

TAJIKISTAN

WRITE SHOP SUMMARY REPORT

Dushanbe, Tajikistan
December 11-14, 2016

Report prepared by Jan Henderson and Nargiza Ludgate

December 2016





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INTRODUCTION

WHAT

A four-day INGENAES-sponsored write shop was designed to help rural advisory services (RAS)/extension stakeholders from the Central Asia and the Caucasus – Forum on Rural Advisory Services (CAC-FRAS) network “make the INGENAES materials their own” and find ways to use the resources that are relevant to their work. Participants reviewed the “raw” materials and converted them into formats (e.g., training outlines, activity sheets, Power Point presentations) that are more readily useable “back home” and are context-specific. Eighteen professionals came from Tajikistan, Kyrgyzstan, Uzbekistan, Kazakhstan, and Armenia.

The objectives of the write shop were to:

- **Create** a product that can be used in the field with a variety of target audiences (e.g., farmers, women’s groups, students, extension providers) using existing INGENAES materials.
- **Review** INGENAES resources and determine opportunities for continuing to integrate INGENAES materials into trainings and extension efforts.
- **Establish** a framework for ongoing collaboration on extension education and training throughout the region.
- **Disseminate** products within the larger CAC-FRAS network.

WHERE

December 11-14, 2016
Atlas Hotel
Dushanbe, Tajikistan

WHO

18 participants (see list in Appendix A)

Feed the Future Tajikistan Agricultural and Water Activity (TAWA)
Feed the Future Tajikistan Health and Nutrition Activity (THNA)
Caritas Switzerland Field Office, Tajikistan
NGO “Zilola” – Tajikistan
Agricultural Alliance, Armenia
Khorezm Rural Advisory Support Service, Uzbekistan
Rural Advisory Services Jalalabad, Kyrgyzstan
Bio Service” Public Foundation, Kyrgyzstan
Center for Knowledge Extension - Kyzyljar Agri-industrial Complex, Kazakhstan
Urgench State University, Uzbekistan
Neksigol Mushovir, Tajikistan
Sarob Consumer Cooperative, Tajikistan
National Association of Business Women of Tajikistan

DAILY ACTIVITIES

Sunday – Day #1

- Participants introduced themselves and suggested one characteristic of effective teaching tools to guide their writing for the week.
- An overview was provided of the approximately 100 INGENAES resource materials (translated into Russian) that each participant received on a flash drive.
- Participants reviewed the resource materials, noting which ones were relevant to their individual writing projects and completed a handout identifying the proposed target audience(s), the main topic, and the format for their projects.
- After lunch, participants shared their ideas with the whole group and then began writing either individually or in pairs.
- The day ended with a color-coded evaluation with participants responding to the following questions: Pink: What is something you learned today? Orange: Who is someone new you met today? Green: Say anything.

Monday – Day #2

- Participants worked all day on their writing projects. They took time off for coffee/tea breaks and lunch. Participants assessed progress on their writing projects during a daily check-in.

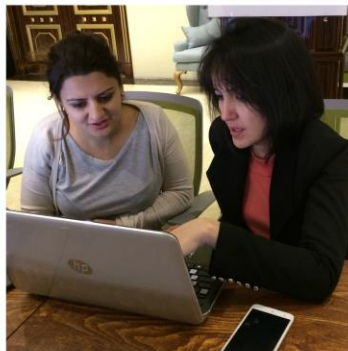
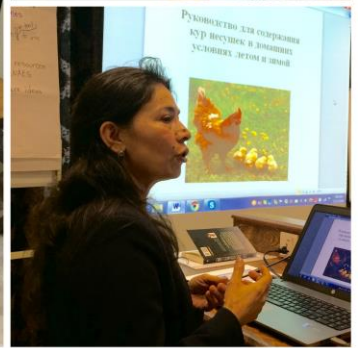
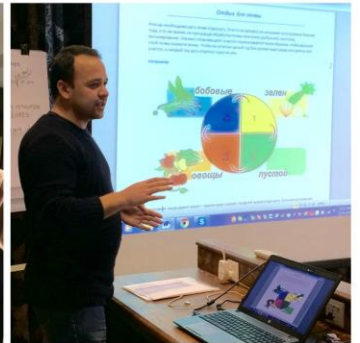
Tuesday – Day #3

- After the morning coffee/tea break, participants “paired up” to review each other’s work and provide feedback, with an emphasis on the “Characteristics of Effective Teaching Tools” identified on Sunday.
- After the afternoon coffee/tea break, four participants shared an overview of their writing projects receiving feedback from the whole group.

Wednesday – Day #4

- The remaining 14 participants shared their writing projects and responded to questions.
- Participants reviewed the “Characteristics of Effective Teaching Tools” citing examples of where the characteristics were present in the writing project presentations and the importance of considering these aspects of when preparing training tools.
- Participants completed the workshop evaluation and awarded certificates to each other.

SELECTED WORKSHOP PHOTOS



OBSERVATIONS

Providing time dedicated solely to writing is such a luxury for the participants who normally are very busy with work-related activities. Most of the participants had attended one of the gender and nutrition workshops earlier in the year and this write shop was a follow-up activity to encourage implementation of the workshop objectives. Participants chose a topic for their writing project that was related directly to their work and could work alone or with a partner. The cross-fertilization among different countries, disciplines, and organizations provided an avenue for continued networking.

Having the resource materials **translated into Russian** and available on a flash drive was a huge help. Although several of the participants were fluent in English, the group preferred to write/speak in Russian. The participants could immediately access the material and begin to adapt to their individual writing projects. The translated materials can also be shared with a wider audience once they are downloaded onto the INGENAES website.

The **meeting room** at the hotel was excellent for hosting the write shop. The long tables had individual electrical outlets at each work station eliminating the need for extension cords and surge protectors littering the floor. The room had a ceiling-mounted projector for displaying resource materials and the participants' writing projects. Internet access was available throughout the workshop. These amenities do not always exist or can be unreliable during a week-long training. We did not have to spend time and extra effort to coordinate/manage these types of logistics.

Listening and paying attention during the presentations has been a perennial problem; certainly not all, but many of the non-presenters were working on their own projects while their peer(s) were presenting. Similarly, having the presenters provide a brief overview of their project rather than "reading" all the details has been challenging causing participants to lose interest. Some ideas for improvement include: gather the participants in a circle away from their computers during the presentations; give specific instructions to non-presenters regarding their role as "listeners" and expect everyone to provide feedback at the conclusion of the presentation; provide presenters with a notice of their allotted time, such as a sign or signal; model how to present an overview of the writing projects being more explicit about what to share and what to leave out during the presentation.

EVALUATION

Overall, the 18 participants provided positive comments regarding the different aspects of the write shop. During the last session, we asked participants to share their **favorite part** of the write shop, the **most useful** or **beneficial** aspect of the write shop and **suggestions for improving** future write shops. Participant comments are summarized below.

1. What was your **most favorite** part of the write shop?

The participants cited **several aspects** as their most favorite part: having the opportunity to work uninterrupted on their projects, discussing their progress and receiving feedback from each other, presenting their writing projects and responding to questions, getting to see old friends and to meet new colleagues, and sharing their knowledge and experiences with other participants. Some comments included:

The time period allowed me to produce a “real” output/product.

Receiving very useful, ready materials and different, broad types of information so we could adapt for our conditions.

Editing/reviewing another participant’s material was an opportunity to improve my own work.

My favorite part of the write shop was the silence during the sessions.

2. What did you find **most useful** or **beneficial** about the write shop?

- The majority of the participants cited the exchange and sharing of their materials developed at the write shop with each other as the most beneficial aspect.
- The availability of Russian-language resource materials to use, adapt and disseminate among colleagues at their own institutions was welcomed, as was the wide variety of topics participants could select from on their flash drives.
- Other useful aspects of the write shop included: learning facilitation skills, peer exchange after the first draft of their projects, and summarizing and evaluating their work according to the “Characteristics of Effective Teaching Tools.”

3. What suggestions do you have for **improving** future write shops?

Overall the participants were very appreciative of the time, effort, and financial support devoted to organizing and facilitating the write shop; they provided positive comments regarding the meals, breaks, and the daily agenda.

Specific suggestions for improvement included:

- Email the INGENAES materials in advance so participants can be better prepared to begin writing.
- Identify a general, relevant topic, such as nutritional awareness, and have all the participants develop projects/materials related to this common theme.
- Increase the time for participants to share their experiences and present their projects.

- Ensure that all participants are listening to the presentations and are “sticking to” the five-minute overview rule.
- Have more than one peer exchange during the write shop so participants can receive multiple feedbacks on materials being developed.
- Include more energizers during the day.
- Provide trainings and workshops in other CAC counties, not just Tajikistan.
- Follow-up to track progress and encourage participants to stay connected through a “refresher” write shop.

APPENDIX A

List of Write Shop Participants

Zulfiya Abdurahmonov – Tajikistan

Zilola – Public NGO

zulfinso@mail.ru

Munirakhon Akramova - Tajikistan

Feed the Future Tajikistan Agricultural and Water Activity (TAWA)

makramova@mail.ru

Dr. Mahmasharif Atoev – Tajikistan

Feed the Future Tajikistan Health and Nutrition Activity (THNA)

matoev@mercy Corps.org

Lola Gaparova – Tajikistan

Feed the Future Tajikistan Health and Nutrition Activity (THNA)

lgaparova@mercy Corps.org

Firuz Hafizova - Tajikistan

Caritas Switzerland Field Office

feriza@list.ru

Anna Hovhannisyan – Armenia

Agricultural Alliance

hovh.anna.isyan@gmail.com

Elena Kan - Uzbekistan

Khorezm Rural Advisory Support Service

kanelena@gmail.com

Mahabat Karaeva - Kyrgyzstan

Rural Advisory Services Jalalabad

m.karaeva@rasja.kg

Umriniso Karimova – Tajikistan

Feed the Future Tajikistan Agricultural and Water Activity (TAWA)

ukarimova@tawa.tj

Madina Khakimova – Tajikistan

Feed the Future Tajikistan Agricultural and Water Activity (TAWA)

mkhakimova@tawa.tj

Ne'mat Khusainov – Tajikistan

Zilola – Public NGO

nhuseinov@gmail.com

Gulzada Kudaiberdieva – Kyrgyzstan
“Bio Service” Public Foundation and USAID-funded Agro Horizon Project
g.kudaiberdieva@bioservice.kg

Asem Nurenberg – Kazakhstan
Center for Knowledge Extension - Kyzyljar Agri-industrial Complex
asem_12.81@mail.ru

Bobomurot Qunduzov – Tajikistan
Neksigol Mushovir
bobomurot.qunduzov@neksigol.tj

Inna Rudenko – Uzbekistan
Urgench State University
irudenko@mail.ru

Tahmina Sayfullaeva – Tajikistan
Sarob Consumer Cooperative
tamina_85@inbox.ru

Mahinakhon Ahmatovna Suleymanova – Tajikistan
Neksigol Mushovir
mahinakhon.suleymanova@neksigol.tj

Nasiba Usmanova – Tajikistan
National Association of Business Women of Tajikistan
nusmanova@imon.tj

APPENDIX B

List of Writing Projects

List of Extension Training Materials produced during the INGENAES-CAC FRAS writeshop in Dushanbe, Tajikistan December 11-14, 2016

Target Audience(s)	Topic	Format	Name
Smallholder farmers with land from 0.05 to 5 ha	Sustainable land management, including organic farming, soil improvement and introduction of innovative technologies and new seed varieties	14-page Guideline	Bobomurot Qunduzov Neksigol Mushovir Project funded by Oxfam International Tajikistan
Project Coordinators and Volunteers	Using a variety of products in the diet of pregnant women, nursing mothers and children from 6 months to 2 years	Training of Trainers Guide with Seven Activity Sheets	Mahmadsharif Atoev Feed the Future Tajikistan Health and Nutrition Activity Mercy Corps Tajikistan
Low-income rural women; husbands have out migrated	Growing natural products and generating additional income	18-page Training Plan	Nasiba Usmanova National Association of Business Women of Tajikistan
Smallholder women farmers with 0.1 ha	Using household gardens for providing balanced diet for family members and earning additional income	19-page Booklet	Mahinakhon Suleymanova Neksigol Mushovir Tahmina Sayfullaeva Sarob Consumer Cooperative Tajikistan
Women groups from villages	Herbal Tea's Refreshing Change	10-page Outline and Agenda for a one-day workshop	Anna Hovhannisyan Agricultural Alliance, Armenia
High school girls and boys	Raising awareness about micronutrient deficiencies	10-slide Power Point presentation	Zulfiya Abdurahmonova Ne'mat Khusainov Zilola – Public NGO, Tajikistan
Agricultural specialists and trainers	Introduction of new technologies for cabbage cultivation	13-page Training Plan for a five-day workshop	Munirakhon Akramova Feed the Future Tajikistan Agricultural and Water Activity, Chemonics Inc., Tajikistan Asem Nurenberg Center for Knowledge Extension, Kazakhstan

Target Audience(s)	Topic	Format	Name
Women farmer groups	Technology of tomato cultivation	9-page Training Module	Madina Khakimova Umrinisso Karimova Feed the Future Tajikistan Agricultural and Water Activity, Chemonics Inc. Tajikistan
Men and women villagers	Food groups, importance of diet diversification, cultivate/produce/process/store/cook practices, and recipes	23-slide Power Point presentation and 5-page Training Module	Mahabat Karaeva Rural Advisory Services Jalalabad, Kyrgyzstan
Rural men and women, cooks, women farmers' groups	How to cook soybeans, Jerusalem artichoke, and quinoa	8-page Training Plan	Firuza Hafizova Caritas Switzerland Field Office, Tajikistan
Rural families	Poultry care	16-page Guideline	Lola Gaparova Feed the Future Tajikistan Health and Nutrition Activity Mercy Corps Tajikistan
Rural service providers	Improving food allowance in households	14-slide Power Point presentation and 8-page Activity Sheet	Gulzada Kudaiberdieva USAID-funded Agro Horizon Project, "Bio Service" Public Foundation, Kyrgyzstan
Teachers of schools and colleges	Proper nutrition - the key to a healthy life	8-slide Power Point presentation and 15-page Training Plan	Inna Rudenko Urgench State University Elena Kan Khorezm Rural Advisory Support Service, Uzbekistan