

# GREAT LAKES ACCELERATED INNOVATION DELIVERY INITIATIVE DELIVERY HUB (AID-I GLR)

Report of the Gender Equality and Social Inclusion Training held at Hotel Chez Lando, Kigali, Rwanda from 25<sup>th</sup> to 26<sup>th</sup> September 2023



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## **USAID FUNDING AND PARTNERSHIP STATEMENT**

The Great Lakes Accelerated Innovation Delivery Initiative Rapid Delivery Hub (AID-I GLR) is a two-year (2023-2024), multiple-stakeholder initiative funded by Feed the Future through the United States Agency for International Development (USAID) as part of the United States' response to address the immediate and long-term effects of the global food security crisis in Burundi, Rwanda, and DRC. This project is led by the International Institute of Tropical Agriculture (IITA). In Rwanda, AID-I GLR has facilitated two partnerships to deliver technologies and innovations to farming households with technical assistance from CGIAR centers and service providers in alignment and collaboration with Rwanda Agriculture and Animal Resources Development Board (RAB), and the Ministry of Agriculture and Animal Resources (MINAGRI). The first partnership is led by the Alliance for a Green Revolution in Africa (AGRA) formed with the Catholic Relief Services (CRS) and market actors such as Seeds of Trust Ltd, Kilimo General Business (KGB), I&J Harvest, Musanze Lime Company, Seed Potato Fund joint venture (SPF-IKIGEGA), Agri-Seeds, and You & I Best, delivering agronomic technologies and practices for beans, maize, orange-fleshed sweet potatoes, potatoes, and vegetable value chains. The second partnership is led by One Acre Fund (1AF), working with Rwanda Coffee (RWACOF) Exports Ltd and Maize Milling Factory (MINIMEX Rwanda) on the maize value chain.

## **DISCLAIMER**

The author's views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## Abbreviations and Acronyms

AGRA	Alliance for Green Revolution Africa
AID-I GLR	Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub
CRS	Catholic Relief Services
GESI	Gender Equality and Social Inclusion
IGWG	Interagency Gender Working Group
IITA	International Institute of Tropical Agriculture
INGENAES	Integrating Gender and Nutrition within Agricultural Extension Services
MEL	Monitoring, Evaluation, and Learning
OAF	One Acre Fund
RBE	Reach-Benefit-Empower
ToT	Training of Trainer
USAID	United States Agency for International Development

## Executive Summary

The Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub (AID-I GLR) is a two-year, multiple-stakeholder initiative with the overall goal of increasing food and nutrition security in the region through the rapid adoption at scale of proven agricultural innovations developed mainly by CGIAR and partners. Specifically, AID-I GLR aims to i) To equitably increase the availability and accessibility of proven agricultural and nutritional practices and technologies to farming households; and ii) To increase the use and adoption of good agricultural and nutritional practices and technologies to enhance productivity and consumption of nutritious food products equitably among farming households. It is slated to reach approximately 1,200,000 smallholder farmers in Burundi, Democratic Republic of Congo, and Rwanda. The initiative is funded by the United States Agency for International Development (USAID) as part of the United States' response to address the immediate and long-term effects of the global food security crisis.

The AID-I GLR is integrating Gender Equality and Social Inclusion (GESI) considerations in scaling of agricultural innovations. This ambition is explicitly set in the USAID Global Food Security Strategy roadmap to a better future that focuses on reducing global poverty, hunger, malnutrition and rising inequality through [Feed the Future Global Hunger and Food-Security Initiative](#) (USAID, 2022). The Strategy emphasizes equity and inclusion, with a particular focus on inclusive agricultural-led economic growth that empowers women, girls, youth, and marginalized communities. Nonetheless, attention to inclusive scaling stems from the long recognition of the critical role women play in agriculture and the growing attention to the role of youth in agriculture who have great potential to drive global economic development. Thus, unless deliberate actions are taken, innovation-scaling teams are likely to unintentionally leave behind socially vulnerable groups such as women, youth, and poor farmers thus exacerbating social inequities.

This two-day training aimed at strengthening the capacity of innovation scaling teams with knowledge and skills on the importance of GESI and how to systematically integrate it in the AID-I GLR project activities with anticipation of becoming GESI champions for the AID-I GLR Project and other related initiatives. It was organized by IITA in collaboration with the AGRA-CRS and One Acre Fund AID-I GLR Partnerships in Rwanda. It took place from 25<sup>th</sup> to 26<sup>th</sup> September 2023, at Hotel Chez Lando, in Kigali, Rwanda. The training was facilitated by Millicent Liani, Gender and Social Inclusion Research Specialist at IITA and Ms. Florida Mutamuriza, Gender Mainstreaming Advisor at CRS and the GESI focal person for this project in Rwanda. A total of thirty-two participants were trained (13 women, 19 men). They mainly included the District Gender mainstreaming officers; cluster gender focal points; agriculture and food security advisors; monitoring, evaluation, assessment and learning officers; market access specialists, and seed systems specialists (see list of participants in Annex 1).

The objectives of the training were to provide participants with: (1) knowledge of the basic concepts of gender research and how they relate to agricultural research work and in particular to the dissemination of agricultural innovations; (2) an understanding of where gender work is integrated into the AID-I GLR project and embrace gender and social inclusivity in scaling of innovations and technologies; (3) ability to integrate GESI lens and various approaches throughout the project cycle; and (4) the potential to become GESI champions for the AID-I GLR project and other related initiatives. Four Modules were covered which included: (1) Introduction to GESI concepts and fundamentals; (2) Gender analysis in agricultural research and development work; (3) GESI integration in AID-I GLR work; and (4) Good practices for integrating GESI Lens in AID-I GLR project cycle. As demonstrated through the group discussions, plenary presentations, and recaps that included the conversations that carried over into the training sessions, participants were actively involved in the learning process. Notably, most of them had never received training on GESI before. The finding from the pre and post training assessments revealed a significant increase in knowledge gained on understanding and integrating GESI considerations in AID-I GLR. However, the two-day training program was considered insufficient to engage them in such challenging and in-depth discussions, for which participants recommended that future training be planned for four days and should be conducted in French.

## Day 1 | Monday 25th September 2023

### Welcome and opening remarks

The Project Chief of Party, and the IITA Country Representative in Rwanda, Mr. Konlambigue Matieyedou, commenced the session with welcome remarks, expressing gratitude to all participants for their attendance to this important training. He emphasized the significance of paying close attention to the forthcoming learning opportunities, encouraging even the gender specialists from different institutions to actively participate and share their insights. This collaborative effort, he noted, would greatly contribute to the project's journey of seamlessly integrating gender aspects into all activities. Following these introductory remarks, Mr. Patrice Hakizimana, the Project Agreement Officer's Representative at the USAID Rwanda mission, provided the opening remarks. He underscored the critical importance of considering gender in the project and expressed USAID's anticipation of witnessing the effective integration of gender perspectives throughout the project implementation process. He stated:

*"Let us learn and share experiences to enable us better serve our communities fairly...the world we work in as development professionals has lots of inequalities...it's all about getting the GESI principles right to enable us provide appropriate solutions to the vulnerable and disadvantages groups in the society. I believe this training will equip you with some approaches and tools to help identify and analyze GESI gaps so we can plan meaningful intervention. We need to pause and reflect on how to empower the communities we work with given inclusive development is key towards achieving long lasting development achievements. Let us organize discussions and dialogues at the community level especially around addressing retrogressive social norms that hold back women and youth from accessing resources thus likely to be left behind from benefiting from AID-I GLR work. Let us work together with our partners towards promoting inclusive societies, prosperity, peaceful environment towards sustainable investments and impacts"* (Mr. Patrice Hakizimana).



Mr. Konlambigue (left side) and Mr. Patrice (right side) addressing to the participants.  
(Photo credit: R. Bumwe/IITA)

### Training ground rules and norms

Before commencing the training, Millicent explained that it is important to set together ground rules to adhere to during the workshop so as to foster a safe learning environment for all and ensure the training runs smoothly. She suggested some rules which included:

- ✚ Active listening to the facilitators and other participants
- ✚ Punctuality – need to start on time, end on time.
- ✚ Respect each other's opinions – there are no right or wrong answers.
- ✚ Give each other an opportunity to speak and share at a time.
- ✚ Participate and engage constructively.
- ✚ Good practice of putting phones on silent mode, and minimal use of computers during the training.

## Introductions, participants' expectations, likes, and dislikes about gender research

Participants first established their own expectations of the training. They were given three assorted cards – pink, green and yellow colors – and asked to write on it one main expectation of the gender training (pink card); one thing they like about gender and gender research (blue card); and one thing they dislike/ fear/ are uncomfortable with about gender research (yellow card). The cards were exchanged with each participant on the right-hand side. Each participant read out what was written on the three cards as summarized below:

Main expectations of the gender training	
1.	Know more on gender and know to support community
2.	To know how gender is socially interacted. Technic to interpreted gender
3.	Best strategy for managing stereotypes
4.	Knowledge about gender and how to eliminate all barriers
5.	How to balance gender in real life
6.	What is GESI?
7.	Gender equality
8.	How to integrate gender in our project
9.	The contribution of gender in food security
10.	Integration
11.	More information on gender
12.	Difference between gender equity and equality
13.	Gender integration in AID-I GLR
14.	Strengthening gender concept to achieve AKB mission and vision
15.	How to empower women and men to understand well the concept of gender
16.	Understand gender aspects to consider in a project
17.	Have knowledge about the meaning of gender and difference between gender and sex
18.	Matching related theories and the realities
19.	Role of gender in food security
20.	Gender mainstreaming within AID-I project
21.	The level of gender integration which mean this project
22.	Gender inclusion strategies
23.	Clear understanding of gender concept and application in our daily activities

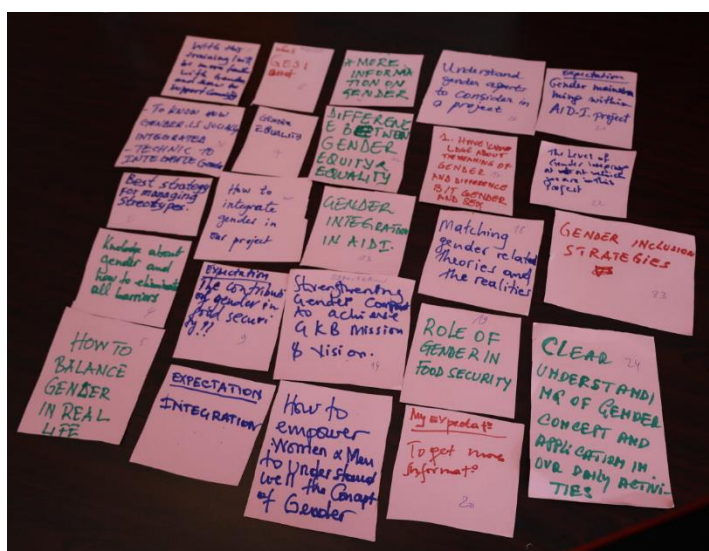


Figure 1: Participants' main expectations regarding gender training as provided on the cards (Photo credit: F. Uwera/IITA)

Participants' like about gender and gender research	
1.	Gender is cross-cutting
2.	Gender has capacitated women inclusion across decision clusters
3.	Gender equity enhances the household development
4.	I like how men and women communicate after understanding for common purpose





17. The social difference that it may create
18. Is that one day there will be misunderstanding about gender equality and gender equity
19. Misconception about gender
20. Gender inequality in families
21. Misunderstanding of gender for household development
22. Why imbalance still exists between men and women
23. Confusing of inclusion and equality

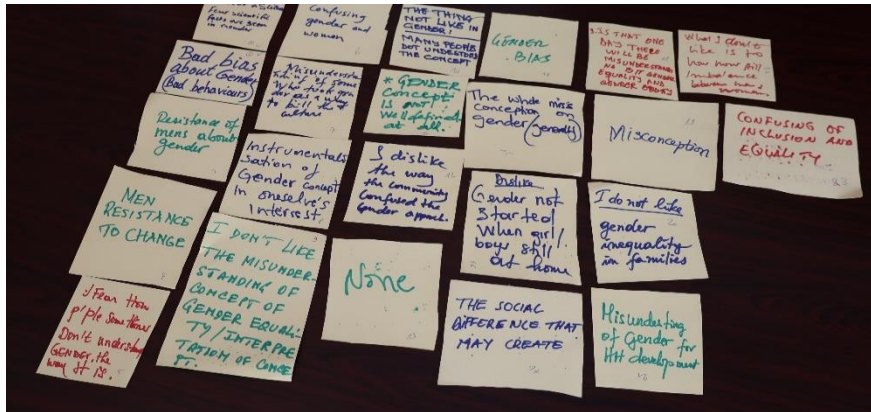


Figure 3: Participants dislikes/fear about gender research (Photo credit: F. Uwera/IITA)

## Training objectives

To begin with, the facilitator highlighted the USAID AID-I GLR goal of accelerating last-mile delivery of agricultural tools, technologies, and production methods that will help smallholder farmers to boost their productivity, efficiency, and incomes. Specifically, AID-I GLR aims to:

- 1) To **equitably** increase the availability and accessibility of proven agricultural and nutritional practices and technologies to farming households.
- 2) To increase the use and adoption of good agricultural and nutritional practices and technologies to enhance productivity and consumption of nutritious food products **equitably** among farming households.

The GESI training objectives were thereafter highlighted which were as follows:

- 1) Develop a clear understanding of basic concepts on gender equality and social inclusion and how they are linked to agricultural work.
- 2) Understand where the GESI work is embedded within AID-I GLR Project, and embrace gender and social inclusivity in scaling of innovations and technologies.
- 3) Learn how to integrate GESI lens and various approaches throughout the project cycle.
- 4) Become GESI champions for the AID-I GLR Project and other related initiatives.

Thereafter, participants were given 15 minutes pre-test assessment to gauge their level of knowledge before the commencement of the training.

## Module 1: Introduction to Gender Equality and Social Inclusion (GESI) concepts and fundamentals

The comprehensive coverage included an exploration of the distinctions between sex and gender, delving into the dichotomy of sex versus gender. The session further elucidated various definitions of gender, offering insights into why there is a specific focus on gender considerations. Gender roles and relations were discussed, encompassing the types of gender roles and the division of labor within societal structures. Additionally, the session addressed the identification of various gender needs encompassing the practical and strategic gender needs. Differences between equality and equity were discussed with emphasis on the importance of both concepts. This was characterized by active audience engagement, with participants sharing practical insights on challenges associated with promoting gender equity and equality.

The overarching goal of GESI in the implementation of the AID-I GLR project was highlighted. As part of the session, participants gained valuable insights into the GESI principles upheld by USAID AID-IGLR, adapted from the [USAID 2023 Gender Equality and Women's Empowerment Policy](#), thus setting the stage for a comprehensive understanding of the project's approach to integration of GESI considerations.

### Intersectionality – moving beyond gender binary analysis towards social inclusion

Intersectionality recognizes that members of communities and households differ in terms of age, gender, education, household position, and other social identities, thus gender needs to be studied in relation to other identities. To facilitate a deeper understanding of intersectionality, participants engaged in role plays using the "one step forward and backward" exercise drawn from the work by Fischer et al. (2019)<sup>1</sup>. In this exercise, each participant assumed the role of a farmer and was assigned a new identity, encompassing aspects like gender, age, education, marital status, educational status among others. Through these assigned identities, participants experienced firsthand the opportunities or constraints associated with agricultural work as depicted in Table 1 below. Drawing insights from this immersive exercise, the participants engaged in discussions to explore the concept of intersectionality and its practical implications for their scaling work with different groups of farmers. This hands-on approach allowed the participants to comprehend the nuanced interplay of various identities and how they intersect in the context of agricultural practices, providing valuable perspectives for their future work.

**Table 1: Different roles and situations for the one step forward exercise on intersectionality**

Roles for the one step forward and backward exercise on intersectionality	Situations for the one step forward and backward exercise on intersectionality
<p><b>Role 1:</b> You are a male farmer aged 40-50 years. You have a wife and two children (9 and 12 years old). You are the head of your household, physically strong, and you have been educated at a secondary school. Apart from farming, you gain off-farm income as a teacher in the local school. You are a distant relative of the community chief.</p> <p><b>Role 2:</b> You are a female farmer, 30-35 years old, and have had a primary education. Together with your husband (who is the household head) you have two children, aged 6 and 8. You cultivate a small piece of land for home consumption, but you mainly depend on the small income you get from temporary on-farm labor (no off-farm income). You have no major</p>	<p><b>Situation 1:</b> A pest has affected cassava in your community. You have identified the pest in your own fields. The only quick solution is spraying. Spraying equipment and chemicals are available at an affordable price. But to prepare and apply the chemicals you need to read instructions and calculate. If you have had a primary education, stay where you are. If you have had a secondary education, move one step forward.</p> <p><b>Situation 2:</b> An agricultural research institute promotes new planting techniques that improve productivity but at the same time require additional labor. If you have an off-farm income big enough to employ temporary labor, move two steps forward. If you have at least three children over 10 years old in your household, move one step forward.</p>

<sup>1</sup> Fischer, G., Wittich, S. and Fründt, S. 2019. Gender analysis in farming systems and action research: A training manual. Ibadan, Nigeria: IITA. <https://cgspace.cgiar.org/handle/10568/100149>

<p>physical disadvantages. You have no particular relationship to the village chief</p> <p><b>Role 3:</b> You are a male farmer aged 50-55 years. You are the head of your household and have a wife and three children (14, 16 and 17 years old) who help you on the farm. You are physically strong and apply manual methods to cultivate your land with the aid of your domestic labor force. You have no additional income apart from farming. You have been to secondary school. You have no particular connection with the village chief</p> <p><b>Role 4:</b> You are a male farmer aged 25-30 years. You are a single man (no wife or children, automatically household head), physically strong, and earn a marginal income as a temporary laborer (not enough to employ temporary labor on your own farm). You have had primary education. You have no special relationship to the village chief.</p> <p><b>Role 5:</b> You are a female farmer aged 40-50 years. As a widow, you are the head of your household and have three adult children. You are physically strong and hold a secondary school degree. Your close relation to the village chief ensures access to a fertile piece of land. You gain a decent income from farming.</p>	<p>These children will help you to do the work. If you have neither off-farm income nor three children over 10 years old, stay where you are</p> <p><b>Situation 3:</b> Your extension officer is an elderly and very experienced man. He likes to exchange views on agricultural practices with farmers of his own age and mindset. Younger farmers feel shy in his presence and rarely ask questions. If you are under 35, stay where you are. If you are aged between 35 and 50, move one step forward. If you are over 50, move two steps forward.</p> <p><b>Situation 4:</b> A field day is planned in a village three kilometers away. You would like to participate. If you are a woman with children under 10, you have to take care of the children and cannot participate. Therefore, please stay where you are. If you have a physical disability, please move one step backward. In all other cases, please move one step forward.</p> <p><b>Situation 5:</b> In your community, agricultural land is allocated through the chief. The most fertile land is often allocated to the chief's closest relatives. If you are closely related to the chief, take two steps forward. If you are distantly related to the chief, take one step forward. If your card does not mention any relation with the chief, move one step backward.</p>
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Figure 4: Left picture shows participants standing on a straight line in preparation of the intersectionality role play while right picture shows the end positions based on the one step forward and backward exercise. (Photo credit: R. Bumwe/IITA)

Thereafter, the facilitator guided participants through the standard definition of intersectionality. The session also featured the presentation of the coin model of privilege and oppression, elucidating the principles that underpin intersectionality. The facilitator detailed how to apply the intersectionality lens in the implementation of the AID-I GLR project.

## Module 2: Gender analysis in agricultural research and development work

The facilitator highlighted the term ‘gender analysis in agricultural research’ where she asked the participants to define what this term meant. Thereafter, she elucidated that ‘gender analysis is the process that unveils the diverse roles and relationships of women, men, girls, and boys in the family, community, and within

economic, legal, and political structures'. This goes beyond cataloguing differences and identifies inequities and assesses power relationships between women and men. It also helps frame questions about women and men's roles and relations to challenge OUR assumptions about who does what, when, where, how and why; while also helps us to formulate development interventions that are better targeted leading to outcomes and eventual impact.

Example of key guiding questions in gender analysis were highlighted as provided in text box below:

#### **Key gender analysis questions**

1. Who does what? How? Where? When? Why? (**Labour**)
2. Who uses what? How? Where? When? Why? (**Access**)
3. Who controls what? How? Where? When? Why? (**Decision-making and control = power**)
4. Who knows what? How? Where? When? Why? (**Information = power**)
5. Who benefits from what? How? Where? When? Why? (**benefit-sharing**)
6. Who is included in what? How? Where? When? Why? (**participation**)

Source: March et al., (1999). A Guide to Gender- Analysis Frameworks. Available at <https://policy-practice.oxfam.org/resources/a-guide-to-gender-analysis-frameworks-115397/>

The main issues in gender analysis, its constituent parts, and related issues regarding the division of labor between women and men in agriculture, as well as the analysis of gendered access to and control over agricultural resources were covered.

#### **Analysis of gendered division of labour and access to and control over agricultural resources**

The facilitator emphasized that agricultural tasks vary between women and men depending on: availability of resources; who is responsible for making decisions; how decisions are made; and the goals of the tasks. Thus, understanding the division of labour helps to:

- Determine the targets of information and technologies.
- Understand the gendered nature of daily and seasonal workloads.

She noted that access refers to permission to use a specific resource while control refers to the ability to decide: (i) who land is allocated to; (ii) what is produced on it; (iii) who can sell or trade the land.

Notably, women and men in the same household do make different decisions that may contradict each other on the basis of: (i) who decides which crops to plant; (ii) who gets the income and from which crops; (iii) who goes to training workshops; (iv) who has access to technology among others. Therefore, analyzing the gendered access and control over resources helps with:

- ✚ Establishing targets for new technologies and approaches.
- ✚ Preventing the unintentional distribution of technologies for example by putting new technologies in the hands of people who will never use it.

The facilitator highlighted some of the common tools used in gender analysis which included focus group discussions, individual in-depth interviews, key informant interviews, socio-economic activity profiles, value chain group interviews, daily activity clocks, Venn diagrams, calendars of seasonal activities, and community resource maps among others. Participants brainstormed about ways of promoting social inclusion such as planning meetings at the right time and place while keeping in mind that compared to men, women play three different gender roles namely productive, reproductive and community roles which renders them time poor.

## Day 2 | Tuesday 26<sup>th</sup> September 2023

### Recap of day one training

This session was led by Ms. Florida Mutamuriza, who asked participants to share the learnings from the previous day. The facilitator made a ball from waste papers where all participants were asked to catch the ball if thrown directly to them, then share in turn what they had learned and understood from the first day's training. This was summarized on a flipchart as shown in the pictures below:

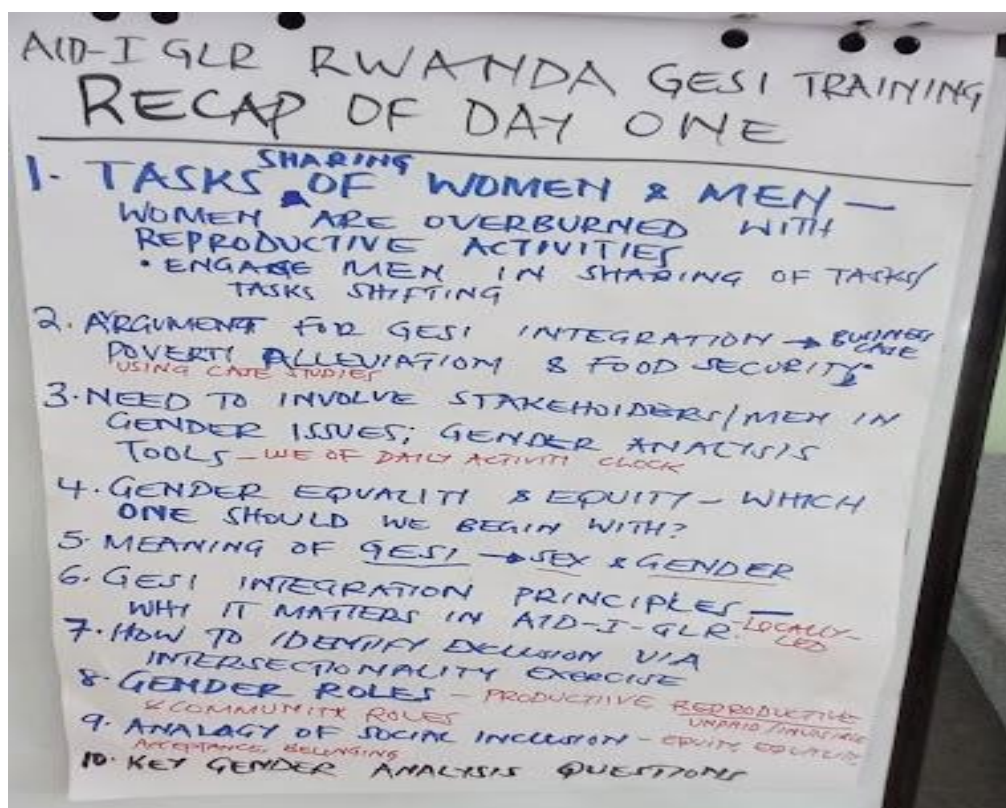


Figure 5: Summary of the recap for day training workshop (Photo credit: M. Liani/IITA)

### Module 3: GESI integration in AID-I GLR work

The facilitator emphasized the significance of GESI considerations in the scaling of agricultural innovations. She reiterated that this aspiration aligns with the USAID Global Food Security Strategy roadmap towards a better future, which prioritizes reducing global poverty, hunger, and malnutrition, addressing climate change, and mitigating rising inequality through the Feed the Future Global Hunger and Food-Security Initiative (USAID, 2022). Henceforth, USAID places significant emphasis on equality and inclusion, with a specific focus on fostering inclusive agricultural-led economic growth that empowers women, girls, youth, and marginalized communities. This realization is seen as achievable through the inclusive scaling of agricultural innovations to communities affected in AID-I GLR.

Thereafter, the facilitator presented three sets of arguments based on social justice, poverty alleviation and food security and business case while outlining the importance of gender considerations in scaling up agricultural innovations through use of case study examples adopted from KIT et al. (2012)<sup>2</sup> as tabulated below:

<sup>2</sup> KIT, Agri-ProFocus and IIRR (2012). Challenging chains to change: Gender equity in agricultural value chain development. KIT Publishers, Royal Tropical Institute, Amsterdam.

Table 2: Examples of business case, social justice, poverty reduction and food security arguments (KIT et al., 2012)

Case example on social justice	Case example on poverty alleviation and food security	Case example of business case argument
<p>Constance is a widow in Rwanda. Women do not have full rights to land ownership in this country; they depend on their husbands or other male family members for land. Since her husband died, Constance has been able to grow food only in a tiny garden behind her house. She sells what she can at the market, and then buys cassava (which is cheap) to feed her children. Without the right to own land, Constance cannot earn enough to lift herself and her family out of poverty.</p> <p><b>Human rights translate differently for women and men</b></p>	<p>Juliette is a farmer in Gitega, Burundi. She is responsible for taking care of the livestock and subsistence crops around the homestead. A government initiative was set up in her region to enhance the agro-pastoralist livelihoods of farmers in the province. However, although the project focused on the work that is done mainly by women (taking care of pigs, chickens and subsistence crops), men received the training and services. As a result, the household economies and food security have not improved in the province, and Juliette and her family have not reaped any benefits.</p> <p><b>Fighting poverty is hard if you're (gender) blind</b></p>	<p>Zawadi does all kinds of work on her farm. Recently her husband, Jean, joined a group of farmers and received training on post-harvest practices. Jean has passed this knowledge on to his wife. Zawadi is trying to apply what she has learned. She knows that it helps her to produce better-quality maize, for which the farmer organization is willing to pay a better price. But Zawadi cannot cope. The new practices are very labour-intensive. She has no money to pay for them and has no access to any type of credit. So she has stopped investing in producing high-quality maize and has gone back to selling her maize at a low price to traders.</p> <p><b>Gender inequity is a missed business opportunity... Serving women is good for business and the economy</b></p>

### Scaling processes and dimensions to inclusive scaling of agricultural innovations

The facilitator introduced the concept of ‘scaling’ noting that it refers to the use of an innovation outside its original design team (Sartas et al., 2020)<sup>3</sup> with the goal of using an innovation to create a positive social benefit or outcome (McGuire et al., 2022)<sup>4</sup>. Such outcomes might include ‘increased farmers’ income’ or ‘increased good agronomic practices’ which could be achieved through iterative process that is bound to change continuously based on the context. She highlighted the typology of three approaches to scaling for systemic impact which underscores the complexities and complementary nature of the strategies involved in advancing change (Moore et al., 2015)<sup>5</sup> as presented in Figure 6 below:

<sup>3</sup> Sartas, M., Schut, M., Proietti, C., Thiele, G., & Leeuwis, C. (2020). Scaling Readiness: Science and practice of an approach to enhance impact of research for development. *Agricultural Systems*, 183(102874), 1–12. <https://doi.org/10.1016/j.agsy.2020.102874>

<sup>4</sup> McGuire, E., Rietveld, A. M., Crump, A., & Leeuwis, C. (2022). Anticipating gender impacts in scaling innovations for agriculture: Insights from the literature. *World Development Perspectives*, 25(100386), 1–10. <https://doi.org/10.1016/j.wdp.2021.100386>

<sup>5</sup> Moore, M., Riddell, D., & Vocisano, D. (2015). Scaling Out, Scaling Up, Scaling Deep: Strategies of Non-profits in Advancing Systemic Social Innovation. *The Journal of Corporate Citizenship*, 58, 67–84.



Figure 6: Dimensions of inclusive innovation of agricultural innovations (Photo credit: M.Liani /IITA)

She noted that ‘*scaling out*’ refers to reaching a larger number of people (women, men, young people and other social groups) through the multiplication, dissemination and popularization of innovations; ‘*scaling deep*’ refers to approaches that leads to a change in mindset, values and cultural practices regarding the use of innovations through capacity building and awareness raising; while ‘*scaling up*’ depicts changing institutional conditions (policies, strategic partnerships, value chain development) to enable effective scaling.

### GESI Approaches to Inclusive Scaling of Innovations

The facilitator highlighted that in order to achieve the two overarching AID-I GLR objectives, the integration of GESI considerations is guided by two approaches namely the: (i) [GenderUp methodology](#)<sup>6</sup> for gender-responsible scaling with an intersectionality lens among intended beneficiaries; and (ii) Reach-Benefit-Empower framework developed by Johnson et al., (2018)<sup>7</sup>.

#### GenderUp Methodology

The facilitator introduced the GenderUp methodology which is a conversational method for gender-responsive scaling. In her explanations, she was able to show how this approach goes from identifying diversity and intersectionality among the intended users of the innovation from a social and gender perspective, to creating a scaling-up strategy or plan that anticipates unintended negative consequences for specific social categories and allows for mitigating them appropriately, while seizing opportunities.

She highlighted that when designing a scaling strategy, the core innovations usually account for 10%, while 90% is comprised of complementary non-technological innovations. She reiterated that complementary innovations are developed before and during the scaling-up process to ensure different social groups of people can successfully use and benefit from the core innovation introduced. She provided an example of scaling a new livestock vaccine, the core innovation, which also requires complementary innovations such as (i) new vaccine

<sup>6</sup> [genderup \(ucdavis.edu\)](http://genderup.ucdavis.edu)

<sup>7</sup> Johnson, N., Balagamwala, M., Pinksta, C., Theis, S., Meinzen-Dick, R., & Quisumbing, A. 2018. How do agricultural development projects empower women? Linking strategies with expected outcomes. *Journal of Gender, Agriculture and Food Security*, 3(2), 1–19. doi: 10.19268/JGAFS.322018.1

dosage and application practices; (ii) certification from vaccine control agencies; (iii) establishing or improving vaccine delivery systems; and (iv) education about vaccine characteristics and use (Sartas et al., 2020) to enable its successful adoption by farmers.

Thereafter, the facilitator defined and explained the five key steps in applying GenderUp, namely (1) defining the innovation and ambition of the scaling-up, (2) exploring the relevant dimensions of diversity and social inclusion, (3) understanding the implications of intersectionality, (4) mitigating the consequences and embracing the opportunities, and finally (5) integrating GenderUp into project management. Subsequently, participants were divided into four groups, tasked to discuss and devise inclusive scaling strategies with each group working on one core innovation namely, whole maize four, orange fleshed sweet potatoes, potatoes and beans. They were given 45 minutes for group discussions and documentation on flipcharts, which they then shared in a plenary session and summarized in the Table 3 below. The picture below shows a participant presenting the group work results to the plenary during a gallery walk.



Figure 7: Presentation of group work results for inclusive scaling strategy for orange fleshed sweet potatoes during a gallery walk (Photo credit: R. Bumwe/IITA)



Table 3: Summary of group work presentations on application of GenderUp methodology towards inclusive innovation scaling strategies

Groups	Core innovation	Complementary Innovation	Type of beneficiaries	Who is missing/why	How could they be integrated	Unintended negative consequences	How to mitigate	Who should act	Work plan
I	Fortified Whole Maize flour	Use of Farmer promoters to distribute nutritious foods	All family members above 6 months old	Including persons with disability in sensitization events		-Resistance to change	-SBCC campaigns	Tubura/IAF staff	-Distribution: October 2023
		Mobilization involving community influencers		- Residents who are far away from the target shops/kiosks as there is only one shop per community		-Expiry of products before consumption because of a shorter shelf life	-Using small packages (5kg and less) for ease of carrying and use prior to expiry date.	Media houses that will be used in the SBCC campaign	-SBCC campaign: October 2023 -Aggregation of grains in Feb 2024
II	Orange fleshed sweet potato (OFSP)	-use of lime -savings groups (SILC) -nutrition village school (VNS) -use of BIATs (Bio-Intensive Agriculture Technics)	-HHs with Malnourished children -poor HHs (HHs with low income) -HHs with PWDs	-HHs with middle and high income -Youth (non-educated and student at school) -majority of men	-linkage of HHs middle income with seed suppliers -mobilization of youth and school to adopt the innovation -Promote engagement on OFSP farming -promote father support Group in project activity	-climate change effect on OFSP production -scarcity of seeds of OFSP in some areas -Reluctance of some farmers to adopt the innovation	-capacity strengthening of farmers about C.C. management -mobilize seed multipliers in OFSP value chain -Organize awareness campaign for farmers on OFSP	-development partners -local partners -local government -government extension services -seed multipliers  Researchers (institutions)	-set up the targets -reflect on all stakeholders/partners -timeframe -source of funds -set up the implementing strategies -GESI -Reflect on innovation  -Set up the target groups (criteria) -reflect on indicators -organize planning sessions and M/E sessions Innovation Scaling Strategies - Use of community demonstration plots - Use of field days - Farmer mobilization through participants groups (SILC, UNS, MASS CAMPAIGNS) -Collaboration with private seed multipliers and suppliers in seeds distribution

									-Reinforce financial ability of farmers (linkage of saving groups with MFLs)
III	Potatoes	1.seeds selection 2.training multipliers 3.availability of seeds 4.financial institution (collaboration)	-men -women -youth -women and men with disabilities	lactating mothers and pregnant -person with multiple disabilities Why? -you may lack breast feeding ROOM/TIME -Lack of a special training	-establishment of breastfeeding rooms -recruitment of special trainers	-climate change -pest and diseases -resistance to change	irrigation system -anti-erosion system -scaling strategies	-Farmers -project staff -local leaders	Activities 1.Seed selection S. Objectives / Goals 1. Good variety 2. Locally available 3. Affordable cost 4. High Productivity  Strategies -TRI -Seed testing and piloting -Seed certification Promotion Campaign -Awareness campaign Unintended -Negative perception on the seed Mitigation strategies -SBCD
IV	High iron beans	- RAB - Financial institutions -Local Government - Farmer promotes - seeds multipliers	-Women -Men -PWD -Youth with land	-Multiple disability -People with no land	Solidarity groups	-some participants who refuse to join the groups -climate changes for the new variety	-Mobilization to participants -Collaboration with all stakeholders included	-Government institution - Existing agriculture platforms	- Conducting training of government officials, FPs, Group leaders - requesting funds Activity 1: conducting training Training of government officials and stakeholders Activity 2: Mobilization campaign on the importance of HIB Activity 3: Seed distribution Activity 4: Follow up and monitoring of seed distribution to the participants

### Reach-Benefit-Empower Framework

The facilitator reiterated that the GESI activities of the AID-I GLR are also guided by the Reach-Benefit-Empower (RBE) framework developed by Johnson et al. (2018)<sup>8</sup>. She noted that although the Interagency Gender Working Group (IGWG) Gender Integration Continuum (see Figure 8 below) is the most commonly used framework to integrate gender aspects in projects [with distinction between gender-blind, gender-responsive, and gender-transformative approaches] - when used on its own, it does not offer much insight into what changes are intended, how they are expected to be achieved, or how these changes are being measured (Johnson et al., 2018).

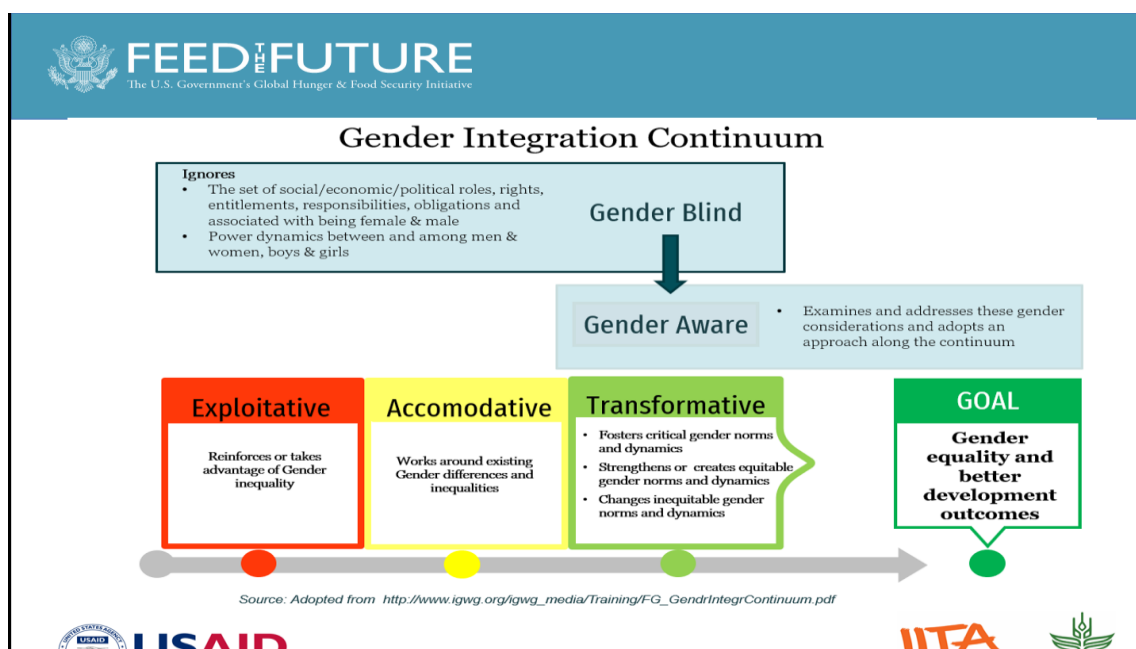


Figure 8: Interagency Gender Working Group Gender Integration Continuum

Based on this shortcoming, Johnson et al. (2018) have argued that clarifying the gender approach requires looking beyond the stated objective to set of activities based on the holistic strategy /implementation plan that measure its outcomes/indicators on how it's reaching, benefiting and empowering women [and youth] through the RBE framework as presented in Figure 9 below:

<sup>8</sup> Johnson, N., Balagamwala, M., Pinksta, C., Theis, S., Meinzen-Dick, R., & Quisumbing, A. 2018. How do agricultural development projects empower women? Linking strategies with expected outcomes. *Journal of Gender, Agriculture and Food Security*, 3(2), 1–19. doi: 10.19268/JGAFS.322018.1

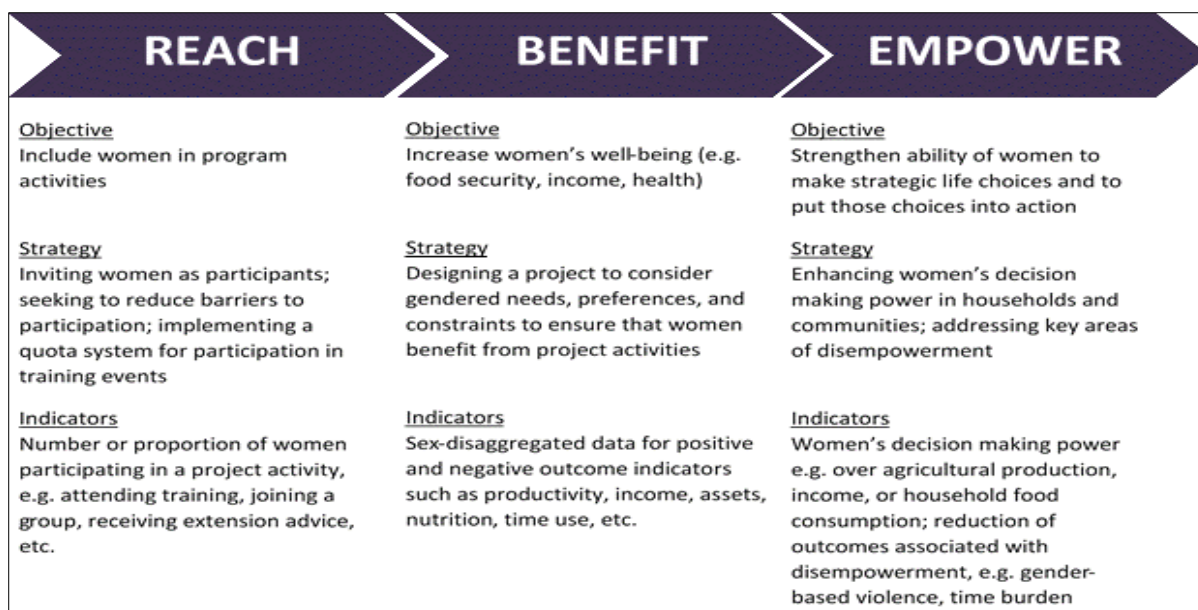


Figure 9: The Reach-Benefit-Empower Framework by Johnson et al. (2018)

The facilitator further expounded on the three dimensions of RBE as follows:

**Reaching women and youth:** Such an approach focuses on engaging women and youth in project activities while tracking their progress in terms of participation. For example, measuring the number of women and youth who attend meetings or receive trainings; percent of women and youth supported by the project; or percent/number of women and youth with access to extension or other services provided by the project. To ensure that women and youth participate, efforts are often made to identify and alleviate gender-based constraints to participation – such as changing the time or place of meetings, forming women-only groups, or hiring women staff in the implementing organization or as lead farmers or extension agents. Measuring reach is generally the easiest and cheapest as it is based on counting the numbers of women, men and youth who attend project-sponsored events or use project services.

**Benefitting women and youth:** A strategy that is aimed at benefitting women and youth requires that the project design, implementation and evaluation be focused on ensuring that whatever outcomes the project is seeking i.e. reduced malnutrition, increased productivity, increased income, increased resilience are captured by women and youth. This requires going beyond reaching them to ensure that the project interventions will deliver benefits that women and youth themselves value. For example, if a project reaches 100 women with training, benefit is assessed on whether the information is useful to the women. Targeting the “household” without differentiating between women’s and men’s differential ability to participate in and benefit from the project may make it harder for women benefit. Notably the project could aim to target female-headed households as well as male headed household, without missing the majority of women who live in households with men. Projects that do not collect sex-disaggregated and social differentiated outcome data will be unable to demonstrate benefits.

**Empowering women and youth:** This involves strengthening their ability to make strategic life choices and to put those into action. Empowerment indicators produces outcomes that are inherently empowering e.g. women’s agency; degree of control over income; participation in joint decision making; changing attitudes towards gender-based violence among others. This may be targeted to the community, particularly to influential community members, rather than to individual women. Notably, such outcomes can be inherently disempowering e.g., increased gender- based violence, and drudgery/ time burden as demonstrated through the use of GenderUp methodology. Approaches that “Empower” women and youth could focus for instance on addressing mobility constraints, collateral requirements that prevent women from accessing financial products, credit and other services.

The facilitator noted that Johnson et al.'s (2018) RBE framework has been extended to include the 'Transform' component aimed at creating an enabling environment to change gender norms by addressing structural and institutional barriers as well as working with men and power holders as champions of positive change (see Kleiber et al., 2019). Arguably, if a project is aiming to fully integrate GESI considerations, it must include the 'Transform' component. Such an approach requires longer-term realistic timeframes with budgetary commitments on the part of donors to facilitate deeper level social change interventions while tracking progress on changes. Unfortunately, this does not fit well within the AID-I GLR which is a two-year project, thus the main focus is on the RBE approaches.

#### Module 4: Good Practices for Integrating GESI Lens in AID-I GLR project cycle

Using examples from the FTF Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project (See McNamara and Harris-Coble, 2018)<sup>9</sup>, the facilitator provided some best practices for integrating GESI in AID-I GLR project cycle which included:

- 1) Increasing the participation and representation of women and youth through the use of set quotas. She pointed out that the common GESI strategy used by AID-I scaling partners, who have set it at 60%, with 40% and 20% representation of women and youth, respectively, is affirmative action through the use of participation quotas for women and youth.
- 2) Working with influential community power gatekeepers is essential. Community leaders can positively change attitudes associated with gender-based violence through social marketing techniques such as radio programs for push-back on men's reactions to shifting norms and traditions about women's roles and practices.
- 3) Need to address women's time poverty. Lack of recognition of women's time poverty considering their triple gender roles may result to women's limited or lack of engagement in the project thus unable to achieve the project's set objectives. Projects that do not consider the value of time vis-à-vis socially prescribed gender roles may end up neither benefiting nor empowering women.
- 4) Monitoring, Evaluation and Learning of impact on GESI related activities is paramount. Measuring the project outcome and impact of GESI related activities requires data disaggregated by gender and other social identities. This requires GESI specific indicators and routine data collection of gender, age, and other related social identifiers to enable data disaggregation which helps document successes and gaps in GESI activities and to adjust project activities if the impacts are not what they expected. The facilitator highlighted that it is imperative to track the impact of activities to 'Reach', 'Benefit' and 'Empower' specific groups (i.e. women, youth) through the collection of data disaggregated by gender and other identities. A GESI-responsive MEL plan that collects disaggregated data with different social markers i.e. gender, age group, and type of household headship among others has been developed.

#### Analysis of pre and post-test assessments

Twenty-six participants completed the pre-test, while twenty participants completed the post-test assessments. We computed and analyzed the results for the 20 participants who completed both the pre and post-test assessments. In the pre-test, the average score was 31%, ranging from the lowest score of 5% to the highest score of 55%. Conversely, results from the post-test indicated that the lowest and highest scores were 20% and 80%, respectively, with an average score of 58%.

Upon further analysis of the score differences between the pre and post-tests, it was observed that the most improved participants were four individuals. They started with scores ranging from 10% to 20% in the pre-test and achieved scores between 70% and 80% in the post-test. In recognition of their outstanding improvement, these participants were later awarded a gift as a token of appreciation for their exemplar performance.

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<sup>9</sup> [https://ingenaes.illinois.edu/wp-content/uploads/ING-TN-2018\\_06-Gender-Equity-and-Social-Inclusion-GESI-Strategies-Nepal-Harris-Coble-1.pdf](https://ingenaes.illinois.edu/wp-content/uploads/ING-TN-2018_06-Gender-Equity-and-Social-Inclusion-GESI-Strategies-Nepal-Harris-Coble-1.pdf)

## Award of training certificates and closing remarks

The training ended with Ms. Fabiola Ndaguyimana, AID-I GLR Project Manager for CRS, presenting certificates of attendance to all participants. In her closing remarks, she highlighted the CRS mission of serving the poor and vulnerable groups in the society through fostering gender equity and social justice, as embodied in CRS social and moral acts. ‘We should deliver on AID-I GLR project objectives by making sure that our actions are effective in alleviating human suffering, removing root causes of gender inequality and empowering the women, youth and other disadvantaged people in the society to enable them to achieve their full potential’, she said. She concluded by congratulating all the participants for their active engagement in the training and receipt of training certificates.



Figure 10: Sample photos showing the award of training certificates to a female and male trainee (Photo credit: R. Bumwe/IITA)

## Training evaluation

Following the completion of the GESI training, participants were requested to provide feedback through a training evaluation form. This form included inquiries about their prior experience with gender training courses and their assessment of the organization of the current course. Ratings were assigned on a five-point Likert scale: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree. The aspects assessed included:

1. Objectives and expectations
2. Relevance of the content to their work needs
3. Adequacy of new information and knowledge
4. Recommendation of the training to other staff in similar positions
5. Facilitators' knowledge about the topics
6. Willingness to participate in a similar workshop in the future
7. Sufficiency of the training duration

Participants were then prompted to indicate the main messages they intended to take away from the workshop, express areas they did not fully comprehend, and provide recommendations for enhancing future gender workshops. The analysis showed that 20 participants (6 women and men) out of 32 (13 women and 19 men) completed the evaluation forms. Only seven (1 woman and 6 men) have ever attended gender training before and were mainly from CRS. The results show that most participants strongly agreed that the facilitators were

knowledgeable about the GESI topics and thus would like to attend similar trainings in future, as well recommend the training to their colleagues in their institutions. This was followed by the majority of participants who agreed that the training objectives and expectations were met, with amount of new information termed as good while noting that the length of the training was good as presented in Figure 11 below.

Figure 11: Participants' ratings of the gender training workshop (n=20)

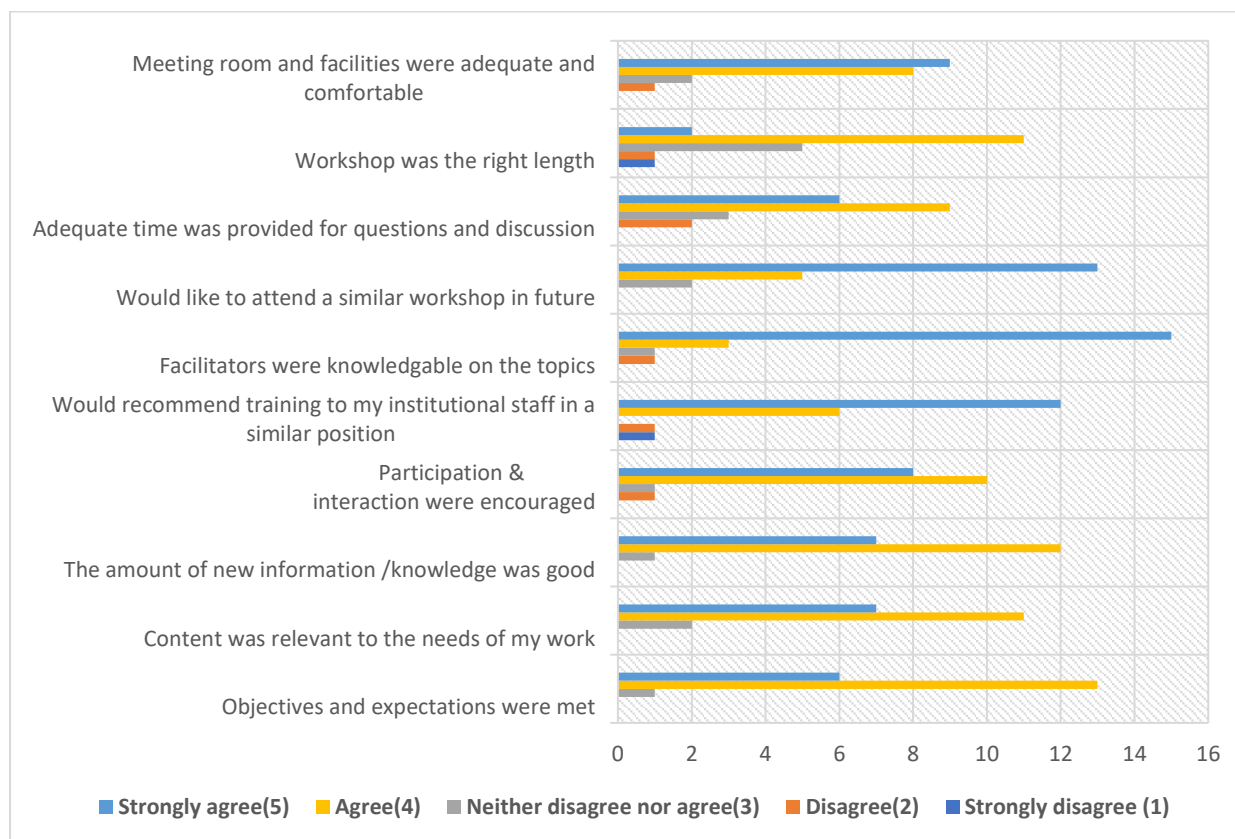


Table 4: Summary of participants' take home messages, what they did not understand and recommendations for improvement of future gender workshops

- Participants' take home messages from the training workshop**
- People with disabilities, youth, women should be consider, take care of them in our daily activities (1)
  - To conduct gender analysis in our project (1)
  - Play a role model for gender equity (1)
  - Mindset change as a social cost (1)
  - Dimensions of inclusive innovations scaling (1)
  - Meaning of GESI, GESI principle, continuum of gender integration, and how we can make sure that it is integrated into AID-I project (2)
  - GESI integration is required in all community-based projects for inclusion purposes (1)
  - Need to integrate gender up actions and gender scaling actions in our projects (1)
  - GESI meaning, differentiating gender equity and equality, types of gender roles, integration of gender in the implementation of project (2)
  - Including GESI in all our activities that link us with stakeholders whether in training, meetings etc (1)
  - Even women can participate in income generating activities, and take decisions together with his husband (1)
  - Provide knowledge on GESI to or volunteers and groups members to promote gender equality and equity within social inclusion (1)
  - Gained knowledge that I'm able to teach others (1)
  - Activities are being implemented to empower women and youth farmers (1)

- Points to emphasis on during project preparation (1)
- Continue learn about GESI and integrate it in our work (1)

#### **What participants did not understand well**

- GESI concept and its intervention in agriculture (1)
- How to integrate practically GESI in ongoing projects/ programs (1)
- Gender integration arguments (1)
- Where gender officers at district level should use this (1)
- Increase the time for training, increase trainings, increase practices (1)
- GESI work plan (1)
- Principles of GESI (1)
- Strategies for youth empowerment under AID-I GLR (1)
- Gender mainstreaming (1)
- A gender transformative research (1)
- Difference between gender equality and equity, difference between gender and sex (2)
- Due to insufficient knowledge of English, the following terms seem to be abstract from: Scaling up, Scaling out, and scaling deep and its applications (2) and Gender up / gender responsible scaling (1)

#### **Recommendations for improvement of future gender workshops**

- Next time, the training should be organized at least for 4 days in order to discuss more on the topics and summarize the content and prepare questions for group discussion (8)
- Use participatory method (1)
- Attempt to train in local language by considering a more inclusive environment, and provision of handouts to the participants in their mother tongue for clear understanding (4)
- Before end of Year 1, there is a need to conduct a similar course for project managers to facilitate activity plans (1)

## Annexes

### Annex 1: List of participants

#	Name		District	Organization	Position	Date	Gender	age
1	Muriel	Byukusenge	Rwamagana	CRS	E.S & FS Specialist	25/26-09-2023	M	30+
2	Oreste	Harindintwari	Rwamagana	AEE / CRS IP	ES&FS Officer	25/26-09-2023	M	30+
3	Leoncie	Mukamana	Kayonza	YWCA /CRS IP	ES&FS Officer	25/26-09-2023	F	30+
4	Jean Baptiste	Ntakirutimana	Ngoma	YWCA / CRS IP	ES&FS Officer	25/26-09-2023	M	30+
5	Jean de Dieu	HABIYAREMY E	Nyabihu	CRS	E.S & FS Specialist	25/26-09-2023	M	30+
6	Aime Bruno	NIYIGENA	Nyabihu	Caritas Rwanda /CRS IP	ES&FS Officer	25/26-09-2023	M	30+
7	Pacifique	CYUBAHIRO	Burera	Caritas Rwanda / CRS IP	ES&FS Officer	25/26-09-2023	M	15-29
8	Jean Marie Vianney	RUHAMANYA	Rulindo	Caritas Rwanda /CRS IP	ES&FS Officer	25/26-09-2023	M	30+
9	Narcisse	TUYISENGE	Nyamasheke	CRS	E.S & FS Specialist	25/26-09-2023	M	30+



10	Jacque Festo	Mwiseneza	Nyamasheke	DUHAMIC / CRS IP	ES&FS Officer	25/26-09-2023	M	30+
11	Marie Louise	Mukeshimana	Ngoma	CRS	E.S & FS Specialist	25/26-09-2023	F	30+
12	Leonard	Ndayisaba	Nyabihu	CRS IP / Caritas Rwanda	MEAL Officer	25/26-09-2023	M	30+
13	Jackie	Dusabe	Rwamagana	CRS IP / AEE	MEAL Officer	25/26-09-2023	F	30+
14	Magnifique	Nyinawabazigaba	Nyamasheke	CRS IP /DUHAMIC	MEAL Officer	25/26-09-2023	F	30+
15	Aline	Umuhiza	Kigali	CRS	AID-I GLR Project Officer	25/26-09-2023	F	30+
16	James	Haganza	Kigali	CRS	MEAL Manager	25/26-09-2023	M	30+
17	Florida	Mutamuriza	Kigali	CRS	Gender Mainstreaming Advisor	25/26-09-2023	F	30+
18	Zacharie	Manirarora	Kigali	CRS	Agriculture and Food Security Advisor	25/26-09-2023	M	30+
19	Rutagengwa	Jean Bosco	Ngoma	District	Gender Mainstreaming Officer	25/26-09-2023	M	30+
20	Ingabire	Francoise	Rwamagana	District	Gender Mainstreaming Officer	25/26-09-2023	F	30+
21	Uwurukundo	Monique	Nyabihu	District	Gender Mainstreaming Officer	25/26-09-2023	F	30+
22	Ntibiramira	Jean Pierre	Rulindo	District	Gender Mainstreaming Officer	25/26-09-2023	M	30+
23	Uwizeye	Gisele	Kayanza	District	Gender Mainstreaming Officer	25/26-09-2023	F	30+
24	Uwamwiza	Catherine	Burera	District	Gender Mainstreaming Officer	25/26-09-2023	F	30+
25	Joachim	Kabanda	Nyamasheke	District	District Gender Mainstreaming Officer	25/26-09-2023	M	30+
26	Jean De La Croix	Imbabazi	Nyabihu	CRS	Cluster Gender Focal Person	25/26-09-2023	M	30+
27	Eric	Ntwari	Ngoma	CRS IP / Humanity Inclusion	Cluster Gender Focal Person	25/26-09-2023	M	30+
28	Alice	Mukarugwiza	Kigali	OAF	Market Access Senior Coordinator	25/26-09-2023	F	30+

29	Moses	Ndayisenga	Kigali	OAF	Market Access Senior Associate	25/26-09-2023	M	30+
30	Fidele	Nizeyimana	Kigali	AGRA	APO seed systems	25/26-09-2023	M	30+
31	Ritha	Bumwe	Kigali	IITA	Communication officer	25/26-09-2023	F	30+
32	Marie Francine	Uwera	Kigali	IITA	MEL officer	25/26-09-2023	F	30+
33	Abdou Matieyedou	Konlambigue	Kigali	IITA	CM	25/26-09-2023	M	30+
34	Patrice	Hakizimana	Kigali	USAID	Agriculture and Rural Development Specialist	25/26-09-2023	M	30+
35	Millicent	Liani	Dar es Salaam	IITA	Gender Specialist	25/26-09-2023	F	30+

## Annex 2: Schedule for the GESI training workshop

Time	Activity	Responsible person
<b>Day 1 Monday 25<sup>th</sup> September 2023</b>		
8.00 - 8.30 am	Arrival and Registration	Francine Uwera Madjaliwa Nzamwita
8.30- 8.45 am	Welcome and opening remarks	USAID Mission Representative Abdou Konlambigue
8.45 - 9.15 am	Introductions, participants' expectations	Millicent Liani Florida Mutamuriza
9.15 – 9.30 am	Pre-training assessment	Millicent Liani Florida Mutamuriza Francine Uwera
9.30 - 9.35 am	Setting the frame – Training objectives	Millicent Liani
9.35 -10.30 am	Introduction to GESI fundamentals and concepts	Millicent Liani Florida Mutamuriza
10.30 – 11.10 am	Group Photograph and Tea/coffee break	Ritha Bumwe
11.10 – 11.40 pm	USAID AID-I GLR GESI Principles	Millicent Liani
11.40 - 1.00 pm	Understanding intersectionality through role plays	Millicent Liani Florida Mutamuriza
1.00 – 2.00 pm	Lunch break	All
2.00 - 3.20 pm	Gender analysis in agricultural research	Florida Mutamuriza Millicent Liani
3.20 – 3.50 pm	Why GESI matters in the scaling of agricultural innovations	Millicent Liani
3.50 - 4.00 pm	Tea/coffee break	All
4.00– 4.25 pm	Set of arguments for GESI integration in agriculture	Florida Mutamuriza
4.25 - 4.30 pm	Wrap up of day one	Millicent Liani
<b>Day 2 Tuesday 26<sup>th</sup> September 2023</b>		
8.00 - 8.30 am	Arrival and Registration	Francine Uwera

		Madjaliwa Nzamwita
8.30 - 8.45 am	Recap of the first day	Florida Mutamuriza/All
8.45 - 9.00 am	Scaling processes and dimensions to inclusive scaling of agricultural innovations	Millicent Liani
9.00 – 10.30 am	Approaches to GESI integration in AID-I GLR: GenderUp Methodology	Millicent Liani
10.00 – 10.30 am	Tea/coffee break	All
10.30 – 12.00 pm	Group work and Plenary presentation on the application of GenderUp in AID-I GLR	Millicent Liani Florida Mutamuriza
12.00 – 1.00 pm	Approaches to GESI integration in AID-I GLR: Reach-Benefit-Empower Framework	Millicent Liani Florida Mutamuriza
1.00 – 2.00 pm	Lunch break	All
2.00 – 3.30 pm	Good Practices for Integrating GESI Lens in AID-I GLR Project Cycle	Millicent Liani Florida Mutamuriza
3.30 – 3.40 pm	Tea/coffee break	All
3.40 – 4.00 pm	Post-training assessment and evaluation	Millicent Liani Florida Mutamuriza Francine Uwera
4.00 - 4.25 pm	Award of certificates	USAID Mission Office Rep. Abdou Konlambigue
4.25 - 4.45 pm	Closing remarks	AGRA/CRS Country Directors

### Annex 3: GESI training evaluation form

#### AID-I GLR GESI Training workshop evaluation form

**Participant Name:** .....**Date:** .....

**Gender:** .....

**Age Range (tick one option):** Below 30 years old [ ]    Above 30 years old [ ]

**Institution/organization:** .....

**Designation/job title**.....

**Country** .....

**Email address**.....

**Phone number** .....

a) Have you ever attended any gender training before? Yes [ ] No [ ]

- If yes, which latest year did you attend the training? .....

- If yes, by which organization, and what was the content of the training?.....

b) On a scale of 1-5 provided below, how would you rate the training workshop as per the following components?

1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree

Component	Rating
1) The objectives and expectations were met	
2) The content was relevant to the needs of my work	
3) The amount of new information and knowledge was good	
4) Participation and interaction were encouraged	
5) Would recommend the training to my institutional staff in a similar position	
6) Facilitator/s were knowledgeable on the topics	
7) Would like to attend a similar workshop in future	
8) Adequate time was provided for questions and discussion	
9) Workshop was the right length	
10) The meeting room and facilities were adequate and comfortable	

- c) What is your key take-home message/s from the workshop?
- d) What is it that you didn't understand well?
- e) Please provide us with recommendations for improvement of future gender workshop