. While they were drawing, we created a flipchart with four quadrants: vitamins/micronutrients, carbohydrates, protein, and fats. When the drawings were completed we asked each group to share one example of a protein found on their plate...continuing until all protein examples were provided, asking our nutrition “experts” in the room to make any corrections and explain the role of protein in a balanced diet. We repeated the process for the remaining categories...drawing upon the experience and knowledge among the facilitators and participants. At the conclusion we provided an example of a family on a very limited budget (\$2.00/day) and asked which foods on the flipchart they could chose to ensure a nutritionally balanced diet for all family members. We recommend continuing to evaluate and improve the nutrition aspects of the workshop.



# Selected Workshop Photos\*

Who Does What?



Who Has Power and Control?



**Role Plays: Gender Stereotypes**





**Power Over vs. Power With**

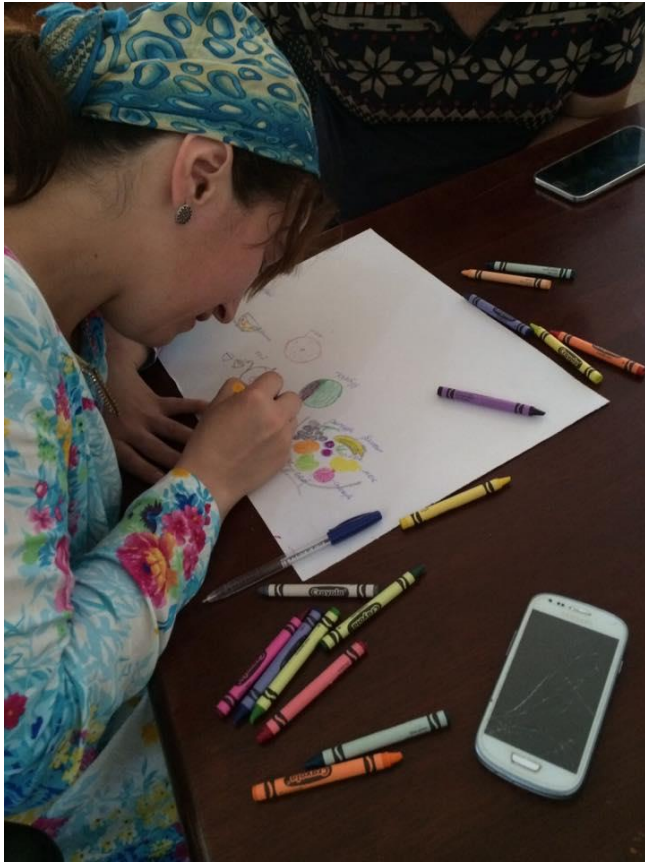


## Who Gets What to Eat?





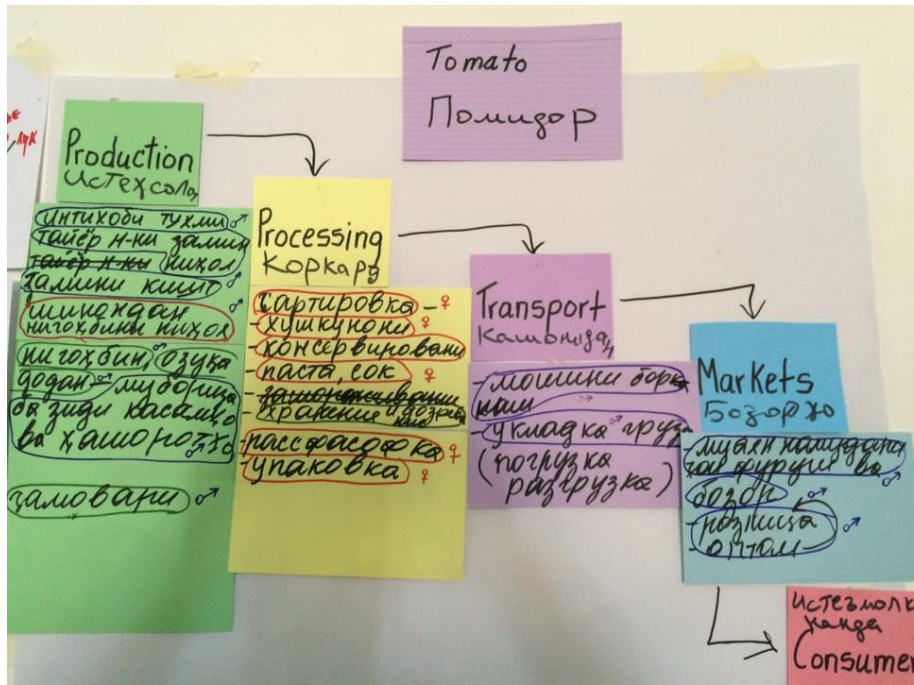
What Goes on the Plate?



**Физическая**  
**Сбалансированно**  
 и так же.

<p><b>Сахары</b>          муш, муш, тухи,          махсудатҳои ширин, мохи,          нахуф, махи, махи, ҳа,          тарошак, морепродуктҳо,          ҳилар, мурғ, грибҳо</p>	<p><b>Карбогидрат</b>          макар, аҷин, макар,          НОН, биринг, муш,          ангур, арбуз, анор,          НОК, ғуҷа, себ,          интилу, бишк, сива,          картошка, ҳарош</p>
<p><b>Ҷарб</b>          Ҷормаз, рабзани,          рабзани, рабзани гов,          олиқ махи, бодал, махи,          себ, махи, махи,          махи, махи, рабзани,          ҳамаконт,</p>	<p><b>Витамини / Минерал</b>          себ, омура, кибдижа,          махи, корнелидо, лимон,          бошур сал, зилан, яшт,          бахтевке, ҳилар, мохи,          лимон;          бошур, сох, морепродуктҳо,          махи, махи, ҳилар, ма,          махи-продуктҳо,          махи,</p>

# Agricultural Value Chains





## Workshop Evaluation





**Awarding Certificates**



## Appendix A: List of Workshop Participants – June 21-23, 2016

Staff of Feed the Future Projects in Tajikistan

#	First Name	Last Name	Project	Email
1	<b>Abduvadud</b>	Akhmedov	Tajikistan Agriculture and Water Activity	<a href="mailto:aakhmedov@tawa.tj">aakhmedov@tawa.tj</a>
2	<b>Mahmadsharif</b>	Atoev	Mercy Corps Tajikistan	<a href="mailto:matoev@mercy Corps.org">matoev@mercy Corps.org</a>
3	<b>Gulbahor</b>	Azimova	Tajikistan Agriculture and Water Activity	<a href="mailto:gazimova@tawa.tj">gazimova@tawa.tj</a>
4	<b>Lola</b>	Gaparova	Mercy Corps Tajikistan	<a href="mailto:lgaparova@mercy Corps.org">lgaparova@mercy Corps.org</a>
5	<b>Nazmi</b>	Gulmahmadov	Tajikistan Agriculture and Water Activity	<a href="mailto:ngulmahmadov@tawa.tj">ngulmahmadov@tawa.tj</a>
6	<b>Madina</b>	Hakimova	Tajikistan Agriculture and Water Activity	<a href="mailto:mkhakimova@tawa.tj">mkhakimova@tawa.tj</a>
7	<b>Nargis</b>	Ibragimova	Tajikistan Agriculture and Water Activity	<a href="mailto:nibrogimova@tawa.tj">nibrogimova@tawa.tj</a>
8	<b>Umriniso</b>	Karimova	Tajikistan Agriculture and Water Activity	<a href="mailto:ukarimova@tawa.tj">ukarimova@tawa.tj</a>
9	<b>Jamilya</b>	Khasanova	Tajikistan Agriculture and Water Activity	<a href="mailto:jhasanova@tawa.tj">jhasanova@tawa.tj</a>
10	<b>Mahbubkhon</b>	Komilov	Mercy Corps Tajikistan	<a href="mailto:mkomilov@mercy Corps.org">mkomilov@mercy Corps.org</a>
11	<b>Stephanie</b>	L.Martone	Mercy Corps Tajikistan	<a href="mailto:smartone@mercy Corps.org">smartone@mercy Corps.org</a>
12	<b>Mastura</b>	Mamasaidova	Tajikistan Agriculture and Water Activity	<a href="mailto:mmamadsaidova@tawa.tj">mmamadsaidova@tawa.tj</a>
13	<b>Nigora</b>	Muidinova	Mercy Corps Tajikistan	<a href="mailto:nmuidinova@mercy Corps.org">nmuidinova@mercy Corps.org</a>
14	<b>Sabohatullo</b>	Muzaffarov	Tajikistan Agriculture and Water Activity	<a href="mailto:smuzaffarov@tawa.tj">smuzaffarov@tawa.tj</a>
15	<b>Zaynullo</b>	Narzulloev	Tajikistan Agriculture and Water Activity	<a href="mailto:znarzulloev@tawa.tj">znarzulloev@tawa.tj</a>
16	<b>Mehriniso</b>	Nasrulloeva	Tajikistan Agriculture and Water Activity	<a href="mailto:mnasrulloeva@tawa.tj">mnasrulloeva@tawa.tj</a>
17	<b>Amonjon</b>	Qushakov	Mercy Corps Tajikistan	<a href="mailto:akushakov@mercy Corps.org">akushakov@mercy Corps.org</a>
18	<b>Parvina</b>	Rahimova	Tajikistan Agriculture and Water Activity	<a href="mailto:prakhimova@tawa.tj">prakhimova@tawa.tj</a>
19	<b>Jamila</b>	Samadova	Tajikistan Agriculture and Water Activity	<a href="mailto:jsamadova@tawa.tj">jsamadova@tawa.tj</a>
20	<b>Zulkhumor</b>	Savankulova	Tajikistan Agriculture and Water Activity	<a href="mailto:zsavankulova@tawa.tj">zsavankulova@tawa.tj</a>
21	<b>Ibrohim</b>	Sharifov	Tajikistan Agriculture and Water Activity	<a href="mailto:isharifov@tawa.tj">isharifov@tawa.tj</a>
22	<b>Shokirov</b>	Shoinbek	Tajikistan Agriculture and Water Activity	<a href="mailto:shshokirov@tawa.tj">shshokirov@tawa.tj</a>
23	<b>Farhod</b>	Soliev	Tajikistan Agriculture and Water Activity	<a href="mailto:fsoliev@tawa.tj">fsoliev@tawa.tj</a>
24	<b>Nigina</b>	Tajieva	Tajikistan Agriculture and Water Activity	<a href="mailto:ntajieva@tawa.tj">ntajieva@tawa.tj</a>
25	<b>Boymat</b>	Tavarov	Mercy Corps Tajikistan	<a href="mailto:btavarov@mercy Corps.org">btavarov@mercy Corps.org</a>
26	<b>Qurbonov</b>	Toir	Tajikistan Agriculture and Water Activity	<a href="mailto: tqurbonov@tawa.tj">tqurbonov@tawa.tj</a>
27	<b>Matluba</b>	Umarova	Tajikistan Agriculture and Water Activity	<a href="mailto:mumarova@tawa.tj">mumarova@tawa.tj</a>

## Appendix B: List of Workshop Participants – June 28-29, 2016

Tajikistan Agrarian University

#	First Name	Last Name	Title	Email
1	<b>Hudoyer</b>	Soliev	Student	<a href="mailto:xudoyor.1993@inbox.ru">xudoyor.1993@inbox.ru</a>
2	<b>Jasurjon</b>	Abdulloyev	Student	<a href="mailto:ifsurabdulloev1993@gmail.com">ifsurabdulloev1993@gmail.com</a>
3	<b>Malikabonu</b>	Hodieva	Student	<a href="mailto:mkhodieva@mail.ru">mkhodieva@mail.ru</a>
4	<b>Saidahmad</b>	Kurbonov	Student	<a href="mailto:saydakhmad.kurbonov.92@mail.ru">saydakhmad.kurbonov.92@mail.ru</a>
5	<b>Saidali</b>	Gulov	Instructor	<a href="mailto:sgulov@gmail.com">sgulov@gmail.com</a>
6	<b>Ziyedullo</b>	Karaev	Instructor	<a href="mailto:ziyo.81@mail.ru">ziyo.81@mail.ru</a>
7	<b>Zoirshoh</b>	Nematulloev	Instructor	<a href="mailto:nzoirsho@mail.ru">nzoirsho@mail.ru</a>
8	<b>Bilol</b>	Nushervoni	Student	<a href="mailto:nushervoni.bilol@mail.ru">nushervoni.bilol@mail.ru</a>
9	<b>Muhammadi</b>	Toshpulatov	Instructor	