



# FEED THE FUTURE

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

Integrating Gender and Nutrition into Agricultural Extension Systems

# SIERRA LEONE

## Workshop Summary Report

### March 14-16, 2017

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



© Jan Henderson, April 2017



**USAID**  
FROM THE AMERICAN PEOPLE



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

© Jan Henderson, Augustine Amara, Fatmata Binta Jalloh, Maria Jones, Colby Silvert, and INGENAES  
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 Heinz.

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

*The report 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 Scores ..... 2
- Post-Workshop Evaluation – Selected Written Comments ..... 3
- Follow-Up Activities ..... 4
- Lessons Learned/Recommendations ..... 5
- Selected Workshop Photos ..... 7
- Appendix A: List of Workshop Participants ..... 7
- Appendix B: Gender and Nutrition Songs
- Appendix C: Follow-Up Survey Template
- Appendix D: Workshop Agenda

## 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 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:

**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 14-16, 2017

### WHERE

Earnest Bai Koroma University of Science and Technology (EBK), Magburaka Campus (EBKUST-MUC)

Makeni, Sierra Leone

### WHO

39 participants: 10 women; 29 men - (see Appendix A)

CRS – Catholic Relief Services

ACDI/VOCA – Agricultural Cooperative Development International/Volunteers in Overseas Cooperative Assistance  
 WorldFish  
 EBKUST – Ernest Korma University of Science & Technology  
 MUC – Magburaka University College at Ernest Korma University of Science & Technology  
 MAFFS – Ministry of Agriculture, Forestry and Food Security  
 WARC – West Africa Rice Company  
 HKI – Helen Keller Institute  
 Fresh Salone  
 WHI – World Hope International  
 PLUC – Port Loko University College at Ernest Korma University of Science & Technology

## 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 30 participants who provided useable data. The largest perceived gains in ability to complete the skill occurred for the workshop activity related to power relations within the family and “power over” v. “power with.”

1. **Identify** the characteristics of an effective trainer.  
 Pre Mean: 2.50      Post Mean: 2.80      Mean Change: **+0.30**
  
2. **Examine** the roles and responsibilities of men and women within the rural household, on the farm, and in the community.  
 Pre Mean: 2.26      Post Mean: 2.86      Mean Change: **+0.61**
  
3. **Explore** gender stereotypes and the impact they have on the lives of women/girls and men/boys.  
 Pre Mean: 2.00      Post Mean: 2.70      Mean Change: **+0.70**
  
4. **Investigate** power hierarchies and power relations between women and men with an emphasis on “power over” v. “power with.”  
 Pre Mean: 1.63      Post Mean: 2.73      Mean Change: **+1.10**
  
5. **Analyze** the amount and type of foods available to members of a typical rural household.  
 Pre Mean: 2.07      Post Mean: 2.70      Mean Change: **+0.63**

6. **Discuss** the components of a nutritionally balanced meal with special emphasis on the needs of pregnant, lactating women and young girls.

Pre Mean: 2.00      Post Mean: 2.63      Mean Change: **+.63**

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: 2.70      Mean Change: **+.67**

## Post-Workshop Evaluation

The **best parts** of the workshop:

The majority of participants identified the practical, participatory, creative, and interactive nature of the workshop as the best part. Several exclaimed that they had never attended such a training; they were more used to lectures and Power Point presentations. Learning how to facilitate a training without the use of electronic media was noted as being especially beneficial when working with farmers in rural areas. Sharing knowledge and discussing topics in a “contextually appropriate” manner were appreciated. The topics mentioned most frequently as the best parts of the workshop were: the discussion and activity related to “power over” v. power with” and how to use an agricultural value chain to address gender and nutrition issues.

**New insights** gained from participating in the workshop:

In addition to the participatory nature of the workshop, activities related to power and nutrition were mentioned most frequently. This particular group was especially taken with the activities and follow-up discussions about who has power and control in the family and the negative/positive impacts of “power over” v. “power with.” Similarly, distinguishing between and providing examples of equality and equity were new insights for many participants. Viewing how food is distributed among family members made participants more aware of the inequalities that can occur during meal times resulting in poor nutrition for women and girls. A few participants mentioned that they did not realize that there are now four food groups instead of the six or eight they learned in school; an unintentional insight that will need to be corrected.

**Commitments** made because of the workshop:

In addition to planning and conducting more practical and inclusive trainings in the future, participants made personal commitments to ensure equity in their own homes and places of work by regarding women as equal partners and providing them with the support and respect they deserve and by ensuring all their children receive a fair share of nutritious food during meals. Participants will share the training with their co-workers and supervisors, particularly the activities related to value chains and “power over” v. power with.”

Suggestions for **improving** the workshop:

- Use a PA system; difficult to hear the facilitator and participants.
- Schedule more days for the training; include a field visit to practice skills/activities.
- Include printed materials and handouts, besides the agenda, to complement the topics.
- Invite farmers and more women to the training.
- Provide earlier notification regarding the theme for and nature of the training.
- Conduct refresher workshops every quarter.
- Incorporate a cooking demonstration on how to select and prepare nutritionally balanced meals.
- Identify difficult situations related to gender and nutrition and ask participants how they addressed or solved the challenges.

## 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 C) 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:

### **Who Does What?**

MAFFS  
WorldFish  
ACDI/VOCA

### **Who Has Power & Control?**

CRS

### **Exploring Gender Stereotypes**

WorldFish  
CRS  
ACDI/VOCA

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

EBKUST/MUC/PLUC  
WARC

### **Who Eats What?**

CRS  
HKI

### **What Should Go on the Plate?**

CRS

Fresh Salone

## Creating Agricultural Value Chains

WorldFish

ACDI/VOCA

WARC

WHI

Fresh Salone

EBKUST/MUC/PLUC

## Lessons Learned/Recommendations

- I forgot the singing bowl that I use to get the participants' attention...I won't make that mistake again!
- Since we had such a large group (35+), I used a different method for introducing participants; rather than having each person introduce him or herself, I asked everyone to find one person they did not know and become a pair, then to join another pair to form a group of four. 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 both sides; 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 40 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.

- In this workshop we had several participants with strong backgrounds and experience in the areas of gender and nutrition. Using their expertise and knowledge to enrich the discussions improved the overall outcomes of the workshop. Their ability to articulate the essence of the topics in a clear and captivating manner hopefully made the learning more permanent. Robin did an excellent job of placing the value chain actions and actors within a policy, financial, and extension framework. Samuel and Binta explained the differences between equality and equity using vivid symbols and illustrations.
- 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 had the participants do a gallery walk where they observed the six chains, then we discussed their overall observations; however, this method was not very effective in addressing the gender and nutrition nuances embedded within the chains.
- A minor observation, but I prefer to have a less time-specific written agenda noting only start/end times, lunch, and which activities need to be completed in the morning and afternoon. Participants have the tendency to become distracted if we do not have the coffee/tea break or begin an activity at the specified times; I need the flexibility to be able to adjust the agenda in real time.
- When we came to the activity where participants choose which activity they well “take to the field”, having the titles for the seven activities on the floor for participants to line up behind did not work with this large group; just too many people crowding around. So Binta suggested the participants gather by organization and on a flip chart identify which activities they will be implementing in the field; a much more orderly option.
- “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.
- 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.

**Selected Workshop Photos** (Sent in a separate e-mail)

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















## Appendix A: List of Workshop Participants

Abdul E. Yorpoi, Field Agent  
Catholic Relief Services (CRS)  
[yorpoibarca@gmail.com](mailto:yorpoibarca@gmail.com)

Abdul Sahr Conteh, Agriculture Officer  
ACDI/VOCA  
[aconteh@acdivoca-sleain.org](mailto:aconteh@acdivoca-sleain.org)

Abu Bakarr Marah, Field Agent  
CRS  
[abubakarr\\_marah@yahoo.com](mailto:abubakarr_marah@yahoo.com)

Abu Bakarr Senesie, Monitoring, Evaluation, and Learning Assistant  
WorldFish  
[abubakarsenesie@gmail.com](mailto:abubakarsenesie@gmail.com)

Alhaji Metchell Sesay, Senior Lecturer  
EBKUST-MUC  
[metchollsesay65@yahoo.co.uk](mailto:metchollsesay65@yahoo.co.uk)

Alpha Umar Bah, Statistician  
MAFFS  
[bahumar32@gmail.com](mailto:bahumar32@gmail.com)

Augustine S. Cole, Civil Engineer  
MAFFS  
[yakat98@gmail.com](mailto:yakat98@gmail.com)

Dusu Naomi Lansana, Agriculture Specialist  
ACDI/VOCA  
[dusulans@gmail.com](mailto:dusulans@gmail.com)

Ibrahim Conteh, Field Agent  
CRS  
[ibrahimconteh19@gmail.com](mailto:ibrahimconteh19@gmail.com)

Immanuel Walters, Field Agent  
CRS  
[tomwalters1976@gmail.com](mailto:tomwalters1976@gmail.com)

James M. Keifala, Farmer Connector  
WARC  
[keifglaj@gmail.com](mailto:keifglaj@gmail.com)

John Augustus Samura, Cluster Farmer Connector  
WorldFish  
[j.samura@worldfishcenter.org](mailto:j.samura@worldfishcenter.org)

Kadiatu Usman, Nutrition Intern  
HKI  
[kadiatuusman53@gmail.com](mailto:kadiatuusman53@gmail.com)

Kelvin A.K. Kamara, Agronomist  
NGO  
[kelvinakkamara@gmail.com](mailto:kelvinakkamara@gmail.com)

Lansana S. Gobba, Field Agent  
CRS  
[sualehlgobba@gmail.com](mailto:sualehlgobba@gmail.com)

Logan Linnane, Research Associate  
WorldFish  
[l.linnane@worldfishcenter.org](mailto:l.linnane@worldfishcenter.org)

Margaret Davies, Field Agent  
CRS  
[margaretdavies88@yahoo.com](mailto:margaretdavies88@yahoo.com)

Mariam Beatrice Samco-Deen, Farmer Connector  
CRS  
[mariambeatrice.samco-deen@crs.org](mailto:mariambeatrice.samco-deen@crs.org)

Maurice Baimba Kargbo, Dean  
EBKUST-MUC  
[mbklinks715@yahoo.com](mailto:mbklinks715@yahoo.com)

Michael Bomo Turay, District Extension Officer  
MAFFS  
[bomokoray09@yahoo.com](mailto:bomokoray09@yahoo.com)

Mohamed A. Kamara, Field Coordination  
CRS  
[mohamedalusiine.kamara@crs.org](mailto:mohamedalusiine.kamara@crs.org)

Mohamed Sesay, Sub Dean  
PLUC  
[larrytoes2000@gmail.com](mailto:larrytoes2000@gmail.com)

Mohamed Kanu, Cluster Farmer Connector  
WorldFish  
[m.kanu@worldfishcenter.org](mailto:m.kanu@worldfishcenter.org)

Musa Tholley, Field Supervisor  
WHI  
[musatholley@worldhope.org](mailto:musatholley@worldhope.org)

Musa Joseph Konneh, Field Agent  
CRS

---

[mkonneh009@gmail.com](mailto:mkonneh009@gmail.com)  
Robin Yokie, Agriculture & Livelihood Program Manager  
CRS  
[robin.yokie@crs.org](mailto:robin.yokie@crs.org)

Ronald Joyful Kamara, Field Agent  
MAFFS  
[ronaldkamara1816@gmail.com](mailto:ronaldkamara1816@gmail.com)

Rugiatu Kanu, Farmer Connector  
WARC  
[favourkanu2016@gmail.com](mailto:favourkanu2016@gmail.com)

Saeed Kamara, Agriculture Engineer  
MAFFS  
[saeedkamara088@gmail.com](mailto:saeedkamara088@gmail.com)

Sahr David Koroma, Agriculture Officer  
MAFFS  
[sahrdkoroma@hotmail.com](mailto:sahrdkoroma@hotmail.com)

Saio M. Kinthor, Ag Program Manager  
WHI  
[saiokinthor@worldhope.org](mailto:saiokinthor@worldhope.org)

Salamatu Munu, Field Agent  
CRS  
[salamatu.munu@crs.org](mailto:salamatu.munu@crs.org)

Samuel Young, Gender & Youth Technical Manager  
CRS  
[samuel.young@crs.org](mailto:samuel.young@crs.org)

Sheka Sesay, Cluster Farmer Connector  
WorldFish  
[ssesay817@gmail.com](mailto:ssesay817@gmail.com)

Umu Jalloh, Nutrition Officer  
HKI  
[ujallo@hki.org](mailto:ujallo@hki.org)

Umu Conteh, Farmer Connector  
WARC  
[umuonteh1993@gmail.com](mailto:umuonteh1993@gmail.com)

Veronica Ada Kabia, Field Agent  
Fresh Salone  
[kabiaveronicaada@yahoo.com](mailto:kabiaveronicaada@yahoo.com)



Veronica M. Mansaray, Field Agent  
CRS  
[veronica.mansaray@crs.org](mailto:veronica.mansaray@crs.org)

Yeanoh Y. Dumbuya, Cluster Farmer Connector  
WorldFish  
[y.dumbuya@worldfishcenter.org](mailto:y.dumbuya@worldfishcenter.org)

## Appendix B: Gender and Nutrition Songs

### **Maize Group**

Nutritious food, nutritious food  
It is good for mama; it is good for papa  
It is good for children; it is good for everyone  
It will make you grow; it will make you strong; it will make you well  
Nutritious food is good for everyone.

### **Veggie Group**

Men and women are all the same, please don't discriminate and don't separate them.  
Remember God's image is the same so stop stop don't discriminate.  
Women are not slaves in their homes, children are not slaves in their parents' house,  
they all have the right to good food, education, and proper care.

### **Fish Group**

We have decided to empower women (5x) to integrate gender and nutrition. Hey Hey Hey.  
Carbohydrates make you strong, protein is body building food,  
vitamins are good for our health, minerals and salt are good.  
Men and women should work as a team, to achieve their dreams.  
Women should be part of decision making; husbands don't beat or stress your woman.

### **Poultry Group**

Men and women let's come together to achieve a common goal.  
Mama and papa let's work together to improve nutrition.  
INGENEAS said man and woman should work together to achieve a common goal.  
USAID said let's work together to improve nutrition.

### **Groundnut Group**

Oh mama, oh papa Feed the Future said you should  
feed your child with what you grow, for better health (2x)  
If you don't want to get malnourished you have to eat a balanced diet. We should eat the four  
groups of food. Eat rice for carbohydrates. Eat fish for proteins. Eat potato leaves for  
vitamins. And drink plenty of water for minerals.

### **Rice Group**

Mama and papa let's listen good.  
Brother and sister let's listen good.  
INGENEAS is here to advise us (2x)  
To start working together.  
To take decisions together.  
To eat what we grow.  
Mother and child should eat good food.  
Let's eat food that will build our body.  
Let's eat pumpkin, groundnut, egg, fish, meat, beans, and sweet potato.  
INGENEAS! For gender. For Nutrition. For Agriculture. For all!

## Appendix C: 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 D: Workshop Agenda

---

### Integrating Gender & Nutrition into Agricultural Extension Services

---

Ernest Korma University of Science & Technology

March 14-16, 2017

#### TRAINING AGENDA

##### **Tuesday, March 14, 2017**

- 8:30 am Welcome and Workshop Overview
- 9:00 am Session #1: Introductions: Characteristics of an Effective Trainer  
*An interactive way for participants to introduce themselves and to begin focusing on their role as a trainer.*
- 10:00 am Tea Break
- 10:20 am Session #2: Who Does What?  
*A hands-on activity to identify the number and kinds of daily tasks done by men and women, and the various roles and responsibilities they each have according to their sex based on the particular context and culture of the workshop participants...and to demonstrate a simple type of gender analysis that can be done with men and women farmers.*
- 12:00 pm Lunch
- 1:00 pm Session #3: Who Has Power and Control?  
*A hands-on activity to examine different degrees of power, the levels women and men can participate in decision making, and the extent to which men and women can control their own lives... and to demonstrate a simple type of gender analysis that can be done with men and women farmers.*
- 2:45 pm Tea Break
- 3:00 pm Mini Power Point Presentation: Why Gender?  
*A brief presentation defining gender-related terms, identifying consequences of gender inequality, listing ways to close the gender gap, and viewing a short gender video.*
- 3:45 pm Daily Reflection – 4 Colors Evaluation
- 4:00 pm Adjourn

##### **Tuesday, March 15, 2017**

- 9:00 am Gathering
- 9:15 am Session #4: Exploring Gender Myths  
*A hands-on activity to explore perceptions about how women and men should look and behave...about what is appropriate and inappropriate behavior for women and men in order to raise awareness about gender myths and their impact on men and women.*
-

- 10:30 am Tea Break
- 10:45 am Session #5: Power Over vs. Power With  
*A mini lecture distinguishing between “power over” v. “power with” followed by a hands-on activity to visually portray the two different types of power...and to demonstrate an exercise to help women and men recognize their own abilities and power to act in collective and equitable ways.*
- 12:00 pm Lunch
- 1:00 pm Session #6: Who Gets What to Eat?  
*A hands-on activity to explore who has the authority to decide and who may be disadvantaged in terms of food distribution in a typical rural household and to examine the potential impact such inequalities may have on the type and amount of food each family member receives.*
- 1:45 pm Session #7: What Goes on the Plate?  
*A hands-on activity to assess the consequences of poor nutrition, such as low birth weights, child and maternal mortality, disease, decreased work production, and to increase nutritional awareness when planning, facilitating, and evaluating extension programs.*
- 3:00 pm Tea Break
- 3:15 pm Mini Power Point Presentation: Why Nutrition?  
*A brief presentation defining nutrition related terms, identifying the consequences of under nutrition, listing interventions, and viewing a short nutrition video.*
- 4:15 pm Daily Reflection – First Name Initial Evaluation
- 4:30pmAdjourn

**Thursday, March 16, 2017**

- 9:00 am Gathering
- 9:15 am Session #8: Gender & Nutrition in an Agricultural Value Chain  
*A hands-on activity to create a value chain for an agricultural enterprise and explore ways to integrate gender and nutrition into the various steps, with an emphasis at each step on who has access to and control of resources, who makes decisions, and who performs the work...and to demonstrate a simple activity to be implemented in the field with men and women farmers.*
- 10:30 am Tea Break
- 10:45 am Session #9: Creating Gender & Nutrition Songs and Poems  
*An opportunity for participants to create songs and poems that depict the main themes from the workshop related to gender and nutrition...to use in the field with community members...young and old.*
- 12:00 pm Lunch
- 1:00 pm Session #10: Applying What We’ve Learned

*Several hands-on activities to bring closure to the workshop and to create concrete steps for taking the learning to the field, including a Gallery Walk, an ORID Reflection, and Choose Your Activity.*

2:00 pm

Session #11: Workshop Evaluation and Closing Activities

*Post-Workshop Evaluations*

*Staying Connected*

*Awarding of Certificates*

3:00 pm

Adjourn