



# FEED THE FUTURE

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

## Integrating Gender and Nutrition within Agricultural Extension Services



## Competency Framework

for Integrating Gender and Nutrition within  
Agricultural Extension Services

*Prepared by Robb Davis, Edye Kuyper, Andrea Bohn, Cristina Manfre and Paul McNamara*



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**

Integrating Gender and Nutrition  
within Agricultural Extension Services

# Competency Framework

## for Integrating Gender and Nutrition within Agricultural Extension Services

- DRAFT November 2016

*Prepared by*

- *Edye Kuyper and Robert Davis, University of California Davis*
- *Andrea Bohn, University of Illinois Urbana-Champaign*
- *Cristina Manfre, Cultural Practice LLC*
- *Paul McNamara, University of Illinois Urbana-Champaign*



All work by INGENAES is licensed  
under a Creative Commons Attribution  
3.0 Unported License.

*This material was produced as part of the United States Agency for International Development (USAID) and U United States Government Feed the Future project “Integrating Gender and Nutrition within Extension and Advisory Services” (INGENAES), Cooperative Agreement No. AID-OAA-LA-14-00008. [www.ingenaes.illinois.edu](http://www.ingenaes.illinois.edu) 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.*

*The material 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 U.S. government.*

## Introduction

The INGENAES capacity development activities are intended to build gender-responsive institutions among the organizations involved in providing agricultural extension services (AES); to enable these organizations to understand how to identify and equip staff with the appropriate skills to deliver services that lead to improved gender- and nutrition-related outcomes; and to establish a set of gender-responsive agricultural extension and advisory practices that substantially and effectively strengthen gender equity and integrate nutrition content.

What types of skills, attitudes and behaviors (SAB)<sup>1</sup> are necessary to enable institutions to deliver gender- and nutrition-responsive services? Can we clarify the set of desired SABs and present them in a common and systematic framework adaptable to different contexts?

It will be necessary to distinguish between and address the SABs that are needed at the individual level and at the institutional level. The latter concern how to create a supportive environment that enables individual workers to employ the SABs. These include technically correct training, supportive supervision, and a variety of incentives to encourage SPB deployment by staff.

### What is a COMPETENCY?

A competency is a skill, attitude, or behavior that enables an individual to do his/her job more effectively in order to contribute to the mission of the organization to which s/he belongs. A competency is, therefore, a characteristic embodied by individuals within an organization that is clearly linked to the ends the organization seeks to achieve.

### What is a COMPETENCY FRAMEWORK?

A competency framework lists skills, attitudes, and behaviors and describes what they look like in practice. In so doing it specifies options for how a given competency might be embodied and suggests ways to train and support individual workers to manifest them in their day to day work.

### This framework has four major sections:

- I. Critical Competencies from the Adult Learning Domain
- II. General Principles for Client-Driven and Equitable Extension and Advisory Services
- III. Gender-Specific Competencies for Extension and Advisory Services
- IV. Nutrition-Specific Competencies for Extension and Advisory Services

In addition to highlighting what trained professionals should be able to do, individuals, the competency framework also complements the Institutional Review and Planning Framework that builds the practices and policies needed to support gender-responsiveness and nutrition sensitivity at the organizational level.

---

<sup>1</sup> Many educational materials intend to develop learners' knowledge, attitudes and practices. Knowledge, however, often does not translate into action. This competency framework instead focuses on skills, attitudes, and behaviors, which are more likely to ultimately lead to change.



**The purpose of this competency framework is threefold:**

1. It lays out a comprehensive list of skills, practices, and behaviors to enable frontline agricultural extension workers to engage in relevant, gender sensitive, nutrition-focused programming as part of their routine extension activities.

The framework is written to explore differing “levels of engagement” (levels of complexity) around which workers could potentially engage community members for a given topic. These “levels of engagement” demonstrate that any competency can be practiced at less and more complex levels. So, for example, competencies related to “food preparation” could focus on a continuum of actions between describing best preparation practices to actually demonstrating such practices to community members. The former being less complex and less resource intensive and the latter more complex and more resource intensive—but arguably more impactful.

2. As a result, the competency framework acts as a menu of options for organizations so they can determine the level of engagement they would like to support frontline extension staff to have. It also enables them to select among the various topics to decide which areas/competencies/desired impacts they will focus on. Thus, they can use the framework to select topical areas as well as the depth with which they expect field staff to engage community members for each one they select.

3. Finally, the competency framework is laid out to suggest, for each topic and level of engagement, training session objectives. In this sense it is a training design tool that focuses on what exactly will be done within a structured learning environment—the “Learning” column. It also focuses on what initial actions field staff will take after the training. Training session attendees can plan for and commit to these “Transfer” or integration actions during a training workshop but they take place, by definition, in the field after the training. In this sense they offer a way to “try” the learning in their work with opportunities for reflection. The “Impact” column gives organizations an aid to determine what actual outcomes could result from focusing on a given competency, assisting in their selection of topics and how they train staff in them.

**Prospective users** of this framework include: Non-governmental organizations, government agencies, universities, research institutions, farmer based organizations, private for profit input or service providers.

“Defining which competencies are necessary for success in your organization can help you do the following:

- Ensure that your people demonstrate sufficient expertise.
- Recruit and select new staff more effectively.
- Evaluate performance more effectively.
- Identify skill and competency gaps more efficiently.
- Provide more customized training and professional development.
- Plan sufficiently for succession.
- Make change management processes work more efficiently.”

[www.mindtools.com/pages/article/newLSS\\_91.htm](http://www.mindtools.com/pages/article/newLSS_91.htm)



<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b> Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	<b>Transfer</b> Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	<b>Impact</b> Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.
<b>I Critical Competencies from the Adult Learning Realm</b>				
<b>Respect</b>	Demonstrates respect in locally- appropriate ways in all interactions	Define what respect looks like and practice specific actions with men and women.	Commit to at least two specific actions to be mindful of in interactions with stakeholders over the coming month.	<ul style="list-style-type: none"> <li>- If these principles of dialogue/adult learning are implemented they will change how members of the institution interact with each other.</li> <li>- They will create mutual accountability among extension agents and establish them as co-learners with community members.</li> <li>- This shift in power will lead to more honesty about community needs and help agents identify vulnerabilities within the community.</li> <li>- They will contribute to gender sensitive programming by demonstrating a</li> </ul>
<b>Affirmation</b>	Provides frequent and substantive praise in all interactions	Explain the importance of receiving affirmation in work and life.	Keep note of using substantive affirmation and the results. Share results with colleagues.	
<b>Dialogue</b> (Questioning and Listening)	Practices dialogue by focusing on asking open questions and actively listening	Distinguish open and closed questions and practice the former.  Identify elements of active listening and use them.	Commit to learning something new from each community by practicing open questioning and listening.  Discuss with colleagues what it means to be a learner with community members.	
<b>Relevance</b> (Engagement and Immediacy)	Connects content to be shared to community members' experiences and needs	Describe a personal learning that was relevant and examined what made it so.  Decide on concrete actions to connect key content to people's personal needs.	Facilitate a community discussion connecting a key piece of content to an expressed community need in a way that included broad community participation.  Analyze how the discussion went.	

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
<b>Safety</b>	Promotes safety for all participants	Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.  commitment to honoring all members of the community. - Dialogue- based supervision approaches will support the successful application of these competencies.
<b>II General Principles for Client-Driven and Equitable Extension and Advisory Services</b>				
Equitable, gender responsive services	Recognizes the different expectations and beliefs that people have about men and women, what they do and how they interact	Define sex (male and female) and gender.	Commit to respecting gender differences through actions that are inclusive of men and women's roles and responsibilities.	- By recognizing differences, more targeted efforts can be made
	Recognizes specific ways that men and women make important contributions to agriculture and that these vary by geographic locations and production systems	Analyze gender- specific actions in food production, their seasonal characteristics and discussed how these realities create stress and increase risks for participants.	Facilitate a community conversation about the specific actions of men and women and how the division of labor creates different challenges for men and women.	- By raising the issue of differing roles the organization begins to think about them more deliberately and considers ways to meet needs of both groups in specific ways - Community members learn to value the difficulties men

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
				and women face in producing enough food for the family
	Recognizes that gendered differences in agricultural production require specific information	Describe when men and women require different information.  Discuss how to meet their different needs.	Commit to open listening with clients and created opportunities to meet expressed needs of male and female farmers.	- The information needs of all community members are met
		Identify who has access and control of the resources needed to be productive.	Share information with men and women in the community to address resource constraints.	- Identify and realize the additional community resources needed for men and women to produce enough food for the family.
Communication strategies tailored to different clients	Is able to identify communication mechanisms that will reach, be understood by, and be useful to both men and women farmers	Describe why specific communication mechanisms may or may not be accessible and appropriate for men or women farmers in their area.  Identify strategies for adapting to differing levels of literacy, language fluency, access to technology, access	Utilize communication mechanisms that benefit both men and women farmers.	- Men and women farmers receive extension services in ways they can easily understand and with content relevant to the agricultural activities they engage in

Competency domains	Description of specific competencies within the domain	Learning	Transfer	Impact
		Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.
Effective group work	Is able to identify the formal vs. informal groups in the community, who are the group members, how they joined the group, and whether anyone is excluded	Identify which groups have written or unwritten rules and whether the groups limit membership to the elite, to men only, to certain castes, and who can be leaders.	Discuss with colleagues how to work with the different types of groups.	
	Is able to identify when meetings are to be ideally held, where, what time, who was invited and how the announcements are made	<p>Explain why attending a meeting is not the same as participating and being a leader.</p> <p>Identify ways to encourage participation and leadership by those who normally are absent or silent.</p>	Discuss with community and colleagues how to make meetings accessible to everyone in the community as appropriate.	

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
Power and positionality	Is able to identify the power dynamics at play in the communities	<p>Analyze who has power over, power with, power to and power within.</p> <p>Distinguish between visible power and hidden power to ensure inclusive extension services are delivered.</p>	<p>Facilitate discussions about power with community to identify ways to improve extension programs.</p> <p>Discuss with colleagues how to meet the needs of farmers regardless of the power dynamics.</p>	
	Is able to identify where individuals fit in the communities	Identify and describe important aspects of identity such as gender, race, class and age.	Facilitate discussions with communities about inclusive extension programs and discussed with colleagues how to reach all farmer clients regardless of their positions.	
Inclusive and equitable farmer-based organizations	<p>Supports farmer-based organizations to be responsive to women's and men's needs</p> <p>Knows options for structuring by-laws, rules, and organizational principles to support inclusion and equity</p>	<p>Describe the importance of inclusion and equity for effective groups and associations.</p> <p>Demonstrate how to structure inclusive and equitable by-laws and other formal rules.</p>	<p>Assist members and leaders of associations and groups understand principles of inclusion and equity.</p> <p>Work with members and/or leaders of associations to develop inclusive and equitable by-laws, etc.</p>	- Farmer-based organizations are strengthened

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
	Is able to orient farmer-based organizations to be member-oriented	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>Describe the importance of and challenges with delivering gender-responsive services.</p> <p>Develop examples of how organizations can be structured and operate to respond to member needs.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>Assist members and leaders of associations and groups in understanding the importance of delivering gender-responsive services.</p> <p>Work with members and/or leaders of associations to structure information gathering and design of service delivery mechanisms.</p>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <p>- Men and women members of farmer-based organizations receive services that meet their needs</p>
<b>III Gender-Specific Competencies for Extension and Advisory Services</b>				
Gender analysis	<p>Understands basic gender analysis</p> <p>Is able to apply principles for integrating gender analysis</p>	<p>Identify and describe gendered roles and division of labor in a household, on the farm, in processing, marketing, and in the community at large.</p>	<p>Discuss with colleagues how to target interventions to meet the specific needs of men and women farmers.</p> <p>Develop targeted interventions.</p> <p>Share information with the appropriate members of the community (to target the gender-specific roles) on how to improve production of various crops and livestock.</p>	<p>- Targeted interventions reach appropriate farmers who are then more productive</p>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
Gender-responsive agricultural technologies and practices	Understands the key issues related to gender, extension and advisory services, and agricultural technologies	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>Describe the key gender issues related to EAS and agricultural technology design, use, and dissemination.</p> <p>Identify the role of extension and advisory services in improving women's access to and use of agricultural technologies.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>Share information about different technologies to both men and women farmers and entrepreneurs.</p> <p>Facilitate group discussions between men and women farmers and entrepreneurs about different technologies.</p>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <p>- Technology dissemination accounts for both men's and women's use and access, ensuring the technology is used appropriately</p>
	<p>Is able to apply principles for integrating gender analysis into technology design and dissemination processes</p> <p>Tailors information about technologies to different target groups</p>	Identify and describe gender-based constraints related to the design, use, or dissemination of agricultural technologies.	<p>Tailor information about how to access and use different technologies to men and women based on men's and women's different roles and responsibilities in the value chain.</p> <p>Work with men and women farmers and entrepreneurs to match available technologies with identified and preferences.</p>	<p>- Farmers are using technologies that enhance women's productivity, reduce time spent on labor-intensive activities, and provide other benefits</p>
	Channels information about women's needs to other actors	Identify specific actions to ensure the design of	Engage in discussions with agricultural researchers, input suppliers, and/or technology	<p>- AES organizations communicate women's needs and preferences to</p>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
	<p>involved in technology design, use, and dissemination</p> <p>Is able to identify opportunities for improving women's access to and use of agricultural technologies</p>	<p>agricultural technologies meets women's needs.</p> <p>Identify specific actions to improve women's access to and use of agricultural technologies.</p>	<p>designers about the needs of women farmers for input into new technologies.</p> <p>Provide information about technology to women farmers.</p> <p>Facilitate relationships between women farmers and credit institutions, input suppliers, and other technology service providers.</p>	<p>actors involved in the design manufacturing, and dissemination of technologies</p> <ul style="list-style-type: none"> <li>- AES organizations assist women in accessing the services necessary to adopt the technology</li> </ul>
	<p>Promotes agricultural technologies that benefit men and women</p> <p>Is able to identify opportunities for improving how women and men can benefit from agricultural technologies</p>	<p>Identify technologies and practices that can meet men's and women's specific needs and preferences.</p> <p>Describe or demonstrate the benefits of specific technologies to men and women based on their agricultural responsibilities and to adapt to changing climatic conditions.</p>	<p>Provide tailored information to both men and women about the benefits of using specific agricultural technologies or practices (e.g., labor saving technologies, food quality and safety, nutrition, enhanced productivity, increased income).</p>	<ul style="list-style-type: none"> <li>- AES organizations identify and deliver technologies that enhance women's productivity, reduce time spent on labor-intensive activities, and provide other benefits</li> <li>- AES staff help men and women realize the benefits of adopting technologies or practices</li> </ul>
Inclusive, market-oriented EAS	Understands the key issues related to gender, extension and	Describe key gender issues related to EAS and value	Share information about how to improve production, processing, and marketing of targeted value	<ul style="list-style-type: none"> <li>- Agricultural value chain interventions are demand-</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
	advisory services, and value chains development and operations	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>chain operations and development</p> <p>Identify the role of extension and advisory services in improving women's participation, performance in, and benefits from value chain development.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>chains to men and women farmers and entrepreneurs.</p> <p>Tailor information about targeted value chains to men and women based on men's and women's different roles and responsibilities in the chain.</p>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <p>driven, tailored, and benefit men and women equitably</p> <p>- Men and women's participation in value chain processes increase community access to markets</p>
	<p>Is able to identify opportunities for men and women farmers and entrepreneurs to participate within different agricultural value chains and in different positions</p> <p>Is able to apply principles for integrating gender analysis into agricultural value chain development processes</p>	<p>Map actors and their roles along a value chain.</p> <p>Identify where men and women participate in different roles in a specific value chain.</p>	<p>Provide information to both men and women farmers and rural entrepreneurs that enhance their abilities to join and participate in value chains.</p>	
	Understands men's and women's specific challenges to	Identify and describe gender-based constraints at different nodes of the agricultural	Lead farmer groups in activities to understand differences in men and women members'	

Competency domains	Description of specific competencies within the domain	Learning	Transfer	Impact
	<p>participating in and benefitting from value chain development</p> <p>Can identify challenges facing women or men to participating in or benefitting from value chain development activities based on their different roles and responsibilities in value chains</p>	<p>value chain, for example time- or mobility-related constraints, limited ownership or access to agricultural resources, limited participation in producer groups, etc.</p>	<p>ability to participate in collective marketing.</p> <p>Facilitate group discussions with men and women farmers and entrepreneurs about their knowledge of and participation in targeted value chain.</p> <p>Facilitate interviews with men, women farmers and entrepreneurs about their knowledge of and participation in targeted value chains.</p>	
	<p>Promotes opportunities for men and women farmers and entrepreneurs to improve participation in agricultural value chain</p> <p>Is able to identify opportunities for improving men’s and women’s participation and performance in agricultural value chains</p>	<p>Identify specific actions to improve men’s and women’s participation and performance in agricultural value chains.</p>	<p>Provide differentiated support to men and women farmers (when needed) in adopting new techniques to improve production in value chain, making market connections for targeted value chain, and connecting to input suppliers to improve production in specific value chains.</p>	<ul style="list-style-type: none"> <li>- Improved understanding of both men and women of their mutual contributions and capabilities in value chain operations</li> <li>- AES providers strengthen efforts to reach both men and women with relevant technical and market information, both to associations and to individuals</li> </ul>

Competency domains	Description of specific competencies within the domain	Learning	Transfer	Impact
				<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <ul style="list-style-type: none"> <li>- Women’s participation in agricultural value chains is increased and their share of benefits enhanced</li> </ul>
	<p>Is able to identify opportunities for improving how women and men can benefit from value chains</p> <p>Promotes mechanisms for men and women to benefit from agricultural value chains</p>	<p>List specific actions to improve how men and women benefit from agricultural value chains.</p>	<p>Provide information to both men and women farmers and rural entrepreneurs that enhance their abilities to benefit from targeted agricultural value chains, e.g., labor saving technologies, market linkages, credit facilities, access to improved inputs.</p> <p>Provide information to men and women farmers about how to manage contracts, credit opportunities, and different mechanisms for receiving payments.</p> <p>Provide information to men and women farmers about inclusive household budgeting techniques.</p>	<ul style="list-style-type: none"> <li>- Households work together as “family farm enterprises” with shared benefits</li> <li>- Women’s participation in agricultural value chains is increased and their share of benefits enhanced</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
Women's empowerment and gender transformative approaches (GTA)	Is able to describe and implement gender-transformative approaches and activities (knowledge and skills)	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>Identify and challenge underlying gender norms that inhibit women's equitable participation and ability to benefit from agricultural activities.</p> <p>Facilitate processes that encourage others to identify and challenge gender norms that negatively impact both men and women farmers.</p>	Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <p>- Men and women farmers have a greater understanding of how gender roles inhibit their full participation in and ability to benefit from their agricultural activities, and take actions to challenge and change these gender roles</p>
<b>IV Nutrition-Specific Competencies for Extension and Advisory Services</b>				
importance of nutrition	Is convinced that nutrition is important, and motivated to take action at personal, family/community, and professional levels (attitude/perspective)	<p>Analyze how nutrition contributes to good and bad health outcomes in own, family experiences.</p> <p>Describe nutrition actions that lead to positive health outcomes.</p>	<p>Motivate farmers, value chain actors to identify how nutrition personally affects them.</p> <p>Share opportunities to act on conviction.</p>	- Agents and community members are motivated to act to improve nutrition because they believe it is important to them
Production diversity (as economically and agro-	Can identify trees, crops and livestock appropriate to the specific context that can meet nutrition	Describe fruits, crops, meat/fish that can be grown/raised in the local context that can meet specific nutrient deficiencies	Discuss fruits, crops, meat/fish appropriate for local production with farmers linking them to	- Farmers grow/raise more foods that meet specific nutritional needs and requirements

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
ecologically appropriate)	<p>needs of specific/targeted communities and households</p> <p>Can provide examples of complementary tree, crop, and livestock farm combinations which contribute to improved consumption diversity, and are appropriate for the market context</p>	<p>of targeted population using basic food groups related to dietary deficiencies.</p> <p>Describe technically and economically complementary tree, crop and livestock farming combinations that have the potential to meet specific nutritional needs of the target population.</p>	<p>meeting specific nutritional requirements.</p> <p>Promote packages of complementary tree, crop and livestock farm combinations to farmers while discussing the consumption/nutrition and market benefits and tradeoffs of the foods.</p> <p>Outline benefits and costs of diversifying production in terms of both nutrition/health and market sales to farmers.</p> <p>Engage other value chain actors (input dealers, market sellers, food distributors, etc.) to realize economic opportunities that could result from greater diversity.</p>	<ul style="list-style-type: none"> <li>- Farmers have greater knowledge of complementarity of diverse tree, crop and livestock production</li> <li>- Farmer and household members consume more diverse foods from own production.</li> <li>- Markets demand more diverse, nutrient- dense foods</li> <li>- Farmers gain additional income from the sale of nutrient-dense foods</li> </ul>
Diversity of diets (from both household production & market access)	Can identify why and promote a diversity of foods contribute to health and nutrition	Name food groups (~6- 9 depending on local FBDG), and constituent local foods for each group	Recommend specific trees, crops or livestock for production that have support dietary diversity/nutrition needs of targeted population.	<ul style="list-style-type: none"> <li>- Individual dietary diversity is increased</li> <li>- Marketplace access to diverse foods is increased (measured by cost and</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
		Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.
		Describe specific contribution foods make to health, growth, etc.	Engage key value chain actors in actions that improve market availability of diverse foods for specific context.	availability of multiple nutrient- dense products)
Year-round access to diverse, nutritious foods	<p>Understands the relationship between seasonal food availability, fluctuations in income, food and nutrition security, and health</p> <p>Can engage communities in planning for better food access to nutritious foods</p>	<p>Describe why food &amp; nutrition security means consuming foods from all the food groups, all year round.</p> <p>Identify food groups likely to be unavailable at certain times in the year.</p> <p>Utilize and critique seasonal calendar tools.</p> <p>Plan how to implement tools among farmers, others.</p>	<p>Share information about food groups, and representative locally- produced/available foods.</p> <p>Support farmers in considering how food &amp; nutrition security means consuming all the food groups, all year round.</p> <p>Develop a seasonal calendar with a farmer group, resulting in a plan to address gaps.</p> <p>Serve as a conduit to information and needed inputs to support farmers in attaining year- round food &amp; nutrition security.</p>	<ul style="list-style-type: none"> <li>- Reduced experience of seasonal variations in food availability, hunger and food insecurity</li> <li>- Improved year- round access to constituent foods from each of the food groups</li> <li>- Reduced incidence of poor nutrition outcomes (micronutrient deficiency, child stunting, underweight, etc.)</li> <li>- Increased prosperity with limited seasonal fluctuations.</li> </ul>
Nutrition for all	<p>A knowledge and attitudinal competency:</p> <p>Extensionists will do their part to ensure</p>	Describe how some groups of people, typically women, children, and disadvantaged groups, are more vulnerable	When interacting with households with potentially vulnerable members (such as pregnant and/or lactating	<ul style="list-style-type: none"> <li>- Individual, household, and community-level knowledge of who is most vulnerable</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
	<p>nutrition for all by becoming sensitized to the different nutrition needs of various populations.</p> <p>Is able to identify and address the needs of the most nutritionally vulnerable</p>	<p>to poor nutrition due to biological reasons and reduced access to nutritious food.</p> <p>Explain how nutrition requirements vary across the life course, and by physical state (e.g. pregnancy, lactation, sickness).</p> <p>Identify groups of people in their “catchment area” who may be more vulnerable to poor nutrition.</p> <p>Demonstrate effective ways to dialogue with farmers about the nutritional needs of the vulnerable in their households.</p> <p>Role plays effort to examine with farmers opportunities to improve nutrition of vulnerable persons within a household.</p>	<p>women, infants, and young children, HIV positive members) initiates dialogue about their unique needs.</p> <p>Relate to the farmer in gender-responsive ways to improve vulnerable HH members’ access to nutritious foods.</p> <p>Demonstrate effective engagement of vulnerable through farmer interactions.</p> <p>Support the efforts of colleagues (health, education sector) working to improve nutrition and food security, as well as those working to dismantle systems leading to inequity.</p>	<p>to poor nutrition is increased</p> <ul style="list-style-type: none"> <li>- Households, communities, and leaders identify and implement activities to prioritize the nutrition of the vulnerable</li> <li>- Inequity in nutrition outcomes are reduced, such that the nutrition status of low-income households, women, children, etc. will be similar to that of those with greater privilege who live in a similar locale</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
Nutrition-friendly agricultural practices	Can identify and promote practices that improve soil health: intercropping, crop rotation, applying organic materials, using limited tillage methods	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>Describe characteristics of good quality soil.</p> <p>Describe practices that contribute to good quality soil.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>Demonstrate how to implement key practices that improve soil quality:</p> <ul style="list-style-type: none"> <li>• Intercropping</li> <li>• Composting</li> <li>• Crop rotation</li> <li>• Minimum tillage</li> </ul>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <ul style="list-style-type: none"> <li>- Better crop resilience (to pests, drought, etc.)</li> <li>- Improved micronutrient content of resulting food products</li> <li>- Higher yields</li> <li>- Higher income from sales</li> <li>- Improved food security, micronutrient status among those consuming harvest</li> </ul>
Responsible agrochemical use	<p>Knowledge of integrated pest management (IPM) options – understands there can be a range of (sometimes non-chemical) options to control any given pest</p> <ul style="list-style-type: none"> <li>- Safety in product choice</li> <li>- Safety in agrochemical preparation and application practices</li> </ul>	<p>Explain:</p> <ul style="list-style-type: none"> <li>- the viable alternatives to spraying or agrochemical use;</li> <li>- the different types of agrochemical products and their safety classifications;</li> <li>- which products are appropriate for what use;</li> <li>- how to safely apply agrochemicals;</li> <li>- why product contamination is important</li> </ul>	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>- an understanding of product labeling;</li> <li>- an understanding of IPM options for control of major pests (insects, weeds, pests and diseases);</li> <li>- an understanding of the sources of potential contamination and exposure while mixing and applying and takes the needed steps to</li> </ul>	<ul style="list-style-type: none"> <li>- Uses an appropriate range of practices (including as viable and appropriate non-chemical) to control pests</li> <li>- Safely mixes and applies agrochemicals</li> <li>- Follows safe time periods between application and handling and/or consumption</li> </ul>

Competency domains	Description of specific competencies within the domain	Learning	Transfer	Impact
	<ul style="list-style-type: none"> <li>- Safety in timing of application</li> <li>- Safety in consumption</li> </ul>	<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>and why safety periods are required between application, handling and safe consumption.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>reduce exposure and contamination;</p> <ul style="list-style-type: none"> <li>- an understanding for any needed delays in terms of field re- entry and product consumption.</li> </ul>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p>
Safe agricultural labor practices	<p>Identifies the health- and nutrition- related problems that result from inappropriate labor practices for perinatal &amp; lactating women</p> <p>Can promote alternative activities and practices</p> <p><i>*Note: Gender-responsive negotiation skills are essential to promoting to alternative practices</i></p>	<p>Describe the risks of having perinatal women (in pregnancy and through 40 days postpartum) perform heavy labor (ex. prenatal: increased risk of premature labor and consequent risks to mother, baby; postpartum: risk of anemia).</p> <p>Evaluate local practices related to postpartum rest, encourages women, labor managers to observe these practices.</p> <p>Articulate the benefits of allowing lactating women to take breaks to express milk, breastfeed their babies (and</p>	<p>Assist farmers and labor supervisors in identifying the relative pros and cons of providing perinatal leave/reprieve (e.g. economic: a few extra hours of labor vs. losing an employee to permanent disability; moral: loss of life, health).</p> <p>Lead farmer groups in activities that explore distribution of labor.</p> <p>Promote alternatives: e.g. distributions of labor that allow perinatal women to rest or do lighter work, gender-responsive technologies that reduce workload.</p>	<ul style="list-style-type: none"> <li>- Fewer women conduct heavy labor during perinatal period</li> <li>- Increased breaks and other breastfeeding- friendly options (e.g. bringing baby to field where feasible) provided to lactating women</li> <li>- Better birth outcomes</li> <li>- Reductions in postpartum anemia</li> <li>- Reductions in mastitis</li> <li>- Improved breastfeeding outcomes</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
		<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>conversely, the risks of not doing so).</p> <p>Demonstrate implementing an activity to explore different labor commitments (e.g. daily activity clocks).</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <ul style="list-style-type: none"> <li>- Improved child growth and development</li> </ul>
<p>Reducing postharvest losses at homes for consumption or markets, at small scale production for markets</p>	<p>Understands the nutrition value of fruits and vegetables and the importance of varying and combining fresh produce into diets</p> <p>Understands and describes the basic causes of post-harvest losses at during harvest, storage, and preparation at home</p> <p>Lists, understands, describes, and discusses simple, low-cost techniques/ technologies that</p>	<p>Explain the value of addition of fresh produce to a varied diet and list key micronutrients commonly found in fruits and vegetables.</p> <p>Identify and explain the basic causes of post-harvest losses in his/her home, and in his/her operation.</p> <p>Describe and explain low-cost techniques/ technologies used to minimize post-harvest losses of traditional produce (e.g., cold boxes, picking times, washing).</p> <p>Demonstrate improved/new food preparation techniques to make a common dish (i.e.</p>	<p>Facilitate by a combination of short group (n=10) discussions and practical application in a setting that allows the use of several low-cost, post-harvest techniques.</p> <p>Observe the implementation of practices (e.g., new storage, washing/handling, picking times, abundance/diversity of food) and conversation with household members (e.g., issues with implementation).</p> <p>Demonstrate food preservation activities.</p>	<ul style="list-style-type: none"> <li>- Total availability of nutritious foods is increased and for longer periods</li> <li>- Increase in household income from sales of produce surplus</li> <li>- Fruit and vegetables are key sources of essential vitamins and minerals in our diet</li> <li>- By improving post-harvest practices, fresh produce will be more available for individual consumption or markets</li> <li>- Combination of F&amp;V with roots or tubers (potato, sweet potato) and legumes (peas, beans, lentils), can</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
	<p>minimize post- harvest losses</p> <p>Applies techniques/ technologies that minimize post- harvest losses and maximize storability of foods</p> <p>Analyzes and evaluates techniques/technologies at home that are more adequate to minimize post- harvest losses</p>	<p>complementary food from steamed vegetable and fruit).</p> <p>Demonstrate how to build or implement techniques/ technologies aimed at reducing post- harvest losses at homes.</p> <p>Explain to peers the improved dish made with a food preparation technique.</p> <p>Evaluate with peers the different dishes based on flavor and preferences, and proposes new recipes.</p> <p>Identify local resources to adapt/create techniques/ technologies aimed at reducing post- harvest losses.</p>		<p>fulfill nutrient requirements as well as increase the variety, flavor, and color of foods</p> <ul style="list-style-type: none"> <li>- Food preparation techniques that maximize satisfaction (consumption compliance) and minimize nutrient losses will help increase the amount of nutritious foods available to household members for longer periods (prepared food will spoil slowly)</li> <li>- By improving post- harvest practices, farmers will be able to maximize amount and quality of produce, and thus, increase incomes for the sale of fresh produce at higher, competitive prices</li> <li>- Fresh produce will be more available for community consumption</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
				<ul style="list-style-type: none"> <li>- Consumption of nutritious foods enables health maintenance and potentiates individual's physical, cognitive, and mental abilities</li> </ul>
Better agricultural practices for better Water, Sanitation, and Hygiene (WASH)	Convinces people of the importance of adopting agricultural practices that reduce the risk of infection	<p>Explain the contribution of infection and illness, diarrhea in particular, to poor nutrition.</p> <p>Name specific practices that can contribute to improved health and nutrition.</p>	Explain to peers, farmers, others how diarrhea and other relevant sicknesses can be avoided when appropriate agricultural and hygiene practices are followed.	<ul style="list-style-type: none"> <li>- Decreased burden of infectious disease and illness associated with farming practices (e.g. zoonotic, water- borne, pesticide poisoning)</li> <li>- Improved nutrient absorption, leading to better health</li> </ul>
Hygiene in food preparation, caregiving	Reinforces “Essential Hygiene Actions” (EHA), paying particular attention to the interactions between agriculture, hygiene and health, and nutrition	<p>List and explain the EHA:</p> <ul style="list-style-type: none"> <li>• Keeping the environment clean;</li> <li>• Hand washing with soap at critical points: before preparing, eating food;</li> </ul>	<p>Model the EHA in daily life, and when conducting work.</p> <p>Discuss open defecation, handwashing, access to clean drinking water in clean containers while in the field, and</p>	<ul style="list-style-type: none"> <li>- Improved communication about hygiene issues (taboos reduced)</li> <li>- Improved practices (better handwashing, etc.)</li> </ul>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
		<p>Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)</p> <p>after using latrine; after interacting with animals, manure;</p> <ul style="list-style-type: none"> <li>• Keeping food, water and storage containers clean.</li> </ul> <p>Explain the connections between the EHA and agricultural activities.</p>	<p>Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.</p> <p>other - potentially taboo - topics with farmers.</p> <p>Support farmers in identifying, adopting improved practices.</p> <p>Collaborate, where available, with WASH/Health sector colleagues in training, establishing handwashing stations in the field.</p>	<p>Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.</p> <p>- Reduced rates of diarrheal disease</p>
Irrigation and Multiple Use Water Services (MUS)	<p>Recognizes the importance of access to safe, accessible, and adequate water for both domestic and agricultural purposes</p> <p>Is able to help reduce the risk of vector-borne and fecal-oral diseases and illnesses resulting from certain irrigation practices</p>	<p>Describe the risks of using wastewater for irrigation (e.g. fecal- oral contamination).</p> <p>Explain how certain (e.g. flood) irrigation practices can increase vector- borne disease.</p> <p>Relate/Explain how concepts of community- managed MUS relate to gender equity.</p> <p>Describe preventive measures to reduce risk of</p>	<p>Explore, with clients, the incidence of diarrhea, malaria, etc. in a community.</p> <p>Facilitate discussions about links between irrigation &amp; illness.</p> <p>Involve farmers in accessing preventive measures.</p> <p>Link farmers to existing MUS where they exist, supports their development where not yet existent.</p>	<p>- Reductions in diarrheal disease, especially among young children</p> <p>- Reductions in malaria and other vector- borne diseases</p> <p>- Improvements in child appetite (due to reduced burden of disease, including environmental enteric dysfunction &amp; inflammation)</p>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b>	<b>Transfer</b>	<b>Impact</b>
		Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.
Livestock management, clean water, sanitation and hygiene	Communicates the disease risks posed by specific livestock and practices in a given locale (if known), and promotes alternative actions and preventive measures	<p>associated illness (use of mosquito nets, etc.).</p> <p>Explain the interactions between livestock production, water quality, and infectious disease.</p> <p>Explain appropriate practices such as removal, storage of animal waste.</p>	<p>Model improved practices at own household.</p> <p>Advocate for thoughtful location of livestock (e.g., removed from drinking water, children's play areas).</p>	- Improvements in child growth, health
Market Orientation	<p>Is able to identify food and agricultural marketing opportunities for nutritious products that will be affordable for many consumers</p> <p>Analyzes market opportunities for nutrition supporting value chains</p> <p>Estimates capital required and return on investment for</p>	Conduct a step by step market analysis (this includes gathering data on consumer interest and demand for crop/product in question, assessing marketing structure and points for possible sale, exploring alternate marketing options.	Assist Farmer Based Organizations and Marketing Associations in analyzing demand for nutrition supporting crops and products, such as legumes, poultry and eggs, meat protein, fresh vegetables and fruit, processed vegetables and fruit, nuts, etc.	<p>- Increased availability of nutrient dense foods (plant and animal based) in the community, local and regional markets</p> <p>- Increased household income that can be spent on consuming more nutritious, diverse foods and/or investment towards better health outcomes (e.g., latrines, concrete instead of dirt flooring, hand washing stations, soap)</p>

<b>Competency domains</b>	<b>Description of specific competencies within the domain</b>	<b>Learning</b> Changes in skills, practices and behaviors that can happen during a learning event and that can be assessed following the training (achievement-based objectives)	<b>Transfer</b> Examples of specific, expected actions that will be practiced with clients (individual farmers or groups). These transfer points form the basis for supportive supervision.	<b>Impact</b> Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency or this one along with others.
	<p>investments in nutrition supporting value chains</p> <p>Promotes marketing of crops and food products which can improve nutrition especially through diversified diets and access to relatively expensive or infrequently consumed nutrients</p>			