

**ASARECA/ECAPAPA - PRGA**

**BUILDING CAPACITY IN GENDER ANALYSIS AND GENDER  
MAINSTREAMING IN THE NARS OF ASARECA**

**Proceedings of a Workshop on Strategic Planning for Gender  
Analysis and Organization Change**

**4 - 15 JULY 2005**

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## 1. INTRODUCTION

This report presents the proceedings of a workshop on 'Strategic Planning for Gender Analysis and Organization Change'. This was the second workshop of the PRGA / ECAPAPA project ***Building Capacity In Gender Analysis and Mainstreaming in the NARS of ASARECA***. The first workshop was held in Nairobi in November 2004. Seventeen participants (see attached list) attended this second workshop, which was held at ILRI Campus, Addis Ababa, Ethiopia from July 4 to July 15, 2005. The participants were from the countries of Kenya, Uganda, Tanzania, Ethiopia, Sudan, Madagascar, Rwanda and the Democratic Republic of Congo.

### 1.1 OPENING SESSION

#### 1.1.1 Welcome Remarks by Dr. Isaac Minde, Coordinator, ECAPAPA

Dr. Minde started by welcoming everyone to the workshop on behalf of the Executive Secretary of ASARECA and the ECAPAPA fraternity. He expressed his gratitude to the participants for honoring the invitation by allocating two whole weeks to the workshop, a clear testimony of participants' commitment to the theme of the initiative. He reminded the participants the mission of the initiative, which is, building capacity in gender analysis and gender mainstreaming in the NARS of the East and Central African region. It is a commitment to building a gender "software" in the NARS, which is currently missing yet so critical. This software is expected to bring into place more:

- Equality amongst NARS staff
- Equity across NARS participants
- Efficiency
- Effectiveness
- Relevance of what is being done

The overall effect of all these is faster and more effective achievement of our broad development goals – faster economic growth, increased food security, increased social welfare, and reduced poverty. Dr. Minde pointed out that it is impossible to imagine achievement of various goals set by NARIs' Regional initiatives such as NEPAD and international initiatives such as Millennium Development Goals (MDGs) without factoring in the gender factor.

He recognized the fantastic progress that has been made by the various country teams in the last seven months despite some few start-up problems on logistics such as money transfer issues. He appreciated the fact that all country teams were now on the take off range and ready to move forward even with faster speed.

He hoped that the training would further equip the team and get them more prepared in becoming more effective ambassadors of this wonderful and noble initiative.

#### 1.1.2 Remarks by Dr. Tsedeke Abate, Director General, EARO

Dr. Tsedeke welcomed all the participants and hoped that they had had a nice flight to Addis Ababa. He highlighted the need to streamline gender in order to tackle challenges such as food security, environment, and economic development among others. Dr. Tsedeke then gave a power point presentation on **Gender in Research** as follows:

## **GENDER IN RESEARCH**

About EARS:

- EARO
- RARIs
- HLIs
- OTHERS

### **MANDATES**

- Technology generation
- National coordination
- Policy development

### **PRIORITIES**

- Commodity focus
- NRM focus
- Discipline focus
- Others

### **COMMODITIES**

- Food security
- Export
- Raw material
- Supplementary income

### **NRM**

- Soil nutrition
- Integrated watershed management
- Small-scale irrigation
- Forestry

### **DISCIPLINES**

- Biotechnology
- Post-harvest Technologies
- Gender Issues (women in research)
- Socio-economics (market, impacts)
- Crop Protection (IPM)
- Research-Extension-Farmer Linkages
- Seed Multiplication

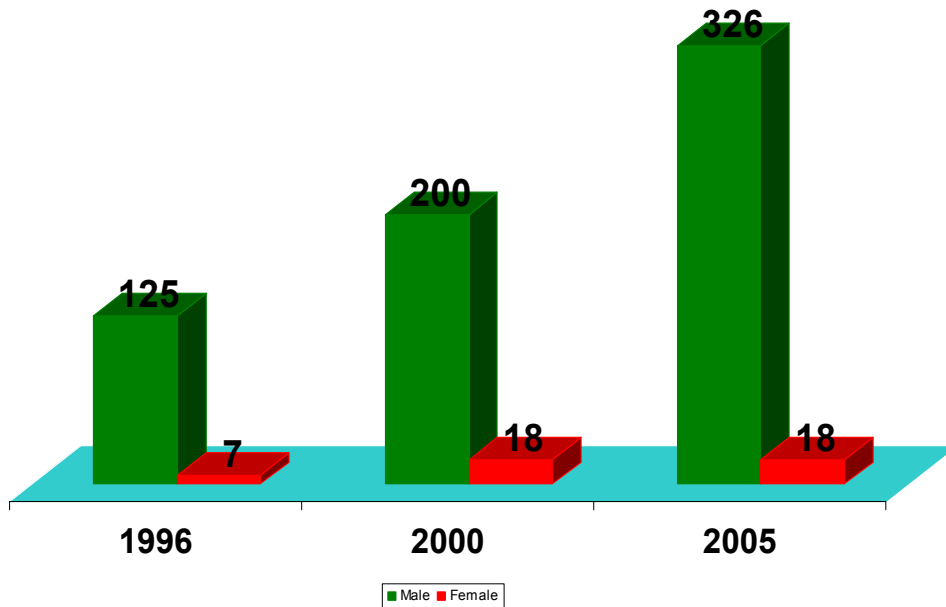
### **OTHERS**

- emerging challenges
- emerging opportunities
- institutional change

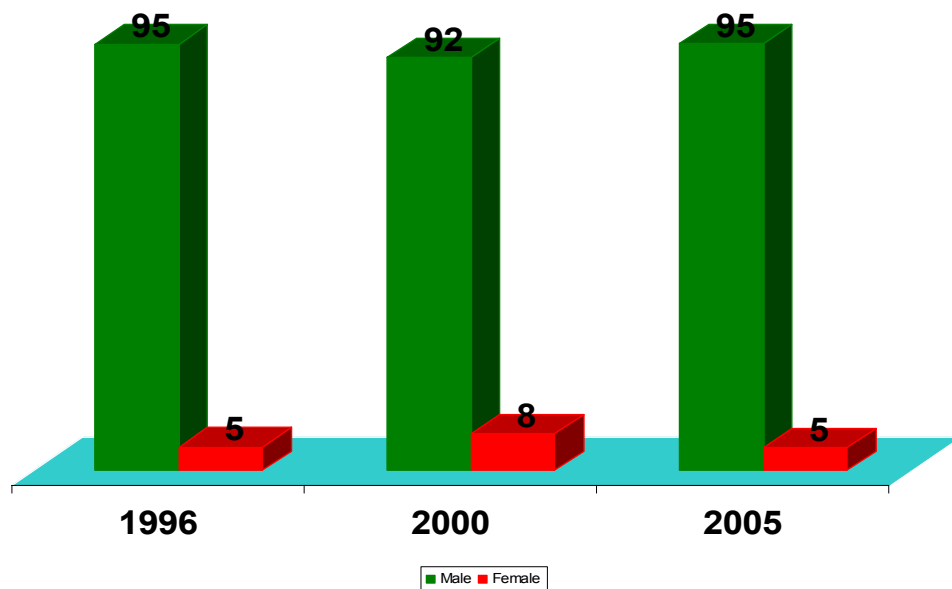
RESEARCH STAFF

ENTITY	PhD	MSc	DVM	BSc	TOTAL
EARO	64	224	14	337	639
RRIs	25	174	13	296	508
Study	87	76	0	1	164
<b>TOTAL</b>	<b>176</b>	<b>474</b>	<b>27</b>	<b>634</b>	<b>1,311</b>

RESEARCHERS PER 1000



PERCENT RESEARCHERS



Dr. Tsekeke noted that as far as gender is concerned the statistics did not paint a very happy situation at EARO. He felt that although there could be many reasons for this, it was more important to dwell on how the situation can be changed. He said that there are efforts towards changing the situation. He emphasized that the fact that women find it difficult to choose agriculture should not be an excuse to keep their numbers low at EARO. He challenged the participants to come up with concrete suggestions on how to bring about change.

Dr. Tsekeke concluded by offering to give any kind of assistance required during the two weeks period.

## **1.2 Participant Introductions**

**Facilitator: Colletah Chistike**

Participants introduced themselves through a ball throwing game in which, any participant to whom the ball was thrown was required to tell the group more about him/herself and then throw the ball to the person he/she wants to know more about. Through this process, participants were able to get information about each other (as well as the facilitators and organizers). Being the second workshop for the project, most participants had met each other during the first workshop. However, there were a few participants who were joining the group for the first time.

## **1.3 Participants' Expectations**

The participants expected to have achieved the following by the end of the training workshop:

- Acquire skills for integrating PRGA approach in research activities
- Be more empowered on use of gender tools
- Be able to clearly demonstrate how to integrate gender issues into the planning or implementation of agricultural process
- Know more about organizational change
- Participants are equipped with knowledge and skills of gender analysis and mainstreaming as change agents.
- Fill gaps in the level of capacity building in gender mainstreaming
- Come up with strategies and approaches to achieve full gender mainstreaming in our institutions
- Share ideas about how to create discussions' forums for staff to explore attitudes which create resistance to gender mainstreaming
- Get to know the 'how' of gender mainstreaming in institutions
- Get knowledge and skills on institutionalization of gender
- Come up with concrete action plan
- A clear road map for engagement in gender mainstreaming
- Know what the participants would like to do next regarding gender in their institutions
- That we are rigorous with our current situation / Know the progress made since the first workshop
- Get solutions to the problems experienced while handling the project
- Integrate and get experiences of other participants
- Feedback from the last team assignment.

#### 1.4 Workshop Objectives

The workshop was planned to focus on **Gender Analysis and Gender Mainstreaming** through:

1. Assessing existing gaps
2. Designing strategies on how to move forward on:
  - a. Gender Analysis
  - b. Organization development
3. Developing monitoring and evaluation system
4. Developing Action plan for implementation

#### 1.5 Behavior

The participants agreed to adhere to the following code of behavior throughout the workshop.

1. Punctuality
  - Starting 8:30 a.m
  - Ending 6:00 p.m
  - Saturday 8:30 am to 12:00
2. No phone rings / calls
3. Avoid parallel meetings during sessions
4. Active / Open discussions
5. Speak loud enough for all to hear
6. Paying attention/respecting each others' views
7. Languages: participants should feel free to express themselves in English, Swahili or French
8. Participatory decision-making
9. Attendance (participants must attend all sessions)

## 2.0 WHERE ARE YOU NOW?

**Facilitator: Colletah Chistike**

The exercise 'River of Life' in a drama form was used to lay background for this session. This drama depicts a river with some stepping stones. There are three people on one side of the river, trying to get to the other side. One person seems knowledgeable on how to cross the river. Upon requests for assistance in crossing the river, one of the two less knowledgeable ones is put on the back of the 'knowledgeable' one. Unfortunately, the 'knowledgeable' one gets tired half way through and has to abandon the other person in an island. When the second person asks for help, he is lead by hand through the stepping stones until he gets to the other side of the river.

#### 2.1 Participants' Interpretation of the Drama

- Development agents and the target group for development
- Different approaches to development
- Commitment to work
- Capacity building
- Solidarity
- Unsustainable development
- Facilitating change process

**Facilitators' explanation:** Life is about crossing rivers. It is important to 'locate' ourselves by focusing on one side of the river in this project. Once we know where we are now, then we get to know the stepping stones and the current on the river in order to cross to the other side.

## **2.2 Group Exercise on Situating Ourselves**

The groups were formed by countries according to the current gender status of the NARS in the countries.

Group 1. DRC and Madagascar

Group 2. Rwanda and Tanzania

Group 3. Uganda and Kenya

Group 4. Ethiopia and Sudan

The discussions were guided by the following questions.

1. Where are we now?
2. What does each side of the river represent in this PRGA/ECAPAPA project?
3. What is the situation on the first side of the river:
  - What have we done since November (first workshop at Nairobi)?
  - What are the opportunities, constraints and the building blocks?
  - Where do you want to go?

## **2.3 Group Reports**

### **2.3.1 DRC and Madagascar**

#### **Opportunities**

##### **Madagascar**

- The Director General of FOFIFA is open to the project
- Some researchers understand the gender concept
- The data collected was not representative because only 5% of researchers and 25 % of activities were sampled
- Gender concepts were not understood by researchers: collapsing gender and sex
- Lack of gender awareness of the researcher

#### **Challenges**

##### **DRC**

- The 12 enumerators had problems in understanding the gender concepts
- The study dealt with households. Yet a lot depends on who answers the questions in the household
- The enumerators had difficulty collecting data, for example, women lied; they did not give correct responses especially on wealth because of cultural constraints
- Language was also a problem: data had to be collected in Lingala, then interpreted into French.

### **2.3.2 Sudan and Ethiopia**

#### **Opportunities**

- Favorable policy in support of gender
- Existence of national policies (Ethiopia has a Gender Focal Point while in Sudan there is nothing on the ground though there are policies at the top).
- EARO has a principle for gender sensitive research
- Realization of the importance of gender among researchers, However, they lack the 'how' of doing it.
- Realization of the need for gender incorporation

### **Way Forward**

- Creating financial and technical support for gender work
- Holding DG accountable for their commitments

### **2.3.3 Rwanda and Tanzania**

#### **ACHIEVEMENTS**

##### **Rwanda**

- Sensitization of ISAR authorities to be supportive to the project implementation (head, Technology Transfer Unit; Director of Finance and the Director General)
- Current ISAR policy was assessed
- Analysis of authorities and researchers' perception on PRGA is ongoing
- Questionnaire to be used in farmers & researchers survey on bean selection criteria were developed & harmonized

##### **Tanzania**

- A Gender training workshop was held
- Institutional analysis regarding gender was done

#### **Challenges**

1. Delay of funds (funds were received at the end of May 2005 instead of March 2005)
2. There was change in leadership in Rwanda (Minister of Agriculture and the DG) hence causing some institutional delays
3. Peoples' perception of gender is at different / varying levels both in Rwanda and Tanzania
4. Other activities at the organizations (such as Monitoring and Evaluation, national agricultural show) overlapped with the project activities
5. There is no gender policy in agricultural research; only at the national level.

### **Way Forward**

1. There are plans to conduct sensitization workshop of policy makers, scientists and different stakeholders
2. To come up with convincing evidence for gender policy in agricultural research
3. To strengthen the linkages with other stakeholders

### **2.4.4 Kenya and Uganda**

#### **Opportunities**

- Appointment of Gender Person (Gender Unit – most centers have a gender advisor)
- Strategic plan which is gender inclusive is in place
- Gender incorporation in project stated (though it depends on the interest / initiative of specific project heads and donors)
- PR & GA Institutionalized (but the turnover in KARI is high hence the need for continues training on gender)
- Gender has been recognized as a significant factor in development
- Human resource strategy developed (gender included – Dave was involved)
- PR & GA well advanced at KARI: there are annual awards
- There are plans to marry Participatory Monitoring and Evaluation; Participatory Research & Gender Analysis at KARI.

#### **CHALLENGES**

- Lack of specific budget for gender specific activities
- Stereotypes still exists among a few managers and scientist

- Lack of multidisciplinary team in projects
- Inadequate training on PR & GA

### **Way Forward**

Further sensitization starting with top management should be taken in a holistic way, that is, Participatory Research & Gender Analysis and Monitoring & Evaluation.

## **3.0 GENDER ANALYSIS**

**Facilitator: Hilary Feldstein**

### **3.1 Definition of Concepts**

1. Gender analysis (GA)
2. Participatory research (PR)
3. Gender – Sex – Women
4. Gender equity
5. Gender equality

The above concepts were discussed in pairs and the following understanding of concepts was reached:

#### **3.1.1 Gender Analysis**

- Mapping gender relations in relation to: Control/access to resources and benefits; power; rights; practical and strategic needs.
- Defining the roles of women, men, children and disabled in a society
- Consideration of role and relation between women and men, social groups
- Product of gender disaggregated data on role, responsibility
- Identifies causes and consequences of gender differences

#### **3.1.2 Participatory Research**

- Stakeholders' involvement in research cycle
- PRA data collection tools
- Involving key stakeholders in the research process
- Ensuring all stakeholders' concerns are taken into account.
- It is integrally linked to gender analysis.

#### **3.1.3 Link between GA and PR**

The following tools are used for PR

- Transects,
- mapping,
- Focus group discussions
- Ranking
- Key informants
- Participant observation
- Timelines
- Seasonal calendars
- Proportional piling etc.

All these tools are used in a gender sensitive way by ensuring that all the gender groups are involved and their concerns are taken into account. One technique for doing this is separating women and men as informants during data collection. However, this depends on the

community involved as some communities do not agree to be separated. In communities where males and females are grouped together, the researcher has to find ways of validating some of the answers given, just in case one group is unable to express itself or dispute what the other group says. Women's voices are usually lost in such cases.

### 3.1.4 Gender Mainstreaming

- Based on gender analysis
- Identified needs of both women and men are taken into account at all levels / sectors of an organization: policies, decision making, research, programming etc.
- Planning, practice results of Gender Analysis and monitoring.
- Mainstreaming has a sense of inclusion.

### 3.1.5 Gender, Sex, Women

Gender	Sex	Women
Socially determined	Biologically determined	Feminine identity
Social cultural attributes determining roles & responsibilities	Biological difference between women & men	
Do change over time	Universal & unchangeable	
	Given by birth	

## 4.0 CASE STUDY

The practical bit of gender analysis was illustrated by use of a case study entitled "Intrahousehold Dynamics and FSR/E in Zambia: A Case Study of Traditional Recommendation Domain 3 in Central Province" written by Charles Chabala and Robert N. Gichira. Considerable amount of time was spent reading through and internalizing the case study before the participants got into groups for discussions.

### 4.1 Discussions from the Case Study

#### SEASONAL CALENDAR

Crops/activities	J	F	M	A	M	J	J	A	S	O	N	D
<b>Hybrid maize</b>												
Land preparation									M			
Planting											MWC	
Fertilizer application	WMC											
Weeding	WM	WM										WM
Pest application	WM	WM	WM	WM								
Stoking & Harvesting			WM	WM	WM	WM	WM					
<b>Sorghum</b>												
Planting (broadcast)											W	W
Plowing											M	M
Thinning & replanting		W	W									
Weeding (done twice by women,												

the month is not indicated)												
Bird scaring		W	W	W	W							

Finger millet and the relish crops are grown by women. Women's activities away from home include grinding maize and sorghum, preparing meals, washing clothes and making baskets.

### Questions for Group Discussions

1. What inferences can you make from the seasonal calendar?
2. Pick one research in improving agricultural activity (efficiency).
3. Pick one initiative that will help women specifically.

### Results from the Group Discussions on the Case Study

Inferences	Research activity for efficiency	Initiative to help women specifically
Women and men engage more or less similarly in the production of maize	Farmers' training	Reduce the labour burden in bird scaring
Women and men are busy throughout the year in maize production	Improving research, extension linkages, technologies	Improve oxen plough so that it can plough and plant sorghum and millet
In the production of sorghum and finger millet, women are more engaged than men	Development of labour saving technologies: <ul style="list-style-type: none"> <li>○ Ox-weeder</li> <li>○ Ox</li> <li>○ Hand shellers</li> <li>○ Breeding varieties that are resistant to birds</li> </ul>	Easing water and fuel collection
Women have a much heavier workload than men	Development of appropriate agronomic packages <ul style="list-style-type: none"> <li>○ Spacing plant population</li> <li>○ Weed control</li> </ul>	Develop micro-industries (solar, alternative stoves, post harvest technologies etc)
	Soil improvement techniques	<ul style="list-style-type: none"> <li>▪ In-depth gender analysis of community decision making</li> <li>▪ women and men's needs</li> <li>▪ access/control of resources/benefits</li> <li>▪ power relations</li> </ul>
	Oxen revolving fund	

## 4.2 Facilitators Note on Gender Analysis

Dividing women and men in PRA has some challenges. Each group may come up with differing priorities, yet there is a chance for only one project. It is important for researchers to remember that men's priorities are likely to dominate. Besides the farmers' priorities, other challenges have to do with our institutions. PR& GA methods of data collection can be used to show where to lessen the constraint. There is need to pay attention to women's need because they are very severe. The current political environment is conducive to tackle women's constraints.

Participants were reminded of the force field analysis, which was covered during the previous workshop. The idea is to increase opportunities and decrease the challenges.

## 5.0 ORGANIZATIONS and CHANGE AGENTS

**Facilitator: Barun Gurung**

1. Role of the change agent

2. Skills

- Communication processes
- Influencing processes
- Building support / Networks

### 5.1 What is an Organization? Are Organizations and Institutions the Same?

#### 5.1.1 Institutions:

- Rules for achieving economic and social ends
- Rules specific how resources are allocated and how tasks and value assigned
- Embedded in relational hierarchies of gender, class, caste

There are 4 levels of institutions namely:

1. State
2. Market
3. Community
4. Household

#### 5.1.2 Organizations

Organizations are social structures within the frameworks of rules provided by institution. They act to reinforce or challenge the rules provided by institutional framework. Institutional norms operate below level of awareness but are woven into the hierarchies, work practice and beliefs of organizations

#### Organizational Model

	MISSION	STRUCTURE	HUMAN RESOURCES
<b>TECHNICAL</b>	Policy	Tasks and Responsibilities	Expertise
<b>BEHAVIOURAL</b>	Policy Influence	Decision Making	Room for Innovation
<b>CULTURAL</b>	Symbols	Cooperation & Learning	Attitude

Why do we need an organizational model?

- Tool for assessment
- Guide for action for change

## Nature of Organization change

- Revolutionary / transformatory
  - Leaps, spurts and disruptions
  - Culture change (deep structure)\
  - Mission
  - Goals
  - Strategy
  - Nature of Change
- Incremental
  - Aimed at improving aspects of the organization
    - Reward and incentive systems
    - Information technology
    - Management practices
  - Deep structure unchanged
  - Mission remains the same
  - Rationale for implementation strategy of mission unchanged

## What types of action to take for organization change

### 1. Individual

- Recruitment, selection, replacement
- Training and development
- Coaching and counseling

### 2. Group

#### Team building

- Self-directed groups
- Intergroup

### 3. Organization

- Orders of change
- Change phases
- Change focus
- Inter-organizational

## 5.2 Discussions on Incentives

While KARI reported that the incentive strategy is working well, at EARO, it was felt that incentives render the change process unsustainable. Hence the staff at EARO had argued that gender should be made a 'normal' everyday concern rather than rewarding those who include gender.

Facilitator's note: Change is difficult and usually chaotic.

## 5.3 Change Agents

**Facilitator: Kalina Sharp**

The scene for this session was set through a video show about Phaivanh's story. Phaivanh was working with the project ILCA (Initiative for Leading Change in Asia) in CARE Laos. She worked in this programme from 2003 when she was a bookkeeper. Within two years, she has become the Human Resource Manager in CARE Laos. Phaivanh discusses how fearful she felt

at the beginning of her work as a change agent. Her persistence has helped her to achieve into what she is today.

#### 5.4 Change Agents' Role:

Facilitator: Ken Afful

##### Analyst

- Initiator
- Catalyst

##### Qualities

- Perseverance
- Vision for change
- Courageous
- Receptivity
- Empathy
- Self-conscious
- 'Tough skin' to bare criticism

#### 5.5 Group Work

1. List sources of power in your organization.
2. Who influences decisions in your organization?
3. List the types of resistance you have encountered in your organization.

##### Group Results

Sources of Power	Who Influences decisions	Types of Resistance
Responsible ministries	Top manager	Technological refusal
Act of Parliament	Responsible ministries	Disciplinary resistance
Board of management	Board of management	Attitude complication
Director General	Donor	Negative attitude
Knowledge	Politicians	Indifference
Qualifications	National policy makers	Lack of experience
Experience	Stakeholders	Lip service
Hierarchy	Senior scientists	Externalizing
Informal relationships		Avoidance
Lobbying skills		Culture/behaviour
Personal behaviour		Ignorance
Control of resources		Fear of loss of status
Relationship with donors		Fear of commitment <ul style="list-style-type: none"> <li>▪ Accountability</li> <li>▪ Fund implication</li> </ul>

#### 5.6 Facilitator's notes:

##### 5.6.1 Sources of Power

- Experience, expertise, skills
- Knowledge
- Resources (financial, material, information)
- Control of resources
- Personal attributes eg. Charisma; visionary
- Physical strength

- Formal authority
- Ability to articulate
- Emotional power

### **5.6.2 Types of Power**

1. Power over: Forces to make another do something because s/he has less power.
2. Power to: enabling others to do something
3. Power within: Individual strength - confidence

Debate on the importance of incentives

- In CARE, Laos: Some lower positioned personnel are in gender programmes meetings; therefore recognition is also an intensive

## **6.0 COMMUNICATION**

**Facilitator: Ken Afful**

### **6.1 Session Objectives**

- Understanding communication processes
- Understanding influencing processes

The session started with an exercise called Chinese Whisper or Village Communication. In this exercise, a participant gets to read a message from a card. He/she then whispers the message to the neighbour who whispers the message to the next person. This process continues until the last person says loudly the message he/she has received and then reads aloud the message written in the card. By the time the message got to the last person, it was completely distorted.

### **6.2 Lessons Learnt from the exercise**

- Messages are easily distorted
- There is need to make sure that things are clear to you before you transmit the message
- The receiver must know how to decode messages
- Communication is a two way process
- Verbal and non-verbal communication is important
- Mode of communication (eg whispering) may create some discomfort
- You must understand your subject

### **6.3 Issues Arising - Discussions:**

How do we prepare for sending a message?

Make sure the environment is conducive: for example, make people own the issue, sometimes by suggesting subtly the idea to them.

Make sure the message is received.

Wavelength: for example, dressing, self-consciousness, and sensitivity

Change moments: seize the moment to bring change in a pleasant way.

### **6.4 Group work on Communication**

1. What is communication? What are the issues of power in communication?
2. What types of technical and behavioural skills do we need as organizational gender change agent
3. What are the barriers to effective communication?

4. How do we know the right time/place to communicate about change?

### 6.5 Group Presentation on Communication

1. Communication is the passing on information from source to receiver and getting feedback. Communication can be verbal or non-verbal.
2. Skills needed as organizational gender change agents

Technical	Behavioral
Knowledge	Charisma
Professional and qualification	Flexibility
Experience	Courage
Facilitation skills	Self-expression (mannerism)
Good listener	Dressing
Clarity	Inter-personal skills
Analytical	Respect
Language (Verbal and non-verbal)	Good manners

3. Barriers to Communication

- Language
- Gender
- Perception and attitude
- Cultural barriers
- Dictatorial behaviour
- Lack of feedback system
- Intimidation
- Poor understanding of social/cultural context

4. Issues of Power in Communication

Pay attention to different types of power  
Study the environment

5. How to know the right time / place

When people are not busy  
When people are comfortable

### 6.6 Facilitators' Notes

#### 6.6.1 Barrier to Effective communication

Barriers in communications are often present when:

1. **Message is not clear:** This happens when the message is vague, contain empty words and phrases, careless omission, lack of coherence bad organisation of ideas and inadequate vocabulary. The lack of clarity can be costly in time and money.
2. **Faulty Translation:** When message is not clear it follows that translation may also suffer. Even when a clear message has been transmitted it is not uncommon for the receivers to wrongly translate it.
3. **Fear:** The type of relationship between the two communicators can also be a barrier. If there is an environment of mistrust, loss of confidence etc., the communication could break down.
4. **Loss of Interests:** One can imagine teaching students a boring subject which the students are not interested in. The students may be physically in the classroom but the teacher may not be communicating because the students have no interest in it. This is so with meetings

at the work place where the subject may be of little interest to participants. Participants will pay no attention and sometime escape psychologically. People switch off if oral communication becomes boring and repetitive. Receivers may also be pre-occupied with their own problems or thoughts that interest them and can hardly wait to pass on their own message.

5. **Unclarified Assumption:** When a message appears to be clear when transmitted it is also assumed that it will be clearly received. Organizations are full of people running around asking others to help clarify, simplify messages. What does he/she mean when he/she sent this message? Job description, delegation of responsibility, messages to and from external services is all full of such ambiguities which result in lost of time and goodwill.
6. **Insufficient Adjustment Period:** When managers communicate major changes in the organisation such as transfers, training, moving offices, career adjustments or status arrangements they allow little time for adjustments. Changes affect people in different ways and it may take time to think through the full meaning of the message. It is therefore important that changes are not forced on people before they are fully adjusted to their implications.
7. **Not Trusting The Sender:** When a receiver of communication does not trusts the sender, it is likely that receiver will not be enthusiastic about acting on the message. He/she may even misread the message. This happens when the superior is not trusted for several reasons. This includes where the superior is known to fiddle with messages and who often transmits non-logical message. On the other hand superiors often do not trust messages transmitted from subordinates especially those who are known to challenge the managers decisions.
8. **Premature Evaluation:** In our eagerness to provide feedback we often attempt to evaluate messages even before the sender has completed sending it. In oral communication, it is important that the receiver is patient to allow the sender to complete the message before a response is given.

### 6.6.2 Informal Communication (The Grapevine)

Informal communication occurs outside the formal channels. It is often carried out by means of face to face interaction and also by phone. A major function of informal communication is the maintenance of social relationships and the distribution of personal information, gossips and rumours. Informal communication is sometimes called the "grapevine". Informal communication networks can also be used effectively by Change Agents who are skilled in the interpretation of information from such networks. Messages often travel faster through informal networks.

The grapevine travel faster than formal communication and reaches all levels of the organisation. Information is often passed by people who do not have all the facts, or who might give them a different emphasis to that intended. The grapevine can be used to the advantage of the change agent and the organisation to keep people informed of what is happening if care is taken.

Grapevines often come into existence because formal channels of communication are inadequate. An extensive lateral communication among staff members may reflect inadequate information dissemination in the organisation.

Change agents should follow closely what is passing through the grapevine. Employees tend to give the grapevine as much (or even more!) credence than formal communication channels.

### 6.6.3 Rumours

If ignored the grapevine turn into destructive rumours that eventually causes organisational problems. Change agents must therefore be aware of this phenomenon. Rumour is an informal communication which is transmitted without tested evidence. It is often the negative, destructive part of informal communication. Rumour is often spread by persons who have interest in its outcome. When rumour is spread individual add or subtract parts of the original message to suit their own interest.

Left unchecked, negative rumours circulating through the grapevine can create snowballing negative consequences for an organization. Such rumours, particularly if untrue, necessitate responses (through formal communication channels) that remedy problems, relieve anxieties, and get employees' attention back on the work at hand.

#### *Problems in Interpersonal Relationships*

A significant part of an organisation's problems have been attributed to the manager's emphasis of the external systems of planning, organising, directing controlling and co-ordinating of activities and less on interaction: interpersonal relationships.

Traditionally Change Agents have not concerned themselves with sentiments. Change Agents often play down sentiments and some aspects of it such as motivation. Lack of attention to interactions and sentiments often leads to break down in interpersonal relationships. Such breakdowns are referred to as "personality conflicts". When what has actually happened is a break down in interpersonal communication.

## 7.0 ORGANIZATIONAL CHANGE

**Facilitator: Barun Gurung**

### Organizational Elements

Policy	Tasks and responsibilities	Capacities
Policy Influence	Decision making	Room for innovation
symbols	Cooperation and learning	attitudes

### Typical models and responses in processes of organizational change

<b><i>Situation regarding gender in the organization</i></b>	<b><i>Typical responses of management/ dominant group</i></b>	<b><i>Typical responses of other employees/ subdominant group</i></b>	<b><i>Typical model of facilitator</i></b>	<b><i>Typical strategies of facilitators</i></b>
Gendered organizations	Defensive; easily accused; insulated by power	Passive; lacks awareness	The lone pioneer; frequently stigmatized; feels victimized;	Putting gender on the agenda by explaining; giving facts and figures; formal/informal

			sometime like a frozen rabbit; needs support base	organizing
Gender-aware organization	Feels attacked, intimidated; sometime overly impressed and eager to be politically correct	Increasingly aware but afraid to rock the boat; others who feel threatened by change turn the facilitator into a lightning rod	The fighter; charismatic, fast moving; risk taker; not afraid of conflict; has a small support base in the organization	Use arguments based on ideology and values; form strategic alliances (inside & outside the organization)
Gender-sensitive organization	Cares about the organizational gender image; is interested in making alliances with facilitators; needs support in policy development and implementation	Prepared to support management; in need of skills and tools to bring policies into practice	The player; tries to 'play' the organization; recognizes opportunities; negotiates; is diplomatic and flexible	Building planning, monitoring and evaluation systems; mechanisms for learning and accountability; promotion of innovative practices; outside networking

## PHASES OF ORGANIZATION CHANGE

Level of Change	Content emphasis	Process/Application
Individual	<ul style="list-style-type: none"> <li>• Individual motivation</li> <li>• Reward system</li> <li>• Individual performance</li> <li>• Job satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Career development</li> <li>• Reward &amp; incentive system design</li> <li>• Work environment</li> <li>• Job and work redesign (TOR)</li> </ul>
<b>Group</b>	<ul style="list-style-type: none"> <li>• Norms, values and attitudes</li> <li>• Congruence of words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Changing conformity patterns</li> <li>• Changing executive behavior towards greater congruence</li> </ul>
<b>Larger system &amp; (organizational institutional)</b>	<ul style="list-style-type: none"> <li>• Management style &amp; approach</li> <li>• Organizational interfaces, especially external environment and internal structure</li> </ul>	<ul style="list-style-type: none"> <li>• Moving toward participative management</li> <li>• Changing structure (capacity development; policy; incentive systems; TORs)</li> </ul>

## 7.1 The Phases of Change

There are 3 phases of change: pre-launch, launch and post launch phase.

### 7.1.1 The Pre launch Phase

- **Leader self examination:** leadership is personal. The process concerns the use of the self, how to be persuasive, how to deal with resistance, and how to be political, in the best sense of the phrase; how to embody the vision of where one want to the organization to go. There is growing evidence that *Self-Awareness* is related to performance, behavior that is, high performers tend to have greater overlap between how they see themselves and how others seem them than do moderate and low performers (Atwater and Yammarino 1992; Church 1997). It is important for leaders to be cognizant of themselves in personal domains such as the following;
  - Tolerance for ambiguity
  - Seeming lack of control over the process
  - Understanding how feelings affect
  - Personal dispositions (knowing one's disposition ie introvert or extrovert)
  - Decision making (need to know when to step back and when to take control)
  - One's motives
- Gathering information from the external environment
- Establishing a need for change
- Providing clarity regarding vision and direction

### 7.1.2 The Launch Phase

- Communicating the need for change
- Initiating key activities
- Dealing with resistance

### 7.1.3 Post Launch Phase or further implementation

- *Multiple leverage:* usually change is too complicated for one action (intervention) to do the job.
- *Taking the heat:* When change is launched, it is safe to say that not everyone will be happy with the idea. In fact, some may be quite upset and angry, looking for a target, a person, or group to blame "for the messy situation that we are in". The change leader is the most obvious target
- Consistency
- Perseverance
- Repeating the message

### 7.1.4 Sustaining the Change

- Dealing with unanticipated consequences
- Momentum
- Choosing successors
- Launching yet again new initiatives

## 7.2 Group Work on Organizational Change

### Group 1

Level of change	Content	Activities
<b>Individual</b>	<ul style="list-style-type: none"> <li>▪ Attitudes</li> <li>▪ Capacity Building</li> <li>▪ Room for innovation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gap assessment</li> <li>▪ Training</li> <li>▪ Innovation system thinking</li> </ul>
<b>Group</b>	<ul style="list-style-type: none"> <li>▪ Attitude</li> <li>▪ Capacity</li> <li>▪ Cooperation</li> <li>▪ Room for Innovation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gap assessment</li> <li>▪ Building alliance</li> <li>▪ Incentive arrangement</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Attitude</li> <li>▪ Decision making</li> <li>▪ Policy influence</li> <li>▪ Task responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gap assessment</li> <li>▪ Policy formation (revision)</li> </ul>

### Group 2

#### Pre-launch phase

#### Gender Gap Analysis

##### Individual:

Assess individual attitudes / perceptions through surveys, observations, interviews, diaries etc.

##### Group:

Establish and constitute gender group

Assess attitudes through FGDs

##### Organization:

Review policy / organization documents

Analyse organization symbols

Review reports / proposals / Reviews / evaluations

Review human resource documents / processes

Proposal Development

### Group 3

#### Organizational Change

Level - Individuals (senior officers)

Policy in place - Attitudes (positive toward gender)

Influence policy

#### Capacity Building

- Sensitization (internalization and action)
- Awareness (workshops, seminars)
- Gender analysis (impact, adoption)
- Building alliances (discriminating factors)
- Advocacy and lobbying

## 8.0 MONITORING AND EVALUATION FOR IMPACT: SOME CONSIDERATIONS FOR MAINSTREAMING GENDER

Facilitator: Michael Waithaka

### 8.1 Some elements of gender

Goes beyond men and women

Has a place in targeting of technologies – implying economic welfare

Has a place in empowering the marginalised – social welfare

Has a lot to do with organizational change

### 8.2 Monitoring and evaluation

Provides *indications* of the extent of progress and achievement of objectives as well as the process

Involves *continuing observation* and systematic *collection* of relevant and selected data to self, management and main stakeholders (feeds evaluation)

Systematic and *objective assessment* of ongoing or completed project, programme or policy

Aim is to determine the relevance and fulfillment of *objectives, efficiency, effectiveness, impact* and *sustainability*

Can be *internal or external*

### 8.3 Output and outcome

**Output:** physical products, institutional and operational changes, improved skills and knowledge achieved by the project/program as a result of good management of inputs and activities, i.e., *immediate, visible, concrete* and *tangible consequences* of project inputs

**Outcome:** *effect* or *consequence* of a program in the *medium term*, i.e., result that is the logical consequence of achieving a combination of outputs

### 8.4 Impact

**Impact:** *ultimate planned* and *unplanned* consequences of a program; an expression of the changes actually produced as a result of the program

Typically realized several years after the program has stabilized or been completed

M&E integral and critical components as they form the foundation for assessing impact and provide building blocks

### 8.5 Indicator

Explicit measure used to determine performance

Signal that reveals progress towards objectives

Means of measuring what actually happens against what has been planned in terms of quality, quantity and timeliness

Desired to be SMART:

**Specific** (qualifying what should be achieved)

**Measurable** (quantifiable where possible)

**Attributable** (strongly linking achievement to expected performance)

**Realistic** (that data/information can be collected reliably, cost effectively and in time)

**Time bound** (stating when achievement must be reached)

Refine them through several consultative iterations

Will not apply to all situations, projects, and institutions

## **8.6 Potential indicators**

Consider level in research to development pathway (efficiency, effectiveness, benefit)

Quantity and quality of competent gender analysts

Tools, methods and procedures to mainstream gender

Creation of synergistic partnerships

Involvement of relevant groups

Change towards equal opportunities

Change in attitudes, behaviour and practices

### **Indicator 1.2a: Number and type of policy issues analyzed**

Definition and unit: Cumulative calculation of number of policy issues analyzed disaggregated by subject matter and theme and aggregated on a six monthly basis (analyzed means examined technically exhaustively)

Relevance: provides a direct and practical measure of progress made in analyzing policy

Data collection: aggregated from policy analysis submission/approval records

Target setting: Policy analysis is limited by capacity within the relevant organizations

### **Indicator 1.3b: Number and type of partners to whom policy options have been availed**

Definition and unit: Number and type of partners, disaggregated by policy subject (partners are stakeholders and interest groups considering policy options - identified as organizations)

Relevance: direct measure of partnerships and assists with the reporting of partners strengthened

Data collection: aggregated at coordinating unit level from stakeholder forum records

Target setting: Weak linkages with partners as these are limited by parochial interests and mandates

### **Indicator 1.3a: Number and type of policy options considered by interest groups**

Definition and unit: number and type, aggregated from records on six monthly basis and reported annually

(consideration processes with interest groups at forum level may result in:

immediate implementation - change of procedures

agreement on change to be effected – alternative course of action

referral for legislative action and procedures

need for advocacy action to influence policy initiation)

Relevance: measures actual gains made and results achieved in advancing policy options and facilitating change

Data collection: Review of stakeholder forum records

Target setting: Analysis and packaging of relevant materials and facilitation of appropriate forums to present findings

### **Indicator 1.2b: Aggregated identifiable effects of policy options on men, women and children**

Definition and unit: cumulative number of men, women and children deriving benefits from policy interventions (qualitative and/or quantitative)

Relevance: keeping with millennium development goals (half hunger and malnutrition 2015)

Data collection: synthesis of stakeholder forum records

Target setting: analysis may be limited by lack of capacity and tools

#### **8.7 Some do's and don'ts**

When assessing impact, measure and report what you have caused, prepare for *ex post* assessments

Prepare plausible bridges between project benefits and wider impacts

In planning consultation widely and agree on (tools, approaches, indicators, bench marks, time frames, who is responsible for what), conduct mid-term review (make necessary adjustments) and final reporting (document outputs, process and lessons for the future)

#### **8.7 Some concerns**

How to assess impact of short term projects – impact, outcome or output, time, attribution

How to respond to demands to demonstrate impact even before outputs are in place

How to measure higher level impacts- gender and social welfare

Do we have tools to deal with the above?

How to fit gender with wider policy concerns, organizational change

### **9.0 PROPOSAL DEVELOPMENT**

During the first phase of the project, the country teams conducted assessments of their institutions with regard to gender. During the Addis Ababa workshop, considerable amount of time was spent designing workplans and budgets for the next phase of the project. This was a rigorous process. Following is the presentation of the different proposals that each country team drew up.

## 9.1 DEMOCRATIC REPUBLIC OF CONGO

### Title: Baseline on PRGA perception and utilization level within the agricultural research and development organizations in Kinshasa and Bas-Congo provinces

#### 1. PRGA background

- 1.1. Meaning of PRGA concept among researchers and development agents?
- 1.2. Existence of qualified human resources engaged on PRGA activities within the research and development organizations in Kinshasa and Bas-Congo provinces

#### 2. Objectives

- 2.1. Global objective  
Institutionalization of PRGA within agricultural research and development organizations.
- 2.2. Specific objectives
  - 2.2.1. Determine content and planning strategies for PRGA change on individual, group and/or organization
    - Identify and sampling targeted individual, group and organizations to be involved for PRGA change
    - Identify PRGA change constraints and opportunities.
  - 2.2.2. Introduce change launch on agricultural research and development organizations
    - Modify attitude/perception of individual and group on gender (gap assessment, analysis of symbols, policy formulation, room for innovation)
    - Build capacity toward training, sensitization, awareness, alliances, advocacy, lobbying
  - 2.2.3. Extend PRGA concepts and tools
    - Design PRGA reference documentation on PRGA (reports, deplanes, brochures, courses, etc) to be distributed to end users (teachers, students, researchers, development agents and so on)

#### 3. Research questions

- 3.1. Meaning of PRGA concepts
  - Participatory research and participatory approach;
  - Gender – sex – women
  - Gender analysis and gender approach
  - Equity and equality
  - Gender and development/ women integration
  - Gender mainstreaming
- 3.2. How PRGA concepts have been used and understood within previous agricultural research and development projects (2000 – 2005)
- 3.3. Previous agricultural research and development projects analysis on
  - Access and control on productive resources between men and women;
  - Access and control of benefits generated on production between men and women;
  - Women access to information and training;
  - Natural resources management between men and women
  - Women participation on decision making process

### 3.4. Constraints and opportunities in using PRGA on

- Institution
- Resources management (human, inputs, benefit)
- Socio-cultural (behavioral)

## 4. Working plan, methodologies and time frame

Research will be conducted in three stages

STAGE	RESEARCH TO BE CONDUCTED	TIME FRAME
1	Baseline study on PRGA perception within the agricultural research and development organizations  Methodology: <ul style="list-style-type: none"><li>○ Conducting surveys by questionnaires on individuals</li><li>○ Conducting semi-directs interviewees on focus group</li></ul>	08 – 11/2005
2	PRGA change launch  Methodology: <ul style="list-style-type: none"><li>○ Gap assessment, policy formulation, organization analysis and capacity building to modify attitudes and perception on PRGA</li></ul>	01 – 03/2006
3	Extension of PRGA concepts and tools  Methodology: <ul style="list-style-type: none"><li>○ Design PRGA reference documentation be distributed to Education system, research and development organizations</li></ul>	05 – 09/2006

## 5. Activities to be conducted

### 5.1. Stage 1: Baseline study

- Identification and sampling of research and development organizations;
- Conducting focus semi-structured surveys and surveys based on questionnaires
  - Designing semi-structured guide and questionnaire
  - Keyboarding semi-structured guide and questionnaire
  - Recruitment, selection and training of enumerators
  - Testing surveys guide and questionnaire.

Field work:

Team field work: Conducting focus semi-structured surveys and surveys based on questionnaires  
in Kinshasa and Bas-Congo provinces

Office work

- Data codification;

- Keyboarding of data on EPIDATA;
- Data transfer from EPIDATA to SPSS
- Data tabulation;
- Data analysis and interpretation;
- Reporting
- Exploiting reports 1 and 2 for next stage.

5.2. Stage 2: Planning for change

- Activities to be conducted on individuals, group and/or organizations rely on the results of baseline study.

5.3. Stage 3: Extension of PRGA concepts and tools

- Design of PRGA reference documents to be distributed to end-users;
- PRGA documents production;
- PRGA documents promotion;
- PRGA documents distribution.

**6. Indicators table**

<b>IMPACT (Global objective)</b>	<b>OUTCOMES (Specific objectives)</b>	<b>OUTPUTS</b>
Rate and delay for PRGA adoption	1. Number of measures (actions) to be taken	1.1. Number and quality of individual, group and organization targeted 1.2. Number and types of constraints and opportunities identified
	2. Number and quality of individual, group and organization interested for change.	2.1. Number and quality of individual, group and organization which changed attitude on PRGA and accepted to introduce and use interested for change; 2.2. Number and quality of individual, group and organization trained, sensitized, ... 2.3. Number of workshop, seminar ... organized
	3. Number and quality of individual, group and organization received reference documentation on PRGA.	3.1. Number of documents issued, printed, promoted 3.2. Number of documents distributed.

**9.2 ETHIOPIA**

**Towards gender mainstreaming in National Agricultural Research Systems: the case of Ethiopian Agricultural Research Organization**

**By: Yeshi Chiche and Agajie Tesfaye**

**1. Introduction**

Research experimentation mostly involved men farmers while the technological outputs affect both women and men farmers differently. Earlier research had the goal of increasing production while current research themes must consider various objectives for food security, equity and poverty alleviation to protection of environment (John Omiti, 1999). The national studies indicated that agricultural research had little success in bringing sustainable developments. This was because, many of the improved technologies are scientifically viable but not relevant to the objectives and socio-economic circumstances of women and men farmers (Franzel et al, 1992).

The natural conditions such as rainfall, soil type, etc., and the economic environment such as output and input markets, etc influence the behavior of women and men farmers and the choice of activities and technologies (Murithi et al, 1993). As a result, farmers in many developing countries have often not adopted technologies recommended by research programs. This is partly due to the inconsistencies of the recommended technologies with the circumstances of women and men farmers' such as natural, social, economic and institutional features of the area in which the farmers have managed their resources (Alemayehu, 1987). A detailed description of the economic, social and natural circumstances of the representative women and men farmers is, therefore, important for identifying priorities and addressing their problems. Farmers' circumstances should be studied to come up with technological innovations which can be adopted by both women and men farmers and hence improve their welfare (Aleign, et al, 1988).

Therefore, research has to be oriented towards addressing interrelated problems of the small holder women and men farmers. To facilitate the consideration of gender in the research systems, it has to be institutionalized in the organization. Gender responsive research has to be strengthened in such away that it adequately addresses the interests of women and men. Gender component has to be incorporated in the strategy of the organization and the research programs. Since women and men farmers make production decisions in a complex environment, conducting gender responsive research should be considered as one of the TORs of Research Divisions.

As a step towards internalizing the gender issue in the organization, organizational assessment was conducted with the major objective of understanding awareness levels and the status of implementation of gender responsive research (Yeshi and Agajie, 2005). The specific objectives of gender assessment study were:

1. To investigate and assess the technical, behavioral and cultural dimensions of EARO in mainstreaming gender
2. To identify the problems that hampered the implementation of gender responsive research in the organization
3. To suggest appropriate intervention options to overcome the constraints and facilitate institutionalization process of gender

According to the findings of organizational assessment study, conducive national and organizational policies are available to incorporate gender issues in the strategies and policies of the organization. Most of the research staff have also realized the importance of gender responsive research for technology uptake. However, the following two key problems were identified from the study:

- Only limited awareness level was observed about the details of gender among the research staff

- Most of the researchers lack knowledge and skills of collecting gender disaggregated dataset and identifying gender based constraints

Therefore, this project aims to bridge the gap and address the above constraints. The outputs of this project are expected to contribute in facilitating gender mainstreaming process in EARO. The specific objectives of this project are the following:

1. To create awareness and build the capacity of researchers about gender responsive research and its relevance in agriculture
2. To generate gender disaggregated dataset and identify and prioritize gender based constraints
3. To suggest appropriate gender responsive intervention options that help overcome gender based constraints
4. To facilitate gender mainstreaming process in the organization

## **2. Methodology**

This project will be conducted in three phases. The first phase will be capacity building of the management and research staff, the second will be conducting holistic gender analysis case study while the third phase is conducting a national planning workshop with relevant stakeholders.

## **3. Expected outputs**

This study is expected to produce the following outputs.

### **3.1 Awareness level of the management will be created and improved and capacity of researchers to conduct gender responsive research will be built**

The contribution of research and administration management is of paramount importance to facilitate gender mainstreaming process in the organization. They could play a key role of encouraging research and administrative staff to consider the issue of gender equity in the organization.

### **3.2 Gender disaggregated dataset will be generated, and gender based constraints will be identified and prioritized**

Women and men farmers operate under complex biological, physical, social, cultural and economic environments. These conditions are interrelated and have their own contributions for the success of farming. Hence, this study will characterize these systems thoroughly and come up with a clear picture of the scenario. Women and men farmers operate under complex biological, physical, social, cultural and economic environments. These conditions are interrelated and have their own contributions for the success of farming. Hence, this study will characterize these systems thoroughly and come up with a clear picture of the scenario.

### **3.3 Appropriate intervention options will be identified to overcome prioritized gender based constraints**

Since resources are always limited, there is a need to focus on the priority problems of women and men so as to improve farming productivity. Hence, the study will suggest possible intervention options that help overcome the priority problems in an integrated manner.

### 3.4 Gender mainstreaming process will be facilitated in EARO

Eventually, this project intends to facilitate gender mainstreaming process in the organization. If gender is internalized, the research and administrative staff will be considering gender issues as part of their regular activities.

## 4. Logical Framework Matrix

<b>Goal :</b> Contribute to the generation, transfer and uptake of agricultural technologies in EARO			
<b>Purpose:</b> Build capacity of staff and make available relevant gender disaggregated information to the researchers, development workers, extensionists and policy makers.			
<b>Expected output</b>	<b>Activities</b>	<b>indicators of performance</b>	<b>Means of verification</b>
1. Awareness on gender responsive research created	<ul style="list-style-type: none"> <li>Conduct sensitization workshop for research and management staff of EARO</li> </ul>	<ul style="list-style-type: none"> <li>At least two gender training provided for a total of 43 staff of EARO at the 1<sup>st</sup> quarter of the project</li> </ul>	Progress report
2. Gender disaggregated case study generated	<ul style="list-style-type: none"> <li>Establish gender team</li> </ul>	<ul style="list-style-type: none"> <li>A team of researchers from different disciplines established at one research center during the 2<sup>nd</sup> quarter of the project</li> </ul>	Progress report
	<ul style="list-style-type: none"> <li>Conduct a gender analysis training</li> </ul>	<ul style="list-style-type: none"> <li>One Gender Analysis training (three day long) gender analysis training provided to the established team at the 2<sup>nd</sup> quarter of the project</li> </ul>	Progress report
	<ul style="list-style-type: none"> <li>Conduct a gender analysis case study</li> </ul>	<ul style="list-style-type: none"> <li>One report (gender disaggregated) produced at the end of 4<sup>th</sup> quarter of the project</li> </ul>	Report
3. gender responsive approach in research strategies incorporated  4. Gender responsive research approach in incorporated in the TOR of researchers	<ul style="list-style-type: none"> <li>conduct a national planning workshop with decision makers and relevant stakeholders</li> <li>implementing existing national action plan</li> </ul>	<ul style="list-style-type: none"> <li>One planning workshop held at the end of 3<sup>rd</sup> quarter of the project</li> </ul>	Progress report

### 9.3 KENYA

# THE ENHANCEMENT OF PARTICIPATORY RESEARCH AND GENDER MASTREAMING IN NARS: THE CASE OF KARI

**By: Dave J W Nyongesa and Jane Ngugi**

## **Background**

In 1995 KARI realized that Farming System Approach-Research Extension and Training alone couldn't lead to the development of appropriate and demand-driven technologies. Despite the availability of 'good' technologies, the adoption levels remained low leading to low farm production of less than 50% of the expected (Kooijman and Mbabu, 1998). Following this recognition various appropriate structures/ mechanisms were put in place to ensure that gender sensitive participatory research was mainstreamed. A study conducted on insitutionalisation of participatory research (PR) and gender analysis (GA) (Nyongesa and Ngugi 2005) revealed that the recognition levels of PR and GA in KARI by the scientists and management were high. However, available reports (CRAC meetings, impact assessment study in 2002) show that the incorporation of gender concerns in proposals and projects is lower than expected. This may be attributed to lack of documented evidence on the contribution that gender incorporation has on the research outputs; lack of networking among the gender coordinator and gender advisors; low sensitivity among the management and inadequate information in the established KARI gender and agricultural research database (GARD). This study will address these issues as well as identify and propose appropriate structural changes to ensure full institutionalisation and mainstreaming of PR and GA in KARI.

## **Research Questions**

1. Has gender participation in KARI research activities increased?
2. Has the adoption rates of KARI's technologies increased since the incorporation of gender perspectives in her research activities?
3. How has incorporation of PR and GA in KARI's research activities contributed to the empowerment of the vulnerable groups?
4. What other mechanisms will ensure full institutionalisation of PR and GA in KARI research activities and institutional set up?

## **Objectives**

1. Assess and document the impact of gender sensitive participatory research outputs;
  - development and transfer of appropriate technologies
  - Increased gender participation in projects
  - Empowerment of vulnerable groups
  - Technology adoption
2. Identify and document gender issues that control agricultural production in the various farming systems within KARI's mandate districts;
  - Gender analysis tools to be applied
3. To review and upgrade the KARI GARD (Gender and Agricultural Research Database) to include the information documented in (2) and any other available information;

4. Train KARI researchers and their collaborators on PR and GA using information documented in (1) and (2) as part of training materials;
5. Evaluate and develop appropriate mechanisms to sustain the gender mainstreaming efforts in KARI.
  - Training of managers
  - Strengthening of the gender focal point and its linkage with gender advisors
  - Participatory Monitoring and Evaluation
  - Identify and propose appropriate structural changes

**Activities:**

1. Assessing impact of PR and GA on agricultural technology development, transfer adoption and continued use;
2. Generation of information on gender issues in the various farming systems within KARI's mandate districts;
3. Sourcing and building of available information on gender and agricultural development
4. Training of managers, gender advisors and KARI researchers on gender sensitive participatory research;
5. Workshop to develop mechanisms/ strategies to sustain gender mainstreaming in KARI and propose appropriate structural changes.

**Methodology**

*Sampling:*

- Purposive sampling- for centres, districts and technologies (Crops, livestock and natural resource management)
- Random sampling- for Community based organisations and farmers

*Data Collection:*

- Desk research
- Personal interviews/checklists
- Focused Group Discussions

*Data analysis:*

- Multiple regression analysis
- Covariance analysis
- Multiple responses
- Cross tabulations
- Descriptives

**Expected outputs**

- Increased gender participation by researchers and farmers in KARI research agenda
- Increased adoption rates of the technologies due to incorporation of gender in PR

- Documented evidence on the importance of PR and GA within KARI research mandates
- Documented gender issues in different farming systems
- Tailor-made training materials developed
- Trained number of managers and staff in gender sensitive participatory research
- Mechanisms and structures in place to sustain, monitor and evaluate gender sensitive participatory research (Net working between the gender advisors and gender coordinator; reactivation of GTF; incentives mechanisms; gender co-funding, organisational policy; gender sensitive TORs; PME system, reporting system on gender issues/special bulletin)

### **Dissemination**

- Workshop to discuss the findings of this study with researchers, KARI management, gender advisors, Gender Taskforce, farmers, extension staff from the areas to be covered in this study
- Report to ECAPAPA on the study findings
- Paper presented at KARI 2006 Biennial Scientific Conference
- Publishing in relevant Journals
- Posting on the relevant websites.

**LOG FRAME: Enhancement of Participatory Research and Mainstreaming of Gender in KARI, 2005/2006**

<b>GOAL:</b> Contribution to the Mission of KARI in the generation and transfer of appropriate technologies and knowledge for improved livelihoods			
<b>PURPOSE:</b> The overall purpose of this project is to generate and provide engendered information for development, adaptation and adoption of agricultural technologies using participatory methodologies.			
<b>Expected Outputs</b>	<b>Activities</b>	<b>Indicators</b>	<b>Means of verification</b>
1. Increased gender participation by researchers and farmers in KARI research agenda	Carry out case study	Gender desegregated data identified by end of December 2005	Case study report
2. Increased adoption rates of the technologies due to incorporation of gender in PR	Carry out case study	Percentage by gender of farmers who have adopted identified by end of December 2005	Case study report
3. Documented evidence on the importance of PR and GA within KARI research mandates	Carry out case study	Completed case study documents by end of December 2005	Case study report
4. Documented gender issues in different farming systems	Perform gender analysis in selected farming systems	At least 12 FGDs held by end of February 2006	A report
5. Tailor-made training materials developed	Carry out case study and gender analysis	A GA handbook developed by beginning of March 2006	A handbook/ training manuals
6. Trained number of managers and staff in gender sensitive participatory research	Carry out training workshops	At least 10 training workshops held by end of April 2006	A report and number of participants
7. Mechanisms and structures in place to sustain, monitor and evaluate gender sensitive PR: <ul style="list-style-type: none"> <li>• Reactivating the GTF</li> <li>• Organisational Gender Policy</li> <li>• Sustainable gender co-funding</li> <li>• Incentives mechanisms</li> <li>• Gender sensitive TORs</li> <li>• Monitoring and Evaluation system</li> </ul>	Hold Stakeholders' workshop(s)  Develop Action Plan	<ul style="list-style-type: none"> <li>• 1 stakeholders' workshop held by May 2006</li> <li>• Reactivated GTF by end of June 2006</li> <li>• Action Plan developed and adopted by end of June 2006</li> <li>• Organisational policy developed by end of June 2006</li> <li>• Gender co-funding in place by June 2006</li> <li>• Incentives mechanisms in place by in place by end of June 2006</li> <li>• Gender sensitive TORs developed by end of June 2006</li> <li>• M &amp;E system in place by June 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Report and number of participants</li> <li>• Report</li> <li>• Action Plan document</li> <li>• Policy document</li> <li>• Budget document</li> <li>• HR strategy document</li> <li>• TOR document</li> <li>• M and E reports</li> </ul>

## 9.4 MADAGASCAR

### CHALLENGES FOR GENDER MAINSTREAMING IN FOFIFA

#### BACKGROUND

- Mission and aims of FOFIFA  
    Mise en oeuvre de la politique en matière de recherche agricole  
    Contribute to the rural development by bringing solutions to agricultural problems by applied research
  
- Organisational structure of FOFIFA (DG, 6 scientific departments, 8 Regional research centers)
- Implementation of gender analysis in FOFIFA's activities (objectives, results)  
    \* Some activities were not analyzed
- Gender issues and FOFIFA (cf Project N° 1) :
  - gender aware organisation
  - FOFIFA's DG is agreed on mainstreaming gender issues
  - Vision different on gender concept
  - Need of concrete example on how, when and on which activities to utilize gender analysis
  
- Environnemental context :
  - 22 regions with their specific needs in terms of research activities
  - Gender sensitive services and projects under Ministries of population and Agriculture : Collaboration opportunities
  - On going participatory research project which could be a key starting point for gender analysis

#### OBJECTIVES

General objective : Identification of the opportunities and limitation in gender mainstreaming at the level of FOFIFA

##### Specific objectives

- Finalization of «gap assessment »
- Understanding of the use of gender concepts in different services and projects « familiarized» for possibility of methodology duplication in FOFIFA
- Change Agent capacity Building by conducting gender analysis research activity
- Sensitization of FOFIFA's scientists through training and information feedback from previous activities

## EXPECTED OUTPUTS

- Gap assessment concerning is done
- Approaches used by gender sensitive services are known
- Gender analysis research activity is conducted and results are gathered
- Sensitization and training of FOFIFA'scientists are undertaken

## ACTIONS

Actions	Strategy	Activities
Setting task force	Men and Women members Social scientist and agronomist	- Task force members identification - View point exchange - Elaboration of work plan
Gap assessment finalization (individual, group)	- Contact with researchers	- Data collection - Results analysis and interpretation - Synthesis
Understanding of the use of gender concepts in different gender sensitive services and projects for possibility of methology duplication in FOFIFA	Semi structured interview of services, projects (population and rural development ministries, FORMFED)	- identification of the services : mission , vision, ... - Elaboration of guidelines - interviews - Data analysis
Design and conducting research activity integrating gender issues	- Participatory approach in all activity stages	- Partner identification to be involved in conducting the activity - Activity design (theme, methodology, responsible) - Activity implementation - Monitoring and data analysis - Evaluation - Reporting
Information exchange on data gathered on : - Gap assessment - Understanding of the use of gender concepts in different services - Gender analysis research activity	- Workshop in different research centers, Training - Feed back and validation at the level of FOFIFA direction generale -	- Workshop preparation (date, participants, support, program ...) - Workshop - Evaluation and reporting
Final report writing	-	- Elaboration of table of contents - Writting - Dispatching (FOFIFA,ECAPAPA)

### 3.3 Timetable of Activities

Activities	MONTHS										
	1	2	3	4	5	6	7	8	9	10	11
<b>OUT.0 – Setting task force</b>	X										
<b>OUT.1.- Gap assessment finalization</b>											
A1.1 Data collection	X	X									
A1.2 Results analysis and interpretation		X	X								
A1.3 Synthesis			X								
<b>OUT. 2.- Understanding of the use of gender concepts in different services and projects « familiarized» for possibility of methodology duplication in FOFIFA</b>											
A2.1 identification of services : mission , vision, ...	X										
A2.2 Elaboration of guidelines		X									
A2.3 interviews		X	X								
A2.4 Data analysis Identification des services impliqués				X	X						
<b>OUT. 3.- Design and conducting research activity integrating gender issues</b>											
A3.1 Partner identification to be involved in conducting the activity		X									
A3.2 Activity design (theme, methodology, responsible)		X									
A3.3 Activity implementation			X	X	X						
A3.4 Monitoring and data analysis				X	X	X					
A3.5 Reporting						X	X				
<b>OUT..4.- Information exchange</b>											
<b>A4.1</b> Workshop preparation (date, participants, support, program ...)							X				
<b>A4.2</b> Workshop at the level of regional research centers							X	X	X		
<b>A4.3</b> Workshop at the level of FOFIFA Direction Generale									X		
<b>A4.4</b> Evaluation											
<b>A4.5</b> Reporting										X	
<b>OUT.5- Final report writing</b>											
<b>A5.1</b> Reporting											X
<b>A5.2</b> Dispatching											X

## 9.5 SUDAN

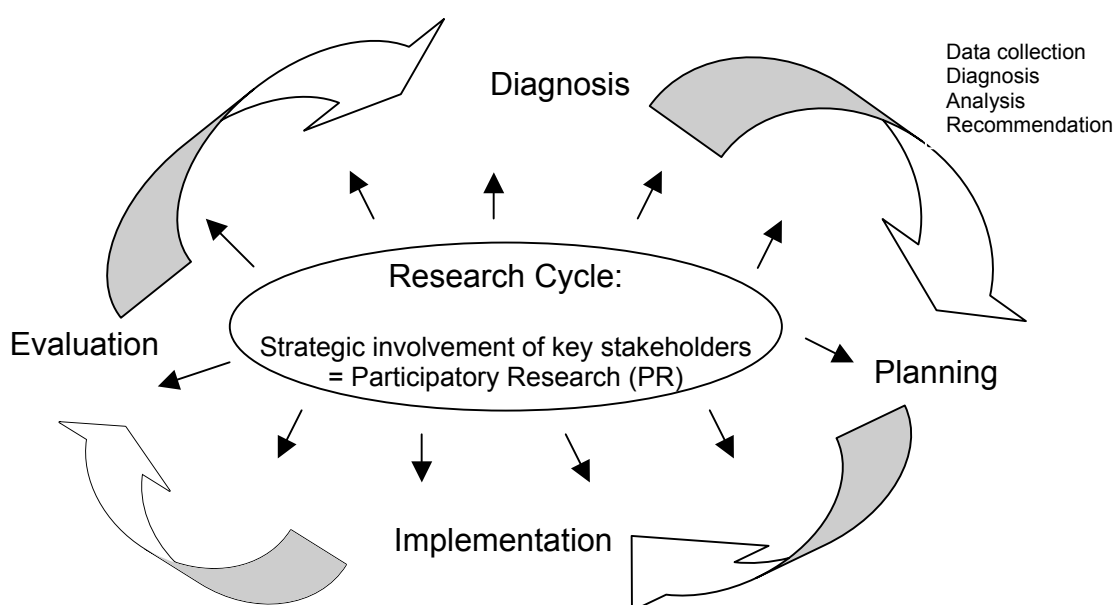
### Action plan for enhancing chances for Mainstreaming of PRGA in the ARC

**Sudan** Ishtiag Abdalla

Ibrahim El-Dukheri

#### Overview:

The Agricultural Research Corporation (ARC) is the prime institution responsible for applied agricultural research in Sudan. Applied research in all stations and centers of the ARC has been done virtually in the traditional sense judged against participatory research methodologies. The participatory research methods call for following strict steps summarized in what is known as participatory research cycle; namely the traditional research cycle with strategic involvement of key stakeholders in the process as shown below:



Synonymous to PR is gender analysis (GA); in fact GA is a subset of PR and proper participatory research necessarily includes gender analysis. The implication of having improper PR is automatically leaving behind gender analysis. If gender is taken to mean women, improper PR automatically entails leaving out women from the key processes in development (research as well as other development aspects). In this regard the ARC might have lost a lot by doing improper PR and for sure has left women (one of key stakeholders in the agricultural sector of the country) out, most probably unintentionally. The overlooking of the PR is strongly believed as one of the reasons for low technology uptake as cited by many researchers, even senior and key policy makers within the ARC system. The need for rectifying this situation is of paramount importance in view of scarce resources that must be optimized in order to have a greater effect from expenditure incurred in the process of technology generation.

Regionally, there is also recognition for the value of doing PRGA. The current initiative adds to the objectives of the region, where ECAPAPA and the PRGA system are currently sponsoring a regional initiative aiming at mainstreaming PRGA. In essence PRGA is about inclusion and correct priority setting. As the process strives to ensure participation of key stakeholders, it lends itself to addressing priority of key concerned players.

### **The regional initiative:**

ASARECA/ECAPAPA have recently engaged in the region, with the top management of agricultural research in the East and Central Africa Region, in the PRGA initiative aiming at adopting activities that enhance mainstreaming of the two concepts, with especial emphasis on Gender Analysis. To implement the initiative, a first phase was endorsed with small support to allow participants from respective countries to prepare for a rather longer and consolidated phase in gender mainstreaming, which was the theme of the second workshop held in Addis Ababa in July 2005.

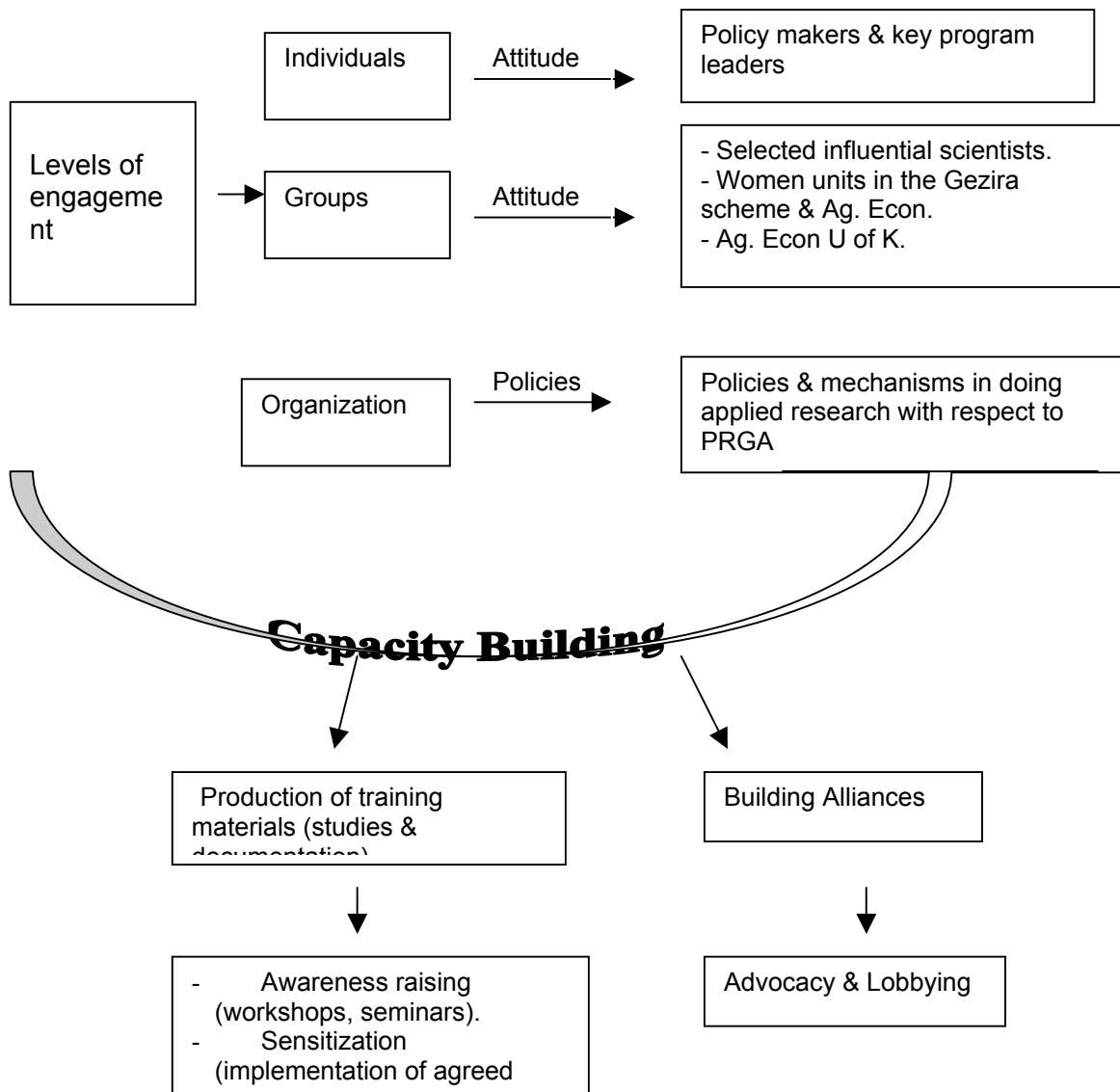
The preparatory phase (November 2004 to June 2005) included gender analysis in two domains in Sudan (Gezira and Kordofan) as well as organizational analysis (OA) of the ARC. The gender analysis was a chance to produce gender-disaggregated data providing an insight to some of the disparities in farm and off-farm activities in the study areas. It also shed some light on areas of possible further research engagement emphasizing PRGA where the ARC operates. The OA, on the other hand, informed about the status of the ARC regarding the standard elements of an organization, namely, technical, behavioral and cultural as related to the characteristics (mission, structure and human resources) of the organization. This is one way of analyzing organizations using organizational framework of analysis and it followed (according to) the routine gap analysis that helps in identifying divergence from the standards "what ought to be". The analysis though was not in depth because of the constraints faced, it gave an inside that helped in defining the necessary steps and plausible entry point for enhancing PRGA mainstreaming.

The synthesis of OA points to two main areas of interest and of possible reasonable impact for the process of PRGA. These are the *policy* dimension and *attitude* of the organization. As there is no clear policy in the ARC regarding PRGA, an objective of influencing introduction of the policy will be of paramount importance. Implementation of any policy only follows the existence of the policy itself. However, the strategic thinking and engagement should surpass the introduction of the policy. This implies looking into the environment within which the proposed policy ought to be implemented. The positive attitude of those making up the institution is the element that guarantees sustainability of the proposed change. This group includes the management, program leaders, senior scientists, heads of institutes and some selected scientists. With these statements on policy and attitudes of the organization, the action plan will be formulated accordingly.

### **The action plan:**

The action plan will focus on generation of selected materials to be used in the proposed capacity building plan necessary for the intended change. First, the organization analysis that has already started but not yet completed will be finalized and shared as both explanatory and teaching material for the selected audience. It will be presented in a form of gap analysis with respect to PRGA. Besides the OA, two other studies shall also be completed as integral part of the training and teaching material. These are impact assessment and synthesis of experiences

in three previously implemented projects that are more aliened to participatory work. At times, the ARC is embarking on similar activity, which needs to be shaped up to produce all needed material to cover the whole range of aspects required for the purpose of the proposed PRGA mainstreaming.



### A. The goal

The goal is contribute to setting up a conducive environment for technology development and transfer leading to better adoption with regard to PRGA.

## **B. The purpose**

The purpose is to create positive attitude among staff toward PRGA as well as to help policy makers to pay more attention to the concepts by introducing and implementing required policies, favoring PRGA.

## **C. Specific output**

The expected outputs are:

- Awareness about PRGA is raised among key policy makers and individuals in the ARC system using outputs of indicated activities (different studies and organizational analysis).
- Guidelines for proper PRGA developed, shared and endorsed by the ARC.
- Experiences of programs and activities judged to be PR documented and shared with wider group in the ARC for more sensitization. These include IPM (Integrated Pest Management) project, Nile valley program, and WSARP (Western Sudan Agricultural Research Project) project.
- Candidates identified and put through a program of post-graduate studies that reinforces the PRGA system in the ARC.
- Institutional forum created and alliances built with specific awareness raising activities, namely sharing of correct concepts, previous experiences, and plausible way forward, including outreach and influence.

## **D. Activities**

1. Carryout impact assessment as well as document experiences of previously implemented programs and projects related to PR and reflect upon lessons learnt and experiences. The impact assessment should be participatory and comprehensive with agreed upon scope among the members of the multi-disciplinary team (to be formed as the process roles on). This will itself become an event of awareness raising and drawing attention of key individuals to the critical issues of PRGA.
2. Complete the organizational analysis through individual meetings and interviews and share the results, after synthesis, with the staff of ARC through seminars and workshops as needed.
3. A series of training seminars and workshops will be adopted as a tool for raising awareness and sensitization of the targeted audiences toward PRGA.
4. Look for a potential candidate to do a Master degree in gender and gender-related study and be a member of the ARC.
5. Create an institutional forum from concerned agencies to characterize and internalize the PRGA concepts through agreed upon mode of action.

## **Output Indicators:**

A group of indicators to measure the attainment of the outputs have been determined as follows:

- Documentation of the impact assessment, organizational analysis, and the three experiences of IPM, WSARP, and Nile valley project completed.

- Generation of a training materials based on inputs from colleagues in the PR, workshop material, and other related materials finalized.
- Director General (DG) of ARC, Assistants DG and at least 5 senior scientists have attended awareness raising activities and appreciated the standard concepts of PRGA and also demonstrated positive tangible feedback to PRGA (positive statements and specific actions).
- Guidelines on standard PRGA (with inputs of a wider participation through a process) developed and accepted by ARC management and put in practice in, at least, one institute or program and should inform the expected PRGA policy.
- Functional forum created composed of concerned agencies, with the objective of advancing gender issues in these institutions utilizing possible capacity of outreach and influence. The forum will have a plan of action to achieve its objectives (the way the forum operates, minutes, agenda, and code of conduct).
- Awareness at the regional level and commitment to PRGA reaffirmed through sharing of experience among DGs in ASARECA meetings.

## **9.6 TANZANIA**

**Title: Status and opportunities for institutionalizing and mainstreaming gender in National agricultural research system in Tanzania**

### **1. Background**

The national agricultural system in the Ministry of Agriculture and Food Security is decentralized into seven agro-ecological zones. In each Zone there is/are Research and Development Institutes with a mandate of developing appropriate technologies suitable to all stakeholders involved in agricultural development for the farming community. A zone typically covers large area ranging from two to four administrative regions. These are too large for efficient development and dissemination of technologies with limited resources available.

Without clear policy direction and appropriate priority setting, the efficient use of government and donor funds for agricultural development purpose is difficult to ensure. Until early 1980s government defined policies which were generally weak in targeting community needs. Researchers responded to these policies by developing and recommending technologies which in most cases were not adopted.

In 1989 the Lake Zone Farming System Research Project started to involve farmers group in research activities. Positive results at the community level were accrued as farmers started to air their needs, which were dealt with jointly with researchers. Farmers built confidence with research activities, which resulted in improved adoption of technologies.

In the beginning of 1990s the systematic identification of a farmer research needs was given more priority. Priorities were defined in zonal prioritization exercise between 1994 -1995 to strengthen client oriented research with emphasis on gender incorporation in research a gender.

### **Emphasis on the evolution of gender and its inclusion in research agenda**

1. Farming system Research under DRD stressed the need for improved client orientation and demand driven ness to make sure right targeting of farmers. So far full participation has not been done adequately to ensure full participation of different categories of stakeholders. These

were also included in the Tanzania Agricultural Research Project II. (TARP II) (1998-2004) Which had a major component of client orientation. At the beginning of TARP II, the DRD management expected that by 2003 the agricultural research system in Tanzania would have the following key characteristics in 2003 (KIT/DRD/IER/2002:9)

- Demand driven research:- Stakeholders set the research agenda and influence the Selection of research projects and resource allocation.
- Diversification of research supply: More suppliers of technology play a role and compete for funds including Zonal and National institutes, Universities and others through agricultural research funds.
- Diversification of demands: Not only public extension, but also farmer groups, producers' organizations, the private sector, agro-industry and NGOs express research and information needs
- Focus on adaptive research: The Zonal Research Institute concentrate on adaptive research and produce appropriate technology that address stakeholder priorities.
- Sustainability: Research institutes are increasingly financially sustainable because they can look for other than Government sources for research.

These objectives reflected the commitment to evolve toward demand-driven research and higher levels of efficiency and sustainability. This means that evolving towards addressing all producer groups will benefit from research services. The major issue is how to target and reach these groups.

## **2. Problem statement and justification**

The Agricultural sector in Tanzania is constrained by low investment in agriculture, low adoption of improved technologies, high dependency on rain-fed agriculture, low soil fertility, poor crop husbandry and frequent outbreak of pests and diseases. These can be grouped on physical and socio-economic factors. For a long time now physical constraints have been receiving maximum research intervention while little attention has been paid to the socio economic constraints.

Tanzanian rural societies are not homogeneous. They are composed of household categories with specific constraints and contrasting interests. Gender analysis is used to identify groups of households with similar socio-economics and cultural features with the objective to develop appropriate and target specific recommendation.

Within household individuals are of different categories based on gender, age and inter-generational relations, which are reflected in patterns of authority, division and control of labour, access and control over resources and benefits. Household members have shared, as well as different interests. The roles of household members other than the male head of the household are frequently ignored.

Although researchers have released many technologies, in most cases farmers have not adopted them (MTP, 2004). Reasons for low adoption of research technologies can be attributed by several factors; of importance is the fact that farmer needs and priorities have not been incorporated in research programmes. At the same time farmers have always been considered as homogeneous on socio-economic aspects.

In Tanzania there is a gender policy formulated in the year 2000. The policy aims to develop women by using gender conceptual framework which contribute to the implementation of the basic community development as well as that of the National at large. Nationally the Development of women and gender development policy is coordinated by the Ministry of Community development, gender and children. However there is no gender policy in agricultural research to guide gender mainstreaming in DRT. Although the top management in the department are aware of gender but it is not possible for them to set aside budget to support gender mainstreaming efforts in the department. In addition policy makers are not sensitized adequately to advocate policy formulation on gender and make sure it is institutionalized and mainstreamed in the DRT. There is therefore a need to sensitize decision makers through workshops to be able to spearhead the process.

Conversely, researchers at DRT have varying levels of gender awareness. However majority lack knowledge and skills on gender analysis and therefore, mainstreaming gender in their research activities remains a puzzle to be solved. This can be achieved through sensitization seminar/training researchers in the seven agro-ecological zones operating in the DRT systems. In addition, to ensure the sustainability of the whole process, there is a need to identify two researchers from each zone to be gender change agents in their zones. These need to be more equipped with knowledge and skills to guide other researcher, and be involved in the review process of proposal to make sure gender is incorporated. For this purpose the proposal tries to establish status and opportunities available for incorporating gender issues in agricultural research for the purpose of enhancing targeting technologies to improve adoption.

### **3. Objectives:**

To assess the status of gender issues incorporation in technology development and institutionalizing and mainstreaming gender in National Agricultural Research system.

#### **Specific Objectives:**

- To assess the extent of incorporating gender issues in research activities in different projects.
- To sensitize decision maker to be in position to support gender mainstreaming. (Policy formulation and set aside budget for gender activities)
- To build capacity of research staff.
- To identify opportunities and existing gaps

### **4. Activities.**

1. A case study will be undertaken in the Eastern Zone to assess the status of gender incorporation in technology development efforts in the national Agricultural systems.

2. Sensitization of decision makers

- There is a need to sensitize decision makers to spearhead gender mainstreaming in agricultural research through formulation of policy on gender also developing TOR and therefore set a gender budget to ensure sustainability of the whole process.

3. Training of researchers and Extension staff in Eastern zone.

- Fourteen Researchers of all disciplines and 6 Extension staff will be trained. During the training proposals undertaken will be analyzed to see gender inclusion.

- For sustainability of the process two researchers from each zone will be identified and will be required to undergo intensive training to build their capacity as change agents at Zonal level.

4. Monitoring and Evaluation

## 5.Expected Output.

1. Gender status in Agricultural research in the study area assessed and documented.  
This will be used as an input in training of researchers in other zones.
2. Decision makers at different levels sensitized and therefore supportive. (Formulation of policy in gender on agricultural research set aside gender budget, Identify gender person and develop TOR)
3. Research staff acquire knowledge and skills on gender.
  - Zonal gender change agents identified and equipped with knowledge and skills to guide others.
  - Researchers are able to incorporate gender in research proposals and activities.
4. Gender issues in Research monitored and evaluated

## PROJECT INDICATORS

Outputs	Indicators
1. Gender status in Agricultural research of the study area assessed and documented	1.Methodology for data collection development (Questionnaire and check list) by September, 2005 2.Enumerators identified and trained on data collection by September, 2005 3.Gender status of Eastern zone assessed and documented by January, 2006
2. Research and Extension staff in the Eastern zone acquire knowledge and skills on gender	1.Fourteen researchers and six Extension staff trained in gender by March 2006 2. 50% of trained researchers will be implementing gender analysis in research projects by 2008.
3. Decision makers in MAFS at different levels sensitized and therefore supportive and action plan for mainstreaming gender developed	1.Sensitization workshop for decision makers held by May, 2006 2. Action plan being implemented by 2008
4. Gender issues in Research Monitored and evaluated	All activities implemented according to the plan at the end of each activity.

## 6.Case study

### 6.1 Research Questions

- Who is involved in diagnosis, planning, implementation, monitoring and evaluation
- (Refer gender categories)?
- Who are your stakeholders?
  
- Do they differ in priorities based on gender?
- Are their needs differing greatly to influence problem identification?
- What do they have to gain?
- What do they have to loose?
- Are there gender linked differences in potential gains and losses?
- Are there gender differences in access to certain resources that could influence research? design?
- Are there gender differences to control over resources that could influence research? design?
- Are there differences in constraints linked to gender that influence problem identification.

- Are data collected sufficient to make project adjustments?
- Are male and female stakeholders involved in collection and interpretation of monitoring data?
- What are project intended impact?
- What indicators of project impact will you use?
- How can you include people level impact indicators?
- How will you make sure people impact indicators are gender disaggregated?

## **6.2 Methodology**

### **6.2.1 Research Design**

Target population for the study will be various research projects in Easter Zone. Projects with components of gender and those without will be sampled to establish differences between them. The study will use structured questionnaire, semi structured interview and checklist.

Structured interviews will be focused to researchers and farmers/farmers groups in the Eastern Zone. In addition, checklist will be directed to different stakeholders to see how gender is incorporated. In addition cross sectional and secondary data will also be used from zonal centre (reports).

### **6.2.2 Sampling Procedure**

Lake Zone is selected based on the degree of having many client oriented research projects with emphasis of targeting research to different client categories and has shown good record of performance for more than ten years.

Researchers and trained enumerators will administer Questionnaire after pre-testing to see its suitability as an instrument for collecting intended data.

### **6.2.3 Sample Size**

Ten client oriented research projects and ten without component of client orientation will be sampled.

## **6.3 Activities**

1. Data collection
2. Data Processing
3. Report Writing

## **9.7 UGANDA**

### **Action plan for participatory research and gender mainstreaming in the National Agricultural Research Organisation (NARO), Uganda**

**By Gard Turyamureeba and Ruth Kabanyoro**

#### **Introduction**

The status of gender in NARO was conducted in the months of May and June 2005. This was done through interviews and discussions with top management, scientists, technicians and support staff.

From the analysis it was found out that NARO as an organisation is gender sensitive. NARO has already appointed a focal gender person to ensure that gender concerns are taken care of. There was a taskforce launched to ensure incorporation of gender activities in the NARO Medium Term Plan (MTP). A lot of gender sensitisation has been conducted in the outreach directorate in NARO. However, little sensitisation has been done in Research Institutes where basic and strategic research is conducted.

#### **Overall objective:**

Mainstreaming participatory research (PR) and gender analysis (GA) in the research system

Specific objectives of this study are to;

- Sensitise NARO staff on participatory research and gender mainstreaming in the research institutes
- Sensitise top management on the need of PR & GA in organisations, and the success cases elsewhere
- Establish the integration of gender in research projects
- Document gender analysis success cases (develop fliers, bulletins, news papers)

#### **Methodology**

Conduct one day workshop for each research institute to sensitise staff on the importance of mainstreaming gender in research and development. Participants will be selected from heads of programs, scientists, technicians and support staff. In addition, one NARS residential workshop will be conducted to sensitise top management about the success cases on participatory research (PR) and gender analysis (GA) elsewhere. Discussions will be held with project leaders to assess the level of gender integration in the projects in NARO. Thereafter gender success cases will be documented in fliers, bulletins, and newspapers. Exchange visits will be conducted to gain experiences from successful gender mainstreaming institutions such as KARI in Kenya.

### Logframe for the gender mainstreaming in NARO, September 2005/May 2006

<b>Goal:</b> Mainstreaming participatory (PR) and gender analysis (GA) in the research system				
<b>Outputs</b>	<b>Activities</b>	<b>Indicators</b>	<b>Means of verification</b>	<b>Assumptions</b>
1. Formation of gender team	1. Identify the potential team members 2. Decide the criteria of selection 3. Select the team members	At least one team formed	Report	Willing scientists
2. Integration of PR & GA in research projects established	1. Identify the research projections 2. Develop methodological framework for assessing the projects 3. Assess the research Projects 4. Analyse data	At least 4 research projects assessed per institutes by April 2006	Research projects discussed/studied	Cooperation of scientists
3. Researchers sensitized about PR & GA	1. Conduct sensitization workshops for NARO staff	1. At least 50% of the NARO staff sensitised 2. At least 8 sensitisation workshops held by March 2006	Reports	Timely funding
4. Stakeholders workshop	1. Conduct a national workshop for top managers/policy makers and stakeholders	1. One workshop conducted 2. Gender policy discussed by May 2006	1. Report 2. Gender policy in place	

### WORKPLAN

<b>Activities</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
1. Form the gender team									
2. Meeting project leaders									
3. Sensitise NARO staff about PR & GA									
4. Conduct national workshop on the Success of PR & GA									
5. Produce documents about PR & GA									
6. Data analysis									
7. Report writing									

**WORK PLAN for phases 2 and 3:**

Activity	Output	Indicators	Means of verification	Time	Budget (Rwf)
To conduct survey on farmers and researchers bean selection criteria	Bean farmers (women and men), Researchers selection criteria identified	-40 filled questionnaire completed -Available disaggregated data -Available data on Farmers and researchers bean selection criteria -Results of PRA tools recorded	-Report	Early – mid august 05	<b>Available<sup>1</sup></b>
To create awareness on PR&GA for Isar authorities and researchers	Authorities and researchers become aware on PR&GA	-At least 50% of authorities and researchers reached through 2 workshops - At least 50% of researchers reached and evaluated appreciates PR&GA <sup>2</sup>	- Monitoring and Evaluation progress report  -Report	End of aug.- early sept.05	<b>1 887 300</b>
To conduct on farm and/or station trials	Screened varieties and related technologies from PR&GA	-At least 3 trials installed -Number of varieties screened -At least 30 farmers participated in	-Seasonal collected data by researchers and farmers -Progressive report for M&E to get	Sept. – Dec. 05	<b>3 787 700</b>

<sup>1</sup> Uncompleted activities from phase one.<sup>2</sup> Formal and informal responses, increase in knowledge and skills of researchers

		trials installation - M&E	farmers responses -Report		
				<b>S . Total for 2<sup>nd</sup> phase</b>	<b>5 675 000</b>
To analyse data from trials	Data on beans varieties performance compared	-At least data from 3 trials analysed -Disaggregated data from farmers' responses	-Analysis document for disaggregated data -Report	Jan.- early feb.06	<b>690 000</b>

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