# Training Report

## Developing gender- and youth-responsive agronomic solutions Course

**February 27- March 3, 2023; Kigali Rwanda**

**Prepared by Gender-responsive Researchers Equipped for Agricultural Transformation (GREAT) Project Management Team, Makerere University**

**June 2023**

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## EXECUTIVE SUMMARY

Gender-responsive Researchers Equipped for Agricultural Transformation (GREAT) in partnership with the Excellence in Agronomy (EiA) Initiative of the One CGIAR designed and delivered a customized course on developing gender- and youth-responsive agronomic solutions to Use Case teams and demand partners. The 5-day course took place from 27th February to 3rd March 2023 at the Grand Legacy Hotel in Kigali, Rwanda. It was attended by 23 participants (8 women, 15 men) drawn from 13 Use Cases, ten countries, and three continents.

The course aimed at enhancing the capacity of Use Case teams and partners to integrate gender and youth considerations in their workflows for more equitable and sustainable agronomic outcomes. The content spanned five thematic areas, namely, gender concepts and why gender and youth inclusion matters in agronomy innovations; frameworks for gender and youth integration in the EiA workflow; gender and social analysis; the EiA Standard Operating Procedures (SOPs) for gender and youth integration; targeting women, youth and gender-responsive scaling.

This report presents an evaluation of the course based on trainers' reflections and data collected from participants before, during, and after the course. A pre-course knowledge assessment survey established participants' prior knowledge levels on core areas addressed by the course, and these were compared with post-training scores to measure any changes in knowledge. During the course, both trainers and participants conducted daily reflections on the process for continuous improvement. At the end of the course, an online survey (n=23) was conducted to get feedback on participants' perceptions about the effect of the course on their technical competencies, satisfaction with the planning, delivery approach, course content, sessions, logistics as well as the duration of the course. In-depth qualitative feedback was sought from key informant interviews with five participants (two agronomists and three social scientists, two women, and three men from Africa, Asia, and Latin America) within one month after the course.

Overall, course participants rated the training highly on the set indicators.

- Most participants reported **satisfaction with all technical aspects** of the course (i.e, course content, training materials, disciplinary balance of sessions, assignments)**,** at weighted average scores above 3.5 out of a possible maximum of 4.
- All **participants expressed satisfaction with the trainers' technical competence and delivery methods** at an average rating of 3.83 out of 4.
- Participants were generally satisfied with the individual course sessions (average scores above 3.5). Discipline disaggregated data reveals no significant variations in the proportions of biophysical and social scientists who were extremely satisfied with the trainers' competency and delivery methods.
- Overall, eight in every ten participants (78 percent) reported that t**he training was entirely worth the time and costs** they invested in participating, while 13 percent and 9 percent noted that it was worth to a moderate and limited extent respectively. Social

scientists (83 percent) were more likely to find the training entirely worth their time and costs than their biophysical counterparts (73 percent).

- Participants reported **increased proficiencies** across all competence areas after the training course.
- All participants were **likely to recommend the course to their colleagues** (weighted average score of 4.87 out of 5).

Participants applauded the participatory adult learning training approach, which created a relaxed, comfortable, fun learning environment and facilitated bonding among participants and trainers. The selection of participants, course duration, content, and sequencing of sessions were highly rated by participants and trainers.

We conclude that the course effectively enhanced knowledge and comprehension of gender concepts and approaches for integrating gender and youth issues in agronomy innovation design. There is ample evidence of a positive change in attitude toward an appreciation of the value of gender- and youth-responsive agronomy innovation design. However, skills in collection, analysis, and interpretation of gender and youth issues diagnostic data; as well as gender transformative approaches and gender responsive scaling require further capacity building.

For further improvement in course content, participants recommended including practical tips on stakeholder engagement and how to conduct interviews to collect quantitative and qualitative data before the field exercise on collecting diagnostic gender and youth-responsive data. There should be more content on youth inclusion to balance with the current proportionately greater emphasis on gender. More time should be devoted to guiding participants on how to integrate gender and youth responsiveness in the Use Cases with the use of case studies.

Participants' aspirations and action plans indicate a substantial likelihood of post-training application of learning. However, this is likely to be contingent on the endorsement of action plans by Use Case leads, availability of adequate budget support, and technical support by gender experts. It is important that EiA puts in place mechanisms to provide post-training technical support to ensure the application of the action plans developed.

The course created a sense of community amongst the participants. This could be strengthened and leveraged as a support system for continuous peer-to-peer sharing of information and experiences, collaboration and troubleshooting of issues to enhance application. EiA could integrate this community of practice into the One-Stop Shop for Agronomic Solutions currently under development.

# PART ONE: INTRODUCTION

## 1.1 Overview of the GREAT-EiA Course

The Gender Responsive Researchers Equipped for Agricultural Transformation (GREAT) project and Excellence in Agronomy (EiA) Initiative of the OneCGIAR organized a 5-day customized training course for Use Case teams and their demand partners to enhance their capacity to integrate gender and youth considerations in their workflows for more equitable and sustainable agronomic outcomes. The course was held at the Grand Legacy Hotel, Kigali, Rwanda from 27th February to 3rd March 2023.

Specifically, the course intended to equip participants with:

i) Increased ability to articulate the concepts and principles of gender-responsive agronomy innovation design and scaling

ii) Demonstrated positive attitude and appreciation of the value of gender-responsive agronomy innovation design

iii) Demonstrated comprehension of approaches and entry points for gender and youth integration in agronomy innovations design and scaling

iv) Enhanced knowledge and skills on how to collect, analyze and interpret data from gender diagnostic studies to inform agronomy solutions

v) Enhanced capacity to conceptualize and implement gender transformative practices in agronomy innovations design, piloting, and scaling

vi) Action plan for integration of gender and youth considerations in EiA work packages formulated

EiA aims at developing and delivering locally relevant agronomic solutions at scale based on demand. Such demand is then formulated and operationalized around Use Cases. The overall goal is the sustainable intensification and climate change adaptation (and mitigation) of smallholder farming systems. The Initiative taps into existing innovations and expertise within the CGIAR and other innovation systems and matches them with proven demand from scaling partners in the private, public, and NGO sectors to develop Use Cases. EiA follows the innovation logic i.e., moving from an idea to developing a concept, testing or experimenting with the concept, and running pilots, which if successful lead to scaling activities.

GREAT through Makerere University and EiA through the International Institute of Tropical Agriculture (IITA), entered into a collaboration to develop sequenced gender research and youth inclusion training courses for Use Case teams and their partners. The purpose is to build the capacity to carry out gender and youth-responsive diagnostic studies to integrate gender youth issues at different stages of their workflows when designing, validating, and piloting agronomic

solutions. The course was designed based on a training needs assessment of the Use Case teams and partners that identified their gender and youth research capacities and needs.

The plan is for EiA to provide follow-on field-based support to Use Case teams during critical steps of their workflows to enable them to apply the knowledge and skills acquired in this course. For example, during the development stages of a particular MVP (steps 1 to 4) to ensure the agronomic solution being developed is responsive to the practical needs of women, men, and youth, or during validation (step 5) to engage diverse user groups for feedback on the technical and architectural but also social and economic aspects of the tool using appropriate approaches, or during piloting (step 6) to help activate feedback loops with farmers, farmer groups and other users of the tool. EiA and GREAT will document the learning by these teams and partners to understand the training courses' contribution to EiA's ability to develop, validate, pilot, and scale gender and youth-responsive solutions and transformative approaches in diverse contexts.

GREAT is a gender and agriculture capacity-building program jointly implemented by Makerere University in Kampala, Uganda, and Cornell University in Ithaca, New York. During the first five years (2016 - 2020) and the bridge phase implemented in partnership with the CGIAR GENDER platform (2021 - 2022), GREAT tested and refined a capacity-building approach targeting researchers working in plant breeding and seed systems programs in Sub-Saharan Africa and South Asia. GREAT training programs typically bring together biophysical scientists and social scientists to learn how to holistically incorporate gender issues into every phase of the plant breeding cycle along the design, implementation, evaluation, and communication pathway. This conventional GREAT training model initially developed and tested with plant breeding and seed systems was adapted to agronomy in this course.

## 1.2 Participants' profiles

The course participants were 23 (8 women, 15 men) working on 13 Use Cases from 10 countries in three continents- Africa, Asia, and Latin America. Most participants had post-graduate qualifications (65 percent had master's degrees, 17 percent had doctoral degrees), and 17 percent had graduate degrees. The majority (52 percent) were between 25 and 34 years, 39 percent were between 35 and 44, and nine percent were between 45 and 55 years. Their disciplines were categorized into biophysical and social scientists in box 1 below.

Text box 1

| ***Biophysical sciences (n=11)*** | ***Social Sciences (n=12)*** |
|---|---|
| *agronomy, soil science, plant sciences, agronomy and plant protection, soil science, applicable* | *business administration and marketing, rural development, agricultural economics, agricultural and applied economics, education, political* |

| | |
|---|---|
| *agriculture, computer science, crop science, geo-information sciences, and earth observation* | *science, agricultural economics, education, law, agricultural extension* |

A total of 43 percent of the participants had never attended any gender training previously. Figure 1 below presents a summary profile of the participants.

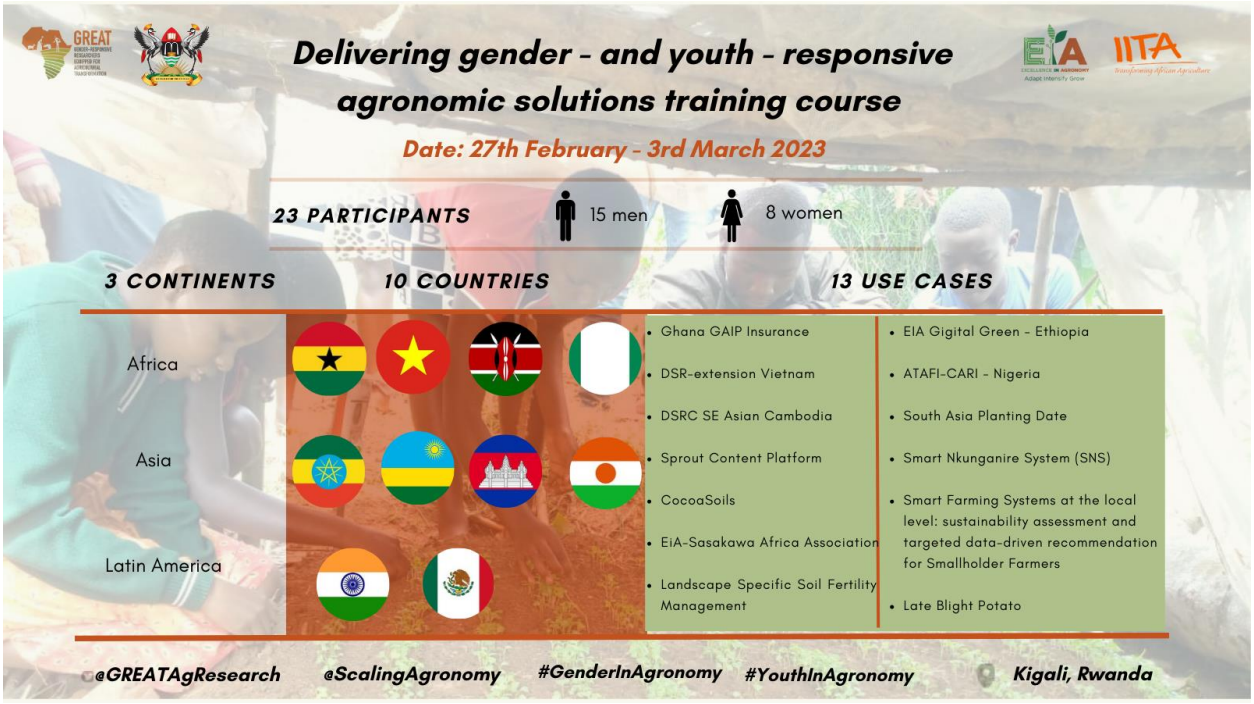


*Figure 1: Summary of participants' profiles and the respective Use Cases*

### *1.2.1 Organization Affiliation*

The participants were from 14 organizations, mostly from the CGIAR (69.5 percent). The non-CGIAR participants were from the National Agricultural Research System (13 percent), followed by International Non-Governmental Organizations and the private sector at 8.6 percent each.

***Table 1: Participants organization affiliation***

| Institution | f | % |
|---|---|---|
| International Institute of Tropical Agriculture (IITA) | 3 | 13 |
| Alliance of Bioversity International and CIAT | 3 | 13 |
| International Rice Research Institute (IRRI) | 3 | 13 |
| International Potato Center (CIP) | 3 | 13 |

| | | |
|---|---|---|
| The International Maize and Wheat Improvement Center (CIMMYT) | 2 | 8 |
| AfricaRice | 1 | 4 |
| International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) | 1 | 4 |
| Rwanda Agriculture and Animal Resources | 1 | 4 |
| Sub-Department of Crop Production and Plant Protection - Can Tho | 1 | 4 |
| Bihar Rural Livelihoods Promotion Society, BRLPS- JEEVIKA | 1 | 4 |
| Sasakawa Africa Association | 1 | 4 |
| Mercy Corps Agrifin/ Sprout | 1 | 4 |
| Data Plus Rwanda | 1 | 4 |
| Degas Ghana Limited | 1 | 4 |
| **Total** | **23** | **100** |

# PART TWO: TRAINING PROCESS

## 2.1 Course content

The content spanned five thematic areas, namely, gender concepts and why gender and youth inclusion matters in agronomy innovations, frameworks for gender and youth integration in EiA workflow, gender and social analysis, the EiA Standard Operating Procedures (SOPs) for gender and youth integration, targeting women, youth and gender-responsive scaling. The topics covered under each area are listed in Box 1, and the course roadmap is in Figure 2.

**Text box 2: Course Content**

***Gender concepts and why gender and youth inclusion matters in agronomy innovations***

1. Defining gender and why it matters in agronomy
2. Introduction to the concept of masculinities: implications for agriculture
3. Reflections on gender at personal, research team, and workplace (organizational) levels
4. Why youth inclusion matters in agronomy innovations design and scaling

***Frameworks for gender and youth integration in EiA workflow***

5. Concepts, terminologies, and frameworks for gender integration in agricultural R&D projects

6. Gender transformative approaches (GTA) in MVP design, piloting, and scaling: an introduction

***Gender and social analysis***

7. How to conduct gender and social analysis to inform inclusive agronomy innovation design, piloting, and scaling;

***EiA gender and youth SOPs***

8. Introduction to the EiA gender and youth diagnostic tools; Gender and agronomy innovations/technologies;
9. The EiA Standard Operating Procedures (SOPs) for developing gender- and youth-responsive agronomic solutions;

***Targeting women and youth and gender-responsive scaling***

10. Approaches and tools for field-level gender-responsive agricultural services delivery that target youth and women in smallholder farming systems, and;
11. An introduction to gender-responsive innovation scaling.

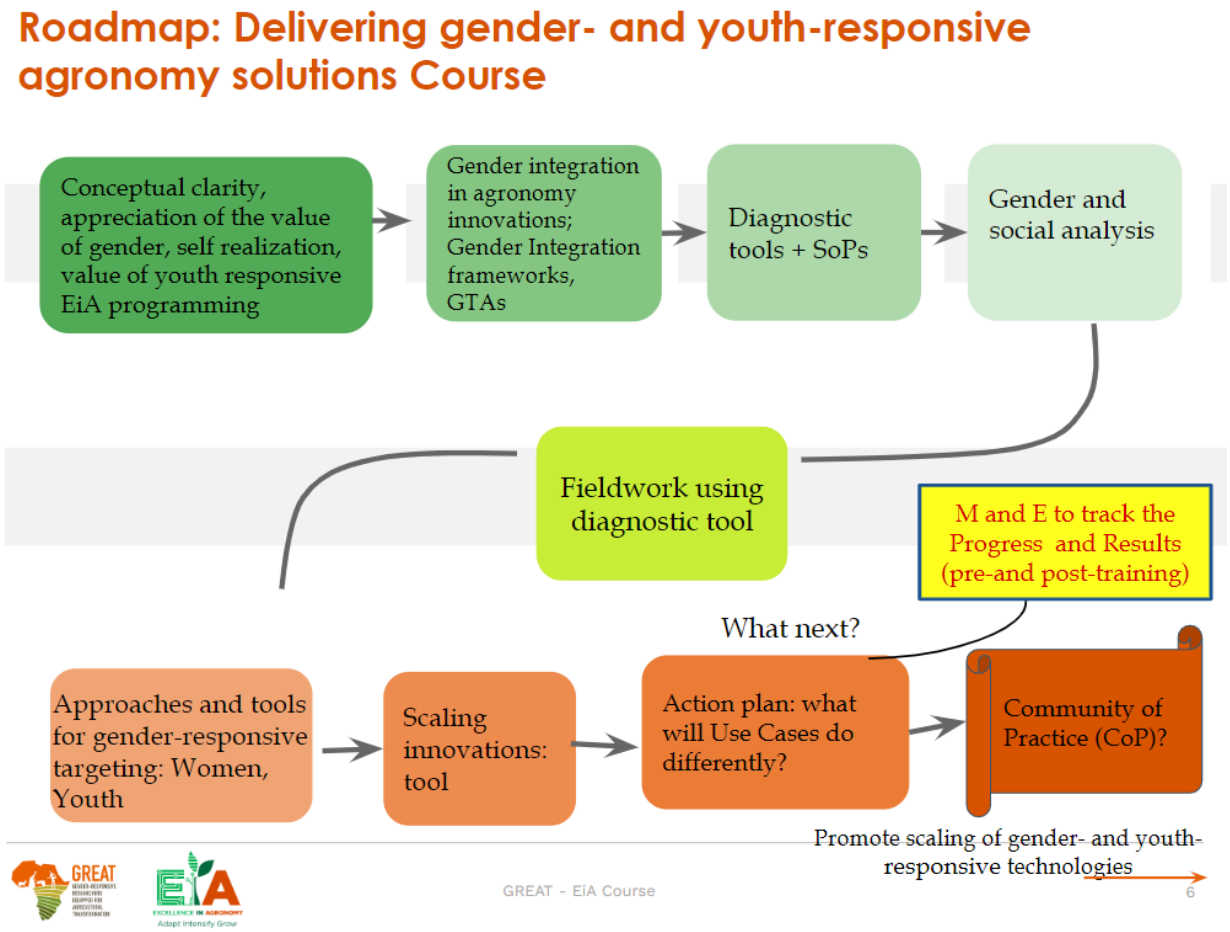


*Figure 2: Roadmap of the Course*

## 2.2 Training approach/ methodology

The course adopted a participatory approach to training and learning. A variety of adult learning facilitation techniques were used. These included interactive lectures, individual and team reflection exercises, interactive role plays, case study presentations, question and answer, and plenary discussions. These were interspersed with energizers to keep the participants actively engaged throughout the course. Participants responded positively to the training methodology and by the third day, they were leading energizers drawn from their cultures. This contributed to the fun, bonding, and comfortable learning environment. Through the exercises, participants generated outputs on gaps in their EiA Use Cases and what they plan to do differently after the course to ensure gender and youth responsiveness. The pictures below illustrate some of the delivery methods used.

*Figure 3: A collage showing group work, lecture, and fieldwork methods used in the training*

A field trip to a nearby community was organized to enable participants to test the draft EiA gender youth diagnostic tools.

*Figure 4: Participants conducting interviews during the fieldwork exercise*

Participants were given an opportunity to share what they were learning on a daily basis and areas where they needed further support. The trainers discussed and analyzed the feedback daily, and issues raised were clarified in subsequent sessions.

## 2.3 Participants' outputs

Trainers systematically guided participants to reflect on their ongoing Use Case work, identify gaps in gender- and youth- responsiveness, and entry points for gender and youth integration. Progressively, the participants' critique of their own and fellow participants' research work demonstrated that valuable learning was taking place. Participants also showed interest and appreciation of the learning through enthusiastic reactions to the presentations and active exercise engagement.

The majority of the participants reported that most activities in their agronomy programs were neither gender nor youth- responsive. As part of the changes to their Use Case workflows, participants were tasked to generate a list of realistic, concrete action items; assign responsibilities, and indicate timelines for implementation.

**Post-course action plan**

Participants presented their post-course action plan on the final day of training following the template below:

Text box 3: Template for participants' presentations/action plans

- **Profile of the Use Case**
  - Name of the Use Case, Countries
  - Brief description of the Use Case MVPs
  - Resource status:
    - Whether the Use Case has a budget for gender and youth add-on module for 2023
    - Whether Use Case has a gender Focal person
  - Stage at which the Use Case is along the EiA workflow
  - Based on the SoPs, step at which your Use Case is
- **Why gender and youth responsiveness in the Use Case**
  - Gender and youth constraints relevant to the MVP
  - Value of gender and youth integration to the Use Case expected results
  - Current status of the Use Case gender and youth responsiveness-progress and gaps
  - Desired and recommended status based on learning from the course
- **Action plan for the Use Case**
  - Considering the resources (finance, human, time) your Use case disposes, work through the SOP and provide an action plan against each step in 2023.

    *(Note that you only develop action for the steps you think you will implement in 2023)*

Highlights of the action plans are summarized in Appendix 7.

Out of the thirteen Use Cases, only the following five reported having gender-focal persons: ATAFI/CARI Nigeria, Sasakawa Nigeria, Ghana GAIP, Data management (Mexico, Colombia, Peru), and Planting dates India. Regarding the stage of the EiA workflow, eight were on pilot/validation, while five were on the design/adjustment of the MPV. One team had completed the gender and youth diagnostic study and was on the stage of validation of the gender-and youth-responsive MVP (India). Two Use Case teams from Ethiopia were doing diagnostic work, while nine were yet to start on the diagnostic work (Step 1). See the EiA Workflow in Figure 5 below. In the action plans, none of the teams were sure about the budget to support gender and youth integration. However, during his closing remarks, the EiA Chief Growth Officer Mandla Nkomo assured participants that EiA leadership is committed to creating an enabling environment for gender and youth-responsive work and that funding would not be a problem.

> *"Many of you set up some action plans and I listened in on a few of them. When it came to support, issues of resources came up. What I want to say is that resources will not be an excuse for not executing (your action plans). There are sufficient resources to make this happen" Mandla said*

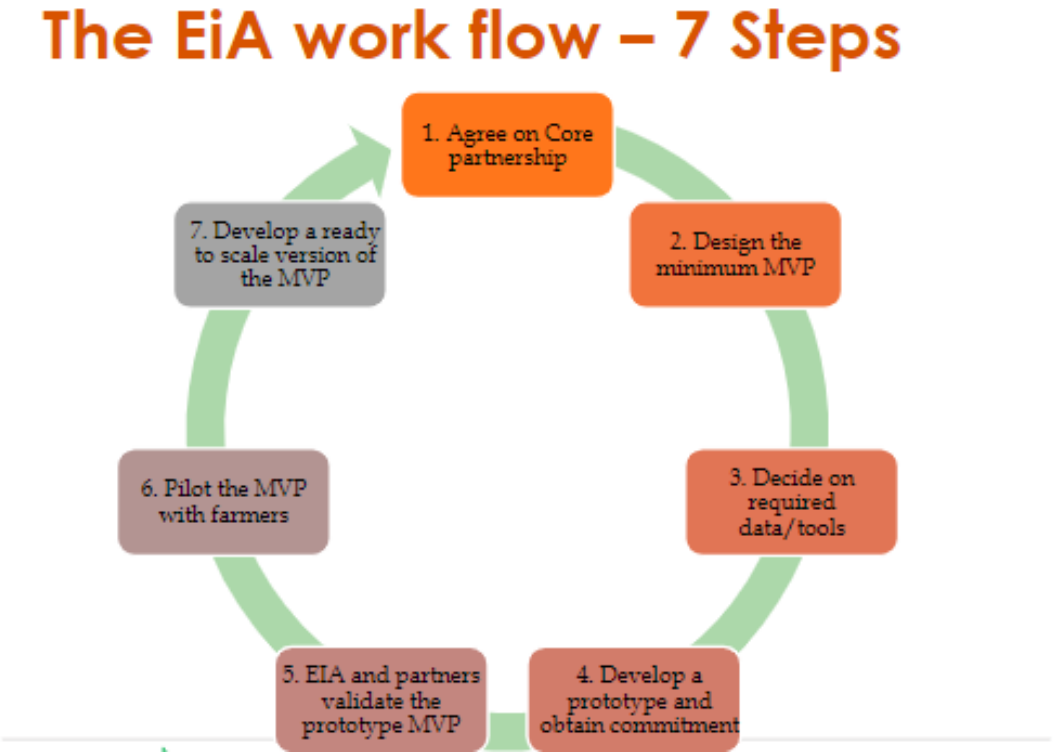


*Figure 5: The EiA workflow*

## PART THREE: COURSE EVALUATION

### 3.1 DATA COLLECTION METHODS

Data were collected from participants before, during, and after the course.

**Pre-course gender-related knowledge assessment survey:** This survey sought to establish participants' prior knowledge levels on core areas addressed by the course. This was meant to provide a reference point for comparison with scores on subsequent data collection points to measure changes (if any), in technical competencies.

**During the course:** On a daily basis, participants shared their key learning and provided feedback on the training process. Similarly, trainers had daily debriefs to reflect on the process and participants' feedback.

**Post-course evaluation:** The end-of-course evaluation sought to assess self-reported changes in knowledge, skills, and competencies of the participants. The course evaluation also sought to get feedback on participants' satisfaction with aspects of the training such as planning, delivery approach, course content, sessions, logistics as well as the duration of the course.

- The following four-level scale was used to assess participant satisfaction: 4=extremely satisfied, 3=satisfied, 2=partly satisfied, or 1=not satisfied at all.
- The following four-level scale was used to assess proficiency in key competencies: 4=Very high proficiency, 3=high proficiency, 2= sufficient proficiency, and 1=very low proficiency.

Data were collected electronically using google forms. A total of 23 participants (11 biophysical scientists and 12 social scientists; seven from non-CGIAR and 16 CGIAR affiliated) completed the post-course evaluation form, while 19 completed the pre-course evaluation. In addition, key informant interviews were conducted with five participants (two agronomists and three social scientists; two women, and three men from Africa, Asia, and Latin America). Care was taken to ensure the representation of disciplines, sex, and various regions.

### 3.2 DATA ANALYSIS

Descriptive statistics, including means and percentages, were used to analyze the quantitative findings from the pre and post-course evaluation. Given the small sample size, weighted averages were computed and used to give a better representation of where the entire group fell on the Likert scale and to allow easier ranking of issues/aspects under consideration. The satisfaction and proficiency ratings were assigned scores, and the proportions of participants that gave the various ratings were then multiplied by the score to establish the weighted averages for each aspect. The proportions reporting different issues/aspects are presented together with the weighted mean in the findings section. Qualitative data captured through the open-ended questions in the post-course evaluation tool, and indepth key informant interviews were transcribed verbatim and analyzed for themes and patterns. Findings from qualitative techniques

were merged with results from quantitative data for triangulation and explanations for the convergence/divergence. Quotes were used to give voice to the participants by further illuminating their perspectives and experiences.

## 3.3 EVALUATION FINDINGS

### 3.3.1 Participants' assessment of the technical aspects of the course

All participants expressed satisfaction with the course content, disciplinary balance in terms of time spent and depth of coverage between agronomy-related and social sciences, the number of assignments, and course duration. (Table 2).

***Table 2: Level of satisfaction with technical aspects of the GREAT –EIA training course***

| ASPECT OF TRAINING | RATING | % REPORTING BY CATEGORY OF PARTICIPANTS | | |
|---|---|---|---|---|
| | | Biophysical scientists (n=11) | Social Scientist (n=12) | Overall (n=23) |
| Training course content/materials | *Satisfied* | *18.2* | *25.0* | *21.7* |
| | *Extremely satisfied* | *81.8* | *75.0* | *78.3* |
| Disciplinary balance between agronomy and social science related content | *Satisfied* | *27.3* | *25.0* | *26.1* |
| | *Extremely satisfied* | *72.7* | *75.0* | *73.9* |
| Number of assignments | *Satisfied* | *45.5* | *50* | *47.8* |
| | *Extremely satisfied* | *54.5* | *50* | *52.2* |
| Length of the course | *A bit too short* | *20.0* | *8.3* | *13.6* |
| | *Just the right length* | *70.0* | *91.7* | *81.8* |
| | *A bit too long* | *10.0* | *0.0* | *4.6* |
| | *Average rating* | *2.9* | *2.9* | *2.9* |

The quote below illustrates the positive sentiments around the content. Participants applauded the course for including pertinent topics not usually part of gender training courses.

> *"Then really I got to see some topics that I did not anticipate such as masculinity, the frameworks of gender and youth responsiveness, ……and putting all this in context.*

*Really, I feel that the course content was well developed and well thought through" (KII, Man, social scientist).*

Regarding duration, while the majority (82 percent) indicated that the course was just the right length, some participants felt it was either a bit too short (14 percent) or too long (4 percent). Social scientists were more likely to report that the duration of the course was just the right length compared to biophysical scientists. There was a suggestion from a Social scientist that extra time could have been added to cover content on qualitative and quantitative social research methods. These sentiments are illuminated in the quote below:

*"The fieldwork exercise was great, but after fieldwork, how do we do the quantitative and qualitative analysis? What next? Maybe we could have had extra time like 4 days to have the content on data analysis and I pray this is the next part of the training" (KII, Woman, social scientist).*

Overall, the weighted average scores of above 3.5 out of a possible maximum of 4 for all items indicate that participants were satisfied with all technical aspects. The most highly rated aspects, namely, training course content and disciplinary balance between agronomy-related and social sciences sessions registered average scores above 3.7 out of a possible maximum of 4. (Figure 4).

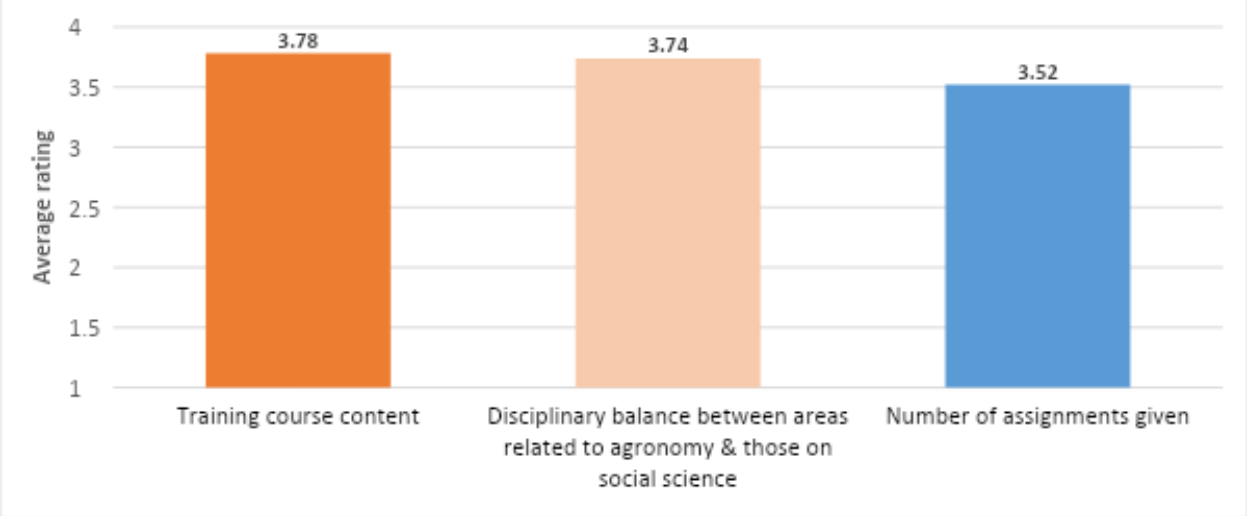


*Figure 4: Satisfaction with technical aspects of the GREAT-EiA course*

Besides the actual content, participants appreciated the logical sequencing.

*"The content was very, very well-defined. It was in stages and progressive. You understand first why you are there, you make yourself comfortable with the team, and that is very important" (KII, Woman, social scientist)*

### 3.3.2 Participants' assessment of GREAT-EiA course sessions

Participants assessed each session based on its content and the extent to which it added value to them and their work. Findings reveal that participants were generally satisfied with the course sessions (average scores above 3.5 out of a possible maximum of 4 for all the sessions). The top-six rated technical sessions were:

i. Defining gender and why it matters in agronomy (3.83)
ii. Gender transformative approaches (GTA) in MVP design, piloting, and scaling: an introduction (3.78)
iii. Reflections on gender at personal, research team, and workplace (organizational) levels (3.74)
iv. Gender and agronomy innovations/technologies (3.74)
v. Concepts, terminologies, and frameworks for gender integration in agricultural R&D projects: application to EiA (3.74); and
vi. Introduction to the EiA gender and youth diagnostic tool (3.74).

Introduction to gender-responsive innovation scaling with (3.52) was the lowest rated session, though all participants expressed satisfaction with this session too. It is worth noting that this session was delivered virtually.

***Table 3: Assessment of GREAT-EiA course sessions***

| SESSION NAME | AVERAGE RATING OUT OF MAX POSSIBLE SCORE OF 4 |
|---|---|
| Defining gender and why it matters in agronomy | 3.83 |
| Gender transformative approaches (GTA) in MVP design, piloting, and scaling: an introduction | 3.78 |
| Welcome remarks, overview of the course, training objectives, and overall agenda | 3.78 |
| Reflections on gender at personal, research team and workplace (organizational) levels | 3.74 |
| Gender and agronomy innovations/technologies | 3.74 |
| Concepts, terminologies and frameworks for gender integration in agricultural R&D projects: application to EiA | 3.74 |
| Introduction to the EiA gender and youth diagnostic tools | 3.74 |
| Introduction to women empowerment and masculinities: Implications for agriculture | 3.70 |
| Why youth inclusion matters in agronomy innovations design and scaling | 3.70 |
| Reflection and sharing on the possible application of course learnings to the Use Cases | 3.70 |
| Fieldwork to test the EiA gender diagnostic tool | 3.70 |
| Brief on field site | 3.65 |
| Standard Operating Procedures (SOPs) for developing gender- & youth-responsive agronomic solutions | 3.65 |

| | |
|---|---|
| Reflection on the fieldwork | 3.65 |
| Approaches and tools for field-level gender-responsive agricultural services delivery that target **women** in smallholder farming systems in Sub-Saharan Africa, South Asia, LA (e.g., extension, input delivery, digital services) | 3.65 |
| Scene setting: introductions, working guidelines and logistics | 3.65 |
| How to conduct gender and social analysis to inform inclusive agronomy innovation design, piloting and scaling | 3.61 |
| Approaches and tools for field-level gender-responsive agricultural services delivery that target **youth** in smallholder farming systems in Sub-Saharan Africa, Latin America and South Asia (e.g., extension, input delivery, digital services) | 3.61 |
| Action plan for collecting and integrating diagnostic gender & youth assessment findings in EiA Use Cases | 3.61 |
| Introduction to gender-responsive innovation scaling | 3.52 |

The voices from the qualitative findings revealed what stood out prominently for the various participants in some sessions. Agronomists were pleased that the session on gender concepts enabled them to understand the meaning of concepts such as gender awareness, gender-responsive, equality, equity, and many others. They also understood why gender matters in agronomy.

> *"Sometimes honestly, I'm listening to my colleagues at work talking about gender issues in agriculture and agronomy, and I was always thinking… How can we as agronomists be interested in gender? When I came to this course I think I now understand that language a bit. Gender is very important for the transformation and performance of society. That was very clear on day one" (KII, Man, agronomist).*

> *"From this course, I now really understand that gender is very important in agronomy. My expectation was met because I wanted to understand all this concept of gender and I got it" (KII, Man, agronomist).*

The session on masculinities was appreciated for being an eye-opener for understanding how understanding men is important in integrating gender into agronomy projects. The quote below illustrates these sentiments vividly.

> *"The issue of masculinity is something that I had never heard of and it is still fresh in my memory. These things happen in communities but we don't talk about them…It was my first gender training and masculinity caught my attention in the extreme, that's quite interesting. When you look back in the communities we work with, men will always want to take their position and we should know how such matters affect our work" (KII, Man, agronomist).*

The exercises in the session on concepts, terminologies, and frameworks for gender integration in agricultural R&D projects where participants rated their projects on gender and youth

responsiveness were also particularly appreciated. They triggered participants to reflect on their ongoing Use Case work, identify gaps, and map out a course of action to plug them as illustrated below:

> *"My workmate and I found out that we need to do more and be more gender and youth-inclusive" (KII, Woman, biophysical scientist).*

> *"Those sessions about gender-aware, gender-blind, I am planning to get it into the team and ask them to rate themselves where they are in the field, and if they are integrating youth and gender. When the professor asked us the question, I looked back and felt we can do better" (KII, Woman, social scientist).*

The fieldwork session to test the EiA gender diagnostic tool enabled the participants to appreciate the cultural contexts and draw some comparisons with their communities as indicated in the narrative below:

> *"What I learned was very powerful from the cross-culture angle of women not speaking up, women not coming up, women not getting equal opportunities" (KII, Woman, social scientist).*

### 3.3.3 Satisfaction with GREAT-EiA trainers' technical competence and delivery methods

All participants expressed satisfaction with the trainers' technical competence and delivery methods. Discipline disaggregated data reveals no significant variations in the proportions of biophysical and social scientists who were extremely satisfied with the trainers' competency and delivery methods (Figure 5). The overall average rating of 3.83 out of a possible maximum of 4 indicates that participants were extremely satisfied with the trainers' technical competence and delivery methods.

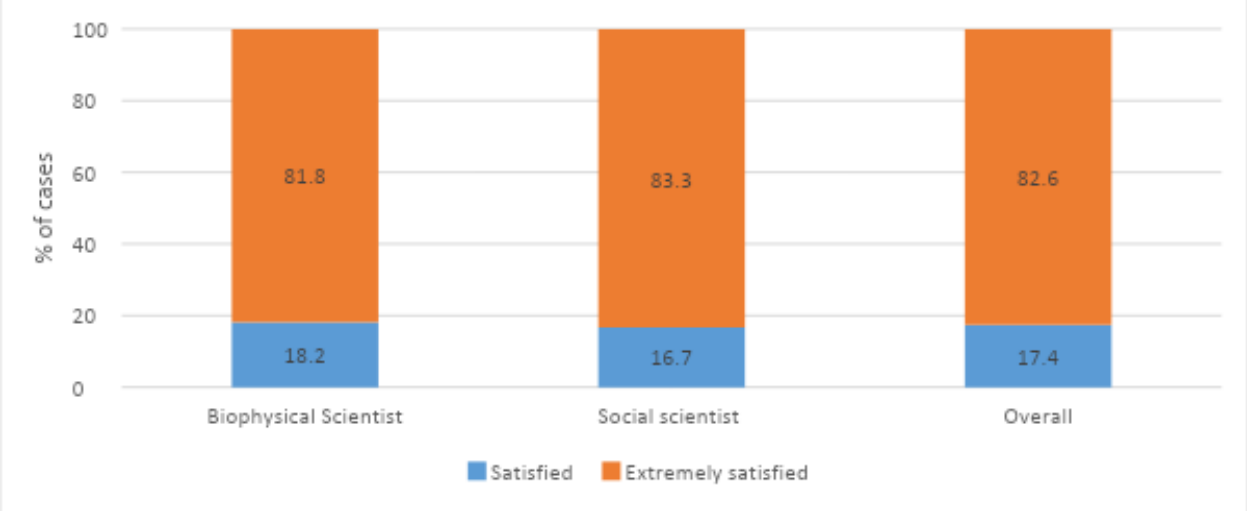


*Figure 5: Satisfaction with trainers' technical competence and delivery methods.*

Participants interviewed commended the trainers for their expertise in facilitating adult learning. They ably presented the content with examples, allowed time for questions, and ably responded to them. Participants noted that the interactive nature of the training and allowing them to reflect and build on what they know, with the trainers introducing the concepts and further guiding them on how they apply to their work was key in enhancing the internalization of messages.

The explanations given for satisfaction with trainers' technical competence and delivery methods ranging from humility, making learning fun, and using reflective methodologies are illuminated in the following quotes drawn from the key informant interviews and open-ended survey responses:

> *"Am very happy with the competence and humility of the trainers and the proper interactions with the team" (KII, Man, biophysical scientist)*
>
> *"The lessons are very practical and engaging. The presentations are also full of lively graphics and engagement is easy. I liked it. Group work prompts also increase engagement" (Survey, Woman, social scientist)*
>
> *"I liked too much the participation side of the training. Keep it that way, let people come up with their perception and ideas about gender and youth, then make better guidance from what they already have in their mind" (Survey, Man, biophysical scientist)*
>
> *"They also gave us reference documents in the slides" (Survey, Man, social scientist)*
>
> *"For sure, I felt and saw that the trainers were well coordinated and the delivery was very smooth and time-bound. I loved it. We were very time-conscious in every aspect. I don't know whether it is a Makerere University kind of training, or if it is a GREAT kind of training, but it was an excellent delivery in general" (KII, Man, agronomist).*

Participants also indicated that trainers were kind and friendly to the participants; they felt respected. Overall, the training approach created a comfortable environment to open up, engage and learn. The methods used including the exercises and energizers, were also appreciated.

> *" We are professionals and adults, but the groups worked together so well. So when there are more and more examples being shared, more and more interaction being done, that was the best and all that was adding value. So I don't think any other switch of the methodology would be suitable" (KII, Woman, social scientist)*
>
> *"All of them were excellent and it is quite difficult even to mention names. Remember the one who told us to close our eyes and imagine the woman farmer? It is still fresh in my memory. I still see that woman farmer that I saw when I closed my eyes" (KII, Man, social scientist).*

*"I would say the breaks were fun and I was looking forward to more. There was humanity, which was being celebrated. There are some trainings you go to that are mechanical. I really love the way we were respecting and giving our thanks to the professors or to the fellow colleagues there" (KII, Woman, social scientist)*

The above qualitative views were corroborated by the quantitative data whereby participants were asked to indicate the extent to which various aspects of the GREAT-EiA training made it possible for them to learn and internalize the knowledge on gender- and youth-responsive agronomy research. Findings reveal that live delivery sessions coupled with a component of engaging interactions between participants and trainers through the mini reflections, as well as question and answer segments were the most highly rated aspects for facilitating learning and internalization of the messages. The assignments and participant presentations, and fieldwork were also rated highly (scoring above 3.7 out of a possible maximum of 4) (Table 4).

**Table 4: Rating of aspects of the training to facilitate learning and internalization**

| ASPECT OF GREAT TRAINING | AVERAGE RATING OUT OF A POSSIBLE MAXIMUM OF 4 |
|---|---|
| Live delivery sessions by trainers | *3.91* |
| Question and answer, mini-reflections during live sessions | *3.78* |
| Assignments and participant presentations | *3.74* |
| Fieldwork | *3.70* |

### 3.3.4 Participants' views on the value of the GREAT-EiA training

Participants rated the extent to which the training was worth the time and costs invested to participate. Overall, eight in every ten participants (78 percent) reported that the training was entirely worth the time and costs they invested in participating. In contrast, 13 percent and 9 percent noted that it was worth to a moderate and limited extent, respectively. Social scientists (83 percent) were more likely to rate the training highly in this respect compared to biophysical scientists (73 percent). Participants from non-CGIAR organizations were more likely to find the training worth the investment than those from CGIAR (Table 5). The overall average score of 3.70 out of 4 indicates that participants found the course valuable to their work.

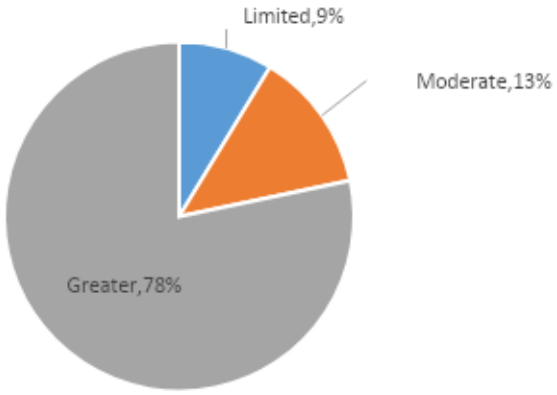


*Figure 6: Extent to which the training was worth the time and costs invested by participants*

***Table 5: Extent to which the training was worth time and costs invested by participants***

| Level of worthiness | % OF PARTICIPANTS' REPORTING BY | | | |
|---|---|---|---|---|
| | DISCIPLINE | | CATEGORY OF ORGANIZATION AFFILIATED TO | |
| | Biophysical scientists (n=11) | Social scientist (n=12) | CGIAR (n=16) | Non- CGIAR (n=7) |
| Limited extent | 9.1% | 8.3% | 11.76% | 0.00% |
| Moderate extent | 18.2% | 8.3% | 17.65% | 0.00% |
| Greater extent | 72.7% | 83.3% | 70.59% | 100.00% |

The training was valued for addressing important competence gaps, fostering change in attitude, and acquisition of knowledge and skills relevant to participants' work. They were equipped to address gender and youth considerations which according to one respondent 'had become a buzzword in the CGIAR' as a key pathway to enhanced adoption of agronomic solutions and attainment of inclusive development outcomes.

***TEXT BOX 4: QUALITATIVE EXPLANATIONS GIVEN FOR VALUE OF THE GREAT-EiA COURSE***

*"I've learnt a great deal about gender- and youth- awareness and responsiveness. Due to my profession, gender- and youth- were largely ignored although it's important when we want to promulgate our innovations. In short, this workshop is an eye-opening experience for me" (Survey, Woman, biophysical scientist)*

*"I was initiated into the world of gender and social analysis. Learned the scientific way to design gender and youth-inclusive agronomic solutions. Learnt the framework mechanism to understand and dissect complex socio-cultural contexts. This will help me as a government Use Case partner to better evaluate the process of MVP piloting and scaling" (Survey, Man, social scientist).*

*"I work in areas where gender norms constrain successful adoption of innovation. This course provided the right skills to tackle this" (KII, Man, biophysical scientist).*

*"This has brought me a better perspective into looking at gender and youth related issues to agriculture than I had ever thought of and the facilitation of the program was very engaging, insightful and great knowledge transfer. I have been transformed going back home in relation to issues related to gender and youth" (Survey, Man, social scientist).*

An unintended outcome of the course possibly attributed to the delivery approach and methods used was strengthening a valuable peer network. Participants attached value to the relationships created and the genuine intercultural engagement with diverse participants. These could be leveraged for post-course follow-up learning and support. Some voices below illustrate the value attached to the relationships:

> *"Meeting great minds that have a wide range of experiences in this field, learning and unlearning new things that are of great help in my career as an agronomist. Also great participants! I mean haven't bonded with new beings like this in decades. As an agronomist and also extensionist, I found a lot of pending answers to my questions after the training course. God bless GREAT" (KII, Woman, biophysical scientist)*

> *"And the cross-cultural learning from various partners, you know, it was okay, youth agriculture is becoming buzz in the CGIAR. But with these very few days of experience, I could make it out with the intercultural point that problems are the same. There can be different solution, which is subjective and dependent on the cultural dimension" (KII, Woman, social scientist)*

### 3.3.5 Change in attitude, knowledge, and skills on gender -and youth-responsive agronomy solutions design and scaling

Findings reveal that all participants (100 percent) reported that the training had changed their attitudes towards the development and implementation of gender- and youth-responsive agronomy solutions. Discipline disaggregated data shows no variation in the proportion of social scientists and biophysical scientists acknowledging that the course had changed their attitudes towards the development and implementation of gender- and youth-responsive agronomy solutions.

***Table 6: Extent of change in attitudes and knowledge on gender-responsive research***

| AREA | RATING | % REPORTING | | | | |
|---|---|---|---|---|---|---|
| | | Biophysical (n=11) | Social scientist (n=12) | CGIAR (n=16) | Non-CGIAR (n=7) | Overall (n=23) |
| Did the course change your attitude towards gender- and youth-responsive agronomy solutions? | *Yes* | *100.0* | *100.0* | *100.0* | *100.0* | *100.0* |
| The extent of improving technical knowledge on gender- and youth-responsive agronomy solutions | *Limited* | *9.1* | *0.0* | *6.3* | *0* | *4.5* |
| | *Moderate* | *9.1%* | *9.1%* | *12.5* | *0* | *9.1%* |
| | *Greater* | *81.8%* | *90.9%* | *81.2* | *100.0* | *86.4%* |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *Average* | *3.73* | *3.91* | *3.75* | *4.0* | *3.82* |
| The extent of addressing knowledge gaps related to gender- and youth-responsive agronomic solutions | *Limited* | *9.1%* | *0.0%* | *5.9* | *0.0* | *4.4%* |
| | *Moderate* | *9.1%* | *16.7%* | *17.6* | *0.0* | *13.0%* |
| | *Greater* | *81.8%* | *83.3%* | *74.5* | *100.0* | *82.6%* |
| | *Average* | *3.73* | *3.83* | *3.63* | *4.0* | *3.78* |

The overall average rating of 3.82 out of 4 indicates that participants regarded the course to have changed their knowledge of gender- and youth-responsive agronomy solutions to a greater extent. Social scientists were more likely to acknowledge that the training had changed their attitudes and knowledge to a great extent compared to the biophysical scientists (Figure 7). Similarly, participants from non-CGIAR organizations were more likely to report that the training improved their technical knowledge of gender- and youth-responsive agronomy solutions, and addressed the knowledge gaps related to gender- and youth-responsive agronomic solutions to a greater extent compared to those from the CGIAR (Table 6).

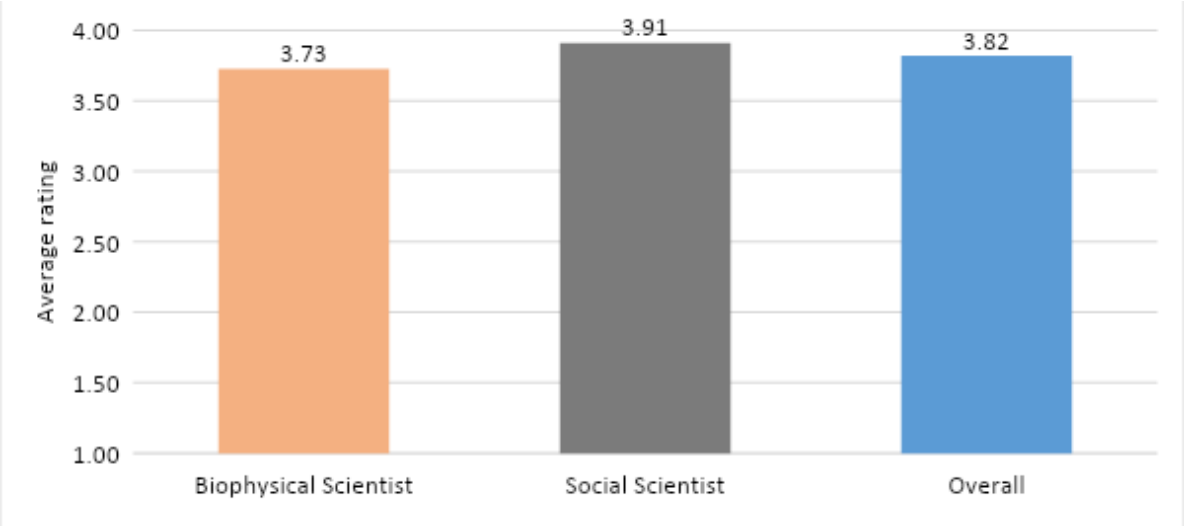


*Figure 7: Extent to which GREAT-EiA Course improved attitudes and knowledge on gender - and youth-responsive agronomy solutions.*

Participants were asked to give three examples of the most significant skills, knowledge, and information they acquired from the course. The following were mentioned (in descending order). Enhanced understanding of gender concepts, integrating gender- and youth responsiveness in the development and implementation of research, and approaches and frameworks for gender and social analysis were cited by 78%, 56%, and 52% respectively. On the other hand, the importance of gender and youth-responsive research was referenced by 39% of participants (Table 7). Specifically, participants indicated that they learned that the concept of gender is a social construct that is different from sex which is determined biologically,

appreciating how gender interacts with other social markers. Some mentioned the distinction between gender roles and norms, gender equality, gender equity, and the importance of recognizing and avoiding gender stereotypes.

Participants whose most significant learning was 'Integrating gender and youth responsiveness in development and implementation of research' indicated that they now appreciate the need for deliberate/intentional inclusion of gender-youth considerations at every stage of research and specifically the stepwise EiA workflow from designing, piloting, validating, and scaling gender and youth responsive agronomic solutions. Participants who referenced approaches and frameworks for gender and social analysis cited understanding the gender and youth typologies, as well as the approaches and frameworks for engaging men and women, and youth in the Use-cases.

Insights from the above unstructured participants' perspectives regarding their key learning show that the most significant immediate effect of the course was in charge of attitudes and knowledge. Change in skills would only be achieved through opportunities for application and practice which was not possible during this short time.

**Table 7: Most significant skill/knowledge/information acquired from GREAT-EiA training course**

| MOST SIGNIFICANT SKILL/KNOWLEDGE/INFORMATION ACQUIRED[1] | % PARTICIPANTS REPORTING BY SCIENTIFIC ORIENTATION | | |
|---|---|---|---|
| | Biophysical scientist (n=11) | Social scientists (n=12) | Overall (n=23) |
| Gender Concepts | *72.7* | *83.3* | *78.2* |
| Integrating gender-and youth in design and implementation of research | *54.5* | *58.3* | *56.5* |
| Approaches and frameworks for gender and social analysis | *36.4* | *66.7* | *52.2* |
| Importance of gender-and youth-responsive research | *54.5* | *25* | *39.1* |
| EiA workflows and Standard Operating Procedures | *18.2* | *25.0* | *21.7* |
| Collecting diagnostic gender-and youth-responsive data | *18.1* | *16.7* | *17.4* |
| Women empowerment | *9.1* | *8.3* | *8.7* |
| Masculinity | *18.1* | *0.0* | *8.7* |

### 3.3.6 Proficiency in target competencies

Participants rated their levels of proficiency before and after participation in the GREAT-EiA course (in terms of knowledge acquisition and ability to apply) in various competencies which the training course sought to build. Findings revealed that participants reported increased proficiencies across all competence areas after the training course. Average scores increased from 2.5 (at most)

[1] Participants were restricted to reference three skills that they considered most significant from their perspective; these were not necessarily the only skills/information they acquired from the course. Hence, those they felt they already knew, may not have surfaced in their list of the most significant three.

before the course to above 3 out of a possible maximum of 4 after the course. Average scores for specific categories indicate that proficiency levels increased from at best sufficient to very high in case of gender-related concepts; and to high with respect to gender approaches and competencies respectively. Changes in average scores were more pronounced in the category of gender approaches, followed by gender competencies.

Organization affiliated disaggregated data reveal that participants from non-CGIAR organizations reported a relatively higher increase in their proficiency levels compared to their counterparts from the CGIAR (Table 8).

**Table 8: Ratings of proficiency in various competencies targeted by GREAT-EiA course**

| | CGIAR | | | Non-CGIAR | | | Overall | | |
|---|---|---|---|---|---|---|---|---|---|
| | AVERAGE RATING OUT OF 4 | | % change in scores | AVERAGE RATING OUT OF 4 | | % change in scores | AVERAGE RATING OUT OF 4 | | % change in scores |
| | Before | After | | Before | After | | Before | After | |
| ***Gender-related concepts*** | | | | | | | | | |
| Difference between gender & sex | 2.83 | 3.65 | 28.7 | 2.00 | 4.00 | 100.0 | 2.53 | 3.74 | 48.0 |
| Gender roles & gender (and social) norms | 2.00 | 3.71 | 85.3 | 1.86 | 3.67 | 97.4 | 1.95 | 3.70 | 89.8 |
| Practical needs vs strategic needs | 1.67 | 3.29 | 97.7 | 1.86 | 3.50 | 88.5 | 1.74 | 3.35 | 92.7 |
| Gender Equality vs equity | 2.25 | 3.41 | 51.6 | 2.00 | 3.83 | 91.6 | 2.16 | 3.52 | 63.2 |
| Levels of gender inequalities | 1.58 | 3.47 | 119.2 | 1.43 | 3.67 | 156.6 | 1.53 | 3.52 | 130.8 |
| Masculinities vs Femininities | 1.67 | 3.24 | 94.1 | 1.57 | 3.83 | 143.9 | 1.63 | 3.39 | 107.9 |
| How gender intersects with other social markers | 1.67 | 3.41 | 104.7 | 1.71 | 3.67 | 113.9 | 1.68 | 3.48 | 106.5 |
| Gender Stereotypes | 1.75 | 3.59 | 105.1 | 1.86 | 3.83 | 106.4 | 1.79 | 3.65 | 104.1 |
| ***Average Gender Concepts*** | ***1.93*** | ***3.47*** | 80.1 | ***1.79*** | ***3.75*** | 110.0 | ***1.87*** | ***3.54*** | 89.0 |
| ***Gender approaches*** | | | | | | | | | |
| Gender-responsive approaches | 1.58 | 3.41 | 115.5 | 1.29 | 3.67 | 185.2 | 1.47 | 3.48 | 136.0 |
| Gender blind vs gender aware approaches | 1.67 | 3.41 | 104.7 | 1.14 | 3.83 | 235.4 | 1.47 | 3.52 | 138.9 |
| Gender exploitative approaches | 1.17 | 3.29 | 182.4 | 1.29 | 3.67 | 185.2 | 1.21 | 3.39 | 180.1 |
| Gender- accommodating vs gender- transformative | 1.25 | 3.18 | 154.1 | 1.14 | 3.67 | 220.8 | 1.21 | 3.30 | 173.0 |
| ***Average gender approaches*** | ***1.42*** | ***3.32*** | 134.6 | ***1.21*** | ***3.71*** | 205.4 | ***1.34*** | ***3.42*** | 155.1 |
| ***Gender competencies*** | | | | | | | | | |
| Correct usage of gender concepts & principles in your work | 1.83 | 3.18 | 73.3 | 1.57 | 3.33 | 112.1 | 1.74 | 3.22 | 85.2 |
| Able to recognize and avoid use of gender stereotypes | 1.75 | 3.18 | 81.5 | 1.86 | 3.67 | 97.4 | 1.79 | 3.30 | 84.6 |
| Motivated and self-driven to integrate gender in your work | 2.25 | 3.53 | 56.8 | 2.00 | 3.67 | 83.3 | 2.16 | 3.57 | 65.2 |
| Ability to identify gender-based constraints in designing, validating, | 1.67 | 3.18 | 90.6 | 1.71 | 3.33 | 94.4 | 1.68 | 3.22 | 91.1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| piloting, & scaling MVP (agricultural solutions | | | | | | | | | |
| Ability to identify the needs & interests of men, women, boys, & girls relevant to designing, validating, piloting, and scaling MVP (agricultural solutions) | 1.33 | 3.18 | 138.2 | 1.71 | 3.33 | 94.4 | 1.47 | 3.22 | 118.4 |
| Ability to identify entry points for gender integration in designing, validating, piloting, & scaling MVP (agricultural solutions) | 1.50 | 2.94 | 96.1 | 1.43 | 3.33 | 133.3 | 1.47 | 3.04 | 106.5 |
| ***Average*** | ***1.72*** | ***3.20*** | 85.6 | ***1.71*** | ***3.44*** | 100.9 | ***1.72*** | ***3.26*** | 89.7 |

Knowledge areas that registered highest percentage change in scores by category were:

- ***Gender Approaches***: Gender Exploitative approach; and Gender accommodative vs Gender Transformative approaches
- ***Gender competencies:*** Ability to identify the needs and interests of men, women, boys, and girls relevant to designing, validating, piloting, and scaling MVP; Able to recognize and avoid use of gender stereotypes; and Ability to identify entry points for gender integration in designing, validating, piloting, and scaling MVP.
- ***Gender-related concepts***: Levels of gender inequalities; How gender intersects with other social identities; and Masculinities vs Femininities.

### 3.3.7 Satisfaction with GREAT-EiA training logistics

Participants were satisfied with the logistical aspects of the GREAT-EiA training course, averaging scores above 3.3 in all cases out of a possible maximum of 4. They were most satisfied with precourse communication, registration process, venue, and time management (Figure 8).

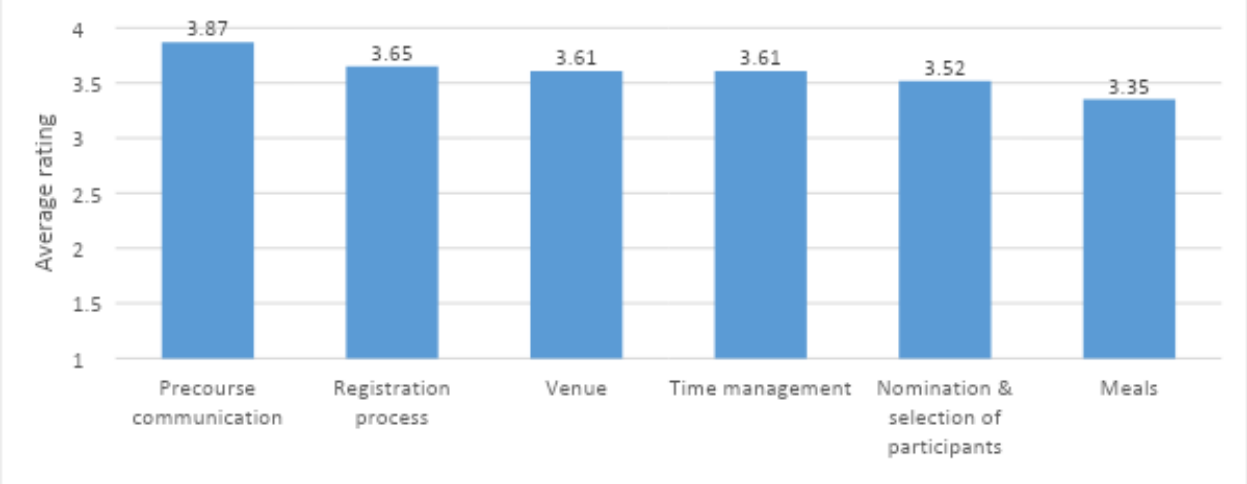


*Figure 8: Levels of satisfaction with logistical aspects of the training*

**Table 9: Satisfaction with logistical aspects of the GREAT-EiA training course**

| ASPECT | RATING | % OF PARTICIPANTS REPORTING BY SCIENTIFIC ORIENTATION | | |
|---|---|---|---|---|
| | | Biophysical scientists (n=11) | Social scientist (n=12) | Total (n=23) |
| Meals | *Partly Satisfied* | *9.1* | *0.0* | *4.4* |
| | *Satisfied* | *63.6* | *50.0* | *56.5* |
| | *Extremely satisfied* | *27.3* | *50.0* | *39.1* |
| Venue | *Satisfied* | *27.3* | *50.0* | *39.1* |
| | *Extremely satisfied* | *72.7* | *50.0* | *60.9* |
| Pre-course communication | *Satisfied* | *18.2* | *8.3* | *13.0* |
| | *Extremely satisfied* | *81.8* | *91.7* | *87.0* |
| Time management | *Satisfied* | *45.4* | *33.3* | *39.1* |
| | *Extremely satisfied* | *54.6* | *66.7* | *60.9* |
| Nomination and selection of participants | *Partly Satisfied* | *9.1* | *0.0* | *4.4* |
| | *Satisfied* | *45.5* | *33.3* | *39.1* |
| | *Extremely satisfied* | *45.4* | *66.7* | *56.5* |
| Registration process | *Partly satisfied* | *9.1* | *0.0* | *4.4* |
| | *Satisfied* | *18.2* | *33.3* | *26.1* |
| | *Extremely satisfied* | *72.7* | *66.7* | *69.6* |

Regarding composition of the participant team, participants appreciated the approach of recruiting people from the same Use Case to attend the course together. They indicated that this was helpful to break the ice and remove any existing social barriers between CGIAR and demand partners. It brought the team on a common footing.

> *"The scaling partners who came were really amazing. They got to understand why they were there. So when a person coming from the public sector/ government, or private sector owns the importance of evidence, that is important, very important. But here I found that ice-breaking with demand partners happened at the very beginning. So now when I talk to my scaling partner, they know what I'm talking about. So that's another very powerful thing of this training, I would say you made my work easy. Yeah" (KII, Woman, social scientist)*

Participants who were not satisfied or only partly satisfied with a particular aspect were asked to provide comments in terms of areas of concern and recommendations for improvement. Those who were partly satisfied with the meals (1 out of 23) cited limited diversity in the food options provided on the various days during the week and the taste of food. They requested that the diversity of meals be increased and provide more fruits and green vegetables.

> *"As regards the food I was partly satisfied because personally I am not used to almost all the kinds of food served excluding the snacks though. As such I couldn't feed properly.*

*(but it has nothing to do with the quality it is just me) Thank you though because the snack and fruit were so helpful" (Survey, Woman, biophysical scientist)*

*"The meal didn't consider vegetarians" (Survey, Man, social scientist)*

Other reasons mentioned were time management and using digital tools.

*"Use digital tools for active participation" (Survey, Woman, social scientist)*

*"Time management: On day 1, one session was skipped because of time constraints" (Survey, Woman, social scientist)*

*"Keep the time, like not spending too much on one assignment" (Survey, Man, social scientist)*

*"It is good also to keep people busy thinking and giving feedback (participative mood) it allows people to stay in the workshop focused on the assignments" (Survey, Man, social scientist)*

### 3.3.8 Likelihood of participants recommending the GREAT-EiA Course to their colleagues

Participants were asked to indicate the likelihood[2] that they would recommend the GREAT-EiA Gender- and youth- Responsive agronomy solutions training course to their colleagues. All participants reported that they were likely (13 percent likely and 87 percent very likely) to recommend the GREAT-EiA course to their colleagues (weighted average score of 4.87 out of 5). Discipline disaggregated data revealed no significant variation in the proportion of biophysical scientists and social scientists who are likely to recommend the course to their colleagues, although relatively higher proportions of social scientists (92 percent) reported that they were very likely to do so compared to the 82 percent of biophysical scientists who reported the same (Table 10).

**Table 10: Likelihood to recommend the course to colleagues**

| LEVEL OF LIKELIHOOD | % OF PARTICIPANTS REPORTING BY SCIENTIFIC ORIENTATION | | |
|---|---|---|---|
| | Biophysical scientist (n=17) | Social scientists (n=10) | Overall (n=27) |
| Not likely at all | *0.0* | *0.0* | *0.0* |
| To a limited extent | *0.0* | *0.0* | *0.0* |
| To a moderate extent | *0.0* | *0.0* | *0.0* |
| Likely | *18.2* | *8.3* | *13.0* |
| Very likely | *81.8* | *91.7* | *87.0* |

[2] A five-rating scale where 1=not likely at all, and 5=very likely was used to assess participants' likelihood.

### 3.3.9 Further engagement with GREAT

When asked if they wanted to keep in touch with GREAT, all participants responded in the affirmative.

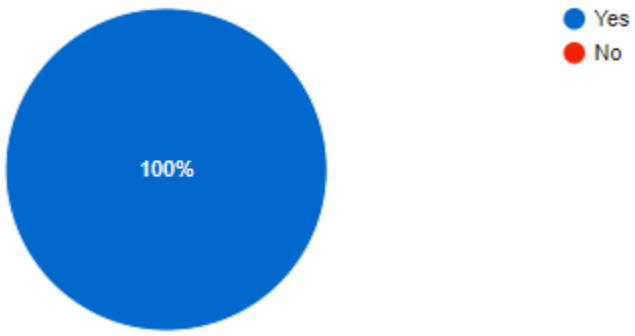


**Table 11: Willingness to remain engaged with GREAT program**

| LEVEL OF LIKELIHOOD | | % OF PARTICIPANTS REPORTING BY SCIENTIFIC ORIENTATION | | |
|---|---|---|---|---|
| | | **Biophysical scientist (n=11)** | **Social scientists (n=12)** | **Overall (n=23)** |
| Are you interested in remaining engaged with the GREAT program in the future? | Yes | *100.0* | *100.0* | *100.0* |
| What would be the best way to contact you? | Online survey | 36.4 | 16.7 | 26.1 |
| | Personal email | 63.6 | 83.3 | 73.9 |

The reasons given for staying in touch were varied including, continuous access to information, further training and opportunities to join the trainer team. Overall, participants indicated a need for more capacity building in various aspects to enable them transition from acquisition of knowledge on gender and youth responsiveness to skills for application.

> *"Can we think about the second stage of this training where we somehow get the qualitative and the quantitative researchers together and give them more training on data analysis. Because I think then this training will have a complete picture, you know, where you'll have data, and which data is in place. How do you analyze those data? So that is what is the other aspect I would love to see. So I reflected back after the training for the seven days. and then how do we have that hard skill of analysis" (KII, Woman, social scientist)*

Recognizing the need for a budget and buy-in by project and organization leads, participants recommended gender sensitization for this cadre to promote a conducive environment for the application of gender and youth responsive research.

Specific participants' responses (*collected through the Survey*), when asked to indicate what additional support or engagement they would like to see from the GREAT program in their ongoing or future endeavors, are categorized in Textbox 5 below

Text box 5: Further engagement with GREAT

- **More training to be equipped with skills**
  - *Continuous improvement in learning more about GREAT initiatives*
  - *Future engagement for training with colleagues and other organizations in my professional journey*
  - *Continuous sharing on best practices involving gender and youth responsive analysis.*
  - *Attending the training periodically.*
  - *Any upcoming qualitative analysis training to attend*
  - *Participating in more courses on this topic*
  - *I will try my best to integrate the gender concept into the Use cases and remain in close contact with the GREAT training for any support. I also draw interest to do My PhD. in Gender and Economics.*
  - *Further advanced training to improve our Use Cases.*
  - *In the inclusion of the tools of this course in the projects of the different initiatives*
  - *Get some refresher courses.*
  - *Access to GREAT tools and materials*
  - *More tools*
  - *Support on data collection, formulation of suitable research questions, and data analysis*
  - *Technical advice and training access*
  - *More training on how to integrate gender and youth in my use case especially the gap between EiA workflow and gender stage is large*
  - *Methodological support*
  - *New approach and tools to get more engaged in the integration of gender and youth aspect in the agriculture sector*
  - *Get more support in the actual implementation of the training received*
  - *Content development for men, women and youth (for different typology)*

- ***Mentorship to improve capacity and contribute to the training team***
  - *To be supported to become a trainer of trainers in the GREAT program by providing me with relevant materials and inviting me to relevant top-up training if any is organized.*
  - *I would as like to get training on how to be a good facilitator and how I can be of use as an implementer of gender and youth solutions*
  - *I remain highly inspired by our tutors or trainers. I see myself in them and would like to contribute my Quota to a great extent as far as gender-youth transformation is concerned*
  - *I will like to grow more in the field of Gender and eventually become a trainer*
  - *I will be grateful if I get the opportunity to be trained in other topics. I am also available to serve as a trainer in any of my areas of expertise.*
  - *Please permit us to contact you if we face difficulties in including gender. I am also requesting a mentor in gender inclusion in our research*

- ***Sharing/receiving news updates, contributing to newsletters***
  - *Sharing articles on inclusive work*
  - *Sharing information, and assignment of pertinent roles.*

- *I would like to receive information about GREAT, whether of training or program outputs. If possible, I would like to be one of GREAT's focal persons in South East Asia too.*
- *Getting communication through email*
- *Mentorship, providing relevant materials to update us and keep us current with information in the gender and youth space.*

- *Sensitization of institution/project leads on the importance of gender and youth integration in the workflows*
  - *To train more project leads and budget holders.*
  - *Collaboration and partnership to mainstream gender and youth-related issues beyond EiA.*

During his closing remarks, the EiA Chief Growth officer assured participants to reserve a page and portal for the gender community of practice on the virtual one-stop shop concept under development. This would provide a valuable mechanism for continuous engagement amongst participants and the wide EiA community.

### 3.4 CONCLUSIONS

We conclude that the course design and delivery model elements namely, participants selection, duration, content, session sequencing, and delivery methods, worked well. The course effectively enhanced knowledge and comprehension of gender concepts and approaches for integrating gender and youth issues in agronomy innovation design. There is ample evidence of positive change in attitude toward the appreciation of the value of gender-responsive agronomy innovation design. However, since this short course stopped at attitude change and knowledge acquisition, participants would require more tailored training to impart practical skills in gender analysis (qualitative and quantitative methods) and gender-responsive and transformative approaches for agronomy solutions design and scaling. In addition, skills in collection, analysis, and interpretation of gender and youth issues diagnostic data using the EiA tools require further capacity building.

The verbalized aspirations of the participants and action plans developed point to a substantial likelihood of post-training application of learning. However, this is likely to be contingent on the endorsement of action plans by Use Case leads, availability of adequate budget support, and technical support by gender experts.

## 3.5 RECOMMENDATIONS

**Course management team perspectives:**

The following lessons can inform future courses:

- Recruiting Use Case teams was appreciated for strengthening relationships between CGIAR and the demand partners and providing a valuable opportunity for joint learning, diagnosis of gaps, and action planning. We recommend the recruitment of teams as opposed to individual participants.
- While the duration was considered okay by most participants, there was insufficient time for in-depth coverage of sessions such as gender transformative approaches (GTA), gender-responsive scaling, and mastery of the EiA gender and youth integration standard operating procedures and diagnostic tools. In future courses, these sessions could be covered separately.
- The first three days of the course had the most impact on the participants' learning. During these days, participants internalized the critical gender concepts and appreciated why gender and youth integration in agronomy innovation scaling matters. The period also triggered reflection on gender at personal, research team, and workplace (organizational) levels, and provided a conducive environment to build a community of practice. This community is essential to generate the motivation and energy to propel further learning and application of gender and youth- responsive research after the training. We recommend that for blended training, the topics covered in the first three days are delivered using a face-to-face approach.

**Participants' perspectives:**

Participants gave the following recommendations to improve the content and promote the post-training application of learning from the course.

i. **Course content:**

a) The field exercise on collection of diagnostic gender and youth-responsive data should be preceded with tips on how to conduct interviews to collect quantitative and qualitative data.
b) The training should cover tips on stakeholder analysis and effective community entry processes to ensure the engagement and support of all the relevant stakeholders.
c) Devote more time to guiding participants on how to integrate gender and youth responsiveness in the Use Cases. It would be helpful if some real case studies are provided along with the EiA SoPs.
d) Consider using a phased approach in the delivery of the course with the second phase focusing on quantitative and qualitative data analysis, and interpretation of data.
e) Increase the focus on youth. Currently, the content is more focused on gender.

**ii. Post-training application of learning:**

a) EiA should put in place mechanisms to provide post-training technical backstopping and mentorship during the application of the action plans developed.

# 5.0 APPENDICES

## Appendix 1: List of participants

| Name | Email address | Sex | Institution | Country |
|---|---|---|---|---|
| 1. **Rajesh Kumar** | rajeshk70@gmail.com | Male | Bihar Rural Livelihoods Promotion Society-JEEVIKA | India |
| 2. **Kevin Gitau Ng'ang'a** | k.gitau@sproutopencontent.com | Male | Mercy Corps Agrifin/ Sprout | Kenya |
| 3. **Rich Kofituo** | r.kofituo@cgiar.org | Male | International Institute of Tropical Agriculture | Ghana |
| 4. **Phanuel Ayuka** | p.ayuka@cgiar.org | Male | International Institute of Tropical Agriculture | Kenya |
| 5. **Chhay Kry** | krychhay@yahoo.com | Female | Rice Crop Department | Colombia |
| 6. **Natalia Gutiérrez** | n.o.gutierrez@cgiar.org | Female | International Maize and Wheat Improvement Center | Mexico |
| 7. **Jessica Gonzalez** | J.GONZALEZ@CGIAR.ORG | Female | International Maize and Wheat Improvement Center | Mexico |
| 8. **Sokheng Keo** | s.keo@irri.org | Male | International Rice Research Institute | Cambodia |
| 9. **Jean Claude Nshimiyimana** | j.nshimiyimana@cgiar.org | Male | International Potato Center (CIP) | Rwanda |
| 10. **Mohammed Ebrahim** | mohhim11@gmail.com | Male | Alliance of Bioversity International and CIAT | Ethiopia |
| 11. **Evelyne Kihiu** | evelyne.kihiu@cgiar.org | Female | International Potato Center (CIP) | Kenya |
| 12. **Helen Peter** | h.peter@cgiar.org | Female | International Institute of Tropical Agriculture | Nigeria |
| 13. **Mariam Kikelomo Aliyu** | maryam@saa-safe.org | Female | Sasakawa Africa | Nigeria |
| 14. **Sugandha Munshi** | s.munshi@irri.org | Female | International Rice Research Institute | India |
| 15. **An Nguyen** | an.nguyen@irri.org | Female | International Rice Research Institute | Vietnam |
| 16. **Ali Ibrahim** | i.ali@cgiar.org | Male | AfricaRice | Nigeria |
| 17. **Shadrack Nyawade** | S.Nyawade@cgiar.org | Male | International Potato Center | Kenya |
| 18. **Nana Yaw Obeng-Ntiamoah** | n.ntiamoah@degasafrica.com | Male | Degas Ghana Limited | Ghana |
| 19. **Eric Nsabimana** | nsabimanaeric@gmail.com | Male | Rwanda Agriculture and Animal Resources Development Board | Rwanda |
| 20. **Maryfaith Simiyu** | m.simiyu@cgiar.org | Female | Alliance-Bioversity-CIAT | Kenya |
| 21. **Mersha Tigabie** | abirotgb723@gmail.com | Male | (ICRISAT) International Crops Research Institute in the Semi-Arid Tropics | Ethiopia |
| 22. **Isaac Boatey Akpatsu** | I.Akpatsu@cgiar.org | Male | International Institute of Tropical Agriculture | Ghana |
| 23. **Alex Shema** | alexshema30@gmail.com | Male | Data Plus Rwanda | Rwanda |

**Appendix 2: The GREAT-EiA course agenda**
https://events.scalingagronomy.org/events/training-course-delivering-gender-and-youth-responsive-agreconomic-solutions/

**Appendix 3: Course evaluation forms *(Pre - and post - course)***
https://docs.google.com/document/d/1lPbgzVM_aT_D9ONEoGeRRYbtg6dJglGj/edit#

**Appendix 4: Course materials**
https://drive.google.com/drive/folders/1gM8wGjDK-2dSEwsqYx1ILkJ9g4hMChQh

**Appendix 5: Photo gallery**
https://tinyurl.com/wmscfcdp

**Appendix 6: Participants' reflections on the fieldwork**
https://docs.google.com/document/d/1SIywWrISBsYiR0_dCVDeuee6eNnmcSuR/edit

**Appendix 7: Participants' action plans**

## Action plans for the Use Case teams

| Use case | MVP | Gender budget | Stage at which the Use Case is along the EiA workflow | Based on the SoPs, at which step is your Use Case? | Gender and youth constraints relevant to the MVP | Value of gender and youth integration to the Use Case expected results | Current status of the Use Case gender and youth responsiveness progress and gaps | Desired and recommended status based on learning from the course | Gender/youth responsive action (what will you do in 2023?) along the stages of the workflow? |
|---|---|---|---|---|---|---|---|---|---|
| 1) Digital Green Ethiopia (Mohammed) | Location /site specific fertilizer recommendation | Not sure | Pilot with the farmers - 11,171 farmers reach and 3387 beneficiaries,<br><br>7,729 field day and field visit participants. | Piloting stage (reach and benefit) | Women's are busy in household chore activities<br><br>The household head always participate to the awareness creation and learning events<br><br>Women have resource and financial constraints<br><br>In organic fertilizer is unaffordability for poor farmers<br><br>Youths are landless | Gender and youth analysis to identify approached to reach more women and youths<br><br>Data on youth reach and beneficiary | At piloting stage- Women and men farmers participated in testing of the location specific fertilizer recommendation<br><br>Women and men farmers participated during the field day- less women compared to men (7000 men and 700 women)<br><br>No special approach to increase women's participation<br><br>Youths are not intentionally targeted and yet youth data is not collected | Have sex disaggregated data but did not consider the needs of the youth, thus needs to be gender responsive | Step 1) Identify youth sex disaggregated data Gender analysis<br>Timeline: may 2023<br>Support needed: Training on data analysis<br><br>Step 2): Target 20% Youth and 30 % women<br>Support needed:<br>Technical support on ToT<br>Timeline: May 2023<br><br>Step 3: Organic + in organic fertilizer recommendation (different rate based on farmers capacity<br>Support needed: Farmers and youth's typology analysis<br>Timeline: April May 2023<br><br>Step 4: Piloting on youth and women farmers plot and participatory evaluation<br>Support needed: None<br>Timeline: May-Dec 2023 |
| 2) EiA-Sprout, Nigeria (Kevin) | TBD | Yes | Stage 2: Design of the MVP | Step 1: Carry out diagnostic gender and youth assessment | Low smartphone usage Limited Network coverage<br><br>Low literacy level<br><br>Inadequate data disaggregated based on dender | Provide bespoke content that is targeted to different groups;<br>Increased yields;<br>Enhance scaling of the MVP;<br>Improved incomes/ livelihoods for different groups | Gender responsive at best-Gaps- Lack of gender data Lack of content specific for different groups | End goal is to Achieve gender transformative stage through inclusion<br><br>*Will move from aware to responsive* | Step 1: Collect sex disaggregated data from FFOs.<br><br>Check impact assessment for different groups<br><br>Design content tailored for different groups<br><br>Support required: Yes<br>Timeline: Missing data |
| 3) Mechanized direct seeding rice, Vietnam (Nguyen) | No | No | Step 6: Pilot the MVP with farmers. End of March, farmer pilots and field demonstrations | Step 1: Drafting a gender–youth assessment | Social (women are not interested in mechanization). Capital (youth and women lack the resources to buy machines, land right to be approached and supported by machine providers) | Free labor time for both. Agriculture is more attractive to youth. Network expanding for both | Initial step: conduct gender youth assessment. Progress: engaging a gender specialist | Desired: Pilot a gender and youth responsive MVP<br><br>Recommended: to adjust the prototype MVP to be gender and youth responsive | Step 1: Reach out to women and young farmers interested in the demonstration<br><br>Support needed: Support in developing assessment form to diagnose gender and youth<br>Timeline: Late March – mid-April 2023 |
| 4) CocoaSoi | No | No | Step 3 (Decide on required data tool)- | Step 1: diagnostic | Access to extension delivery and | Lead to the design of a gender and youth sensitive | Status: Gender aware because gender was | Desired: to implement the 6-step procedure for | Step 1: Conduct a diagnostic gender and youth assessment-Use Case (Quantitative and |

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| ls Cameroon, Côte d'Ivoire, Ghana and Nigeria (Kofi) | | | Finalize the key elements of the STEPWISE APP and data sources<br><br>Step 4:(Develop a prototype and obtain commitment)-assembling the new STEPWISE APP with enhanced components | gender and youth assessment | services/Inadequate extension services, women and youth farmers not aware of appropriate agronomic solutions, Improved productivity in women and youth cocoa farms | delivery method for content of the Stepwise tool under design | considered during the design and also in implementation reports.<br>Gap: the gap is a conscious effort to become gender responsive and a clear action path to becoming a gender transformative Use Case | designing, validating, and piloting a gender-and-youth responsive agronomic solution that will be gender transformative | Qualitative) in Côte d'Ivoire and Ghana<br>Responsible: Richard Asare/ Leonard Rusinamhodzi/Rich Kofi Kofituo<br><br>Support needed: to make input into the designed tool for data collection<br><br>Timeline: April-May 2023 |
| 5) Smart Nkunganire System Use Case, Rwanda (Evelyn) | TBD | TBD | At redesign stage | Step 1: diagnostic gender and youth assessment | Gender and youth differences in decision making<br><br>The design of the MVP initially had the household in mind, gender and youth needs had not been considered. | Have the voice of women and youth considered<br><br>Training on SNS used to be gender and youth-responsive | Use case was not gender and youth responsive<br><br>It will enhance women and youth access to information leading to increased yield | Rethink the redesign of the MVP to be gender and youth responsive | Step 1:<br>1.1. Contextualize a ready-made gender- and youth-focused research questionnaire (survey tool)<br><br>1.2. Administer the questionnaire<br><br>1.3. Analyze the quantitative Data<br>Support needed: Finance<br>1.1 Expertise- for guidance<br><br>Timeline: April 2023 |
| 6) ATAFI/CARI, Nigeria (Ibrahim Ali) | No | Yes | Step 4: Validation of MVPs | Step 1 (Conduct a diagnostic gender and youth assessment) | Access to resource (fertilizer, android phones)<br>Access to the internet, data<br>Level of education (Knowledge on rice management) | Youth limitations to MVPs used<br><br>Sex-Disaggregated for MVPs<br><br>Understanding gender limitations for MVP uptake | User experience study was conducted to assess the usability of the MVP considering both female, male farmers and youth<br><br>Youth training on MVP use<br><br>Gender/youth analysis not yet conducted using proper framework | Design/Adjust the prototype MVP to be gender- and youth-responsive | Step 1<br>Assess youth needs and gender limitations for MVP use<br><br>Who: Ali and Gender and youth expert<br>Support needed:<br>Timeline: By Dec |
| 7) SAA Nigeria Use case (Hellen and Mariam) | Not sure | Yes | Piloting stage.<br>Step- 4. | Validation of gender and youth responsive prototype MVP | Financial constraints to owning a smartphone<br><br>Insufficient technical know-how<br><br>Low educational levels<br><br>Low involvement of women and youth in the developmental stage | Majority of youths own smartphones<br>It will aid in the scaling up process<br><br>The MVPs will be better-sustained | Preparation for data collection<br>Desired and recommended status based on learning from the course<br>Gender-youth integration into the use case at every SOP stage.<br><br>Taking the youths as partners | | Step 1:<br>Conduct a survey to collect data on youth and gender<br>Who: Maryam<br>Helen<br><br>Timeline: April 2023 |

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| | | | | | | | Taking each domain for youth analysis into consideration during data collection.<br><br>Consideration of effect of the gender/societal norms to the use case | | |
| 8) Digital support advisory service on soil fertility management countries: Ethiopia | Not Sure | Not sure | Piloting stage | Piloting stage (reach and benefit) | Low access to information and fewer addressed | Improve the adoption rate, enhance scaling | Piloting scale | Use different methods and improve the participation of youth and women<br><br>Use gender-disaggregated data and evaluate the plan | Step 1) Identify youth sex-disaggregated data Gender analysis<br>Timeline: may 2023<br>Support needed: Training on data analysis<br><br>Step 2): Target 20% Youth and 30 % women<br>Support needed:<br>Technical support on ToT<br>Timeline: May 2023<br><br>Step 3: Organic + in organic fertilizer recommendation (different rate based on farmers capacity<br>Support needed: Farmers and youth's typology analysis<br>Timeline: April May 2023<br><br>Step 4: Piloting on youth and women farmers plot and participatory evaluation<br>Support needed: None<br>Timeline: May-Dec 2023<br><br>Who: Abiro, EiA team and partners |
| 9) Ghana GAIP – Northern Ghana (Nana) | No | Yes | Designing minimum MVP | Step 1: Carrying out a diagnostic gender and youth assessment] | Access to land<br><br>Access to new technologies and innovations<br>Access to mechanizations | Ensure sustainability<br><br>Provide opportunities for unemployed youth<br><br>Provide additional incomes to gender and youth<br><br>Improve adaptation of the innovation | | | Step 1: Adjust use case to intentionally consider gender and youth<br>Support needed: Gender team<br>Who: Nana<br><br>Timeline: 30th April, 2023<br><br>Under step 2:<br>Identify the evidence and strategize options for action |
| 10) Smart farming systems at the local level- Mexico, | No | Yes | | | Knowledge of the use and access to electronic platforms Restrictions on gender and youth norms in HH | Information disaggregated by gender and age<br><br>Analysis of the impact of the intervention of the use of case by gender and age<br><br>Provide technical | Currently reaching women and young people through training on the use of electronic platforms (e-agrology and agrotutor), collecting data on their plots and crops | Desired: Have gender and youth indicators to measure empowerment.<br><br>Validate that our data management system has the specifications and characteristics of | Step 1: Design and implement a diagnostic of access by women and young people to electronic platforms<br><br>Support needed: Specialists in gender but especially in youth<br>Timeline: Across 2023<br>Step 2: |

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| Colombia, Peru (Natalia) | | | | | | recommendations according to the specific needs by gender and age | Gap: Not having technical recommendations addressed to the local context with a focus on gender and youth | appropriate use by gender and youth | Include the collection of data that allow measuring indicators of gender and youth empowerment<br><br>Support needed: Specialists in data collection on gender and youth<br>Timeline: Throughout 2023<br><br>Step 3:<br>Redesign the information requested on the digital platforms where the data is collected<br>Who: M&E team (available)<br>Support needed: Specialists in data collection on gender and youth<br>Timeline: Throughout 2023<br>Step 4:<br>Collecting data on the use of the Data management system and the benefits of the information provided by the platform for agricultural recommendations<br><br>Support needed: Specialists in data collection on gender and youth<br>Network of public and private actors<br>Timeline: Throughout 2023 |
| 11. DSR (Mechanized Direct Seeded Rice + Best Agronomy practices) -Keo | No | No | Step 6 | Step 1 | Social norm<br>Asset<br>Education<br>Decision making<br>Preference<br>Decision making | Men, women, and youth have equal opportunity and reach the same benefits of the use case<br><br>Empower women & men youth | Less participation of women and youth | Integrate them by reaching, benefit, and empowering | Under Step 1:<br>Define the research question<br>Develop questionnaires<br>Analyze the data<br><br>*Assign the gender focal person/recruit new gender person*<br><br>Support needed: Building capacity<br>Timeline: By June, 2023 |
| 12) Planting Dates Use Case: Managing Time in Rice – Wheat Cropping System | NA | Yes-both | Prototype development – Validation | Prototype development – Validation | | Gender has been included from design – deploy and impact strategy Need to include youth wherever possible at per the delivery stage we are in | Gender focussed from design –deploy-impact, youth integration preliminary need to explore more on this particular aspect | Youth focused and data collected analysis from both perspective | UNder Step 1: Inclusive gender and youth focussed assessments of the collected data in the MVP deployment groups of both men , women and youths .<br>MVP testing with both men and women/youth<br><br>Support required: Analytics team<br>Timeline:<br><br>Under Step 2:<br>Is in the process.<br>Need-based advisories as per MVP Validation.<br>Results Context specific |

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| | | | | | | | | | Step 3-Done<br>Step 4: Validate the gender- and youth-responsive MVP<br>Support required; Depend on field situation<br>Timeline-June-July 2023 |
| 13) Data plus Rwanda | No | No | Design stage | Stage 1: Carry out gender and youth assessment | - | - | - | - | Step: To consult men, women, and youth to identify setbacks and challenges they face<br>Who: TBD<br>Support needed: Training, logistics, tools, and equipment<br>Timeline: By July 2023 |