



Advisory report

Incorporating motivational factors into agricultural training programmes for farmers in Sub-Saharan Africa

100
WEEKS

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TABLE OF CONTENTS

INTRODUCTION

P. 1

AGENCY AND MOTIVATION

P. 2

Page 4

CONTINUE



REPETITION WITHIN TRAININGS

SUPPORT TRAININGS WITH FINANCIAL SUPPORT

VSLA

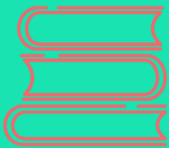
PERSONAL GUIDANCE

DATA DRIVEN APPROACH



Page 5 - 10

BUILD



ACADEMIC FOUNDATION

P. 5.

P. 9

FUNDAMENTAL DEBATES

- Financial transfer
- Selection



P. 5

P. 6

MONITORING & EVALUATION

- Context specificity
- Experience by trainers
- Impact assessment
- Internal processes



FLIP THE COIN

- Positionality
- Take stock
- Context-specificity
- Co-creation
- Facilitate knowledge sharing
- Demonstration & trialling



Page 11 - 13

EXPAND

NETWORK

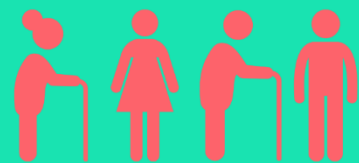
P. 11



SPLIT UP FOR SCALABILITY

- Gender
- Age

P. 11



COACHES AS OPPORTUNITY

P. 12

INCLUDE THE ILLITERATE

P. 13



Introduction

As part of a broader project of the Wageningen University and Research (WUR) Science shop, this ACT group has been asked to analyse the training curriculum as provided by the Non-Governmental Organisation (NGO) 100WEEKS. The current programme targets women in extreme poverty by providing them with weekly cash transfers in the amount of 8 euros. These cash transfers are complemented by a series of 100 trainings over the course of 100WEEKS. Recently, 100WEEKS has been exploring opportunities to expand their training model to include a more specific focus on agricultural practices. Within this context, 100WEEKS is looking to proactively stimulate farmers to attend trainings and adopt practices learned. In order to deliver academic consultancy on this topic, the following research question has been drawn up: *How can farmers in Sub-Saharan Africa be motivated to adopt agricultural practices to improve their livelihoods through trainings?*

As 100WEEKS is looking to more proactively motivate their trainees to adopt and implement the practices learned in the 100WEEKS program, the Academic Consultancy Training (ACT) research team has conducted research on intrinsic and extrinsic motivational factors in the context of Sub-Saharan African countries (hereinafter SSA). This research has been based on a conceptual framework as shown in figure 1. Ultimately, a concise research report has been drafted to outline the findings of the research that has been conducted. In order to support and link the findings on motivation to reality, culture- and gender-sensitivity, as well as educational theories and training development approaches have been researched. The findings have been obtained through a combination of literature research as well as a series of interviews between the dates of October 25, 2021, and December 6, 2021.

After providing a short overview of the main research findings, this report highlights various practices for which 100WEEKS can be commended as well as several recommendations and suggestion on how to build on these existing practices and expand into new roles and practices.

Agency and motivation

The following section outlines the main conclusions of the research conducted, after which advisory recommendations and suggestions will be offered. For a more in-depth overview of the research results, we refer to the chapters of the research report.

[Chapter 1: Intrinsic motivation](#)

The objective of this research was to broaden knowledge on how farmers in SSA can be motivated to adopt agricultural practices that improve their livelihoods. Our results suggest that from an intrinsic motivation perspective, autonomy and control over own learning is found to be very important. When there is focus on farmer's own knowledge and capacities, motivation to act will follow. In addition, farmer-to-farmer learning plays an important role in this. When farmers listen to experiences from other farmers and see the results from different practices, they will be motivated to adopt these practices themselves.

[Chapter 2: Extrinsic motivation](#)

Besides intrinsic motivation, extrinsic motivational factors such as social environment and financial incentives are found to have an influence on motivation. Especially, the motivation of farmers to participate in trainings for the sake of their community is meaningful. Literature and experts have different opinions on offering monetary incentives and the conditionality of money being given in combination with a training. The opinions on linking cash flows to participation in a training program are mostly negative, but there is also a nuance. When offering money, awareness should be given to the criteria and the explanation of financial incentives, in order to have a positive impact. Only then monetary awards can be an addition to intrinsic motivation. Based on these findings, some suggestions (for further discussion) will be outlined within the rest of this report.

[Chapter 3: Bridge between intrinsic and extrinsic motivation](#)

Both intrinsic and extrinsic motivational factors are important to recognize when developing training curricula. Linking extrinsic and intrinsic motivation, it was found that intrinsically motivated farmers require less extrinsic motivational factors. Even more, in some cases it is possible that extrinsic motivation can undermine intrinsic motivation. Therefore, most attention should be given to intrinsic motivational factors when developing training programs. This will be elaborated on later in the report within the section on framing.

[Chapter 4: Cultural sensitivity & gender roles](#)

Besides motivational factors, the local context, culture and situational circumstances play a role in an effective training environment as well. Especially gender roles were found to be of influence on training groups and (amount of) input given by the trainees. Furthermore, within the farmer's own reality, it emerged that motivation to participate is dependent on feasibility within their personal situation, considering among other things, costs, work and childcare.

[Chapter 5: Education theories & training development](#)

Finally, it appeared that these motivational factors can be stimulated by different training designs, among which participatory learning, farmer-to-farmer learning, transformative learning and co-creation. Essential in all these training designs is the agency of farmers to decide upon their own goals and learning process, which is found to be motivational according to the Self Determination Theory (SDT) (see Conceptual framework of the research report).

Chapter 6: Case study

The last chapter summarizes the answers that were given by both trainees and coaches in focus groups. They answered how they got to know 100WEEKS and why they decided to participate in the training. Also, recommendations by both the trainees and coaches were given to improve the current program. It would be appreciated if 100WEEKS would facilitate agricultural materials instead of (only) cash transfer. Moreover, there should be more room for interaction between training groups. Resilience training should be included and for the budget training, the level of the trainees should be taken into account more. Overall, both the trainees and coaches are very content with the training and would recommend it to others.

In conclusion, it was found that all elements of the SDT (as outlined in Figure 1) are important to consider when designing an agricultural training program. Intrinsic and extrinsic motivational factors both play a role in the extent to which agricultural practices learned within a training program are adopted and implemented by the trainees. In addition to the SDT, knowledge about situational circumstances such as culture, gender roles and local context are essential in understanding the real world of the farmer. Mapping out these variables provides a true understanding of the given context, creating pathways towards advanced international development practices that depart from local, pre-existing knowledge systems. Trainings given by external (western) NGOs can be seen as a complementary tool to facilitate practices, rather than provide knowledge. These various variables have been taken into consideration as an academic foundation for the rest of this report, offering recommendations and suggestions.

Recommendations and suggestions

The following sections of the report outline various recommendations and suggestions offered to 100WEEKS on how to more proactively motivate their trainees to adopt and implement practices learned within the 100WEEKS training program. First, 100WEEKS must be complimented on several of their unique practices as an NGO operating in an international development context. These practices form a solid foundation on which to build current practices further and expand towards new practices to enhance the entire 100WEEKS program; ultimately serving the purpose of supporting the women/farmers in their journey to lift themselves out of poverty.

Continue

Build

Expand



I. Continue

Against the benchmark set by the research that has been conducted through literature review and interviews, 100WEEKS must be commended for several of their unique practices in which they distinguish themselves as an NGO. These must be highlighted as they can be used as a solid foundation to build on.

With regards to the training, certain concepts must be highlighted. First, the repetitive character of the trainings. Within trainings, the built-in repetition enables trainees to reflect on lessons learned and refresh knowledge learned, enhancing likelihood of implementation. The combination of trainings and financial support of the trainees is another such concept, as both complement each other and may allow a trainee to lift him-/herself out of the vicious cycle of poverty. The support of house visits allows for flexibility, personal guidance and coaching throughout the 100 weeks. The collaboration with local partners to undertake these activities could be more emphasised as this encourages local agency and sustainability of the project.

Sustainability of the work done by 100WEEKS is already ensured through the set-up of Village Savings and Loan Associations (VSLA) – small groups of women that together form a savings fund that can be used for investments to be made by one or more of these women. This provides trainees with a durable source of funding and offers access to long-term perspectives, goals and opportunities. Literary sources, experts interviewed, and participants interviewed in the Focus Group Discussion have stressed the importance of such a sustainability aspect and a path toward independency from the NGO who is providing trainings and/or funds.

Finally, 100WEEKS must be complimented for their data-driven approach. At the start of each 100 weeks, a baseline interview is conducted in which in-depth data is collected about the participants such as livelihood approaches, family dynamics and psychological well-being. Throughout the 100 weeks, progress on each of these indicators is tracked in order to observe any changes that might be the result of the 100WEEKS programme.

All-in all, these practices should be continued and offer a solid base for the rest of this report, which aims to outline how these practices can be optimised as well as (potentially) expanded.

II. Build



Academic foundation

As the field of international development is rapidly changing and influenced by various fundamental debates about ethics and positionality of western NGOs towards their target groups in developing countries, it is in 100WEEKS' best interest to use an academic foundation for the choices to be made. Choices in for example what training development approach to use, what development directions to take a stance for, what the best way would be to prevent a clash between different knowledge (transferral) systems, and what methods can be used to adapt to the local context. This report recommends for 100WEEKS to regularly read up on the latest international development publications as well as set up a sounding board against which ideas can be tested and challenged for ethical justification before they are implemented abroad. In order to develop such a sounding board, refer to the International Development Studies Departments of Wageningen University, Utrecht University and the University of Amsterdam.

Some publications to subscribe to for critical reflection and the latest publications on international development are:

- [OneWorld](#)
- [The Journal of International Development](#)
- [Trends and Progress in International Development Cooperation as by the United Nations](#)
- [Perspectives on Global Development by the Organisation for Economic Co-operation and Development](#)



Fundamental debates

Financial transfers

Through both literature and in-depth interviews, a fundamental debate within the field of international development was highlighted. As this debate touches upon the core beliefs and practices of 100WEEKS, it is presented within this report to raise awareness on both sides of this debate and offer food for discussion and reflection within 100WEEKS.

The core of the debate revolves around the concept of conditionality. This is a contested issue, proposing the question: is it ethically justifiable to link the receipt of cash transfers to the attendance of trainings? Several literary sources and experts have highly emphasised the fact that conditionality may undermine agency and intrinsic motivation, as one motivational factor (in this case cash transfers) may be the only reason for many to undertake an action (in this case the training). It is argued that this correlation of conditionality may ultimately (ethically) pollute motivation (see [chapter 2.2](#) in research report).

Opponents in the debate, however, argue that while conditionality may not be ethically justifiable (letting cash transfers depend on training attendance), some level of accountability is still required. These literary sources and experts argue that accountability is required to avoid the concept of 'free money' and stimulate recipients towards long-term (investment) thinking (see [chapter 2.3](#) in research report).

Therefore, ultimately, this report recommends discussion and reflection within 100WEEKS about the conditionality-accountability debate and potentially consider other forms of accountability towards the cash transfer, letting training attendance depend mostly on intrinsic motivation (which may be stimulated through the co-creation of trainings, as will be elaborated on below).

This touches further upon the topic of framing towards the trainees. As outlined in chapters [1](#), [2](#) and [3](#) of the research report, providing strong extrinsic motivational factors (such as cash transfers) come with the risk of undermining intrinsic motivation. Therefore, this report suggests that in the framing of the training during recruitment and selection processes, 100WEEKS focusses on the training aspect – therefore calling upon the intrinsic motivation of the farmers. Within the context of this research, several experts have suggested to not mention the cash transfers during the recruitment process and/or to introduce cash supplements at a later stage in the training as to allow trainees to first focus on their needs and (entrepreneurial) goals, which can then later be financially supported.

Selection

Another topic of discussion that has been highlighted in literary sources as well as by experts is the selection process of participants for trainings given. Various experts have highlighted the high risk of favouritism if western NGOs make use of a local partner to select trainees for the program. Additionally, experts call for caution on potential envy created within a village context between those who are selected to partake in trainings and those who are not. With the context of this discussion, the difficulties on developing a 'waterproof system' are repeatedly highlighted. In order to address these selection risks, several literary resources point to the various profiles of adopters within a given context: pioneers, followers and late adopters. This theory builds on the concept that within each given group, there are always a few natural leaders (pioneers) who can prove to be a strong source of motivation for their surroundings (followers and late adopters) (see chapter [3.3](#) and [5.1](#) in research report).

100WEEKS may consider adopting multiple recruitment methods to avoid favouritism (e.g., asking other external parties to join the selection process or include open self-selection recruitment processes in which information about the training is given to an entire village and those who are motivated can sign up). Additionally, natural leaders could be identified – e.g., through opening positions with responsibilities for which trainees can sign up, such as management of demo-plots, or through having trainees argue their need for the training and/or money before they enter the training. The [16personalities test](#) may also prove to be of value to easily identify 'explorers' (natural leaders/pioneers). These could also be the first farmers to visit in the process of knowledge sharing (see below in point 4 of 'Flip the coin').



Flip the coin

The academic findings as outlined in the concise research report have highlighted contemporary debates within the field of international development about ethics of development work. These discussions generally point towards the question to what extent it is ethically justifiable to apply Western knowledge (transferral) systems, norms and values on other cultural contexts. As a result of this debate, several considerations have been put forward by academics to warrant this ethic responsibility as a Western non-profit organisation working abroad. The following section outlines the main suggestions given.

1. Positionality

Academic literature and experts in the field highlight the importance of positionality of an NGO towards the people they collaborate with. Positionality essentially focuses on the power dynamics/differences (between an NGO and participants of its program). A common pitfall that has been highlighted is that fact that many NGOs in general (sub)consciously refer to/see and treat their trainees as beneficiaries who lack both knowledge and agency. This highly influences the way in which trainees are treated as well as how they are portrayed towards the outside world in order to obtain funding. This fundamentally determines the entire purpose and way of working of an organisation (see chapter 4.1 and 5.1 in research report).

To help NGOs reflect on their positionality, the Humanitarian Communication platform offers yearly examples through their nomination of the 'vlieg in het oog award' (showing a harmful approach within international development work) and the 'hoogvliegers award' (offering an empowering example). The examples above outline the extremes of two approaches in positionality where one clearly portrays their program participants as victimised beneficiaries with very little agency and power, and the other very explicitly portrays their program participants as entrepreneurs, highlighting their agency. These videos can be used as a source of inspiration for 100WEEKS to develop their own positionality statement on how they strive to portray their trainees, within the organisation and towards their donors.

2. Take stock

Academic literature sources as well as experts in the field suggest that once this foundation has been laid down, treating trainees as entrepreneurs will inevitably influence ways of collaboration. It must be stressed that ethically justifiable international development work requires a bottom-up co-creative approach which starts with the process of stock taking of already present (traditional) knowledge systems and practices. Academics warn for pre-conceived assumptions of what is needed in the field and suggest that in any given context a thorough needs assessment needs to be taken, as well as stock-taking of already present (traditional) practices, local relational dynamics and knowledge systems (see chapter 5 in research report). Two examples of stools/methods that can be used as a framework for this process are Participatory Rural Appraisal and the Integrated Farm Planning (PIP) approach (see chapter 1.3 in research report).

3. Context-specific co-creation

As agricultural knowledge and skill gaps ultimately differ per given context, it is recommended that (parts of given) trainings are therefore made context-specific, always departing from a co-creative approach (see [chapter 5.5](#) in research report). Practically, this means that trainings are to complement already existing agricultural knowledge systems and practices as well as meet the needs and wants of the local community. Ultimately, this approach serves to honour local social systems as legitimate knowledge (transferral) systems and not risk uprooting these through imposing western norms, values, agricultural knowledge systems and practices. In order to develop context-specific, co-created trainings, local dynamics and practices need to be mapped out, after which some sort of group/committee of both the NGO and the local community create the framework and content of the training. It is important that diversity in age, gender

and culture/nationality are ensured (see [chapter 4](#) in research report). Therefore, this report recommends involving more (local) people in the training development process and stresses the importance of developing a unique training for each of the countries in which 100WEEKS operates accordingly.

Various experts have stressed the importance of inclusivity in training development, highlighting the importance of also informing those who will eventually not partake in the training. Being aware of gender dynamics within SSA cultures shows a strong correlation between women's activities and their husband's approval to partake in these activities (see [chapter 4.3](#) in research report). Expert experiences in the field and debates within the literature point towards the risk of sudden training implementations causing unrest and envy within smaller village contexts. In order to avoid this, it is important that all important stakeholders that may influence the trainee's decision-making (and are not directly involved in the training) are informed about the importance, content and eventual results of the training. In order to map out these influential actors, [stakeholder mapping](#) may be used as a tool (see [chapter 5.4](#) in research report).

4. **Facilitate cross-pollination of agricultural knowledge and practices**

In co-creating such agricultural trainings, experts within the field of international development studies have suggested that the most effective (ethically responsible) manner of training development by western NGOs provides the trainees with soft skills (such as leadership, self-empowerment, entrepreneurial skills, etc.) and focusses on gathering local agricultural knowledge and practices (by local experts) in a transferable training that can be spread over a wider area, complimented by any western agricultural knowledge and practices that might be lacking (see [chapter 5](#) in research report).

The research has shown that in many SSA rural areas, agricultural knowledge and practices often do not travel further than five kilometres, therefore often not reaching other villages (see [chapter 5.4](#) in research report). This report suggests that 100WEEKS may optimise its programs through maintaining a uniform soft skill training program and adding on to this a unique agricultural training component according to each new context/country. For the latter part, this report recommends 100WEEKS to collect agricultural knowledge and practices over a larger area in one country (with the help of local experts and knowledge institutions) and spread this among villages to ensure cross-pollination of this agricultural knowledge and practices; rather than creating a uniform agricultural training component that (according to experts interviewed) may prove to be so general that it is difficult for farmers to adopt in each given context.

Cross-pollination activities could be further enhanced by facilitating trips for farmers and coaches to other farms/villages/rural areas to learn from each other. This desire has also been expressed by several women who took part of the focus group discussions that were conducted within the context of this research (see [chapter 6](#) in research report). Any knowledge gaps present after this process can then be addressed through trainings including knowledge from both, local and western agricultural partners and experts. The [Toolkit on knowledge sharing and methods](#) as developed by KnowledgeSharing may be used to facilitate this process. Furthermore, 100WEEKS could look more specifically at [farmer-to-farmer-extension practices](#) for inspiration. An example of its effectiveness in a Ugandan context can be found [here](#).

5. Demonstration and trialling

Finally, as the concise research report has outlined, demo-farming and trialling on communal grounds have proven to significantly lower barriers experienced by farmers for the adoption of practices learned within the trainings (see [chapter 5.4](#) in research report). As seeing is believing, especially for farmer-entrepreneurs, this report recommends for 100WEEKS to (actively acquire funds to) ensure demo-plots or potentially partner up with commercial value chains that are present within the local area. This serves the purpose of creating a space for trial and error, without risking the livelihoods of the farmers directly. Additionally, as various experts have emphasised the importance of communal relations and connections within SSA cultures, demo-plots and trialling grounds may augment community engagement and increase the likelihood of adoption of practices (see chapter [4.3](#) in research report).



Monitoring and evaluation

Building on the already present data-driven approach of 100WEEKS, this report recommends deepening monitoring and evaluation practices by monitoring and evaluating:

- **What context-specific content trainees need**
 - Rather than making trainings in advance, this report advises to allow for flexibility and adaptability by asking and monitoring what agricultural knowledge, skills and tools trainees feel they are lacking and adapting the training accordingly. This means regularly evaluating whether the foreseen training programme really meets the needs of the trainees within their own context (see [chapter 1.4](#) in research report). In order to conduct a needs assessment in each new context 100WEEKS enters requires a template. In order to do so this report points to several tools for inspiration:
 - [Training needs analysis](#)
 - [How to conduct a training needs analysis: A template and example](#)
 - [Training needs analysis in 8 steps](#)
 - [Reactive TNA vs. Proactive TNA](#)
 - [Needs assessment and risk analysis tool by the European council of Civil Protection and Humanitarian Aid Operations](#)
- **How the training process is experienced by the trainees**
 - Besides the already existing in-depth data collection on the lives of the trainees, this report advises to evaluate how the training is experienced by the trainees as well (see [chapter 5.5](#) in research report). Currently the mid-term evaluations include the question: “Why do(n't) you benefit from the training?”, yet, more often than not, no answer to this question is given. Therefore, this report advises that a feedback form be made that evaluates the following indicators:
 - How the given content of the training has been experienced (e.g., 1-2 points you have learned so far -> and how these can be applied in the future)
 - How the contact with the coach has been experienced

- How the group process has been experienced
- What further content a trainee would like to learn about
- What a trainee might further need from a coach
- What a trainee would like to learn from other experts
- What a trainee could contribute (in agricultural knowledge, tools/materials, network, etc.)
- A general tip and top of the program

In order to obtain answers as truthful as possible, it is key that anonymity of the trainees is ensured. Providing a written feedback form (for those who are literate) may help emphasise anonymity towards the trainees as well. The research conducted has shown that a combination quantitative research (e.g., in the form of a survey) and qualitative research (e.g., in the form of Focus Group Discussions and/or house visits) are effective in obtaining both, general and more in-depth information (see [chapter 6](#) in research report).

- **The impact of the 100WEEKS programme on the context**

- As 100WEEKS aims to be a life-changing programme for its trainees, it is important to be mindful of the impact that the programme has on the larger context (see [chapter 5.5](#) in research report). Within the field of international development, ethical responsibility is a highly discussed topic. It is important to be aware of the fact that topics such as family planning, empowerment, etc. within the 100WEEKS programme may affect marital relations as well as dynamics within a village (between trainees and people who have not had the training). Therefore, this report recommends that a [context-map](#) and/or [stakeholder map](#) is drafted before the launch of a 100WEEKS program in each new context and is maintained and adapted accordingly throughout the training. It must be noted that these tools can be used as a foundation/inspiration but are to be adapted according to the 100WEEKS programme. In this manner, 100WEEKS can manage potential unrest or disturbance of village dynamics as a result of the programme accordingly. Several context indicators to be mapped out may be:

- National/regional/local political dynamics
- Local (village) dynamics according to age
- Local (village) dynamics according to gender
- Local financial infrastructures (e.g. money lenders)
- Local agricultural practices
- Local knowledge transfer systems & levels of (il)literacy
- Other stakeholders (e.g. governmental influence, other NGOS (performing similar activities), etc.)

Another tool that can be looked at/used is the [Participatory Assessment of development](#) by [PADev](#).

III. Expand



Network

Based on the findings as outlined in the research report, co-creative processes and local rootedness have been emphasised (see chapter 4 and 5 in research report). Therefore, this report recommends expanding current practices by further engaging with local experts, (knowledge) institutions, corporations and perhaps other NGOs operating in the same area. Doing so would serve several purposes. First, as has been outlined above, it would help 100WEEKS to take stock of local agricultural knowledge (transferral) systems so that the 100WEEKS program can most optimally compliment already present knowledge and practices. Furthermore, as has been outlined within [chapter 2](#) on extrinsic motivation in the research report, it would create a stronger support base within the area for the adoption of practices learned within the training among farmers as partnerships with local entities may create a sense of collective ownership. Additionally, creating such a network of local expertise and partnerships also supports the sustainability of the 100WEEKS program on the long term as the training groups may be able to 'take over' this established network after the 100 weeks, and continue to innovate after the program has ended. Finally, through involving a wider variety of local voices from various backgrounds (each having their own experiences), it may be easier for 100WEEKS to adapt their program to each given context. In order to do so, 100WEEKS could engage in [network mapping](#) and/or [stakeholder mapping](#) in order to identify potential entities that could be approached.



Split up for scalability

To achieve maximum integration of gender within the training, and improve participatory behaviour, this report recommends that 100WEEKS considers different SSA relational dynamics according to age and/or gender and may adapt given trainings accordingly. Various literary sources as well as experts have emphasised that within SSA rural cultures, often men's voices are prioritised over women's, and seniority is prioritised over those who are young (see [chapter 4](#) in research report). Therefore, this report suggests that the groups of trainees are separated when conducting a needs assessment as well as during monitoring and evaluation moments (as seen in Figure 2). Doing so will allow the voices of 'less powerful' groups within the community, such as young women, to be heard so that their needs can be met. However, as the research has also highlighted the effect of interactive dialogue to spark new conversations (see [chapter 5](#) in research report), 100WEEKS may consider conducting multiple rounds of needs assessment as well as evaluation as to obtain the richest possible data as input for further training development:

- Round 1: A / B / C / D
- Round 2: A + B / C + D
- Round 3: A + B + C + D

A - Senior men	C - Senior women
B - Young men	D - Young women

Figure 2: Division of trainees according to age and gender

A tool that can be used to effectively do this may be the [Gender-Age Marker Toolkit as offered by the European Council of Civil Protection and Humanitarian Aid Operations](#).

Gender- and age-sensitivity should also be taken into account during the selection of coaches if 100WEEKS is looking to expand towards mixed-gender agricultural trainings; realising that women may become more silent with men coaches and men may not accept the authority of women coaches. Experts interviewed within the context of this research have therefore suggested considering couple coaches for mixed-gender trainings and/or separating the group according to gender based on different themes within the training (e.g., Life skills, empowerment and social skills) (see [chapter 4.2](#) in research report). In the context of the Focus Group Discussions held, women trainees have expressed that they prefer both, the input of men to some parts of the training as well as the 'safety' of being in an all women group on particular topics (see [chapter 6](#)).



Coaches as opportunity

In line with the concise research report, this advisory report has pointed towards alternative ways of knowledge sharing and co-creation to broaden the local support base, spark a sense of ownership and ensure long-term sustainability beyond the 100 weeks (see [chapter 5](#) in research report). In this given context, this report recommends expanding the role of coaches with the 100WEEKS program beyond their current role of knowledge transferral and counselling. More explicitly put, coaches may be given an active role in mapping out and establishing networks with local experts, institutions and other stakeholders as well as conduct a needs assessment in their given area. Furthermore, they could potentially play a very active role in collecting local agricultural knowledge and practices/customs over a larger geographical field so that these can be developed into a training that may be shared from village to village to facilitate the cross-pollination process as has been outlined above. In order to develop such a training (in a co-creative manner) it is important that knowledge sharing between coaches from various areas is facilitated so that one uniform training within a given country can be developed.

In order for the coaches to be able to do this, periodical trainings could be provided to the coaches. Within the context of the Focus Group Discussion, the coaches have expressed a desire to have more contact moments/trainings focussed on the following topics:

- Content of the training to be given
- Receiving coaching themselves on how to improve as a coach
- Space on a periodical basis (e.g. (bi-)monthly) to discuss case studies with other coaches (e.g. what to do if you discover that one of your trainees is not paying of his/her loan to)



Include the illiterate

Within the context of this project, it has become clear that in each training context, a significant part of the trainees may be illiterate (see [chapter 6.5](#) in research report). Therefore, this report recommends adapting the current 100WEEKS training accordingly for this group. As the scope of this research has not allowed room to offer in-depth advice on this topic, this report offers the following suggestions to explore further:

- Consider providing basic literacy trainings focussing on functional literacy over the 100 weeks (various women within the Focus Group Discussions have expressed that this would help them)
- Consider translating the English trainings to local languages (as various women have expressed that now a lot of the translation rests on the shoulders of coaches and country managers such as Catherine)
- Consider developing a visual- and/or audio-based version of the training
- Consider approaching people from International Development Studies background for advice (e.g. Wageningen University, Utrecht University, University of Amsterdam – also see our interviewee list in the concise research report)
- Conduct further research on [oral learners' teaching methods](#)
- Consult with other NGOs/stakeholders who have experience in adjusting training programmes for illiterate, such as [SPARK](#) (Agri-Business training Programme)