GENDER EQUALITY AND SOCIAL INCLUSION IN THE GREAT LAKES ACCELERATED INNOVATION DELIVERY INITIATIVE RAPID DELIVERY HUB (AID-I GLR): A TRAINING MANUAL

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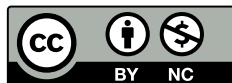
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LIST OF ABBREVIATIONS

AID-I GLR	Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub
AR4D	Agricultural Research for Development
FTF	Feed the Future
GBV	Gender-Based Violence
GESI	Gender Equality and Social Inclusion
IGWG	Interagency Gender Working Group
IITA	International Institute of Tropical Agriculture
MEL	Monitoring, Evaluation, and Learning
RBET	Reach-Benefit-Empower-Transform
SDG	Sustainable Development Goal
ToT	Training of Trainers
USAID	United States Agency for International Development

OVERVIEW

This training manual serves as a user guide for integrating gender equality and social inclusion (GESI) considerations into the activities of the Great Lakes Accelerated Innovation Delivery Initiative Delivery Hub (AID-I GLR) project, which is funded by Feed the Future through the United States Agency for International Development (USAID). The manual has been developed to help strengthen the capacity of staff from AID-I GLR's scaling partners by training them on how to systematically integrate GESI into the project's activities in order to realize its goals, which adhere to global commitments including Sustainable Development Goal (SDG) 5 and its GESI-related targets.

PURPOSE

The manual guides facilitators and trainers in planning and delivering trainings on understanding GESI and how to integrate GESI considerations into the USAID's AID-I GLR project, including design, implementation, and monitoring, evaluation and learning (MEL).

WHO IS THE MANUAL FOR?

The manual is designed for use primarily by the GESI focal points from AID-I GLR's scaling partners. The GESI focal points are required to deliver training of trainers (ToT) on GESI responsiveness in design, implementation, and MEL to farmer promoters, village-based agricultural advisors, and local partners working on the ground. It also serves as a guide for incorporating GESI considerations into their project activities. The trainees should include technical advisors, program managers, and technical staff, such as seed system specialists, agronomists, value chain specialists, MEL officers, and district gender mainstreaming officers, as well as finance officers, who are often involved in activity plans and budgeting, among other activities.

STRUCTURE

This manual is divided into five modules as part of a training program that is designed for two days.

- Module 1 introduces the most frequently used concepts in GESI and AID-I GLR's GESI principles.
- Module 2 introduces GESI analysis and provides examples of tools used to conduct an analysis in agricultural research and development work.
- Module 3 presents why GESI matters in scaling agricultural innovations, dimensions and processes to inclusive scaling, as well as approaches to integrating GESI into AID-I GLR.
- Module 4 provides good practices for integrating a GESI lens into the AID-I GLR's project cycle.
- Module 5 is about wrapping up and closing.

METHODOLOGY

This manual uses participatory blended and experiential learning approaches that consider the diverse experiences, perspectives, and needs of participants. It is designed as a resource for in-person training, allowing for flexibility and adaptation while taking into account different contexts and backgrounds. Prior to the training, the participants should complete a pre-test to assess their initial level of knowledge and learning needs. The notes provided in the manual will help facilitators deliver the training in a way that is simple and easy for participants to understand. More detailed background information on the content provided can be obtained from the list of bibliographies at the end of each module. The facilitators are also highly encouraged to read other related resources so that they can expand and strengthen their understanding of the GESI materials and topics that have been provided.

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TRAINING SCHEDULE

The following is a sample training schedule detailing the modules, sessions, and timings needed for each module over the course of the two days. Facilitators can adapt it as needed. For example, based on the results of the pre-training assessment test, more or less time could be devoted to specific sessions based on participants' knowledge prior to the training.

Table 1. Sample training schedule.

Time	Activity
Day One	
8:00–8:30 a.m.	Arrival and registration
8:30–8:45 a.m.	Welcome and opening remarks
8:45–9:15 a.m.	Introductions, participants' expectations, likes, and dislikes about GESI
9:15–9:30 a.m.	Pre-training assessment
9:30–9:35 a.m.	Setting the frame: Training objectives
9:35–10:30 a.m.	Introduction to GESI fundamentals and concepts
10:30–11:10 a.m.	Group photograph and tea/coffee break
11:10–11:40 a.m.	USAID AID-I GLR's GESI principles
11:40–1:00 p.m.	Understanding intersectionality through roleplays
1:00–2:00 p.m.	Lunch break
2:00–3:20 p.m.	Gender analysis in agricultural research and development
3:20–3:50 p.m.	Why GESI matters for scaling agricultural innovations
3:50–4:00 p.m.	Tea/coffee break
4:00–4:25 p.m.	Set of arguments for integrating GESI in agriculture
4:25–4:30 p.m.	Wrap up of day one
Day Two	
8:00–8:30 a.m.	Arrival and registration
8:30–8:45 a.m.	Recap of the first day
8:45–9:00 a.m.	Scaling processes and dimensions for inclusive scaling of agricultural innovations
9:00–10:30 a.m.	Approaches to integrating GESI into AID-I GLR: GenderUp methodology
10:00–10:30 a.m.	Tea/coffee break
10:30–12:00 p.m.	Group work and plenary presentation on the application of GenderUp in AID-I GLR
12:00–1:00 p.m.	Approaches to integrating GESI integration in AID-I GLR: Reach-Benefit-Empower-Transform framework
1:00–2:00 p.m.	Lunch break
2:00–3:30 p.m.	Good practices for integrating a GESI lens into AID-I GLR's project cycle
3:30–3:40 p.m.	Tea/coffee break
3:40–4:00 p.m.	Post-training assessment and evaluation
4:00–4:30 p.m.	Awarding of certificates
4:30–4:45 p.m.	Closing remarks

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INTRODUCTORY SESSION

This introductory session provides welcome and opening remarks and sets aside time for participants to get to know one another, share their expectations, likes, and dislikes about GESI, and to get an overview of the training objectives and agenda. The session also provides an opportunity for the participants to complete a pre-training assessment to gauge their level of knowledge and understanding of GESI.

WELCOME AND OPENING REMARKS AND PARTICIPANT INTRODUCTIONS

The facilitator should begin the workshop by greeting the participants. Introduce yourself and any other key staff working with you. If you have invited a guest speaker, such as the AID-I GLR's chief of party or country coordinators, USAID's country mission representatives, or the director of the National Agricultural Research and Extension Systems, invite them to make their welcome and opening remarks. Then, invite participants to introduce themselves so that everyone knows who is who in the room. Provide each participant with three assorted cards, one each in pink, green, and yellow. Ask them to write on each card as follows:

- One main expectation of the GESI training (PINK CARD)
- One thing they like about GESI integration into research and development work (GREEN CARD)
- One thing they fear, do not like, or are uncomfortable with about GESI work (YELLOW CARD)
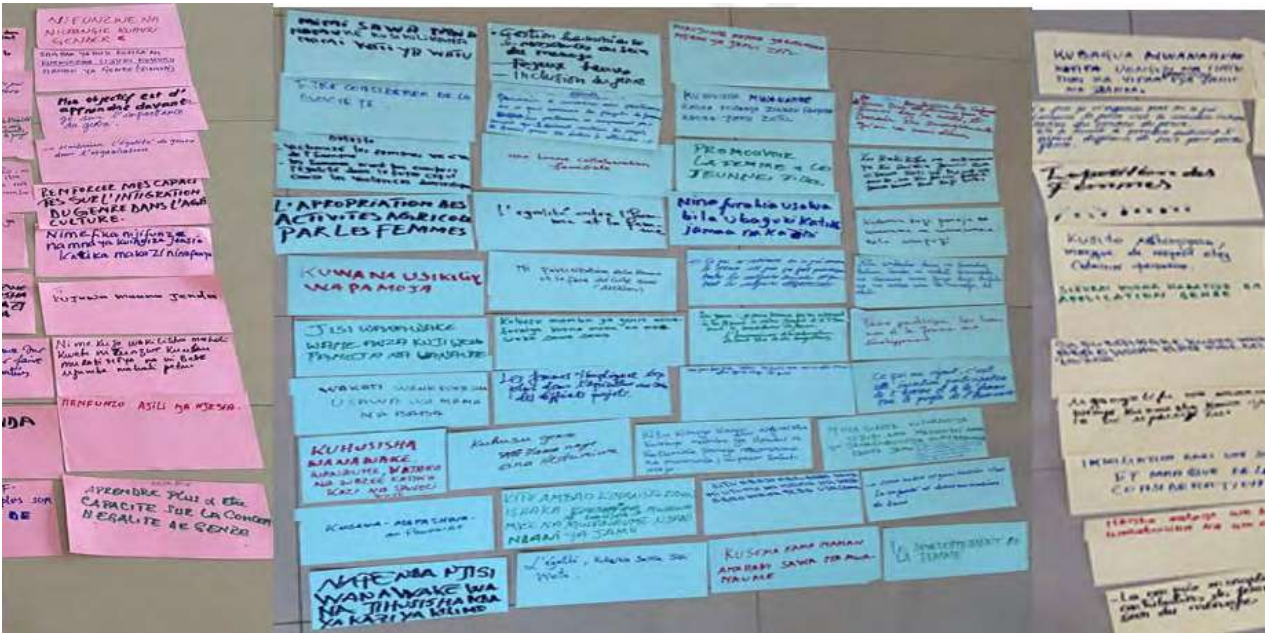
Image 1. Examples of participants' expectations, likes, and dislikes about GESI work based on AID-I GLR's GESI training in 2023

Next, have each participant pass their card to the second person on their right, who will then introduce themselves by name, where they work, what organization they work for, and their designation. They will then read the content on the cards, from pink to green to yellow, in that order. This should be summarized at the end of the training workshop. The facilitator can pin the cards in a designated place in the room so that participants can reflect on the content during the training period.

INTRODUCTION TO THE TRAINING

Review the purpose of the training and emphasize that the main goal is to strengthen the capacity of the participants to integrate GESI into the design, implementation, and MEL of the AID-I GLR project. Explain that integrating GESI into scaling activities is a central component of AID-I GLR's mission: to equitably increase the availability and accessibility of proven agricultural and nutritional practices and technologies to farming households while increasing the use and adoption of good agricultural practices to enhance productivity and consumption of nutritious food products equitably among farming households. Facilitate a discussion to clarify any questions or concerns about the purpose of the training.

GROUND RULES AND NORMS

Before beginning the training, explain that it is important to set together ground rules for participants to follow during the workshop so as to foster a conducive learning environment for all. Start by suggesting some important ground rules by writing them on a flipchart. Such rules may include the following:

- Actively listen to the facilitators and other participants.
- Punctuality is key. It is important to start and end on time.
- Respect each other's opinions—there are no right or wrong answers.
- Give each other an opportunity to speak and share one at a time.
- Participate and engage constructively.
- Put cellphones on silent mode, and minimize the use of computers during the training.

Next, ask the participants to suggest rules to add to or remove from the list. Discuss and ask them if they agree to abide by these rules.

Post the list of rules on the wall in the training room, making sure they are visible to all participants.

PRE-TRAINING ASSESSMENT

Explain that participants shall have 15 minutes to complete a pre-test (Annex 1). Let them know that the purpose of the pre-test is to assess their current level of knowledge and understanding of GESI concepts and how to integrate them into the design, implementation, and MEL of the project. The results of the pre-test will be compared with those from a post-test, which will be taken after the workshop to measure their knowledge gained over the course of the training. Assure the participants that the test results will be treated with the utmost confidentiality. It is okay if some of them are unfamiliar with the concepts of GESI. The goal of the workshop is to build on their existing knowledge and skills by creating a collaborative and inclusive learning environment where they can all freely engage with the training resources and ask questions without any hesitation.

> **Note to facilitators**: *Use the same questions at the end of the workshop during the post-test to evaluate the change in knowledge based on how much the participants have learned.*

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OBJECTIVES

Share the training objectives as follows:

The overall goal of AID-I GLR is to accelerate last-mile delivery of agricultural innovations, technologies, and production methods that will help smallholder farmers boost their productivity, efficiency, and incomes.

State that AID-I GLR specifically aims to achieve the following two objectives:

1. **Equitably** increase the availability and accessibility of proven agricultural and nutritional practices and technologies to farming households.

2. 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.

By the end of the GESI training, the participants should be able to:

1. Understand the basic concepts of GESI and how they are linked to agricultural work.

2. Identify where GESI work is embedded within the AID-I GLR project, and embrace gender and social inclusivity in scaling innovations and technologies.

3. Learn how to integrate a GESI lens and various approaches throughout the project's cycle using partner-specific interventions.

4. Become GESI champions for the AID-I GLR project and other related initiatives.

MODULE 1: AN INTRODUCTION TO GESI FUNDAMENTALS AND CONCEPTS

This module is intended to create a shared understanding of gender and the key terms and concepts associated with GESI. The aim is to support AID-I GLR's scaling partners to become more responsive to the needs of the individuals and social groups they work with and support. This will include roleplays and discussions on intersectionality, which is important for achieving GESI outcomes. The practical integration and application of GESI considerations in AID-I GLR must be based on a clear understanding of its central concepts.

DIFFERENCE BETWEEN SEX AND GENDER

The facilitator should begin by projecting the photo below on a PowerPoint slide and then asking the participants, "**What do you see, sex or gender?**" Next, have them brainstorm the differences.

Image 2. The photo is taken from a presentation by Deborah Rubin (2014) at the IFPRI's Gender Methods Seminar on Qualitative Methods for Gender Research.

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Describe the photo as showing girls and boys busy with different activities at the riverside. The girls are washing clothes, while the boys are enjoying their leisure time by fishing. This is a clear indication of the gender division of labor and social roles assigned to women, girls, men, and boys in different cultural settings.

Thereafter, clarify that "sex" and "gender" are two different terms that are often used interchangeably, yet they mean different things.

- Sex refers to biological categorization based primarily on physiological reproductive potential (hormones, chromosomes, gonads). People typically have their sex determined at birth based on physiological characteristics, including their genitalia and chromosome composition.
- Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for and ascribed to certain groups, categories, or individuals regarded as women and men.
    - Gender is not something we are born with; it is something we perform. There is no biological reason, for example, why women should clean or wash clothes and men should fish, or why women should stay at home while men go outside to work.
    - Its application is symbolic and driven by unequal power relations that determine benefits, rights, privileges, and freedoms in a given society, community, or household.
    - Gender is thus ideological, fluid, and context-specific based on economic, cultural, and sociopolitical constructions, which can all change.

Use Figure 1 to help participants distinguish between these two terms, and then further summarize it as provided in Table 2.
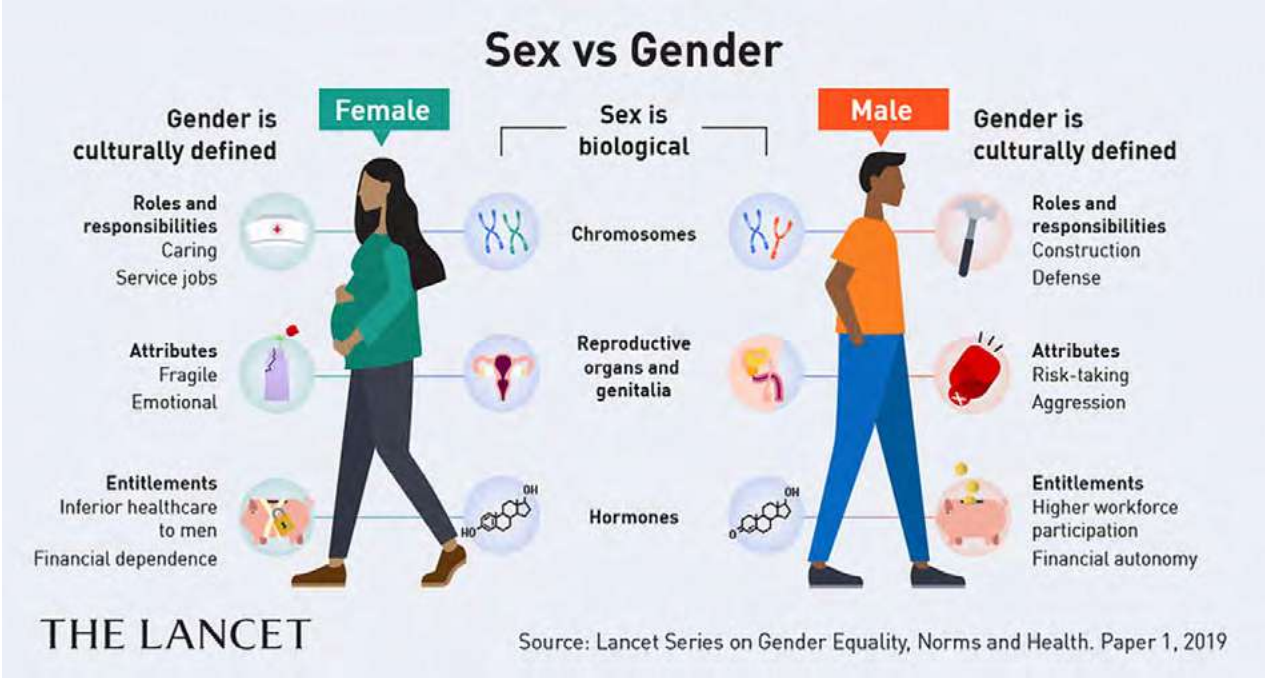

Figure 1. Infographic showcasing the difference between sex and gender

Table 2. Sex versus gender

SEX	GENDER
Biological differences between females and males	Social construction of being a woman or a man
Born with it (i.e. sexual organs)	Not born with it (i.e. household head, cooking)
Cannot be changed	Can change over time
Universal	Culturally unique and specific

SO WHY THE FOCUS ON GENDER?

- **Gender is a contentious subject:** This is a result of confusion about sex versus gender, and there is no linguistic definition in many books.
- **Gender is an emotional subject:** It strikes at the heart of who we are.
- **Gender is often classified as "women's issues":** This is incorrect, and it is important to dispel the misconception from the beginning.
- **Gender is a serious issue:** It has far-reaching implications on poverty, food insecurity, malnutrition, and other underdevelopment challenges.

End this session by informing the participants that they can learn more on gender from the USAID video on Gender 101, which they can watch on their own free time. The video provides USAID partners with an introduction to the fundamentals, concepts, and terms required to advance gender equality and social inclusion in their programming work.

DIFFERENCE BETWEEN GENDER ROLES AND RELATIONS

Ask the participants to share their understanding of what gender roles and gender relations mean. Follow this by clarifying both concepts.

Gender roles

This refers to the socially and culturally assigned tasks, activities, and responsibilities to people based on their sex, instead of their ability and skills. This varies from one society and culture to another, and within each culture; it also changes with external circumstances and over time. In most societies, gender power hierarchies are skewed in favor of men, and different values are ascribed to men's tasks and women's tasks.

The different roles usually result in women and girls having different and less access and control over resources and decision-making processes compared to men and boys. This has implications for inequalities in life choices and opportunities.

According to March et al. (1999), there are three type of gender roles:

1. **Production roles:** These include producing goods and services for income or subsistence. This work usually happens in the public sphere or public spaces. It is mainly recognized, visible, and valued as work by individuals and societies, as it is included in national economic statistics. Both women and men perform productive work, but not all of it is valued or rewarded in the same way.

2. **Reproduction roles:** This encompasses work that takes place in the private sphere or private spaces. It is mainly done through care and maintenance of the household and its members, such as washing, cleaning, nursing, bearing children and looking after them, preparing food, and collecting water and fuel. As such, it is less visible. In poor communities, reproductive work is labor-intensive and time-consuming. Specifically, such communities may not be able to afford to employ domestic labor to support reproductive roles, so women end up being burdened with the triple roles of productive, reproductive, and community work. Although reproductive work is vital for human survival, it is seldom considered "real work," so it is rarely given the same value as productive work. Such roles are mostly done by women and girls, usually unpaid, and are not counted in conventional economic statistics of gross domestic product.

3. **Community work:** Such activities include collective organization of social events and services such as ceremonies and celebrations. These are activities that improve the community's participation in groups and organizations and local politics, among others. Such work is usually considered voluntary for community development. Although women, girls, men, and boys all engage in community activities, a gender division of labor divides community work into two different subcategories:

    i. **Community-managing activities:** These are undertaken primarily by women and girls as an extension of their reproductive roles. Such activities ensure the provision and maintenance of scarce resources that everyone uses, such as bringing water from a well during the construction of social amenities, like schools and hospitals. This is voluntary, unpaid work, carried out during women's free time.

    ii. **Community politics:** This is an area primarily undertaken by men, who take part in organized, formal politics, often within the framework of national politics. They are usually paid in cash for this work or benefit indirectly through improved status or power.

Note for facilitators: *Project the comic in Figure 2 on a PowerPoint slide so that participants can understand what it means by gender roles. Ask six participants—one man (to play the role of a researcher) and five women—to volunteer and read the conversation based on their gender identity.*

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Figure 2. Practical example on how the triple gender roles are not perceived by women as work

(Source: https://www.slideshare.net/maitreyiy/gender-inclusive-planning)

How are gender roles perpetuated?

Use the image below and ask the participants to brainstorm how gender roles are perpetuated.

Record their responses on the flipchart. Next, clarify that gender roles can be perpetuated through socialization at home, school, and in media, among others. Such roles are assimilated and learned, which means they can change over time and can vary within a given culture.

Gender relations

This refers to social relationships between women and men, which could lead to cooperation, connection, and mutual support, or conflict, separation, and competition of differences and inequality (March et al., 1999).

- Gender relations also refer to how power is distributed between the sexes, creating systemic differences in women's and men's positions in a given society. They are often produced and reproduced within households, communities, markets, and states.
- Gender relations define how responsibilities and claims are allocated and the way in which each is valued, which is usually different for women and men.
- Gender relations vary according to time and place, and between different groups of people. They also vary according to other social identities, such as class, race, ethnicity, and disability.
- Gender relations are more often understood using qualitative methodologies.

GENDER NEEDS

Ask the participants to share their own understanding of the gender needs that they are aware of. Next, outline the two types of gender needs, namely practical and strategic gender needs.

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Provide the differences between these two gender needs using the content in Table 3.

Table 3. Differences between practical and strategic gender needs

Practical gender needs	Strategic gender needs
These are related to improving the immediate living conditions, while not changing women's dependent relations—specifically, their dependence on finance and decision-making.	These help women escape dependency and low positions and their lack of involvement in decision-making in society, thus changing unequal relations between women and men.
Such needs are visible and unique to particular women (i.e. context-specific). So, if they are asked, women can identify their basic needs.	Such needs are invisible and common to all women. Examples include vulnerability to domestic violence, normative limitations on rights to hold or inherit property, and limited mobility. Women may not recognize the sources or basis of their strategic disadvantages or limitations.
These needs mainly arise from and reinforce particular women's reproductive and productive roles.	These needs arise from women's subordinate position in the society.
Problems can be met by concrete and specific inputs, usually economic ones such as water pumps, improved varieties, credit, and markets.	They challenge the nature of the unequal gendered relationship between women and men.
They benefit the condition of some women, involved as beneficiaries or participants (i.e. through food security, improved livelihoods, and income). However, they do not challenge the subordinate position of women.	They improve the position of all women in society. Solutions must involve women and men as active agents and address problems through awareness raising, education, and political mobilization at all levels of society.
Outcomes are short term.	Outcomes are long term.

Note for facilitators: *Wrap up these two concepts by noting that practical gender needs are mainly addressed by reaching and benefitting women and men, and that project implementers should be cognizant of the fact that women's needs differ from men's because of different tasks and responsibilities. On the other hand, strategic gender needs are usually addressed by empowering and transforming social power relations while taking into consideration that women's needs differ from men's because of their different positions in society.*

EQUALITY AND EQUITY

Use the diagram in Figure 3 as a PowerPoint slide by asking the participants to brainstorm on the difference between the two terms based on their own understanding. Record their responses on the flipchart.
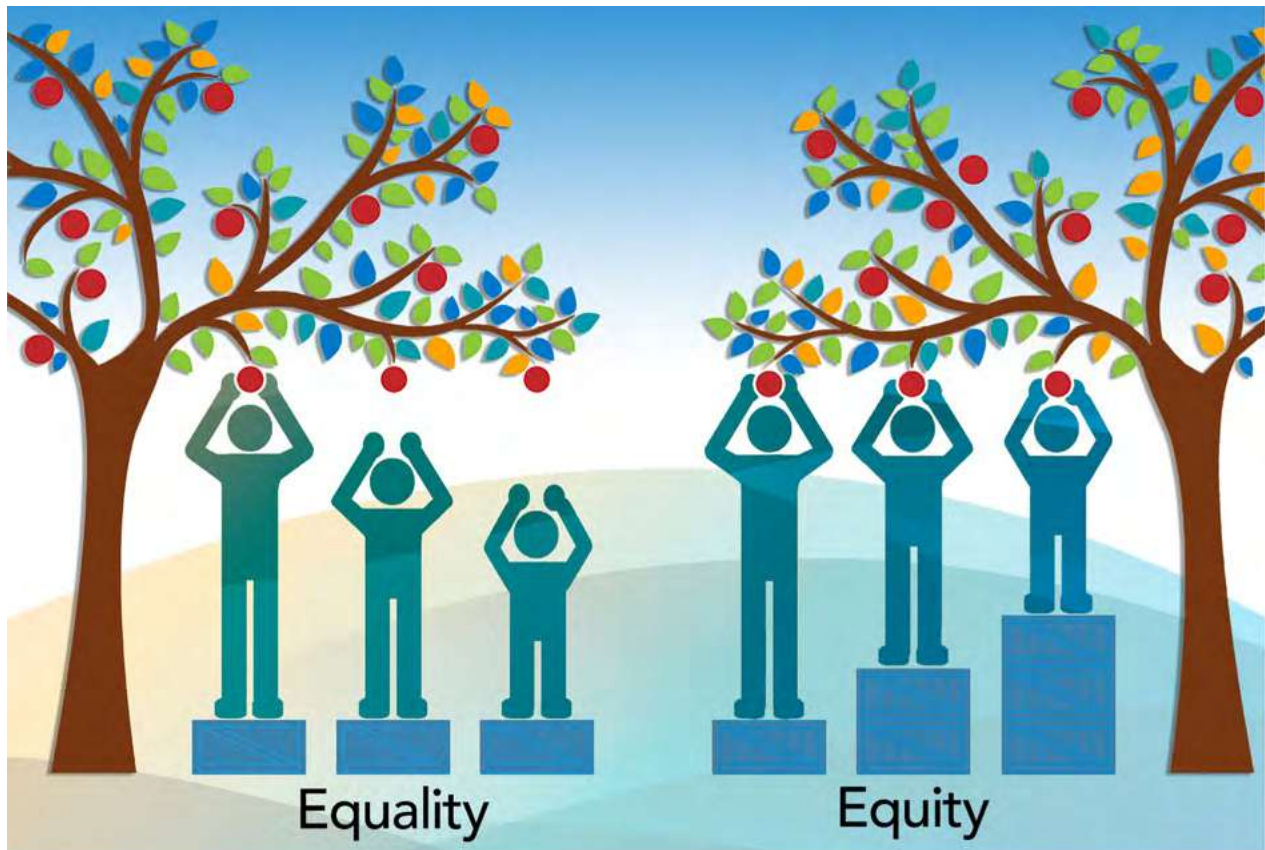
Figure 3. Diagrammatic representation of equality versus equity
(© 2014, Saskatoon Health Region)

Next, clarify that equality and equity are not the same, even though they are often used interchangeably.

- Equality means providing everyone with the same equal opportunities regardless of their needs or any other individual differences. This basically means equal numbers, so it only works if everyone starts from the same place, which is a good starting point.
  - Initiatives that observe gender equality in interventions without considering the historical marginalization of certain groups "do no harm," but they do not narrow the gender gaps.
- Equity denotes leveling the playfield by providing everyone with what they actually need to succeed, thus promoting social justice.
  - Initiatives that observe gender equity recognize the historical marginalization of some groups and try to make up for the difference by narrowing the gender gap and attaining equal benefits.

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- Poverty is a gender issue, as 70 percent of the world's poor are women and girls.
- If half the population has restricted or limited access to relevant productive resources and opportunities, this will limit a community's social and economic development.
- Both concepts are necessary for sustainable human development, as they are linked to poverty reduction.
- Women and men are both drivers of social and economic development. According to statistics from FAO (2011), women usually reinvest 90 percent of their income into their families and communities compared to men, who reinvest about 30–40 percent.
- Commitments involve obligations (i.e. the Convention on the Elimination of all Forms of Discrimination Against Women) and SDG 5 ("Achieve gender equality and empower all women and girls"), which cuts across all the other SDGs.

CHALLENGES IN PROMOTING GENDER EQUITY AND EQUALITY

- Changing sociocultural values, beliefs, and attitudes takes time and is often met with experiences of resistance because there is difficulty seeing that a problem exists.
- Change is required in the power structures at the individual, community, institutional, and societal levels.

INCLUSION

This is the process of making sure all groups in society are collectively engaged and supported to fully participate in and benefit equally from decisions that affect their lives. Such an approach aims to make sure their needs and rights are recognized and they get their fair share of available resources. Inclusion is not just about improving access to services so that everyone can benefit from growth and development; it is also about making sure people are not alienated from decision-making.

SO WHAT IS GESI?

The facilitator should explain that GESI stands for "**gender equality and social inclusion.**" Mention that the AID-I GLR project considers GESI a concept. It addresses unequal power relations experienced by different groups of women and men characterized by other intersecting social identities, such as age, geographic location, disability, marital status, and social class. GESI focuses on the need for action to rebalance these power relations, reduce disparities, and ensure equal rights, 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 groups. It requires creating enabling environments for all to engage in and benefit equally from development interventions.

Definition of GESI:

- **Gender equality**: This is the state or condition that affords women, 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, and enhancing overall quality of life so that women and men achieve their full potential.
- **Social inclusion**: This seeks to address inequality and/or exclusion of vulnerable and disadvantaged populations by improving the terms of participation in society and enhancing

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opportunities, access to resources, voice, and respect for human rights. It promotes empowerment and advances peaceful and inclusive societies and institutions.

AID-I GLR'S GESI PRINCIPLES

To underscore its commitment to integrate GESI into project activities, 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**: This refers to the need for evidence-based approaches and intentional actions to advance GESI throughout USAID's program cycle—from designing and implementing projects and activities that engage a wide range of stakeholders, all the way through to MEL.

2. **Intersectional**: This recognizes that many aspects of a person's identity affect how different categories of women and men experience the world. These experiences are not only shaped by gender identity but also by a range of other characteristics, including age, marital status, class, disability status, and geographic location, thus exacerbating overlapping inequalities. Incorporating an intersectional gender lens can help improve programming by identifying and strategically addressing the ways in which marginalized and disadvantaged groups can be left behind in access, control, participation, and benefits regarding opportunities and services offered through development interventions.

3. **Transformative**: For all people to have the opportunity to realize their full potential, it is necessary to transform the norms, behaviors, relations, structures, and systems that sustain and perpetuate gender inequality. 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. This commitment aligns with its broader effort to redefine its relationships with local communities and institutions by prioritizing and elevating local capacity and leadership to advance development solutions that dismantle gender-based inequalities and catalyze sustained systems change.

5. **Collaborative**: No single organization or sector can dismantle gender inequalities. As such, this principle calls for a 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. This includes but is not limited to organizations focused on gender equality, such as governments at all levels, research institutions, private sector actors, civil society organizations, and locally led networks and collectives. In the case of AID-I GLR, these are its scaling partners across the five different consortia.

6. **Accountable**: All USAID project staff and partners are responsible for advancing the GESI objectives and applying the guiding principles of GESI through their roles.

7. **Do no harm**: Achieving the GESI goal requires challenging entrenched roles, norms, and practices. This includes striving to mitigate any potential unintended consequences of 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 strive to work with communities to design project activities that reinforce the value of GESI as well as monitor for and address unintended consequences throughout the project cycle through GESI-focused MEL.

THE CONCEPT OF INTERSECTIONALITY

Roleplaying is an excellent tool that can help train participants on intersectionality (See Fischer et al., 2019). The facilitator should inform the participants that they are going to do an exercise in which they will step into the shoes of farmers. For this, assign each participant a new identity based on, for example, gender and other characteristics, such as age, education, marital status, and positional hierarchy in the community through which she or he experiences opportunities or constraints in different situations linked to agricultural work. Based on the insights from this exercise, the participants will then discuss the concept of intersectionality and its practical implications for scaling agricultural innovations.

> **Note for facilitators**: *This activity requires space where 20 people can spread out across the room to walk backward and forward. This could be at the front of a large training room (or outside). Ask the participants for 20 volunteers (10 women and 10 men). To begin, have the volunteers stand in a straight line in the middle of the room so that there is space to walk forward or backward. Use masking tape to draw a line on the floor. As the game progresses, separate the volunteers so that those with privileges and disadvantages are made visible to the rest of the participants. There will also be differences between women and men. This is a real demonstration of why it is critical to intentionally go beyond focusing on gender toward embracing social inclusion in the project's design, implementation, and MEL to include youth and people from different types of households, among others.*

Steps and guidelines

1. Prepare roleplays with different scenarios.

2. Print role descriptions, then cut and fold them so that each participant receives one role.

3. Prepare an empty flipchart with the heading, "Main Principles of Intersectionality."

4. This exercise requires space. Ask the participants to stand side by side while moving up to 5 m forward and backward. The exercise may also create strong emotions.

5. Explain that this session will entail a discussion of the concept of intersectionality based on the experiences from the exercise.

6. Distribute the role descriptions randomly among the participants. Ask them to read their role but not to share it with anybody else in the room. Create a quiet atmosphere.

7. Ask the participants to familiarize themselves with their role. Tell them that they will read out some of the following questions, which they should silently answer in their mind (pause after every question so that the participants have time to imagine their role):

   – Are you a female or male farmer? How old are you? What level of education do you have? What is your relationship with the village chief?
   – What type of household do you live in? How many children do you have, and how old are they? What is your position in the household? Do you gain income from off-farm activities?

8. After the last question, ask the participants to line up side by side on an imaginary starting line at a suitable location in the room.

Box 2. Roles and scenarios for the exercise on intersectionality

Roles

Role 1: You are a male farmer aged 40–50 years old. You have a wife and two children, ages 9 and 12. You are the head of your household, physically strong, and you have been educated at a secondary school. Apart from farming, you earn off-farm income as a teacher in the local school. You are a distant relative of the community chief.

Role 2: You are a female farmer, 30–35 years old, and have had a primary education. Together with your husband (who is the household head), you have two children, ages 6 and 8. You cultivate a small piece of land for home consumption, but you mainly depend on the little income you get from temporary on-farm labor (no off-farm income). You have no major physical disadvantages. You have no particular relationship with the village chief.

Role 3: You are a male farmer aged 50–55 years old. You are the head of your household and have a wife and three children (14, 16, and 17), who help you on the farm. You are physically strong and cultivate your land manually with the aid of your domestic labor force. You have no additional income apart from farming. You have been to secondary school. You have no particular connection to the village chief.

Role 4: You are a male farmer aged 25–30 years old. You are a single man, with no wife or children, so you are automatically the household head. You are physically strong and earn a marginal income as a temporary laborer, though not enough to employ temporary labor on your own farm. You have a primary education. You have no special relationship to the village chief.

Role 5: You are a female farmer aged 40–50 years old. As a widow, you are the head of your household and have three adult children. You are physically strong and hold a secondary school degree. Your close relation to the village chief ensures access to a fertile piece of land. You gain a decent income from farming.

Scenarios

Scenario 1: A pest has affected beans in your community. You have identified the pest in your own fields. The only quick solution is spraying. Equipment and chemicals are available at an affordable price. But to prepare and apply the chemicals, you need to read the instructions and make calculations. If you have a primary education, stay where you are. If you have a secondary education, move one step forward.

Scenario 2: An agricultural research institute promotes new planting techniques that improve productivity but at the same time require additional labor. If you have an off-farm income sufficient enough to employ temporary labor, move two steps forward. If you have at least three children over 10 years old in your household, move one step forward. These children will help you to do the work. If you have neither off-farm income nor three children over 10 years old, stay where you are.

Scenario 3: Your extension officer is an elderly and very experienced man. He likes to share views on agricultural practices with farmers of his own age and mindset. Younger farmers feel shy in his presence and rarely ask questions. If you are under 35 years old, stay where you are. If you are between 35 and 50 years old, move one step forward. If you are over 50, move two steps forward.

Scenario 4: A farmers' field day is planned in a village 3 km away. You would like to participate. If you are a woman with children under 10 years old, you have to take care of them and cannot participate. Therefore, stay where you are. If you have a physical disability, move one step backward. In all other cases, move one step forward.

Scenario 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 relation with the chief, move one step backward.

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Inform the group that you will now read out different situations, most of which are taken from the real context of a research-for-development project. Read out one situation after another. Pause after each one so that the participants may move backward or forward and look across to compare their position with that of their colleagues. If necessary, read out the scenarios twice.

After the last scenario, ask the participants to stay where they are but to look around and see where the others are. Select participants from different positions (back, middle, and front) and ask them how they felt during the exercise: What was it like to take a step forward? What was it like to remain where you were? What was it like to take a step backward? After this, ask each participant to explain his or her identity to the group. Once the last participant has shared theirs, ask the group to slip out of their roles and sit down. Begin a discussion using the following questions:

- Now that you know the identities that different participants had in the roleplay, what is striking when looking at their end positions?
- What does the pattern of end positions in the room tell us about gender equality? What does it tell us about social inclusion?
- Which social groups ended up in the front, in the middle, or at the back? Which groups were excluded? Why were they excluded?
- What are some of the possible solutions that could enhance their inclusion?

Record the responses on the flipchart in a tabular format as follows:

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

Inform the participants that this activity helps us understand that characteristics such as gender, age, marital status, educational status, and economic status impact the extent to which an individual is included or excluded from benefitting in agricultural projects. Some individuals may be less able to participate in and benefit from project activities or access services based on their particular characteristics or circumstances.

Intersectionality entails moving beyond the gender binary toward social inclusion while recognizing that other factors within gender contribute to discrimination, marginalization, and inequities. These may include factors such as gender identity, socioeconomic status, positional hierarchy, age, education, marital status, and disability. These characteristics are interconnected and cannot be examined separately. Explain to the participants that not all vulnerable populations are equally disadvantaged or excluded. Some may face both gender inequality and social exclusion simultaneously, making them more vulnerable than others. In most instances, we tend to focus exclusively on gender analysis without considering the importance of intersectional dimensions. Therefore, it is necessary to analyze overlapping and multiple interrelated social identities that influence different experiences of inequality and/or exclusion by using an intersectionality lens.

Simply put, inequities are never the result of a single, distinct factor. Rather, they are the outcome of intersections of different social locations, power relations, and experiences.

The coin-model of privilege and oppression and the intersectionality wheel

To help explain what social inclusion means, the facilitator can also use the coin-model of privilege and oppression by Nixon (2019), as shown in Figure 4, and the intersectionality wheel diagram by Simpson (2009), as shown in Figure 5.

The coin-model: By using this analogy, the coin itself represents systems of inequality, such as sexism, racism, ableism, and ageism. The top side denotes the privilege/advantages that others do not have, while the bottom side represents oppression/disadvantages experienced by the marginalized groups.
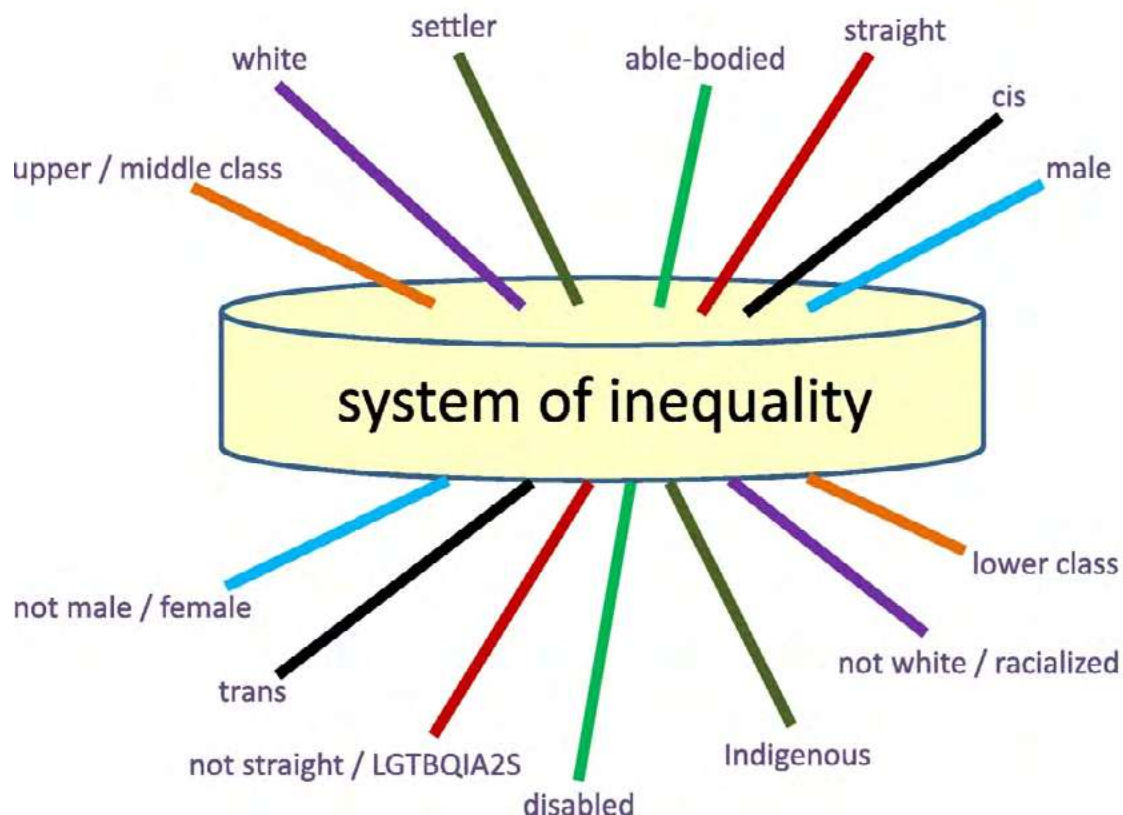
Figure 4. Coin-model of privilege and oppression
(Source: Nixon, 2019)

Intersectionality wheel: Simpson coined this in 2009 as a useful tool when adopting intersectionality as an approach. The inner circle denotes a person's unique circumstances, and the second inner circle represents the aspects of identities. The blue circle represents the systems and processes that produce and reproduce oppression/disadvantages, while the outer circle showcases the systems and structures of power.

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A person's unique circumstances

Aspects of identity

Systems/processes of oppression

Systems and structures of power

Figure 5. Intersectionality wheel

(Source: Simpson 2009, p. 5)

Box 3. Principles of intersectionality

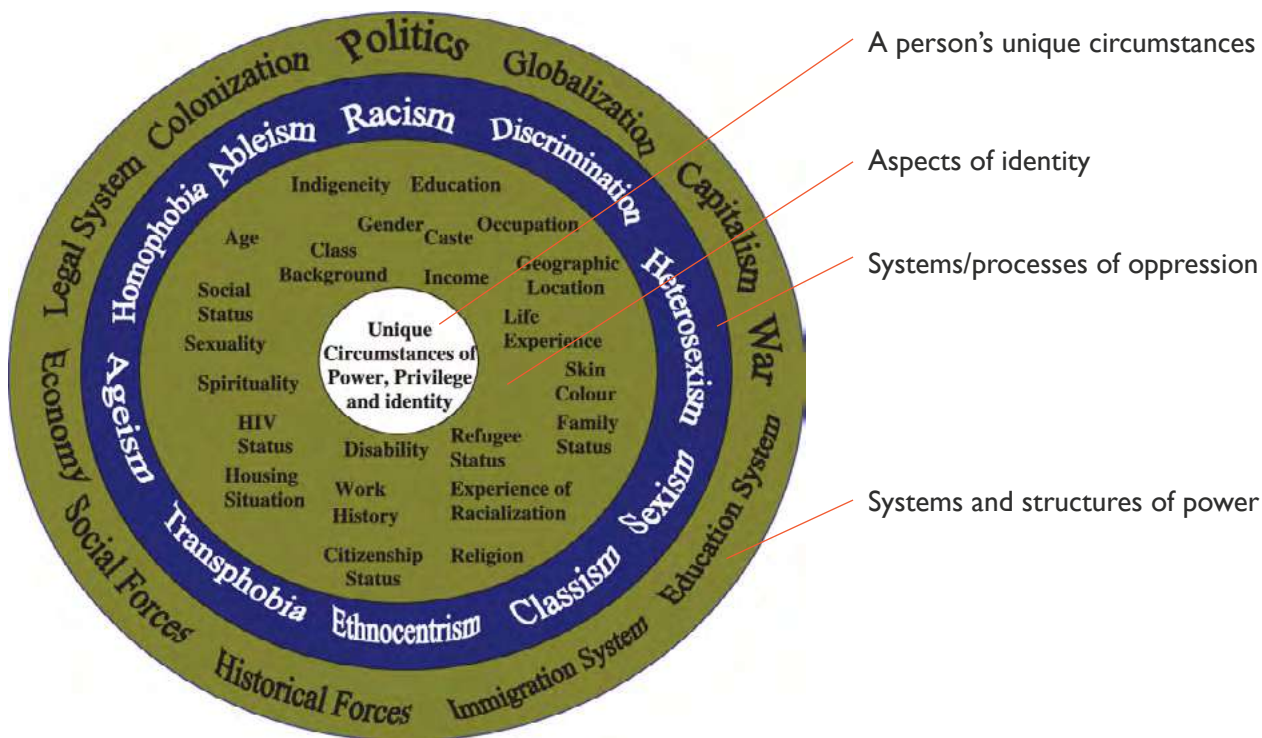- **Intersecting categories**: Human lives cannot be reduced to single categories—multicategories interact to form one's identity. Women and men are not homogenous groups. Rather, other social categories, including age, social status, and education, interact to form one's identity and lived experiences.
- **Multilevel analysis**: It is necessary to analyze the effects between and across various levels in society, from the micro, meso, and macro levels. Such analysis pays attention to multilevel power relations and the processes in which power and inequalities are produced, reproduced, and actively resisted.
- **Power**: It shapes subject positions and categories (e.g. racialization and racism). These processes operate together to shape experiences of privilege and penalty between and within groups.
- **Reflexivity**: It considers how one's own social position, values, assumptions, and interests in the research process may affect trust and relationship with participants.
- **Time and space**: Intersectionality emphasizes the importance of time and space in any analysis. They are not static, fixed, or objective dimensions and/or processes, but are rather fluid, changeable, and experienced through our interpretations.
- **Diverse knowledge**: By including the perspectives and worldviews of people who are typically marginalized or excluded in the production of knowledge, this can disrupt forces of power that are activated through it.
- **Social justice**: Intersectionality is explicitly oriented toward transformation, building coalitions among different groups and working toward social justice by amplifying the voices of the marginalized.
- **Equity**: It supports equity analysis by allowing us to deepen our understanding of inequity through better reflection on the complexity of the real world considering that a one-size-fits-all approach does not work.

(Source: Hankivsky, 2014)

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These principles of intersectionality by Hankivsky (2024) are summarized as presented in Figure 6 below.
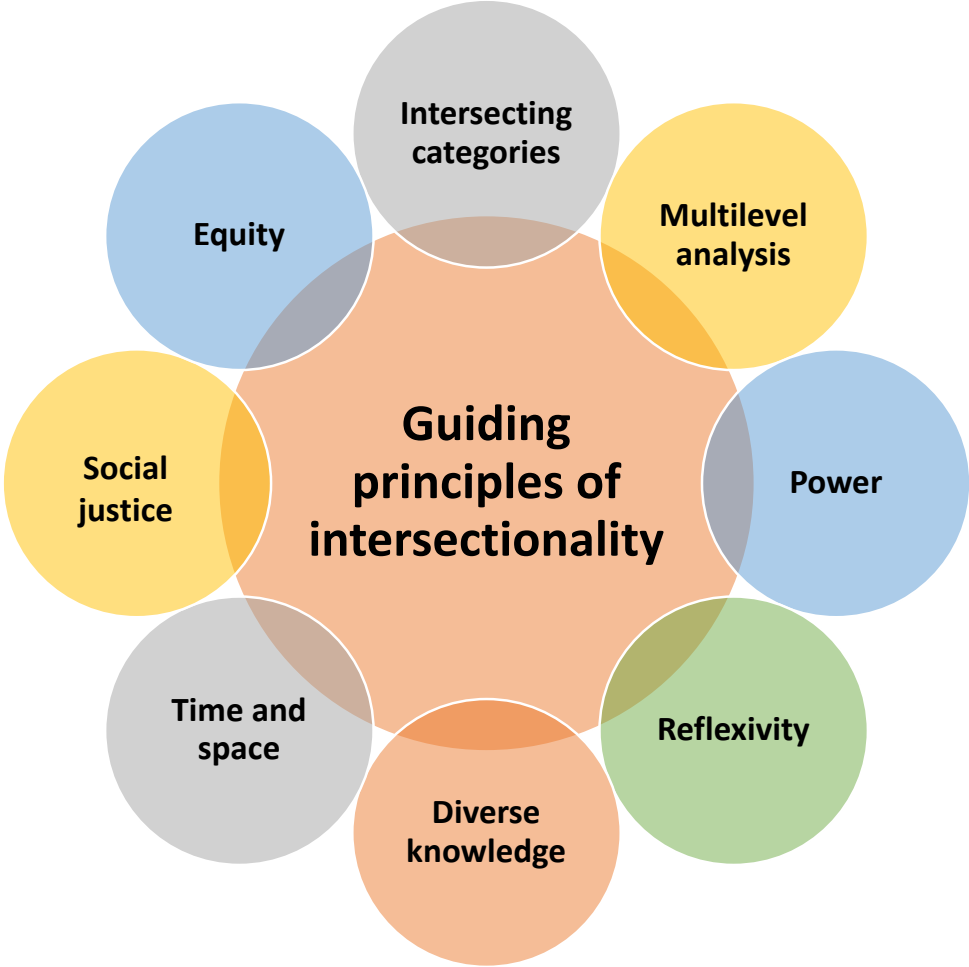
Figure 6. Authors' diagrammatic presentation of the principles of intersectionality

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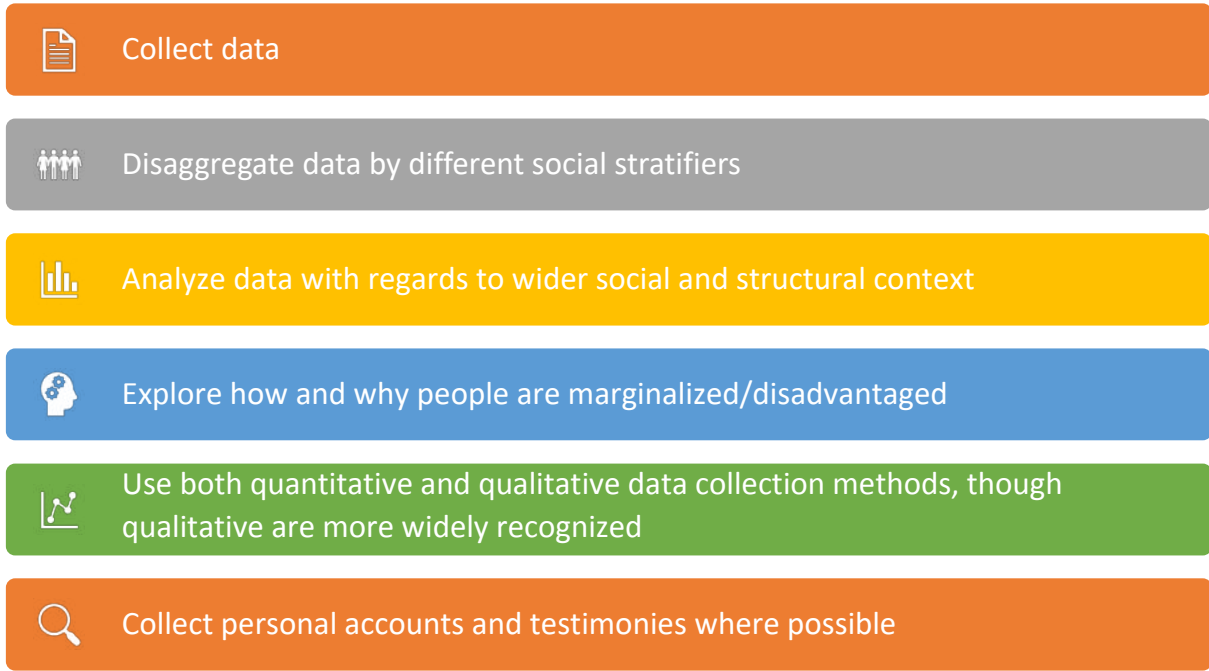| Collect data |
| Disaggregate data by different social stratifiers |
| Analyze data with regards to wider social and structural context |
| Explore how and why people are marginalized/disadvantaged |
| Use both quantitative and qualitative data collection methods, though qualitative are more widely recognized |
| Collect personal accounts and testimonies where possible |

Figure 7. Application of an intersectional lens in analyzing and reporting scaling activities

Group work activity: How can intersectional gender analysis inform AID-I GLR project activities?

The facilitator should ask the participants to name common identities that shape privileges and oppression/disadvantages across the different agricultural innovations that are being scaled. Afterward, summarize their findings, as shown in Table 4.

Table 4. Summary of varied identities that could inform intersectional gender analysis in scaling agricultural innovations

Other axes of social differences	Gender identity of the beneficiaries	
	women	men
Age (i.e. youth vs. older persons)		
Household type (i.e. female-headed, male-headed household, dual/female-managed)		
Education		
Economic status		
Religious affiliation		
Family status		
Land size		
Positional hierarchy in family or community		

Concluding note on intersectionality

To achieve inclusion in AID-I GLR, we need to deliberately reach out to those who are excluded and then take action to reduce the barriers to participation as project beneficiaries. In doing so, the participants will become GESI champions who will play an important role in reducing exclusion and supporting inclusion in our communities.

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MODULE 2: INTRODUCTION TO GENDER ANALYSIS IN AGRICULTURAL RESEARCH AND DEVELOPMENT WORK

This module is intended to help participants understand what gender analysis means, the key questions it asks, how it is conducted, including the different units of analysis, and the recommended prerequisites for GESI analysis. This will enable scaling partners to analyze their activity findings and present progress reports with a GESI lens.

DEFINING GENDER ANALYSIS

The facilitator should first ask the participants to share their own thoughts on what gender analysis means to them. Then, clarify the concept of gender analysis as put forth by March et al. (1999):

- Gender analysis is a collection of processes that make visible the varied roles and relations of women, men, girls, and boys in families and communities and in economic, legal, and political structures.
- It is a set of tools to strengthen development planning, implementation, monitoring, and evaluation, and to make programs and projects more effective, efficient, and relevant to the context.
- It goes beyond cataloguing differences to identify inequities and assess power relationships between women and men.
- It helps frame questions about the roles of women and men and the relations between them to challenge our assumptions about who does what, when, where, how, and why.
- It helps formulate development interventions that are better targeted, leading to outcomes and eventual impact.

Box 4. Key gender analysis questions

1. Who does what? How? Where? When? Why? (**labor**)
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)

ANALYSIS OF GENDER DIVISION OF LABOR IN AGRICULTURE

The facilitator should inform the participants that it is important to understand that agricultural tasks such as clearing land, planting, weeding, and harvesting vary between women and men. Such differences usually depend on how productive and reproductive roles are allocated at the household and community levels. Therefore, understanding the division of labor helps determine the targets of information and technologies and understand the gendered nature of daily and seasonal workloads. An activity profile tool based on gender analysis matrices provides information on how household or community members (women, men, children) are involved in productive and reproductive activities (March et al., 1999, p. 33). Accordingly, they relate to the question "Who does what?" and investigate gender roles (see Fischer et al., 2019) to help elicit the differential tasks for women and men, as exemplified in Table 5.

Table 5. Activity profile gender analysis tool

Type of activity/task	Individual, gender, and age category (YW, AW, YM, AM)	Where? (place)	When? (time of day/year)	How often? (frequency)	Why is the activity done by this person?
Productive activities					
Preparing land					
Planting					
Using inputs					
Weeding					
Harvesting					
Post-harvest activities (sorting, grading, shelling, packing)					
Marketing produce					
Other					
Reproductive activities					
Collecting water					
Collecting fuel/firewood					
Preparing/cooking food					
Childcare					
Cleaning the house/homestead					
Other					
Community roles					
Weddings					
Funerals					
Village meetings					
Other					

Key: YW=young women; AW=adult women; YM=young men; AM=adult men

Note: *According to AID-I GLR, young people are those aged 15–29, while adults are those 30 years old and above.*

(Sources: Adapted from Fischer et al., 2019, p. 36 & Mwiyeria, 2018, p. 23)

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Other commonly used tools include the use of daily activity clocks and seasonal activities calendars that help understand the most convenient time to engage women and men in project activities. Figure 8 provides examples of the daily activity clocks for women and men.
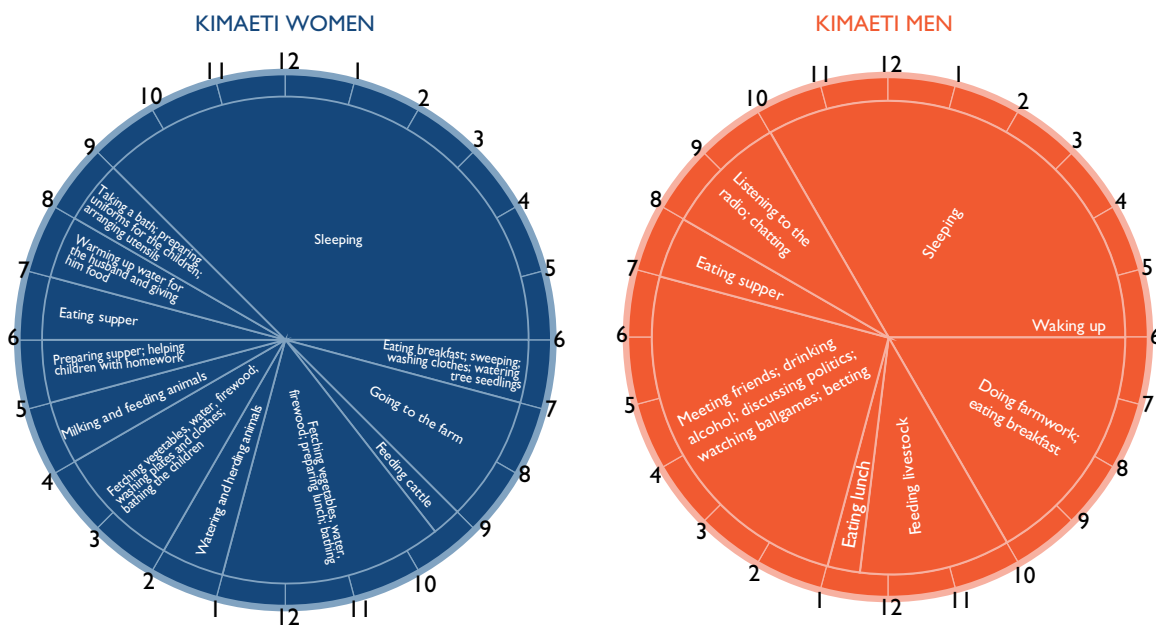

Figure 8. Sample illustration of a daily 24-hour activity clock for women and men

(Source: Mwiyeria, 2018, p. 22)

ANALYSIS OF GENDERED ACCESS TO AND CONTROL OVER AGRICULTURAL RESOURCES

The facilitator should emphasize that **"access" refers to permission to use a specific resource, while "control" refers to the ability to make decisions** on, for example, who land is allocated to, what is produced on it, and who can sell or trade the land or produce. Notably, women and men in the same household contradict each other in making different decisions on the following:

- – Who decides which crops to plant.
- – Who gets and controls the income and from which crops or livestock.
- – Who goes to agricultural training workshops.
- – Who has access to agricultural technologies.

Therefore, identifying access and control helps establish targets to disseminate new technologies and innovations and prevent the unintentional distribution of technologies. For example, putting new technologies in the hands of people who will never use it. Using the access and control gender analysis matrix tool, as presented in Table 6, can help determine who the right target groups are for different agricultural technologies and innovations being scaled out.

Table 6. Access and control gender analysis matrix tool

Gendered access to and control over resources and benefits				
Resources and benefits	**Access**		**Control**	
	Women	Men	Women	Men
Resources				
– Land, equipment, inputs, labor, cash, education, training				
Benefits				
– Income, ownership, basic needs, education, political power				

UNIT OF ANALYSIS

According to Doss and Kieran (2014), identifying the appropriate unit of analysis is essential for good research and key to identifying where to incorporate GESI-disaggregated data. For agricultural research, this often includes the following:

- **Individual**: A farmer or a worker along a value chain is an example 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 of its members.
- **Intrahousehold**: To understand what happens within the household, the focus may be on intrahousehold 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.
- **Value chain**: The value chain, or various nodes along it, may be the unit of analysis.

RECOMMENDED PREREQUISITES FOR GESI ANALYSIS

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

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MODULE 3: INTEGRATING GENDER EQUALITY AND SOCIAL INCLUSION INTO AID-I GLR WORK

This module is intended to (i) create a shared understanding on why GESI matters for scaling agricultural innovations (ii) outline GESI perspectives in scaling such innovations through national extension and advisory systems and (iii) put forth a set of arguments for integrating GESI into agriculture. The module also highlights (i) the processes and dimensions for scaling agricultural innovations inclusively and (ii) approaches to integrating GESI into AID-I GLR using the GenderUp methodology and the Reach-Benefit-Empower-Transform (RBET) framework. This will enable scaling partners to be intentional with the design, implementation, and MEL for planned activities by ensuring GESI outcomes are achieved.

WHY GESI MATTERS FOR SCALING AGRICULTURAL INNOVATIONS

The facilitator should first define "**scaling**" for the participants. Scaling refers to increasing the use of an innovation outside its original design team, which is critical for impact at the community or regional level and is often seen as necessary to support agricultural research for development (AR4D) outcomes (Sartas et al., 2020). The ambitions to integrate GESI into AID-I GLR are set in the USAID Global Food Security Strategy roadmap to a better future, which focuses on reducing global poverty, hunger, and malnutrition, and addressing climate change and rising inequality through the Feed the Future Global Hunger and Food Security Initiative (USAID, 2022). The strategy emphasizes equity and inclusion, focusing on inclusive, agricultural-led economic growth that empowers women, girls, youth, and marginalized communities. Such ambitions can be realized by scaling agricultural innovations inclusively to affected communities.

The emphasis on inclusive scaling stems from the long recognition of the critical role women play in agriculture and the growing attention to the role of youth in the sector, who have great potential to drive global economic development (Grabowski et al., 2021). As such, unless deliberate action is taken, innovation scaling teams can often unintentionally leave behind socially vulnerable groups, including women, youth, and other marginalized farmers, thus exacerbating social inequities (McGuire et al., 2022).

Studies on scaling agricultural technologies and innovations have shown the following:

- 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 such as land, labor, capital, credit, inputs, and knowledge and advisory services (FAO, 2011).
- Systemic issues negatively impact women's ability to adopt and use innovations. These issues include cultural perceptions of women's roles as incompatible with running machinery, and discrepancies in access to high-end information communication technology, which is mainly controlled by male household heads (McGuire et al., 2022; Ragasa, 2012).
- Differences exist in the adoption rates of infection-and-treatment-method vaccines among smallholder male-headed households and female-headed households. The latter could be attributed to inequities in access to resources such as social capital, extension services, and credit (Jumba et al., 2020).
- Marital status is also a key driver influencing women's ability to engage with and benefit from innovation processes. As such, widows tend to have more decision-making power and control

over resources in their household than married women and also have freedom of mobility (McGuire et al., 2022).

- In most instances, scaling systems are usually based on networks dominated by relatively wealthy men and do not necessarily benefit resource-poor women, men, and young people. As such, without social networks with those in leadership positions within the community, these marginalized groups are unlikely to access improved seeds.

Therefore, it is vital that responsive scaling processes pay more practical attention to specific cross-sections of gender and the relevant diversity of scaling approaches and strategies within AR4D without posing additional harm to beneficiaries (McGuire et al., 2022).

GESI PERSPECTIVES FROM SCALING AGRICULTURAL INNOVATIONS USING NATIONAL EXTENSION AND ADVISORY SYSTEMS

The facilitator should state that a range of research evidence highlights the following:

- Although women represent more than half of the agricultural workforce, their work is often invisible or simply unvalued.
- Women are often excluded from more profitable aspects of agricultural enterprises.
- Women and men face different sets of constraints in access to and control over resources, specifically land, capital, labor, and market.
- Female-headed households use few agricultural inputs, such as improved seeds and fertilizers.
- Women typically work longer hours than men, engaging in paid, unpaid, and community work. They also face high levels of illiteracy and lack of bargaining power in their households. As a result, tensions may rise, especially for married women who try to exert greater bargaining power.
- Compared to men, women often face restrictions on movement/mobility, which negatively affect their participation in training sessions, lucrative markets, and other scaling-related events.
- Women have less access to agricultural extension services and improved technologies. Such services have not attached much importance to reaching women farmers or women on the farms.
- Assumptions persist that men are farmers and women play only a supporting role as farmers' wives.
- In many countries, women cannot speak with men they are not related to, and we know extension services in Africa are predominantly occupied by men staff accounting for approximately 85 percent.
- Women have primary responsibilities for childcare, yet extension meetings are often held in inaccessible locations without provisions for childcare.
- The social and gender dimensions of development along the agricultural value chains is still rarely acknowledged or addressed.

All of these affect the productivity and income of women farmers compared to that of men.

SET OF ARGUMENTS FOR INTEGRATING GESI INTO AGRICULTURE

By drawing insights from the Royal Tropical Institute et al. (2012), the facilitator should outline the three sets of arguments on why GESI integration matters in agriculture, as summarized in Table 7. Ideally, ask the participants to volunteer by reading each of these arguments. Then, follow this up with a brainstorming exercise to deliberate on whether these case examples apply to their contexts.

Table 7. Set of arguments and examples for integrating GESI into agriculture

Type of argument	Examples from KIT et al. (2012)
Social justice	Constance is a widow in Rwanda. Women do not have full rights to land ownership in this country. Instead, 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 income to lift herself and her family out of poverty. **Human rights translate differently for women and men. Denying rights and opportunities based purely on an individual's sex is incompatible with social justice.**
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 agropastoralist livelihoods of farmers in the province. However, although the project focused on the work that women mainly do (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 are gender blind. A striking majority of the poor in developing countries are women—approximately 70 percent.**
Business case	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, and 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 labor-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 inequality is a missed business opportunity. Serving women is good for business and the economy.**

SCALING PROCESSES AND DIMENSIONS FOR INCLUSIVE SCALING OF AGRICULTURAL INNOVATIONS

Scaling refers to the use of an innovation outside its original design team (Sartas et al., 2020) with the goal of using it to create a positive social benefit or outcome (McGuire et al., 2022). Such outcomes may include increased yield and income for farmers or increased regenerative agriculture practices. These could be achieved through an iterative process that is bound to change continuously based on the context.

Moore et al. (2015) have identified a typology of three scaling approaches for systemic impact:

- **Scaling out** impacts greater numbers by reaching more people, including women, men, youth, and other social groups, with innovations through multiplication, dissemination, and provision of extension and advisory services.
- **Scaling up** transforms institutional conditions such as rules, policies, and strategies by institutionalizing piloted success stories to make scaling out more efficient.
- **Scaling deep** strengthens capacity and creates awareness to change mindsets, values, and cultural practices regarding innovations.

These approaches underscore the complexities and complementary nature of the strategies involved in advancing large systems change. All of them require multiple scaling processes and strategic engagement with public-private partnerships. Notably, the complexity of scaling is a non-linear process that is bound to change continuously as AR4D interventions operate under real and uncontrolled conditions (Sartas et al., 2020), as summarized in the Figure 9.

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

Scaling deep
Changing mindsets, values, and 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 - Public Private Partnerships with strategic players to leverage on the power of communication
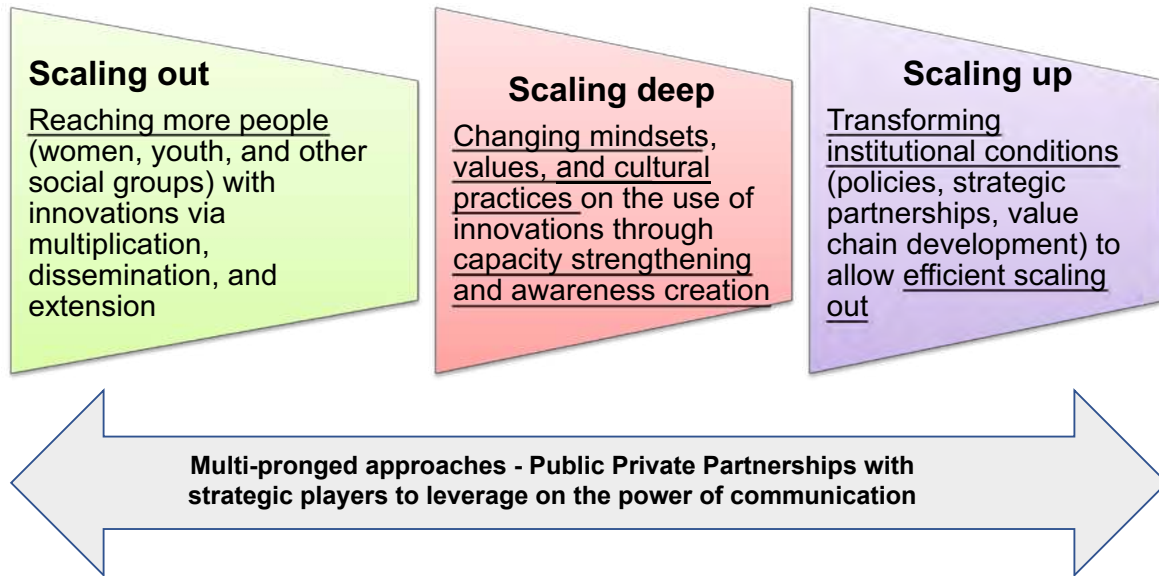
Figure 9. Dimensions of inclusive innovation scaling

(Source: Authors' own elaboration)

APPROACHES TO INTEGRATING GESI INTO AID-I GLR

The facilitator should inform the participants that to achieve the two overarching AID-I GLR objectives two approaches guide the integration of GESI considerations: (1) the GenderUp methodology for gender-responsible scaling with an intersectionality lens among intended beneficiaries, and (2) the RBET framework developed by Johnson et al. (2018) and Kleiber et al. (2019).

GenderUp methodology

GenderUp is a discussion-based method that supports innovation teams to scale agricultural innovations using a gender responsive and social inclusion lens. This methodology, as illustrated in Figure 10, helps scaling teams be intentionally aware of gender and other dimensions of diversity when developing scaling strategies and activities that result in more equitable distribution and access to the benefits of the innovation across different social groups.

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GenderUp[1] is based on the premise that, when scaling for impact, it is critical to consider how innovations affect and will or will not benefit different groups of people. This enables scaling teams to systematically identify and explore the diversity among potential users of an innovation and the effects of using it on both users and non-users (McGuire et al., 2022). In that sense, scaling teams can create a strategy and a plan that anticipate unintended (negative) consequences for specific social categories and mitigate them adequately while embracing opportunities.
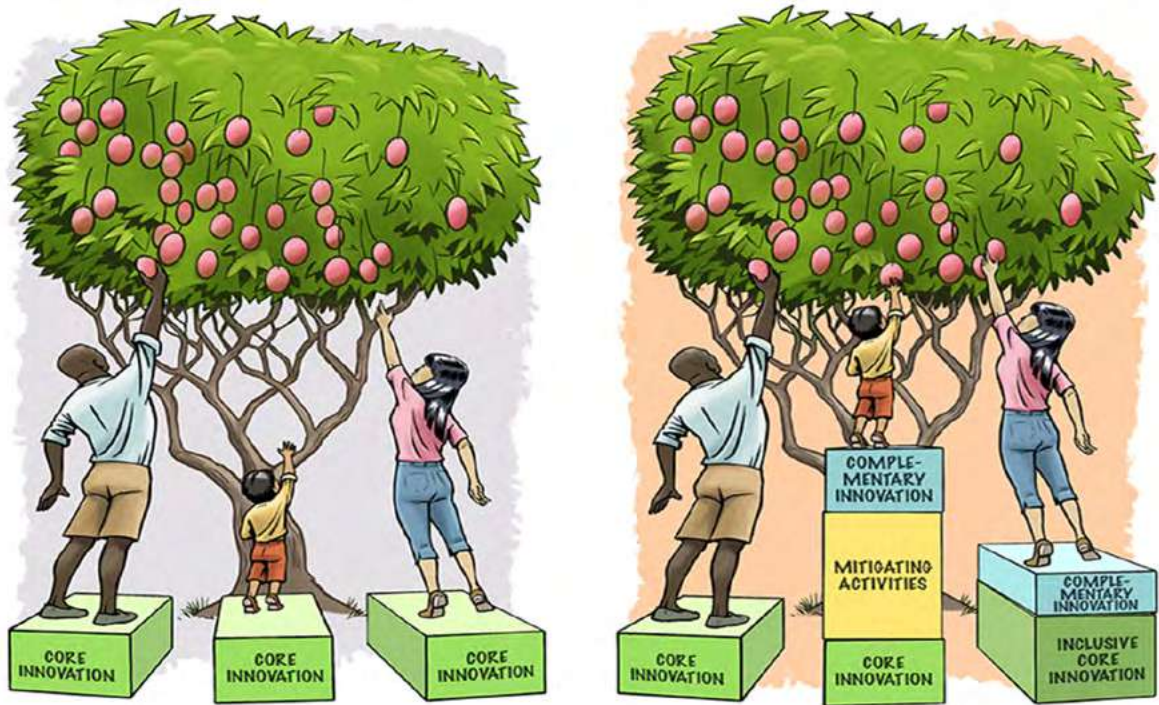

Figure 10. A component of the GenderUp scaling methodology

Notably, how different groups benefit or not from scaling a particular innovation depends on a range of factors: people's roles in their household and community, their labor tasks, the nature of their agricultural systems, cultural contexts, access and control over materials, human and social resources, values and aspirations, and the ability to make choices.

Successful scaling of technological innovations, such as crop and livestock varieties and good management practices, demands attention to complementary non-technological requirements, including access to credit, land, markets, advisory services, and information. For example, scaling a new animal vaccine (the core innovation) would require 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). According to GenderUp, this can be at a ratio of 10 percent core technology/innovation and 90 percent complementary non-technological innovations. Complementary innovations are usually developed before and during a scaling process so that a group of people can successfully use and benefit from a core innovation being introduced (McGuire et al., 2022).

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1   https://www.genderupforscaling.org/

The facilitator should state that applying the GenderUp methodology in scaling projects entails taking the innovation and scaling teams through five stages, as presented in Figure 11.
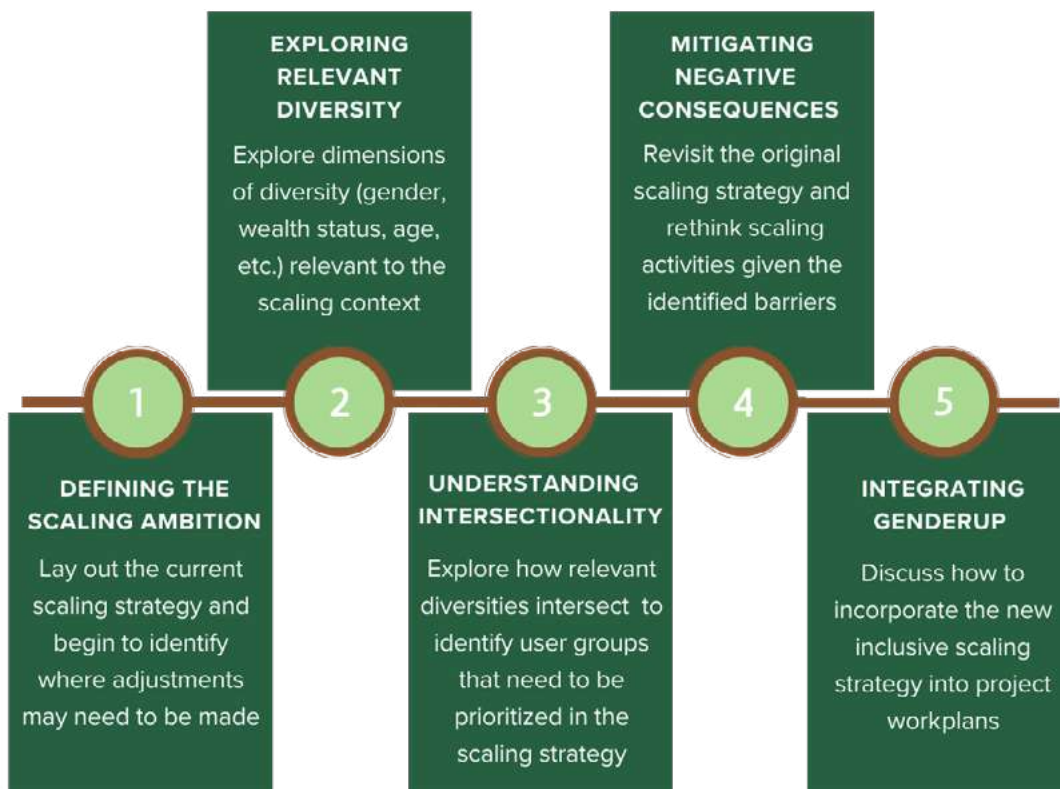

EXPLORING RELEVANT DIVERSITY

Explore dimensions of diversity (gender, wealth status, age, etc.) relevant to the scaling context

MITIGATING NEGATIVE CONSEQUENCES

Revisit the original scaling strategy and rethink scaling activities given the identified barriers

1 **2** **3** **4** **5**

DEFINING THE SCALING AMBITION

Lay out the current scaling strategy and begin to identify where adjustments may need to be made

UNDERSTANDING INTERSECTIONALITY

Explore how relevant diversities intersect to identify user groups that need to be prioritized in the scaling strategy

INTEGRATING GENDERUP

Discuss how to incorporate the new inclusive scaling strategy into project workplans

Figure 11. The five different stages of the GenderUp methodology when applied in a scaling project

(Source: GenderUp website)

Stage 1: Defining the innovation and scaling ambition

This stage entails conversations about determining which innovations to scale, the development goals to contribute to, and the scaling strategy to apply. By taking inventory of intentions and the strategies while considering the local context, the scaling teams have to assess relevant diversity and will better understand leverage points within the scaling strategy. In summary, this stage entails responding to the following eight questions:

1. What are the core innovations that you are aiming to scale?
2. Which problems are the innovations solving?
3. Which development goals are the innovations 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. What is the context (geographical, social, etc.) in which the innovations will be scaled?
7. What will your innovations replace?
8. At which scale do you want to have impact: the household, community, regional, or national level?

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, and land ownership, and their relevance to a particular context and scaling ambition. This stage enables them to brainstorm the different challenges and opportunities for potential direct and indirect users of the innovation.

Stage 3: Understanding implications of intersectionality/social inclusion

In this stage, the possible relevant dimensions of diversity or social inclusion identified in the previous stage are considered in the context of how gender and other intersecting social identities shape experiences of differential challenges and opportunities for users of the innovation. This is essential to identify specific action areas to address possible negative or unintended consequences of the scaling strategy by taking into consideration the following:

- Intersectionality/social inclusion impacts how users will access the benefits of an innovation.
- Women and men are not a homogenous group. They will experience things differently based on other dimensions of their identities, such as, age, education, marital status, household headship type, religion, and region.

Stage 4: Mitigating consequences and embracing opportunities

This stage entails revisiting the original scaling strategy to pause, rethink, and redesign scaling activities based on the most relevant aspects of social inclusion. This is 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. It also allows them to avoid potentially harmful unintended consequences, such as increased drudgery and losing control over agricultural production and decision-making, which might result in disagreements that could perpetuate incidences of GBV, among others.

> **Note for facilitators**: *Ask the participants to list other potentially harmful unintended consequences for the beneficiaries and how they are responding to mitigate them. Record the responses on the flipchart.*

Next, note the following:

- Core and complementary innovations are part of a package that allows diverse groups of users to access the benefits thereof. The innovations are different depending on the user group and the social and economic transformation the innovation team hopes to achieve.
- A **core innovation**, such as an improved sweet potato variety, would require **complementary innovations**, such as access to markets and credit, pest and disease management, weed control practices, a seed multiplication arrangement, and farmer awareness. The benefits women receive from such innovations will depend on such factors as the land tenure system, credit requirements, and freedom of mobility. Such constraints could be mitigated by the following GESI complementary innovations:
  - Train women and men on household dynamics to build the confidence of both parties to use and benefit from the core innovation.
  - Train women at the right time and place when they are available with ease of access and use of information outlets.
  - Look for additional partners who could help mitigate the constraints.

- Complementary innovations and mitigating activities are meant to prevent harm or make a core innovation more inclusive.

Stage 5: Integrating GenderUp into your project management

Table 8. Template for supporting AID-I GLR scaling partners to integrate elements of GenderUp into their existing 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 into their workplans?
#1……………..								
#2…………….								
#3……………..								

In the final stage, the innovation team management meets with scaling partners to discuss, reflect, and receive feedback on how they have incorporated GenderUp in their newly inclusive scaling strategies into their project's workplans.

> **Note for facilitators**: *Ask the participants to break out in different working groups, and provide them with marker pens, flipcharts, and masking tape. Let them define the core innovations they are scaling, and provide examples of complementary innovations that accompany them. Let the participants further identify who the beneficiaries are, who is missing out and why, how can they be included, what some of the unintended negative consequences of these innovations are, and how they can mitigate them. The activity should take 45 minutes. Once they finish, ask them to pin their presentations on the walls in different locations of the training venue. This should be presented in plenary in the form of a gallery walk for discussion. Afterward, take pictures of all pinned presentations and summarize the responses, such as in Image 3.*

The third set of images below provides examples of the outcome of group work discussions based on 2023 AID-I GLR training sessions on GESI held with scaling partners. For more insights on the plenary findings, see the 2023 GESI training reports for Rwanda and the Democratic Republic of Congo.
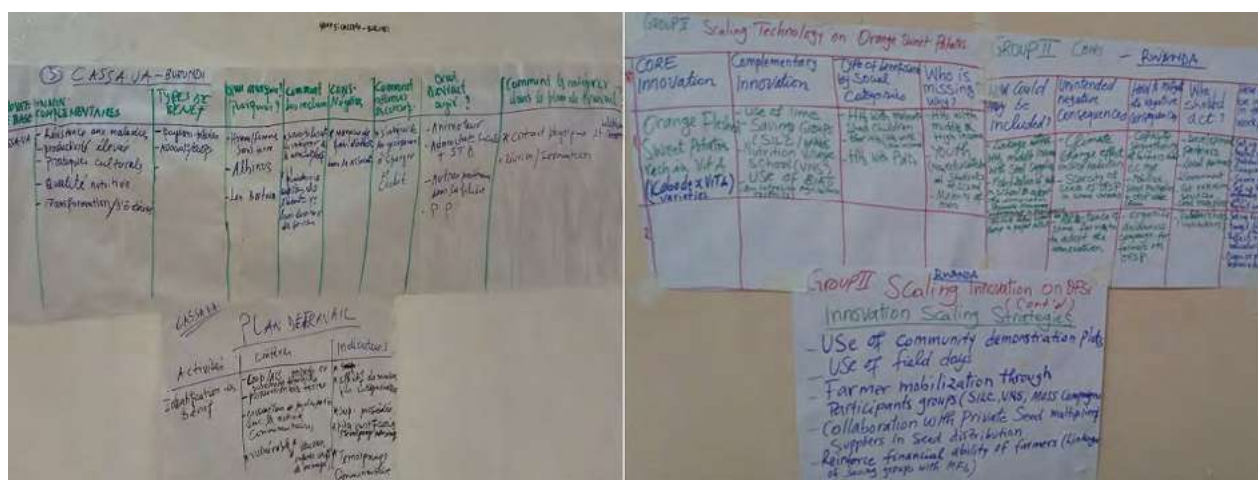

Image 3. Examples of group work outcomes based on applying the GenderUp methodology for scaling improved cassava (left) and orange sweet potato (right) varieties as core innovations based on 2023 AID-I GLR GESI training.

The Reach-Benefit-Empower-Transform (RBET) framework

The GESI activities of AID-I GLR are also guided by the RBET framework developed by Johnson et al. (2018) along with the "Transform" approach advanced by Kleiber et al. (2019). Notably, the most commonly used framework to integrate gender aspects into projects is the Interagency Gender Working Group (IGWG) Gender Integration Continuum (Figure 12). As Johnson et al. (2018) note, however, the framework is used with the 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.
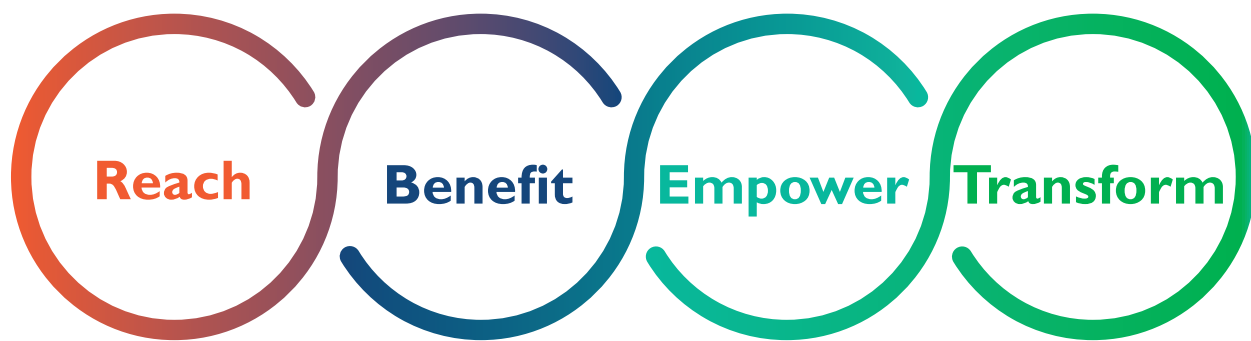
Gender Integration Continuum
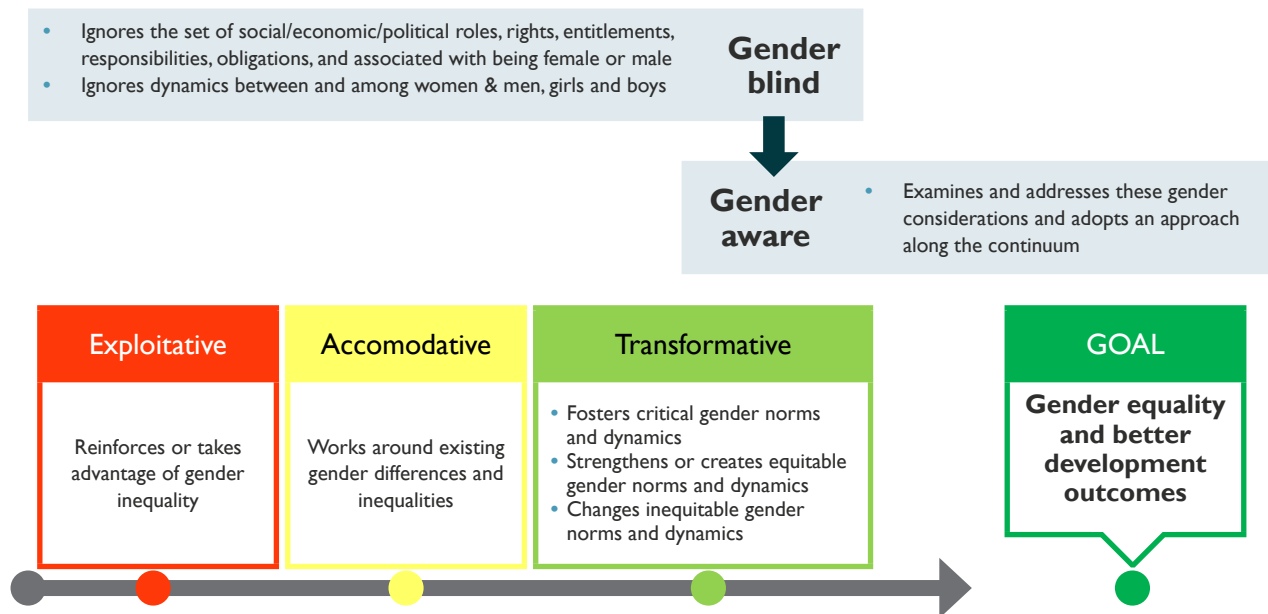
Figure 12. The IGWG Gender Integration Continuum

(Source: Adopted from http:llwww.igwg.org/igwg_medialTraining/FG_GendrIntegrContinuum.pdf)

Based on this shortcoming, the authors have argued that clarifying the gender approach requires looking beyond the stated objective to a set of activities based on a holistic strategy and implementation plan. This strategy and plan measure the outcomes/indicators of the approach on how it is reaching, benefitting, and empowering women (and youth) (Johnson et al., 2018), as well as those that actively seek to transform gender inequalities (Kleiber et al., 2019) through the RBET framework, as presented in Figure 13.

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Reach   Benefit   Empower   Transform

Reach

Objective

Include women, youth, and other marginalized groups as participants in project activities

Strategy

Inviting women, youth, and other marginalized groups as participants; seeking to reduce barriers to participation; and implementing a quota system on in the project activities

Indicators

Number or proportion of women, youth, and other marginalized groups participating in a project activity (e.g. attending training event; receiving extension services, etc.)

Benefit

Objective

Increase women, youth, and other marginalized groups' wellbeing (e.g. productivity, income, food and nutrition security)

Strategy

Designing a project to consider gendered and social needs, preferences, and constraints to ensure that women, youth, and other marginalized groups benefit from project activities

Indicators

Gendered and socially disaggregated data for positive and negative outcome indicators (e.g. productivity, income, nutrition, time use, etc.)

Empower

Objective

Strengthen the ability of women, youth, and other marginalized groups to make strategic life choices and put those choices into action

Strategy

Enhance women, youth, and other marginalized groups' decision-making power in households and communities; address key areas of disempowerment

Indicators

Women, youth, and other marginalized groups' decision-making power (e.g. over agricultural production, income, or household food consumption); reduction of outcomes associated with disempowerment (e.g. gender-based violence, time burden, etc.)

Transform

Objective

Create deep and lasting change toward gender equality and social inclusion by challenging underlying gender norms, relations, and structures underpinning inequalities

Strategy

Encourage critical awareness and reflection of gender and social inequalities and discriminatory social norms; influence powerholders to create an enabling environment

Indicators

Women's and men's changes in individual and collective attitudes and beliefs toward disempowering norms; changes in structural barriers and institutions, etc.

Figure 13. The Reach-Benefit-Empower-Transform framework

(Sources: Johnson et al., 2018 & Kleiber et al., 2019)

The RBET framework is an appropriate tool that researchers and development practitioners can use to define and align their project activities and highlight the possible outputs and outcomes for women, men, and youth, as well as other social groups as beneficiaries. Specifically, the framework underscores that "reaching women [and youth] does not ensure that they will benefit from a project, and even if women [and youth] benefit e.g. from increased income or better nutrition, that does not ensure that they will be empowered (e.g. in control over that income or greater participation in decision making" (Johnson et al., 2018, p. 5). Notably the Reach, Benefit, and Empower approaches tend to only address the symptoms of gender inequality. They do not tackle the root causes through transformative approaches that facilitate attitudinal changes in gender norms and relations within and outside the household and community levels (see Kleiber et al., 2019).

Reaching women and youth: Such an approach focuses on engaging women and youth in project activities while tracking their progress in terms of participation. A few examples of this include (i) measuring the number of women and youth who attend meetings or receive training, (ii) the percentage of women and youth supported by the project, or (iii) the percentage/number of women and youth with access to extension or other services provided by the project. To ensure that women and youth participate, efforts are often made to identify and alleviate gender-based constraints to participation. Examples of this include changing the time or place of meetings, forming women-only groups, or hiring women staff in the implementing organization or as lead farmers or extension agents. Measuring reach is generally easiest and cheapest, as it is based on counting the number of women, men, and youth who attend project-sponsored events or use project services.

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

Empowering women and youth: This involves strengthening their ability to make strategic life choices and to put those into action. Empowerment indicators produce outcomes that are inherently empowering, such as women's agency, their degree of control over income, their participation in joint decision-making, and changing attitudes toward GBV. In addition, they may target the community, particularly influential members, rather than individual women. On the other hand, such outcomes can be inherently disempowering, such as increased GBV and greater drudgery/time burden. Approaches that empower women and youth could focus, for instance, on addressing mobility constraints and collateral requirements that prevent women from accessing financial products, credit, and other services.

Transforming the underlying causes of inequality: The RBE framework by Johnson et al. (2018) has been extended to include the "Transform" component aimed at creating an enabling environment to change gender norms and gender relations by addressing structural and institutional barriers as well as working with men and powerholders as champions of positive change (Kleiber et al., 2019). Arguably, if a project is aiming to fully integrate GESI considerations, it must include this component. Such an approach

requires longer-term realistic timeframes with budgetary commitments on the part of donors to facilitate deeper-level social change interventions while tracking progress on changes.

Table 9 provides a sample summary of how different activities align with the RBET framework, as highlighted by Johnson et al. (2018) and Kleiber et al. (2019).

Table 9. Summary of activities aligned with the RBET framework

Sample activities	Link to RBET framework
Provision of services or assets to beneficiaries.	Reach, Benefit, possibly Empower
Provide indirect support for access and availability.	Benefit, possibly Empower
Form or strengthen groups or organizations such as enterprises.	Reach, Benefit, possibly Empower
Strengthen platforms or networks that link farmers or groups.	Reach, Benefit, possibly Empower
Build knowledge and skills—i.e. through, for example, agricultural training and extension,; entrepreneurship and financiale training, nutrition education and other trainings	Reach, possibly Benefit
Influence social and gender norms by raising - awareness about gender issues and its their implications, holding community conversations, and through social and behavior change communication.	Reach, Empower and possibly Transform the gender norms

The facilitator should note that given the complexity and non-linear processes of scaling, as already described in the previous subsection, there is slippage with the activities that produce RBET outcomes, which tend to impact more than one approach. Therefore, to gauge whether AID-I GLR is achieving its objectives, the approach to GESI must be explicit and the objectives, strategies, and indicators aligned. Accordingly, age in AID-I GLR is defined into two categories in accordance with the requirements of the Feed the Future (FTF) results framework: (1) youth between 15 to 29 years of age, and (2) non-youth/older people who are 30 years old and above. Considering a household as a homogeneous or genderless unit of analysis does not provide enough information to understand and better promote the adoption of new agricultural innovations, as female-headed households have lower chances of adopting them, so they tend to be left behind (UN Women, 2015). This will be addressed by collecting and analyzing data on the following three categories for reporting GESI-related activities: (1) male-headed households, (2) female-headed households, and (3) dual-headed households (both female and male).

GESI IMPLEMENTATION PLAN

Based on the insights from the preceding sections, first, the AID-I GLR project focuses on activities that are aimed at "scaling out" agricultural innovations. It does so by "reaching" and "benefitting" more women, men, and youth, with dedicated inclusion of female-headed households, through their recruitment and selection as beneficiaries to access information, inputs, and technologies, among others. Second, once equitable numbers of women, men, and youth have been reached, the project will focus on "scaling deep"

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approaches aimed at empowering women and youth. It will do so by changing their mindset on the use of innovations—for better nutrition outcomes—by promoting activities on behavioral change and communication.

Implementing and reporting GESI deliverables are championed by the GESI focal points from each scaling partnership, who help implementing partners collect data while providing data on results related to GESI-focused planned activities.

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MODULE 4: GOOD PRACTICES FOR INTEGRATING A GESI LENS INTO THE AID-I GLR'S PROJECT CYCLE

This module focuses on sharing good practices on how to integrate GESI into AID-I GLR by drawing examples from the FTF Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) project (See McNamara & Harris-Coble, 2018).[2]

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

The facilitator should inform the participants that affirmative action through participation quotas for women and youth is a common GESI strategy that AID-I GLR scaling partners use. Most of them have set it at 60 percent (40 percent representation for women and 20 percent for youth), with older men accounting for the remaining 40 percent. McNamara and Harris-Coble (2018) have noted that using affirmative action can be effective at increasing the participation of women and marginalized groups in agricultural programs; however, they note that quotas are not a complete GESI strategy on their own, for the following reasons:

- Participation alone in development projects does not equal empowerment, because gender and social inequities perpetuate 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 them from participating in the absence of a quota system. This could include a combination of women's participation and training that addresses GESI issues to increase their decision-making power in savings and loan groups after a short intervention of gender discussion sessions.

Affirmative action is still perceived as a good practice for temporary measures to ensure that either women or men (or any other unrepresented group) are included in program or project activities. In this way, it can compensate for the effects of past or continuing discriminatory attitudes, behaviors, and structures (Mwiyeria, 2018).[3] Therefore, the use of affirmative action is justified in the RBET framework to enhance the Reach aspect. Specifically, once a project includes the Empower and Transform approaches toward addressing underlying causes of inequalities, a general balance could be achieved, making affirmative action no longer needed (Mwiyeria, 2018).

> **Note for facilitators**: *Ask the training participants to share their insights on the gender representation of the trainees in the room. If the number of women is lower, ask them why and how can this be improved? Then, state the following:*
> - *Although most organizations encourage the need to integrate GESI within all levels of the organization and projects, such goals are barely met at the institutional level, as exemplified by the lower number of women.*
> - *Providing GESI capacity building training for organizational staff at all levels (such as program managers, specialists, program staff, and field-level staff) can help improve the implementation of GESI practices and build support for GESI best practices such as quotas.*

2   McNamara, K., & Harris-Coble, L. (2018). *Best practices for integrating gender equity and social inclusion (GESI) strategies within Nepal's agricultural extension system*. Integrating Gender and Nutrition within Agricultural Extension Services. Retrieved 17 August 2023 from https://ingenaes. illinois.edu/wp-content/uploads/ING-TN-2018_06-Gender-Equity-and-Social-Inclusion-GESI-Strategies-Nepal-Harris-Coble-1.pdf

3   Mwiyeria, E. (2018). *Gender manual: A practical guide to gender mainstreaming*. Vi Agroforestry. https://viagroforestry.org/app/uploads/2019/09/gender-practical_manual_eng_s.pdf

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GOOD PRACTICE #2: WORKING WITH INFLUENTIAL COMMUNITY POWER GATEKEEPERS

Agricultural promoters and field workers need to recognize that gender dynamics can not only be detrimental to women but also to men. Furthermore, to change gender and social dynamics in a way that enhances 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.

To ensure gender equity is appropriate for men and boys, projects should focus on human rights and social justice for all, as well as how gender equitable relationships can impact their individual well-being 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 might inhibit her participation in training events and her ability to travel to lucrative markets.

Community leaders can positively change attitudes associated with GBV through social marketing techniques such as radio programs to push back on men's reactions to shifting norms and traditions about women's roles and practices.

Some of the good practices for working with influential community power gatekeepers could include the following:

- Combine requirements for women's participation with gender-sensitive information, education, and communication with gatekeepers of power at the household and community levels, such as men, mothers-in-law, older women, and community leaders. These are supplementary to programming for women and disadvantaged groups toward unraveling the underlying causes of women's disempowerment.
- Including influential community leaders who are gatekeepers of power in group meetings can help challenge social norms that perpetuate lower representation and marginalization among women and youth based on, for example, lack of land, credit, and training.
- 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.
- Engage women in community-run savings and credit groups that encourage smart investments to increase their income and help them implement good budgeting and financial management strategies.

GOOD PRACTICE #3: ADDRESSING WOMEN'S TIME POVERTY

Lack of recognition of women's time poverty considering their triple gender roles might result in women's limited or lack of engagement in the project, making it difficult for the project to achieve its set objectives. Projects that do not consider the value of time vis-à-vis socially prescribed gender roles might end up neither benefitting nor empowering women.

According to McNamara and Harris-Coble (2018), some good practices for addressing time poverty may include the following:

- Use 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.

GOOD PRACTICE #4: MONITORING, EVALUATION, AND LEARNING ON THE IMPACT OF GESI-RELATED ACTIVITIES

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 on gender, age, and other related social identifiers to disaggregate data. This helps document successes and gaps in GESI activities and adjust project activities if the impacts are not what they expected.

There are various ways in which disaggregating data by gender and analyzing it can improve GESI strategies and outcomes. These include the following:

- Collecting disaggregated data makes groups involved in the project, particularly vulnerable and marginalized groups, become more visible. The importance of disaggregating age and other social identifiers alongside gender is important given that women and men are not a homogenous group. Doing so highlights the different needs, constraints, and opportunities of each gendered group and their unique experiences from the project.
- Gender disaggregated data can highlight potential gaps between different categories of women and men. Such information helps innovation scaling teams adjust programming accordingly based on monitoring and evaluation data to improve the effectiveness of projects for targeted groups.
- Data disaggregated by gender, age, and social identities can improve evidence-based practice of development. More specifically, it helps identify what works in projects to promote GESI and what elements can be expanded and improved for future scaling projects. Finally, collecting group-disaggregated data can highlight the impact that changes in GESI can have on other development outcomes, such as poverty, health and nutrition status, or agricultural productivity.

It is imperative to track the impact of activities to reach, benefit, and empower specific groups (i.e. women and youth) by collecting data disaggregated by gender and other identities.

With this in mind, we developed a GESI-responsive MEL plan that collects disaggregated data with different social markers, including gender, age group, and type of household headship. It is comprised of various indicators, such as (i) the number of women, men, and youth who have applied improved technologies and good management practices with US Government assistance, and (ii) the number of individuals women, men, and youth participating in US Government food security programs.

During its annual outcome surveys, the AID-I GLR project also collects additional data among project participants on other multiple social identities, such as the type of household headship, educational level, and marital status.

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Table 10. Integrating and reporting GESI dimensions in activities, as linked to the MEL plan

Input distribution sheet	Scaling event register
• Type of inputs distributed • Quantity per pack of inputs • Country, province, district, village/town • Gender • Age category: 15–29 yrs (youth) and >30 yrs old and above (older) • Organization • Mobile number and phone ownership • Type of input received	• Country, province, district, village/town • Type of event/title/name of the partner • Gender • Age category: 15–29 yrs (youth) and >30 30 yrs old and above (older) • Organization • Mobile number and phone ownership • Type of participants: lead farmers, farmer promoters, extension agents, etc.

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MODULE 5: WRAP UP, EVALUATION, AND CLOSURE

This module focuses on how to conclude the GESI training by wrapping up the learnings and action points, followed by a post-training test, training evaluation, and closing remarks.

GESI learning and action points

The facilitator should ask the participants to reflect on what they have learned over the course of the training and then write three learning points or suggestions for future actions on cards. Ask them to submit the learning points for reference and future follow-up.

Ask the participants if they have any questions about how to apply GESI in the work of AID-I GLR. Invite them to ask any questions or share any comments they may have.

Post-training assessment and training evaluation

All GESI training workshops should be evaluated by both the participants and the trainers. Give the participants the opportunity to evaluate what they have learned and to provide valuable feedback to the facilitators about how to improve the training in the future. This is an opportunity for the facilitators to find out how the participants experienced the training and to gain insights into how to improve such workshops in the future. The trainees' evaluation is also a great chance to note interesting comments that may be followed up in the future.

Explain to the participants that they will need to complete a post-training assessment and evaluation. Let them know that, just like the pre-training test, it will also be anonymous. The results of the post-test and evaluation will help AID-I GLR learnings on GESI. Explain the purpose as follows:

Post-training assessment: The purpose of the post-training assessment is to measure the knowledge gained over the course of the training by comparing it with participants' pre-training assessment results. Share the printout and allow them to complete it (Annex 1).

Training evaluation: This provides trainees with the opportunity to evaluate what they have learned, assess the content and delivery of the training, identify areas of excellence, and give valuable feedback on how the training could be improved. Share the printout and allow them to complete it (Annex 2).

Closing remarks: Invite two participants, a female and male, to share any final remarks they may have. Then share closing remarks for the workshop. Acknowledge what has been achieved during the training and how the outcomes relate to the initial workshop objectives. Highlight some examples of important insights and action items that were accomplished. Acknowledge the participants for their contributions and for making the workshop a success. Respond to some of their concerns, agree on what could have been better or be done differently, and explain what you have learned as a trainer. Reiterate the overall commitment to GESI by USAID, AID-I GLR's funding agency. Thank the participants and your team for their hard work and commitment to GESI in AID-I GLR.

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Photo by IITA

Annex 1. AID-I GLR GESI training workshop pre- and post-training assessment

Name: _____   Date: _____

Gender: _____

Age range (tick one option): 15–29 years old [ ]   30 years old and above [ ]

Job title: _____

Name of institution: _____

Country: _____

Instructions: Choose the best answer(s) for each question by circling the right answer(s). In some cases, there may be more than one appropriate response, so make sure to read the question and answer choices carefully.

1. Gender is

    a. Determined biologically at birth
    b. Synonymous with sex
    c. Socially constructed
    d. Determined by households' vulnerabilities
    e. All of the above

2. GESI stands for: (choose one)

    a. Gender equity and social inclusion
    b. Gender equality and social integration
    c. Gender equality and social inclusion
    d. Gender empowerment and social integration

3. The process that makes 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, is called:

    a. Gender sensitive development
    b. Gender mainstreaming
    c. Gender analysis
    d. Gender monitoring
    e. All of the above

4. List at least two types of gender roles that you are aware of.

    a. ....
    b. ....

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5. List the two categories of gender needs that you are aware of.

   a. ………………………………………………………………………………………………
   b. ………………………………………………………………………………………………

6. Which of the following is not an approach to systemic scaling of agricultural innovations and technologies?

   a. Scaling out
   b. Scaling wide
   c. Scaling deep
   d. Scaling up

7. List at least two sets of arguments on the importance of gender integration into agricultural research.

   a. ………………………………………………………………………………………………
   b. ………………………………………………………………………………………………

8. Which of the following is not a principle of intersectionality or social inclusion?

   a. Power
   b. Reflexivity
   c. Empowerment
   d. Equity

9. Which of the following statements are, given the right answer should be all of the above true about gender issues in extension and advisory services?

   a. Agricultural extension services have not attached much importance to reaching women farmers or women on the farms
   b. Assumptions are that men are farmers and women play only a supporting role as farmers' wives.
   c. Women cannot speak with men they are not related to, yet extension services are predominantly staffed by men
   d. Women have primary responsibilities for childcare, yet extension meetings are often held without childcare in inaccessible locations
   e. All of the above

10. A gender transformative research project is one that entails which of the following?

    a. Participation and collaboration with local stakeholders in joint research teams
    b. Critical reflection about awareness of gender roles, relations, norms, and behaviors
    c. Use of an intersectionality approach acknowledging that gender interacts with other social identities to produce unique experiences for different groups of women and men
    d. Use of mixed methods
    e. All of the above

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