



FEED THE FUTURE

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

“Engaging Men in Supporting Maternal and Child Consumption of Milk and other Animal Source Foods in Rwanda”

A Facilitator’s Guide

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Background:

Maternal and child nutrition practices, including consumption of milk and animal source foods, are considered the responsibility of women in many low- and middle-income countries. However, men can influence nutrition in their households through their decision-making, control of resources, and social support. Despite the role of gender and the importance of men in influencing nutrition in their households, most nutrition programs target women and men are not comfortable participating. There is very little evidence on feasible, effective, and acceptable ways to involve men in maternal and child nutrition.

The project, “Engaging Men in Supporting Maternal and Child Consumption of Milk and other Animal Source Foods in Rwanda”, was created to develop, implement, and evaluate an intervention to engage men in maternal and child nutrition, especially milk and animal source food consumption. The project is linked to the nutrition component of the USAID Livestock Systems Innovation Lab Reach grant, which targets women with young children in households that have received a cow through the Government of Rwanda’s One Cow per Poor Family (Girinka) program. The materials presented here are designed to increase awareness, and provide tools and approaches to community health workers on increasing men and boys’ involvement in household nutrition.

Purpose of workshop:

To provide trainers with skills and materials to work with communities to integrate men and boys more actively into household nutrition. This manual is designed to accompany a [PowerPoint slide deck](#) and associated handouts which are included in the Annexes.

Workshop objectives:

- 1) Understand the importance of integrating gender and nutrition into your project
- 2) Identify key points in the dairy value chain in Rwanda to integrate gender and nutrition
- 3) Examine the basics of nutrition and family nutrient requirements
- 4) Determine the most nutritious foodstuffs for a family
- 5) Explore the gendered barriers to improving household nutrition
- 6) Identify recommended approaches to engaging men in household nutrition
- 7) Understand program strategies for engaging men in household nutrition
- 8) Develop a Personal Action Plan for engaging men and women in household nutrition

Notes to facilitators:

The guide is organized by a series of sessions. The sessions have been developed with a Training of Trainers (TOT) focus to encourage a multiplier effect with participants sharing the knowledge and skills within their individual organizations and communities they work in. The current training has been developed to be conducted virtually, however, the [PowerPoint slides](#) provide directions for both in-person and virtual workshops. Both in-person and virtual agendas are included in this guide.

Each session in this guide has the following components:

- Instructions to facilitators written *in italics* as if the facilitator is talking directly to the participants.
- The estimated time for the session.
- The materials needed for the session, including [PowerPoint slide numbers](#).
- The guide assumes that two people will be facilitating the workshop alternating between sessions. While one person is facilitating a session, the other person is capturing participants' responses and/or notes on how to improve future workshops.

Table of contents:

- Welcome and Pre-Assessment
- Why Gender and Nutrition?
- Dairy value chain, gender and nutrition in Rwanda
- Results and implications of qualitative surveys in project sites
- Basics of nutrition – What is it? Who needs it most?
- What should go on the plate?
- What are the gendered barriers to improving household nutrition?
- Engaging men in household nutrition - recommended approaches
- Engaging the whole family in household nutrition- Who eats what?
- Developing a program strategy for engaging men in household nutrition
- Developing a Personal Action Plan for engaging men and women in household nutrition
- Closing and Post-Assessment

Sample workshop agenda:

Virtual workshop

Day One:

- I. 7:30-7:45 Welcome, Introductions, Logistics, Pre-Assessment
- II. 7:45-8:00 Background of Project – Why gender and nutrition? What are Sex and Gender? ([PowerPoint](#))
- III. 8:00- 8:30 Results of qualitative surveys in project sites ([PowerPoint](#))
- IV. 8:30-8:45 BREAK
- V. 8:45-9:30 Interactive exercise – Role Play - Implications of survey results (small groups, plenary summary) – Community Health Worker, Gender Roles and Nutrition
- VI. 9:30- 9:45 Basics of Nutrition – What is it? Who needs it most? ([PowerPoint](#))
- VII. 9:45-10:15 Interactive exercise – What should go on the plate? (small groups, plenary summary)
- VIII. 10:15-10:30 Review Homework: Case Study – GIRINKA project example
Milk consumption or Milk sales?

Day Two:

- IX. 7:30- 8:00 Welcome Back! Summary of Day One Homework
- X. 8:00 -8:15 What are the gendered barriers to improving household nutrition? ([PowerPoint](#))
- XI. 8:15-8:45 Recommended approaches to engaging men in household nutrition ([PowerPoint](#))
- XII. 8:45- 9:00 BREAK
- XIII. 9:00- 9:45 Role Play – Engaging the whole family in household nutrition- Who eats what? (small groups, fishbowl)

- XIV. 9:45- 10:15 Developing a program strategy for engaging men in household nutrition (small groups, plenary summary)
- XV. 10:15-10:30 Homework: Developing a Personal Action Plan for engaging men and women in household nutrition (individual work, plenary presentations Day Three)

Day Three:

- XVI. 7:30-8:30 Welcome Back! Summary of Day Two Homework and presentations
- XVII. 8:30-9:00 Facilitating workshops with men and women around nutrition ([PowerPoint](#) and interactive exercise)
- XVIII. 9:00-9:15 BREAK
- XIX. 9:15-10:30 Workshop summary, Post – Assessment, Next Steps

Sample workshop agenda:

In Person workshop

**“Engaging Men in Supporting Maternal and Child Consumption
of Milk and other Animal Source Foods in Rwanda”**

Workshop Agenda
In-person workshop for Trainers
Location
Dates

DAY ONE:

- I. 8:30 – 9:00 Welcome, Introductions, Logistics, Icebreaker, Pre-Assessment (30 minutes)
- II. 9:00 – 9:30 Background of Project – Why gender and nutrition? ([PowerPoint](#) – 30 minutes)
- III. 9:30 –10:30 Interactive exercise – Dairy value chain, gender and nutrition in Rwanda
(small groups – 60 minutes)
- IV. 10:30- 10:45 *BREAK*
- V. 10:45- 11:15 Results of qualitative surveys in project sites ([PowerPoint](#) – 30 minutes)
- VI. 11:15-12:00 Interactive exercise – Implications of survey results from a gendered perspective (small groups, plenary summary – 45 minutes)
- VII. 12:00 -1:00 *LUNCH*
- VIII. 1:00 – 1:30 Basics of Nutrition – What is it? Who needs it most? ([PowerPoint](#) – 30 minutes)
- IX. 1:30 – 2:30 Interactive exercise – What should go on the plate? (small groups – 60 minutes)

- X. 2:30 – 2:45 *BREAK*
- XI. 2:45 – 3:15 What are the gendered barriers to improving household nutrition?
([PowerPoint](#) – 30 minutes)
- XII. 3:15- 4:30 Case Study – GIRINKA project example – focus on engaging men
(small groups – 60 minutes)
- XIII. 4:30 – 5:00 End of Day One – Summary

DAY TWO:

- XIV. 8:30- 9:00 Welcome Back! Summary of Day One – interactive exercise
- XV. 9:00- 9:30 Recommended approaches to engaging men in household nutrition
([PowerPoint](#) – 30 minutes)
- XVI. 9:30-10:30 Role Play – Engaging the whole family in household nutrition- Who eats
what? (small groups, fishbowl – 60 minutes)
- XVII. 10:30-10:45 *BREAK*
- XVIII. 10:45-12:00 Case Study – Developing a program strategy for engaging men in
household nutrition (small groups, plenary summary – 60 minutes)
- XIX. 12:00-1:00 *LUNCH*
- XX. 1:00 – 3:00 Developing a Personal Action Plan for engaging men and women in
household nutrition (individual, plenary presentations – 120 minutes)
- XXI. 3:00 – 3:15 *BREAK*
- XXII. 3:15- 4:00 Workshop summary, Post – Assessment, Jump drive distribution

Workshop Sessions:

Day One:

Session I: Welcome and Pre-Assessment

Time: 20-30 minutes (depending on size of group, virtual or in-person)

Materials Needed: Pre-Assessment form (Annex 1); [PowerPoint](#) – Slides 2-4

Notes to Facilitator: Have participant complete and turn in the Pre-Assessment to the Facilitator before the workshop begins.

Have participants find someone they don't know and introduce themselves, and share very briefly why they are attending the workshop.

Ask the person about one good thing that has happened to them since the COVID -19 outbreak.

After 5 minutes, have the other person introduce themselves and follow the same process.

Introduce each other briefly in the Plenary session.

Review Workshop Agenda and Objectives.

Session II: Background of Project – Why Gender and Nutrition? What are Sex and Gender?

Time: 20-30 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – Slides 5-17

Notes to Facilitator: Review PowerPoint slides with participants. Additional information related to the purpose of the project is found earlier in this guide. Additional information to assist with each slide's content are found at the bottom of each slide.

Use Interactive Exercise on Slide 17 if in-person workshop.

Session III: Results of qualitative surveys in project sites

Time: 15- 20 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – Slides 18-20

Notes to Facilitator: Review PowerPoint slides 18-20. Ask participants if they agree or disagree with preliminary findings? Why or why not?

Session IV: BREAK – Have participants take a 10-15-minute break

Session V: *Role Play using research findings*

Time Needed: (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – Slide 21

Notes to Facilitator: *Use directions for Interactive Role Play on Slide 21. Adapt Role Play as needed to accommodate in-person or virtual workshop participants.*

Session VI: *Basics of Nutrition – What is it? Who needs it most?*

Time Needed: 15-30 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#)- Slides 22-26

Notes to Facilitator: *Review Slides 22-26 using the additional instructions at the bottom of each slide.*

Session VII: *What should go on the plate?*

Time Needed: 30-40 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 27; flip chart paper and markers if in person.

Notes to Facilitator: *Using the instructions on the slide, have participants do this exercise using flip chart paper and markers if in person, entering information in the chat box if a virtual workshop.*

Session VIII: *Case Study – Homework*

Time Needed: 15-20 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slides 28-29; Case Study in Annex 2

Notes to Facilitator: *Review the directions for the case study with participants using slide 28. If workshop is virtual, have participants do the case study overnight and present their findings the following morning on Zoom. Using slide 29, review with participants what they learned in Day 1.*

Day Two:

Session IX: Welcome back – Case Study Presentations

Time Needed: 30-40 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – slides 30-31

Notes to Facilitator: Use slide 30 to ask participants what was one of the most important things they learned in Day 1 activities. Use slide 31 to have participants briefly share their responses to the GIRINKA case study. Discuss similarities and differences related to responses in plenary.

Session X: What are the gendered barriers to improving household nutrition?

Time Needed: 15-30 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – slides 32-35; flip chart and markers

Notes to Facilitator: Review slides 32-35 with participants. Follow directions on the slides to direct this activity.

Session XI: Recommended approaches to engaging men in household nutrition

Time Needed: 30 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) – slides 36-42; internet connectivity for YouTube video, flip chart and markers if in person workshop

Notes to Facilitator: Using slide 36, ask participants to provide suggestions or experiences they have had to engage men in other activities. Could they be used for household nutrition? Use directions on slide for additional information. Review slides 37-42 for additional recommendations for how to successfully engage men and boys in activities.

Session XII: BREAK – take a 10-15-minute break

Session XIII: Engaging the whole family in household nutrition - Who eats what?

Time Needed: 30-45 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 43; in person workshop – purchase foods in advance of this exercise; plates or flip chart paper with an empty plate drawn on it; virtual workshop – follow directions on slide

Notes to Facilitator: This exercise is very interactive and involves purchasing local foods in advance (usually the night before). It is also possible to draw simple items, i.e. fish or chicken, to use in this exercise. There are additional directions on the slide.

Session XIV: Developing a program strategy for engaging men in household nutrition

Time Needed: 30-40 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 44; flip charts and markers for in person workshop

Notes to Facilitator: Use directions on slide 44 to involve participants in creating a bulleted, chronological list of steps needed to create a program strategy.

Session XV: Developing a Personal Action Plan for engaging men and women in household nutrition

Time Needed: 30-40 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 45; blank paper

Notes to Facilitator: Use directions for this exercise on slide 45. This is an individual exercise for both in person and virtual workshops, with the opportunity to share the participants' plans on Day 3.

Day Three:

Session XVI: Welcome Back! Summary of Day Two Homework

Time Needed: 30- 60 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 46; participants' presentations

Notes to Facilitator: For virtual workshop – have participants provide a brief summary of the key steps they used in Developing a Personal Action Plan for their homework; for in-person workshop follow directions on slide 45.

Session XVII: Facilitating workshops with men and women around nutrition

Time Needed: 30-40 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slides 47-50; flip charts and markers

Notes to Facilitator: Review the information on slides 47-50 with participants. Ask them if there are special considerations for working with all men's groups? All women's groups? Mixed gender groups? For in-person workshop – capture responses on flip chart. For virtual workshop – have participants enter responses in Zoom chat. Discuss all responses in plenary.

Session XVIII: BREAK – take a 10-15minute break

Session XVIII: *Workshop summary, Post – Assessment, Next Steps*

Time Needed: 30-45 minutes (depending on size of group, virtual or in-person)

Materials Needed: [PowerPoint](#) slide 51; Post Assessment form (Annex 3)

Notes to Facilitator: Follow the directions on slide 51 for a workshop closing exercise. The ORID process is used to gather multiple types of information on how participants experienced the workshop. For virtual workshop – have participants enter responses in Zoom chat; for in-person workshop, have participants pair with another person to ask questions, then switch participants. Discuss all responses in plenary.

For in-person workshop, hand out the post assessment forms and collect them from participants before discussing any next steps. For virtual workshop, send out post assessment forms to all participants during the break for them to complete at the end of the workshop.

ANNEX 1 – Pre-Assessment form

**“Engaging Men in Supporting Maternal and Child Consumption
of Milk and other Animal Source Foods in Rwanda”**

Pre-Assessment Evaluation

Name

Please rate your ability to complete the following activities using the scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not at All

- 1) Understand how to integrate gender and nutrition into your project _____
- 2) Be able to identify key points in the dairy value chain in Rwanda where to integrate gender and nutrition _____
- 3) Understand the basics of nutrition and who needs the most nutrients in the family _____
- 4) List the most nutritious foodstuffs for a family _____
- 5) Discuss the gendered barriers to improving household nutrition _____
- 6) Provide recommended approaches to engaging men in household nutrition _____
- 7) Describe program strategies for engaging men in household nutrition _____

Thank – you for your responses!

ANNEX 2 - Case Study – GIRINKA – Milk Consumption or Milk Sales?

Background:

The “One Cow per Poor Family” program (GIRINKA) was initiated by the Government of Rwanda and had five primary aims from its inception: 1) increased milk production; 2) increased family income for poor families; 3) reducing malnutrition in poor families; 4) improving soil fertility from increased use of animal manure; and 5) improved community cohesion from the passing on of cows. It has succeeded in some of these aims, and been challenged in others.

Throughout Rwanda, there are limited income-generating opportunities for poor, rural families. The GIRINKA program helped change that somewhat by providing income-generating activities for its participants through the production of milk; however, milk is often sold rather than consumed to pay for other household needs such as school fees or health care. Although no formal assessment has been performed documenting the amount of milk sold versus consumed, many organizations and individuals interviewed shared that milk is a main source of income, and the excess milk is often sold to generate more money rather than consumed to increase nutrition. Gender also comes into play because women in male-headed households are frequently not involved in the decision-making on sale or consumption of milk produced or final use of the income. It is also known that in households with food scarcity (particularly Animal Source Food), women and female children receive the least and poorest food but have the highest nutrient needs, especially if they are pregnant or lactating.

Assignment:

In this case study, you are an extension agent working with a dairy farmer’s cooperative (composed primarily of men) who pool their milk to sell it to a local processing plant. There is a need to pool milk because local cows do not produce large enough volumes of milk to market as individual producers. In the households, the women are primarily responsible for caring for and milking the cows (with assistance from the sons), and would like to keep more of the milk to feed to their children to address issues of malnutrition. The Government has asked you to create a training program that will address the issues of income generation, gender roles and increasing household consumption of milk. Use bullets to outline the topics you will cover that will address the Government’s requests. Plan on sharing your outline in plenary.

ANNEX 3 – Post- Assessment form

“Engaging Men in Supporting Maternal and Child Consumption of Milk and other Animal Source Foods in Rwanda”

Post-Assessment Evaluation

Name

Please rate your ability to complete the following activities using the scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not at All

- 1) Understand how to integrate gender and nutrition into your project _____
- 2) Be able to identify key points in the dairy value chain in Rwanda where to integrate gender and nutrition _____
- 3) Understand the basics of nutrition and who needs the most nutrients in the family _____
- 4) List the most nutritious foodstuffs for a family _____
- 5) Discuss the gendered barriers to improving household nutrition _____
- 6) Provide recommended approaches to engaging men in household nutrition _____
- 7) Describe program strategies for engaging men in household nutrition _____

The best parts of this workshop were:

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

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

The activity I will commit to implementing is:

Two or three things to make this workshop better in the future would be:

Thank – you for your responses!