



INITIATIVE ON

Diversification in East
and Southern Africa

Gender Equality and Social Inclusion Capacity Assessment and Development Strategy and Toolkit

Millicent L. Liani,^{1*} Els Rijke,² Edward Bikketi³ and Steven M. Cole¹

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Authors affiliation

¹International Institute of Tropical Agriculture (IITA), Dar es Salaam, Tanzania.

²Independent Gender Consultant, Berlin, Germany.

³Independent Gender Consultant, Nairobi, Kenya.

*Corresponding author (M.Liani@cgiar.org)

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Contact

IITA Headquarters, PMB 5320, Oyo Road, Ibadan 200001, Oyo State, Nigeria. Email:

iita@cgiar.org This is a contribution to the following Sustainable Development Goals:



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Content

Content	0
Abbreviations and Acronyms	1
Concept and Definitions	2
Introduction.....	6
Set-up of the Ukama Ustawi East and Southern Africa Initiative	8
Rationale for developing the GESI capacity assessment and development strategy for the UU ESA Initiative	10
Conceptual framework for GESI capacity assessment	12
Levels of analysis	13
Types of partners and their functions	13
GESI Core Capacities	14
GESI capacity parameters for each of the core capacities for National Research Partners	15
GESI capacity parameters for each of the core capacities for National Development Partners	17
GESI capacity parameters for each of the core capacities for Private Sector Partners	20
GESI Capacity assessment and development process and steps	22
Step 1: Engagement of stakeholders and design of country-specific GESI capacity assessment tools	23
Step 2: Conduct in-country capacity assessments	23
Step 3: Analysis and interpretation of capacity assessment data	24
Step 4: Formulation and implementation of the GESI capacity development response.....	24
Step 5: Evaluation of outcomes of the capacity development response	25
Step 6 and 7: Finalizing in-country capacity development response and integration of feedback into the GESI capacity development plan	25
References.....	26
Annexes	28
Annex 1: Introduction to the toolkit.....	28
Annex 2: National Research Partners	30
Annex 3: National Development Partners.....	45
Annex 5: Environmental key informant interview guide	68

Abbreviations and Acronyms

ABC	Alliance of Bioversity International and CIAT
AR4D	Agricultural Research for Development
CGIAR	Consultative Group of International Agricultural Research Centers
ESA	East and Southern Africa
FAO	Food and Agriculture Organization of the United Nations
FGDs	Focus Group Discussions
GALS	Gender Action Learning System
GDI	Gender, Diversity and Inclusion
GESI	Gender Equality and Social Inclusion
GTAs	Gender Transformative Approaches
ICT	Information Communication and Technology
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute
IITA	International Institute of Tropical Agriculture
ILRI	International Livestock Research Institute
IWMI	International Water Management Institute
MEL	Monitoring Evaluation and Learning
MoV	Means of Verification
NARS	National Agricultural Research System
NDP	National Development Partners
NRP	National Research Partners
SME	Small and Medium Enterprises
TI	Transition International
UNDP	United Nations Development Programme
UU	Ukama Ustawi
VC	Value chain

Concepts and Definitions

Agricultural Research for Development (AR4D): This refers to a conceptual shift from linear approaches to agricultural research and development that views agriculture as a complex system with interconnected sub-systems requiring collaborative efforts for development. AR4D engages all stakeholders in the agricultural sector, utilizing both system and commodity approaches. It involves actors along the entire value chain, incorporating external entities such as policymakers, financial institutions, meteorologists, and insurers¹. The approach fosters collective problem-solving by identifying and addressing joint constraints within the agricultural platform.

Capacity assessment: This involves a comparison of intended capabilities with current capacities, offering insights into existing strengths and areas that require improvement (UNDP, 2008). This analysis informs the development of a targeted capacity enhancement strategy, focusing on reinforcing weaker capacities and optimizing already robust and well-established ones. The assessment can occur at various stages of a programming cycle. In this context, the strategy utilizes capacity assessment to evaluate the comprehension, knowledge, and skills of an organization and individuals concerning the integration of Gender Equality and Social Inclusion (GESI) and examine the organization's gender architecture and gender policy (Tamang, 2022).

Capacity development: This refers to an intricate ongoing journey for individuals, organizations, and entire societies to forge, enrich, and perpetuate the vital capabilities requisite to attain their development aspirations (UN Women, 2014). This multifaceted concept encompasses more than skill acquisition and embodies the cultivation of aptitudes within developing networks and institutions. It's the cornerstone upon which communities and organizations bolster their adaptability and resilience, ensuring not just survival, but thriving amidst the tumultuous currents of change (TI and ILRI, 2016). From the individual striving for personal growth to the collective endeavor of organizations and institutions seeking advancement, capacity development stands as the steadfast companion, guiding the trajectory toward a more empowered, capable, and resilient future.

Core GESI Capacities: This refers to the seven tailor-made GESI capacities required by UU program partners and actors to enable the design and implementation of GESI-tailored capacity-strengthening solutions for the UU ESA initiative.

Gender analysis: This refers to a process that examines and illuminates the relationships and inequalities between women and men in society by probing questions such as: Who does what? Who has what? Who decides? How? Who gains? Who loses? (March et al., 1999). This approach unpacks the private-public divide, exploring power dynamics within households and their interconnection with broader levels such as the international, state (macro levels), market (meso levels), and community (micro levels). Thus a GESI analysis involves identifying variables relevant to the theme/sector and then collecting GESI-disaggregated data regarding who is doing what type of work, who has access to what resources, who has the authority to

¹ <https://www.rtb.cgiar.org/gender-responsive-ar4d-portal/>

make decisions, and who makes the decisions regarding the use of the resources; who are included and excluded in institutional arrangements of the sector/theme concerned (FAO, 2016).

GESI-responsive programming and budgeting: This refers to ensuring inclusivity, challenging discriminatory norms and policies, and requires projects to tailor activities to cultural diversity, providing evidence for the inclusion of specific groups (Rydergaard and Spiers, 2021). GESI budgeting commits and allocates financial resources to GESI activities, reflecting organizational priorities to enhance access to resources, and mainstreaming initiatives through recruiting, training, and building gender-balanced staff capacity (GESI Working Group, 2017).

Gender transformative approaches: These are approaches that challenge systemic discriminatory social institutions and ensure meaningful participation in AR4D systematically addressing structural causes of inequality in the agrifood systems (Njuki et al., 2022). They integrate approaches to lenses and frameworks such as intersectionality, feminist perspectives, masculinities, ethnographic, and participatory methods that were once on the periphery and are now central to research practice. The current literature underscores the need for women men and youth to challenge their representation, define gender transformative change on their terms, and engage meaningfully in decision-making systems, echoing insights from past decades (Tavener and Todd, 2019).

Gender-responsive monitoring: This refers to precise outcome measurement methods based on scientific baseline studies that informs the establishment of a disaggregation framework that emphasizes qualitative and quantitative indicators (Asian Development Bank, 2022). Such an approach should encourage local stakeholder and target group participation in monitoring, evaluation, and learning (MEL) and prioritize the collection and utilization of disaggregated data for women, youth, the poor, and the excluded (Rydergaard and Spiers, 2021). Reporting formats should adopt a GESI perspective, including beneficiary data comparisons over time (GESI Working Group, 2017).

GESI-disaggregated data: This refers to data disaggregated by gender and other social difference markers e.g., age, religion, marital status, location, physical disability, ethnicity, and other intersections that drive equity, equality, social inclusion, and exclusion.

Governance structure: This refers to the organization's backbone for defining roles, responsibilities, and processes crucial for decision-making. It acts as a precise framework for an organization, institutional program, or project management, allocating rights and duties among participants and establishing rules for effective decision-making. Essentially, it is the blueprint that ensures seamless project execution by the plan.²

Inclusive agribusiness: This refers to a comprehensive perspective essential for analyzing changes within the agriculture and food sectors. It underscores the critical role of the public and private sectors in reducing poverty, ranging from small-scale local businesses to multinational corporations (Woodhill, 2016). This approach recognizes the importance of diverse stakeholders e.g. farmers and farmer groups, entrepreneurs, governments, research and development institutions, extension systems, donors, and development agencies among others in strategically utilizing their resources to catalyze scalable solutions for poverty alleviation through strategic market interventions. By providing insights into the convergence of public and private interests and investments, inclusive agribusiness serves as a valuable framework for advancing the Sustainable Development Goals (Nortje et al., 2023).

² <https://www.future-processing.com/blog/governance-structure-why-is-it-so-important-in-project-management/#what-s-important-in-governance-structure> - site accessed on 16th March 2024

Intersectionality: This is a lens that promotes a nuanced approach to comprehending the complexity of human identity, recognizing that individuals are intricately shaped by the dynamic interplay of various social locations such as 'race'/ethnicity, indigeneity, gender, class, sexuality, geography, age, disability/ability, and migration status (Colfer et al., 2018). This approach goes beyond simplistic analyses and acknowledges that people exist within a web of interconnected systems and structures of power, including laws, policies, state governments, political and economic unions, religious institutions, and media (Carla et al., 2019).

Inclusive scaling: This refers to a deliberate and strategic effort aimed at leveraging innovations to generate positive societal outcomes for a broad population across extensive geographic areas, while considering the diversity and intersectionality of the communities involved (Gebreyes et al., 2021). In the agricultural context, scaling innovation is crucial for moving beyond pilot projects and achieving widespread societal impacts. It represents a vital transition phase, ensuring that investments in the agricultural sector leads to significant benefits by effectively addressing poverty and contributing to the achievement of sustainable development goals (Sartas et al., 2020).

Inclusive leadership: This is defined as the ability to efficiently manage and lead a diverse group of individuals while respecting their unique qualities in an empathetic, bias-free manner ([Harvard Business Review, 2023](#)). It rejects discrimination and favoritism based on protected characteristics, allowing team members in the context of this strategy network actors to feel valued for their contributions. Recognized as essential for organizations to adapt to diverse environments, inclusive leadership involves six key traits, including a visible commitment to diversity, humility, awareness of bias, curiosity about others, cultural intelligence, and effective collaboration ([Harvard Business Review, 2023](#)). These traits collectively empower leaders to navigate and succeed in dynamic and diverse contexts.

Innovation: This refers to the conception of a novel idea and its integration into a fresh product, process, or service, resulting in dynamic economic growth and employment opportunities, while also generating profits for innovative businesses (Kogabayev and Maziliauskas 2017). It is characterized by its continuous and evolutionary nature, involving numerous organizational decision-making stages from idea generation to implementation. The genesis of a new idea arises from the accumulation of information and entrepreneurial insight, often sparked by the identification of unmet customer needs or innovative production methods (Baregheh et al., 2009). During the implementation phase, the idea is refined and transformed into a marketable service, product, or process, leading to cost efficiencies and heightened productivity, development, and profitability.

Parameter: This is a numerical or measurable factor, or observable characteristic that can help define a system, phenomenon, or function to define boundaries for various systems or entities (<https://byjus.com/question-answer/what-is-parameter-1/>). In qualitative research, a parameter serves as a framework, variable, limit, boundary, restriction, or specification, defining characteristics crucial for categorizing or delineating a particular system, be it an event, project, object, or situation. These elements are pivotal in identifying the system and evaluating its performance, status, or condition. They also establish criteria or guidelines that delineate the scope of evaluation within a process or activity. In the case of this strategy, parameters delineate the scope of each GESI core capacity.

Strategic planning: This involves forecasting the future and identifying trends and issues to align organizational priorities. This alignment extends to divisions, sections, units, or teams within these entities, ensuring coherence with higher-level strategies (United Nations, 2018). In the context of this strategy, the process will be used to prioritize efforts, effectively allocate resources, align shareholders, and network actors on the UU ESA initiative goals, and ensure those goals are backed by evidence and sound reasoning.

Ukama Ustawi: This refers to the CGIAR Initiative on [diversification of resilient agrifood systems in East and Southern Africa \(ESA\)](#) which aims to promote climate-resilient agriculture and livelihoods across 12 countries. It focuses on helping smallholders intensify, diversify, and reduce risks in maize-based farming through improved extension services, small and medium enterprise (SME) development, governance

support, and gender-inclusive investments. The term ‘Ukama Ustawi’ is a bilingual word derived from the Shona and Kiswahili languages respectively. In Shona, ‘Ukama’ refers to partnerships, and in Kiswahili, ‘Ustawi’ means well-being and development. Collectively, they represent the initiative’s vision to achieve system-level development through innovative partnerships that support climate-resilient agriculture and livelihoods in a dozen countries in ESA.

Introduction

This Gender Equality and Social Inclusion (GESI) capacity assessment and development strategy consists of insights gathered from a review of GESI issues in the agribusiness ecosystem with a focus on Zambia³. The strategy is mainly adapted from the capacity assessment framework that was developed by Transition International (TI) and the International Livestock Research Institute (ILRI) in 2016⁴. This strategy contributes to Work Package Five (WP5) of One CGIAR's [Ukama Ustawi \(UU\): Diversification for Resilient Agrifood Systems in East and Southern Africa \(ESA\) Initiative](#), henceforth UU ESA Initiative. The UU ESA Initiative aims to promote bio-physical, and financial de-risking interventions to transform ESA agrifood systems to greater sustainability climate resilience, and profitability across 12 countries. It focuses on helping smallholders intensify, diversify, and reduce risks in maize-based farming through improved extension services, SME development, governance support, and gender-inclusive investments. In its first phase, the ESA Initiative is operating in Zambia, Kenya, and Ethiopia. The International Institute of Tropical Agriculture (IITA) is supporting some of its goals through WP5 in collaboration with other CGIAR centers namely the International Water Management Institute (IWMI); International Food Policy Research Institute (IFPRI); Alliance of Bioversity International and CIAT (ABC) and WorldFish. Through its programming, the UU ESA WP5 team reviewed past and current agribusiness interventions in the ESA region that provided some evidence of opportunities for more inclusive agribusiness and also provided the rationale for targeted GESI innovations and interventions (Nortje et al., 2023). These reviews, together with dialogues and consultations with women and youth agribusiness stakeholders in four countries: Ethiopia, Kenya, Zambia, and Zimbabwe, facilitated the development of a GESI agribusiness framework. The findings and development of this GESI agribusiness framework motivated the UU WP5 team to commission a synthesized literature review and develop a GESI capacity assessment and development strategy to guide and inform tailored capacity-strengthening interventions for the agribusiness network actors, including researchers, government, private sector, and civil society partners who are part of the UU ESA Initiative. Specifically, this strategy and toolkit contribute to a component of UU ESA WP4, which is aimed at establishing a learning alliance that facilitates behavioral shifts and capacity strengthening of the aforementioned partners, whose intermediary outcome is to enhance the increased capacity of UU partners to deliver GESI-compliant agri-business interventions.

Objectives of the strategy

Developing GESI capacities is crucial for achieving development objectives. The GESI capacity assessment and development will help the agribusiness actors and beneficiaries become partners in the research and development processes, empowering and facilitating mutual learning while creating a more meaningful, inclusive, and sustainable development as similarly highlighted by TI and ILRI (2016). It, therefore, needs to be integrated into program implementation from the start to the end. Capacity development interventions are designed based on a capacity needs assessment following the analysis of desired capacities against existing capacities (UN Women, 2014).

The overall objective of this strategy and toolkit is to guide the evaluation of needs/gaps and priority areas of capacity strengthening among UU research, government, private sector, and civil society partners involved in the agribusiness sector and to enable them to subsequently design GESI-compliant interventions in Zambia's agribusiness ecosystem.

Specifically, GESI capacity assessment and development is a key step for the UU ESA initiative as it will:

³ Bikketi et al. (2024). A review of gender equality and social inclusion issues in Zambia's agribusiness ecosystem. Ukama Ustawi: Diversification for Resilient Agribusiness Ecosystems in East and Southern Africa. IITA Working Paper, Ibadan, Nigeria. <https://hdl.handle.net/10568/152430>

⁴ Transition International and International Livestock Research Institute (2016). Gender capacity assessment and development guide for the CGIAR research program on livestock and fish. Second edition. Nairobi, Kenya: ILRI. <https://hdl.handle.net/10568/56983>

- a) Systematically aid in the identification of GESI capacity gaps among agribusiness network actors by analyzing desired GESI capacities against existing capacities to help understand capacity needs that can serve as input for formulating a capacity-strengthening response;
- b) Foster reflective dialogues and consultations around priorities for actions in the context of specific, actionable pathways of the UU ESA initiative;
- c) Facilitate identification of opportunities for investments and leveraging GESI capacity development activities with agribusiness partners;
- d) Provide a starting point for the formulation of GESI capacity development responses to deliver GESI-compliant agribusiness interventions;
- e) Facilitate the establishment of baselines and indicators for measuring the monitoring, evaluating, and learning (MEL) progress in GESI capacity development;
- f) Support comparative analyses of GESI capacities across actors and beneficiaries in UU ESA countries.

The results of the assessments should lead to the formulation of GESI capacity development interventions to increase the ability of actors and beneficiaries to become program partners to effectively and efficiently perform functions, solve problems, and set and achieve objectives to catalyze agribusiness transformation in ESA.

Set-up of the Ukama Ustawi East and Southern Africa Initiative

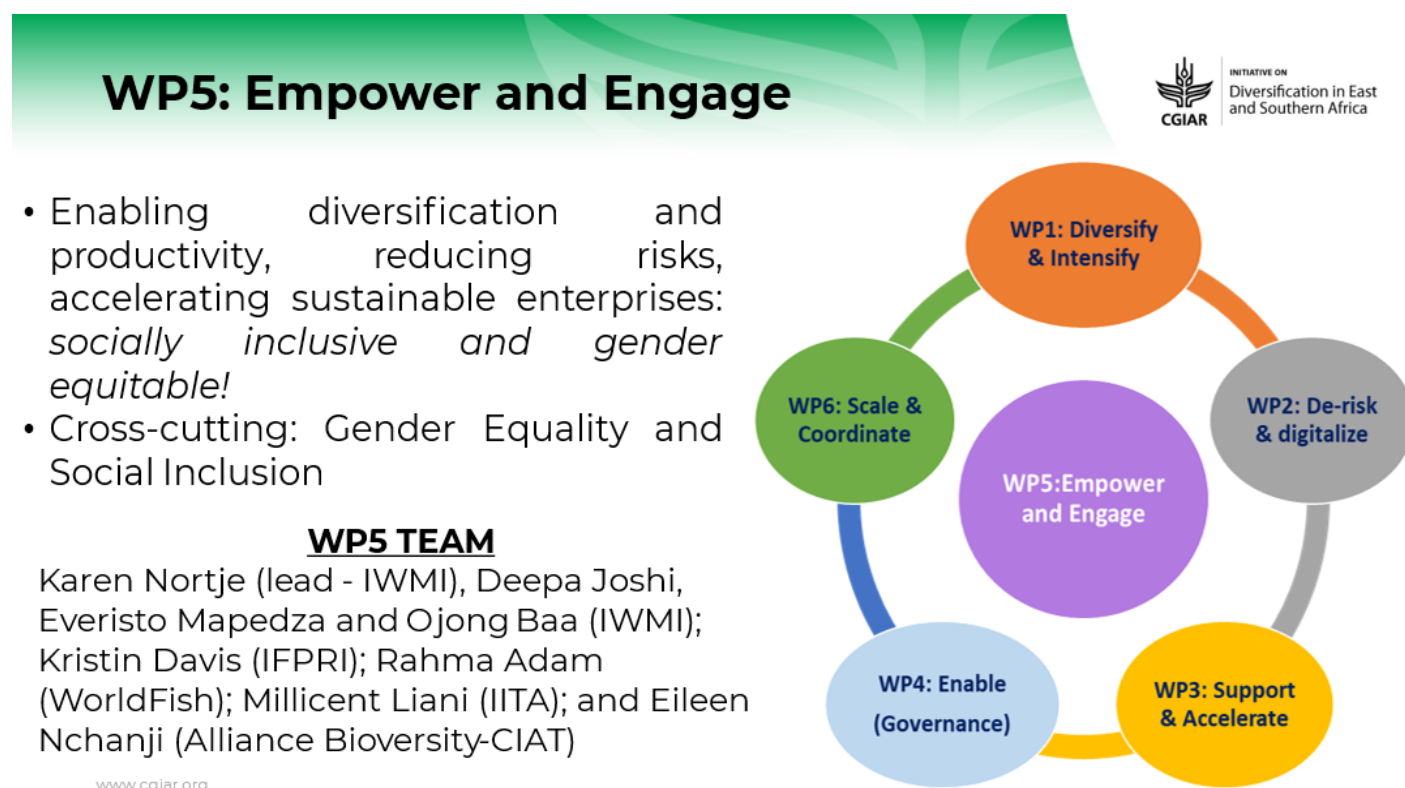
ESA is a climate hotspot region that faces significant agricultural risks, with over US\$45 billion in production threatened by climate change events. Maize remains a staple covering 75% of cropland, and is particularly at risk, with a projected 15% yield decline. Areas already grappling with hunger and malnutrition, especially affecting women and youth in marginalized communities, are most vulnerable. Sustainable diversification of these systems could stabilize regional and global agrifood systems. The coming decade is crucial for fortifying food, land, and water systems in the region. The agribusiness ecosystem is pivotal for agricultural, economic development, climate adaptation, and gender and youth empowerment. Investment in innovation, capabilities, and supportive environments is imperative for driving inclusive, sustainable growth.

The overall objective of this initiative is to strive to enhance climate-resilient agriculture and livelihoods for millions of smallholders in the target countries. To achieve this objective, the program has outlined the following work packages and activities to be undertaken as spelled out in the framework for GESI in agribusiness transformation in ESA (Nortje et al. 2023):

-  **WP1: Diversification and Sustainable Intensification** - This work package centers on evaluating crop and livestock diversification, implementing mechanization and irrigation, and innovating value chains. Emphasis is on capacity building and scaling interventions for broader farming communities, aiming to enhance sustainability through integrated production, efficient mechanization, value chain development, and responsible irrigation practices.
-  **WP2: Reducing Risk and Digitalizing Value Chains** - This work package focuses on minimizing risks and boosting the digitalization of value chains. It entails co-designing and implementing innovative digital agro-advisory systems, including mobile apps, TV programs, and social media initiatives. The objective is to enhance resilience in value chains and elevate overall productivity through digital tools.
-  **WP3: Accelerating Value Chain Business Enablers** - This work package utilizes CGIAR's expertise and partner network to fast-track business enablers in maize mixed systems. It targets unlocking funding, investment, and tailored technical assistance to strengthen the business facets of value chains, fostering an environment conducive to sustainable agribusiness growth.
-  **WP4: Governance and Enablement of Multifunctional Landscapes** - The fourth work package focuses on promoting governance and enabling multifunctional landscapes for sustainable diversification and intensification. It emphasizes strengthening the evidence base for decision-makers, striving to create balanced landscapes that serve diverse functions while ensuring sustainability.
-  **WP5: Empowering Women and Youth in Agribusiness Ecosystems** - This work package focuses on empowering women and youth in agribusiness ecosystems by mapping challenges and opportunities. The program addresses gender and social inequality through inclusive, coordinated interventions for transformative change, acknowledging the crucial roles of women and youth in the agribusiness ecosystems.
-  **WP6: Scaling Innovations and Coordinating CGIAR Activities** - This work package aims to scale innovations and coordinate CGIAR and regional partners' activities. The primary approach is

"scaling readiness," involving informing, activating, and bringing innovations to scale based on regional or country-specific demand.

The image below shows the cross-cutting role of WP5 on 'Empower and Engage' with supporting the other WPs towards a GESI compliant agribusiness transformation in ESA.



Rationale for developing the GESI capacity assessment and development strategy for the UU ESA Initiative

The UU ESA initiative is dedicated to building a thriving agribusiness ecosystem, focusing on women and youth, reducing poverty, improving livelihoods, and creating jobs for 11.3 million farmers and their families (Nortje et al., 2023). WP5 is designed to empower vulnerable, disadvantaged, and marginalized groups, particularly women and youth, in agribusiness through a GESI approach, a critical element in transforming agribusiness in ESA. GESI has become a prominent term in agricultural and agribusiness development discourses and holds a significant research and policy priority in One CGIAR's programming. For example, the CGIAR's GESI in agribusiness framework was developed by Nortje et al., (2023) based on reviews of relevant literature and discussions with women and youth agribusiness stakeholders in four countries: Ethiopia, Kenya, Zambia, and Zimbabwe, the findings show that:

1. Women and youth, particularly from vulnerable groups, in Zambia face exclusion in agribusiness innovations, often being under-represented in relevant forums and targeted interventions are typically isolated (focused on either women or youth), hindering a comprehensive understanding of exclusions.
2. Although GESI principles are acknowledged in agricultural policies, public and private stakeholders face resistance to addressing these issues. This is attributed to the entrenched societal norms and attitudes that perpetuate gender disparities and social inequalities within agricultural systems. These norms have continued to limit women's and youth's access to resources, decision-making opportunities, and markets, thereby hindering their full participation and contribution to agribusiness development.
3. Gender inequality and social exclusion involve complex social, economic, political, and institutional barriers. Merely targeting women and youth is insufficient; transformative change requires coordinated adjustments in policies, technological innovations, financing priorities, and behavioral norms among public, private, and civil society stakeholders.

As part of the GESI capacity assessment and development, this strategy will be piloted in Zambia's agribusiness ecosystem to assess and develop the GESI capacities of the UU network actors. According to Mapedza et al., 2023; Mulema et al., 2021; Farnworth et al., 2018 and Cole et al., 2018, Zambia persistently faces the following GESI challenges despite numerous policy instruments and initiatives, highlighting the need for focused attention and targeted interventions to address root causes: 1) Zambia's legal system recognizes equal rights, yet entrenched patriarchal norms continue to perpetuate gender disparities, particularly in rural areas. 2) Land ownership challenges persist despite policies promoting women's land rights, necessitating targeted interventions to address customary land tenure systems. 3) Women in Zambia face barriers to accessing resources and markets, hindering their economic empowerment, while climate change disproportionately affects them, emphasizing the need for climate-resilient strategies. 4) Gender gaps in information and communication technologies (ICT) and media access further marginalize women, necessitating efforts to bridge this divide and empower women and youth with essential skills and knowledge. Thus, Zambia provides a strategic opportunity to tackle persistent GESI challenges through targeted agribusiness interventions that address institutional, legal, cultural, economic, and technological barriers. By prioritizing GESI capacity development initiatives in Zambia, we can contribute to meaningful progress towards women's and youth's empowerment and inclusive agribusiness development.

Capacity assessment and development are integral components within the GESI framework for several compelling reasons in the ESA Initiative. GESI, encompassing diverse needs, experiences, and rights of social groups like women, youth, and marginalized communities, necessitates effective implementation through enhanced capacity at individual, organizational, and institutional levels (UNDP, 2008). Firstly, capacity assessment serves as a tool to gauge existing knowledge and awareness levels, identifying gaps for targeted development initiatives to elevate understanding of gender and social inclusion dynamics (UN Women, 2014). Secondly, a robust capacity development program ensures policymakers, administrators, and practitioners possess the skills to integrate GESI considerations into policies and programs, fostering inclusivity in implementation crucial for addressing diverse population needs (FAO, 2011). Thirdly, capacity assessment aids in understanding specific requirements for designing and implementing effective GESI programs, tailoring interventions to unique challenges faced by different groups. Fourthly, it contributes to fostering an enhanced organizational culture that values diversity and inclusion, a critical shift for embedding GESI principles in all aspects of an organization's functioning (GESI Working Group, 2017). Fifthly, capacity development equips individuals and institutions with skills to integrate GESI considerations into activities like project management, monitoring and evaluation, and decision-making processes, which are fundamental for fostering sustainable change. Sixthly, building capacity facilitates effective community engagement, enabling collaborative work with diverse groups and incorporating their perspectives into community-centric GESI initiatives (Rydergaard and Spiers, 2021). Lastly, capacity assessment, coupled with ongoing development, allows for establishing baseline data and measuring progress and impact over time, providing a data-driven approach to refine strategies for continuous improvement.

Based on this rationale, this strategy and toolkit serve as a conduit of capacity assessment, learning, and a coordination mechanism for developing skills of agribusiness network actors working to support GESI agribusiness programming in ESA. GESI capacity assessment is a means of assessing the understanding, knowledge, and skills that a given organization and individual have on using GESI principles, approaches, concepts, and the organization's gender architecture and gender policy in their daily work (IITA, 2022). GESI capacity assessment will facilitate the process through information gathered and analyzed, and the results will be conveyed in a report that outlines the ways forward for a training or capacity development strategy or action plan. Further, the UU ESA Initiative seeks to strengthen its networking and partnerships and realizes that there are differences among development partners in their understanding and use of GESI approaches, principles, concepts, and frameworks. The strategy and toolkit aim to facilitate GESI capacity assessment and development of UU ESA Initiative research and developmental partners who currently support joint delivery of program outputs and/or could be potentially involved.

Conceptual framework for GESI capacity assessment

The methodology for this strategy is based on a system approach focused on macro-meso-micro analysis of capacity assessment and development needs. This section presents the three-dimensional framework designed for the gender capacity assessment and development process as developed by TI and ILRI (2016) which includes:

1. Three levels of capacities namely individual, organizational/institutional, and wider policy environment.
2. Type of partners according to their nature of operations and functions.
3. Seven GESI core capacities have been formulated based on insights from the literature review.

This can be conceptualized in a three-dimensional cube in Figure 1 and is clarified in the ensuing sub-sections below.

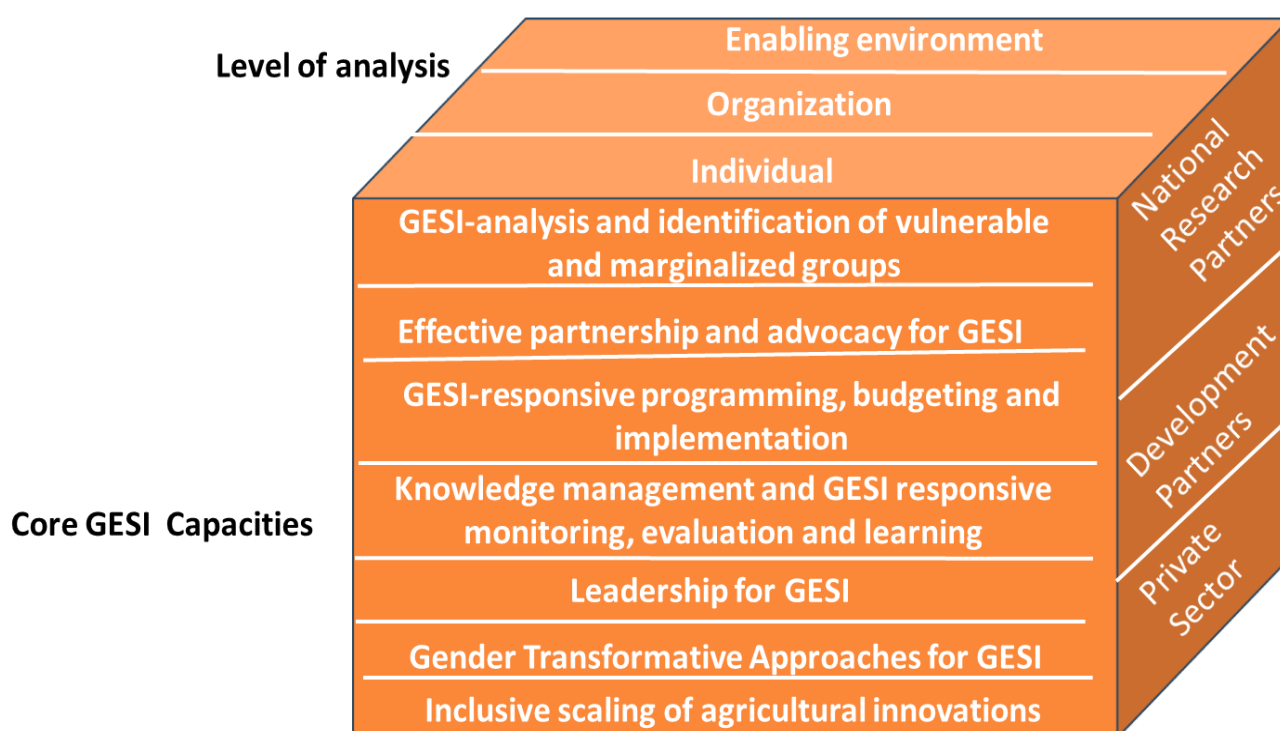


Figure 1: Three-dimensional cube adopted from TI and ILRI (2016)

Levels of analysis

Derived from the TI and ILRI (2016) capacity development strategy, the process involves analyzing three levels, enabling environment, organization, and individual. Recognizing the necessity of GESI core capacities at each of these levels for maximum impact, capacity assessments and subsequent interventions can be initiated at any of these entry points:

- **Enabling environment:** Encompassing broader macro systems, including policies, rules, legislation, regulations, gender power relations, external partnerships, political space, and gender norms/values.
- **Organizational level:** Focusing on meso-level internal policies, arrangements, procedures, and frameworks that facilitate gender mainstreaming in all operations, uniting individual capacities toward common goals.
- **Individual level:** Concentrating on micro-level assessment of individual skills, experience, knowledge, leadership, and motivation enabling gender mainstreaming efforts.

Types of partners and their functions

The second variable delves into partnership structures and their functions within the UU ESA initiative, which involves collaboration at three levels as posited by UNDP (2008). These levels include operation, research, and development. The type of partnership structures and the roles/functions of each partner vary across these levels.

1. Research Partnership:

- Focuses on combined and aligned AR4D development capabilities of operational partners.
- Expand research partnerships globally and nationally with universities and research institutes to broaden the scope of research offerings.

2. Development Partnership:

- Engages development partners in adapting innovations for wider impact at scale.
- Development partners are further categorized into:
 - i. Development actors: National and international agencies and companies seeking to boost value chain performance for public good, market expansion, or demand stimulation.
 - ii. Value chain system actors: Entities operating within and around the value chains, including input suppliers, producers, processors, retailers, etc. They aim to enhance efficiency and may range from local businesses to NGOs and government departments.

3. Private Sector

The focus is on investment and resource allocation as well as inclusive sourcing through:

- Financial support to invest in projects that specifically focus on GESI in agribusiness, allocating funds to initiatives that empower women, youth, and marginalized groups.
- Providing resources such as modern agricultural technology and infrastructure to enhance the productivity and inclusivity of agribusiness operations.
- Supply chain integration: The strategic approach of consolidating various stakeholders into a unified system, aiming for heightened efficiency in productivity and cost-effectiveness. It streamlines the process from production to the final product, reaching consumers seamlessly, minimizing delays and cost escalations, and ensuring enhanced customer satisfaction. Organizations aim to construct a top-tier supply chain by fostering integration, which entails full transparency across the entire system, from suppliers to customers.
- Adoption of inclusive sourcing practices, ensuring that women and marginalized groups have opportunities to participate in the supply chain. This includes sourcing products from women farmers or involving marginalized communities in various supply chain stages.
- Facilitating market linkages for women and marginalized groups, helping them connect with larger markets and access opportunities for selling their products.

By integrating GESI into the UU ESA initiative, each of these actors has different roles and functions to play and, thus, has different needs in terms of GESI capacities. Researchers, development partners, and private sector actors view the nature and importance of GESI issues differently.

The gender capacity assessment and development process focus on the following three types of partners and their functions:

- **National Research Partners (NRPs):** This encompasses universities, research institutes, and national agricultural research systems which design and undertake research, integrate GESI, and communicate on GESI research for agribusiness.
- **National Development Partners (NDPs):** This includes the ministries and local government offices, extension agents, local/national NGOs, service providers, which co-design programs and deliver joint outputs across similar programming objectives, do joint advocacy and resource mobilization.
- **Private sector (PS):** This refers to multinational and large agribusiness companies, seed and fertilizer companies, financial service providers, aggregators and traders, retail chains, trade associations, and impact investors) which funds and co-implements agribusiness enterprises.

In practice, UU ESA partners and actors perform various functions for which the strategy acknowledges the varied perspectives of researchers, value chain system actors, and development actors on GESI issues.

GESI Core Capacities

The third variable comprises the seven fundamental GESI core capacities recognized by the strategy. These core capacities are essential for collaboratively designing and executing GESI-tailored interventions within the ESA initiative. It is important to note that not every partner and country may necessitate comprehensive capabilities in all seven areas. Nevertheless, capacity assessment will encompass an evaluation of proficiency in each of these seven dimensions.

This GESI capacity assessment and development strategy identified the seven Core GESI Capacities based on insights from a literature review and gender organizational assessment frameworks and tools such as those used by UNDP (2008), FAO (2011), and UN Women (2014) and TI and ILRI (2016). The core capacities include the following:

- GESI analysis and the identification of vulnerable and marginalized groups:** The capacity to design and conduct GESI analysis within the context of any of the UU projects or programs, and to use GESI analytical data to inform new interventions, research and policies/programs and to create new opportunities that can be leveraged to support the program activities and eventual scaling up. This includes the capacity to identify specific groups of excluded, vulnerable, and marginalized persons and to develop inclusive agribusiness strategies.
- GESI-focused programming, budgeting, and implementation:** The capacity and commitment to implement GESI programs and integrate GESI considerations throughout all operations and programs and allocate financial and human resources for it.
- Knowledge management and GESI-focused MEL:** The capacity to collect and analyze disaggregated data to monitor and report on GESI focused programming, specific GESI outputs and outcomes, knowledge management, outreach, and communication capacity to document stories, blog posts, and research publications, ensuring wide (social media) outreach on GESI-focused programming and its results.
- Effective partnerships and advocacy on promoting GESI considerations:** The capacity to build coalitions, to influence government and external partners and to advocate for gender equality and social inclusion.
- Leadership for GESI:** Leadership and commitment to gender equality and social inclusion and the transformation of gender (power) relations. Leadership for GESI encompasses a relentless dedication to promoting GESI principles through empowering women, youth and marginalized people in leadership positions within organizations. Leadership in GESI research involves

prioritization of GESI-focused research outputs and outcomes and devoting human and financial resources towards achieving these. It also includes promoting gender, diversity and inclusion (GDI) in the workplace and actively acknowledging and addressing systemic barriers, with leaders assuming responsibility and being held accountable for fostering inclusiveness.

F. Gender Transformative Approaches for GESI: Gender Transformative approaches (GTAs) for GESI require creating a more equitable, inclusive, and sustainable world for all actors and stakeholders. It requires challenging assumptions, self-reflection, and working together to co-create solutions that make a difference. By embracing diversity and inclusion as core principles of GTAs for GESI, we can unlock new potentials, drive meaningful change, and build a future where everyone has the opportunity to thrive. GTAs for GESI offer both promise and inspiration to address the foundations of gender inequality and social exclusion with a focus on addressing structural change to move beyond instrumentalist interventions and transform social relations.

G. Inclusive Scaling of Agricultural Innovations: Enhancing inclusive scaling of agricultural innovations that promote agribusiness opportunities for women, youth and marginalized groups requires developing expertise on inclusive innovation for social transformation. This entails acquiring knowledge and experience in identifying and packaging gender responsive and socially inclusive technologies and innovations through defining the inclusive scaling ambitions; exploring the relevant dimensions of diversity and social inclusion, and the implications of the innovations that are being scaled; identifying possible negative unintended consequences and mitigation measures for the scaled innovations; and ability to devise inclusive scaling strategies for proposed scalable innovations.

GESI capacity parameters for each of the core capacities for National Research Partners

A	GESI analysis and the identification of vulnerable and marginalized groups
A.I.1	The enabling or hindering effect of the environment (policies, rules and legislation, regulations, gender relations and social norms) on the partners' capacity to target vulnerable and excluded groups and to conduct gender analysis and to formulate strategic planning
A.II.1	The capacity to systematically include GESI analysis in all research activities - including for the identification of vulnerable groups
A.II.2	The capacity to develop and apply GESI analytical frameworks, methodologies and tools in research
A.II.3	Providing access to GESI analysis training for women and men researchers
A.II.4	The capacity to analyze GESI dynamics in the organization and to develop strategies to deal with these
A.III.1	The capacity and commitment of all staff to include GESI principles and GESI analysis in their work
A.III.2	The ability to understand and use GESI analytical tools and frameworks
A.III.3	The ability to apply and translate GESI training in their work
B	GESI-focused programming, budgeting, and implementation
B.I.1	The enabling or hindering effect of the environment (policies, strategies and legislation, regulations, gender relations, and social norms) on the capacity of the partners to conduct GESI -responsive research and to implement GESI-responsive programs for agribusiness
B.II.1	The capacity to conduct GESI-focused research
B.II.2	The capacity to ensure that outcomes of GESI-focused research are used by development actors and service providers in their agribusiness interventions

B.II.3	The capacity to use feedback from GESI focused interventions to inform new research
B.II.4	Existence, quality, and scope of a GESI strategy including financial and human resource allocation
B.II.5	Position and mandate of gender specialist and/or focal points
B.II.6	The capacity to implement actions towards a more GESI-focused institution, including the adjustment of internal policies, procedures, and business plans
B.III.1	The ability of researchers and other staff to implement GESI-focused research
C	Knowledge management and GESI-focused MEL
C.I.1	The enabling or hindering effect of the environment (policies, strategies, legislation, regulations, gender relations, and social norms) on the capacity to collect and analyze GESI-disaggregated and gender equality data, to monitor and to report on GESI-responsive programming, to develop knowledge products
C.II.1	The capacity to collect, analyze, interpret, and report on data that is disaggregated by gender and other social identities in agribusiness related research
C.II.2	The existence and quality of a GESI-focused MEL system and its ability to use it
C.II.3	The capacity to generate and make accessible quality knowledge documents and publications on GESI
C.II.4	The capacity to provide GESI inputs perspectives, and insights to other organizations' reports and publications
C.III.1	Researchers' ability and commitment to collect, analyze, interpret, and report findings from data that is disaggregated by gender and other social identities
C.III.2	Researchers' ability to develop/work with GESI-focused systems and tools for monitoring, evaluating, and learning
C.III.3	Researchers' ability to produce quality knowledge products and publications on GESI in agribusiness
D	Effective partnerships and advocacy on promoting GESI considerations
D.I.1	The effect of the policy environment (policies, strategies legislation, regulations, gender relations, and social norms) on the capacity to develop partnerships and coalitions, and advocate for GESI.
D.II.1	The capacity to participate in advocacy for GESI
D.II.2	The capacity to produce relevant research material that is used (by other partners) to advocate for GESI in agribusiness
D.II.3	The capacity to develop and maintain effective partnerships targeted at advocating for and promoting GESI together with the partner
D.III.1	Staff's ability to build partnerships and coalitions
E	Leadership for GESI
E.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, gender relations, and social norms) on the institution's commitment and accountability to GESI and women's, youth's and marginalized group's leadership.
E.II.1	Institution's commitment to GESI-focused research programming
E.II.2	Institution's leadership / senior management accountability to GESI focused research
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace

E.III.1	Staff's knowledge, attitudes, and practices towards enhancing women's and youth's positions in leadership
E.III.2	Capacity to research women's, youth's and marginalized group's decision-making power and their role in leadership positions and decision-making bodies
F	Gender Transformative Approaches for GESI
F.I.1	The enabling or hindering effect of the policy environment (policies, strategies legislation, regulations, gender relations, and social norms) on the capacity to develop and share Gender Transformative Approaches (GTAs) and other innovative approaches and methods that empower women, youth and the marginalized.
F.II.1	The capacity to develop GTAs
F.II.2	The capacity to pilot/test and evaluate GTAs
F.II.3	The capacity to collaborate with other institutions to scale GTAs
F.III.1	Staff's ability to develop and apply GTAs and disseminate the learnings
G	Inclusive Scaling of Agricultural Innovations
G.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, cultural institutions, gender relations, and social norms) on the organization's capacity to inclusively scale agricultural innovations.
G.II.1	Institution's ability to develop scaling strategies or models for gender responsive and socially inclusive technologies and innovations
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations
G.III.4	Staff's access to training on inclusive scaling

GESI capacity parameters for each of the core capacities for National Development Partners

A	GESI analysis and the identification of vulnerable and marginalized groups
A.I.1	The enabling or hindering effect of the environment (policies, rules and legislation, regulations, gender relations and social norms) on the partners' capacity to target vulnerable and excluded groups and to conduct gender analysis and to formulate strategic planning
A.II.1	The capacity to systematically include GESI analysis in all development initiatives - including for the identification of vulnerable groups
A.II.2	The capacity to develop and apply GESI analytical frameworks, methodologies and tools in inclusive agribusiness development
A.II.3	Providing access to GESI analysis training for women and men staff

A.II.4	The capacity to analyze GESI dynamics in the organization and to develop strategies to deal with these
A.III.1	The capacity and commitment of all staff to include GESI principles and GESI analysis in their work
A.III.2	The ability to understand and use GESI analytical tools and frameworks
A.III.3	The ability to apply and translate GESI training in their work
B	GESI-focused programming, budgeting, and implementation
B.I.1	The enabling or hindering effect of the environment (policies, strategies and legislation, regulations, gender relations, and social norms) on the capacity of the partners to conduct GESI-focused research and to implement GESI-focused programs for agribusiness
B.II.1	The capacity to implement programs in line with national GESI policies and frameworks
B.II.2	The capacity to develop and implement GESI-focused projects
B.II.3	The capacity to ensure that interventions benefit women, youth, and marginalized groups inclusively
B.II.4	The capacity to create awareness and sensitize communities on GESI issues
B.II.5	Position and mandate of gender specialist and/or focal points
B.II.6	The capacity to implement actions towards a more GESI-focused organization, including the adjustment of internal policies, procedures, and business plans
B.III.1	The ability of staff to implement GESI-focused development projects
C	Knowledge management and GESI-focused MEL
C.I.1	The enabling or hindering effect of the environment (policies, strategies, legislation, regulations, gender relations, and social norms) on the capacity to collect and analyze GESI-disaggregated and gender equality data, to monitor and to report on GESI-responsive programming, to develop knowledge products
C.II.1	The organization's capacity to collect, analyze and interpret and report on findings from data disaggregated by gender and other social identities
C.II.2	The existence and quality of a GESI-focused MEL system and the ability to use it
C.II.3	The capacity to provide inputs for national policies and legislation on GESI-focused knowledge management within agribusiness ecosystems
C.II.4	The capacity to generate and make accessible quality knowledge documents and publications on GESI
C.II.5	The capacity to provide GESI input, perspectives, insights to other organizations' reports and publications
C.III.1	Staff's ability to collect, analyze, interpret and report on findings from data disaggregated by gender and other social identities
C.III.2	Staff's ability to develop/work with GESI-focused systems and tools for monitoring, evaluating and learning
C.III.3	Staff's ability to produce quality knowledge products and publications on GESI in agribusiness
D	Effective partnerships and advocacy on promoting GESI considerations
D.I.1	The effect of the policy environment (policies, strategies legislation, regulations, gender relations, and social norms) on the capacity to develop partnerships and coalitions, and advocate for GESI.
D.II.1	The organization's capacity to participate in advocacy for GESI

D.II.2	The organization's capacity to develop and maintain effective partnerships with governments and influence policies being more GESI focused
D.II.3	The capacity to develop and maintain effective partnerships with different actors and beneficiaries to promote the use of GESI principles in agribusiness ecosystems.
D.III.1	Staff's ability to build partnerships and coalitions for inclusive agribusiness
E	Leadership for GESI
E.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, gender relations, and social norms) on the institution's commitment and accountability to GESI and women's, youth and marginalized group's leadership
E.II.1	Organization's commitment to GESI focused programming
E.II.2	Organization's senior management and leadership positions accountability to GESI focused programming
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace
E.III.1	Staff's knowledge, attitudes and practices towards GESI principles
E.III.2	Staff's capacity to program on women's, youth and marginalized decision-making power and their role in leadership positions
F	Gender Transformative Approaches for GESI
F.I.1	The enabling or hindering effect of the policy environment (policies, strategies legislation, regulations, gender relations, and social norms) on the capacity to develop and share Gender Transformative Approaches (GTAs) and other innovative approaches and methods that empower women, youth and the marginalized
F.II.1	The capacity to develop GTAs
F.II.2	The capacity to implement GTAs
F.II.3	The capacity to share insights on GTAs
F.III.1	Staff's ability to develop and apply GTAs and disseminate the learnings
G	Inclusive Scaling of Agricultural Innovations
G.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, cultural institutions, gender relations, and social norms) on the organization's capacity to inclusively scale agricultural innovations.
G.II.1	Institution's ability to scale strategies or models for gender responsive and socially inclusive technologies and innovations
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations
G.III.4	Staff's access to training on inclusive scaling

GESI capacity parameters for each of the core capacities for Private Sector Partners

A	GESI analysis and the identification of vulnerable and marginalized groups
A.I.1	The enabling or hindering effect of the environment (policies, rules and legislation, regulations, gender relations and social norms) on the partners' capacity to target vulnerable and excluded groups and to conduct gender analysis and to formulate strategic planning
A.II.1	The capacity to work inclusively and with diverse groups and address GESI challenges in agribusiness
A.II.2	The capacity to apply GESI analytical frameworks, methodologies and tools in inclusive agribusiness
A.II.3	Providing access to GESI analysis training for female and male staff
A.III.1	The capacity and commitment of staff to include GESI analysis in their work
A.III.2	Staff's ability to understand diversity and inclusiveness in agribusiness and work in marginal contexts
A.III.3	The capacity to promote inclusive agribusiness interventions using GESI evidence
A.III.4	Staff's access to GESI analyses and ability to apply learnings and training in their work for actionable GESI outcomes
B	GESI-focused programming, budgeting, and implementation
B.I.1	The enabling or hindering effect of the environment (policies, strategies and legislation, regulations, gender relations, and social norms) on the capacity of the partners to conduct GESI-focused research and to implement GESI-responsive programs for agribusiness
B.II.1	The capacity to implement interventions in line with national GESI policies and frameworks
B.II.2	The capacity to ensure that interventions benefit women, youth and marginalized people inclusively
B.II.3	The capacity to create awareness and sensitize communities on GESI issues
B.II.4	Access to knowledge documents and publications on GESI in agribusiness and use them for planning budgeting and implementation of interventions
B.III.1	The ability of staff to implement GESI-focused agribusiness
D	Effective partnerships and advocacy on promoting GESI considerations
D.I.1	The effect of the policy environment (policies, strategies legislation, regulations, gender relations, and social norms) on the capacity to develop partnerships and coalitions, and advocate for GESI
D.II.1	The capacity to participate in advocacy for GESI principles in partnerships for agribusiness
D.II.2	The capacity to develop and maintain effective partnerships with government and influence policies for gender and inclusivity in agribusiness
D.II.3	The capacity to develop and maintain effective partnerships with different actors and beneficiaries to promote the use of GESI principles in agribusiness ecosystems.
D.III.1	Staff ability to build and sustain partnerships and synergies for agribusiness development
D.III.2	Staff's ability to advocate for GESI principles in partnerships and synergies
E	Leadership for GESI
E.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, gender relations, and social norms) on the institution's commitment and accountability to GESI and women's, youth and marginalized group's leadership

E.II.1	Organization's commitment to GESI focused programming
E.II.2	Organization's senior management and leadership positions accountability to GESI focused programming
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace
E.III.1	Staff's knowledge, attitudes and practices towards GESI principles
E.III.2	Staff's capacity to collaborate with research and development partners to improve decision-making and in leadership positions
G	Inclusive Scaling of Agricultural Innovations
G.I.1	The enabling or hindering effect of the policy environment (policies, strategies, legislation, regulations, cultural institutions, gender relations, and social norms) on the organization's capacity to inclusively scale agricultural innovations.
G.II.1	Institution's ability to scale strategies or models for gender responsive and socially inclusive technologies and innovations
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations
G.III.4	Staff's access to training on inclusive scaling

GESI Capacity assessment and development process and steps

The GESI capacity assessment and development process involves seven concise steps as outlined below:

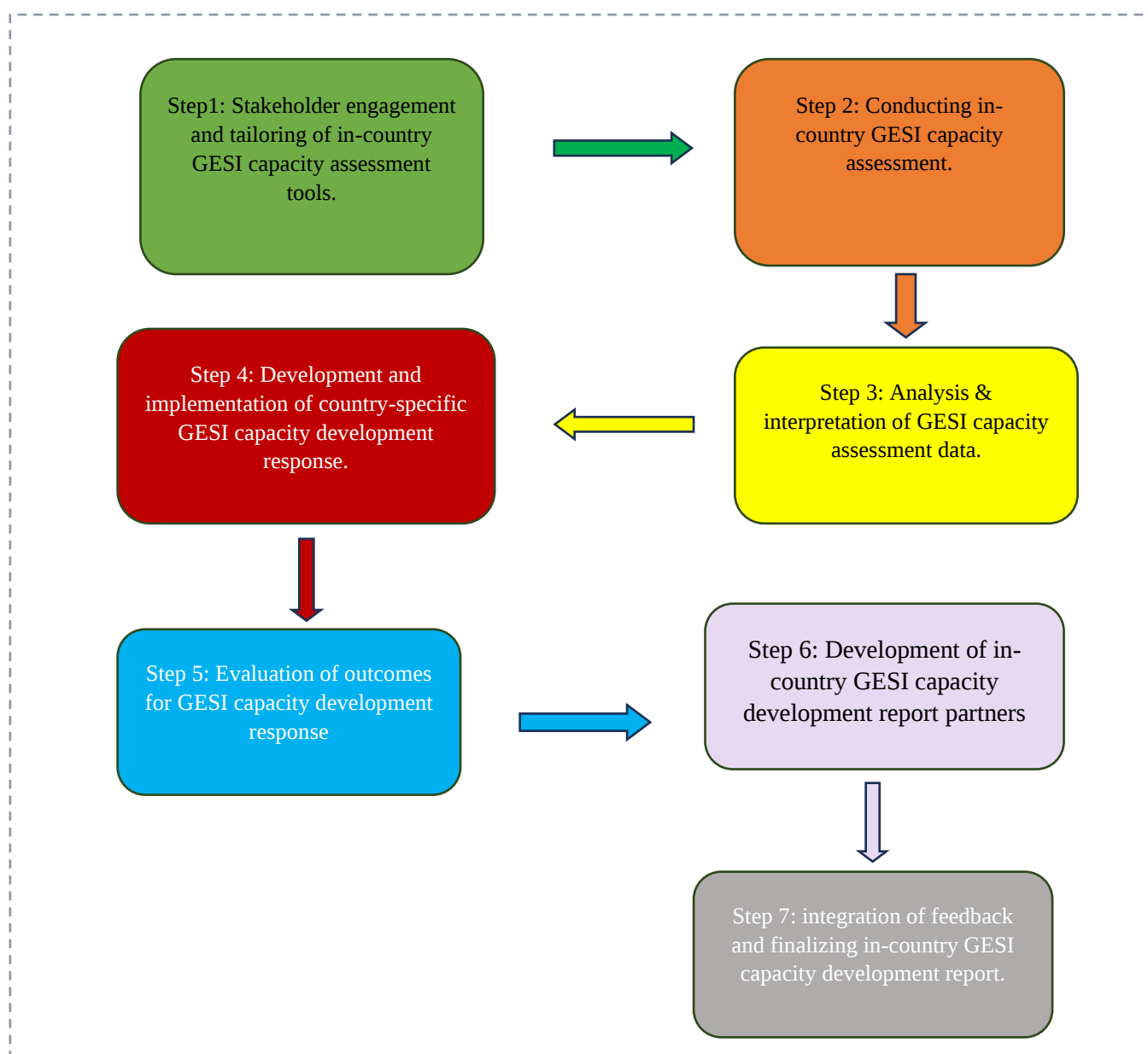


Figure 2: Capacity development and assessment process (authors' design)

This structured approach follows a spiral pattern, incorporating planning, action, and result analysis in each step. Ideally, the GESI assessment team should comprise two GESI assessment specialists who should lead the process.

Step 1: Engagement of stakeholders and design of country-specific GESI capacity assessment tools

Key Activities:

1. Conduct a comprehensive literature review, analyzing country-specific GESI in agribusiness reports and related documents.
2. Collaboratively establish the overall and specific objectives, as well as the scope of the GESI capacity assessment.
3. Identify key stakeholders for involvement, including national UU partners, targeted partner personnel, and external gender experts, through preliminary discussions with the Country staff in-person or virtually.
4. Formulate a detailed work plan specifying tasks, responsibilities, timelines, and required resources, while outlining capacities to be assessed.
5. Customize capacity assessment tools to suit the specific country of the assessment.
6. Develop a thorough agenda, listing partners and individuals to be engaged during the capacity assessment process.
7. Define a clear procedure for reaching out to stakeholders, outlining the roles and responsibilities.
8. These activities need to be finalized at least 3-4 weeks before visiting the country, to allow enough time for preparations, especially setting up meetings and workshops.

Step 2: Conduct in-country capacity assessments

The GESI capacity assessment should generate both quantitative rankings of capacities and qualitative insights, to facilitate the identification of priorities for the capacity development plan. In this phase, two distinct tools should be employed to collect data:

Tool 1: Focus group discussions with questionnaires for development partners, national research partners, and private sector actors (Annexes 2, 3 and 4):

This tool should be used for assessing the capacities of development partners, research partners, and private sector actors at the organizational and institutional level through structured focus group discussions (FGDs) accompanied by a questionnaire. The FGDs not only evaluate organizational and institutional capacities but also offer insights into individual capacities, recognizing the interconnectedness of the two. Participants, guided by the GESI specialists, should self-assess their capacities based on predefined parameters and provide qualitative information. Following the assessment, participants should score capacities, identify priority areas for development, and determine desired capacities. Administering the questionnaire requires a trained GESI specialist due to the need for explanations and potential adaptations to local contexts. The application of this tool is estimated to take approximately 2-3 hours. Below are the links to google forms to evaluate the individual capacities for each of the three tools:

Link for the google form for individual assessment of national research partners:

https://docs.google.com/forms/d/1AUr3PZq48zzGJs3fJ3JnJVIRzB1LJvRIWoek8n57_7Y/edit

Link for the google form for individual assessment of national development partners:

https://docs.google.com/forms/d/1bdmcvEnhSAqpxk8_41BwMhTiJWV1Gm0EQdjNsvsLXsM/edit

Link for the google form for individual assessment of private sector partners:

<https://docs.google.com/forms/d/1af4S-sN7VZ4EhxP4QpQE90FtFbaivj-T2XpA20PIZCU/edit>

Tool 2: Key informant interviews (Annex 5)

The second tool is designed for gathering data concerning the enabling environment. This tool involves conducting semi-structured interviews with GESI specialists affiliated with the UU ESA initiative, including operational, development, or research partners. The GESI specialists should not be associated with organizations and institutions involved in the assessment. The key informant interviews, which can involve one or several experts simultaneously, are expected to last around one hour.

Key Activities

1. Conduct a kick-off meeting involving national and country network actors, GESI focal points, and relevant stakeholders to enhance understanding of the partnership, validate the work plan, and identify pertinent GESI capacity issues specific to the country agribusiness interventions,
2. Undertake key informant interviews to identify relevant GESI issues and understand the institutional context of the specific country and agribusiness ecosystem.
3. Refine and contextualize capacity assessment tools, particularly adjusting questions for each parameter, to align with the identified GESI issues in the country and agribusiness.
4. Assess the existing and desired GESI capacities at the organizational, institutional, and individual levels for selected key partners representing different actor types. This should involve facilitated discussions and questionnaires.
5. Conduct a feedback/validation meeting with the UU ESA country coordinator, UU ESA regional Leaders, GESI focal points, and key partners. This session should discuss preliminary findings, allowing for additional contributions, corrections, or adjustments. The workshop will specifically address policy and institutional factors influencing capacities and highlight key desired capacities.

Step 3: Analysis and interpretation of capacity assessment data

Upon completion of workshops, interviews, and the questionnaires, the capacity assessment team should interpret the results using Excel worksheets for data entry, presentation, and analysis. The analysis will be conducted at the country level, categorized by partner type and core capacity. Both quantitative (score analysis) and qualitative (discussion and interview analysis) methods should be employed.

Interpreting the results should involve identifying GESI capacity strengths and gaps, recognizing patterns, and addressing conflicting insights through triangulation. Considering various perspectives is crucial, especially when reconciling data from organizational and individual questionnaires. The preliminary GESI capacity assessment report detailed should compare desired capacity levels with existing capacity, informing decisions on improvement priorities and initial capacity development responses.

The report should propose a set of deliberate and sequenced actions, combining short-term initiatives, immediate quick-impact actions, and long-term activities to achieve desired capacity development outcomes. Flexibility should be maintained throughout the process, allowing for revisiting earlier steps if new information or insights emerge during the assessment.

Step 4: Formulation and implementation of the GESI capacity development response

The GESI capacity development response should be tailored to the country's agribusiness ecosystem, drawing on the identified capacity assets and needs from the gender capacity assessment. Utilizing a three-dimensional cube encompassing three levels of capacity assessment, seven core GESI core capacities, and types of partners, the response should leverage existing strengths and integrate medium-term initiatives (more than one year) and short-term activities (within one year). Targeting the country's

agribusiness ecosystem and specific partner organizations, the response should outline the approach and methodologies for capacity development. Coordinated by the UU ESA network leaders with support from the UU ESA GESI team, the response should utilize experiential learning methodologies, incorporating feedback loops for systematic analysis and adjustment of tools as needed. Budget allocations should be designated according to the country within the agribusiness ecosystems, where the country coordinators will oversee budget implementation. Modifications should primarily occur in-country, aiming to address differences within the agribusiness ecosystems and contexts of the country.

Step 5: Evaluation of outcomes of the capacity development response

The evaluation of the capacity development response should occur upon the completion of implementation, typically within one year, using predefined indicators from step four. Continuous monitoring of capacity development is integrated throughout implementation, with specific indicators established for the parameters assessed in step three. These indicators serve as the foundation for information collection, monitoring, and evaluation of the capacity development response. Emphasizing feedback loops, which should start with the strengths and progress to remaining challenges, these loops guide further action. This iterative process, where research leads to action and action leads to evaluation and subsequent action, facilitates the generation of new knowledge about the GESI programming for agribusiness.

Step 6 and 7: Finalizing in-country capacity development response and integration of feedback into the GESI capacity development plan

The findings from the evaluation of the capacity development process should be disseminated back to the partners for validation and feedback to enhance and refine the GESI capacity development responses and plans for the country/countries.

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Annexes

Annex 1: Introduction to the toolkit

Purpose:

This toolkit evaluates seven core GESI capacities across three tiers: micro, meso, and macro, corresponding to individual, organizational, and wider policy contexts. Collaborating with partners from national research institutions, development organizations, and the private sector, it delves into internal policies, structures, procedures, and frameworks within organizations and institutions, facilitating their operational effectiveness and mandate fulfillment. These capacities synergize individual attributes such as skills, experience, knowledge, leadership, and motivation, fostering collective goal attainment.

Methodology

The methodology incorporates both focus group discussions and a questionnaire. It aims to involve a diverse group of 6-9 individuals, including representatives from different organizational levels, with an emphasis on including management personnel. Encouraging participation from individuals of varied gender and social backgrounds is essential. Following the assessment of capacities, participants should collaboratively identify priority areas for capacity development and determine desired capacities. Administering the questionnaire requires the expertise of a GESI specialist to ensure clarity and adaptation to the local context. This process is anticipated to span approximately 2-3 hours.

Start	
1	For each organization, one worksheet is filled in. First fill in organizational data, then individual.
Instructions organizational assessment	
2	Opening and introductions. Brief presentation on the background of the GESI capacity assessment and development, its purpose and scope
3	Open the sheet " data entry_org " and follow the instructions.
4	After doing the assessment, open the sheet " summary c's ". You should be seeing a list of all the parameters with their scores and comments. Check if there are no "0". By selecting column D, you can sort the scores ascending and descending, to get the top 10 of strongest and least developed capacities (parameters). Copy the selection and paste (use "paste special": values) in the sheet " overview ". After sorting, make sure that all the capacities are back in the original order, by sorting the first column (A)
5	If the organization has more than 10 parameters with score "1", or "5", respectively, copy all these parameters and paste them in least or best developed capacities (" overview ")
6	Use the top 10 strongest and least developed parameters to discuss capacity development. Issues that have come up during the assessment should be included as well. The inputs for capacity development are entered in the sheet " overview ". The priority capacities are the parameters that need to be developed, the proposal for capacity development gives an explanation and content to what has been discussed. Make it specific!
7	Provide a brief narrative of the outcomes of the assessment (" overview ")
Instructions individual assessment	
8	Every individual respondent fills in a questionnaire (print out " ind_print "). After the assessment, the assessment team will enter the data into " data entry_ind ". Follow the instructions.
9	Check if all scores appear in the sheet " summary c's ", and " overview ".

	End
10	The sheet “ overview ” can be saved (print as) as PDF and shared with the organization, and annexed to the country assessment report
11	The sheet “ Copy to data analysis ” can be copied into the “data analysis per country” worksheet.

Annex 2: National Research Partners

National Research Partners: Organizational Assessment Questionnaire

Instructions			
Fill in (in the grey cells) basic information on the organization, name of the interviewer, date and time of the interview, and notes, e.g. anything specific that happened before or during the interview that may have influenced the assessment			
Explain the scoring 1-5 and practice with one parameter			
Do the assessment: For each core GESI capacity, facilitate a discussion around what that capacity would mean for this organization. Use the definitions in the guide and the explanations given. After a short discussion on each GESI capacity (e.g. A), several parameters (e.g. A.II.1) that are related to this capacity, are scored. For each parameter, one or more questions need to be asked. Use these questions as a guide, to get more qualitative information. While the parameters cannot change, the questions can be adapted to the local situation and understanding of the organization. The scoring is done by all present staff members together after consensus. Scores are entered at the level of <u>parameter</u> . Also comments should be entered next to the parameter			
Basic data		Scoring GESI capacities	
<i>Country:</i>	Country		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity
<i>Organization:</i>	Name of the organization		2. Low: GESI capacity exists but has not been developed
<i>Staff</i>	For each staff present: name, position and gender		3. Medium: GESI capacity exists and is under development or partially developed
<i>Interviewer</i>	Name of the interviewer(s)		4. High: GESI capacity exists, is widespread, but not comprehensive, further development is planned or needed
<i>Date</i>	Date of the assessment		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity

			development needed	
Time	Total hours of the assessment			
Notes	Write down anything specific that happened before or during the interview that may have influenced the assessment			
A. GESI analysis and the identification of vulnerable and marginalized groups				
Definition	The capacity to design and conduct GESI analysis within the context of any of the UU projects or programs, and to use GESI analytical data to inform new interventions, research and policies/programs and to create new opportunities that can be leveraged to support the program activities and eventual scaling up. This includes the capacity to identify specific groups of excluded, vulnerable, and marginalized persons and to develop inclusive agribusiness strategies.			
FGD	Make sure that everyone understands the definition of GESI analysis and GESI analytical tools. Discussion: What are GESI issues in agribusiness enterprises • GESI division of labor (productive, reproductive, community roles). • GESI differences in access to markets and control resources, technologies, labor, power, and the benefits of their work, including financial resources. • GESI differences in decision-making and leadership. • Nature and level of participation of women and men in agribusiness. • GESI differences in educational level and technical knowledge Give some examples. Are these GESI issues analyzed by the institution? Make sure that everyone understands the definitions of diversity of groups and individual and inclusive agribusiness. Discuss principles to promote or facilitate inclusive and equitable agribusiness in the ESA initiative.	Current score (1-5)	Comments	Means of Verification (MoV)
A.II.1	The capacity to systematically include GESI analysis in all	0	Comments	MoV

	research activities - including for the identification of vulnerable groups			
	<i>To what extent do research staff apply GESI analysis in their research work? Are incentives and procedures in place to ensure that research staff always apply GESI analysis in their research work?</i>			
	<i>To what extent do staff in your institution consistently integrate GESI analysis into their research from the project's inception? Is the presence and quality of GESI analysis routinely assessed in research endeavors?</i>			
	<i>To what extent does the institution enhance the capacity of its staff to develop and apply GESI analytical frameworks and tools for inclusive agribusiness?</i>			
A.II.2	The capacity to develop and apply GESI analytical frameworks, methodologies and tools in research	0	Comments	MoV
	<i>To what extent does your institution currently utilize GESI analytical frameworks, tools and methodologies to analyze GESI within the context of agribusiness? Please give examples of tools, frameworks or methodologies that are used for GESI analysis in the context of agribusiness?</i>			
	<i>To what extent are GESI methodologies and tools used to assess the integration of needs, experiences and views of women youth and marginalized groups in agribusiness activities?</i>			
A.II.3	Providing access to GESI analysis training for women and men researchers	0	Comments	MoV
	<i>To what extent have research staff in your institution undergone training on GESI analysis? Give specific examples from the last three years.</i>			
A.II.4	The capacity to analyze GESI dynamics in the organization and to develop strategies to deal with these	0	Comments	MoV
	<i>To what extent does your institution assess GESI dynamics to inform the formulation of its internal policies, procedures and strategic plans towards addressing the GESI gaps?</i>			
	<i>To what extent does your institution ensure that GESI principles are integrated into decision-making processes related to agribusiness development?</i>			
B. GESI-focused programming, budgeting, and implementation				
Definition	The capacity and commitment to implement GESI programs and integrate GESI considerations throughout all operations and programs and allocate financial and human resources for it.			

	Discuss the understanding and importance of Gender Equality and Social Inclusion (GESI) in programming. Explore specific challenges faced by different genders and marginalized groups in accessing services or opportunities within the community Identify successful strategies or interventions that have effectively addressed GESI issues in past programs. Discuss the concept of GESI budgeting and its significance in promoting gender equality and social inclusion. Identify gaps or biases in current budget allocations that may affect marginalized groups differently. Discuss ways to engage diverse stakeholders, including marginalized communities, in the budgeting process to ensure their needs are addressed. Discuss the importance of translating GESI priorities into action through effective program design, management, and delivery. Explore challenges faced by implementing agencies in integrating GESI considerations into their work and engaging diverse stakeholders. Explore opportunities for collaboration between government agencies, civil society organizations, and other stakeholders to advance GESI goals through program implementation.	Current score (1-5)	Comments	Means of Verification (MoV)
B.II.1	The capacity to conduct GESI-focused research	0	Comments	MoV
	<i>To what extent does your institution undertake GESI-focused research? Give examples of the studies conducted in the last three years with an explicit focus on GESI.</i>			
	<i>To what extent are financial resources allocated for GESI research?</i>			
	<i>To what extent are there established systems, procedures, and incentives to ensure that research is GESI focused?</i>			
B.II.2	The capacity to ensure that outcomes of GESI-focused research are used by development actors	0	Comments	MoV

	and service providers in their agribusiness interventions			
	<i>To what extent are the outcomes of GESI-focused research used by development actors and service providers in agribusiness interventions? Give examples of outcomes used in the last three years.</i>			
	<i>To what extent are GESI research outcomes sufficiently translated into relevant and useful products for development actors and service providers? Give a specific example for the last three years.</i>			
B.II.3	The capacity to use feedback from GESI focused interventions to inform new research	0	Comments	MoV
	<i>To what extent have you used feedback from development interventions to develop and undertake new GESI-focused research? Give an example.</i>			
B.II.4	Existence, quality, and scope of a GESI strategy including financial and human resource allocation	0	Comments	MoV
	<i>To what extent do you have a GESI research strategy/ guidelines/action plan/policy/statement or intentions developed and mainstreamed in the institution? Does everyone know and understand them? Please give us a copy for verification.</i>			
B.II.5	Position and mandate of gender specialist and/or focal points	0	Comments	MoV
	<i>To what extent does the institution have gender research staff or focal points in place to ensure GESI is mainstreamed into the institute's work? What are their levels of specialization? Do they have a mandate to ensure GESI is mainstreamed?</i>			
	<i>To what extent does the institution seek external GESI expertise in the form of consultants or collaborations with other institutions to help conduct GESI-focused research?</i>			
B.II.6	The capacity to implement actions towards a more GESI-focused institution, including the adjustment of internal policies, procedures, and business plans	0	Comments	MoV
	<i>To what extent does the institution have a gender, diversity and inclusion (GDI) workplace policy and strategy aimed toward making the institution more GESI-intentional? Give specific examples of a gender, diversity and inclusion (GDI) workplace policy and strategy documented that you have implemented towards a better GESI-responsive AR4D in the last three years?</i>			
C. Knowledge management and GESI-focused MEL				
Definition	The capacity to collect and analyze disaggregated data to monitor and report on GESI focused programming, specific GESI outputs and outcomes, knowledge management, outreach, and communication capacity to document stories, blog posts, and research publications, ensuring wide (social media) outreach on GESI-focused programming and its results.			

FGD	Understand the extent to which data is disaggregated by gender and other social identities such as age, ethnicity, religion, education, occupation, disability etc. and how this is integrated into the monitoring, evaluation, and learning system	Current score (1-5)	Comments	Means of Verification (MoV)
C.II.1	The capacity to collect, analyze, interpret, and report on data that is disaggregated by gender and other social identities in agribusiness related research	0	Comments	MoV
	To what extent are mechanisms in place to ensure that the institution collects disaggregated data? Give examples [guidelines or protocol for collection of disaggregated data]			
	To what extent is disaggregated data not only collected but also interpreted and reported? How many studies reported this in the last three years?			
C.II.2	The existence and quality of a GESI-focused MEL system and its ability to use it	0	Comments	MoV
	To what extent is the MEL system GESI focused? Do you have guidelines or tools for GESI-focused MEL? Give a specific example.			
	To what extent do reports reflect the different components of GESI-focused MEL system? Give examples [GESI theory of change; GESI indicators; GESI collaborative Learning and adaptation].			
C.II.3	The capacity to generate and make accessible quality knowledge documents and publications on GESI	0	Comments	MoV
	To what extent does the institution generate and make accessible quality knowledge documents, publications or reports on GESI? Give examples of publications in the last three years?			
C.II.4	The capacity to provide GESI inputs perspectives, and insights to other organizations' reports and publications	0	Comments	MoV
	To what extent does the institution assess and enhance its capacity to provide GESI perspectives and insights to other organizations' reports and publications?			
	To what extent does the institution engage with diverse stakeholders, including marginalized communities, to ensure that their perspectives are reflected in external publications or reports? [i.e. validation workshops with the stakeholders and marginalized communities]			
D. Effective partnerships and advocacy on promoting GESI considerations				

Definition	The capacity to build coalitions, to influence government and external partners and to advocate for gender equality and social inclusion.			
FGD	Make sure that everyone understands the definition of partnerships and advocacy on the importance of GESI.	Current score (1-5)	Comments	Means of Verification (MoV)
	Discussion: The focus is on partnerships that promote GESI principles with other institutions in agribusiness, and advocate for integration of GESI principles			
D.II.1	The capacity to participate in advocacy for GESI	0	Comments	MoV
	<i>To what extent does the institution participate in advocacy for GESI? Does the institution aim to influence government policies? Give examples</i>			
D.II.2	The capacity to produce relevant research material that is used (by other partners) to advocate for GESI in agribusiness	0	Comments	MoV
	<i>To what extent are GESI-focused research outcomes used by other partners to advocate for the importance of GESI in agribusiness? Give an example from the last three years.</i>			
	<i>To what extent do other institutions/partners refer to your institution's research outcomes in their advocacy? Give specific examples from the last three years.</i>			
D.II.3	The capacity to develop and maintain effective partnerships targeted at advocating for and promoting GESI together with the partner	0	Comments	MoV
	<i>To what extent is GESI central to building effective partnerships and coalitions in agribusiness? Give examples.</i>			
	<i>To what extent does the institution work with other GESI-oriented institutions? Does it work with women, youth and marginalized groups to address possible GESI-related constraints?</i>			
E. Leadership for GESI				
Definition	Leadership for GESI encompasses a relentless dedication to promoting GESI principles through empowering women, youth and marginalized people in leadership positions within organizations. Leadership for GESI research involves prioritization of GESI-focused research outputs and outcomes and devoting human and financial resources towards achieving these. It also includes promoting Gender, Diversity and Inclusion in the workplace and actively acknowledging and addressing systemic barriers, with leaders assuming responsibility and being held accountable for fostering inclusivity. Through visionary guidance, these leaders navigate their organizations toward GESI policies and practices, ensuring fairness and equal opportunities across all levels. Their steadfast commitment fosters a culture of empowerment, where women, youth and marginalized groups are not only included but encouraged to lead, driving towards a more equitable and prosperous future for everyone involved.			

FGD	Make sure that everyone understands the definition of leadership in GESI.	Current score (1-5)	Comments	Means of Verification (MoV)
	Equitable opportunities			
	Promotion of gender, diversity and inclusion towards addressing structural barriers in the workplace			
FGD	Empowerment, accountability and transparency	Current score (1-5)	Comments	Means of Verification (MoV)
	Collaborative approaches in steering leadership			
	Continuous learning and adaptation for leadership			
FGD	Prioritization of GESI focused research and dedication of financial and human resources	Current score (1-5)	Comments	Means of Verification (MoV)
E.II.1	Institution's commitment to GESI-focused research programming	0	Comments	MoV
	<i>To what extent is the institution's leadership committed to achieving GESI through it's research? Give two specific examples of clear and explicit commitment towards GESI.</i>			
	<i>To what extent do staff support GESI-focused research approaches? What do most staff say about integrating GESI in their research?</i>			
E.II.2	Institution's leadership / senior management accountability to GESI focused research	0	Comments	MoV
	<i>To what extent is the institution's leadership supportive of the allocation of human and financial resources for GESI-focused research?</i>			
	<i>To what extent are mechanisms in place to ensure that GESI-focused research intentions are implemented?</i>			
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace	0	Comments	MoV
	<i>To what extent does the institution have a clear vision of gender, diversity and inclusion (GDI) in the workplace? Does GDI appear in the job advertisements and recruitment policy? To what extent does everyone understand and promote the vision of the institution?</i>			
	<i>To what extent do the institution's culture and values support GESI? Does it demonstrate GESI orientation? (language used, jokes, material used, etc.)</i>			
	<i>To what extent is the institution balanced in terms of gender representation and other relevant social groups in management and senior research positions?</i>			
F. Gender Transformative Approaches for GESI				

Definition	Gender Transformative approaches (GTAs) for GESI require creating a more equitable, inclusive, and sustainable world for all actors and stakeholders. It requires challenging assumptions, self-reflection, and working together to co-create solutions that make a difference. By embracing diversity and inclusion as core principles of GTAs for GESI, we can unlock new potentials, drive meaningful change, and build a future where everyone has the opportunity to thrive. GTAs for GESI offer both promise and inspiration as a way to address the foundations of gender inequality and social exclusion with a focus on addressing structural change to move beyond instrumentalist interventions and transform social relations.			
FGD	Define Gender Transformative Approaches (GTAs) for GESI, and give examples. Discussion: Institution's experience with GTAs in agribusiness work. Examples of innovative approaches and methods on GESI transformative work in agribusiness	Current score (1-5)	Comments	Means of Verification (MoV)
F.II.1	The capacity to develop Gender Transformative Approaches (GTAs)	0	Comments	MoV
	To what extent does your institution develop Gender Transformative Approaches (GTAs)? Give specific examples for the last three years.			
	To what extent are there incentives and procedures in place to ensure that Gender Transformative Approaches (GTAs) are developed?			
F.II.2	the capacity to pilot/test and evaluate Gender Transformative Approaches	0	Comments	MoV
	To what extent does your institution test/pilot and implement Gender Transformative Approaches (GTAs)?			
	To what extent are systems and procedures in place to ensure that Gender Transformative Approaches (GTAs) are evaluated and learning shared? Give examples			
F.II.3	The capacity to collaborate with other institutions to scale GTAs	0	Comments	MoV
	To what extent has your institution collaborated with other institutions and organizations to scale these innovations? Give specific examples from the last three years?			
	To what extent has your institution scaled up innovative approaches. Give examples of the GTAs that were scaled in the last three years?			
G. Inclusive Scaling of Agricultural Innovations				
Definition	Enhancing inclusive scaling of agricultural innovations that promote agribusiness opportunities for women, youth and marginalized groups requires developing expertise on inclusive innovation for social transformation. This entails acquiring knowledge and experience in identifying and packaging gender responsive and socially inclusive technologies and innovations through defining the inclusive scaling ambitions; exploring the relevant dimensions of diversity and social inclusion, and the implications of the innovations that are being scaled; identifying possible negative unintended consequences and mitigation measures for the scaled innovations; and ability to devise inclusive scaling strategies for			

	proposed scalable innovation.			
FGD	Make sure that everyone understands the definition of inclusive scaling			
	Engagement of diverse stakeholders			
	Empowerment, capacity building and community ownership	Current score (1-5)	Comments	Means of Verification (MoV)
	Tailored solutions for diverse contexts			
	Partnership and collaboration			
	Policy support and organizational strengthening			
G.II.1	Institution's ability to develop scaling strategies or models for gender responsive and socially inclusive technologies and innovations	0	Comments	
				MoV
	To what extent does the institution have a scaling strategy/model towards scaling technologies and innovations that are gender responsive and socially inclusive? Give examples of any existing inclusive scaling strategy.			
	To what extent does the institution engage with other partners to co-design and implement scaling strategies for agricultural innovation by ensuring the perspectives of diverse groups of people are considered towards ensuring no one is left behind?			
After finishing all the questions, go to tab 'overview'				

National Research Partners: Individual assessment questionnaire

NRP Individual assessment questionnaire			
	Explanation		Scoring GESI capacities
	Fill in basic data first (position, gender, etc). No name.		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity
	For each core GESI capacity, a few questions are asked. First give a score (1-5) of your current capacities.		2. Low: GESI capacity exists but has not been developed
	Explain your answers in the comment box.		3. Medium: GESI capacity exists and is under development or partially developed
	Score each question separately (white cells)		4. High: GESI capacity exists, is widespread, but not comprehensive, further development is planned or needed
	After having answered all the questions, decide for top 5 of parameters (A.III.1, 2 e.t.c. are parameters) that you want to improve on. Write them down in the "priority parameters to develop".		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity development needed
Basic data			
	Name organization:		
	Position:		
	Gender:		
	Age:		
	Date:		
A	GESI analysis and the identification of vulnerable and marginalized groups	Current score (1-5)	Comments
A.III.1	The capacity and commitment of all staff to include GESI principles and GESI analysis in their work		
	To what extent do you integrate GESI analysis into research projects? Give examples.		
A.III.2	The ability to understand and use GESI analytical tools and frameworks		
	Do you have sufficient knowledge of GESI analytical frameworks and tools? Do you have sufficient skills to use them in your work? Are manuals or toolkits available and distributed by the organization? Explain your answer in		

	the comments box.			
A.III.3	The ability to apply and translate GESI training in their work			
	To what extent can you access training or educational resources to enhance your understanding and proficiency in utilizing GESI analysis?			
	To what extent do you apply GESI analysis in the practical implementation of inclusive agribusiness interventions? Give examples			
B	GESI-focused programming, budgeting, and implementation	Current score (1-5)	Comments	
B.III.1	Position and mandate of gender specialist and/or focal points			
	<i>To what extent do researchers and staff currently integrate GESI considerations into their research projects?</i>			
	<i>To what extent would you say resources and training opportunities are available to research staff to enhance their capacity for GESI-focused research?</i>			
C	Knowledge management and GESI-focused MEL	Current score (1-5)	Comments	
C.III.1	Researchers' ability and commitment to collect, analyze, interpret, and report findings from data that is disaggregated by gender and other social identities			
	<i>To what extent do researchers like you face challenges in collecting, analyzing and reporting using disaggregated data. How do you overcome these challenges? Give examples</i>			
	<i>To what extent do researchers ensure the accuracy and reliability of disaggregated data collected during their research endeavors?</i>			
C.III.2	Researchers' ability to develop/work with GESI-focused systems and tools for monitoring, evaluating, and learning			
	<i>To what extent do researchers like you employ methodologies and approaches to ensure that GESI-focused monitoring, evaluation, and learning systems integrate the diverse needs and experiences of different groups?</i>			

	Give examples			
	To what extent are training and capacity-building initiatives available to support researchers in developing and working with GESI-focused monitoring, evaluation, and learning tools? Give examples.			
C.III.3	Researchers' ability to produce quality knowledge products and publications on GESI in agribusiness			
	To what extent do research staff like you face challenges in producing high-quality documents and publications on GESI in agribusiness research? How do you overcome these challenges? Give examples.			
	To what extent do researchers like you utilize strategies to effectively communicate complex GESI concepts and findings in their documents and publications, ensuring accessibility to diverse audiences? Give examples			
D	Effective partnerships and advocacy on promoting GESI considerations	Current score (1-5)	Comments	
D.III.1	Staff's ability to build partnerships and coalitions			
	To what extent are GESI principles central to partnerships, coalitions, and synergies for agribusiness programming? Give examples			
E	Leadership for GESI	Current score (1-5)	Comments	
E.III.1	Staff's knowledge, attitudes, and practices towards enhancing women's and youth's positions in leadership			
	To what extent do you support women's and youth's decision-making power and their role in leadership positions?			
E.III.2	Capacity to research women's, youth's and marginalized groups' decision-making power and their role in leadership positions and decision-making bodies			
	To what extent do you use GESI methodologies, frameworks and approaches to research on the factors influencing women's and youth's			

	participation and influence in decision-making processes?			
F	Gender Transformative Approaches for GESI		Comments	
F.III.1	Staff's ability to develop and apply Gender Transformative Approaches (GTAs) and disseminate the learnings			
	<i>To what extent do you have the ability to develop, apply and disseminate Gender Transformative Approaches (GTAs) and other innovative approaches and methods that transform agribusiness ecosystems</i>			
G	Inclusive Scaling of Agricultural Innovations		Comments	
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively			
	<i>To what extent are you able to articulate the organization's vision for scaling inclusively?</i>			
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations			
	<i>To what extent do you have the capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations?</i>			
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations			
	<i>To what extent do you assess the impact of social inclusion and diversity on the effectiveness of scaling agricultural innovations?</i>			
G.III.4	Staff's access to training on inclusive scaling			
	<i>To what extent have you accessed training and capacity-building to inclusively scale innovations? Give examples</i>			
Priority parameters to maintain or develop		Current score	Comments	Desired score
1				
2				

3				
4				
5				

Annex 3: National Development Partners

National Development Partners: Organizational Assessment Questionnaire

Instructions			
Fill in (in the grey cells) basic information on the organization, name of the interviewer, date and time of the interview, and notes, e.g. anything specific that happened before or during the interview that may have influenced the assessment			
Explain the scoring 1-5 and practice with one parameter			
Do the assessment: For each core GESI capacity, facilitate a discussion around what that capacity would mean for this particular organization. Use the definitions in the guide and the explanations given. After a short discussion on each GESI capacity (e.g. A), several parameters (e.g. A.II.1) that are related to this capacity, are scored. For each parameter, one or more questions need to be asked. Use these questions as a guide, to get more qualitative information. While the parameters cannot change, the questions can be adapted to the local situation and understanding of the organization. The scoring is done by all present staff members together after consensus. Scores are entered at the level of <u>parameter</u> . Also, comments should be entered next to the parameter			
Basic data		Scoring GESI capacities	
<i>Country:</i>	Name of the country		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity
<i>Organization:</i>	Name of the organization		2. Low: GESI capacity exists but has not been developed
<i>Staff</i>	For each staff present: name, position and gender		3. Medium: GESI capacity exists and is under development or partially developed
<i>Interviewer</i>	Name of the interviewer(s)		4. High: GESI capacity exists, is widespread, but not comprehensive, further development is planned or needed

Date	Date of the assessment		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity development needed	
Time	Total hours of the assessment			
Notes	Write down anything specific that happened before or during the interview that may have influenced the assessment			

A. GESI analysis and the identification of vulnerable and marginalized groups

Definition	The capacity to design and conduct GESI analysis within the context of any of the UU projects or programs, and to use GESI analytical data to inform new interventions, research and policies and to create new opportunities that can be leveraged to support the program activities and eventual scaling up. This includes the capacity to identify specific groups of excluded, vulnerable, and marginalized persons and to develop inclusive agribusiness strategies.			
FGD	Make sure that everyone understands the definition of GESI analysis and GESI analytical tools. Discussion: What are GESI issues in agribusiness enterprises. • GESI division of labor (productive, reproductive, community roles) and roles. • GESI differences in access to markets and control resources, technologies, labor, power, and the benefits of their work, including financial resources. • GESI differences in decision-making and leadership. • Nature and level of participation of women and men in agribusiness. • GESI differences in educational level and technical knowledge Give some examples. Are these GESI issues analyzed by the institution? Make sure that everyone understands the definitions of diversity of groups and individual and inclusive agribusiness. Discuss principles to promote or facilitate inclusive and equitable agribusiness in the ESA initiative.	Current score (1-5)	Comments	Means of Verification (MoV)
A.II.1	The capacity to systematically include GESI analysis in all development initiatives - including for the identification	0	Comments	MoV

	of vulnerable groups			
	<i>To what extent do research staff apply GESI analysis in their work? Are incentives and procedures in place to ensure that staff always apply GESI analysis in their research work?</i>			
	<i>To what extent do staff in your institution consistently integrate GESI analysis into their work from the project's inception? Is the presence and quality of GESI analysis routinely assessed in research endeavors?</i>			
	<i>To what extent does the institution enhance the capacity of its staff to develop and apply GESI analytical frameworks and tools for inclusive agribusiness?</i>			
A.II.2	The capacity to develop and apply GESI analytical frameworks, methodologies and tools in inclusive agribusiness development	0	Comments	MoV
	<i>To what extent does your institution currently utilize GESI analytical frameworks, tools and methodologies to analyze GESI within the context of agribusiness? Please give examples of tools, frameworks or methodologies that are used for GESI analysis in the context of agribusiness?</i>			
	<i>To what extent are GESI methodologies and tools used to assess the integration of needs, experiences and views of women youth and marginalized groups in agribusiness activities?</i>			
A.II.3	Providing access to GESI analysis training for women and men staff	0	Comments	MoV
	<i>To what extent have staff in your institution undergone training on GESI analysis? Give specific examples from the last three years.</i>			
A.II.4	The capacity to analyze GESI dynamics in the organization and to develop strategies to deal with these	0	Comments	MoV
	<i>To what extent does your institution assess GESI dynamics to inform the formulation of its internal policies, procedures and strategic plans towards addressing the GESI gaps?</i>			
	<i>To what extent does your institution ensure that GESI principles are integrated into decision-making processes related to agribusiness development?</i>			
B. GESI-focused programming, budgeting, and implementation				
Definition	The capacity and commitment to implement GESI programs and integrate GESI considerations throughout all operations and programs and allocate financial and human resources for it.			

FGD	Discuss the understanding and importance of Gender Equality and Social Inclusion (GESI) in programming. Explore specific challenges faced by different genders and marginalized groups in accessing services or opportunities within the community Identify successful strategies or interventions that have effectively addressed GESI issues in past programs. Discuss the concept of GESI budgeting and its significance in promoting gender equality and social inclusion. Identify gaps or biases in current budget allocations that may affect marginalized groups differently. Discuss ways to engage diverse stakeholders, including marginalized communities, in the budgeting process to ensure their needs are addressed. Discuss the importance of translating GESI priorities into action through effective program design, management, and delivery. Explore challenges faced by implementing agencies in integrating GESI considerations into their work and engaging diverse stakeholders. Explore opportunities for collaboration between government agencies, civil society organizations, and other stakeholders to advance GESI goals through program implementation.	Current score (1-5)	Comments	Means of Verification (MoV)
B.II.1	The capacity to implement programs in line with national GESI policies and frameworks	0	Comments	MoV
	<i>To what extent does the organization develop and implement programs in line with national gender policies and frameworks and regional and international conventions and ratifications, for example CEDAW?</i>			
	<i>To what extent are the staff aware of and have studied national gender policies and frameworks and international conventions and ratifications that the country is committed to?</i>			
B.II.2	The capacity to develop and implement GESI-focused projects	0	Comments	MoV
	<i>To what extent does the organization develop programs that are GESI-focused? How many projects/programs implemented in the last 3 years have an explicit focus on GESI? What kind of projects were developed last year?</i>			

	To what extent does the organization sufficiently allocate financial resources for GESI-focused programming, interventions or projects? Give an example.			
B.II.3	The capacity to ensure that interventions benefit women, youth, and marginalized groups inclusively	0	Comments	MoV
	To what extent, and how does the organization ensure women, youth and marginalized groups benefit equally from the provision of services, inputs, training, and technologies? Give examples.			
	To what extent does the organization make sure women, youth and marginalized groups benefit equally from envisaged GESI projects/program impacts such as increased well-being (incomes, food security, increased participation, and decision-making)? Give examples.			
B.II.4	The capacity to create awareness and sensitize communities on GESI issues	0	Comments	MoV
	To what extent does the organization develop and implement interventions to create awareness and sensitize women, youth and marginalized groups about their rights in the agribusiness space?			
	To what extent does the organization develop and implement GESI interventions to strengthen farmers' groups, cooperatives, producer's organizations, and associations? Give examples of interventions, e.g. training			
B.II.5	Position and mandate of gender specialist and/or focal points	0	Comments	MoV
	To what extent does the institution have GESI specialists or focal points in place to ensure GESI is mainstreamed into the institute's work? What are their levels of specialization? Do they have a mandate to ensure GESI is mainstreamed?			
	To what extent does the institution seek external GESI expertise in the form of consultants or collaborations from other institutions to help conduct GESI research?			
B.II.6	The capacity to implement actions towards a more GESI-focused organization, including the adjustment of internal policies, procedures, and business plans	0	Comments	MoV
	To what extent does the institution have a gender, diversity and inclusion (GDI) workplace policy and strategy aimed toward making the institution more GESI-intentional? Give specific examples of gender, diversity and inclusion (GDI) workplace policy and strategy documented that you have implemented towards a better GESI-focused development in the last three years?			
C. Knowledge management and GESI-focused MEL				
Definition	The capacity to collect and analyze disaggregated data to monitor and report on GESI focused programming, specific GESI outputs and outcomes, knowledge management, outreach, and communication capacity to document stories, blog posts, and research publications, ensuring wide (social media) outreach on GESI-focused programming and its results.			

FGD	Understand the extent to which data is disaggregated by gender and other social identities such as age, ethnicity, religion, education, occupation, disability e.t.c. and how this is integrated into the monitoring, evaluation, and learning system	Current score (1-5)	Comments	Means of Verification (MoV)
C.II.1	The organization's capacity to collect, analyze and interpret and report on findings from data disaggregated by gender and other social identities	0	Comments	MoV
	To what extent does the organization collect disaggregated data? Give examples (guidelines, protocols).			
	To what extent is data not only collected but also interpreted and reported on? How many reports reflect this in the last three years?			
C.II.2	The existence and quality of a GESI-focused MEL system and the ability to use it	0	Comments	MoV
	To what extent is the MEL system GESI focused? Do you have guidelines or tools for GESI-responsive MEL? Give a specific example.			
	To what extent do reports reflect lessons on changes in gender norms? Please share a GESI-focused MEL report and the tools used to collect the data used in the report.			
C.II.3	The capacity to provide inputs for national policies and legislation on GESI-focused knowledge management within agribusiness ecosystems	0	Comments	MoV
	To what extent does the institution provide GESI inputs for national policies and legislation on GESI-focused knowledge management within agribusiness development?			
C.II.4	The capacity to generate and make accessible quality knowledge documents and publications on GESI	0	Comments	MoV
	To what extent does the institution generate and make accessible quality knowledge documents, publications or reports on GESI? Give examples of publications in the last 3 years.			
C.II.5	The capacity to provide GESI input, perspectives, insights to other organizations' reports and publications	0	Comments	MoV
	To what extent does the institution assess and enhance its capacity to provide GESI perspectives and insights into other organizations' reports and publications?			
	To what extent does the institution engage with diverse stakeholders, including marginalized communities, to ensure that their perspectives are reflected in external publications or reports? [i.e. validation workshops with the stakeholders and marginalized communities]			

D. Effective partnerships and advocacy on promoting GESI considerations				
Definition	The capacity to build coalitions, to influence government and external partners and to advocate for gender equality and social inclusion.			
FGD	Make sure that everyone understands the definition of partnerships and advocacy on the importance of GESI.	Current score (1-5)	Comments	Means of Verification (MoV)
	Discussion: The focus is on partnerships that promote GESI principles with other institutions in agribusiness, and advocate for integration of GESI principles			
D.II.1	The organization's capacity to participate in advocacy for GESI	0	Comments	MoV
	<i>To what extent does the institution participate in advocacy for GESI? Give examples</i>			
	<i>To what extent does the organization influence policy-making at the national level? Give examples.</i>			
D.II.2	The organization's capacity to develop and maintain effective partnerships with governments and influence policies being more GESI focused	0	Comments	MoV
	<i>To what extent does the organization work with the government in partnerships for agribusiness development?</i>			
	<i>To what extent are partnerships with the government used for influencing policies? Give an example from the last three years.</i>			
D.II.3	The capacity to develop and maintain effective partnerships with different actors and beneficiaries to promote the use of GESI principles in agribusiness ecosystems.	0	Comments	MoV
	<i>To what extent is GESI central to building effective partnerships and coalitions in agribusiness? Give examples.</i>			
	<i>To what extent does the organization develop joint GESI advocacy materials with other organizations? What kind of materials were developed? Give examples from the last three years.</i>			
	<i>To what extent does the institution work with GESI-oriented institutions? Does it work with women and youth to address possible GESI-related constraints?</i>			
E. Leadership for GESI				
Definition	Leadership for GESI encompasses a relentless dedication to promoting GESI principles through empowering women, youth and marginalized people in leadership positions within organizations. Leadership for GESI research involves prioritization of GESI-focused research outputs and outcomes and devoting human and financial resources towards achieving these. It also includes promoting Gender, Diversity and Inclusion in the workplace and actively acknowledging and addressing systemic barriers, with leaders assuming responsibility and being held accountable for fostering inclusivity.			

	Through visionary guidance, these leaders navigate their organizations toward GESI policies and practices, ensuring fairness and equal opportunities across all levels. Their steadfast commitment fosters a culture of empowerment, where women, youth and marginalized groups are not only included but encouraged to lead, driving towards a more equitable and prosperous future for everyone involved.			
FGD	Make sure that everyone understands the definition of leadership in GESI.	Current score (1-5)	Comments	Means of Verification (MoV)
	Equitable opportunities			
	Promotion of gender, diversity and inclusion towards addressing structural barriers in the workplace			
	Empowerment, accountability and transparency			
	Collaborative approaches in steering leadership			
	Continuous learning and adaptation for leadership			
	Prioritization of GESI focused research and dedication of financial and human resources			
E.II.1	Organization's commitment to GESI focused programming	0	Comments	MoV
	<i>To what extent is the organization's leadership supportive of the allocation of human and financial resources for GESI?</i>			
	<i>To what extent do staff support GESI-focused approaches? What do most staff say about integrating GESI?</i>			
	<i>To what extent do the institution's culture and values support GESI equality? Does it demonstrate GESI orientation? (language used, jokes, material used, etc.)</i>			
E.II.2	Organization's senior management and leadership positions accountability to GESI focused programming	0	Comments	MoV
	<i>To what extent is the institution's leadership supportive of the allocation of human and financial resources for GESI?</i>			
	<i>To what extent are mechanisms in place to ensure that GESI-mainstreaming intentions are implemented?</i>			
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace	0	Comments	MoV
	<i>To what extent does the institution have a clear vision of gender, diversity and inclusion (GDI) in the workplace? Does GDI appear in the job advertisements and recruitment policy? To what extent does everyone understand and promote the vision?</i>			
	<i>To what extent do the institution's culture and values support GESI? Does it demonstrate GESI orientation? (language used, jokes, material used, etc.)</i>			
	<i>To what extent is the institution balanced in terms of gender representation and other relevant social groups in management and senior research positions?</i>			

F. Gender Transformative Approaches for GESI				
Definition	Gender Transformative approaches (GTAs) for GESI require creating a more equitable, inclusive, and sustainable world for all actors and stakeholders. It requires challenging assumptions, self-reflection, and working together to co-create solutions that make a difference. By embracing diversity and inclusion as core principles of GTAs for GESI, we can unlock new potentials, drive meaningful change, and build a future where everyone has the opportunity to thrive. GTAs for GESI offer both promise and inspiration as a way to address the foundations of gender inequality and social exclusion with a focus on addressing structural change to move beyond instrumentalist interventions and transform social relations.			
FGD	Define GESI for GTAs, and give examples. Discussion: Does the institution have any experience with GESI for GTAs in agribusiness work? What are other innovative approaches and methods on GESI transformative work in agribusiness? Give examples.	Current score (1-5)	Comments	Means of Verification (MoV)
F.II.1	The capacity to develop Gender Transformative Approaches (GTAs)	0	Comments	MoV
	<i>To what extent does your organization develop, test, and apply GTAs? Give specific examples for the last three years.</i>			
	<i>To what extent does the organization have incentives and procedures in place to ensure that GTAs are developed and tested?</i>			
F.II.2	The capacity to implement Gender Transformative Approaches (GTAs)	0	Comments	MoV
	<i>To what extent does the organization implement GTAs?</i>			
F.II.3	The capacity to share insights on Gender Transformative Approaches (GTAs)	0	Comments	MoV
	<i>To what extent has your organization scaled up innovative approaches – how many approaches went to scale in the last three years?</i>			
	<i>To what extent has your organization collaborated with other organizations and institutions to scale these innovations? Give specific examples from the last three years</i>			
G. Inclusive Scaling of Agricultural Innovations				
Definition	Enhancing inclusive scaling of agricultural innovations that promote agribusiness opportunities for women, youth and marginalized groups requires developing expertise on inclusive innovation for social transformation. This entails acquiring knowledge and experience in identifying and packaging gender responsive and socially inclusive technologies and innovations through defining the inclusive scaling ambitions; exploring the relevant dimensions of diversity and social inclusion, and the implications of the innovations that are being scaled; identifying possible negative unintended consequences and mitigation measures for the scaled innovations; and ability to devise inclusive scaling strategies for proposed scalable innovations			

FGD	Make sure that everyone understands the definition of inclusive scaling Engagement of diverse stakeholders Inclusive access to resources and technologies Empowerment, capacity building and community ownership Tailored solutions for diverse contexts Partnership and collaboration Policy support and organizational strengthening Give some examples. Are these GESI issues analyzed by the organization(s)?	Current score (1-5)	Comments	Means of Verification (MoV)
G.II.1	Institution's ability to scale strategies or models for gender responsive and socially inclusive technologies and innovations	0	Comments	MoV
	<i>To what extent does the institution have a scaling strategy/model towards scaling technologies and innovations that are gender responsive and socially inclusive? Give examples of any existing inclusive scaling strategy.</i>			
	<i>To what extent does the institution engage with other partners to co-design and implement scaling strategies for agricultural innovation by ensuring the perspectives of diverse groups of people are considered towards ensuring no one is left behind?</i>			

National Development Partners: Individual Assessment Questionnaire

	Explanation		Scoring GESI capacities	
	Fill in basic data first (position, gender, etc). No name.		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity	
	For each core GESI capacity, a few questions are asked. First give a score (1-5) of your current capacities.		2. Low: GESI capacity exists but has not been developed	
	Explain your answers in the comment box.		3. Medium: GESI capacity exists and is under development or partially developed	
	Score each question separately (white cells)		4. High: GESI capacity exists, is widespread, but not	

			comprehensive, further development is planned or needed	
	After having answered all the questions, decide for a top 5 of parameters (A.III.1, 2 etc are parameters) that you want to improve on. Write them down in the "priority parameters to develop".		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity development needed	
	Basic data			
	Name organization:			
	Position:			
	Gender:			
	Age:			
	Date:			
A	GESI analysis and the identification of vulnerable and marginalized groups	Current score (1-5)	Comments	
A.III.1	The capacity and commitment of all staff to include GESI principles and GESI analysis in their work			
	To what extent do you integrate GESI principles and analysis into programming for agribusiness? Give examples			
A.III.2	The ability to understand and use GESI analytical tools and frameworks			
	Do you have sufficient knowledge of GESI analytical frameworks and tools? Do you have sufficient skills to use them in your work? Are manuals or toolkits available and distributed by the organization? Explain your answer in the comments box.			
A.III.3	The ability to apply and translate GESI training in their work			
	To what extent can you access training or educational resources to enhance your understanding and proficiency in utilizing GESI analysis?			
	To what extent do you apply GESI analysis in the practical implementation of inclusive agribusiness interventions? Give examples			
B	GESI-focused programming, budgeting, and implementation	Current score (1-5)	Comments	
B.III.1	Position and mandate of gender specialist and/or focal points			
	<i>To what extent do you currently integrate GESI considerations into programming for agribusiness?</i>			

	<i>To what extent are resources and training opportunities available to you to enhance your capacity for GESI-focused programming for agribusiness?</i>			
C	Knowledge management and GESI-focused MEL	Current score (1-5)	Comments	
C.III.1	Staff's ability to collect, analyze interpret and report on findings from data disaggregated by gender and other social identities			
	<i>To what extent do you face challenges in collecting, analyzing and interpreting data disaggregated by gender and other social identities, and how do you overcome these challenges? Give examples</i>			
C.III.2	Staff's ability to develop/work with GESI - focused systems and tools for monitoring, evaluating and learning			
	<i>To what extent do you employ methodologies and approaches to ensure that GESI monitoring, evaluation, and learning systems are responsive to the diverse needs and experiences of gender diverse groups? Give examples</i>			
	<i>To what extent are there training and capacity-building initiatives available to support you in developing and working with GESI monitoring, evaluation, and learning tools? Give examples</i>			
C.III.3	Staff's ability to produce quality knowledge products and publications on GESI in agribusiness			
	To what extent do you develop, and make accessible knowledge products and publications on GESI in agribusiness? Give examples.			
	To what extent does your organization provide GESI inputs, perspectives, and insights to other organizations' publications? Give examples.			
D	Effective partnerships and advocacy on promoting GESI considerations	Current score (1-5)	Comments	
D.III.1	Staff's ability to build partnerships and coalitions for inclusive agribusiness			
	<i>To what extent are GESI principles central to partnerships, coalitions, and synergies for agribusiness programming? Give examples</i>			
E	Leadership for GESI	Current score (1-5)	Comments	
E.III.1	Staff's knowledge, attitudes and practices towards GESI principles			

	<i>To what extent do you support programming on women's, youth, and marginalized people's decision-making power and their role in leadership positions?</i>			
E.III.2	Staff's capacity to program on women's, youth's and marginalized decision-making power and their role in leadership positions			
	<i>To what extent do you use GESI methodologies, frameworks, and approaches to program on the factors influencing women's and youth's participation in leadership within marginalized and vulnerable contexts?</i>			
F	Gender Transformative Approaches for GESI		Comments	
F.III.1	Staff's ability to develop and apply Gender Transformative Approaches (GTAs) and disseminate the learnings			
	<i>To what extent do you have the ability to develop and apply GTAs and disseminate the learnings?</i>			
G	Inclusive Scaling of Agricultural Innovations		Comments	
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively			
	<i>To what extent are you able to articulate the organization's vision for scaling inclusively?</i>			
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations			
	<i>To what extent do you have the capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations?</i>			
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations			
	<i>To what extent do you assess the impact of social inclusion and diversity on the effectiveness of scaling agricultural innovations?</i>			
G.III.4	Staff's access to training on inclusive scaling			
	<i>To what extent have you accessed training and capacity-building to inclusively scale innovations? Give examples</i>			
Priority parameters to maintain or develop		Current score	Comments	Desired score
1				
2				
3				
4				
5				

Annex 4: Private Sector Partners

Private Sector Partners: Organizational assessment questionnaire

Instructions			
Fill in (in the grey cells) basic information on the organization, name of the interviewer, date and time of the interview, and notes, e.g. anything specific that happened before or during the interview that may have influenced the assessment			
Explain the scoring 1-5 and practice with one parameter			
Do the assessment: For each core GESI capacity, facilitate a discussion around what that capacity would mean for this organization. Use the definitions in the guide and the explanations given. After a short discussion on each GESI capacity (e.g. A), several parameters (e.g. A.II.1) that are related to this capacity, are scored. For each parameter, one or more questions need to be asked. Use these questions as a guide, to get more qualitative information. While the parameters cannot change, the questions can be adapted to the local situation and understanding of the organization. The scoring is done by all present staff members together after consensus. Scores are entered at the level of <u>parameter</u> . Also, comments should be entered next to the parameter			
Basic data		Scoring GESI capacities	
Country	Name of the country		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity
Organization	Name of the organization		2. Low: GESI capacity exists but has not been developed
Staff	For each staff present: name, position and gender		3. Medium: GESI capacity exists and is under development or partially developed
Interviewer	Name of the interviewer(s)		4. High: GESI capacity exists, is widespread, but not comprehensive, further development is planned or needed
Date	Date of the assessment		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity development

			needed	
Time	Total hours of the assessment			
Notes	Write down anything specific that happened before or during the interview that may have influenced the assessment			
A. GESI analysis and the identification of vulnerable and marginalized groups				
Definition	The capacity to design and conduct GESI analysis within the context of any of the UU projects or programs, and to use GESI analytical data to inform new interventions, research and policies and to create new opportunities that can be leveraged to support the program activities and eventual scaling up. This includes the capacity to identify specific groups of excluded, vulnerable, and marginalized persons and to develop inclusive agribusiness strategies.			
FGD	Make sure that everyone understands the definition of GESI analysis and GESI analytical tools. Discussion: What are GESI issues in agribusiness enterprises • GESI division of labor (productive, reproductive, community roles) and roles. • GESI differences in access to markets and control resources, technologies, labor, power, and the benefits of their work, including financial resources. • GESI differences in decision-making and leadership. • Nature and level of participation of women and men in agribusiness. • GESI differences in educational level and technical knowledge Give some examples. Are these GESI issues analyzed by the institution? Make sure that everyone understands the definitions of diversity of groups and individual and inclusive agribusiness. Discuss principles to promote or facilitate inclusive and equitable agribusiness in the ESA initiative.	Current score (1-5)	Comments	Means of Verification (MoV)
A.II.1	The capacity to work inclusively and with diverse groups and address GESI challenges in agribusiness	0	Comments	MoV
	To what extent does the organization define inclusivity? What strategies does it employ			

	to ensure inclusiveness in its operations and engagement with diverse groups in the agribusiness sector? Give examples			
	To what extent does the organization ensure that interventions and services in the agribusiness sector are tailored to the needs of diverse groups, considering GESI aspects? Provide examples of successful product or service adaptations that have resulted from a GESI-focused approach.			
A.II.2	The capacity to apply GESI analytical frameworks, methodologies and tools in inclusive agribusiness	0	Comments	MoV
	To what extent does your institution currently utilize GESI analytical frameworks, tools and methodologies to analyze GESI within the context of agribusiness? Please give examples of tools, frameworks or methodologies that are used for GESI analysis in the context of agribusiness?			
	To what extent are GESI methodologies and tools used to assess the integration of needs, experiences and views of women youth and marginalized groups in agribusiness activities?			
A.II.3	Providing access to GESI analysis training for female and male staff	0	Comments	MoV
	To what extent have staff in your institution undergone training in GESI analysis? Give specific examples from the last three years.			

B. GESI-focused programming, budgeting, and implementation

Definition	The capacity and commitment to implement GESI programs and integrate GESI considerations throughout all operations and programs and allocate financial and human resources for it.			
FGD	Discuss the understanding and importance of Gender Equality and Social Inclusion (GESI) in programming. Explore specific challenges faced by different genders and marginalized groups in accessing services or opportunities within the community Identify successful strategies or interventions that have effectively addressed GESI issues in past programs. Discuss the concept of GESI budgeting and its significance in promoting gender equality and social inclusion. Identify gaps or biases in current budget allocations that may affect marginalized groups differently. Discuss ways to engage diverse stakeholders, including marginalized communities, in the budgeting process to ensure their needs are addressed.	Current score (1-5)	Comments	Means of Verification (MoV)

	Discuss the importance of translating GESI priorities into action through effective program design, management, and delivery. Explore challenges faced by implementing agencies in integrating GESI considerations into their work and engaging diverse stakeholders. Explore opportunities for collaboration between government agencies, civil society organizations, and other stakeholders to advance GESI goals through program implementation.			
B.II.1	The capacity to implement interventions in line with national GESI policies and frameworks	0	Comments	MoV
	<i>To what extent does the organization develop and implement programs in line with national, gender policies and frameworks and regional and international conventions and ratifications for example CEDAW?</i>			
	<i>To what extent are the staff aware of and have studied national gender policies and frameworks and international conventions and ratifications that the country is committed to?</i>			
B.II.2	The capacity to ensure that interventions benefit women, youth and marginalized people inclusively	0	Comments	MoV
	<i>To what extent, and how does the organization ensure women, youth and marginalized groups benefit equally from the provision of services, inputs, training, and technologies? Give examples.</i>			
	<i>To what extent does the organization make sure women, youth and marginalized groups benefit equally from envisaged GESI projects/program impacts such as increased well-being (incomes, food security, increased participation, and decision-making)? Give examples.</i>			
B.II.3	The capacity to create awareness and sensitize communities on GESI issues	0	Comments	MoV
	<i>To what extent does the organization develop and implement interventions to create awareness and sensitize women, youth and marginalized groups about their rights in the agribusiness space?</i>			
	<i>To what extent does the organization develop and implement GESI interventions to strengthen farmers' groups, cooperatives, producer's organizations, and associations? Give examples of interventions, e.g. training</i>			
B.II.4	Access to knowledge documents and publications on GESI in agribusiness and use them for planning budgeting and implementation of interventions	0	Comments	MoV

	To what extent does the organization face challenges in accessing knowledge documents and publications related to GESI in the field of agribusiness?			
	To what extent does the organization currently utilize knowledge documents and publications on GESI in agribusiness for planning, budgeting, and implementing interventions?			
	To what extent are there information and resources most critical for the organization to employ when planning GESI-focused interventions in agribusiness? Give examples			
	To what extent are there steps that can be taken to ensure that GESI knowledge documents and publications or reports are regularly updated and reflect the evolving needs and priorities of stakeholders in agribusiness? Give examples			
D. Effective partnerships and advocacy on promoting GESI considerations				
Definition	The capacity to build coalitions, to influence government and external partners and to advocate for gender equality and social inclusion.			
FGD	Make sure that everyone understands the definition of partnerships and advocacy on the importance of GESI.	Current score (1-5)	Comments	Means of Verification (MoV)
	Discussion: The focus is on partnerships that promote GESI principles with other institutions in agribusiness, and advocate for integration of GESI principles			
D.II.1	The capacity to participate in advocacy for GESI principles in partnerships for agribusiness	0	Comments	MoV
	To what extent does the institution participate in advocacy for GESI? Give examples			
	To what extent does the organization influence policy-making at the national level? Give examples.			
D.II.2	The capacity to develop and maintain effective partnerships with government and influence policies for gender and inclusivity in agribusiness	0	Comments	MoV
	To what extent does the organization work with the government in partnerships for agribusiness development?			
	To what extent are partnerships with the government used for influencing policies? Give an example from the last three years.			
D.II.3	The capacity to develop and maintain effective partnerships with different actors and beneficiaries to promote the use of GESI principles in agribusiness ecosystems.	0	Comments	MoV
	To what extent is GESI central to building effective partnerships and coalitions in agribusiness? Give examples.			

	To what extent does the organization develop joint GESI advocacy materials with other organizations? What kind of materials were developed? Give examples from the last three years.			
	To what extent does the institution work with GESI-oriented institutions? Does it work with women and youth to address possible GESI-related constraints?			
E. Leadership for GESI				
Definition	Leadership for GESI encompasses a relentless dedication to promoting GESI principles through empowering women, youth and marginalized people in leadership positions within organizations. Leadership for GESI research involves prioritization of GESI-focused research outputs and outcomes and devoting human and financial resources towards achieving these. It also includes promoting Gender, Diversity and Inclusion in the workplace and actively acknowledging and addressing systemic barriers, with leaders assuming responsibility and being held accountable for fostering inclusivity. Through visionary guidance, these leaders navigate their organizations toward GESI policies and practices, ensuring fairness and equal opportunities across all levels. Their steadfast commitment fosters a culture of empowerment, where women, youth and marginalized groups are not only included but encouraged to lead, driving towards a more equitable and prosperous future for everyone involved.			
FGD	Make sure that everyone understands the definition of leadership in GESI. Equitable opportunities Promotion of gender, diversity and inclusion towards addressing structural barriers in the workplace Empowerment, accountability and transparency Collaborative approaches in steering leadership Continuous learning and adaptation for leadership Prioritization of GESI focused research and dedication of financial and human resources	Current score (1-5)	Comments	Means of Verification (MoV)
E.II.1	Organization's commitment to GESI focused programming	0	Comments	MoV
	To what extent is the organization's leadership supportive of the allocation of human and financial resources for GESI?			
	To what extent do staff support GESI-focused approaches? What do most staff say about integrating GESI?			
	To what extent do the institution's culture and values support GESI equality? Does it demonstrate GESI orientation? (language used, jokes, material used, etc.)			
E.II.2	Organization's senior management and leadership positions accountability to	0	Comments	MoV

	GESI focused programming			
	<i>To what extent is the institution's leadership supportive of the allocation of human and financial resources for GESI?</i>			
	<i>To what extent are mechanisms in place to ensure that GESI-mainstreaming intentions are implemented?</i>			
E.II.3	Institution's vision and action towards promoting gender, diversity and inclusion in the workplace	0	Comments	
				MoV
	<i>To what extent does the institution have a clear vision of gender, diversity and inclusion (GDI) in the workplace? Does GDI appear in the job advertisements and recruitment policy? To what extent does everyone understand and promote the vision?</i>			
	<i>To what extent do the institution's culture and values support GESI? Does it demonstrate GESI orientation? (language used, jokes, material used, etc.)</i>			
	<i>To what extent is the institution balanced in terms of gender representation and other relevant social groups in management and senior research positions?</i>			
G. Inclusive Scaling of Agricultural Innovations				
Definition	Enhancing inclusive scaling of agricultural innovations that promote agribusiness opportunities for women, youth and marginalized groups requires developing expertise on inclusive innovation for social transformation. This entails acquiring knowledge and experience in identifying and packaging gender responsive and socially inclusive technologies and innovations through defining the inclusive scaling ambitions; exploring the relevant dimensions of diversity and social inclusion, and the implications of the innovations that are being scaled; identifying possible negative unintended consequences and mitigation measures for the scaled innovations; and ability to devise inclusive scaling strategies for proposed scalable innovations			
FGD	Make sure that everyone understands the definition of inclusive scaling Engagement of diverse stakeholders Inclusive access to resources and technologies Empowerment, capacity building and community ownership Tailored solutions for diverse contexts Partnership and collaboration Policy support and organizational strengthening Give some examples. Are these GESI issues analyzed by the organization(s)?	Current score (1-5)	Comments	Means of Verification
G.II.1	Institution's ability to scale strategies or models for gender responsive and socially inclusive technologies and	0	Comments	MoV

	innovations			
	To what extent does the institution have a scaling strategy/model towards scaling technologies and innovations that are gender responsive and socially inclusive? Give examples of any existing inclusive scaling strategy.			
	To what extent does the institution engage with other partners to co-design and implement scaling strategies for agricultural innovation by ensuring the perspectives of diverse groups of people are considered towards ensuring no one is left behind?			
	After finishing all the questions, go to tab 'overview'			

Private Sector Partners: Individual assessment questionnaire

	Explanation		Scoring GESI capacities	
	Fill in basic data first (position, gender, etc). No name.		1. Very Low: No evidence or only anecdotal evidence of the GESI capacity	
	For each core GESI capacity, a few questions are asked. First give a score (1-5) of your current capacities.		2. Low: GESI capacity exists but has not been developed	
	Explain your answers in the comment box.		3. Medium: GESI capacity exists and is under development or partially developed	
	Score each question separately (white cells)		4. High: GESI capacity exists, is widespread, but not comprehensive, further development is planned or needed	
	After having answered all the questions, decide for the top 5 parameters (A.III.1, 2 etc are parameters) that you want to improve on. Write them down in the "priority parameters to develop".		5. Very High: GESI capacity exists and is fully developed and integrated into the organization – no more capacity development needed	
	Basic data			
	Name organization:			
	Position:			
	Gender:			
	Age:			
	Date:			
A	GESI analysis and the identification of vulnerable and marginalized groups	Current score (1-5)	Comments	
A.III.1	The capacity and commitment of staff to include GESI analysis in their work			

	<i>To what extent do you integrate GESI principles and analysis into programming for agribusiness? Give examples</i>			
A.III.2	Staff's ability to understand diversity and inclusiveness in agribusiness and work in marginal contexts			
	<i>To what extent do you understand diversity and inclusiveness in agribusiness and work in diverse and marginal contexts?</i>			
A.III.3	The capacity to promote inclusive agribusiness interventions using GESI evidence			
	<i>To what extent do you promote inclusive agribusiness interventions? Do you use GESI evidence? Give examples.</i>			
A.III.4	Staff's access to GESI analyses and ability to apply learnings and training in their work for actionable GESI outcomes			
	<i>To what extent can you access training or educational resources to enhance your understanding and proficiency in utilizing GESI analysis?</i>			
	<i>To what extent do you apply GESI analysis in the practical implementation of inclusive agribusiness interventions? Give examples</i>			
B	GESI-focused programming, budgeting, and implementation	Current score (1-5)	Comments	
B.III.1	Access to knowledge documents and publications on GESI in agribusiness and use them for planning budgeting and implementation of interventions			
	<i>To what extent do you integrate GESI considerations into your projects or programs?</i>			
	<i>To what extent are resources and training opportunities available to staff to enhance their capacity for GESI-responsive programming?</i>			
D	Effective partnerships and advocacy on promoting GESI considerations	Current score (1-5)	Comments	
D.III.1	Staff ability to build and sustain partnerships and synergies for agribusiness development			
	<i>To what extent are GESI principles central to partnerships, coalitions, and synergies for agribusiness programming? Give examples</i>			
D.III.2	Staff's ability to advocate for GESI principles in partnerships and synergies			

	To what extent do staff members currently integrate GESI principles into their advocacy efforts when establishing and maintaining partnerships and synergies for agribusiness development?			
E	Leadership for GESI	Current score (1-5)	Comments	
E.III.1	Staff's knowledge, attitudes and practices towards GESI principles			
	To what extent do you support programming on women's, youth, and marginalized people's decision-making power and their role in leadership positions?			
E.III.2	Staff's capacity to collaborate with research and development partners to improve decision-making and in leadership positions			
	<i>To what extent do staff currently engage with research and development partners to enhance decision-making processes within the organization?</i>			
G	Inclusive Scaling of Agricultural Innovations		Comments	
G.III.1	Staff's ability to define the organization's vision for scaling the agricultural innovations inclusively			
	<i>To what extent are you able to articulate the organization's vision for scaling inclusively?</i>			
G.III.2	Staff's capacity to identify marginalized and disadvantaged groups when scaling agricultural innovations			
	<i>Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations</i>			
	<i>To what extent do you assess the impact of social inclusion and diversity on the effectiveness of scaling agricultural innovations?</i>			
G.III.3	Staff's ability to identify and mitigate against unintended negative consequences of scaling innovations			
	<i>To what extent do you assess the impact of social inclusion and diversity on the effectiveness of scaling agricultural innovations?</i>			
G.III.4	Staff's access to training on inclusive scaling			
	<i>To what extent have you accessed training and capacity-building to inclusively scale innovations? Give examples</i>			

Priority parameters to maintain or develop		Current score	Comments	Desired score
1				
2				
3				
4				
5				

Annex 5: Environmental key informant interview guide

	Explanation
	Opening and introductions. Note names etc. of participant(s) in grey cells basic data.
	Brief presentation on the background of the GESI capacity assessment, development of a GESI capacity development strategy and implementation of the strategy initiative, its purpose and scope.
	Discussion following each of the questions. The interview is semi-structured with open questions.
	Basic data
	<i>Name of the informant:</i>
	<i>Organization:</i>
	<i>Position:</i>
	<i>Gender:</i>
	<i>Date of interview:</i>
	Introduction / probing
1	What are some of the GESI issues in the agribusiness ecosystem in this country that you are aware of?

2	<i>Which environmental factors play a role in GESI responsive agribusiness development in the country?</i> • <i>Policies, rules and legislation, regulations (note specific policies)</i> • <i>Political space</i> • <i>Gender power relations</i> • <i>Gender norms and values</i> • <i>Economic situation</i> • <i>Climate change or other environmental issues</i>
3	<i>What role do policies and regulatory frameworks play in the development of the gender and socially inclusive agribusiness ecosystem in the country? How is the existing agribusiness policy framework inclusive of GESI considerations?</i>
4	<i>How do policies and regulations affect GESI issues and positions of women, youth and other marginalized groups?</i>
5	<i>Which actors play a role in GESI responsive agribusiness development in the country?</i> • <i>Governmental policies and regulations</i> • <i>Bilateral / multilateral aid</i> • <i>Civil society</i> • <i>Research institutes</i> • <i>Private sector</i> • <i>Producers and processors associations</i>
	Core GESI capacities
	Now we will discuss how the environmental factors enable/disable each of the core GESI capacities; and how the program and partners affect the capacities of other actors:
A	GESI analysis and the identification of vulnerable and marginalized groups
A.I.1	<i>How do the environmental factors enable/disable the partners' capacity to target vulnerable and excluded groups and to conduct gender analysis and to formulate strategic planning?</i>
B	GESI-responsive programming, budgeting, and implementation
B.I.1	<i>How do the environmental factors enable/disable the capacity of the partners to conduct GESI - responsive research and to implement GESI-responsive programs for agribusiness?</i>
C	Knowledge management and GESI-responsive MEL
C.I.1	<i>How do the environmental factors enable/disable the capacity of the partners to collect and analyze GESI-disaggregated and gender equality data, to monitor and to report on GESI-responsive programming, to develop knowledge products</i>
D	Effective partnerships and advocacy on promoting GESI considerations
D.I.1	<i>How do the environmental factors enable/disable the capacities of partners to develop partnerships and coalitions, and advocate for GESI? The impact of the partners on influencing reforms on policies and legislations regarding gender relations and social norms</i>

E	Leadership for GESI
E.I.1	<i>How do the environmental factors enable/disable the commitment and accountability of the partners to GESI and women's, youth's and marginalized group's leadership</i>
F	Gender Transformative Approaches for GESI
F.I.1	<i>How do the environmental factors enable/disable the capacities of partners to develop and share Gender Transformative Approaches (GTAs) and other innovative approaches and methods that empower women, youth and the marginalized groups?</i>
G	Inclusive scaling for agricultural innovations
G.I.1	<i>How do the environmental factors enable/disable the capacities of partners to inclusively scale agricultural and climate-smart innovation in agribusiness ecosystems?</i>
	Final / general questions
1	<i>Which type of partners/organizations are more affected by the environmental factors towards achieving a responsive agribusiness ecosystem? Why? [probe for research partners; development partners; private sector partner].</i>
2	<i>Which type of partners/organizations are more effective in influencing the governance and policy factors toward a GESI-responsive agribusiness ecosystem? [probe for research partners; development partners; private sector partner]. Please share examples of positive changes made by such partners.</i>
3	<i>What needs to be done to strengthen the influence of the enabling factors on GESI in agribusiness? How can disabling factors on GESI in agribusiness be mitigated?</i>
4	<i>Please tell me about any recent policy reforms or initiatives aimed at improving the regulatory environment and governance structures for GESI-responsive agribusiness in the country.</i>
	<i>What specific measures and initiatives has the government implemented to promote gender equality and social inclusion within the agribusiness sector? How does the government collaborate with non-governmental organizations, international agencies, and other stakeholders to address GESI issues in agribusiness?</i>
5	<i>What recommendations do you have for the GESI capacity development strategy in this country? What approaches would you use to develop the GESI capacities of agribusiness partners in this country?</i>
	<i>Which stakeholders should be involved in the process of GESI capacity development?</i>
6	<i>Is there any general comment or a question you would like to ask me in relation to what we have just discussed?</i>



Millicent L. Liani, IITA, Dar es Salaam, Tanzania, M.Liani@cgiar.org

Els Rijke, Independent Gender Consultant, Berlin, Germany, els@elsconsults.net

Edward Bikketi, Independent Gender Consultant, Nairobi, Kenya, edwardbikketi@gmail.com

Steven M. Cole, IITA, Dar es Salaam, Tanzania, S.Cole@cgiar.org

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