GT4Africa Cohort Writing Workshop Report

9-13 September 2024
Cape Town

Contents

1. Introduction and overview of the writing workshop

The Gender Transformation for Africa (GT4Africa) Cohort Writing Workshop was held from 9-13 September 2024 in Cape Town, South Africa with 21 participants across the 6 projects and 13 organisations. It was the first face-to-face meeting of the GT4A cohort, which has been working together since 2021, with funding support from IDRC (See Annexure 3 for list of participants).

1.1. Main objectives:
- To create opportunities to further foster connections among cohort members present
- To provide a platform for authors to share and finalize articles for the journal supplement
- To facilitate reflection and discussion on cross-cutting themes across papers and projects in the cohort
- To strengthen capacity of those present in writing publications, and knowledge translation
- To create opportunities for exploring possibilities of future collaboration and sustainability

The writing workshop had three main elements which are documented in this report, namely feedback on individual papers, cross-cutting discussions emanating from the papers, and mentoring on writing. This report is a higher-level summary of key learnings and reflections from the workshop focussing on the latter two elements.

The nature of the workshop was a combination of plenary discussions, conversation starters, interactive sessions, and time alone for teams to write. As this was the first face-to-face meeting of the cohort, it was greatly appreciated as space for informal sharing and engagement and learning, which complimented the GT4A online meetings and webinars held from 2022-2024.

1.2. Opening Remarks by, Chaitali Sinha from IDRC via video

In her welcoming address, Chaitali noted the regressive shift and backlash against sexual and reproductive health (SRH) and the rolling back of previous UN commitments leading to inadequate SRH services, unintended pregnancies, early marriage, unsafe abortions, gender based violence (GBV), and increased sexually transmitted infections (STIs), further impacting essential services and the future of young girls and women. This calls for strong health systems and addressing social and structural determinants of health.

Chaitali underscored IDRC's commitment to promoting locally relevant research that addresses knowledge gaps and improves SRH well-being through gender equality, inclusion, and intersectional approaches. Supporting the GT4Africa cohort is part of its effort to advance SRH innovations using gender transformative approaches (GTA). She applauded the GT4Africa teams for facilitating research, generating evidence, and deepening community engagement since 2021/2022. The cohort has helped foster collaboration, learning, and critical discussions.

She concluded by acknowledging the crucial yet complex, labour-intensive, and time-consuming nature of gender-transformative research. She emphasized that the cohort's journal supplement on GT4A in SRH is both timely and significant, and will strengthen Global South-led research.

1.3. Expectations and ways of working together

Expectations about ways of working in the meeting were written on sticky notes and summarised. Many of the expectations centred around receiving constructive feedback on participant papers and being able to progress on papers working with corresponding teams.

2. Team / Paper Presentations

Paper 1	Presenting Team	Institutional affiliation	Country
How to co-produce transformative gender interventions for adolescent mental, sexual and reproductive health? Lessons learned from case studies in West Africa	Lauren Jean Wallace	Dodowa Health Research Centre	Ghana
	Aissa Diarra	LASDEL	Ghana
	Maurice Yaogo	l'UFR Lettres et Sciences Humaines	Burkina Faso
	Bernice Gyawu	Alliance for Reproductive Health Rights	Ghana
	Samuel Owuraku Ayisi	Dodowa Health Research Centre	Ghana

Lauren presented how context and actors influence efforts to co-design gender transformative primary health care systems for adolescents in West Africa and draws lessons for co-creating effective adolescent mental, sexual, and reproductive health interventions in lowand middle-income countries. Participants inquired about selecting and applying methods like rich pictures, the implications of adolescent participation, and the connection between co-production and GTA. The team highlighted the iterative nature of co-creation, enabling participation at multiple research stages. They emphasized the value

of participatory, non-conventional approaches like rich pictures and theatre. While some topics, such as masculinities, substance abuse, and forced marriage, can be predefined, they stressed the need to accommodate emerging issues like what constitutes youth-friendly and equitable services.

Paper 2	Presenting Team	Institutional affiliation	Country
Prioritizing interventions and co-designing tools for the application of gender transformative and intersectional approaches to youth-friendly sexual and reproductive health services in Nigeria: Processes and lessons	Ifunanya Clara Agu	HPRG	Nigeria
	Agu Chibuike Innocent	HPRG	Nigeria

Ifunanya described the adoption of an action learning approach to (i) identify challenges that primary healthcare workers face in delivering gender transformative sexual and reproductive health and rights (SRHR) services to young people, and (ii) recommend feasible solutions to resolve these challenges. Participants engaged with the team around the role and application of action learning, the dynamics of interaction among different stakeholders, and the participation of women and other vulnerable groups. Participants discussed the use of diaries as a research method, the possibility of integrating excerpts from such data, and the extent to which women were engaged, given that the research focuses on providers.

Paper 3	Presenting Team	Institutional affiliation	Country
Optimising their power: the critical role peer facilitators can and do play in engendering work with adolescent boys and young men in Cape Town, South Africa	Nichola Schaay	SOPH, UWC	South Africa
	Tanya Jacobs	SOPH, UWC	South Africa
	Vuyolwethu Mjijelwa	SOPH, UWC	South Africa

Nichola presented how the study explored the contextual and organizational realities faced by peer facilitators in implementing these two interventions and what it would take to integrate a gender transformative approach into their practice by focusing on two behaviour change masculinity interventions ("One Youth Can" and "SKILLZ Guyz"), embedded within a national HIV programme ("My Journey"). Discussions that followed deliberated on the vulnerabilities of peer facilitators, the need for support and the nature of training/curriculum.

Paper 4	Presenting Team	Institutional affiliation	Country
Enabling community health workers to provide responsive life skills training for adolescent mothers	Caroline Wanjiku KABIRU	APHRC	Kenya
	Cynthia Wanjiru Kairu	APHRC	Kenya
	Nathalie Sawadogo	Institut Supérieur des Sciences de la Population	Burkina Faso

	Witness Alfonso	Centre for Social Research (CSR) Malawi	Malawi

Caroline presented how the paper examines CHWs' perspectives about an intervention designed to strengthen their capacity to deliver gender responsive life skills training to adolescent mothers. They gathered information from focus group discussions with 14 CHWs who facilitated life skills sessions for adolescent mothers in Blantyre in southern Malawi. Participants engaged the team about working and training CHWs, sensitivies of working on SRH issues, attitude change and structural barriers, the importance of in-depth exploration of adolescents' views, and the role of ethnographic approaches.

Paper 5	Presenting Team	Institutional affiliation	Country
Using a gender transformative approach to promote husbands' participation in birth preparedness and complication readiness in The Gambia	Mat Lowe	Society for the Study of Women's Health (SSWH)	Gambia
	Gabriel Ananya	Youth Harvest Foundation Ghana	Ghana

Mat presented how the study assessed a training program aimed at transforming gender norms and promoting husbands' involvement in birth preparedness and complication readiness in The Gambia. Participants engaged the team around how the training programs are defined as GTA, the characteristics of the training that supported its effectiveness, the ideal timing of assessments to measure training impact, and the importance of ensuring that GTA training goes beyond behavioural change to drive deeper shifts in gender relations and power dynamics.

Paper 6	Presenting Team	Institutional affiliation	Country
Mazan Daga: The participation of men in the care of women's reproductive health	Mohamed Sallah Harouna Oumara	GRADE Africa	Niger
	Abdoul-Moumouni Nouhou	GRADE Africa	Niger

Nouhou presented how the study examined the implementation of a model designed to empower men in promoting maternal health in the Zinder region of Niger. This qualitative study explores how husbands and community leaders transform gender norms and social practices by designing action plans to promote maternal health. Participants raised concerns about the possible consequences of involving religious leaders in the project in terms of constraining interventions to not go beyond what religious leaders approve regarding gender transformative actions undertaken. Participants also raised questions about the need for women's perspectives on the intervention and the need to elevate women's voices. Suggestions included going beyond what was already known about prevailing gender and social norms and stereotypical depictions of them. For example, in Niger many women are sellers in the market, keep their own money and enjoy agency and freedom.

3. Cross-cutting themes

This section of the report documents cross-cutting themes from the writing workshop. These themes included: understandings of GTA and GTA across the papers, knowledge translation, and sustainability. Each one of these are further described in the section below.

3.1. Understandings of GTA and GTA across the papers

The section of the report synthesises the discussion in small groups based on the following questions:

- What do the papers communicate about GTA?
- If I wanted to know whether or not an intervention is gender transformative, what would I examine?
- How would we know we are on the right track, and what would success look like, in a GT intervention?
- Based on my experiences developing GT interventions, what would I advise a person venturing into a similar exercise as the Dos and Don'ts?
- What are the key messages to include in the editorial?

What do the papers communicate about GTA?
Key themes and critical questions in terms of GTA as applied in the context of pregnancy consultations, GBV, sexual violence, early marriage, forced marriage, and SRH of young people were raised. The strategies used involved, capacity building, education, types of theatre and forums, and media. The use of social media to communicate interventions was

viewed as a faster medium to reach out to youth. The papers highlight that tackling deep-seated patriarchal social norms takes time, change is not linear and is context-dependent. The papers also note that GTA It is an iterative process and requires reflecting and re-strategising if necessary. The papers note that the contexts in which we are working are difficult and that gendered norms are embedded across societal levels. GTA involves continual exploration, reflection and consideration of contextual factors.

Most of the papers are working at the individual and/or interpersonal levels of the systems e.g. HCWs, peer facilitators, husbands, the Adowa project engaged some institutional level actors (e.g. district level personnel le). Most are not also working at the policy level, so change will be limited, therefore change must also be considered at different levels of the system going forward.

The project/papers also communicate that 3-year project funding cycles are not sufficient to support complex GTA research and implementation processes, which involves many stakeholders and actors. In addition the papers emphasise that GTA are continuous processes that require collaborations across partners for effective evaluation of actions.

If I wanted to know whether or not an intervention is gender transformative, what would I examine?
Key points from group discussions included:
- Identifying, designing, and implementing appropriate intervention techniques /methods to ensure long-term change.
- Continuous monitoring and evaluating results to support sustained change.
- Mapping all the actors involved, their interests and the context
- Identifying the problem and appreciate power dynamics and how power influences the gender norms that we wish/consider changing. Analysing gender and other forms of inequality is a critical component
- We should be mindful of representation (bearing in mind the diversity in our contexts and inclusivity), and the little changes that happen during the process (in practice and policy), including the little changes that happen in attitudes

Key questions raised included:
- Does it include an analysis of gender and other intersecting forms of inequality before the intervention is designed?
- Does it empower disadvantaged and vulnerable groups?
- Does it challenge existing inequalities and gendered power relations?
- Does it ensure that it does not unintentionally reproduce heteronormativity?
- Does it have /start with a base knowledge of key gender concepts (e.g. gender, sexual orientation, gender identity?
- Is there clarity that norm-shifting interventions without challenging gender power relations are not GT interventions?

In addition, participants mentioned that one needs to examine whether the project seeks to address structural gender inequalities, empower disadvantaged populations (vulnerable groups), and include male engagement to enable positive masculinity and transform harmful social norms.

An important point discussed was that gender transformative approaches go beyond shifting gender norms and need to focus on systems of power and inequality.

How would we know we are on the right track, and what would success look like, in a GT intervention?

- Durability is hearing from different perspectives about the intervention implemented and ensuring that the interventions are well documented to reproduce actions. Identifying several indicators of social change and involving different actors to ensure change.
- When we see the changes, no matter how little, it helps us to know that we are on the right track. The small wins are also important!
- Realistic assessment/ measurement
- Adoption and ownership of the process helps to assess success
- Change should be seen at the individual and structural levels

Based on my experiences in developing GT interventions, what would I advise a person venturing into a similar exercise as the Dos and Don'ts?

Do's
Identify allies and actors, including an understanding of their various roles.
Understand the context in which the intervention is implemented and adapt the interventions to the research context
Consider security factors and map political actors to avoid hindrances to the changes.
Be flexible and open-minded, and ensure that the process is not rigid
Collaborate
Do not underestimate power dynamics and holders
Undertake assessment/mapping of possible opposing factors to identify strategy(ies) to use against the opposing factors
Be realistic in designing and implementing our GTA interventions and do not make complicated plans
Engage in sustained capacity development even at the team implementation level
Be persistent at a policy level, as this will take time
Engage with stakeholders after analysis/ mapping to understand their position
Build alliances with NGOs that are working with GTA and gender equality
Be mindful of how you communicate the messages and results
Be inclusive of the diversity of gender needs and do not make assumptions that needs are all the same
Look beyond individual-level change to ensure transformation at different levels of the socio-ecological model, i.e. individual through to societal and policy
Be mindful not to put the actors in danger
Don'ts
Do not expect quick change
Be mindful not to harm direct and indirect beneficiaries of the intervention. The involvement of husbands could displace women's power in reproduction
Being mindful of complex communication mechanisms
Underestimating the power dynamics
Be careful not to reduce men's spaces
Don't assume GTA is a once-off action
Don't underestimate the human and financial requisites of engaging in GTA
Don't expect GTA to be the same in different contexts

What are the key messages to include in the editorials?
Below is a consolidated summary of the suggested points to be included in the editorial of the journal supplement with all the papers, many of which overlap with the key GTA messages from the papers documented above.

- GTA research involves interdisciplinary and participatory methods throughout the research and co-creation of the interventions. Both researchers and actors should be drawn from different disciplines and participate throughout the process.
- GTA projects need sufficient time for implementation and reflection. It should not be implemented within the space of 2-3 years but with a longer timeframe because norms take a long time to change.

- There is a need to improve GT tools to measure change beyond individual/community beliefs – the GT tools should be designed to measure behaviours and actions.
- In GTA research, there is a need for continuous reflections on methods and applications by the researchers and beneficiaries.
- In GTA training, there is a need for an inside-out job. The words 'training' and 'capacity building' is insufficient to capture the work that we need in GTA. It needs a new term. It could be called GTA training and dialogues.
- Researchers need safe spaces to share their experiences, successes and project failures in GT research so that others can learn from the process.
- Research works on GTA need to move beyond driving for change at the individual (household and community) level to a broader systemic level change.
- GTA is an ongoing process and requires collective effort - not a one-time affair, and it is not a one-person affair
- Implementing GTA is costly and demands substantial funding.
- Redefining the scope and success metrics of GTA in various contexts is crucial.
- Power Dynamics: women sometimes resist relinquishing power, such as in the case of mothers-in-law dominating young wives. There is a lot to unpack regarding who has power. Understanding these power hierarchies is crucial for designing and implementing effective GTA interventions.
- Stakeholder Mapping and Engagement: Researchers should be innovative in identifying stakeholders and allies. NGOs play a vital role as advocates and in disseminating findings to influential individuals.
- Shared Goals: Reinforcing our commitment to shared goals is essential, even though our strategies and contexts may differ.
- Learning from others: Building on and learning from those who have previously implemented similar approaches is important.
- Cultural Change: while culture is often seen as unchangeable, reflecting on generational differences can show that change is possible. Example: reflecting on the differences between your mother and wife or your wife and daughters. This will help us understand that culture is changeable, as evidenced by the observed shifts in our eating and dressing habits.
- Macro and Micro Changes: Discussions from the different groups pointed to both policy changes and power relations. It's important to consider how these changes can impact not only gender but other aspects as well.
- Observing Change: We must carefully observe changes, as they can be either positive or negative.

3.2. Knowledge translation and sustainability

Knowledge translation session
The session began with a provocative video on Knowledge Translation (KT) and the dilemmas researchers and advocates face when engaging with stakeholders.

Professor Purna Sen
Visiting Professor London Metropolitan University, UK
Previously
Director Policy Division, UN Women
Head of Human Rights, Commonwealth Secretariat
Director Asia-Pacific Programme, Amnesty International

Key Messages

- Change takes a long time – plan for this
- To make change you need research, policy, practice and cultural change all of which requires advocacy
- You need passion and commitment
- Speak the language of those that you are speaking to

- Your role as a researcher is to ensure that the data and the voices of the people you are speaking on behalf of is communicated well to people who can create change

Link to the video:
https://drive.google.com/file/d/1KhrlBTAggdp2yNHJRdYL7wpLn4IFTpah/view?usp=drive_link)

Participants then shared their experiences of engaging in KT in their contexts, highlighting challenges and potential backlash, particularly in SRHR.

- Some participants mentioned using more palatable terminology to avoid antagonizing powerful actors, such as "reproductive health" instead of "comprehensive sexual education." One participant noted that even using the word "rights" in highly conservative contexts can provoke strong reactions. Similarly, the term "gender transformation" often triggers misunderstandings linked to gender transition for trans people or rights for sexual minorities. Researchers and advocates' engagement with youth is closely scrutinized in such contexts. The challenge is to use acceptable language without downplaying the issue.

- Despite challenges, some participants shared positive experiences where policymakers embraced SRHR interventions, due to a sense of ownership that had been nurtured through early and sustained engagement with these stakeholders, resulting in calls to scale up the interventions in other settings.

- Ethical dilemmas: One study documented the extent of bias against sexual minorities and therefore the results were not publicly disseminated to avoid misinterpretation.

- Don't make the message understandable only to experts. The messages have to be communicated in ways that can be understood by everyone. Communities are experiencing research fatigue. We must share our findings with them, explaining what they mean and what's next. Public health researchers spend short periods of time with communities, unlike social anthropologists. Limited relationship with the community. There can be a big gap between what communities need and what gets funded. Then, the research does not get the attention of the local people.

- What is the difference between advocacy, activism and propaganda? How do we use our power as researchers to ally with CSOs? Movements? As researchers, what is our goal? What is the change that we want to see?

- KT is a continuous process that needs to start at the very beginning and not at the end of the research. It involves understanding and mapping your stakeholders. Getting the stakeholders involved at every stage – how do we do that? Is it always

feasible? Advisable? What if different stakeholders have conflicting priorities and positions?

- Health Policy Research Group has a manual on Knowledge Translation.
- It is all about being pragmatic. Contexts are different. Demonstrating the political advantage to policy-makers can be helpful. But be careful. Your message can be hijacked. Once your results become public, you cannot control the messages. It is not easy to be neutral. Researchers can be used as tools. Even credible research may not be well-received .
- Media engagement: Misinterpretation of our results may not be deliberate. Meet with them, give them information, and discuss so that they can represent the message accurately.

Recommendations

Participants proposed several suggestions to advance Knowledge Translation (KT) for the Cohort and ideas for shared outputs.

- Webinar series – launch supplement
- Commentary paper
- Policy brief
- Policy dialogues with those who are setting the Agenda
- Journal supplement
- Scientific conferences & joint sessions
- Funding applications

Sustainability session

The discussion on sustainability also generated key inputs on what is required for the sustainability of research partnerships, including the cohort, apart from funding.

- Institutional commitments from cohort members
- Roundtable discussions with donor organizations
- Various regional stakeholders were mapped out

4. Writing workshop

This element of the workshop consistent of 4 sessions which involved conversation starters, technical presentations, group work and group discussions. The sessions reviewed how to conceptualise the story-line of a paper, writing an introduction, and writing an effective discussion and conclusion. Participants also had an opportunity to provide and receive peer review feedback on their draft papers after time alone to update their paper based on the workshop sessions.

4.1. Conceptualising the story-line of a paper

Objective: To identify the central narrative of an article that anchors how your results are organised and made sense of
Overview: The session consisted of four elements:
1) the introduction with conversation starters
2) a presentation titled "What is Your Storyline?"
3) a 5-minute exercise to write the central story-line of your article and group reflection about that
4) Facilitated discussion on how to structure your article

Conversation starters
Several participants (Mat, Nikki, Nouhou, Witness, and Aissa) shared their approaches to finding the central theme of their article. Three main approaches emerged:
(a) Starting with a literature review to optimize scientific contribution (Mat & Witness)
(b) Moving from the field to the research topic (Nikki, Nouhou & Aissa)
(c) Starting from inspiration or passion to the subject (Aissa)

"For us, it's about developing a method to legitimize the knowledge produced during field interventions." – Nouhou

"We often have a top-down structure in writing or knowledge production. Does this suit work on gender transformation? It's important to consider a bottom-up approach, highlighting the work of actors on the ground, those in direct contact with populations. This can help tell a different story, the one we want to tell. It's a back-and-forth process, making it hard to find a central theme directly and uniformly. Here, we move from the field to the research topic." – Nikki

"I believe passion is also important. I'll share a story from the field. During a survey, I saw a girl playing with a doll that she placed in a small room. When I asked her about it, she said it was a bridal room. This was shocking, and it later inspired my work on child marriage, as seen through the eyes of children. Here, we move from an experience to a research topic." – Aissa

"First, explore the literature to assess the knowledge gaps. What do we currently know? Then, begin researching opportunities to contribute new knowledge. This could help identify the central theme for a new article." – Mat

Technical presentation and group work

Sundari emphasized that inspiration often comes from the mind, sometimes from the heart, eyes, ears, etc. She highlighted the importance of a central theme in writing an excellent paper that engages the reader. She proposed a reverse approach, working from key messages backward to the results and then to the objectives. This is a method often used by beginners, and it works well. At the end of the presentation, participants were given an exercise. Teams worked on writing the storyline for the article proposed for the journal supplement (work in progress). Once completed, team members provided feedback on their work.

Group discussion

All teams shared their experiences. Overall, it was considered a challenging exercise, especially given the limited time. The team from Nigeria (Ifunanya & Chibuike) highlighted these difficulties, noting that they experienced the exercise differently. Specifically, it was particularly difficult to formulate the idea of "what comes next?"

Asha pointed out that each article has a different storyline. It's important to maintain a scientific mindset and recognize that every result does not always tell a story. It's the researcher's job to examine their results, reflect on what is known, what is novel and guide the story that emerges. But what's the best story to tell? It may not be the one that is clearest and most evident from the results of the analyses. It may require further analysis and discussion. If possible, it should go beyond the surface of what was described, to offer significant social or scientific relevance and capture the reader's attention. At the same time, "Don't let scientific procedures kill your story." Your story needs to stay alive.

Sundari concluded by proposing an approach for structuring an article effectively:
- Develop a central theme
- Follow one idea after another
- Everything in the storyline should have a purpose. It's crucial to keep the essence of your message and remove anything unnecessary without altering the core of the storyline.

4.2. Writing the introduction

Objective: To identify how to write the Introduction section of the article
Overview: The session consisted of three elements:
- the introduction with conversation starters
- a presentation titled: The Introduction section in a journal article
- Facilitated discussion on what to include in the Introduction of the article your article

Conversation starters

During the conversation starters, Aissa, Sam and Caroline highlighted that in their experience, introductions should embrace a straightforward approach. Also, for a writer to get their introductions right they should start from the problem. It was proposed that writers can adapt the title reorientation approach to influence the introduction writing. Writers were

encouraged to ensure that the introduction follows a consistent segue so that readers are not confused when reading.

Technical presentation and group discussion

Sundari shared a PowerPoint that started by describing the purpose of the Introduction section, which includes providing adequate background information to understand the study context, explaining why the topic is important, and stimulate interest in reading the article. In addition, she presented information about the components of the Introduction, which should include:

- General Background: Broad introduction to the topic (one paragraph)
- Specific Background: Sub-area addressed by the paper and what is already known about it i.e. brief literature review of what is known (rest of the introduction)
- Knowledge gap: What we do not know - with a focus on the topic addressed in the article
- Objectives: What this article aims to do to address the gap (one brief paragraph)

Participants reviewed the examples shared during the presentation and then also had a discussion in terms of what was included in their current draft Introductions.

4.3.   Writing an effective discussion and conclusion section

Objective: To identify what key elements to include in a discussion and conclusion
Overview: The session consisted of three elements:
1) the introduction with conversation starters
2) a presentation titled "Writing and effective discussion "
3) Facilitated discussion and revision of discussion sections

Conversation starter

During this phase, three participants (Cynthia, Maurice, and Lauren) each explained how they approach a scientific article's "Discussion and Conclusion" section. Several other participants also shared their approaches. The explanations highlighted different approaches to writing this section. While some base it on the results and literature review, others focus on themes, particularly in qualitative studies.

Technical presentation and group work

Asha gave a presentation on how to develop the "Discussion and Conclusion" section. Her presentation covered the following key points:

- Purpose and different components of a discussion section
- What to avoid in a discussion section
- Example of a discussion section
- Referenced sources / useful resources

Several participants asked questions to better understand this element of paper writing. Having understood the steps involved in developing the "Discussion and Conclusion" section, participants were invited to revise the relevant sections of their respective articles in a writing session. Each team worked separately to improve these sections of their articles.

4.4.   Peer review: getting and giving feedback

Objective: To provide an opportunity to give and receive feedback from peers as part of the review process

Overview: The session consisted of three elements:
- the introduction to the peer review activity
- an exercise where peer groups read, reviewed and gave feedback
- facilitated discussion on how the group experienced giving and receiving

Sundari described the value of giving and receiving feedback from peers. She also described the process that peer groups would follow
- Two teams were matched according to the themes of their papers
- Read the papers 30 mins
- Pair A gave feedback to pair B and discuss 45mins,
- Pair B gave feedback to pair A and discuss 45mins

The group had a plenary discussion on the experience of receiving and giving feedback and contribution

5. Annexures

5.1. Agenda

Cohort Face to Face Writing Meeting
9-13 September 2024
Sunsquare Hotel
Cape Town, South Africa

Objectives
- To provide a platform for authors to share and finalize articles for the journal supplement
- To provide a platform for authors to share and finalize articles for the journal supplement
- To strengthen the capacity of those present in writing publications, and knowledge translation
- To create opportunities to foster connections among cohort members further present as part of building the GT4A cohort
- To facilitate reflection and discussion on cross-cutting themes across papers and projects in the cohort in as part of the development of collective pieces
- To create opportunities for exploring possibilities of future collaboration and sustainability to take the GT4A Agenda forward

Agenda

Day 1: Monday 9 September 2024		
Time	**Sessions**	**Resource persons**
Session 1	**Introductions & overview of the meeting**	**Chair: Asha** **Rapporteur: Sundari**
09h00-09h15	Welcome and overview of the meeting	Asha Chaitali
09h15 -09h25	Travel and logistics	Tamlin
09h25-10h15	Introductions and connecting	Wolde
10h15-10h30	Expectations and ways of working together	Tanya
10h30-10h45	Tea/Coffee break	
Session 2	**Team Presentations**	**Chair: Mat** **Rapporteur: Sundari**
5 mins	Introduction	Sundari
10h45 -11h30	Paper 1: How to co-produce transformative gender interventions for adolescent mental, sexual and reproductive health? Lessons learned from case studies in West Africa	
11h30-12h15	Paper 2: Prioritizing interventions and codesigning of tools for the application of gender-transformative and intersectional approaches to youth-friendly sexual and	

	reproductive health services in Nigeria: Processes and lessons	
12h15-13h00	Paper 3: Optimising their power: the critical role peer facilitators can and do play in engendering work with adolescent boys and young men in Cape Town, South Africa.	
13h00-14h00	Lunch	
Session 3	**Team Presentations continued**	**Chair: Caroline Rapporteur: Bernice**
14h00-14h15	Energiser	Wolde
14h15-15h00	Paper 4: Enabling community health workers to provide responsive life skills training for adolescent mothers	
15h00-15h45	Paper 5: Using a gender transformative approach to promote husband's participation in birth preparedness and complication readiness in The Gambia	
15h45 -16h00	Tea/Coffee break	
16h00-16h45	Paper 6 : Mazan Daga: The participation of men in the care of women's reproductive health	**Rapporteur: Sundari**
16h45-17h00	Closing Circle	Tanya

Day 2: Tuesday 10 September 2024		
Time	**Sessions**	**Resource persons**
09h00-09h30	Opening Circle	Wolde
Session 4	**Cross-cutting theme : Understandings of GTA**	**Chair: Nikki Rapporteur: Ifunanya**
09h30-09h40	Orientation	Tanya
09h40-11h00	Group work	Tanya
11h00 -11h15	Tea/Coffee break	
11h15-12h30	Group presentation and plenary Discussion	Tanya Asha
12h30-13h30	Lunch	
Session 5	**GT4A writing session: conceptualising the story-line of a paper**	**Chair: Nathalie Rapporteur: Nouhou**
13h30-13h45	Energiser	Wolde
13h45-14h00	Conversation starter	3 cohort members *Mat *Nikki *Mohamed
14h00-14h30	Input and Group work	Sundari
14h30-14h45	Tea/Coffee break	
14h45-16h30	Group work continues	
16h30-17h00	Closing Circle	Tanya

Day 3: Wednesday 11 September 2024

Time	Sessions	Resource persons
Session 6	**GT4A writing session: writing an effective introduction**	**Chair: Witness** **Rapporteur: Gabriel**
09h00-09h15	Opening Circle	Tanya
09h15-09h30	Conversation starter	3 cohort members *Aissa *Sam *Caroline
09h30-10h00	Input: Writing an effective introduction	Wolde
10h15-11h00	Writing	
11h00-11h15	Tea/Coffee break	
11h15-13h00	Writing continued	
13h00-14h00	Lunch	
Session 7	**GT4A writing session: discussion and conclusion**	**Chair: Nouhou** **Rapporteur:** **Mohammed**
14h00-14h15	Energiser	Wolde
14h15-14h30	Conversation starter	3 cohort members *Cynthia *Maurice *Lauren
14h30-14h45	Input: Writing an effective discussion section	Sundari Asha
15h00-15h45	Writing	
15h45-16h00	Tea/Coffee break	
16h00-16h45	Writing continued	
16h45-17h00	Closing Circle	Tanya

Day 4: Thursday 12 September 2024		
Time	**Sessions**	**Resource persons**
Session 8	**Peer review: getting and giving feedback**	**Chair: Agu**
09h00-09h05	Orientation	Sundari
09h05-11h00	Peer review pairs	Sundari
11h00-11h15	Tea/Coffee break	
11h15-13h00	Writing time	
13h00-14h00	Lunch	
Session 9	**GT4A writing session: finalising papers**	**Chair: Mohamed**
14h00-14h15	Energiser	Wolde
14h15-15h15	Writing time	
15h15-15h30	Tea/Coffee break	
15h30-16h45	Plenary feedback	Wolde
16h45-17h00	Closing Circle	Tanya

Day 5: Friday 13 September 2024		
Time	Sessions	Resource persons
Session 10	**Cross-cutting theme: Knowledge translation and Sustainability**	**Chair: Vuyo** **Rapporteur: Sundari**
09h00-09h15	Input: Knowledge translation	Wolde
09h15-10h15	World Cafe: Knowledge translation	Tanya
10h15-11h00	Plenary feedback from World Cafe	Tanya
11h00-11h15	Tea/Coffee break	
11h15-11h30	Conversation starter	3 cohort members *Ifunanya *Bernice *Gabriel
11h30-13h00	Sustainability Discussion	Wolde
13h00-14h00	Lunch	
Session 11		**Chair: Aissa** **Rapporteur: Tanya**
14h00-15h00	Way forward	Asha
15h00-15h30	Wrap up and Closure	Asha

5.2.   List of participants

Name and Surname	Department and Organisation	Country
1/ Lauren Jean Wallace	Dodowa Health Research Centre	Ghana
2/ Aissa Diarra	LASDEL	Ghana
3/ Maurice Yaogo	l'UFR Lettres et Sciences Humaines	Burkina Faso
4/ Bernice Gyawu	Alliance for Reproductive Health Rights	Ghana
5/ Samuel Owuraku Ayisi	Dodowa Health Research Centre	Ghana
6/ Ifunanya Clara Agu	HPRG	Nigeria
7/ Agu Chibuike Innocent	HPRG	Nigeria
8/ Nichola Schaay	SOPH, UWC	South Africa
9/ Vuyolwethu Mjijelwa	SOPH, UWC	South Africa
10/ Caroline KABIRU	APHRC	Kenya
11/ Cynthia Wanjiru Kairu	APHRC	Kenya
12/ Nathalie Sawadogo	Institut Supérieur des Sciences de la Population	Burkina Faso
13/ Witness Alfonso	Centre for Social Research (CSR) Malawi	Malawi
14/ Mat Lowe	Society for the Study of Women's Health (SSWH)	Gambia
15/ Gabriel Ananya	Youth Harvest Foundation Ghana	Ghana
16/ HAROUNA OUMARA Mohamed Sallah	GRADE Africa	Niger
17/ NOUHOU Abdoul-Moumouni	GRADE Africa	Niger
18/ Sundari Ravindran	SOPH, UWC	India
19/ Asha George	SOPH, UWC	South Africa
20/ Tanya Jacobs	SOPH, UWC	South Africa
21/ Woldekidan Amde	SOPH, UWC	South Africa

5.3.   Slide deck

Link to the slide deck: https://docs.google.com/presentation/d/1e-3wmLtb-Q3L0p87Cdh-OdnrFSveSqgJ/edit?usp=drive_link&ouid=111524964272028540433&rtpof=true&sd=true