

Integrating Gender and Nutrition into Agricultural Extension Systems

HONDURAS

Report on Workshops held May 29-30, June 1-2, June 5-6 & June 8-9 2017

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PARTICIPANTS COLLABORATING DURING *WHAT GOES ON THE PLATE?* ACTIVITY; PHOTO CREDIT: KATHY COLVERSON



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Technical editing and production by Katy 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 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

Introduction4

Pre/Post Scores6

Post-Workshop Evaluation – Selected Written Comments7

Follow-Up Activities9

Lessons Learned/Recommendations9

Selected Workshop Photos10

Appendix A: List of Workshop Participants – May 29-30..... **Error! Bookmark not defined.**

Appendix B: List of Workshop Participants – June 1-2..... **Error! Bookmark not defined.**

Appendix C: List of Workshop Participants – June 5-6..... **Error! Bookmark not defined.**

Appendix D: List of Workshop Participants – June 8-9 **Error! Bookmark not defined.**

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 UrbanaChampaign 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 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 components of a nutritionally balanced meal.

Identified the roles and responsibilities of different members in a “typical” rural household.

Developed a work plan with achievement-based objectives.

Examined different approaches to agricultural extension and how they could be adapted to integrate gender and nutrition.

Explored the statistics and issues surrounding rural life in Honduras.

Investigated the impact of gender on household nutrition.

Analyzed the concept of differential “access and control” of resources in the agricultural value chain among members of a “typical” rural household.

Discussed the role of family dynamics in a typical agricultural value chain and how it can be influenced by extension services.

WHEN

May 29-30, June 1-2, June 5-6, & June 8-9, 2017

WHERE

Hotel Casa Real

Santa Rosa de Copan, Honduras <http://www.hotelcasarealsrc.com/>

Granja D’Elia Hotel Siguatepeque, Honduras <http://granjadelia.com/>

Zamorano Panamerican Agricultural School

San Antonio de Oriente, Fancisco Morazan, Honduras <https://www.zamorano.edu/en/>

WHO

24 participants – May 29-30, 2017 (see Appendix A)

- Centro Universitario Regional de Occidente (CUROC)
- DISAGRO
- Mancomunidad
- USAID/Honduras

22 participants – June 1-2, 2017 (see Appendix B)

- ACS - USAID
- Acceso a Mercados - USAID
- SAG
- APANESA
- HQC
- World Vision
- Caritas Institution Catholica
- FINTRAC, USAID
- Groundswell International
- Organismo Cristiano de Desarrollo Integral de Honduras (OCDIH)

14 participants—June 5-6 (see Appendix C)

- ACS - USAID
- INVEST-Honduras
- GEMA - USAID
- Vecinos Honduras
- Compania Hondurena de Café (Co. Honducafe)
- Funder

41 Participants—June 8-9 (see Appendix D)

- Zamorano University
- INVEST Honduras

Pre/Post Scores

Participants completed a pre and post workshop evaluation to assess their ability to complete the 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 101 participants (May 29-30: n=24; June 1-2: n=22; June 5-6: n=13; June 8-9: n=41) were compared for each of the five items. 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 101 participants, all of whom provided useable data. The largest perceived gains in ability to complete the skill occurred for session on nutritionally balanced meals. The pre- and post- evaluation scores revealed improvement in the remaining sessions, ranked from greatest to least improvement: analysis of agricultural value chains (question 4), incorporation of gender and nutrition within extension (question 3), family dynamics and agricultural programs (question 2), and roles and responsibilities of men and women in domestic and agricultural realms (question 1). Pre- and post-evaluation scores were higher with lower accompanying gain scores among participants from the second workshop, June 1-2 in Santa Rosa de Copan. These participants were career extension agents attending the workshop with many years of experience in their field. Interestingly, participants who attended the third workshop (June 5-6) were also highly experienced extension agents, but consistently ranked their incoming perceived ability lower and outgoing perceived ability higher than other groups. Participants attending the May 29-30 and June 8-9 were primarily students from CUROC and Zamorano, respectively, and just beginning their professional careers. The perceived gains of both university groups fell between those of the June 1-2 and June 5-6 workshop groups.

- 1. Explain** why the analysis of the roles and responsibilities of men and women within domestic and agricultural realms is important for extension workers.

^a	Pre Mean =2.08	Post Mean=3.00	Mean Change=0.92
^b	Pre Mean =2.45	Post Mean=2.68	Mean Change=0.23
^c	Pre Mean =2.21	Post Mean=3.00	Mean Change=0.79
^d	Pre Mean =2.07	Post Mean=2.68	Mean Change=0.61

- 2. Analyze** family dynamics and describe the impacts they have on agricultural programs.

^a	Pre Mean =2.08	Post Mean=2.88	Mean Change=0.80
^b	Pre Mean =2.32	Post Mean=2.41	Mean Change=0.09
^c			

Pre Mean =1.79	Post Mean=2.93	Mean Change=1.14
^d Pre Mean =2.00	Post Mean=2.66	Mean Change=0.66

3. Analyze an agricultural value chain centered on questions of gender and nutrition.

Pre Mean =1.88	Post Mean=2.88	Mean Change=1.00
Pre Mean =2.27	Post Mean=2.54	Mean Change=0.27
^c Pre Mean =1.71	Post Mean=2.93	Mean Change=1.22
^d Pre Mean =1.63	Post Mean=2.54	Mean Change=0.91

4. Enumerate the components of a nutritionally balanced meal. Pre Mean =2.08

Post Mean=2.92	Mean Change=0.84	
Pre Mean =2.04	Post Mean=2.59	Mean Change=0.55
^c Pre Mean =1.21	Post Mean=2.79	Mean Change=1.58
^d Pre Mean =2.00	Post Mean=2.46	Mean Change=0.46

5. Examine specific ways to incorporate gender and nutrition within the existing focus of agricultural extension, for example through farmer field schools.

Pre Mean =1.75	Post Mean=2.83	Mean Change=1.08
Pre Mean =1.95	Post Mean=2.45	Mean Change=0.50
^c Pre Mean =1.71	Post Mean=2.5	Mean Change=0.79
^d Pre Mean =1.75	Post Mean=2.51	Mean Change=0.76

^aMean scores for May 29-30 participants.

^bMean scores for June 1-2 participants. ^cMean scores for June 5-6 participants. ^dMean scores for June 8-9 participants.

Post-Workshop Evaluation – Selected Written Comments

The workshop concluded by asking participants to share their thoughts regarding the training. Highlights from these responses are summarized below.

The **best parts** of this workshop:

- **Learning by Doing** – all sessions were participant/learner-centered; mixing up the groups to increase participation and involvement; participatory methods meant

everyone was able to share experiences and learn from each other; the interactive approach allowed for high engagement.

- **Role Play** –*focusing on the activities performed by each member of the household; gender sensitization through exchanging gender roles; not drawing assumptions about each other's roles; beginning to move from gender blind to gender aware.*

The **major benefit to my organization** because of participating in this workshop:

- *Strengthening knowledge that allows for the involvement of rural families in socioeconomic community-based development.*
- *Support to the field of local development. Specifically in gender and development classes, scaling up those themes; Also [scaling-up] nutrition [themes].*
- *The ability to bring this knowledge to other people who do not live in urban areas and offer them information and capacity building.*
- *I can more thoroughly explain the challenges of integrating family and gender within agricultural extension to my students.*
- *I can replicate this acquired knowledge with my organization and encourage greater participation of the family in agriculture.*
- *I can more effectively apply themes of gender and nutrition in my work with producer groups.*
- *Knowledge and strategies to involve the whole family in household activities.*
- *I can put all of these things I learned during this workshop in practice, in my work, and in my everyday life.*
- *Intensify this knowledge and replicate this capacitation at the level of family groups.*
- *I can replicate this workshop with my colleagues at work.*
- *Breaking stereotypes and promoting the inclusion of both genders in domestic and agricultural activities.*
- *I learned new, dynamic techniques to deal with [gender and nutrition] themes in groups.*

A **key insight** or **new learning** I gained from participating in this workshop:

- **Gender and Nutrition in Extension** – *how to more effectively incorporate gender and nutrition within current agricultural program; the importance shared labor and responsibilities within the rural household; show the value of the role women play in the family; Realization of male dominance within the household and community; All sessions discussed gender from the perspective of the home, and focused on an understanding of family dynamics as a pathway to understanding gender dynamics; Also, knowing about the limitations facing them as women with respect to life in a machista culture. It is so important to eradicate this thought that women cannot do things well; The development of projects related to*

food security should consider the nutritional significance of who makes decisions; The important thing is to involve women in every type of work—they can do it.

- **Translating Knowledge to Extensionists and Farmers** – how to engage and farmer groups and extension agents in trainings on gender and nutrition; the use of participatory, dynamic, and interactive educational techniques; *How to use these exercises with producers so they can be bringers of change for themselves and their families; The way of making the groups active during capacitation, you learn a lot because you are participating;*

Follow-Up Activities

Follow-up activities will be held at the INGENAES Honduras Regional Symposium, scheduled for November 2017. All four workshop groups will be invited to participate in the symposium where we will hold focus groups to collect data regarding their use and adaptation of the workshop activities in their respective fields.

Lessons Learned/Recommendations

- The primary challenge of this workshop series was the limited time available for each workshop session. Extending this workshop to two full days would allow facilitators to include an additional nutrition exercise and more effectively debrief participants.
- The original schedule laid out in the Facilitator Manual was changed after the first two workshops (May 29-30 and June 1-2). The change in schedule allowed the facilitators to transition more naturally between activities and break up the section on statistics. The Facilitator Manual will be revised to reflect these changes.
- Hiring a paid in-country, local coordinator is crucial for the success of the workshop; this person can provide essential support and follow-up before, during, and after the training; the person can be employed full or part-time for a specific time period depending on the particular needs of the country.

Selected Workshop Photos



GROUP PHOTO FROM JUNE 1-2 WORKSHOP IN SANTA ROSA DE COPAN



SESSION ONE: INTRODUCTIONS USING DIFFERENT PARTICIPATORY TECHNIQUES



SESSION TWO: A DAY IN THE LIFE OF YOUR HOUSEHOLD IDENTIFYING AND EXAMINING WHO IN A "TYPICAL" RURAL HOUSEHOLD DOES THE DAILY JOBS IN THE HOME



SESSION THREE: FAMILY AND HOUSEHOLD DYNAMICS IN RURAL HONDURAS EXPLORING AND UNDERSTANDING THE STATISTICS AND ISSUES SURROUNDING RURAL AGRICULTURAL LIFE IN HONDURAS

TENGAMOS EN MENTE
QUE RECORDAMOS EL:

10% de lo que leemos.
20% de lo que escuchamos.
30% de lo que miramos.
50% de lo que miramos
y escuchamos.
70% de lo que decimos, escribimos
y dibujamos.
90% de lo que HACEMOS.

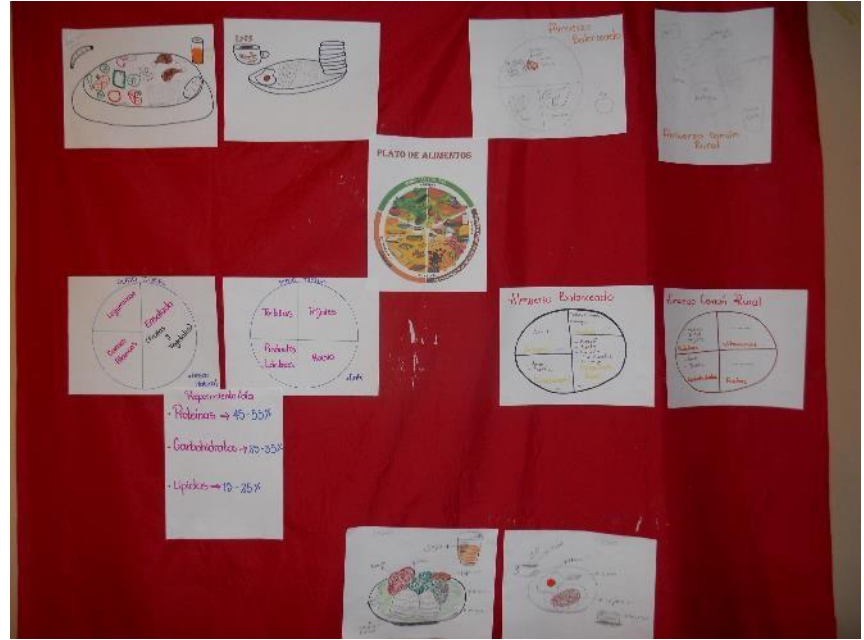
~ Edgar Dale



SESSION FOUR: WHAT'S YOUR APPROACH? EXAMINING AND DISCUSSING DIFFERENT APPROACHES TO AGRICULTURAL EXTENSION AND HOW THEY COULD BE ADAPTED TO INTEGRATE GENDER AND NUTRITION



SESSION FIVE AND SIX: INTEGRATING FAMILY DYNAMICS INTO AGRICULTURAL VALUE CHAINS UNDERSTANDING FAMILY DYNAMICS IN A TYPICAL AGRICULTURAL VALUE CHAIN AND HOW IT CAN BE INFLUENCED BY EXTENSION SERVICES



SESSION SEVEN: WHAT GOES ON THE PLATE? UNDERSTANDING WHO EATS WHAT IN THE HOUSEHOLD AND THE BASICS OF BALANCED NUTRITION