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# Gender Equality and Social Inclusion Considerations in AID-I Great Lakes Region

*Hotel Chez Lando, Kigali, Rwanda  
25<sup>th</sup> and 26<sup>th</sup> September 2023*



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# WELCOME AND OPENING REMARKS



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## INTRODUCTION OF PARTICIPANTS BY CARDS

- ❑ Each participant to be given a card to write down their name, where they work, and the role they play/designation. Ask them to write on the card:
  1. One main expectation of the gender training (PINK CARD)
  2. One thing you like about gender and gender research (GREEN CARD)
  3. One thing you do not like/ fear/ are uncomfortable with about gender research (YELLOW CARD)
- ❑ Each individual's card is to be passed to the second person on their right who then introduces the card they are holding to the plenary. This will be summarized at the end of the training workshop





## GROUND RULES AND NORMS DURING TRAINING

- 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
- Put phones on silent mode





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# PRE-TRAINING ASSESSMENT



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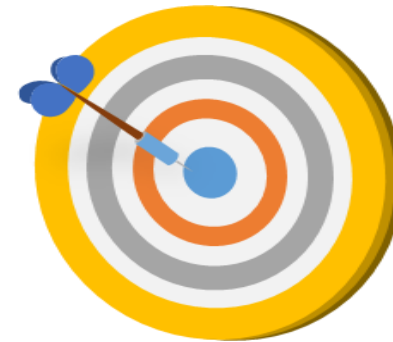
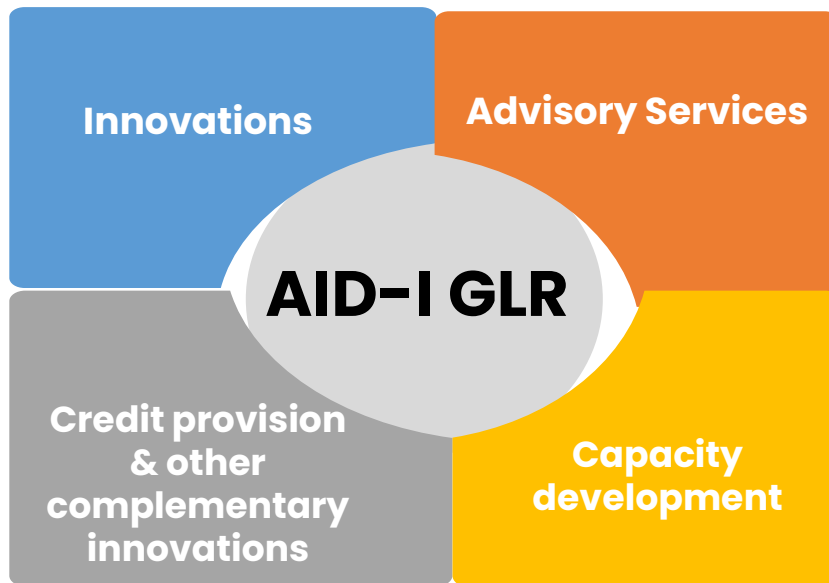


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## OVERARCHING GOAL OF AID-I GLR:

**To increase food and nutrition security in the region through the rapid adoption at scale of proven technologies and innovation developed mainly by the CGIAR and partners**



2 Years (2023 – 2024)

Beneficiaries: **1,210,000** households Indicators:

- Nr of individuals participating,
- Nr of individuals applying improved practices,
- Nr of hectares under improved practices,
- Yield of target crops





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## AID-I GLR SPECIFIC OBJECTIVES

- 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**.



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## GESI TRAINING OBJECTIVES

- 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.







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# Introduction to Gender Equality and Social Inclusion concepts and fundamentals



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## WHAT DO YOU SEE, SEX OR GENDER?



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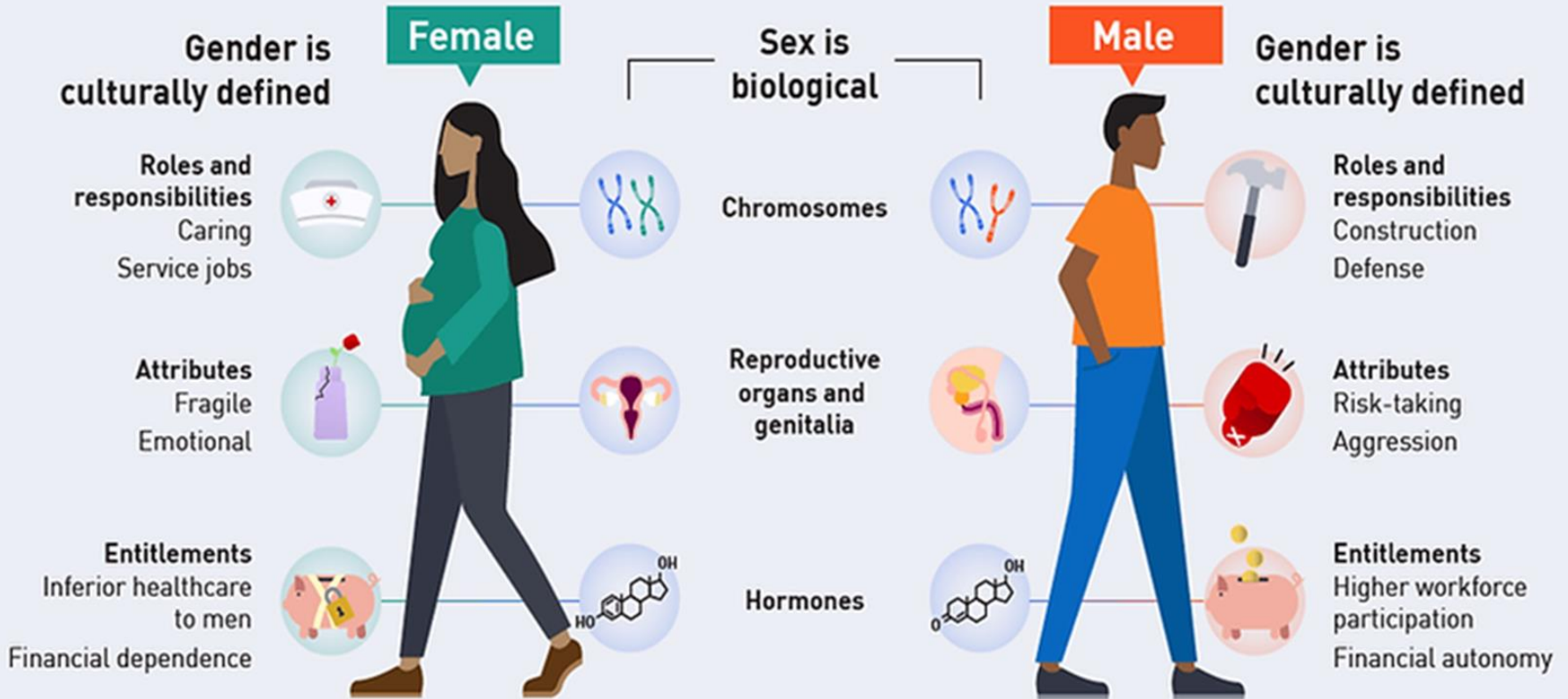
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## Sex vs Gender



THE LANCET

Source: Lancet Series on Gender Equality, Norms and Health. Paper 1, 2019



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## DICHOTOMY OF SEX VS. GENDER

SEX	GENDER
Biological	Socially-constructed
Born with	Not born with
Cannot be changed	Can be changed
Universal	Culturally unique and specific



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## GENDER DEFINITION SUMMARIZED AS:

- The socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for and **ascribe** to certain groups, category, individuals > men and women.
- Its execution/application is symbolized and driven by power relations that determine benefits, rights, privileges, and freedoms in a given society, community, or household etc.....

**GENDER** is conceptual, **ideological, fluid, context specific**, based on economic, cultural and socio-political constructions





## SO WHY THE FOCUS ON GENDER?

- ❑ **Gender' is a contentious subject** – confusion of sex vs. gender; no linguistic definition in many books.
- ❑ **Gender' is an emotional subject** – strikes at the heart of who we are...
- ❑ **Gender' is often classified as 'women's issues'** - This is wrong and it is important to dispel the misconception from the beginning.
- ❑ **Gender' is a serious issue** - It has far-reaching implications (poverty, underdevelopment etc).





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## USAID VIDEO CLIP ON GENDER 101

<https://www.usaid.gov/engendering-industries/gender-101-training>



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## GENDER ROLES AND RELATIONS

- Division of labour is roles and tasks assigned to W/M, G/B based on perceived characteristics and attributes, instead of ability and skills.
- W/G household and child-rearing responsibilities; M/B paid activities.
- In general, these different roles usually result in W/G having different and less access and control than M/B to resources and decision-making processes.
- Implications for life choices and opportunities.
- Gender relations are the often unequal power relations between W/G and M/B in a given society.







## TYPES OF GENDER ROLES - DIVISION OF LABOR

- **Reproductive roles**

- Care and maintenance of the household and its members (*bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, family health care*) in the private sphere.
- Seldom considered ‘real work’. Usually **unpaid**. Almost always the responsibility of girls and women

- **Productive role** – Public sphere, paid (Give examples?)

- **Community work** – Voluntary, unpaid (Give examples?)





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## THE LIE OF THE LAND



Agroforestry Today, Vol 1, No 2.



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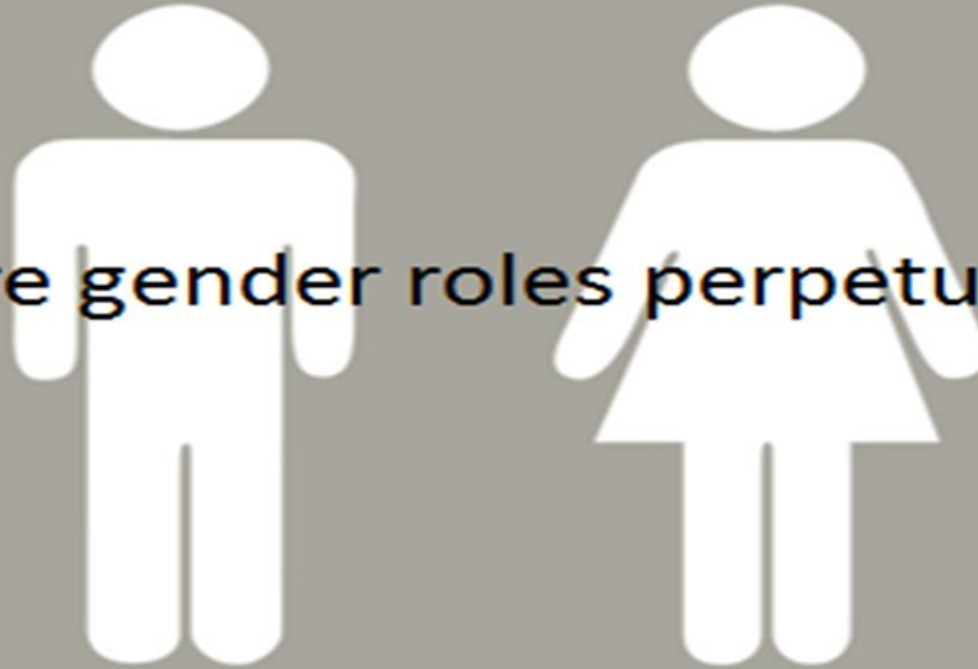
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How are gender roles perpetuated?



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## TYPES OF GENDER NEEDS

There are two types of gender needs:

- 1) Practical gender needs
- 2) Strategic gender needs



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## PRACTICAL GENDER NEEDS

- A response to short-term, immediately perceived needs often arising from concern on inadequacies in living conditions
- Unique to particular women (i.e. context-specific); When asked, women can identify their basic needs.
- Mainly arising from and reinforcing particular women's reproductive and productive role
- Do not challenge the subordinate position of women (i.e. Education, health care, housing, food provision, employment)
- Problems can be met by concrete and specific inputs, usually economic inputs (e.g. water pumps, seeds, credit, employment)
- Benefits the condition of some women, involved as beneficiaries/participants

Women's needs differ from men's needs because of different tasks and responsibilities





## STRATEGIC GENDER NEEDS

- Response to long-term needs arising from women's subordinate position – are less visible than PGN
- Common to all women (e.g. vulnerability to domestic violence, legal limitations on rights to hold or inherit property, the difficulty of gaining access to higher education e.t.c )
- Women are not always in a position to recognize the sources or basis of their strategic disadvantages or limitations
- Challenge the nature of the gendered relationship between women and men
- Improves the position of all women in society, solutions must involve women and men as active agents
- Must be addressed through consciousness-raising, education, and political mobilization at all levels of society
- Have the potential to transform or fundamentally change one or more aspects of women's lives. This is called 'transformative potential' of the project/policy.

Women's needs differ from men's needs because of their different positions in society





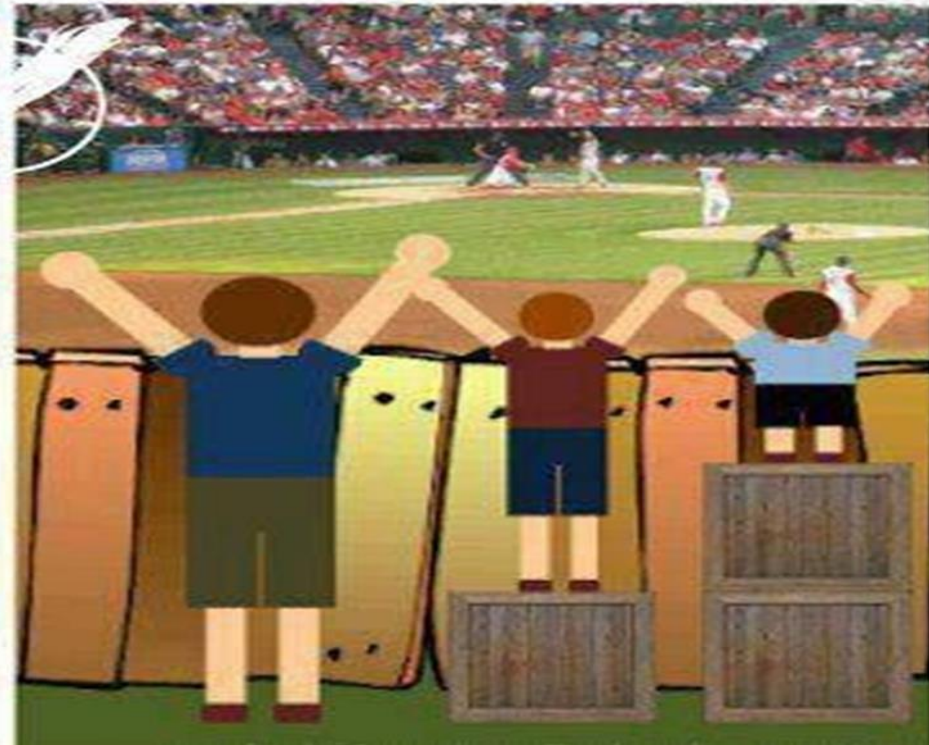
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## Equality



## Equity



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## IMPORTANCE OF GENDER EQUITY AND EQUALITY

- ❑ Poverty is a gender issue, 70% of the world's poor are women and girls
- ❑ If half the population has restricted or limited access to relevant learning opportunities, a community's social and economic development will be limited
- ❑ Necessary for sustainable human development - linked with poverty reduction
- ❑ Women and men are both drivers of social and economic development
- ❑ Commitments involves obligations (i.e. CEDAW and Sustainable Development Goal (SDG) 5 - 'Achieve gender equality and empower all women and girls')







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## IMPORTANCE OF GENDER EQUITY AND EQUALITY

According to statistics from the World Bank (2012),  
**women usually reinvest 90% of their income in their families** compared to men who reinvest just  
**about 30% to 40% of their income.**



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## CHALLENGES IN PROMOTING GENDER EQUITY AND EQUALITY

- Changing socio-cultural values, beliefs and attitudes takes time and often meets with resistance.
- Resistance because there is difficulty seeing that a problem exists.
- Change is required at the individual, community, institutional, and societal levels.
- Existing power structures must change.





## SO WHAT IS GESI

GESI stands for '**Gender Equality and Social Inclusion**'

- ❑ **Gender Equality:** Is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles.
- ❑ **Social Inclusion:** Seeks to address inequality and/or exclusion of vulnerable and disadvantaged populations by improving terms of participation in society and enhancing opportunities, access to resources, voice, and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.





## SO WHAT IS GESI...CONTD'

- ❑ **USAID AID-I GLR considers GESI as a concept that addresses unequal power relations experienced by people on gender, age, difficult geographic location, poverty among others.**
  - **GESI focuses on the need for action to rebalance these power relations, reduce disparities and ensure equal opportunities, and respect for all individuals regardless of their social identity thus fostering inclusion.**
- ❑ **The goal of GESI is to remove barriers and increase access, decision-making and participation of the most vulnerable. It requires creating enabling environments for all to engage in and benefit equally from development interventions.**





## THE ANALOGY OF SOCIAL INCLUSION



**Equality is everyone getting a pair of shoes.**



**Diversity is everyone getting a different type of shoe.**



**Equity is everyone getting a pair of shoes that fits.**



**Acceptance is understanding we all wear different kinds of shoes.**



**Belonging is wearing the shoes you want without fear of judgment.**

- ❑ Inclusiveness and belonging are interconnected concepts that are crucial for creating a fair, supportive, and productive environment.
- ❑ We need to understand and accept the differences and how to create more equitable world where everyone has the opportunity to reach their full potential.



## USAID AID-I GLR GESI PRINCIPLES

Underscore the commitment to GESI integration in project activities, USAID AID-I GLR is guided by the following seven GESI principles, adapted from the [USAID 2023 Gender Equality and Women's Empowerment Policy](#)

- 1) Integrated** - Need for evidence-based approaches and intentional actions to advance GESI throughout USAID's Program Cycle from the design and implementation of projects and activities that engage a wide range of stakeholders, and in the monitoring, evaluation, and learning.
- 2) Intersectional** – Recognize that many aspects of a person's identity affect how different categories of women and men experience the world, which is not only shaped by gender identity but also a range of other characteristics including age, marital status, class, disability status, geographic location among others thus exacerbating overlapping inequalities. Incorporating an intersectional gender lens can help improve programming.



## USAID AID-I GLR GESI PRINCIPLES ...CONTD'

**3) Transformative** – For all people to have the opportunity to realize their full potential, the norms, behaviors, relations, structures, and systems that sustain and perpetuate gender inequality must be transformed. This requires engaging key actors to address prevailing power dynamics and enhance gender equality.

**4) Locally-led** - USAID prioritizes locally-led efforts to dismantle systemic inequalities and power imbalances in the contexts in which we work...need to redefine relationships with local communities and institutions by advancing development solutions that dismantle gender-based inequalities and catalyze sustained systems change.

**5) Collaborative** - No single organization or sector can dismantle gender inequalities, this principle calls for commitment to fostering more flexible, adaptive, and creative approaches to engaging new and diverse partners to advance gender equality and social justice for marginalized, vulnerable, and underrepresented populations.



## USAID AID-I GLR GESI PRINCIPLES ...CONTD'

**6) Accountable** - All USAID project staff and partner are responsible for advancing the GESI objectives and applying its guiding principles through their roles.

**7) Do-no harm** – Achieving the GESI goal requires challenging entrenched roles, norms, and practices which includes striving to mitigate any potential unintended consequences of the USAID assistance such as gender-based violence (GBV) or other human rights violations that could inadvertently harm the people and communities we seek to support and empower.

- In AID-I GLR, we should strive to work with communities to design projects activities that reinforce the value of GESI as well as monitor for and addresses unintended consequences throughout the project cycle through GESI-focused MEL programming.





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# INTERSECTIONALITY – MOVING BEYOND GENDER BINARY ANALYSIS TOWARDS SOCIAL INCLUSION



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## ROLE PLAYS ON INTERSECTIONALITY

- ❑ Intersectionality recognizes that members of communities and households differ in terms of age, gender, education, household position, and other social criteria, thus gender needs to be studied in relation to other identities.
- ❑ To do an exercise in which participants step into the shoes of farmers. Each is assigned a new identity (age, education, ethnicity, etc.) through which he/she experiences opportunities or constraints in a variety of situations linked to agricultural work. Based on the insights from this exercise, the group discusses the concept of intersectionality and its practical implications for research.

Fischer et al., 2019. *Gender analysis in farming systems and action research: A training manual*. Ibadan, Nigeria: IITA.

<https://cgspace.cgiar.org/handle/10568/100149>





## ROLE PLAYS ON INTERSECTIONALITY - STEPS & GUIDELINES...CONTD'

7) When the last participant has shared his/her identity, ask the group to slip out of their roles and sit down. Initiate a discussion on the following questions:

a) Now that you know the identities that different participants had in the role-play, what is striking when looking at their end positions?

b) What does the pattern of end positions in the room tell us about gender equality? What does it tell us about social inclusion?

c) Which social groups ended up in the front, in the middle, or at the back? Which groups were excluded? Why were they excluded?

d) What are some of the possible solutions that could enhance their inclusion?

Who were excluded?	Why were they excluded?	How can we enhance their inclusion?





## WHAT IS INTERSECTIONALITY



- It denote how connected and interdependent systems of gender, class, age, and other markers of difference (such as, religion, and (dis)ability, marital status) intersect and interact with institutions and structures in society to privilege certain groups over others, and to maintain power.
- Multiple social identities exist and those identities do not work or exist in isolation but rather they overlap, intersect, interact and co-mingle. Thus multifaceted analysis should be used to examine, explain or research social identities.
- Social identities are the key aspect of mapping one's intersectionality perspective.



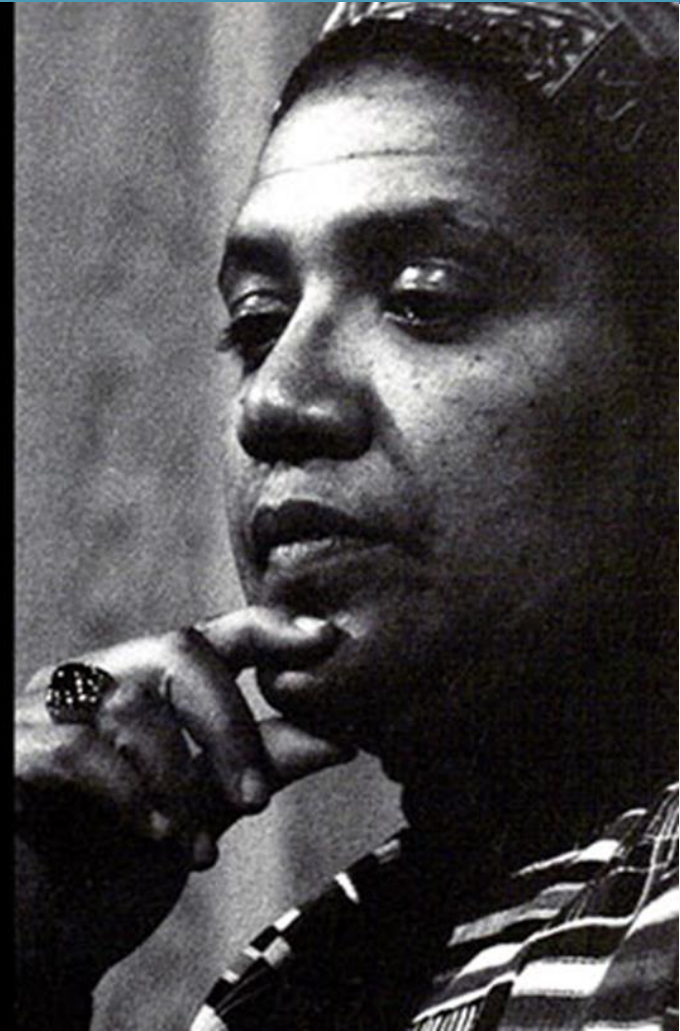


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**There is no such thing  
as single-issue struggle  
because we do not live  
single-issue lives.**

**—Audre Lorde**



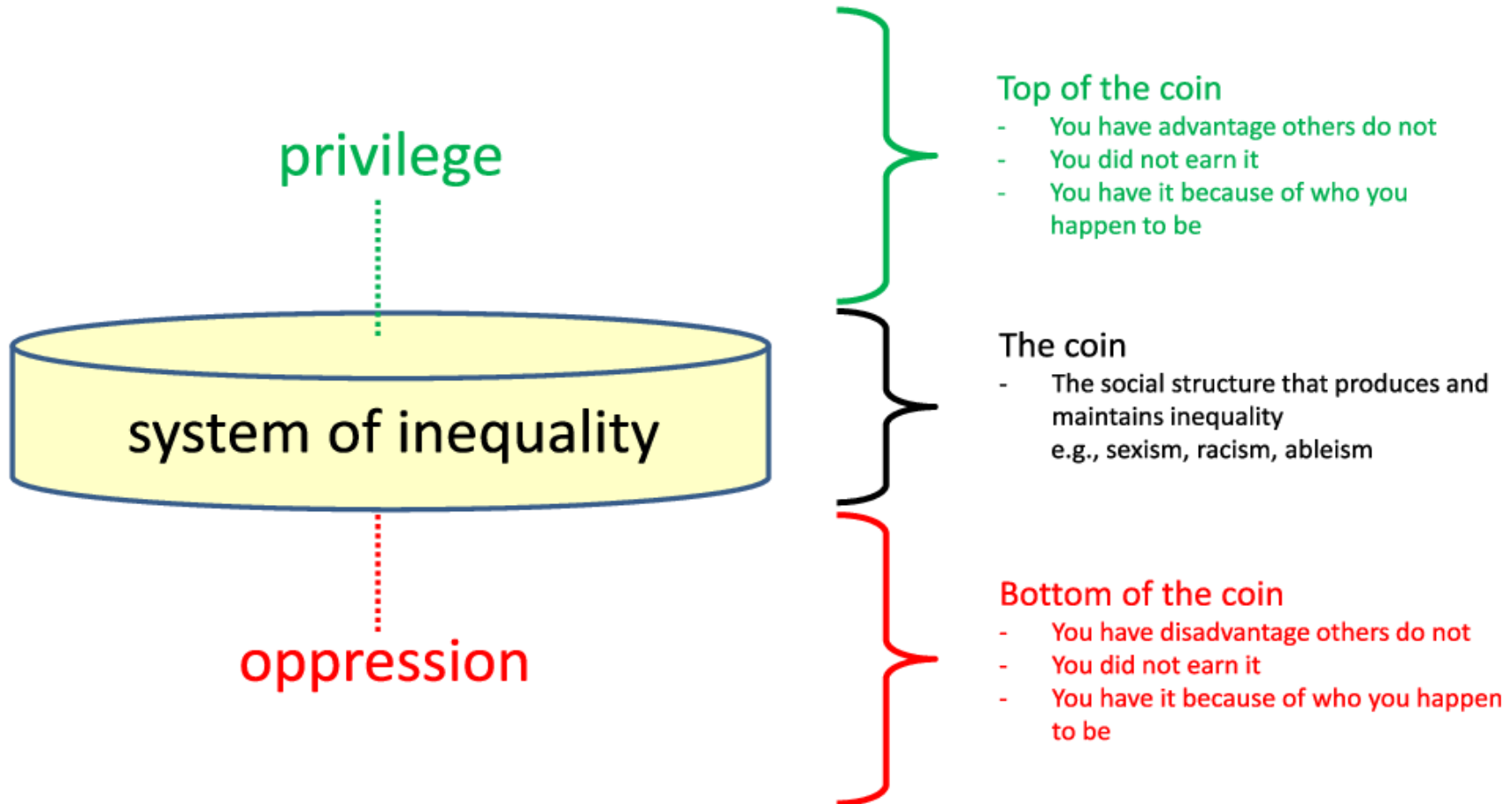
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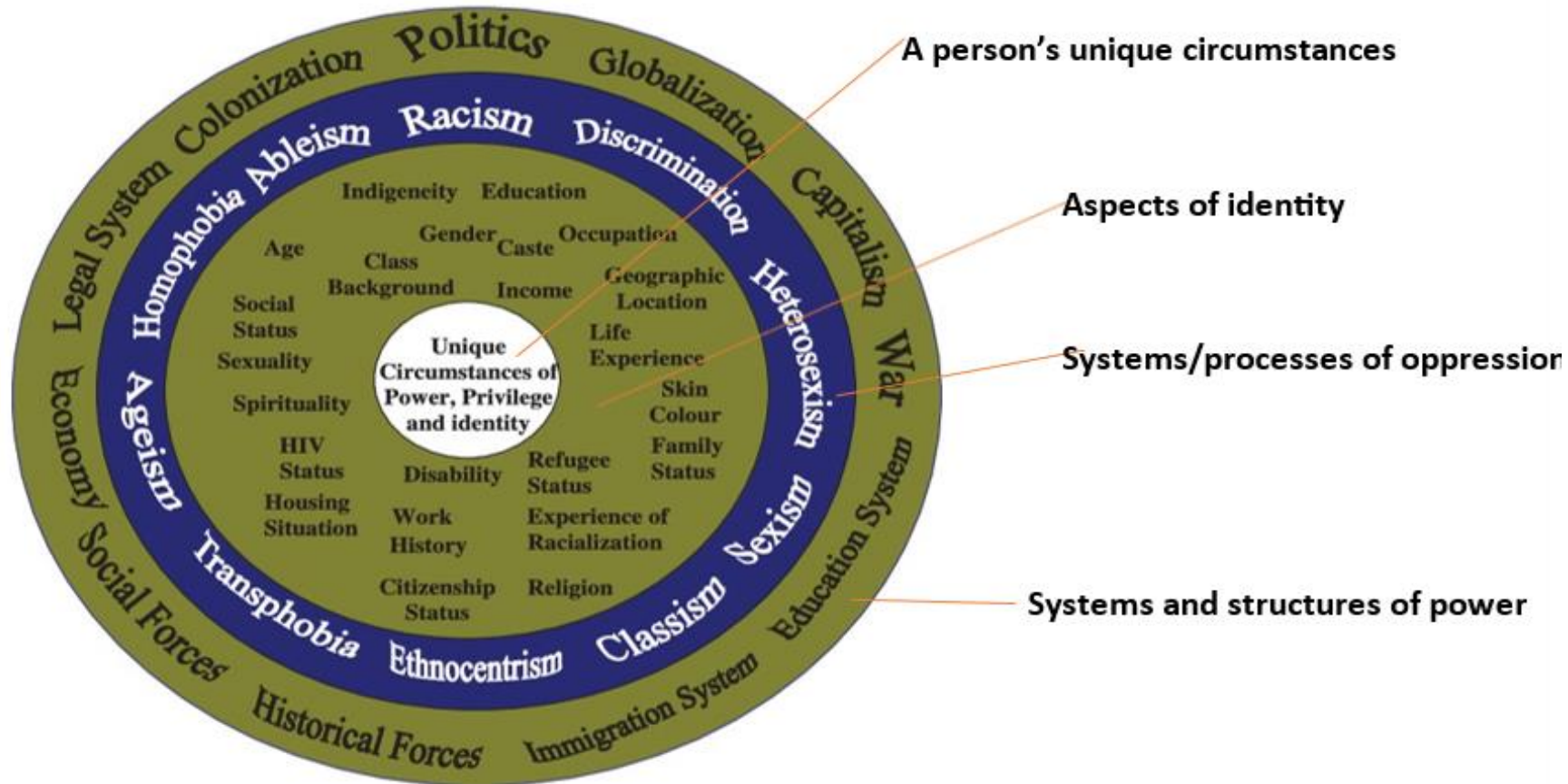


## COIN MODEL OF PRIVILEGE AND OPPRESSION



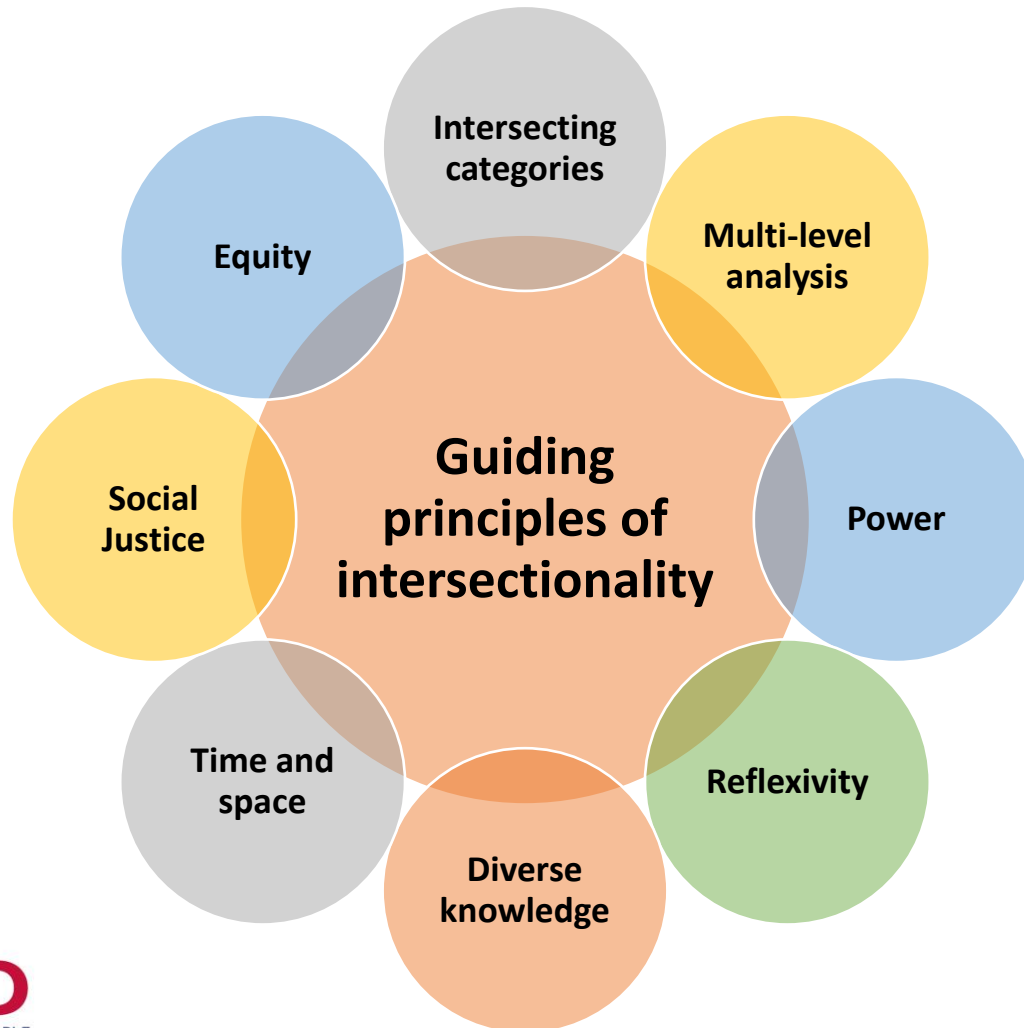


## Intersectionality wheel, Simpson 2009





## PRINCIPLES OF INTERSECTIONALITY – BY HANKIVSKY, 2014







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## APPLYING AN INTERSECTIONALITY LENS IN RESEARCH – MORGAN, 2019



Collect data



Disaggregate data by different social stratifiers



Analyse data with regards to wider social and structural context



Explore how and why people are marginalised/ disadvantaged



Can use both quantitative and qualitative data collection methods; qualitative more widely recognised



Collect personal accounts and testimonies where possible



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# QUESTION & ANSWER SESSION



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# GENDER ANALYSIS IN AGRICULTURAL RESEARCH



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## WHAT IS GENDER ANALYSIS?

“**Processes** that make visible the varied roles and relations of women, men, girls and boys in the family, in the community, and in economic, legal and political structures”



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## GENDER ANALYSIS...CONTD'

- ❑ A set of **tools** to strengthen development planning, implementation, M&E, and to make programmes and projects more effective, efficient and relevant to context
- ❑ Goes beyond cataloguing differences & identifies inequities & **assesses power relationships** between women and men.
- ❑ Helps **frame questions** about women and men's roles and relations to challenge OUR assumptions about who does what, when, where, how and why.
- ❑ Helps **formulate development interventions** that are better targeted leading to outcomes and eventual impact.





## 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.





## ANALYSIS OF GENDER DIVISION OF LABOUR IN AGRICULTURE

**Agricultural tasks vary between men and women depending on:**

- Resources available
- Who is responsible for making decisions
- How decisions are made
- The goals of the task

**Understanding the division of labour helps to:**

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





## ANALYSIS OF GENDERED ACCESS TO AND CONTROL OVER AGRICULTURAL RESOURCES

**Access** refers to **permission to use a specific resource**

**Control** refers to the **ability to decide:**

- Who land is allocated to
- What is produced on it
- Who can sell or trade the land

**Women and men in the same household make different decisions that may contradict each other on:**

- Who decides which crops to plant
- Who gets the income and from which crops
- Who goes to training workshops
- Who has access to technology







## ANALYSIS OF GENDERED ACCESS TO AND CONTROL OVER AGRICULTURAL RESOURCES ...CONTD'

### Identifying access and control helps with:

- Establishing targets for new technologies and approaches.
- Preventing the unintentional distribution of technologies.
  - ✓ For example: **Putting new technologies in the hands of people who will never use it**





## COMMON TOOLS FOR GENDER ANALYSIS

Mainly qualitative and participatory rural appraisal tools which include among others:

- 1) Focus group discussions
- 2) Individual in-depth interviews
- 3) Key informant interviews
- 4) Socio-economic activity profile
- 5) Value chain group interviews
- 6) Daily activity clocks
- 7) Venn diagrams
- 8) Seasonal activities calendars
- 9) Household and Community resource maps





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## Tool 1: Activity profile

Activities	Women/girls	Men/boys
<b>Productive activities</b> <ul style="list-style-type: none"> <li>■ Agriculture</li> <li>■ Income generation</li> <li>■ Employment</li> <li>■ Others</li> </ul>		
<b>Reproductive activities</b> <ul style="list-style-type: none"> <li>■ Water</li> <li>■ Fuel</li> <li>■ Food</li> <li>■ Childcare</li> <li>■ Health</li> <li>■ Cleaning and repair</li> <li>■ Market</li> <li>■ Other</li> </ul>		

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## Tool 2: Access and control profile

	Access		Control	
	Women	Men	Women	Men
<b>Resources</b> Land; Equipment; Labour; Cash; Education; Training; Other				
<b>Benefits</b> Income; Ownership; Basic needs; Education; Political power; prestige; Other				



## GROUP VALUE CHAIN ANALYSIS

**Purpose:** To understand the activities of women and men in the value chain

Task	Women	Men
Preparing the land	X	XXXX X**
Planting	XXXXX**	
Input use	XX	XXXX
Weeding	XXXXX**	XX
Harvesting	XXX	XXX
Post-harvest activities (sorting, grading, shelling, packing)	XXXXXXXX	

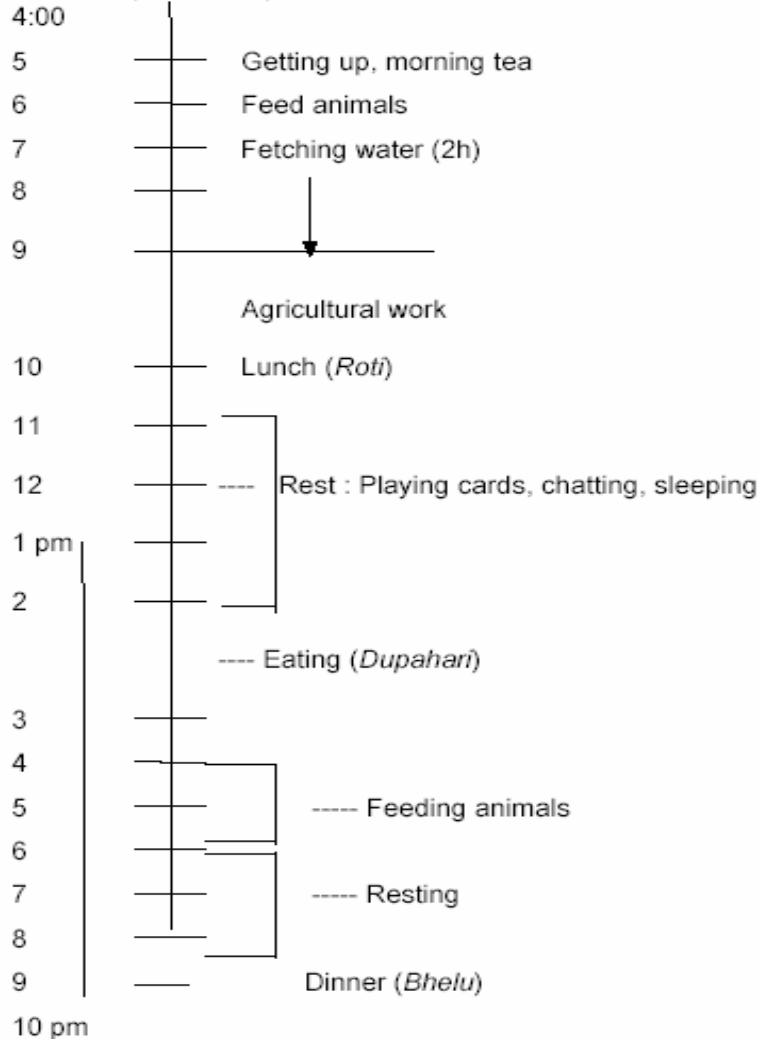




## DAILY ACTIVITY CLOCK

### Daily routine (men) in Bhalu Rajwan village

Season: winter (November)



### Daily Routine (women)

Season : Winter (November)





## UNIT OF GENDER ANALYSIS

Identifying the appropriate unit of analysis is essential for good research and key to identifying where to incorporate sex-disaggregated data. For agricultural research, these often include:

- **Individual:** A farmer or a worker along a value chain are examples where an individual is the unit of analysis. Understanding individual choices, preferences, or decisions requires interviewing the individual.
- **Household:** Agricultural households are both producers and consumers. To consider all of these activities, the household may be the appropriate unit of analysis. Important information about the household may include the sex and age composition of its members.
- **Intra-household:** To understand what happens within the household, the focus may be on intra-household analysis. This does not treat the household as a single unit, but seeks to understand how multiple individuals within the household interact and affect outcomes.
- **Community:** Communities may be the focus of policies or interventions.





## RECOMMENDED PRE-REQUISITES TO GENDER ANALYSIS

- ❑ Collect information about both women and men and other social identifiers. Ask questions about specific individuals or groups and identify them by sex.
  - ❑ Studies that fail to include such analysis are subject to biases; the extent of the bias depends on the knowledge, perceptions, and experiences of the respondent(s).
- ❑ All data collection tools must be context-specific. Questions must be adapted to the context. Those collecting and analyzing the data need to understand gender roles and social dynamics.
- ❑ Work with a gender expert early in the process to define the research questions and methodology.







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# QUESTION & ANSWER SESSION



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# GESI INTEGRATION IN AID-I GLR WORK



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## WHY GESI CONSIDERATIONS MATTERS IN THE SCALING OF AGRICULTURAL INNOVATIONS

- ❑ The ambitions set in the **USAID Global Food Security Strategy roadmap** to the better future focuses **on reducing global poverty, hunger, and malnutrition**, climate change, and **rising inequality** through Feed the Future Global Hunger and Food-Security Initiative (USAID, 2022).
  - ✓ **Emphasis on equality and inclusion**, with a particular focus on inclusive agricultural-led economic growth that **empowers women, girls, youth, and marginalized communities**... realization that could be **achieved through inclusive scaling of agricultural innovations** to affected communities.
- ❑ Unless deliberate action is taken, **innovation scaling teams can often unintentionally leave behind socially vulnerable groups** such as women, youth and poor farmers thus **exacerbating social inequities** (McGuire et al., 2022; de Roo et al., 2019).



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## WHY GESI CONSIDERATIONS MATTERS IN THE SCALING OF AGRICULTURAL INNOVATIONS...CONTD'

- ❑ Compared to men, the **rates of adoption among women and marginalized populations are often lower**, which is mainly attributed to their **limited access to complementary resources i.e. land, labor, capital, credit, knowledge & advisory services** (FAO, 2011).
- ❑ **Discrepancies in access to high-end Information Communication Technology** which is mainly **controlled by the male head of household negatively impact women's uptake** and adoption **of innovations** (McGuire et al., 2022; Ragasa, 2012).
- ❑ Difference in **adoption rates of Infection-and-Treatment-Method (ITM) vaccine** among smallholder **MHHs and FHH households**, the latter could be **attributed to inequities in access to resources such as social capital, extension services, and credit** (Jumba et al., 2020).





## GESI PERSPECTIVES IN SCALING AGRICULTURAL INNOVATIONS THROUGH EXTENSION SYSTEMS

- Few agricultural inputs such as improved seeds and fertilizers used by female-headed HHs
- Women typically work longer hours than men - engaging in paid, unpaid & community work which is invisible and unvalued.
- Compared to men, women often face restrictions on movement/mobility - limited participation in trainings, lucrative markets, and other scaling-related events
- Women have less access to extension services and improved technologies
- Men and women are often responsible for commercial and subsistence crops respectively

**All of these affects the productivity and income of women farmers compared to that of men**





## WHAT ARE THE ASSUMPTIONS ON EXTENSION SERVICES

- Agricultural extension services have **not attached much importance to reaching women farmers** or women on the farms.
- Assumptions that **men are farmers and women play only a support role as farmers' wives.**
- In many countries, **women cannot speak with men they are not related to** – yet extension services are **staffed predominantly by men** (85% in SSA).
- Women have primary responsibilities for childcare, yet **extension meetings are often held without childcare in inaccessible locations.**





## THREE SETS OF ARGUMENTS ON THE IMPORTANCE OF GESI INTEGRATION IN AGRICULTURE

Social justice

Poverty  
alleviation and  
food security  
argument:

Business case





## SOCIAL JUSTICE ARGUMENT

- Social justice is the **fair distribution of advantages, assets, and benefits among all members of society.**
- The **denial of rights and opportunities based purely on an individual's sex is incompatible with social justice.**
- Gender arguments focus on the **equal distribution** of these **advantages, assets and benefits** between men and women within a society.
- The **social and gender dimension of value chain development** is still rarely acknowledged or addressed.







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## CASE EXAMPLE ON SOCIAL JUSTICE

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.

**Human rights translate differently for women and men**



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## POVERTY ALLEVIATION AND FOOD SECURITY ARGUMENT

- Women, as well as men, are important actors to achieve poverty alleviation and livelihoods enhancement.
- Fighting poverty is hard if you are (gender-) blind.
- A striking majority of the poor in developing countries are women: approximately 70%.
- Female poverty has various roots. In general, women face discrimination in their access to education, employment opportunities, and in resource allocations and the right to own property among others.





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## CASE EXAMPLE ON POVERTY ALLEVIATION AND FOOD SECURITY

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.

**Fighting poverty is hard if you're (gender) blind**



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## BUSINESS ARGUMENT

- ❑ Women often play important (but invisible) roles in value chains, thus playing a key role in upgrading strategies.
- ❑ Gender inequity in value chains creates a missed business opportunity.
- ❑ Many women are disadvantaged due to their sexual identity. As a result, they do not reach their potential as workers, entrepreneurs or consumers.
- ❑ If women's contribution to the economy is hindered, this results in high costs both in terms of economic and human development.
- ❑ If over half the population is unable to work efficiently because of cultural, ideological or political constraints; economic growth is undermined.





## CASE EXAMPLE OF BUSINESS CASE ARGUMENT

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.

***Gender equity is a missed business opportunity***

***Serving women is good for business and the economy***





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# QUESTION & ANSWER SESSION



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## RECAP OF DAY ONE SESSIONS



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# Scaling processes and dimensions to inclusive scaling of agricultural innovations



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## SCALING PROCESSES

- ❑ Scaling refers to the **use of an innovation outside its original design team** (Sartas et al., 2020) with the goal of **using an innovation to create a positive social benefit or outcome** (McGuire et al., 2022).
- ❑ 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.
- ❑ A 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).





## DIMENSIONS OF INCLUSIVE INNOVATION SCALING

### Scaling out

Reaching more people (women, youth, and other social groups) with innovations via multiplication, dissemination and extension

### Scaling deep

Changing mindset, values, cultural practices on the use of innovations through capacity strengthening and awareness creation

### Scaling up

Transforming institutional conditions (policies, strategic partnerships, value chain development) to allow efficient scaling out

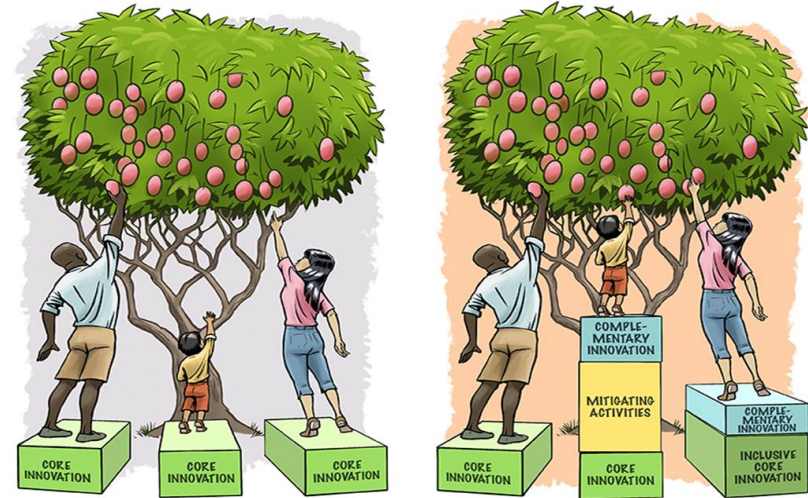
Multi-pronged approaches – PPP with strategic players to leverage on the power of communication



# APPROACHES FOR RESPONSIVE SCALING OF INNOVATIONS: GENDERUP

**GenderUp**: a conversational method for gender-responsible scaling.

- ❑ Define the innovation and scaling ambition:
  - ✓ **Identify diversity and intersectionality among intended innovation users from a social and gender perspective.**
- ❑ **Create a scaling strategy/plan which anticipates unintended (negative) consequences** for specific social categories and allow for their adequate mitigation whilst embracing opportunities.



<https://www.genderupforscaling.org/>



## APPROACHES FOR RESPONSIVE SCALING OF INNOVATIONS:

### GENDERUP...CONTD'

- ❑ **Successful scaling of technological innovations** such as crop and livestock varieties, and good agronomic practices among others requires **attention to complementary non-technological requirements** such as access to credit, land, markets, etc.
  - For example, scaling a new livestock vaccine (**the core innovation**) also requires **complementary innovations** such as (i) new vaccine 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)...a ratio of 10% core technology/innovation and 90% complementary non-technological innovations.
- ❑ **Complimentary innovations are developed before and during a scaling process** to ensure that a group of people can **successfully use and benefit from a core innovation** being introduced.





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# FIVE STAGES OF APPLYING GENDERUP IN A SCALING PROJECT



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## STAGE 1: DEFINING THE INNOVATION AND SCALING AMBITION

- ❑ It entails **conversations** about determining **which innovations should be scaled, the development goals, and scaling strategy to be applied.**
- ❑ Scaling teams should **take an inventory of the scaling intentions and strategy** while considering the **local context, assess relevant diversity/social inclusion/intersectionalities** and better **understand leverage points within the scaling strategy.**



## STAGE 1: DEFINING THE INNOVATION AND SCALING AMBITION...CONTD

In summary **this stage entails responding to the following questions:**

1. What are the core innovations that you are aiming to scale?
2. Describe which problems the innovations are solving?
3. Describe which development goals the innovations are contributing to?
4. What is the purpose of scaling? What outcomes do you aim to achieve?
5. Are there other innovations that you are promoting at the same time?  
Which ones?
6. Describe the context in which the innovations will be scaled (geography, social etc)?
7. Describe what your innovations will replace?
8. Describe on which scale you want to have impact at: household level, community level, regionally or nationally?

## STAGE 2: EXPLORING RELEVANT DIMENSIONS OF DIVERSITY/SOCIAL INCLUSION

- In this stage, the **scaling teams have to explore dimensions of diversity or social inclusion** such as gender, age, educational status, marital status, land ownership among others **and their relevance to a particular context and scaling ambition.**
  
- This stage **enables the scaling teams to brainstorm the different challenges and opportunities of potential** direct and indirect **users of the innovation.**





## STAGE 3: UNDERSTANDING THE IMPLICATIONS OF INTERSECTIONALITY / SOCIAL INCLUSION

- ❑ Possible relevant dimensions of diversity/social inclusion identified in the previous stage will in this stage be considered in the context of how gender and other intersecting social identities shapes experiences of differential challenges and opportunities to the innovation users.
  - Essential for identifying specific action areas to address possible negative or unintended consequences of the scaling strategy.
- ❑ Appreciating that intersectionality/social inclusion impacts how users will access the benefits of an innovation.
- ❑ Women and men are not a homogenous group and will experience things differently based on other dimensions of their identities such, age, education, marital status, household headship type, religion, region etc.





## STAGE 4: MITIGATING CONSEQUENCES AND EMBRACING OPPORTUNITIES

- ❑ Entails **revisiting the original scaling strategy to take a pause, rethink and redesign scaling activities based on what have been identified as the most relevant social inclusion aspects** > to ensure positive benefits for intended diverse groups of users and to prevent negative consequences.
- ❑ This step **allows the project innovation teams to prevent, mitigate, or redirect the intervention strategy to enhance scaling and avoid potentially harmful unintended consequences** such as increased drudgery, losing control over agricultural production and decision making which might result to disagreements that could perpetuate incidences of gender-based violence among others.

**WHAT ARE OTHER POTENTIALLY HARMFUL UNINTENDED CONSEQUENCES FOR THE INTENDED BENEFICIARIES? HOW ARE RESPONDING TOWARDS MITIGATING THEM?**





## STAGE 4: MITIGATING CONSEQUENCES AND EMBRACING OPPORTUNITIES...CONTD'

- ❑ The **core and complementary innovations** are part of an innovation package that **allows diverse groups of users to access the benefits of the innovations**. Core and complementary innovations are different depending on the user group and social and economic transformation the innovation team hopes to achieve.
- ❑ A core innovation such as improved sweet potato variety would require complementary innovations may include access to market; access to credit; pest and disease management; weed control practices; the seed multiplication arrangement; farmer awareness among others.





## STAGE 4: MITIGATING CONSEQUENCES AND EMBRACING OPPORTUNITIES...CONTD'

Women's benefit from such innovations will depend on land tenure system; credit requirements; freedom of mobility among others. Such constraints could be mitigated by GESI complementary innovations like:

- Training women and men in household dynamics to build the confidence of both parties to use and benefit from the core innovation.
- Training women at the right time and place when they are available with ease of access/ using information outlets that women have access.
- Looking for additional partners who could help mitigate the constraints

**Complementary innovations and mitigating activities are meant to prevent harm or make an innovation more inclusive.**





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## STAGE 5: INTEGRATING GENDERUP INTO YOUR PROJECT MANAGEMENT

This is the final stage where the innovation team management have to meet with the scaling partners to discuss, reflect and receive feedback on how they have incorporated GenderUp in their new inclusive scaling strategies into their project work plans.

**PARTICIPANTS TO BREAK OUT IN WORKING GROUPS TO DEFINE THE CORE INNOVATIONS THEY ARE SCALING, AND PROVIDE EXAMPLES OF COMPLEMENTARY INNOVATIONS THAT ARE ACCOMPANYING THESE CORE INNOVATIONS...BASED ON A HANDOUT**



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## STAGE 5: INTEGRATING GENDERUP INTO YOUR SCALING STRATEGIES

Core Innovations	Complementary Innovations	Type of beneficiaries by social categories	Who is missing? Why	How could they be included?	Unintended negative consequences	How to mitigate the negative consequences	Who should act?	How can these be integrated in the workplans?
#1.....								
#2.....								
#3.....								

**DEVISE AN INCLUSIVE SCALING STRATEGY/WORKPLAN WITH GESI INDICATORS BASED ON THE CORE INNOVATION**





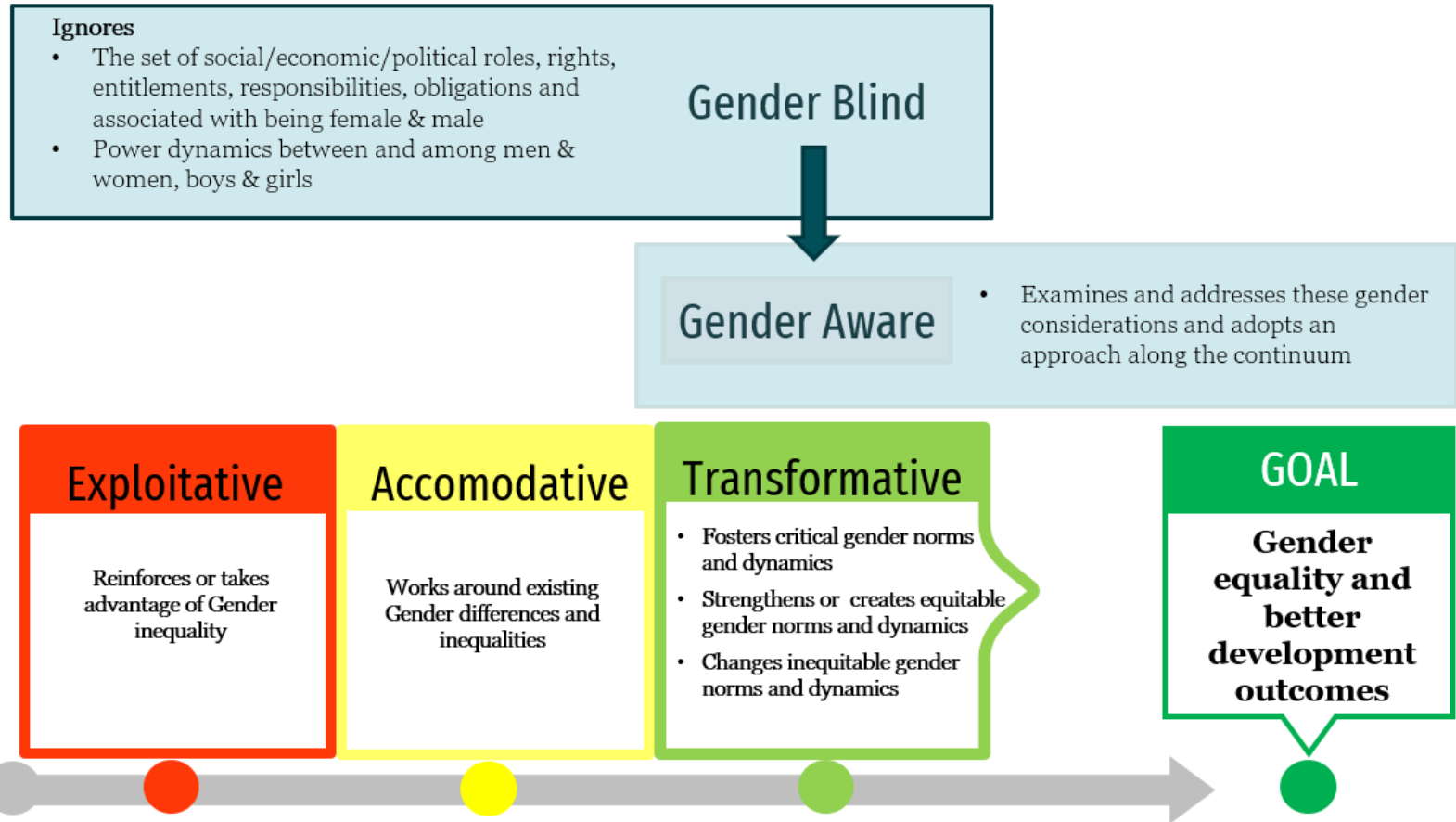
## APPROACHES FOR RESPONSIVE SCALING OF INNOVATIONS: REACH-BENEFIT-EMPOWER (RBE) FRAMEWORK

- ❑ GESI activities of the AID-I GLR are also be guided by the Reach-Benefit-Empower (RBE) framework developed by Johnson et al. (2018).
- ❑ Johnson et al. (2018) argued that **although the most commonly used framework** to integrate gender aspects in projects is the Interagency Gender Working Group (IGWG) **Gender Integration Continuum** – 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.**





## Gender Integration Continuum



Source: Adopted from [http://www.igwg.org/igwg\\_media/Training/FG\\_GendrIntegrContinuum.pdf](http://www.igwg.org/igwg_media/Training/FG_GendrIntegrContinuum.pdf)

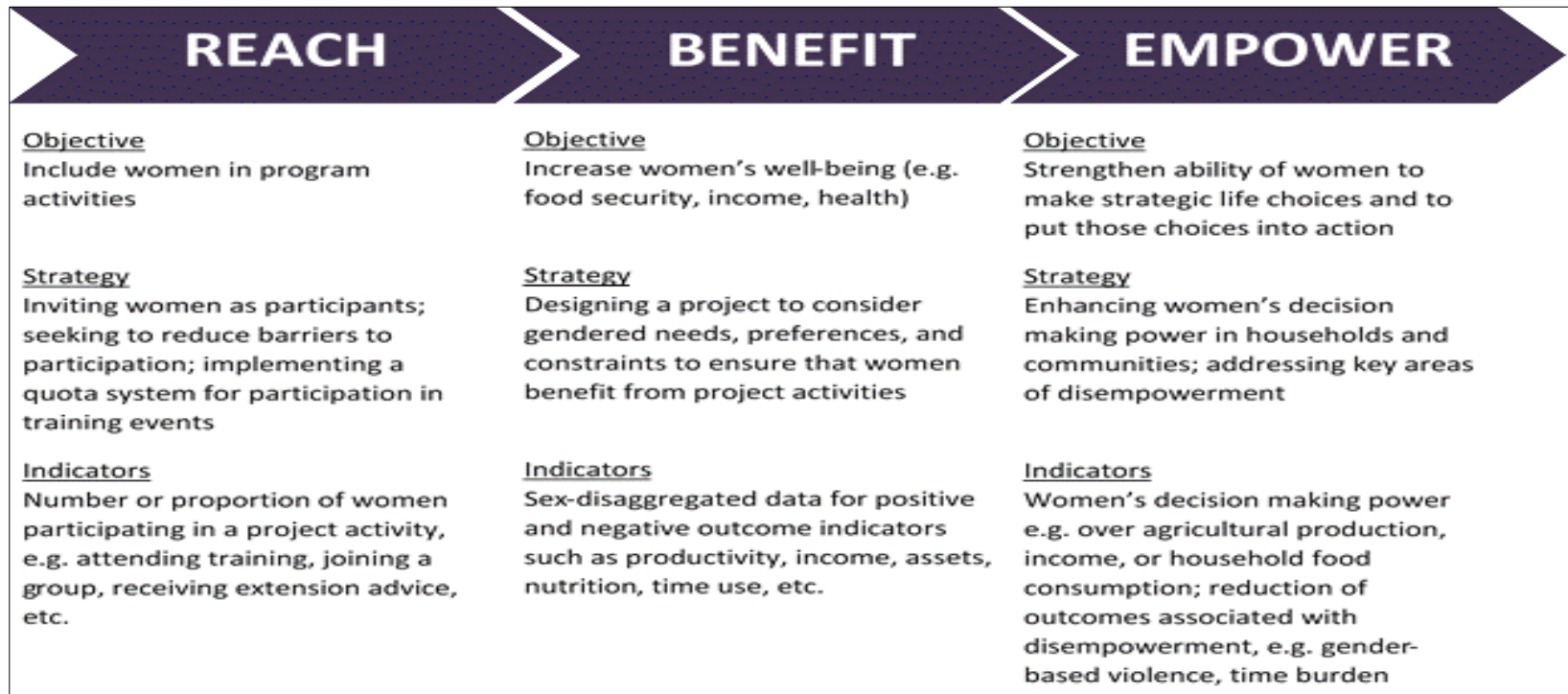






## REACH-BENEFIT-EMPOWER (RBE) FRAMEWORK - JOHNSON ET AL. 2018

□ A holistic gender approach that **measures outcomes/indicators on how it's reaching, benefiting, and empowering women [and youth] as beneficiaries.**





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## WHAT ACTIVITIES ARE BEING IMPLEMENTED IN AID-I GLR TO EMPOWER WOMEN AND YOUTH FARMERS?



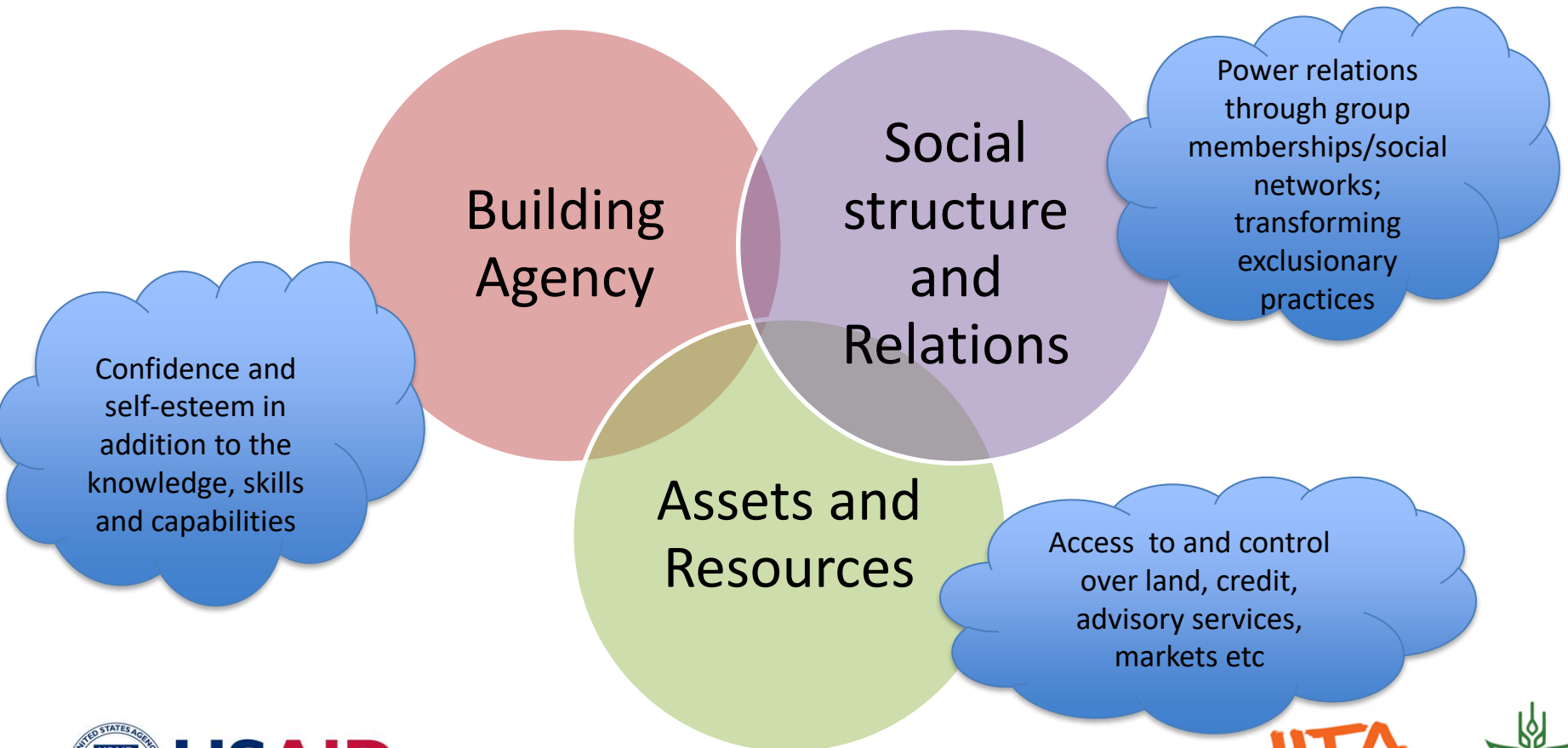
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## WHAT ACTIVITIES ARE BEING IMPLEMENTED TO EMPOWER WOMEN AND YOUTH FARMERS?





## INNOVATIVE ACTIVITIES THAT CAN EMPOWER WOMEN AND YOUTH

- ❑ Providing them with **access to resources and opportunities** - trainings in GAPs, access to markets, and leadership development opportunities etc.
- ❑ Providing **access to finance > linkages with microcredit/financial institutions or/and encouraging membership in savings groups.**
  - ✓ In Rwanda, the One Acre Fund has scaled its innovative model of providing smallholder farmers with access to finance, training, and inputs resulting in increased yields and income.
- ❑ **Mentorship programs where experienced farmers provide guidance and support to new and aspiring farmers** - knowledge and skills transfer, building networks and relationships within the community.
- ❑ **Visual aids and storytelling** can help engage the audience and illustrate the impact of these initiatives > **Using photos or videos of farmers and their farms to bring the stories to life.** Sharing personal anecdotes or testimonials can also help create a sense of connection and empathy.





## SAMPLE ACTIVITIES ALIGNMENT TO THE RBE FRAMEWORK

Sample Activities	Link to RBE framework
<b>Provision of services or assets to beneficiaries</b>	Reach, Benefit, possibly Empower
Indirect provision of <b>supporting access, availability</b>	Benefit, possibly Empower
<b>Strengthen organizations</b> - Form/strengthen groups or organizations such as enterprises	Reach, Benefit, possibly Empower
<b>Strengthen platforms or networks</b> that link farmers or groups	Reach, Benefit, possibly Empower
<b>Building knowledge and skills</b> – i.e. agricultural training and extension; entrepreneurship and finance training; nutrition education; other trainings	Reach, possibly Benefit
<b>Influence social and gender norms</b> - awareness raising about gender issues and its implications; community conversations, Social and Behavior Change Communication.	Reach and possibly Empower





## THE GESI IMPLEMENTATION GUIDE – MAPPING GESI RELATED PLANNED ACTIVITIES TO THE RBE FRAMEWORK

- ❑ AID-I GLR project scaling partners will **first** focus on activities that are aimed at **‘scaling out’ agricultural innovations by “reaching” and “benefiting” more women, men, and youth**, with **targeted inclusion of female-headed households**, through their recruitment and selection as beneficiaries to access information, inputs, and technologies among others.
- ❑ Once **equitable numbers of women, men, and youth have been reached**, the project will focus on **‘scaling deep’ approaches aimed at “empowering” women, youth and other farmers** through **mindset change on the use of innovations** i.e. for better nutrition outcomes, through promoting activities on behavioral change and communication.





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# QUESTION & ANSWER SESSION



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# GOOD PRACTICES FOR INTEGRATING GESI LENS IN AID-I GLR PROJECT CYCLE



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## #1: USING SET QUOTAS TO INCREASE THE PARTICIPATION AND REPRESENTATION OF WOMEN AND YOUTH

- ❑ **Affirmative action by use of participation quotas** for women and youth is the common GESI strategy by AID-I scaling partners who have set it 60%, with 40% and 20% **representation of women and youth** respectively.
- ❑ **Participation alone** in development projects **does not equal empowerment** due to gender and social inequities that perpetuate the inequitable distribution resources.
- ❑ **Quotas should be used to encourage the participation of women and youth** in program activities, while the project should simultaneously work to **address the underlying barriers that prevent their participation in the absence of quota system i.e.**
  - Combination of women's participation and trainings that address GESI issues to increase their decision-making power in savings and loan groups after a short intervention of gender discussion sessions.





## #2: WORKING WITH INFLUENTIAL COMMUNITY POWER GATEKEEPERS

- ❑ For changes in gender and social dynamics that enhance opportunities and resources for disadvantaged groups to be sustainable, men and other gatekeepers of power in the communities where projects are scaled out must be involved in the process.
- ❑ Projects should focus on human rights and social justice for all, as well as how gender-equitable relationships can impact to their individual wellbeing and collective interests.
  - For example, a married woman's mother-in-law may have an influential role in the mobility decisions of the daughter-in-law, which may inhibit her participation in training events and travel to lucrative markets.
- ❑ Community leaders can positively change attitudes associated with GBV through social marketing techniques such as radio programs for shifting norms and traditions about women's roles and practices.





## #2: WORKING WITH INFLUENTIAL COMMUNITY POWER GATEKEEPERS..CONTD'

- ❑ Combine requirements for women's participation with gender-sensitive information, education and communication with gatekeepers of power at household and community level as supplementary to programming for women and disadvantaged groups towards unraveling the underlying causes towards women's disempowerment.
- ❑ Including influential community gatekeepers of power in group meetings can help challenge social norms that perpetuate women's and youth's under representation and marginalization based on lack of land, credit and trainings among others.
- ❑ Promote the formation of women and youth groups to increase access to formal and informal agricultural, economic and social assistance such as access to improved agricultural innovations and credit.
- ❑ Engaging women in community-run savings and credit groups that encourage smart investments to increase their income, and assist them in implementing good budgeting and financial management strategies.





## #3: ADDRESSING WOMEN'S TIME POVERTY

- ❑ Using a “family approach” that promotes active participation of all household members in domestic and agricultural activities to avoid increasing women’s time poverty through project interventions.
- ❑ Work within women’s time constraints by holding engagement activities closer to their homes within a shorter radius of movement.
- ❑ Consider scaling time and labor-saving agricultural technologies and innovations.
- ❑ Evaluate the intended and unintended gendered implications of agricultural technologies and innovations that are being scaled out.
- ❑ Address shifts in household nutrition by emphasizing consumption of high-nutrient products and integrate social and behavioral change nutrition messages within agricultural ToT modules.





## #4: MONITORING, EVALUATION AND LEARNING OF IMPACT ON GESI RELATED ACTIVITIES

- ❑ Collection of disaggregated data makes groups involved in the project, particularly vulnerable and marginalized groups to become more visible within the project.
- ❑ Disaggregating age and other social identifiers alongside gender is important given women and men are not a homogenous group, highlighting the different needs, constraints and opportunities of each gendered group and their unique experiences from the project.
  - Helps highlight potential gaps between different categories of women and men.
  - Helps innovation scaling teams to adjust programming accordingly based on MEL data to improve the effectiveness of projects for targeted groups to improve evidence-based practice of development.





## #4: MONITORING, EVALUATION AND LEARNING OF IMPACT ON GESI RELATED ACTIVITIES...CONTD'

- ❑ 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.
- ❑ AID-I GLR has developed 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.
  - Has various indicators for example: # of women, men and youth who have applied improved technologies and good management practices with USG assistance; # of individuals women, men and youth participating in USG food security programs e.t.c.





## INTEGRATION AND REPORTING OF GESI DIMENSIONS IN ACTIVITIES: LINKAGE WITH THE MEL PLAN

Input distribution sheet	Scaling Event Register
<ol style="list-style-type: none"> <li>1) Type of inputs distributed</li> <li>2) Quantity per pack of inputs</li> <li>3) Country, province, district, village/town</li> <li>4) Gender</li> <li>5) Age category - 15-29 yrs (youth) and &gt;30 yrs (older)</li> <li>6) Organization</li> <li>7) Mobile number and phone ownership</li> <li>8) Type of input received</li> </ol>	<ol style="list-style-type: none"> <li>1) Country, province, district, village/town</li> <li>2) Type of event/title/name of the partner</li> <li>3) Gender</li> <li>4) Age category - 15-29 yrs (youth) and &gt;30 yrs (older)</li> <li>5) Organization</li> <li>6) Mobile number and phone ownership</li> <li>7) Type of participant – lead farmer, Farmer promoter, Extension agent etc</li> </ol>





## REFLECTIONS ON GESI PROGRESS

- What is the status of GESI integration in the implemented activities? Is it satisfactory?
  - ✓ Disaggregated data to help improve targeting approaches and strategies to ensure inclusiveness and equal opportunities for women, men, and youth.
  
- What is the participation and benefits achieved for women and youth in terms of empowerment?
  
- What are the challenges and opportunities for AID-I GLR to achieve its GESI-related objectives?







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## GESI TRAINING LEARNING AND ACTION POINTS

- Using two cards, write down two learning points or suggestions for future actions, one idea per one card, based on what you have learned over the course of the GESI training



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# QUESTION & ANSWER SESSION



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# POST-TRAINING ASSESSMENT AND FINAL EVALUATION



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