



Going Beyond Research

Theory and practice for taking action on gender and nutrition research

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an ACDI/VOCA affiliate

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The Impacting Gender and Nutrition through Innovative Technical Exchange in Agriculture (IGNITE) mechanism is a five-year investment to strengthen African institutions' ability to integrate nutrition and gender into their way of doing business and their agriculture interventions. IGNITE works with African agricultural institutions in Ethiopia, Nigeria, Burkina Faso, and Tanzania.

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Introduction

Research cannot make an impact if it is not shared with others. The traditional research process involves researchers generating data, conducting analyses, and providing their interpretations to stakeholders in technical reports or published articles. While this approach is appropriate in some fields and disciplines, there is evidence that it does not facilitate rapid adoption and implementation of new ideas. In the context of IGNITE, where the mission is to produce ‘decision-focused’ research that would empower agricultural institutions to increase: i) access and consumption of safe, affordable, and nutritious diets year-round; and ii) women’s empowerment in agriculture, it is important that our approach to sharing information leads directly to the implementation of the identified improved practices.

‘Going beyond research’ is an approach to generating and sharing information that recognizes the importance of a participatory, two-way dialogue between research teams and stakeholders. The approach has five activities and is inspired by the fields of implementation science¹ – which focuses not only on the effectiveness of an intervention, but also on the contextual factors leading to its uptake – and participatory research² – which focuses on involving stakeholders, particularly the participants and direct implementers of a program, in specific aspects of the evaluation process.



Photo: Winnie Osulah; Tanager team leads a training for local service providers in Nairobi, Kenya, in April 2023.

Interactions between researchers and stakeholders is at the heart of what IGNITE calls ‘going beyond research’. These researcher-stakeholder relationships are not always a focus of traditional implementation research,³ including in gender⁴ and nutrition.^{5,6} Even when these interactions are recognized,⁷ it is not always accompanied with concrete examples of how to facilitate the interactions.⁸ All five activities in IGNITE’s approach are distinct opportunities to bring multiple perspectives to the table and build stronger relationships between researchers and stakeholders. These individual activities are not novel and have been previously described in literature – for example, dissemination is a key component of implementation science,⁹ co-creation of ideas and stakeholder validation is a common feature of participatory research,² and education is an entire field in its own right. However, these activities are housed in different disciplines and not always discussed as complementary,

and rarely in the context of gender, nutrition, and agriculture. By combining all five activities into a single framework, this ‘going beyond research’ approach encourages both researchers and stakeholders to recognize the value of each activity, distinguish between activities, and develop a plan to combine them into a strategy to effect change.

This case study shares the theoretical framework that agricultural institutions can use to build these relationships and ‘go beyond’ with their research. It provides real-world examples of how agricultural institutions working with IGNITE have implemented activities to improve the impact of their gender and nutrition research.

Theory: Five activities for going beyond research

‘Going beyond research’ is a participatory process that occurs among multiple stakeholders involved in or impacted by that research. These stakeholders can include research teams, gender and nutrition experts, program teams, management teams, donors, participants, and external audiences like policymakers and like-minded organizations. Interactions between researchers and stakeholders is at the heart of all five activities in the approach. These activities include:



Generation

Identifying a context-specific knowledge gap that – if addressed – would lead to actionable gender and nutrition insights.



Validation

Sharing the interpretation of the data with diverse audiences and stakeholders, including participants, to ensure that this interpretation is complete and contextually appropriate. Feedback from validation sessions can be used to improve the interpretation of findings from the current study and improve the quality of future work.



Dissemination

Identifying the audience(s) who can use and act on the content and sharing it in an appropriate format. A single study could be relevant for a diverse set of audiences, including policymakers, program implementers, and program participants. It is necessary consider the audience’s level of literacy, numeracy, time availability, and geographic locations.



Education

Research often uncovers novel findings that have the potential to improve the way programs are delivered. Sharing information and training key staff and stakeholders in a systematic way is important to close knowledge gaps or promote behavior change.



Innovation

Coming up with specific, contextually relevant, and actionable next steps based on the research findings, along with a clear plan to deliver on these activities. This step can involve the co-creation of recommendations and can also feed back into idea generation by suggesting innovative ideas for new research.

There is no single way to ‘go beyond research’, but a strong plan will incorporate aspects of each of these five activities in a context-specific way. Each organization and study context will require a customized plan fit to its

own needs and resources. A strong plan will ensure that there is a two-way dialogue between researchers and stakeholders. As we will see in the following section, agricultural institutions working with IGNITE have all taken different approaches to implementing activities to suit their specific context.

Practice: How agricultural institutions have implemented the five activities

We interviewed fourteen representatives from IGNITE partner institutions, as well as four gender and nutrition experts from Tanager, to understand which of these activities have been undertaken. The objective of these interviews was to understand the scope of activities, their rationale, challenges faced, and lessons learned. In this section we share insights from agricultural institutions based in Ethiopia and Tanzania who are working with IGNITE – Sasakawa Africa Association (SAA), Digital Green, Silverlands, Tanzania Agricultural Development Bank (TADB), Heifer International, and Land O'Lakes Venture37.



Generation

The first step to going beyond research is ensuring research activities are designed to produce actionable insights. Research should fill a knowledge gap and provide insight on a previously unanswered question. Generation of useful research is an essential step towards mainstreaming gender and nutrition in institutions providing agricultural interventions. While the remainder of this case study focuses on best practices and lessons learned for disseminating and taking action on already completed research, it is worth mentioning the importance of generating useful research in the first place, and starting the cycle again once new ideas and knowledge gaps emerge.

The IGNITE team undertook a two-way, collaborative process of generating ideas for gender and nutrition research with agricultural institutions. Other organizations embarking on research could replicate these steps:

- Using data collected through internal monitoring to identify key gender and nutrition knowledge gaps
- Generating ideas based on upcoming needs and key decision points for management pertaining to the mainstreaming of gender and nutrition
- Holding a brainstorming workshop attended by gender and nutrition focal experts, program teams, management, and M&E teams
- Prioritizing ideas in a collaborative workshop attended by all relevant stakeholders, including gender and nutrition focal experts
- Hiring a credible research partner to design and implement the study if internal capacity is not available
- Drafting a detailed proposal, together with research partners, gender and nutrition focal people, and other stakeholders, outlining the objectives, methods, literature, limitations, risks, and budget

For example, when offered the opportunity to conduct research with IGNITE's learning partners (Laterite and 60 Decibels), Digital Green requested a focus on two specific value chains – wheat and dairy – that they identified as high-priority areas for women's engagement through a previous gender analysis. After identifying these two value chains of interest, IGNITE and Digital Green collaborated to identify key decision points for management (e.g., how to modify video-mediated extension training programming to be more gender sensitive) and held brainstorming sessions with various internal staff and donors. Once a long list of ideas was generated, IGNITE held a prioritization workshop to weigh the merits of each idea and select the most important to pursue first. This ultimately led to a detailed proposal and comprehensive review process for multiple studies to be conducted under IGNITE.

IGNITE Recommends:

1. Designing your study with gender and nutrition in mind

Generating evidence on gender and nutrition requires intentional study design choices from the outset. From a gender perspective, IGNITE has previously written about the importance of strategically designing research to include both women and men's voices – both adults and youth – as a vital first step to exploring gender in agriculture in any project. This includes forming a sampling strategy that is clear on how women will be involved, who within the household will be spoken with, how different household compositions (e.g., female-headed households) will be considered, and considering how the data is collected (e.g., limitations of phone surveys, gender of enumerator) as to not exclude women. From a nutrition perspective, similar considerations are needed, including the choice of indicator, whether it is at the individual level (e.g., minimum dietary diversity for women (MDD-W), Global Diet Quality Score (GDQS)) or at the household level (e.g., food consumption score). Having gender and nutrition experts or focal people involved in the research design process from the start is important for ensuring these considerations are made. Other important considerations include the comparisons that are being made in the study (e.g., comparing men and women; comparing adults and youth; comparing diets in different seasons). A credible research partner will be able to help you understand the tradeoffs involved in making these comparisons, and how the study should be designed (e.g., sampling strategy; methods) to generate the desired comparisons. Finally, it is important to consider from the outset how the envisioned study – once completed – might lead to changes in practice. Generate internal hypotheses early on and consider what concrete actions might be taken to improve gender and nutrition outcomes and close gaps.



Validation

For stakeholders to act on research, they need to accept the research as credible and contextually relevant. Validation activities ensure that local knowledge and perspectives are reflected in study findings. During validation activities, researchers share the data, preliminary findings, and preliminary recommendations with those who have direct knowledge of what is being studied. The primary goal of these validation activities is to elicit feedback from stakeholders and ensure that the data is being interpreted in a way that reflects the reality on the ground. In some cases, this may involve eliciting feedback directly from the participants themselves.

Research teams can bring powerful expertise to study design and data analysis. However, the distillation of data into findings and recommendations always includes some interpretation, and external research teams do not always have the full context to properly interpret the data. They can also be disconnected from the realities of program implementation and therefore may not be best placed to suggest feasible recommendations. As one interviewee highlighted, there may even be differences in buy-in from management when research is produced internally within the organization, e.g., by in-house M&E teams, as opposed to when research is commissioned externally from learning partners. Internally conducted assessments are seen as more likely to secure commitment from management that recommendations are taken into consideration, since these studies involve not only the technical team, but also country management teams. A validation exercise alleviates some of this worry, giving an opportunity for internal staff to provide feedback, so that findings are put into appropriate context and viewed as credible. Agricultural institutions working with IGNITE conducted validation in a variety of ways, and there are some key lessons to learn.

IGNITE Recommends:

2. Holding in-person validation workshops

Validation workshops are interactive, in-person meetings where members of the research team share the data, preliminary findings, and preliminary recommendations with key stakeholders and then elicit feedback on these findings. These interactive meetings can include stakeholders from both internal and external audiences. However, they should occur *before* dissemination activities to ensure that final disseminated materials are seen as relevant to the target audience. From a gender and nutrition perspective, ensure that there is representation of both women and men in this workshop, and that gender and nutrition focal people or experts are present in

the workshop to validate any technical elements of the findings. Consider the audience before the workshop and assess whether any participants may require additional training or sensitization to gender or nutrition concepts ahead of the workshop. If so, consider an additional training or sensitization exercise prior to the workshop to ensure that key concepts are understood.

A validation workshop was held by the Tanzania Inclusive Producer-Processor Partnership in dairy project (TI3P), implemented by Tanzania Agricultural Development Bank (TADB), Heifer International, and Land O'Lakes Venture³⁷. One month prior to disseminating the results of a gender and nutrition formative assessment, TI3P and IGNITE held a validation workshop. This one-day workshop was conducted in-person and included government officials, implementers, gender and nutrition experts from Tanager, and members of the research team. The workshop included brief presentations of findings, guided small-group activities, and full-team discussions. The participatory format allowed participants to ask questions, challenge the findings, and make suggestions for revisions. Collectively, these interactions created a higher level of engagement than simply circulating a preliminary report. Interview participants for this case study reported this step as being crucial in getting buy-in from government and other stakeholders before the finalization of the report. Digital Green also held a validation workshop for studies focused on the Ethiopian government extension system. Digital Green invited field coordinators and government representatives from partner organizations such as the Ministry of Agriculture, or the Institute for Agricultural Transformation, to a workshop where the findings of several studies on the dairy and wheat value chains were discussed. This workshop led to lively discussion on the merits and feasibility of the recommendations, highlighted gaps where the research fell short, and identified gaps where further research is required.

3. Validating directly with participants

Sometimes, the people who are best placed to validate and offer recommendations on a study are the participants who took part in the study in the first place. For Silverlands, an impact study on the effectiveness of field staff training showed improvements in numerous outcomes. Sharing these study findings directly with the field staff who participated in trainings helped to validate the findings, but also had a direct impact on morale. Staff reported feeling recognized for their work and appreciated hearing about the work being done in other parts of the country. It is important to note, however, that this activity may be logistically difficult if participants are in remote areas, are geographically dispersed, or lack access to the Internet.



Dissemination

Research is only useful when shared. All institutions we spoke with did some form of dissemination of their research, but the audiences and methods of dissemination varied, with some opting for internal audiences only, and others sharing widely with external stakeholders and participants. Interviewees for this case study mentioned dissemination occurs both within the organization, as research is shared with program teams and management, and externally with stakeholders such as partner organizations, donors, government, field staff or extension agents. Various approaches were used, including simply sharing the report over email, sharing on social media, virtual presentations by research partners, or in-person workshops and presentations. The IGNITE Research Summit¹⁰ also provided a convenient platform for many organizations to share their findings with a wider audience, including like-minded organizations.

IGNITE Recommends:

4. Disseminating widely, and in different formats

Share research widely and with as many relevant groups as needed. For any audience, the dissemination format should be tailored to the audience's preferred language, gender, level of literacy, numeracy, time availability, and geographic locations. Materials should also be tailored in terms of content, considering cultural norms related

to gender and nutrition which may influence how they are perceived. Sharing more is generally preferable to sharing less; but sharing is only impactful when the content is relevant and accessible to the audience, and when the audience is empowered to act on the findings. Agricultural institutions reported sharing findings in a variety of different formats, including the full technical report, short technical bulletins, blog posts, executive summaries, or PowerPoint presentations. Some also opted for more novel formats of dissemination such as videos, message cards, posters, or cartoons.

5. Holding an in-person dissemination workshop

Although agricultural institutions working with IGNITE used a wide range of dissemination formats, one approach stood out as being particularly effective: in-person dissemination workshops. Unlike validation workshops, which are intended to elicit feedback on preliminary findings and recommendations, dissemination workshops raise awareness of the validated information and facilitate the future development of a plan to use the findings and recommendations in practice. Several agricultural institutions hosted in-person workshops together with IGNITE support, with the intention of disseminating the findings of their research to both internal and external audiences. One excellent example comes from TI3P, where IGNITE and TADB hosted a 2-day in-person workshop in Dar es Salaam to disseminate the findings of the study. The workshop was attended by all three partner organizations on TI3P, government officials from the Ministry of Livestock & Fisheries and Tanzania Dairy Board, gender and nutrition experts from Tanager, an IGNITE local service provider, and the consultant who led the study. The agenda for the first day of the workshop focused on sharing the findings and recommendations of the formative assessment, discussing and debating them as a group, and reflecting on the implications for TI3P. The second day focused on action planning and is discussed more in the Innovation section. Interview participants for this case study appreciated this event as being effective and crucial in the formulation of clear next steps.

6. Ensuring workshop participants have basic prior knowledge of gender and nutrition concepts

Consider the audience before the workshop and assess whether any participants may require additional training or sensitization to gender or nutrition concepts ahead of the workshop. If so, consider an additional training or sensitization exercise prior to the workshop to ensure that key concepts are understood. Including both women and men in the workshop, as well as technical gender and nutrition experts, ensures that the findings are appropriately interpreted and contextualized.

IGNITE's practical tips for a successful dissemination workshop

- Limit the focus of the workshop to one study at a time.
- Limit attendance to a maximum of 30 people, preferably no more than 20. If you have a larger audience, it may be helpful to host multiple events rather than combining large groups of stakeholders.
- Ensure gender and/or nutrition experts, with knowledge of the local context, are present for any technical questions or aid in the interpretation of results
- Combine dissemination and innovation activities using a two-day agenda that ensures enough time for discussion and reflection.
- Focus the first dissemination workshop with internal stakeholders to give staff freedom to explore ideas without concern for the perception of outside actors.
- Invite those who will find the research relevant to their work, including management.
- By the end of the workshop, participants should:
 1. Understand the gender/nutrition research findings and recommendations;
 2. Reflect on how gender/nutrition findings relate to the implementation and outcomes of interventions
 3. Identify and prioritize key steps to increase gender and nutrition integration in their interventions and way of doing business

7. Allocating dedicated time and budget for dissemination activities in advance

Generating a range of dissemination materials for diverse sets of audiences takes time and resources. Building dissemination activities into the work plan and budget of study from the start helps ensure that research partners and key stakeholders are well-resourced and on-board for these activities. Setting these expectations in advance leads to a smoother process and holds stakeholders accountable, ensuring these activities are not overlooked. Preparation for an in-person workshop is extensive, both from a time and financial perspective. It includes scheduling for the 20-30 participants, the cost of travel, hiring a venue, among other factors. Starting to plan for dissemination activities as soon as possible helps ensure a smooth transition from the end of the research phase into the dissemination and action planning phase.



Education

Behavior change starts with creating awareness. Research does not just uncover gaps in the literature – it can also uncover gaps in the knowledge or abilities of key program participants. In these cases, it is often not enough to simply share the findings; it may be important to also educate staff or the community to incite change. This is particularly true when dealing with the themes of gender and nutrition, which are embedded in cultural norms and longstanding traditions.

IGNITE Recommends:

8. Training the trainers

In agricultural programs, households are often reached through field staff (e.g., government extension officers, village-based advisors, marketing staff) who share knowledge with farmers or train them on specific practices. Because these individuals play a critical role in program delivery, it is imperative to continuously train them to ensure that they are sensitive to key concepts in gender and nutrition, and can pass on their knowledge to farmers.

Silverlands is a supplier in the poultry value chain providing day-old Sasso¹¹ chicks to farmers in Tanzania. Tanager conducted a training with Silverlands field marketers on how Sasso chickens can improve gender and nutrition outcomes as well as increase household income. A subsequent impact survey conducted by Tanager observed increases in the number of households who raised chickens, joint decision-making within households, consumption of chicken and eggs, and allocation of poultry income to buy other nutritious foods. Silverlands credits this training with leading to increased sales of Sasso chicks and more qualitative benefits, like improved public speaking skills for field staff. Another institution working with IGNITE, Sasakawa Africa Association (SAA), delivers its programming through the Ethiopian extension system's development agents (DAs). Sasakawa used information from a nutrition assessment conducted in Nigeria and Ethiopia to shape their nutrition messaging. They collaborated with IGNITE staff to develop a nutrition training manual for extension agents who could then go on to train farmers directly on nutrition. Additionally, other IGNITE studies with SAA highlighted the gaps in development agents' knowledge on gender, and SAA is working to make trainings more gender-responsive.

Training field staff can come with challenges. Digital Green staff highlighted the logistical difficulty and expense of disseminating additional information to DAs and frontline workers as Digital Green works with approximately 7,000 DAs across Ethiopia. Furthermore, since DAs are responsible for implementing any changes to the extension training curriculum, some of them see this layer of additional planning and adaptation as a burden on their already heavy workload, and at times hesitate to follow through with the proposed changes. Mitigating this challenge requires close collaboration and follow up from the institution and subject matter specialists at the regional level, as well as allocating adequate resources for training extension agents.

9. Engaging in societal norms related to gender and nutrition

Households and individuals are embedded in a broader community. For programs to impact gender and nutrition outcomes, the community must understand and accept the recommendations being implemented. Having community buy-in is imperative, especially when dealing with sensitive themes – like gender or nutrition – that challenge societal norms. Silverlands, together with IGNITE, has initiated numerous community sensitization campaigns in the areas where they work in an effort to educate communities on the financial and nutritional benefits of raising and/or consuming Sasso chicks, and challenge misconceptions around the consumption of eggs for women. This campaign has involved several modalities of community-facing content including large message cards, posters, and the production of cartoon videos which are shown on a big screen at a public mobile video center. Through these channels, Silverlands creates community awareness and buy-in for their product and can increase their reach.

Changing behaviors in a community is extremely difficult especially when those behaviors are embedded in cultural norms. Having a coherent strategy for how this change will happen can be a great first step to inform education activities. Be structured in your process and build an actionable strategy that is: A) rooted in the findings of your research; B) guided by gender and/or nutrition experts; and C) guided by people who are embedded in the local context and norms. Several agricultural institutions working with IGNITE are in the process of developing their own social behavior change (SBC) strategies which are informed by the findings of their gender and nutrition research.

8. Deliver education materials in a gender-sensitive manner

Women and men within a community likely have different levels of access to information, levels of education, and gender roles and responsibilities, which can influence if and how an educational message is received. These factors need to be considered when developing a campaign, together with gender experts with knowledge of the local context. For Digital Green, who is educating dairy farmers on best practices in Ethiopia, a novel approach was piloted using interactive voice response (IVR) messages. The recipient of the message, usually the owner of the phone and more often a man, was asked to play the message on the speakerphone for others in their household (women) to also hear. This approach was intended to increase access to information for women in the household, as it was noted that messages were not commonly shared. This approach itself became the topic of two studies under IGNITE to evaluate the effectiveness of this gender-sensitive approach.



Innovation

Research is only useful when real change happens in its wake. The final – and arguably most important – activity is to take action and innovate in response to the findings of research. Innovation can take many forms including programmatic changes, shifts in gender or nutrition strategies or policies, changes in personnel or resource allocation, or conducting further research. Several agricultural institutions working with IGNITE are in the middle of this process, while others are at the start of their innovation journey.

For example, since starting work with IGNITE, Digital Green has used the findings from the gender analysis to design a systemic gender action plan to reach women. This plan included creating women-only extension groups and recruiting extension group members from existing women development groups and self-help groups. Ultimately, this innovative idea led to the successful registration of over 100,000 women farmers. The findings from another of IGNITE's studies helped shed light on intra-household decision-making dynamics; consequently, Digital Green tailored their video content to explicitly demonstrate the importance of joint decision-making in wheat farming. The research also led to operational innovations. After research highlighted that farmers struggled with being able to see and hear videos properly, Digital Green facilitated access to portable whiteboard screens and external speakers for PICO projectors. For Sasakawa, IGNITE research helped further mainstream

gender and nutrition into their strategic plan beyond just collecting sex-disaggregated data. Research highlighted the importance of calendar planning and food diversity to accommodate the production calendars of different crops farmers grow in the study areas. Correspondingly, corrective actions were taken to improve Sasakawa's training curriculum. For TADB, taking action involved hiring new personnel. A gender and nutrition focal person was recently onboarded in response to findings from the gender formative assessment to help implement recommendations and be a champion for gender and nutrition across the organization.

IGNITE Recommends:

10. Co-creating gender and nutrition recommendations

Research should culminate in recommendations which can be utilized to achieve a desired result. Research teams or learning partners can come up with these recommendations but often lack crucial context that determines what is feasible or not. For this reason, co-creating recommendations between research teams, gender and nutrition experts, program teams, management, donors, and other stakeholders is a great way to ensure action can be taken. It also promotes ownership of the recommendations as stakeholders have been involved in their creation. This co-creating activity can happen as part of a validation or dissemination workshop, or separately as its own standalone process. It is helpful to start with a first draft of recommendations from a research partner, and validated by gender and/or nutrition experts, so that the group has something to react to, rather than starting from scratch. For TI3P partners, having an opportunity to adapt, modify, and prioritize recommendations based on what was feasible was a crucial aspect of their research process.

11. Creating an action plan

Once the key recommendations are identified, the best way to promote innovation is to create a structured action plan. This involves designing specific tasks, assigning responsibility to specific people, creating timelines, and monitoring progress regularly. For agricultural institutions working with IGNITE, action planning often took place during the second day of a dissemination workshop. For TI3P partners, this action plan had distinct activities based on recommendations (e.g., "Identify champions for gender and nutrition"), each with timelines and a staff member delegated to lead. In our interviews, TI3P partners noted action planning as the most important part of the research process.

12. Identifying champions for gender and nutrition innovation

A final crucial element of the Innovation activity is to identify innovation champions. For organizations seeking to mainstream gender and nutrition, a champion may come in the form of an internal focal person for gender or nutrition. At TADB, the recent hiring of a gender and nutrition focal person was in and of itself an institutional innovation to promote gender and nutrition integration in the TI3P project. It also ensured that there would be a dedicated champion who can guarantee accountability and progress as future innovations are implemented. In other cases, high-level stakeholders such as managers, donors, or government officials can become champions. For example, Silverlands undertook advocacy training on how to better engage and get buy-in from the government on their work. In this way, Silverlands is creating external champions for its work at the highest levels.

Conclusion

Conducting research is an ongoing process of learning, sharing, and innovating. Impact is only achieved when concrete action is taken based on the findings of the study. Organizations studying the effectiveness of gender and nutrition programs in agriculture should consider five activities to 'go beyond' with their research:

1. **Generation** – identify and fill a knowledge gap with actionable insights
2. **Validation** – confirm your data and findings with those who know the context best
3. **Dissemination** – share your findings with the right audience and in the right format
4. **Education** – sensitize those closest to the community to cascade findings and prevent obstacles
5. **Innovation** – change the way things are done based on the findings

- ¹ Bauer & Kirchner. (2020). Implementation science: What is it and why should I care? Psychiatry Research, Volume 283, <https://doi.org/10.1016/j.psychres.2019.04.025>
- ² Guijt, I. (2014). Participatory Approaches, Methodological Briefs: Impact Evaluation 5, UNICEF Office of Research, Florence. https://www.participatorymethods.org/sites/participatorymethods.org/files/Participatory_Approaches_ENG%20Irene%20Guijt.pdf
- ³ Damschroder et al., (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. Implementation Sci 4, 50. <https://doi.org/10.1186/1748-5908-4-50>
- ⁴ Tannenbaum et al. (2016). Why sex and gender matter in implementation research. BMC Med Res Methodol 16, 145. <https://doi.org/10.1186/s12874-016-0247-7>
- ⁵ Menon et al. (2014). Strengthening implementation and utilization of nutrition interventions through research: a framework and research agenda. Ann. N.Y. Acad. Sci., 1332: 39-59. <https://doi.org/10.1111/nyas.12447>
- ⁶ Sarma et al.. (2021). Developing a conceptual framework for implementation science to evaluate a nutrition intervention scaled-up in a real-world setting. Public Health Nutrition, 24(S1), S7-S22. <https://doi.org/10.1017/S1368980019004415>
- ⁷ Perry & Elwy. (2021). The Role of Implementation Science in Reducing Sexual and Gender Minority Mental Health Disparities. LGBT Health. Apr 2021.169-172. <http://doi.org/10.1089/lgbt.2020.0379>
- ⁸ Tumilowicz et al. (2019). Implementation Science in Nutrition: Concepts and Frameworks for an Emerging Field of Science and Practice, Current Developments in Nutrition, Volume 3, Issue 3, <https://doi.org/10.1093/cdn/nzy080>.
- ⁹ Baumann et al. (2022). A scoping review of frameworks in empirical studies and a review of dissemination frameworks. Implementation Sci 17, 53 (2022). <https://doi.org/10.1186/s13012-022-01225-4>
- ¹⁰ In January 2023, IGNITE organized a research summit in Nairobi to share findings and evidence from 16 studies conducted jointly with six partner agricultural institutions. The motivation for the summit was “moving research to action.” Learn more about the summit [here](#).
- ¹¹ Learn more about Sasso chicks here: <https://www.silverlandstanzania.net/sasso>

This case study was written by John DiGiacomo, Ioana Lungu, and Dr. Dale Barnhart at Laterite.

Lessons learned and examples in this case study are derived from interviews with 14 representatives from IGNITE partner institutions, including Sasakawa Africa Association, Silverlands, Digital Green, Tanzania Agricultural Development Bank (TADB), Heifer International, and Land O'Lakes Venture37. Additional interviews were conducted with four gender and nutrition experts at Tanager who work closely with these organizations. IGNITE would like to sincerely thank all participants for their time and contributions to this case study.

IGNITE Partners

Tanager, an ACDI/VOCA affiliate, is an international non-profit that brings people together at the table, on the ground, and across supply chains to co-create economic and social opportunities that change lives. Working closely with our partners, we align interests to expand market access and unlock the full potential of shared market opportunities that result in reliable supply chains, stable incomes, healthy families, and resilient communities.

Laterite is a data, research, and analytics firm dedicated to providing research services for social impact. We provide technical advice on the design and implementation of research projects, development interventions, and socio-economic policies. We strive to deliver impactful research that helps decision-makers find solutions to complex development problems.

60 Decibels is a tech-enabled social impact measurement and customer intelligence company, spun out of Acumen. We make it easy for companies and organizations to listen to the people who matter most. Using our Lean Data approach, we collect social impact and customer feedback data through phone surveys and other methods.

