

TRAINING REPORT ON INTEGRATION OF GENDER EQUALITY AND SOCIAL INCLUSION CONSIDERATIONS IN
THE ACCELERATED INNOVATION DISSEMINATION INITIATIVE IN THE GREAT LAKES REGION - RAPID DELIVERY
HUBS (AID-I GLR) FOR SCALING PARTNERS IN THE DEMOCRATIC REPUBLIC OF CONGO

2nd to 3rd October 2023

IITA KALAMBO, BUKAVU, DRC



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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 DRC, the project has facilitated the establishment of a partnership led by RIKOLTO to rapidly deliver technologies to smallholder farmers. The established partnership is built on its existing networks made of grassroots farmer organizations working with RIKOLTO, the Service d'Accompagnement et de Renforcement des Capacités d'Autopromotion de la Femme (SARCAF), and Vétérinaires sans Frontières (VSF) on cassava, rice, banana, orange flesh sweet potato, beans, vegetables, maize, and milk value chains delivering innovations to farmers in six territories of South-Kivu province, Eastern DRC.

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

AID-I GLR	Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub
DRC	Democratic Republic of Congo
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
RBE	Reach-Benefit-Empower
ToT	Training of Trainer
USAID	United States Agency for International Development

Summary report

A two-day training course on Gender Equality and Social Inclusion (GESI) Considerations in the Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub (AID-I GLR) project was held from 2nd to 3rd October 2023 at IITA's Kalambo Research Station in South Kivu Province, Democratic Republic of Congo (DRC). The training was organized by IITA AID-I GLR team under guidance of Dr. Millicent Liani (IITA), the project's GESI technical lead, with the support of Mrs Lydie KASONIA (GESI focal person for DRC, and in charge of environmental and social protection at Rikolto). Participants came from six territories in South Kivu - where the AID-I GLR Project is being implemented. They included agricultural extension officers, members of cooperatives, extension agents, agricultural engineers, agronomist, veterinarians and monitoring and evaluation and Learning (MEL) officers (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 gender champions for the AID-I GLR project and other related initiatives.

The facilitators used various approaches to stimulate discussion among the participants, including the use of role-plays, group discussions and plenaries, as well as the use of assorted cards, which made the training both lively and productive. The facilitators felt that the training was timely in providing a better understanding of GESI and its role in the AID-I GLR project and in agricultural research in general, as most participants were initially sceptical about gender issues due to the responses about aversion to gender research as highlighted on the cards. However, as the training progressed, they began to understand and appreciate the importance of GESI integration in scaling of agricultural innovations. Participants were engaged in the learning process, as evidenced by the group discussions and plenary presentations, as well as during recaps including the conversations that continued throughout the training sessions. However, the training had its limitations as the two-day training was not enough to engage participants in such difficult and deep discussions, as most of them had never received training on GESI before. Therefore, the number of days needed to organize future training workshops should depend on the information and materials we prepare and provide in subsequent training sessions. Pre-and post-training tests showed a great improvement in the understanding of GESI issues.

Welcome and opening remarks

The Acting Officer in Charge representative from the IITA-Kalambo Research Station, President Olusengun Obasanjo, Dr Kokou Kintche, called on all participants to take the activities of the AID-I GLR project into their own hands by disseminating them to the whole community, as we all know that women play a very important role in agricultural activities. He highlighted the importance of integrating GESI perspectives at all levels of the project.

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.

Participants' expectations, likes and dislikes of gender research

Participants defined their own expectations of the training. They were given three assorted cards in pink, blue and yellow colours - and were asked to write on them one main expectation of the GESI training (pink card), one thing they liked about gender and gender research (blue card) and one thing they disliked, feared or felt uncomfortable about (yellow card). The cards were exchanged with each participant on the right. Each participant read what was written on the three cards, as summarized in Box 1, Table 1 and the images below:

Box 1: Participants' own expectations of GESI training

- 1) Women's participation in decision-making at all levels, whether in the home or in society.
- 2) To know more about women's work
- 3) Knowing and being able to explain the concept of gender equality
- 4) Participation of women in decision-making at all levels and promotion of women in development
- 5) Learn about the project, but also take the message back to my community
- 6) My role is to find out what gender is
- 7) Learning more about our work as women
- 8) To know how to make people understand gender. Increase my knowledge about gender
- 9) To know how to live in our families (2)
- 10) To hear and put into practice what we have learned in the workshop
- 11) Learning about gender (15)
- 12) Knowing the gender approach to help my organisation develop (2)
- 13) Learn how to integrate gender and social inclusion into our management projects for the Idjwi Nature Reserve. Learn more about the USAID_AID project

- 14) To be able to talk about gender mainstreaming
- 15) Knowing how to integrate gender into our workplace
- 16) Build my capacity in gender mainstreaming in agriculture
- 17) Mastering gender equality in the organization
- 18) My aim is to learn more about the importance of gender.
- 19) My mission in this workshop is to increase my knowledge of gender.
- 20) To know what gender is and how to use it in our work
- 21) The relationship between men and women in their work

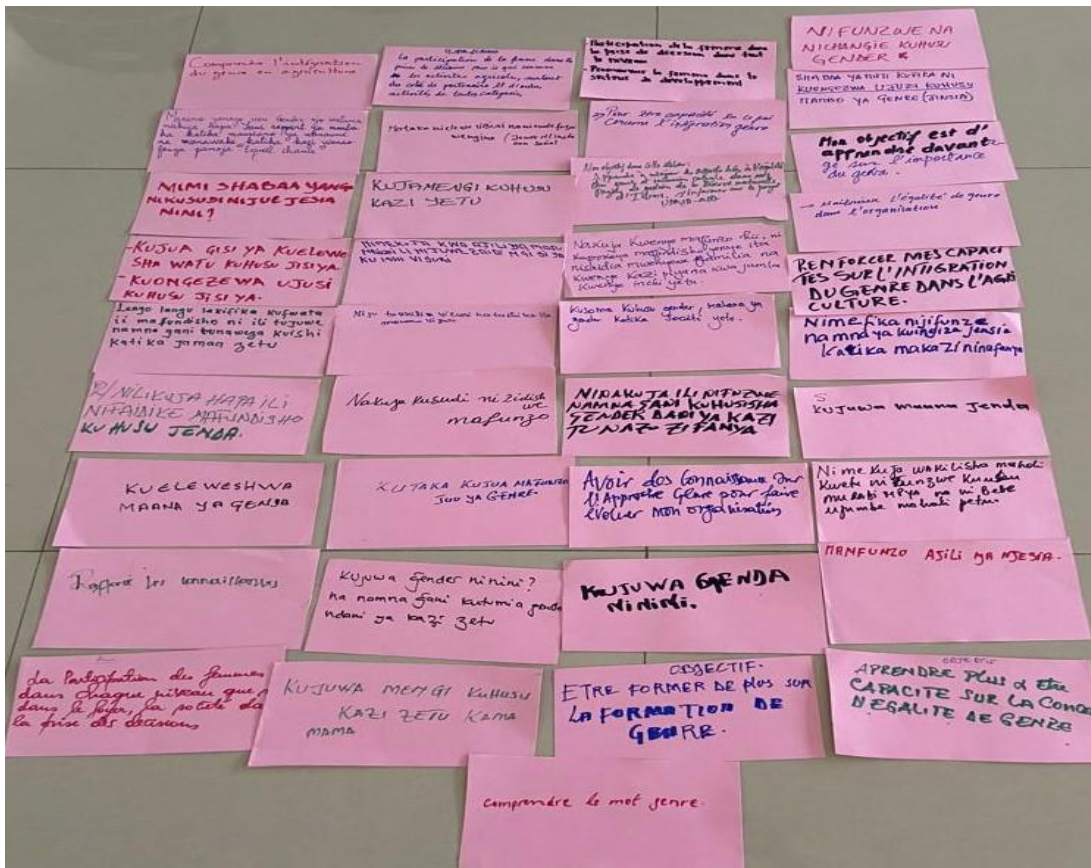


Figure 1: Participants' main expectations regarding gender training as provided on the cards (Photo credit: M. Judith/IITA)

Table 1: Summary of findings on participants' likes and dislikes about gender research.

Participants' like of gender research	Participants' dislike/ fears of gender research
<ol style="list-style-type: none"> 1) Being listened to in public, being a woman (2) 2) Harmonious management of issues in the household; gender integration in households 3) Finding out how to use gender in our homes 4) Building the capacity of women in society to make the right decisions and learn the lessons that will be taught to us. 	<ol style="list-style-type: none"> 1) Gender-based violence denounced only against women, never against men (4) 2) Ignoring women's contribution to the household (1) 3) Discrimination against women in activities, in decision-making, in the distribution of positions between men and women, in the management and leadership of organisations (11)

<p>5) To acquire knowledge that will enable me to make a positive contribution to society.</p> <p>6) Convincing our partners to support women's projects, because the partners do not yet understand that they need to support women's projects to help them achieve autonomy in their agricultural activities.</p> <p>7) Victimization of women in relation to men; men have not yet accepted gender equality in the home, leading to domestic violence.</p> <p>8) Integrate good family cooperation</p> <p>9) To ensure with certainty to bring help in the family, that of the man and the woman; to give the latter the same chance in all the works.</p> <p>10) To have the same understanding</p> <p>11) To say that the mother has the same rights as the father of the family.</p> <p>12) I like cattle breeding and I like peace-loving people.</p> <p>13) I like gender, it's a good thing and I'd like the moderator to explain it to us.</p> <p>14) I like it when we consider the man and the woman in a family (2)</p> <p>15) Sharing tasks or power</p> <p>16) Women must also be respected, acting as a gender.</p> <p>17) Include women, men, young and old in all projects (3)</p> <p>18) As far as gender is concerned, I like it when men and women are seen as equal.</p> <p>19) Women are no longer pushed to the side and are taken into account.</p> <p>20) I'm glad to see that women are taught to remain women and men to consider their wives. Humanism and the appreciation of every being and their abilities.</p> <p>21) I like to see women involved in the work of the land (agriculture) (2)</p> <p>22) I like the way men and women work, giving everyone the same opportunities.</p> <p>23) What interests me about gender is that it involves all social categories, especially the disadvantaged.</p> <p>24) Women's participation and decision-making</p>	<p>4) Men doing men's work and vice versa</p> <p>5) Non-inclusion of women in decision-making</p> <p>6) Empowerment of women</p> <p>7) Conflicts in couples</p> <p>8) Arrogance in women, disrespect by women in the name of gender (2)</p> <p>9) Disobedience of a woman</p> <p>10) The loss of authority and social status of men, the reversal of power in the household, the imposition of women (3)</p> <p>11) Gender as an adventure</p> <p>12) Separate management of male and female property</p> <p>13) Resistance to gender mainstreaming in activities</p> <p>14) The dominance of men who underestimate women</p> <p>15) The westernization of women and women's libertinism</p> <p>16) The weight of discriminatory customs and cultures in society</p> <p>17) The misinterpretation of the concept of gender by considering only sex</p> <p>18) Priority given to women even when they do not deserve it, exaggerated promotion of women without taking into account their abilities, poor recruitment of agents in organizations (3)</p> <p>19) Lack of respect. The selfish interests of some women.</p>
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- 25) Equality without discrimination at home and at work (6)
- 26) In our organisation, it's the ability and determination of all our employees that counts.
- 27) The participatory integration of men and women for the progress of humanity
- 28) The development of women
- 29) I'm not interested in gender if men and women work according to their intellectual abilities.

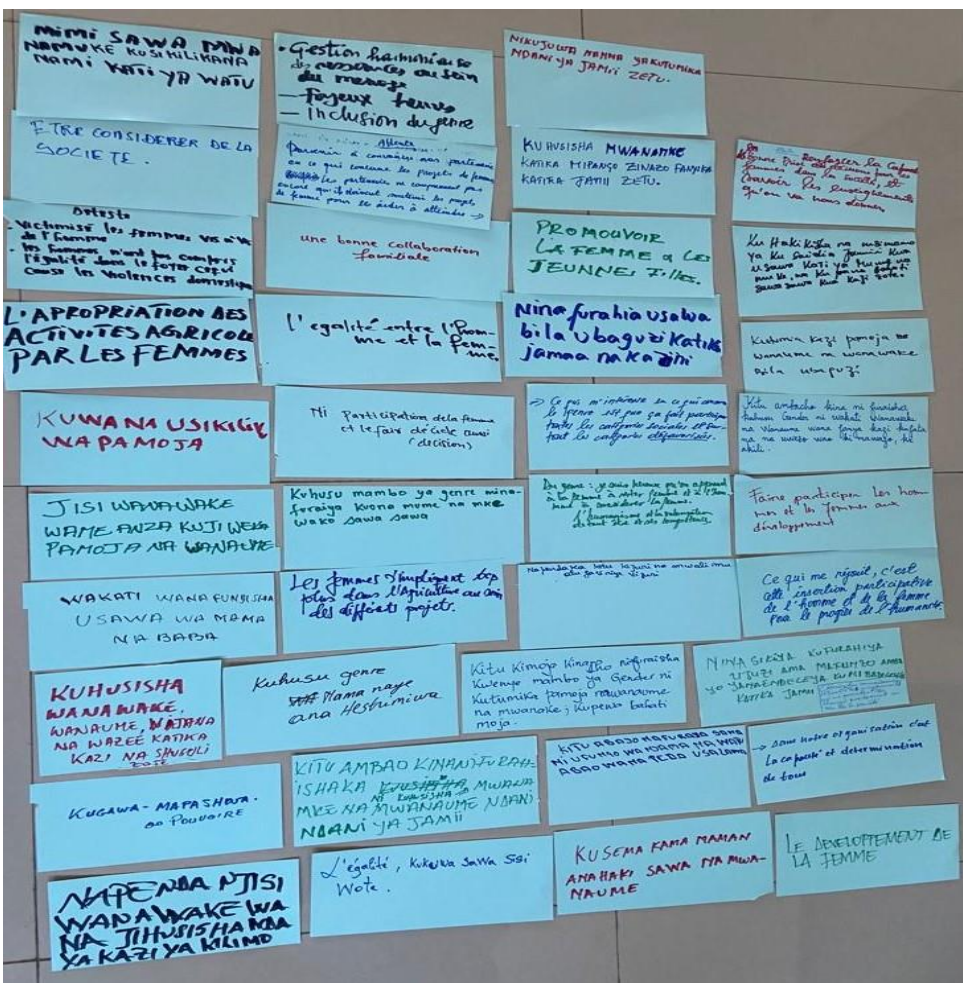


Figure 2 : What participants like about gender and gender research (Photo credit: M. Judith/IITA)

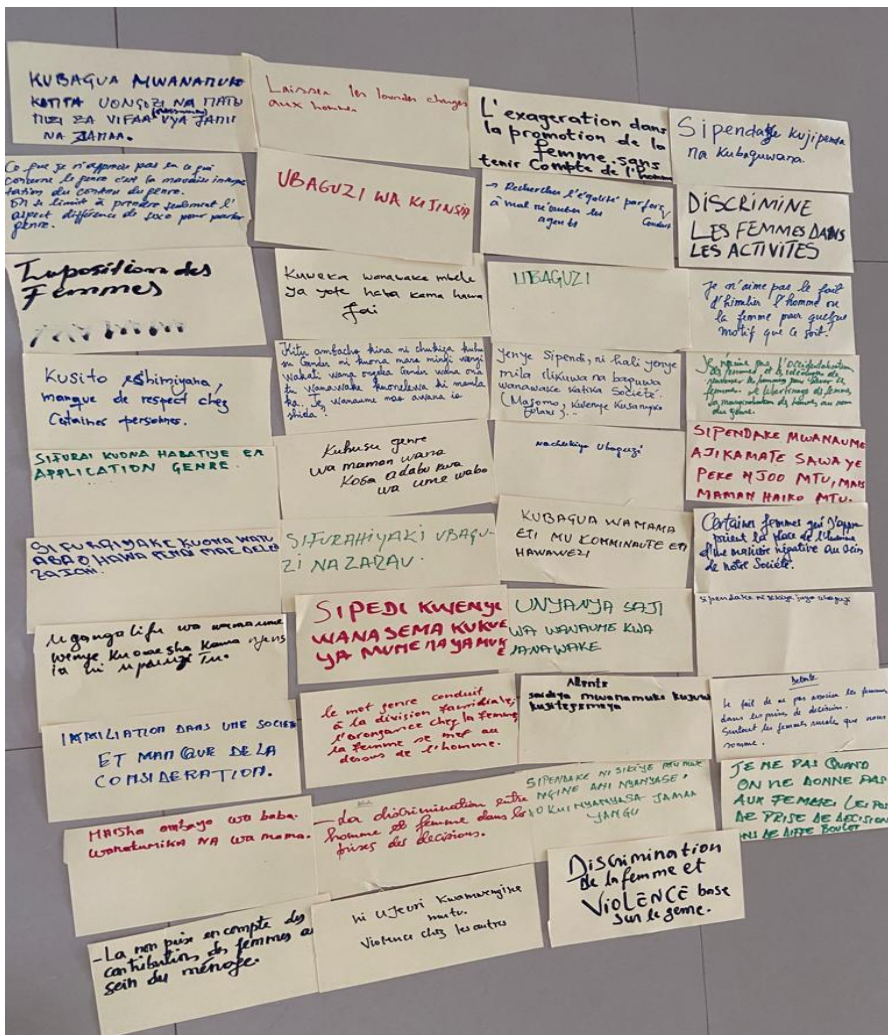


Figure 3 : What participants dislike, fear or are uncomfortable with about gender research (Photo credit: M. Judith/IITA)

Training objectives

Millicent highlighted the AID-I GLR goal and the GESI training objectives. She noted that the overall goal of the USAID AID-I GLR is to accelerate 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.

For the GESI training, the participants should be able to:

- 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 GESI lens and various approaches throughout the project cycle.
- 4) Become GESI champions for the AID-I GLR Project and other related initiatives.

After presenting their expectations for the workshop, their likes and dislikes about gender and gender research, and the objectives of the training workshop, the participants were given a 15-minute pre-test to assess their level of knowledge about GESI before getting down to the nitty-gritty of the training.



Figure 4 : Participants completing the pre-evaluation test (Photo credit: A. Nyangezi/Rikolto)

Module 1: Introduction to GESI fundamentals and concepts

The training commenced by acquainting participants with an understanding about gender and the key terms and concepts associated with GESI to support AID-I GLR scaling partners to become more responsive to the needs of the individuals and social groups with whom they work and support. These included understanding the difference between sex and gender, the reasons for focusing on gender; gender roles and gender relations; the types of gender needs related, the concepts of gender equality and gender equity, and their importance in agricultural research and the challenges associated with them; meaning of GESI, whilst underscoring the commitment to GESI integration in project activities for which USAID AID-I GLR is guided by the following seven GESI principles, adapted from the [USAID 2023 Gender Equality and Women's Empowerment Policy](#).

This was followed by as a session on intersectionality, which depicts moving beyond binary gender analysis towards social inclusion. This was conducted with participants engaging in role-plays on the "one step forward and backward" exercise to help them understand the meaning of intersectionality. Specifically, the exercise involved putting participants in the shoes of different groups of farmers, each of whom was given a new identity i.e. on the basis of age, education, marital status, number of

children, hierarchical position in the family and community, proximity to sources of power, through which she/he experiences opportunities or constraints in a variety of situations related to farm work, as shown in Table 2 below. Based on the results of this exercise, participants discussed the concept of intersectionality and its practical implications for the provision of extension and advisory services to different groups of farmers.



Figure 5 : What participants dislike, fear or are uncomfortable with about gender research (Photo credit: A. Nyangezi/Rikolto)

Table 2: Different roles and situations for the "one step forward and backward" exercise on intersectionality

Roles for taking a step forward and backward on intersectionality	Situations for taking a step forward and backward on intersectionality
<p>Role 1: You are a farmer aged between 40 and 50. You have a wife and two children (aged 9 and 12). You're the head of the family, physically strong, and you've been to secondary school. Apart from farming, you earn off-farm income as a teacher at a local school. You are a distant relative of the village chief.</p> <p>Role 2: You are a female farmer aged between 30 and 35 with a primary</p>	<p>Situation 1: A pest has affected beans 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 the instructions and calculate. If you have a primary education, stay where you are. If you have a secondary education, take a step forward.</p>

<p>education. With your husband (who is the head of the family), you have two children, aged 6 and 8. You farm a small plot of land for home consumption, but you depend mainly on the small income you get from temporary work on the farm (no off-farm income). You have no major physical disadvantages. You have no special relationship with the village chief.</p> <p>Role 3: You are a farmer aged between 50 and 55. You are the head of your household and have a wife and three children (aged 14, 16 and 17) who help you on the farm. You are physically strong and use manual methods to cultivate your land with the help of domestic labour. You have no additional income outside farming. You have attended secondary school. You have no special relationship with the village chief.</p> <p>Role 4: You are a farmer aged between 25 and 30. You are a single man (no wife or children, automatically head of household), physically strong and earn a marginal income as a temporary worker (not enough to employ temporary labour on your own farm). You have a primary education. You have no special relationship with the village chief.</p> <p>Role 5: You are a woman farmer aged between 40 and 50. As a widow, you are the head of your household and have three adult children. You are physically strong and have a secondary school diploma. Your close relationship with the village chief ensures that you have access to fertile land. You earn a decent income from farming.</p>	<p>Situation 2: An agricultural research institute is promoting new planting techniques that improve productivity but require additional labour. If you have enough off-farm income to employ temporary labour, take two steps forward. If you have at least three children over the age of 10 in your household, take a step forward. These children will help you do the work. If you have no off-farm income and three children over the age of 10, stay where you are.</p> <p>Situation 3: Your instructor/extension officer is a very experienced older man. He enjoys exchanging views on farming practices with farmers of his age and mindset. Young farmers feel shy in his presence and rarely ask questions. If you're under 35, stay where you are. If you're between 35 and 50, take a step forward. If you're over 50, take two steps forward.</p> <p>Situation 4: A field day is planned in a village three kilometres away. You would like to take part. If you are a woman with children under 10, you have to look after the children and cannot take part. So please move one step backwards. If you have a physical disability, please also move one step backwards. In all other cases, please step forward.</p> <p>Situation 5: 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 link with the chief, move one step backwards.</p>
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When the last participant had revealed his or her identity vs. their end positions (see picture below), the facilitator opened a discussion so that each participant could talk about a) 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? Key insights by the participants about their end positions were as follows:

It was found that people who had studied, who had extra income (off-farm) or children over the age of ten years, the elderly and those who were related to the landowner were the most advantaged. On the other hand, women with many children under ten years old, those who had not studied and were not related to the landowner, the disabled, those with no income and the young were the least advantaged.

To reduce inequalities, there is need to raise community awareness of the importance of GESI, to carry out ongoing self-assessment by organisations of their level of integration of GESI into their project cycle, to engage in dialogue with land chiefs to ensure inclusive access to land, to consider women's work schedules in the implementation of activities to enable them to actively participate in activities and benefit from capacity building.



Figure 6 : A Photo showing the end positions of participants following the role-play on intersectionality (Photo credit: M.Liani/IITA)

Thereafter, the facilitator then introduced the standard definition of intersectionality a term coined by Kimberly Chrenshaw, then used the coin model of privilege and oppression as well as the intersectionality wheel diagram to help participants better understand this concept. She also shared the principles of intersectionality and how to apply intersectional gender analysis in research.

Module 2: Gender Analysis in Agricultural Research and Development Work

The facilitator introduced the topic of gender analysis in agricultural research, where she asked the participants to brainstorm what is meant by gender analysis. Thereafter, she clarified the meaning of gender analysis by noting that: 'Gender analysis is the process 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. It is also a set of tools to strengthen development planning, implementation, monitoring and evaluation, and to make programmes and projects more effective, efficient and relevant to context by cataloguing differences and identifies inequities and assesses power relationships between women and men. Such a process helps us to frame questions about women and men's roles and relations to challenge OUR assumptions about '**who does what, when, where how and why**'.

Key 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/>

This was followed by the key issues in gender analysis, the key components of gender analysis and related issues around division of labour between women and men in agriculture, analysis of access to and control over agricultural resources by gender; the common tools used for gender analysis such as focus group discussions, Individual in-depth interviews, Key informant interviews, Socio-economic activity profile, Value chain group interviews, Daily activity clocks, Venn diagrams, Seasonal activities calendars, and Community resource maps among others; the identification of appropriate units of analysis for sex-disaggregated data; and the recommended prerequisites for gender analysis. Participants discussed strategies for social inclusion such as appropriate timing and scheduling of meetings by being cognisant of women's triple gender roles compared to men.

Day 2 | Tuesday 3rd October 2023

Recap of day one training

This session was led by Mrs. Lydie Kasonia, who asked participants to share the learnings from the previous day. The facilitator made a ball from waste papers where we asked all participants to stand at the back of the room in semi-circle, where they passed the ball to each participant in random direction asking them to 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:

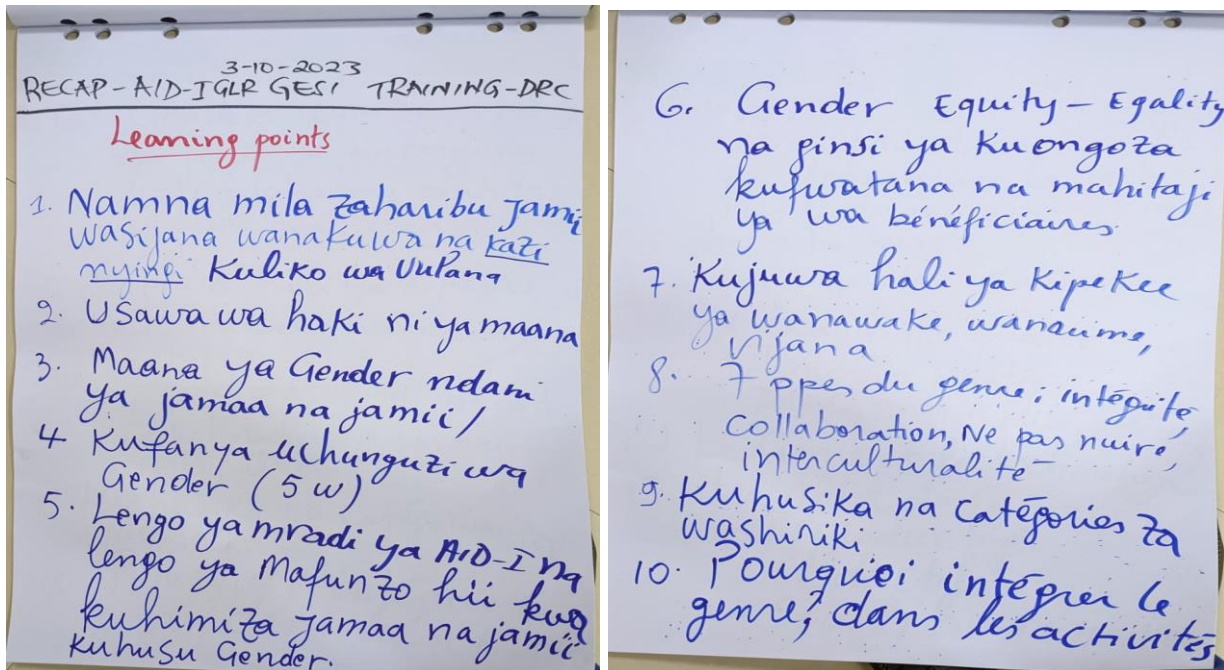


Figure 7 : Summary of the first day of the training workshop (Photo credit: M. Sylvestre/IITA)

Module 3: GESI integration in AID-I GLR work

Following the understanding of GESI concepts and terms as provided in day one summary, led by Millicent, the training for day two was centered around integrating GESI in AID-I GLR work. She highlighted why GESI considerations matters in the scaling of agricultural innovations. She reiterated that such ambition is 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). Accordingly, USAID places much emphasis on equality and inclusion, with a particular focus on inclusive agricultural-led economic growth that empowers women, girls, youth, and marginalized communities, as realization that could be achieved through inclusive scaling of agricultural innovations to affected communities in AID-I GLR. The facilitator also presented three sets of arguments for the importance of gender in scaling up agricultural innovations and the corresponding case studies. The highlights and discussion points raised by the participants, in particular the way they linked the three case studies around the business case; social justice; poverty reduction and food security arguments were as follows:

- ✚ On social justice, discussions were held on the everyday experiences in our communities where assets such as agricultural inputs, animals, land, houses, etc. are distributed inequitably. Although these assets are produced jointly by women and men, the results and income are generally controlled by men. In particular, participants indicated that the problem arises when the extension agent is opposed to the approaches or does not understand the gender dynamics in the family. There was therefore a need for more training on the importance of gender for extension staff and farmers.
- ✚ In terms of analyzing profitability, the facilitator pointed out that women generally work longer hours than men and do unpaid and community work that is often invisible and unrecognized. On the other hand, compared to men, women often face restrictions on movement/mobility, limited participation in training, lucrative markets and other events related to scaling up. In agriculture in particular, women have less access to extension services and improved technologies. Fewer agricultural inputs, such as improved seeds and fertilizers, are used by female-headed households, which affects the productivity and income of women farmers compared to men.
- ✚ Talking about the resources needed to reduce poverty and food insecurity, the facilitator showed how important women are (70%) in the fight against poverty and food security. Unfortunately, they are discriminated against in terms of access to resources for agricultural production and property rights. In most cases, opportunities go to the head of the family, who is registered as a farmer, mainly men, and are passed on to other members. All these factors affect the productivity and income of women farmers compared to men. It is therefore preferable for the project to involve all family members involved in the production process. Training and extension services should not be provided only to heads of households, even if they are the ones who control the family resources.

Scaling processes and dimensions to inclusive scaling of agricultural innovations

The facilitator presented on the dimensions of scaling up inclusive innovations. She first asked participants to share insights on their own understanding of the term 'scaling', where she later noted that '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)'. She then provided the typology of three approaches to scaling for systemic impact which underscores the complexities and complementary nature of the strategies involved in advancing change that comprises of scaling out, scaling deep and scaling up as depicted in the picture below:



Figure 8: Dimension of inclusive scaling of agricultural innovations (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 h 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

Millicent 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](#) for inclusive scaling with an intersectionality lens among intended beneficiaries; and (ii) Reach-Benefit-Empower framework developed by Johnson et al., (2018).¹

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 also mentioned that when designing a scaling strategy, the core innovations usually account for 10%, while 90% is comprised of complementary non-technological innovations. She mentioned that complementary innovations are developed before and during the

¹ Johnson et al. (2018). How do agricultural development projects empower women? Linking strategies with expected outcomes. Journal of Gender, Agriculture and Food Security. Volume 3, Issue 2, 1-19. <https://agrigender.net/uploads/JGAFS-322018-1-Paper.pdf>

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 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.

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. Participants were divided into five groups and asked to discuss and devise inclusive scaling strategies with GESI indicators with each group working tasked to work on one core innovation namely, rice, cassava, banana, vegetables and artificial insemination. They were given 50 minutes for group discussions and documentation on flipcharts, which they then presented in plenary, with each group having 15 minutes for presentation and question and answer session. The groupwork plenary presentations are as summarized in Tables 3 and 4 below, with supporting images in Figures 4 and 5.

Table 3 : Plenary of group discussions on how intersectionality can inform the work of agriculture in the DR Congo

Group	Basic innovation	Complementary innovations	Type of beneficiaries by social category	Who's missing and why	How can they be included	Unintended negative consequences	How to mitigate the consequences	Should they take action ?	How to integrate them into the work plan
1	Rice	Fields Seeds Farmer training Post-harvest activities Purchase of upland rice seed	Rice farmers (men, women and youth)	Indigenous people; persons living with disabilities as they are marginalized in the society	Raising awareness and defending the interests of such rice farmers	>Stealing, >conflict and hatred	-	Gather them into cooperatives and farmers' organisations and show them the importance of agriculture.	Awareness, identification, training and ongoing maintenance of their work
2	Improved Cassava varieties	Awareness raising Popularisation Followed through to production	Everyone, without discrimination and regardless of gender	>Landless people (women, youth). >Those with chronic illness and disabled	Capacity building of the extension agents to raise awareness of improved varieties that are resistant to diseases	>Cassava diseases (mosaic) >Crop theft and destruction >Adverse weather	>Raising awareness of disease prevention and management >Raising awareness of good agronomic practices	Training beneficiaries to select cassava cuttings and control diseases. State, NGOs, Church	Involve local authorities and leaders in the community-based approach to crop extension.
3	Artificial Insemination	Manufacture of lickable blocks Artificial insemination Fodder production	Breeders of large livestock	Breeders of small animals (goats, sheep) Because it's the insemination of large cattle	Extending artificial insemination to small livestock according to their needs	Conflicts between farmers over insemination programme according to livestock type	Raise farmers' awareness of the insemination programme according to the type of livestock.	The financiers of the project Implementing organisations (VSF&ILRI) Inseminators Government services Breeders	Planning, Identify and integrate them in the project; Capacity building Via meetings with the various integrated organisations and structures

									Routine follow ups
4	Improved banana varieties	Good growing practices Planning training Market access Consumer preference Producer co-operatives	Men	Women and young people are not taken into account	>Raising awareness and advocacy >Credits	>Increased poverty >Innovation not appropriate for women	>Fighting for the inclusion of all categories >Integration without discrimination through use of affirmative action in distribution process	NGOS (SARCAF, IITA, RIKOLTO) Public institutions (INERA, SENASEM, SNV, MINAGRI)	>Integrated inclusive business models >Planning Synergistic actions that respect the role of each stakeholder
5	Vegetables	Use of new technologies Access to agricultural credit Soil improvement (organic and mineral fertilisers, row seeding, pest and disease management) Use of new seed varieties Access to land Use of agricultural calendar Use of good maintenance practices	Widows and widowers, men and women, young people	Indigenous people; People living with HIV/AIDS; orphans; the elderly Because they are discriminated against based on their social status. The also lack of access to land	>Preventing discrimination in the community >Awareness raising (dialogue, focus group discussions, interviews) >Publicising the law on the promotion and protection of vulnerable people >Lobbying local authorities on behalf of vulnerable people	>Accelerated vulnerability of unaffected categories (malnutrition, poverty, etc.) >Household food insecurity >Robbery, rape >Recruitment of children by armed groups Social conflict	>Identify the inclusion of vulnerable people in the value chain development programme >Identify capacity development needs >Provision of agricultural inputs >Gendered monitoring and evaluation	The Government Government services NGOs Private companies Schools Churches The media	Involving all stakeholders in the work plan Recruitment Implementation of activities

Table 4: Strategies for Inclusive Scaling for each core innovation as highlighted above

Rice	Ploughing and sowing: Rice growers Growing season: respecting the agricultural calendar. Household awareness-raising and seed distribution to the poor to reach 90% of innovation adopters
Cassava	Organise agricultural fairs at the beginning of the season to provide easy access to seeds at a good price and in time, involving all categories of people without discrimination.
Artificial insemination	Organise awareness-raising events for livestock farmers. Identifying breeders interested in insemination and identifying problems. Support breeders through training, grants and refresher courses,
Banana	Raising awareness among all sections of the population Distribution of refusals to reach +-90% of beneficiaries. Provide technical assistance to beneficiaries
Vegetables	Comprehensive scaling up work plan with GESI indicator based on basic innovation and access to agricultural credit and market



Figure 9 : Flipcharts by group, showing constraints and opportunities for positive change based on gender and social inclusion. (Photo credit: A. Nyangezi/Rikolto)



Figure 10 : Plenary session presentation by group. (Photo credit: A. Nyangezi/Rikolto)

Reach-Benefit-Empower (RBE) Framework

The facilitator informed the trainees 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)². Although the most commonly used framework to integrate gender aspects in projects is the Interagency Gender Working Group (IGWG) Gender Integration Continuum (see Figure 11 below) – 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).

² Johnson et al. (2018). How do agricultural development projects empower women? Linking strategies with expected outcomes. *Journal of Gender, Agriculture and Food Security*. Volume 3, Issue 2, 1-19.
<https://agrigender.net/uploads/JGAFS-322018-1-Paper.pdf>

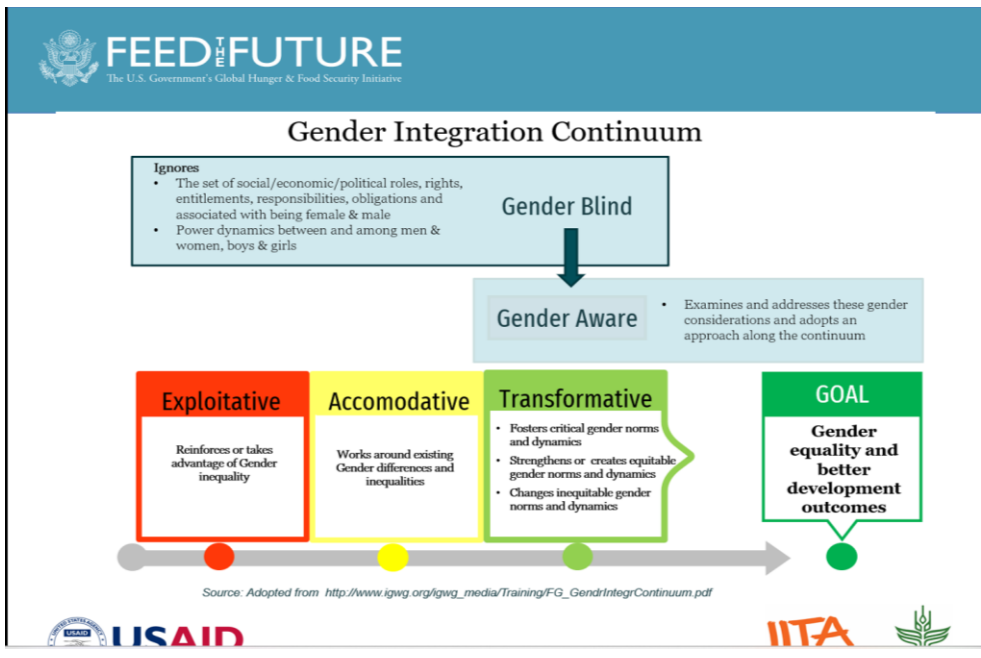


Figure 11: IGWG Gender Integration Continuum

Based on this shortcoming, Johnson et al., 2018). 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 12 below:

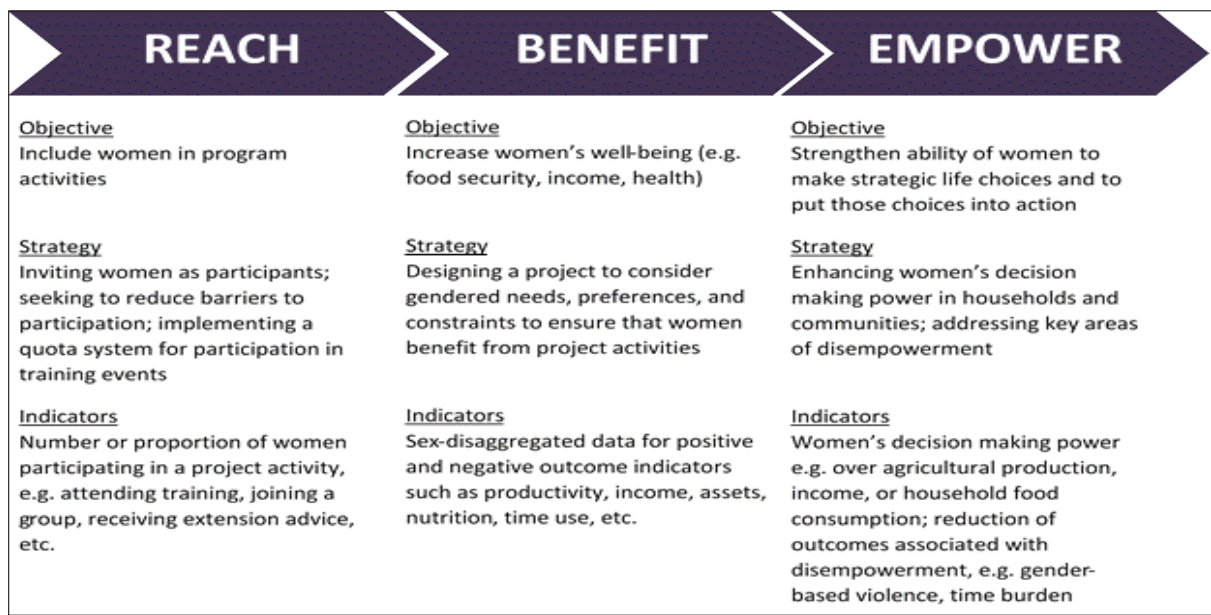


Figure 12: The Reach-Benefit-Empower Framework by Johnson et al., 2018

Innovative activities to empower women and young people

Innovative activities to empower women and young people were also discussed. These include providing them with access to resources and opportunities (training in GAP, access to markets, opportunities to develop a spirit of initiative, etc.); providing them with access to finance by

establishing links with micro-credit/financial institutions and/or by providing training in the use of the Internet); providing access to finance by establishing links with micro-credit/financial institutions and/or encouraging membership of savings groups; and introducing them to mentoring schemes, frameworks in which experienced farmers provide advice and support to new and aspiring farmers; transferring knowledge and skills; creating networks and relationships within the community, etc.

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

The facilitator shared some of the good practices on how to integrate GESI in AID-I GLR by drawing examples from the [Feed the Future Integrating Gender and Nutrition within Agricultural Extension Services \(INGENAES\) project](#) (See McNamara and Harris-Coble, 2018³). They included:

- 1) Using set quotas to increase the participation and representation of women and youth. She noted that 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.
- 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-test and post-test evaluations

Forty-three (43) participants completed both the pre- and post-test assessments. All scores were calculated and analyzed for the 43 participants who completed these assessments. The average score on the pre-test was 28.23%, with the lowest and highest scores being 0% and 60% respectively. The post-test results showed that the lowest and highest scores were 6% and 88% respectively, with an average score of 40.37%. We then analyzed the difference between the pre-test and post-test results

³ https://ingenaes.illinois.edu/wp-content/uploads/ING-TN-2018_06-Gender-Equity-and-Social-Inclusion-GESI-Strategies-Nepal-Harris-Coble-1.pdf - accessed 27th August 2023

and found that the top two participants who improved the most were Ms TUKUZENI MURHULA NOELLA with a score of 60% and Mr AMANI ZIGABE BIENFAIT with a score of 53%.

Award of training certificates and closing remarks

The training ended with Ms. Julie Lunzihirwa N'namanvu (IITA) presenting certificates of attendance to all participants. In her closing remarks, she congratulated all the participants for their diligence and commitment and urged them to go out and disseminate what they had learnt within their structures and communities.



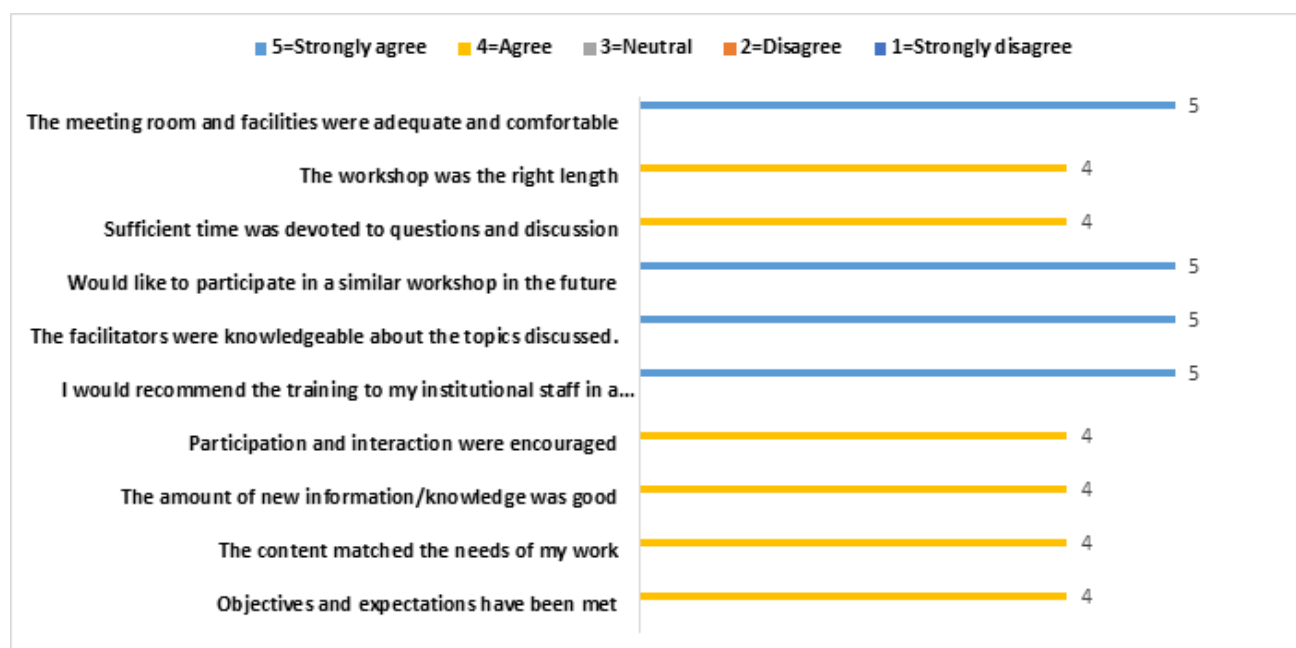
Figure 13 : Certificates awarded to GESI training participants (Photo credit: A. Nyangezi/Rikolto).

Outcome of the training evaluation

After attending the GESI training, participants were asked to evaluate the course. A training evaluation form was given to everyone. They were asked whether they had already attended a gender training course and how they rated the organisation of the course. The latter was done on a five-point Likert scale - 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree - on aspects related to (cf. Annex 3): the objectives and expectations; the relevance of the content to their work needs; whether the amount of new information and knowledge was good and whether they could recommend the training to other staff in a similar position in the institution; whether the facilitators were knowledgeable about the topics; whether they would like to participate in a similar workshop in the future; and whether the duration of the training was sufficient. Participants then

indicated the main messages they wanted to take away from the workshop, what they did not fully understand, and recommendations for improving future equality workshops.

Figure 14 : Participants’ rating of the GESI training workshop by participants (n=43)



The results of the analysis showed that 43 participants (25 women, 18 men) out of 51 (31 women, 22 men) completed the evaluation forms.

Box 2 below summarises the messages that participants took away from the workshop:

- Box 2: Participants' take-home message(s) from the workshop**
1. Mainstreaming gender equality and social inclusion is a necessity that affects all areas of life/projects. It enables the integral development of society and harmony in social relations. It corresponds to the aspirations of the Creator. It ensures intergenerational progress. GESI integration promotes productivity at work and family prosperity.
 2. It is the fact that the most vulnerable categories are involved in the implementation of AID-I and other projects. This has the advantage of involving all strata of society and contributes to the inclusion and acceptance of the project by the community.
 3. How to integrate gender into society
 4. Gender roles and needs
 5. I have to promote gender wherever I need to be.
 6. The project aims to reach all levels of society. The workshop covers different modules such as communication, data collection among beneficiaries, etc.
 7. It's the way I have to run my organisation properly, checking the type so that the work is done properly and development is achieved.
 8. Taking into account the gender dimension in the implementation of the AID-I project is essential and constitutes a factor in favour of social inclusion.
 9. Gender is socially acquired as we grow up, we have to reduce discrimination between men and women, we have to be fair in the discrimination of seeds and make sure that everyone has received and been praised.
 10. All the topics covered were highly relevant

11. Integration of gender equality and social inclusion in the AID-I GLR project of which I am a beneficiary.
12. Gender roles in the AID project.
13. Not to discriminate against certain categories of people, so that the massive production, distribution and profits can reach a favourable percentage, thus boosting the agricultural economy of the region, but also of the country.
14. The implementation of the results of the AID-I project must take into account all social strata without gender discrimination.
15. The amount of information and new knowledge was good
16. New gender strategies that show that women and men can do any job without exception.
17. Introduction to the basic principles and concept of gender
18. Gender, gender equality and social inclusion, the different roles of the sexes in society
19. How the gender approach contributes to innovation in different sectors by creating space for equality between men and women.
20. I've just understood what gender is (2)
21. Women need to be taken into account in society, but they also need to know their rights.
22. I have learnt that women also need to be taken into account in society.
23. The importance of gender mainstreaming in business activities
24. In our work, we must apply gender without discrimination and regardless of social rank (8)
25. We thank RIKOLTO for the training
26. We need to raise gender awareness
27. Women have their rights
28. Active participation of all
29. Peace in our homes
30. Promotion of women
31. The duration of the project with their knowledge

What the participants did not understand during the training workshop was the following The "reach-benefit-empower framework" approach, scaling up and types of scaling up, the gender approach in the AID-I GLR project, etc. Notably, some participants only attended day two training thus missed out on day one training on GESI concepts and terms. The other responses are presented in Box 3 below.:

Box 3: What participants did not fully understand about gender training

1. Scaling Up and scaling types (2)
2. The introduction of agricultural technologies and their use
3. The merits of completely replacing local seeds, how to educate women without crushing men.
4. The time it takes for the women to finish between jobs.
5. Gender mainstreaming in daily activities, with a focus on the AID-I project
6. The seven principles of GESI and gender analysis
7. The issue of gender in relation to the specificities of men and women.
8. Data collection for activity reports
9. The specific number of men/women/boys and girls to be reached by the project.
10. Gender approach in AID-I GLR (2)
11. Approaches to integration
12. Business case
13. Reach - Benefit – Empower framework (3)
14. How to integrate gender into the community where there is no fulfilment
15. The role of a woman in the integrated work of the AID-I project
16. Scaling-up processes and the inclusive dimensions of agricultural innovations - when to use them in the community

Recommendations for improving future gender workshops

In order to improve future gender workshops, the training participants made a number of suggestions, which are summarised in Box 4: It would be a good idea to hold the training workshop in French, as this would ensure that it was properly assimilated and would allow participants to reveal what they had learned from the training. In addition, distributing the training materials would ensure that the trainees could consult them if they needed to recall a chapter or anything else they had forgotten, and strengthening the gender training sessions would help to establish this approach within the AID-I GLR project. What's more, the time devoted to training was insufficient. In the near future, 3 to 5 days will be needed to master the subject.

Box 4: Recommendations for improving future gender workshops.

1. Delivering content that is close to our local cultures and values.
2. Improve and innovate yields with our endangered traditional seeds.
3. Increase research into local seeds and the conditions that affect them.
4. Ensure that the same people are involved in this activity in the future for better understanding.
5. Training on women's rights.
6. Involve women in the AID project, including village women.
7. When the project starts, there must be gender parity, i.e. half men and half women.
8. Reduce gender stereotypes in our villages
9. More training for men

10. There wasn't enough time. In the near future, it will take 3-5 days to master the material. Give enough time to learn more and, if necessary, invite a man and a woman from the organisation (8)
11. Organize the training in French to ensure that the learning acquired during the course is properly assimilated and communicated (12)
12. That the training materials or tools be translated into French or Swahili so that everyone can follow the lessons in the languages most commonly used by the participants. Even if the lessons are given in Swahili, the support material should be in the language that most people can speak and read (2).
13. Distribute the training material so that the trainee can refer to it if he/she needs to remember if he/she has forgotten a chapter or something else (5).
14. Intensify gender training workshops to establish the approach within the AID-I project (5)
15. Participants have the right to eat their own food
16. Providing financial resources to member organisations to re-establish the method in their communities (3)
17. Publication of legal instruments to protect and promote women's rights.

ANNEXES

Annex 1: List of participants

N°	First name	Last name	Gender	Function	Institution	Email
1	CHANCE	BAHATI BUSOMEKE	F	ADVISOR	MINAGRI	chanceberom@gmail.com
2	MAPENZI	SADOCK ROSETTE	F		OP. CADAD	cimanyatuma@gmail.com
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5	BLANCHE	TUMUSIFU	F	TREASURER	CIDVSF	cimanyatuma@gmail.com
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8	NAMULISA	PATIENCE LUHUSHU	F	FARMERS	SARCAF	
9	CLAUDONE	TABENA	F	COORDINATOR	CARME	
10	DONATIEN	MUNTUOKUWI NDI	M	Private veterinarian	VSF	mb.donatien@gmail.com
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13	AMANI	JUSTIN	M	AGRONOMIST	TUPENDANE PAMOJA	amanijust7@gmail.com
14	OLIVIER	BAGUMA	M	AGRICULTURAL MONITOR	SARCAF	
15	AIMEE	CIBALONZA	F	CHAIRMAN	RIZMA	
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17	LEON- GRAND	LUNGERE	M	CHAIRMAN	KST	leonlegrand51@gmail.com
18	JACQUELINE	BAGABO	F	DIRECTOR	WNP	
19	GHISLAIN	MULUMEODER HWA	M	MEMBER	SARCAF	ghislainbalamba1@gmail.com
20	ETIENNE	BITORWA	M	AGRONOMIST	SARCAF	
21	AIMEE	BISURO	F	CHAIRMAN	SARCAF	
22	TIERRE	KABERA	M	TEACHER	ISTD-KALEHE	
23	ARSENE AGANZE	AGANZE	M	C & GO	RIKOLTO	arsene.nyangezi@rikolto.org
24	NAOMIE	AMINA	F	SIGF4C	RIKOLTO	
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26	RACHEL	NYAKARHERA	F	AXIS	VSF	
27	KASABA	BALEMBA	M	CHAIRMAN	ACCPO	kasabaseverin@gmail.com

28	RAELI	MUSHENGEZI	F	TREASURER	COVELKA	
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29	RACHEL	M'PEREZA	F	STAG.PRO	IITA	perezrachel2015@gmail.com
30	GERTRUDE	RWATI	F	SECRETARY	CPAES/VSF	
31	PASCALINE	TULIZO	F	V/ CHAIRMAN	COOFDL	
32	CHRISTELLE	NAKUZIGIRA	F	MEMBER	TP	
33	NSHOKANO	CIRIMWAMI ROLAND	M	FARMERS	SARCAF	rolandcirimwami@gmail.com
34	HELENE	M'KANYWABA HIZI	F	FARMERS	SARCAF	
35	CHARLINE	AHUDA ITONGWA	F	ANIMATOR	OP SARCAF	
36	ALICE	MUBAGWA	F	ACCOUNTANT	GIE NYANGE	
37	DARIA	SHALUKOMA	F	FARMERS	RHULANGANE	
38	KABIONA	MAKARA- ROMAIN	M	CHAIRMAN	COOPDEL	
39	JEANNE	SIFA	F	CHAIRMAN	COOPL	
40	NOELLA	TUKUZENI	F	FARM INSTRUCTOR	SARCAF	
41	HOPE	NTABGI	F	COORDINATOR	UFIN	
42	FAIDA	TRIPHONY	F	TREASURER	SCPNCCK	
43	LYDIE	KASONIA	F	SSES	RIKOLTO	lydie.kasonia@rikolto.org
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Annex 2: Agenda/schedule drawn up for the training course

Time	Activity	Responsible person
Day 1 Monday 2 nd October 2023		
8.00 - 8.30 am	Arrival and Registration	Judith Mugisha Rachel M'Pereza Kungwa Wonder
8.30- 8.45 am	Welcome and opening remarks	OiC and AID-I GL DRC Country manager, Jacob Mignouna
8.45 - 9.15 am	Introductions, participants' expectations	Millicent Liani Lydie Kasonia
9.15 – 9.30 am	Pre-training assessment	Millicent Liani Lydie Kasonia Masirika Amato
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 Lydie Kasonia
10.30 – 11.10 am	Group Photograph and Tea/coffee break	Masirika Amato/IITA comms
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 Lydie Kasonia
1.00 – 2.00 pm	Lunch break	All
2.00 - 3.20 pm	Gender analysis in agricultural research	Millicent Liani Lydie Kasonia
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	Millicent Liani Lydie Kasonia
4.25 - 4.30 pm	Wrap up of day one	Millicent Liani
Day 2 Tuesday 3 rd October 2023		
8.00 - 8.30 am	Arrival and Registration	Masirika Amato
8.30 - 8.45 am	Recap of the first day	Lydie Kasonia /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 Lydie Kasonia
12.00 – 1.00 pm	Approaches to GESI integration in AID-I GLR: Reach-Benefit-Empower Framework	Millicent Liani Lydie Kasonia
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
3.30 – 3.40 pm	Tea/coffee break	All
3.40 – 4.00 pm	Post-training assessment and evaluation	Millicent Liani Lydie Kasonia Masirika Amato/ Sylvestre M.
4.00 - 4.25 pm	Award of certificates	USAID Mission Office Rep., RIKOLTO Programme Manager, Jacob Mignouna Leon Nabahungu
4.25 - 4.45 pm	Closing remarks	Abdou Konlambigue- AID-I GL COP (via teleconference)

Annex 3: Evaluation form for the GESI AID-I GLR -RDC training workshop

Name of participant:Date:
 Gender:
 Age bracket (tick one option): Under 30 [] Over 30 []
 Institution/organisation:
 Job title/designation:
 Country:
 E-mail address
 Telephone number

- a) Have you ever taken part in gender training? Yes [] No []
 - If yes, what was the most recent year you attended the course?
 - If so, by which organisation and what was the content of the training?
- b) On a scale of 1 to 5, how would you rate the training workshop in terms of the following?
1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree

Component	Rating
1) Objectives and expectations have been 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 have been encouraged	
5) I would recommend the training to staff in a similar position in my institution.	
6) The presenter(s) knew the subjects well	
7) I would like to take part in a similar workshop in the future	
8) Sufficient time was set aside for questions and discussion	
9) The duration of the workshop was appropriate	
10) The meeting room and facilities were adequate and comfortable	

- c) What key message(s) did you take away from the workshop?
- d) What didn't you understand well?
- e) Please provide us with your recommendations for improving future gender workshops.