



GENDER AND NUTRITION TRAINING MANUAL FOR SMALLHOLDER FARMERS

*Co-creating gender and nutrition
dialogue spaces with the community*

SEPTEMBER 2020

**GENDER
INCLUSIVE
VACCINE
ECOSYSTEM
(GIVE PROJECT):
ENHANCING
DISTRIBUTION
AND DELIVERY
SYSTEMS FOR
NEW CASTLE
DISEASE (NCD)
AND PESTE DES
PETITS
RUMINANTS
(PPR) AMONG
SMALLHOLDER
FARMERS IN
MAKUENI
COUNTY**

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MODULE 1: SEX vs GENDER

SEX In general terms, "sex" refers to the biological differences between males and females, such as the genitalia and genetic differences. And hence, are anatomical and physiological. However, there is another category called “Intersex”. Generally, this term is used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside.

GENDER (A working definition of gender): People are born female or male, but they learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles. Gender refers to the learnt roles, norms and expectations on the basis of one’s sex. It is a sociocultural definition of a boy and a girl, of a man and a woman.

Not only their responsibilities are set by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom of expression, priorities and even dreams are determined by the society. It varies from society to society and can be changed.

Sex vs Gender Key message:

- Gender and sex are two different concepts with different meanings.
- Sex is biologically determined. Innate, unchangeable (unless changed with Intense surgical intervention) and universal
- Gender is a social construct, learnt, dynamic and changeable and differs within and between cultures.

MODULE 2: SOCIAL CONSTRUCT OF GENDER

Objectives	To identify girl or boy preference amongst participants
Time frame	30 minutes
Participants	Mixed groups
Method/tool	Note taking with cards

This is an introduction activity where participants describe why they would rather have a son or a daughter. This activity is important because participants discuss their own values that are attached to having sons and daughters. These will be critically reflected upon and explained as socially constructed gender perceptions in the discussion following this activity.

Activity Steps:

Step 1: Hold the picture of the woman at one end of the circle, while the other facilitator holds the picture of the man at the other end. The two pictures are shown here, and larger versions can be cut out in Appendix II.



Step 2: Explain: “Imagine that you spoke to a doctor and due to a medical condition, you can only have one child in your life. Would you prefer a boy or a girl?” (represented by the pictures of the man and the woman).

Step 3: Participants move and stand by the picture of the child that they want: a son or a daughter.

Step 4: The girl group and the boy group separately sit down in small circles. The facilitator asks them: “Why did you choose a girl/boy?” This discussion can be led by a facilitator, but make sure that you also pick someone to take notes of the discussion, ideally on a big piece of cardboard.

Step 5: Each group presents the reasons they picked a girl or boy to the rest of the participants.

Activity Timeline

Time	Objective:	Content	Method	Material
Phase 1: Warm-up, 5 min	To Identify girl or boy Preference Amongst Participants	Do you want a boy or a girl if you could have only one child? Please go to the picture of the boy or the girl	Warm-up activity: put the pictures of a boy and a girl in different locations and separate the group into two according to their preference for the sex of their (imaginary) only child	Laminated pictures of a boy and a girl
Phase 2: Group work, 15 min	Identify Gender Constructions	The two different groups discuss why they want a girl or boy. Write down the reasons discussed by the group	Group work & Brainstorming: facilitators write down the reasons for wanting a boy or a girl raised in the discussion	Index Cards And Permanent Markers
Phase 3: Presentation, 10 min	Exchange each other's Perspectives	Present 3- 5 reasons mentioned in your group for why you want a girl/boy	Presentation of group results	

Facilitator Tips:

Let the participants develop their own reasons; you should not interfere with this process. However, do remember to help them keep within the time limit and topic of discussion.

MODULE 3: GENDER ROLES AND STEREOTYPES

Gender roles are sets of behavior, roles and responsibilities attributed to women and men that the culture defines as appropriate for men and women. Thus gender roles include behaviors and choices that are associated with being male or female. Our cultural beliefs reinforce what is seen to be acceptable behavior of males or females. This includes what we do, what we like and how we behave. The various Socializing agents include parents, teachers, peers, religious leaders, and the media. Gender roles are reinforced at the various levels of the society imbibing norms and values through socialization process, household structure, access to resources, specific impacts of the global economy, and other locally relevant factors³ Although deeply rooted, gender roles can be changed over time, since social values and norms are not static.

Gender stereotypes are fed into the minds of individuals from a very young age thus affecting the gender identity with which they identify themselves. Gender stereotypes often arise in social situations. Children face a great deal of pressure to be popular and to conform to their peer groups. Acting out realistic social situations in a safe, controlled classroom environment is a good way to prepare students for situations that might come up. It also helps children think about their own roles in both fighting and perpetuating gender stereotypes.

Gender stereotypes are very common in children's literature. Classic children's books and even more contemporary stories frequently portray boys and girls in terms of specific socially defined gender norms Definition Gender Stereotypes are ideas that people have on masculinity and femininity: such as what men and women of all generations should be like and are capable of doing. Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans.

The male stereotype is described through the three Ps: Provider, Protector and Procreator Female stereotypes: Belonging to the world of motherhood and wifehood, Nurture (to put her family's welfare before her own; be loving, compassionate, caring, nurturing, and sympathetic)

Gender Roles and Stereotypes Key Messages

- Gender roles are learned or conditioned by socialization process through various socializing agents.
- Differences do exist, but they are biologically rooted and culturally expanded upon.
- Gender roles are not static and vary with culture, society and historical periods.
- Gender stereotypes are harmful because they take a simple idea and try to say it works for everyone in a group. Gender stereotypes sometimes make people stop doing an activity they like and really want to do. They make it harder for people to be themselves and to like what they like. They are constructed through sayings, songs, proverbs, media, religion, culture, custom, education, drama, etc.

MODULE 4: GENDER DIVISION OF LABOUR

Definition: The process whereby productive tasks are separated on the basis of one's gender is called gender division labour. It results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person's sex. It varies from culture to culture.

Both men women have multiple work roles. These include: production, reproduction, essential household and community services, and community management and political activities.

Productive work: This work has great value because development is also measured in terms of economic growth and hence, is work that has monetary remuneration or monetary value. Often women's work is seen as reproductive work as the monetary returns of this are collected by the men of their family. Both men and women are involved in productive activities. **Women's productive work** is often less valued.

Reproductive work: It not only includes giving birth to babies, but also taking care of the baby by feeding, clothing, etc. and taking care of the needs and demands of an extended family work that has apparently no economic returns. This type of work is usually not recognized, nor is it accounted for in the Gross National Product (GNP). To a large extent, women and girls are involved in carrying out reproductive work in most parts of the world.

Unpaid care work: It includes the production of goods or services in a household or community that are not sold on a market. Unpaid care work in the household includes domestic work (cooking, cleaning, washing, and water and fuel collection). Products of unpaid care work may also benefit those in the community (cooking a meal for a neighbour or volunteering in a homeless shelter). Unpaid care work also includes activities that nurture others (taking care of children, and tending to the elderly and the sick).

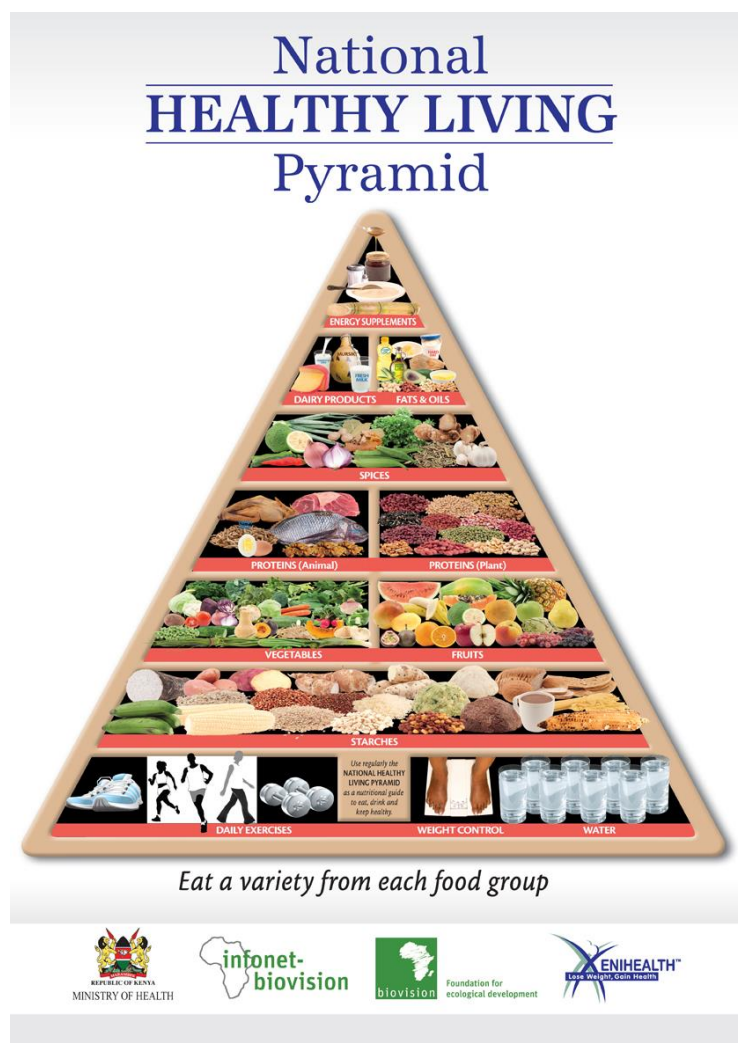
Gender Division of Labour Key message

The institutional rules, norms and practices that govern the allocation of tasks between women and men and girls and boys constitute the gender division of labour, which is seen as variable over time and space and constantly under negotiation.

The gender division of labor is a central feature of gender inequality, both in its economic aspects and in the social construction of gender identities There are cultural variations in the gender division of labour.

MODULE 5: UNDERSTANDING NUTRITION

This module covers sessions on key definition of nutrition terms, how to assess nutrition status, growth monitoring and promotion (GMP), signs of malnutrition, referrals and linkages of malnourished children and a balanced diet (diversified diet).



Questions:

1. What is your understanding of Nutrition? What is food?
2. What is a balanced or healthy diet? What is malnutrition?

Understanding Nutrition Key Messages

Nutrition: A process by which food and drink is taken, digested, absorbed and used by the body for normal growth and development

Nutrients: Are components in food that are essential for energy, growth, normal functioning of the body and maintenance of life. Nutrients are divided into macro and micronutrients

Food: Anything edible that provides the body with nutrients. Any substance solid/ semi solid/ liquid once taken into the body, provides energy, promotes growth, development, repair of cells and protects against infections.

Food group: is a collection of foods that have nutritional properties or biological classifications that are almost the same. There are four main food groups: Carbohydrates, proteins (animal & plant), fruits, and vegetables.

Diet: Simply refers to what you usually eat

Balanced diet: Eating a variety of foods that provides all the nutrients needed by the body in the right proportions or amount and quality to keep the body healthy and strong.

Meal: Food served or eaten at once.

Snack: A food that is readily available and usually eaten in between meals e.g. roasted ground nuts, soya, cake or bread and others.

Nutrition status: A measurement of the extent to which individual physiological needs for nutrients are met. It's a state of a person's health in terms of nutrients in the body. It can be normal or abnormal (poor status)

Macro-nutrients: Are nutrients needed by the body in large quantities and these include; carbohydrates, proteins and fats. **Micro-nutrients:** Are nutrients needed by the body in very small amounts and these include; vitamins and minerals **Malnutrition:** Is the state of lacking food or having excess food.

MODULE 6: HOW TO IDENTIFY THE TYPES OF MALNUTRITION IN THE COMMUNITY

It is sometimes difficult to describe the different forms of malnutrition particularly in our day to day conversations. This session attempts to help audiences/ community understand malnutrition using pictures.

To start a conversation on the different forms of malnutrition, you will ask the questions below that will enlist responses and enable you provide more information on malnutrition, causes and how it manifests

Questions:

1. What do you see in the picture? What are the types of malnutrition? What causes malnutrition?
2. How do you know that someone is malnourished?

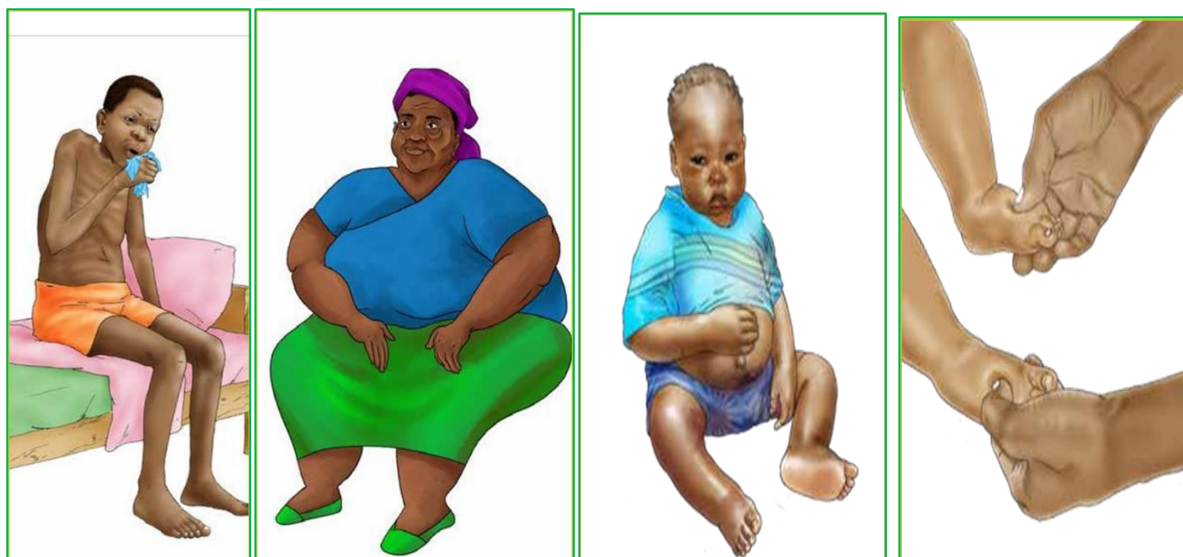


Figure 1: Forms of Malnutrition in the community

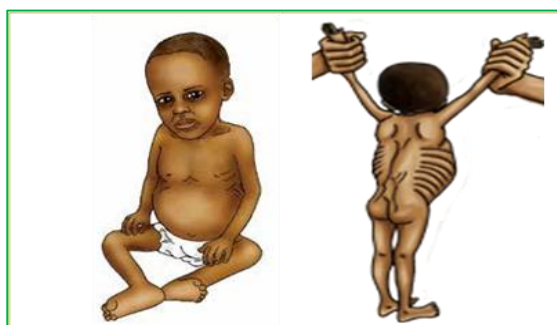


Figure 2: Forms of Malnutrition in the community

Note: If anyone in your community has these signs, refer them to the health centre immediately.

How to identify the types of malnutrition in the community key messages:

Malnutrition: Is the lack of proper nutrition, caused by excess taking in of food (overnutrition), not taking in enough food (undernutrition) or an imbalance of energy and/or nutrients in the body. Malnutrition is categorized as either acute (recent) or chronic (long term).

Overnutrition: is an excess of energy or nutrients. An excess of energy can lead to overweight and obesity.

Undernutrition: is a lack of enough food energy or nutrients in the body which often leads to sickness and death of children.

Acute malnutrition: is caused by recent severe lack of enough food intake; characterized in children by underweight-for-height (wasting). Young children suffering from acute malnutrition are categorized as moderate acute malnutrition (MAM) or severe acute malnutrition (SAM).

Severe Acute Malnutrition (SAM): is characterized by brown hair, swollen body, old man's face, very thin body, short for age.

Chronic malnutrition: is caused by long-term food deprivation; characterized in children by short height-for-age (stunting), micronutrient deficiencies and anaemia.

Stunting: is characterized by low height-for-age is a consequence of chronic undernutrition over a period during childhood.

Anaemia: It is characterized by inadequate red blood cell volume and a low concentration of haemoglobin (Hb) in the blood. Iron deficiency anaemia is the type of anaemia which results from iron deficiency.

Iodine Deficiency Disorders: Iodine deficiency leads low production thyroid hormones by the body.

MODULE 7: IMPROVING THE MINIMUM ACCEPTABLE DIET

This module covers sessions on Nutrition for babies and young children. The sessions include; Eating a variety of healthy foods, how to maintain household food security and livelihoods, backyard farming for improved nutrition and rearing.

Session 7.1: Eating a variety of healthy foods

Eating a variety of foods is critical in improving the nutrition status of children, adolescents and adults. There are a variety of locally available foods in your community that you can eat to remain healthy.

The following questions are vital in discussing a healthy family diet in your community.

Questions:

1. What do you see on the plate?
2. Describe a typical meal in your household/community?
3. Why do you think we eat variety of food groups/balanced diet??
4. Who in the family gets a fair share of the meal? (Probe for pregnant women, lactating mothers, youth, adolescents, children under 5 years, sick people, men, in-laws etc.)
5. What happens to an individual if he/she doesn't eat a variety of food groups?

Improving the minimum acceptable diet key messages:

- Ensure you eat foods from the different food groups at every meal and throughout the day i.e. energy giving foods e.g. posho, cassava; protective foods such as fruits like mangoes and vegetables and body building foods such as fish, beans, soya, meat.
- Carbohydrates such as posho/maize, Irish and sweet potatoes, cassava, millet, sorghum, yams, plantains/matooke etc. to give the body energy to perform different functions internally and externally. Avoid eating too much carbohydrates as it leads to overweight.
- Whole grains fortified with vitamins and minerals such as wheat, maize are excellent sources of fibre and nutrients essential for; improving digestion and smooth bowel movement thus reducing the risk of colon and rectal cancer, weight control and ensure healthy blood vessels.
- Proteins such as eggs, meat, fish, beans, groundnuts, peas, soya beans will help the body grow and develop fully. They too will help to repair and restore your body after an illness. Eat both animal and plant proteins.

- Eat a variety of vegetables daily and vary them accordingly according to colours such as dark leaf vegetables, yellow, light green leafy vegetables, purple and others.
- Fruits will help to protect your body from illnesses. Eat plenty of fruits with varying colours to obtain a variety of minerals to keep your body healthy.
- Drink plenty of water to improve food digestion and keep your body well hydrated.
- Limit your daily intake of fortified fats, oils, salt and sugar to keep your body safe from diseases such as diabetes, hypertension and others. In order to enlist responses and promote learning, the following questions can be asked while undertaking one on one or group discussions
- For infants, continue breastfeeding your baby after 6 months exclusive breastfeeding, every time the baby wants (on demand)
- Day and night to maintain his or her health
- When feeding a baby between 6 and 8 months, always give breast milk first before other foods.
- Always think about Frequency Amount Thickness Variety and Hygiene (FATVAH) to guide the way you feed your baby
- At 6 complete months, feed your baby at least 3 times a day. Start with 3 heaped teaspoons per feed
- At 7-8 months, feed your baby at least 3 times a day. Increase the amount of foods to at least 1/3 of a cup as the child grows
- Each day give at least a type of food from the different foods' groups such as body building foods, protective foods, energy foods

- Be patient and actively encourage your baby to eat. Give separate plate to ensure your child eats all the food given. When your child is sick, increase the frequency of breastfeeding and offer additional food to help him or her recover faster
- Always feed your baby with a clean open cup. Do not use bottles, teats or spouted cups because they are difficult to clean and may cause your baby to become sick
- Do not give the baby left over milk or food as this can infect the baby

Session 7.2: How to maintain household food security and livelihoods

In order to enlist responses and promote learning, the following questions can be asked while undertaking one on one or group discussions

Questions:

What does food and livelihood security mean to you?

What can you do to promote food security and livelihoods at home?

How to maintain household food security and livelihoods key messages:

Meaning of food and livelihood security

- Household food security is when all household members always have enough food for a healthy and productive life.
- Household livelihoods security is having enough and continuous access to income and resources to meet basic needs such as food, health care, education, housing and clothing. Livelihoods can be made up of economic activities such as farming and others that enable households to generate incomes.

What you can do to promote household food security and livelihoods at home?

You can promote household food security and livelihoods through;

- Growing a variety of food crops such as cassava, potatoes, maize, beans for both household consumption and for sale
- Growing cash crops e.g. coffee, cotton for sale to generate household incomes
- Drying harvested food such as maize, beans, groundnuts on a clean material and later storing in a clean dry place.
- Keep your food stored away from vermin and pests for these often infest and destroy it
- Having livelihoods assets such as chicken, goats, cows, sheep and crops that will enable your household obtain food and income.

- Initiating other income generating activities such as producing crafts, tailoring, having a food stall that can generate additional incomes
- Backyard vegetable farming which provides a continuous supply of vegetables such as dodo, cabbage, egg plants for a healthy and balanced diet
- Use modern fuel saving stoves to minimize smoke that can cause health challenges and save fuel
- Set-up a water storage facility such as a rainwater tank to ensure availability of water for domestic use, crop and animal production.

Session 7.3: Backyard farming for improved Nutrition

Backyard farming can improve your household nutrition through;

- Making a variety of nutritious vegetables, fruits, crops and animal proteins such as eggs, milk, meat available for household consumption
- Ensuring that during the dry season, when staple food have been depleted and before the harvest is ready, the household continues to have access to nutritious vegetables and fruits to keep them healthy and strong
- Saving money that would have been spent on purchasing vegetables and animal products
- Selling excess supplies from the backyard farm and produce to meet your household needs
- Taking up waste water that comes from several domestic activities so that the household remains clean and dry.



MODULE 8: FOOD AND WATER SAFETY

This module covers sessions on promoting food and water safety at household level.

Session 8.1: Making and keeping water safe for drinking



Figure 3: Making water safe



Figure 4: Keeping water safe for drinking

Session 8.2: How to keep your household clean

In order to enlist responses and promote learning, the following questions can be asked while undertaking one on one or group discussions

Questions:

How does water get contaminated?

How to we make water safe for use?

How do we keep drinking water safe for drinking?

Water Safety Key Messages:

How water gets contaminated

- Water is contaminated when it comes its contact with dirty substances or surfaces such as faeces, rubbish, industrial wastes or chemicals that drain into water sources such as wells, ponds
- Grazing animals near water sources and washing items is also a serious source of contamination
- Water exposed to these substances is unsafe for drinking and other functions such as cleaning dishes among others.

How to we make water safe for use

- Germs can easily spread through water; therefore, it is important to make water safe
- You can make water safe by doing the following;
- Heating the water until bubbles appear and letting it boil fully
- Treating the water by adding water purifier into water
- Filtering and decanting water for use in washing clothes and dishes

Keeping water safe for drinking

- Even after making your water safe, it can still get contaminated if it is not kept well
- You can keep your water safe by doing the following;
- Covering it using a clean cup or cover
- If you keep water in a bucket or pot, have a separate cup from drawing water from the container and another one for drinking the water
- Avoid drinking water from the safe cup by different people without washing it
- Regularly clean the water containers such as jerricans, buckets or pots with soap and clean water and dry them under the sun to kill germs

Session 8.3: Making food safe

To enlist responses and promote learning, the following questions can be asked while undertaking one on one or group discussions

Questions:

How does food get contaminated? How Do we make food safe?

Key Messages:

How food gets contaminated

- When food gets contaminated with germs it becomes unsafe for eating. When people particularly children eat this food, they can get diarrhoea and other diseases such as cholera, dysentery.

Some of the common causes of food contamination are;

- Keeping food uncovered
- Not warming food that has gone cold for hours before eating
- Using dirty hands and unsafe water during preparation of food and cleaning
- utensils
- Not washing hands with soap and running water after visiting the toilet, after doing farm work, after cleaning baby's bottom and before preparing, serving and eating food.
- Poor storage of home utensils such as lack of a drying rack and keeping containers in places with vermin such as rats and cockroaches.

How we can make food safe

- Washing fruits with clean water before eating
- Wash hands with soap and running water before touching food
- Cook food until its fully boiling or steaming throughout

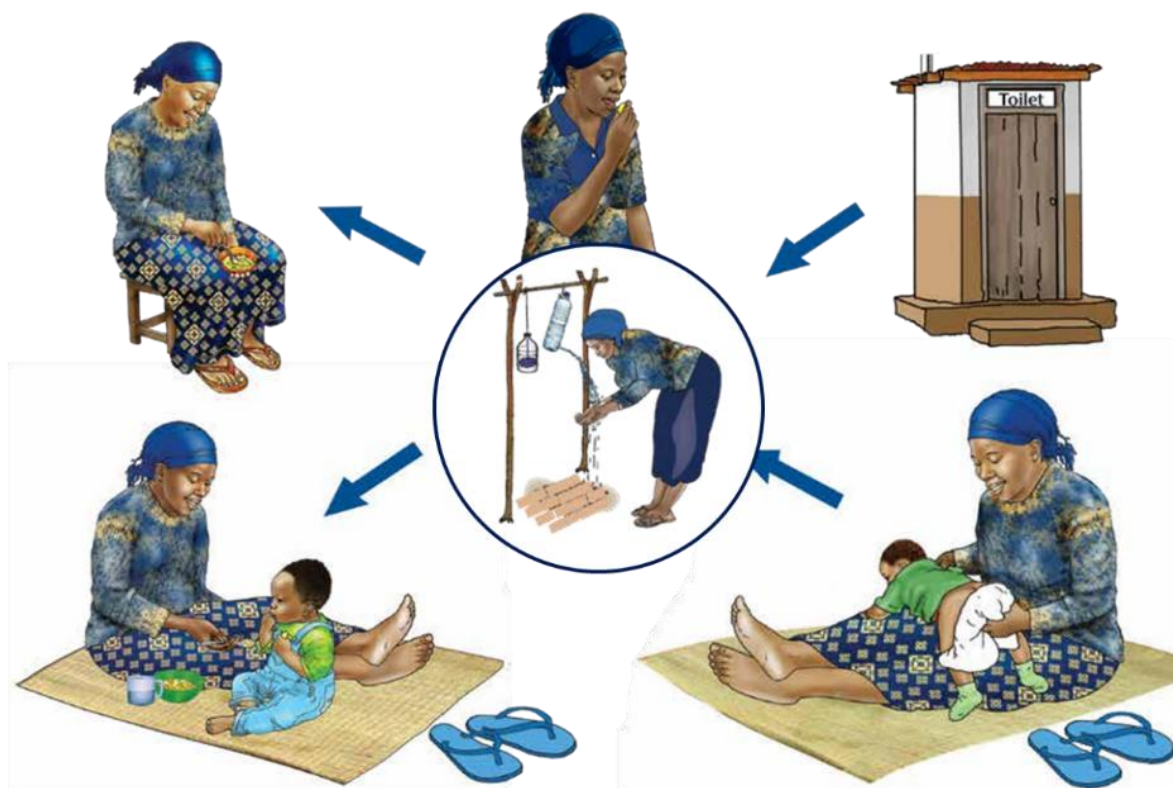
Making food safe key messages



Session 8.4: Hand washing key messages

- Washing hands with soap is very important for good health
- Always wash your hands with clean water and soap to keep germs away
- Wash your hands before preparing and eating food
- Wash your hands before feeding your infants, babies, and children.
- Wash your hands after using the toilet or latrine.

Hand washing at 5 critical times



APPENDICES: RESOURCE MATERIALS FOR GENDER AND NUTRITION (see attached)