

Integrating Gender and Nutrition into Agricultural Extension Systems

SIERRA LEONE

Workshop Summary Report

March 21-23, 2017

Report prepared by Jan Henderson, Augustine Amara, Fatmata Binta Jalloh, Maria Jones, & Colby Silvert



© Jan Henderson, April 2017



© INGENAES, and Jan Henderson, Augustine Amara, Fatmata Binta Jalloh, Maria Jones, Colby Silvert
This work is licensed under a Creative Commons Attribution 3.0 Unported License.

Users are free:

- To share — to copy, distribute and transmit the work. (without participant contact information)
- To remix — to adapt the work.

Under the following conditions:

- Attribution — users must attribute the work to the authors but not in any way that suggests that the authors endorse the user or the user's use of the work.

Technical editing and production by Kathryn Mosiman.

*This report was produced as part of the United States Agency for International Development (USAID) and US Government Feed the Future project “Integrating Gender and Nutrition within Extension and Advisory Services” (INGENAES).
Leader with Associates Cooperative Agreement No. AID-OAA-LA-14-00008.*

www.ingenaes.illinois.edu

*The workshop was made possible by the generous support of the American people through USAID.
The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States government.*



Contents

- Introduction..... 1
- Pre/Post Scores2
- Post-Workshop Evaluation 3
- Follow-Up Activities 4
- Lessons Learned/Recommendations 5
- Selected Workshop Photos 8
- Appendix A: List of Workshop Participants 11
- Appendix B: Excerpts from Participant Interviews 13
- Appendix C: Gender and Nutrition Songs 15
- Appendix D: Follow-Up Survey Template 16
- Appendix E: Workshop Agenda 18

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) 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 was 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:

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

Explored gender stereotypes and the impact they have on the lives of 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 household.

Discussed the components of a nutritionally balanced meal with emphasis on the needs of all family members, especially pregnant, lactating women and young girls.

Created an agricultural value chain for small-scale, subsistence enterprises, such as rice, fish, or cassava, focusing on gender and nutrition issues.

WHEN

March 21-23, 2017

WHERE

Njala University
Faculty Building Senate Room
Njala, Moyamba District, Sierra Leone

WHO

49 participants: 15 women; 34 men - (see Appendix A)

AADSL - Action for Advocacy and Development Sierra Leone
ACDP - Association for Community Development Programme
ALLAWALLY - Allawally Farmer-Based Organization
BARAKA - Baraka Women's Farmer's Association
CIFD-SL – Community Initiative for Development-Sierra Leone
CoSET-SL
CYLEDO - Community Youth Livelihood Empowerment and Development Organization
DESAL - Develop Salone
DESERET WOMEN-SL
EEHRSL - Economic Empowerment for Human Rights Sierra Leone
EMARC - Environmental Management and Research Centre
GUALATION - Gualatima Women Farmers Cooperation
HALDIFOTEE YOUTH GROUP
MAFFS – Ministry of Agriculture, Forestry and Food Security
MEWODA - Menna Women's Development Associates
MOPADA-SL - Movement towards Peace and Development Agency-Sierra Leone
NAFF-SL - National Farmers Federation-Sierra Leone
NeSPE – Network Support for Peace Education
NU – Njala University
RISE-SL - Rural Initiative for Sustainable Empowerment-Sierra Leone
ROPES
SALFA-SL - Salima Farmers Association
S.C.I.P. – Sewa Cassava Innovative Platform
SANDA WOMEN
SLeWOF - Sierra Leone Women's Federation of Farmers
WAGET - Waget Farmers Association
WOPDO - Word of Power Development Office

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 scores from 30 participants were compared for 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 slightly** for each item on the post-workshop evaluation signifying an improved ability to complete the activities upon conclusion of the three-day workshop as perceived by the 31 participants who provided useable data. The largest perceived gains in ability to complete the skill occurred for the workshop activity related to gender stereotypes discussing the differences between equality and equity.

1. **Identify** the characteristics of an effective trainer.
Pre Mean: 2.61 Post Mean: 3.00 Mean Change: **+0.39**

2. **Examine** the roles and responsibilities of men and women within the rural household, on the farm, and in the community.
Pre Mean: 2.29 Post Mean: 2.77 Mean Change: **+0.48**

3. **Explore** gender stereotypes and the impact they have on the lives of women/girls and men/boys.
Pre Mean: 1.87 Post Mean: 2.64 Mean Change: **+0.77**

4. **Investigate** power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”
Pre Mean: 1.83 Post Mean: 2.54 Mean Change: **+0.72**

5. **Analyze** the amount and type of foods available to members of a typical rural household.
Pre Mean: 1.87 Post Mean: 2.25 Mean Change: **+0.38**

6. **Discuss** the components of a nutritionally balanced meal with special emphasis on the needs of pregnant, lactating women and young girls.
Pre Mean: 1.74 Post Mean: 2.35 Mean Change: **+0.61**

7. **Create** an agricultural value chain for small-scale, subsistence enterprises, such as rice, fish, or cassava, focusing on gender and nutrition.
Pre Mean: 2.03 Post Mean: 2.61 Mean Change: **+0.58**

Post-Workshop Evaluation

The **best parts** of the workshop:

“Everyone was given an opportunity to make a contribution.” “We all participated in all the sessions.” “Everyone was encouraged to say something.” These are a few of the participant comments when expressing the best part of the workshop. This particular group identified the Power Over v. Power With as the best session, followed by who does what in the home, on the farm, and in the community. Content and activities related to nutrition were also mentioned by the majority of participants as their most favorite part of the workshop.

New insights gained from participating in the workshop:

The interactive nature of the workshop was unique for the majority of participants; they especially liked the songs, energizers, and role plays that involved everyone. The session distinguishing between Power Over v. Power With was mentioned most frequently as a new insight; the participants engaged in a rather impassioned debate about the impact of power and role of men and women in society; this debate was followed by an enlightening discussion on the

difference between gender equality and gender equity. Food myths and superstitions and the way food is distributed unequally among family members were also identified as new understandings.

Commitments made because of the workshop:

The majority of commitments focused on nutrition; participants want to eliminate food myths and be more aware and sensitive to the way food is distributed among all family members. Sharing the information from the workshop with colleagues, students, and family members was mentioned by most participants.

Suggestions for improving the workshop:

Participants suggested including more women, recognizing that the workshop was very male-dominated. Participants proposed inviting lead farmers to attend the workshop, along with religious leaders from mosques and churches. Local chiefs also need to be included to ensure the training will be “accepted” in the community.

Involving a nutrition expert was recommended to improve the two sessions focusing on nutritionally balanced diets and the health risks related to poor nutrition. Even though each participant received a flash drive with many resources at the conclusion of the workshop, they expressed the need for more handouts and training materials, especially related to nutrition, to be provided during the actual sessions.

Follow-up activities and additional training were requested by many participants; they suggested field visits immediately following the workshop to practice the activities with their targeted communities.

Follow-Up Activities

Members of participating organizations identified the workshop activities they would like to take to the field. A follow-up survey (See Appendix D) will be used to collect data from the participants regarding their use and adaptation of the workshop activities in their respective organizations. The data will be collected by the in-country coordinators, with assistance from the facilitator, by the end of May 2017, approximately two months after the training. The following activities and organizations are listed below. (**Note:** Not all participants provided data for follow-up activities; they need to discuss which activities they will take to the field with their colleagues who could not attend the workshop.)

Who Does What?

AADSL
EMARC

Exploring Gender Stereotypes

DESAL
NU
WOMAN TINAP

Power Over v. Power With

ROPES
DESERET
DESAL
MEWODA
EMARC
SLeWOFF
NAFFSL
CYLEDO
GUALATIMA
NU

Who Gets What to Eat?

NeSPE ((Food Myths)
MEWODA
SANDA WOMEN
NU

What Should Go on the Plate?

ROPES

Lessons Learned/Recommendations

- To gain attention I improvised by using a plastic water bottle filled with rocks; not the best choice, but it worked. Next time I will not forget to pack the singing bowl!
- With 49 participants I had to find a different method for introductions rather than having each person introduce him or herself. Each person found a partner they did not know and then joined another pair. The partners had to introduce each other and the small group had to find three things they had in common. We joined in a circle and each foursome shared.
- Even though everyone was introduced, during introductions in the future I will list on a flip chart the attending organizations and ask participants to identify to which organization they belong.
- The meeting room was wonderful for conducting energizers, breaking into small groups, and gathering as a whole group; however, the large, open space made hearing difficult. A portable mic would have been helpful.
- The room had windows on one side; so we had plenty of light, but showing a Power Point presentation would have been challenging with no ability to darken the room.
- Having almost 50 participants increased the time for every activity; I had to double the number of small groups to ensure everyone had a chance to share and participate in the activity. Similarly, having each small group share their results increased the time devoted

to plenary sessions. The ideal number of participants? I recommend 30, but at the same time I do not want to limit participation; I believe the workshop was effective in spite of the high number of attendees, especially since we had such a large meeting room.

- Having one person on the team, (Maria), devoted to managing registration, organizing participant lists and certificates, taking photos/videos, and conducting interviews was a huge help. This often overlooked administrative assistance greatly enhanced the effectiveness and efficiency of the workshop.
- Incorporating “facilitators-in-training” was an essential aspect of the workshop to strengthen in-country capacity. Binta and Augustine were enthusiastic and willing to facilitate and assist throughout the workshop. Identifying and encouraging their strengths and interests was an important part of the training. I recommend that all workshops use the opportunity to train local staff.
- Njala University was on strike during our workshop (and had been since December 2016). During the last day of the workshop, students were demonstrating in a town near the university. Through social media our workshop students were keeping updated regarding the demonstration with rumors of students being arrested or killed. Needless to say, this information/rumors caused confusion and difficulty in staying focused on the goals of the workshop.
- Regardless of group size, reporting back on the value chain activity is always a challenge. Groups have the tendency to want to read every action on their chain; for this workshop I selected one chain as an example and walked through the main points; however, this method was not very effective in addressing the gender and nutrition nuances embedded within the chains. I still need to devise a better way of sharing the outcomes of this activity.
- Because we had such a large number of participants, we divided into two groups for the activity: Who Gets What to Eat. While Binta facilitated the typical family meal, I lead a discussion on common food myths or superstitions, such as giving children eggs, fish, pumpkin, cassava leaf, will turn them into witches or wizards or letting children eat meat will cause them to become thieves when they grow up. We identified the nutritional implications of such beliefs. I will include this activity in future workshops.
- When we came to the activity where participants choose which activity they well “take to the field”, we asked the participants to gather by organization and on a flip chart identify which activities they will be implementing in the field. Unfortunately we did not receive a complete list since many of the organizations wanted to “check in” with their colleagues before making a commitment.
- “What Should Go on the Plate” activity needs to include a mini-lecture on the main food groups and why certain food is needed for different family members. I need to provide more concrete information and images in this activity and not assume that participants have a basic understanding of nutrition. I also need to address portion size.

- Asking the participants to remain in their value chain groups and write a song depicting a gender and/or nutrition theme provided an example of how the workshop topics can be taken to the field and shared with all age groups. This activity is also an effective energizer and an opportunity for everyone to participate.
- Even though we have included two brief Power Point presentations on gender and nutrition on the flash drives we give to each participant, incorporating these presentations into the workshop would help to summarize some of the basic vocabulary and knowledge related to gender and nutrition. I need to revise the presentations to make them more interactive and visually appealing.
- Being more deliberate in explaining the “why” behind each of the seven activities would help participants begin to see ways of integrating gender and nutrition into their work. Sharing the objectives before and after each activity would be a start in this effort.
- I kept the foursome introduction groups together to discuss at the end of each day “Now What?”; to identify ways they could adapt and apply the workshop activities in the field. What appeared clear to me did not translate into practice, so next time I will have more specific questions that the small groups can respond to.
- During one group discussion, several men expressed very traditional views regarding women’s roles. To allow the women participants a chance to state their views I had to deliberately ignore the men and call on the women which caused some conflict. This particular group was very loud and male-dominated throughout the entire workshop; ensuring that women’s voices were heard was a challenge.

Selected Workshop Photos

(Note: All photos were taken by Maria Jones, University of Illinois)







Appendix A: List of Workshop Participants

First Name	Last Name	Gender	Organization	Title	Email
Abdul J.	Fawundu	M	NU	Student	fawunduabdulj@gmail.com
Adama B.	Sesay	F	MEWODA	Field Supervisor	mewoda@yahoo.com
Adama H.	Bah	F	ALAWALLEH	Organizer	
Alahji B.	Jalloh	M	HALDIFOTEE Youth Group	Vice Chairman	
Alhasan K.S.	Sesay	M	DESAL	Director	director.developsalone@gmail.com
Aliemu	Jalloh	M	ROPES	Field Officer	roporma.ropes@gmail.com
Augustine Musa	Kamara	M	NU	Lecturer	augustinemusa.kamara@yahoo.com
Christiana	Sesay	M	NU	Student	christianasesay3@gmail.com
Daniel	Bockarie	M	S.C.I.P	Supervisor	
Daniel N.	Momoh	M	NU	Student	danielnyvma@gmail.com
Darlington	Tamba	M	NU	Producer	tambaderlington@gmail.com
Edward A.	Sankoh	M	NU	Student	justeasankoh@gmail.com
Emmanuel V.	Kanyako	M	SALFA-SL	Director	salfa1998sl@gmail.com
Fatmata	Tarawali	F	DESERET	Field Officer	deseretwosil96@gmail.com
Hawa N.	Abu	F	NU	Student	hawanabu618@gmail.com
Ibrahim	Kamara	M	EEHRSL	Field Officer	kamaraibrahim.32@gmail.com
Ishmail B.	Bundu	M	NU	Student	baibunducarric@gmail.com
Josephine	Sourie yei	F	CIFD-SL	Field Officer	dcollectinitiative@yahoo.com
Kwesi	Yan	M	NESPE	M&E Officer	kwesiy@gmail.com
Mariama	Bah	F	WAGET	Chairlady	
Mariama	Conteh	F	MAFFS-WIAN	Gender staff	mconteh2014@yahoo.com
Mariama	Momoh	F	NU	Student	
Marie	Kabba	F	SANDA WOMEN	Chairlady	
Martha K.	Gbenda	F	MAFFS-WIAN	Agriculture Instructor	
Michael	Benya	M	NU	Student	benyamichael@gmail.com
Mohamed	Bangura	M	ACDP	Project Officer	baanguramohamedosman@gmail.com
Mohamed	Kamara	M	NU	Student	medkams500@gmail.com
Mohamed Abdulai	Kabba jr.	M	NU	Student	makabbajr1992@gmail.com
Mohamed Amidu	Kabba	M	RISE-SL	Director	risesl@ymail.com

First Name	Last Name	Gender	Organization	Title	Email
Mohamed F.	Musa	M	NU	Student	mohamedfmusa1@gmail.com
Mohamed P.	Foray	M	CYLED0	Acting Director	mohamedpforay@gmail.com
Muctar F.	Koroma	M	NU	Field Staff	muctykoroma@gmail.com
Musa D.	Saffa	M	NU	Lecturer	
Nabieu S.	Kassoh	M	NAFF-S/L	District Coordinator	nabieukassoh1@gmail.com
Neriah Kona	Sesay	F	SLEWOF	Coordinator	neriahkonasesay@yahoo.com
Philip J.	Kamanda	M	NU	Lecturer	kama.pj06@gmail.com
Ramatulai	Bah	F	WOMEN	Chairlady	ramatulaBah66@gmail.com
Raymond Rashid	Momoh	M	NU	Lecturer	raymondmomoh2006@yahoo.com
Roland	John	M	EMARC	Development Officer	
Saio N.	Sesay	F	NU	Student	
Satta J.	Kallon	F	NU	Student	satta155@gmail.com
Sheik A.M.	Fofanah	M	BARAKA	Chairman	
Sheku A.	Kanneh	M	MOPADA-SL	M&E Officer	kannehalhajisheku45620@gmail.com
Sorie S.	Samura	M	AADSL	Project Officer	
Stephen James	Foyah	M	WOPDO	Director	stevefoyah@gmail.com
Steven	Kuyateh	M	GUALATION	Secretary	
Theresa J.	Boani	F	NU	Student	theresajboani@gmail.com
Tommy	Josiah	M	NU	Supervisor	tommyjosiah@gmail.com
Zacharia	Bangura	M	CoSET-SL	Director	banguraddis@gmail.com

Appendix B: Excerpts from Participant Interviews

Marie Kabba, Chairlady of SANDA WOMEN

I have more than 50 women in my group and I'm not just here for myself. I am going back to tell them about gender, about what children should eat and teach them what I have learned and I know they will be happy to hear and learn about all of these activities. Initially I cook and give everything to the men but now I know that children as well as myself should eat a little of everything I cook and I should not just try to satisfy the man because he is the bread winner.

Mohamed A. Kabba Jr., Student, Njala University

From this workshop, I've learned about interacting with people. When you allow people to dialogue, you get the right, quality information than when you just ask the people what they want to say, what they think about it because when you allow them to dialogue, you give them the opportunity to vent out what they really want, and what they really need, or what is really in their mind. You have given them that platform, so everybody can discuss.

The best thing about the workshop is the opportunity for me as a student to sit with my lecturer, and I have the opportunity to discuss with him about things that are not common for me to discuss in the lecture in the classroom. I have people around the age of my grandmother and grandfather that I can sit with and talk with them, and now I have come to realize really what some of these people think. I realize I didn't have that opportunity. It's like a platform of opportunity for some of us as students, or people, or even when farmers sit with practitioners that are higher level in extension.

Zacharia Bangura, Director, CoSet-SL

Our trainers were very interested in the area of practical learning. Learn by practice. And that is what we will take out of [the workshop]. We'll see how we incorporate all the concepts and activities into our communities, with our farmers; to see how we empower women and where we engage in nutrition and extension services.

Martha K. Gbenda, Agriculture Instructor, Ministry for Agricultural Forestry and Food Security

"Power With and Power Over" was an activity I liked; it touched me most. We are misusing the word "power" and in fact, people dominate us with power, especially when we bring up the concept of gender. The men dominate us. They always see us as women who are not supposed to be in front of anything, they marginalize us, they look down upon us as not fit to do [this]. But if they give us the chance, they will really know that women are also capable. When the men took the part of the women, they all came to the single conclusion that it women's work is very tedious.

The nutritional status and the food value chain was also an important activity because that is something that we tell our farmers over and over, over and over, because they are planting these nutritional foods, but instead of eating them, they prefer to sell them all into the market to get money.

Dalington Tamba, Production Manager, Njala University Radio Station

One of the things we looked at was that we have this concept not to give our children a particular food. We don't give our children fish, but I learned that if we try to provide nutritious food for our children, like fish, it helps their brain to build up, and eggs build the body and help children to grow very well. So I think with all that I've learned in this workshop, I'm going back to my corner as a radio broadcaster and see how I can preach this message in all the local languages, which our people will understand

Musa D. Suffa, Lecturer in Crop Protection, Njala University

When we allow women and men to work together, and not leaving them behind, we can achieve such greatness. You can't just give somebody the opportunity or the privilege; you have to [provide] support.

Adama B. Sesay, Field Supervisor, MEWODA

I would like to imitate the methods used in this workshop: acting, role play, singing. You know when we apply these methods to the community groups they will feel like they belong. They will feel very important being part of this organization, to be part of the group. So, I thought it is very wise for us to be having this training. We will use this training to build up our community groups, in our different organizations, or places we work. Because it's not just giving the seats to farmers, we also need to build their capacities.

Theresa J. Boani, Student, Njala University

Even for meat and fish, the women in the house prefer to give the father the preference over the children. The father is not going to grow anymore, the children need to grow, they need those proteins, vitamins, carbohydrates to give them energy; the children need it most. But like the food distribution, we found out that a large quantity of food or meats, we're giving it to the father and the grandfather and the grandmother, and the 15-year-old daughter was having like one egg, the 3-year-old daughter and 10-year-old son were not having anything like fish, or egg, or grains, they were just getting empty rice. So for me it was very touching. I've learned a lot. I'm going to set a precedent for my own, and for my family to change. That's why I said in the beginning, I had a changed mindset about agriculture and nutrition as a whole.

Appendix C: Gender and Nutrition Songs

We plant for ourselves
We harvest for ourselves
We sell for ourselves
The benefit is for ourselves
Poverty – Go!
Hunger – Go!
The benefit is for ourselves.
Men and women should work hand in hand
You are a man or a woman, you have to stand strong like a cotton tree
Let us eat a balanced diet for our household health.

Nutrition is something that is good for us
A balanced diet is something that is good for us
Nutrition is something that is good for us...Ohh.
If we hold God's hand we will live long.
If we eat rice
If we eat fish
If we eat carrots
If we handle them properly we will live long
If we eat mango
If we eat egg
If we eat palm oil
And handle them properly we will live long.

Balanced diet
Vitamins
Proteins
Fats and Oil
Carbohydrates
Eat them everyday

Together we are faithful and strong
Working to promote INGENAES
All men and women, support us!
To move gender and nutrition in our country Sierra Leone
To improve our livelihood so we can live a better life.

Appendix D: Follow-Up Survey Template

Name of Training 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) _____

NOTE: Please include **photos** of your training.

Reflection: What went well...what could be improved? _____

What other workshop activities do you plan to implement in the field?

Name of Interviewer: _____

Date of follow-up interview: _____

Appendix E: Workshop Agenda

Integrating Gender and Nutrition into Agricultural Extension Workshop

Njala University, Faculty Building Senate Room

March 21 - 23, 2017

Tuesday, March 21, 2017

- 8:30 am Welcome and Workshop Overview
Session #1: Introductions
Session #2: Who Does What?
- 12:00 pm Lunch
Session #3: Who Has Power and Control?
Now What? Discussion
Daily Reflection – 4 Colors Evaluation
- 4:00 pm Adjourn

Wednesday, March 22, 2017

- 9:00 am Gathering
Session #3: Exploring Gender Stereotypes
Session #4: Power Over vs. Power With
- 12:00 pm Lunch
Session #5: Who Gets What to Eat?
Session #6: What Should Go on the Plate?
Now What? Discussion
Daily Reflection – First Name Initial Evaluation
- 4:00pm Adjourn

Thursday, March 23, 2017

- 9:00 am Gathering
Session #7: Gender & Nutrition in an Agricultural Value Chain
Creating Gender & Nutrition Songs
- 12:00 pm Lunch
Session #8: Applying What We've Learned
Session #9: Workshop Evaluation and Closing Activities
- 3:00 pm Adjourn