

ASARECA/ECAPAPA - PRGA

**CAPACITY BUILDING IN PARTICIPATORY RESEARCH AND
GENDER MAINSTREAMING IN THE NARS OF ASARECA**

WORKSHOP REPORT

LEADERSHIP TRAINING WORKSHOP

**IMPERIAL RESORT BEACH HOTEL, Entebbe - Uganda
30th November to 4th December 2006**

Eastern and Central Africa Programme for Agricultural Policy Analysis
(ECAPAPA)

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TABLE OF CONTENT

1.0	INTRODUCTION	1
1.1	Introductory Session	1
1.1.1.	Opening Remarks	1
1.1.2	Introduction of the training aims, methodology and program	2
1.1.3	Introduction of Participants	2
1.1.4	Hopes and Fears	2
2.0	LEADERS OR CHANGE AGENTS IN GENDER MAINSTREAMING:	3
3.0	DAY 2: COMMUNICATION SKILLS	6
4.0	DAY 3: INFLUENCING AND NEGOTIATIONS	10
5.0	DAY 4: TEAM BUILDING AND NETWORKING SKILLS	14
6.0	DAY 5: MAKING A PERSONAL ACTION PLAN TO PROMOTE GENDER MAINSTREAMING IN ORGANIZATIONS	18
6.1	WORKPLANS PER ORGANIZATION	19
6.2	PLANS FOR THE EDITED BOOK PUBLICATION	23
APPENDIX 1: List of participants		25
APPENDEX 2: Programme		27

1.0 INTRODUCTION

This was the fourth in a series of gender training workshops under the project *“Building capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA”*. The project is a collaborative initiative between ASARECA and the CGIAR System-wide Program in Participatory Research and Gender Analysis (PRGA) which was started in 2003. Although the previous workshops had addressed issue of gender concepts, gender analysis, organizational change and Training of Trainers, it was evident that there was need to build skill on influencing change in the organizations. As gender change agents in their respective organizations, participants are expected to influence the institutionalization of participatory research and gender analysis in these organizations. It was in light of this that the leadership training workshop was organized. Eighteen participants from 8 East and Central African countries attended the workshop (see list of attendance, appendix 1). The countries are: Democratic Republic of Congo (DRC), Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania and Uganda.

1.1 Introductory Session

1.1.1. Opening Remarks

The Gender Project Support Person, ECAPAPA

(Ms. Elizabeth Ssendiwala) gave the opening remarks. She welcomed everybody and thanked all the participants for leaving their tight schedule to attend the workshop. She apologized on behalf of the organizers for inconveniences caused as the participants had to spend the first night at Kampala and then travel in the morning the workshop venue (in Entebbe). This was caused by the fact that the hotel was fully booked on the date of participants' arrival. She thanked everyone for their corporation in that matter.

She highlighted the visit from PRGA's external evaluators who were in Entebbe (in late October 06) to evaluate the project as one of the PRGA partnerships. She thanked the participants who were able to represent the project during the evaluation process. She noted that the representatives did their best to impress upon the evaluators that participatory research and gender analysis is absolutely important in agricultural research for development. She explained that it is during this meeting that the idea for a leadership workshop was concretized with consultations with the project representatives. Views of the rest of the participants were also sort through electrical communications. All participants responded enthusiastically about the training.

Ms. Ssendiwala then introduced the main facilitator for the workshop Ms. Verona Groverman. Ms. Groverman is an ecologist and socio-anthropologist. Her work involves linking social and technical issues. She has worked with FAO in Africa.

She is currently a consultant with a focus on: Organizational and institutional development; gender and development; integrated water management; natural resources management and food security. She is the co-author of book “Gender and Organizational Change: Training Manual” which the participants used as a reference while conducting institutional assessments.

1.1.2 Introduction of the training aims, methodology and program

Ms. Groverman expressed her pleasure in working with the group which she said she had been informed was a pleasant group.

She took the participants through the aims of the workshop. The program (appendix 2) was discussed, day by day. Ms. Groverman explained that this would be a participatory training with several games, role plays and discussions. Every day would begin with reflections of what participants had learnt the previous day.

1.1.3 Introduction of Participants

Since this was the fourth time that the group was meeting, participants already knew each other (there were only 3 new participants). A conventional introduction would therefore not be appropriate. Participants were asked to use flip charts to draw how they see themselves as change agents in their organization. The flip charts were pinned up and each participant introduced him/herself and used their drawing to explain how they perceive themselves as gender change agents. It turned out to be a lively session with lots of personal reflections. The drawings helped participants to learn more about each other and their organizations. Some drawing revealed a need for individual change in attitude (in the organization) while others highlighted the need to reach people at all levels (from top management to the community). It was noted that gender mainstreaming is a difficult process. Some organizations start with momentum and then they hit a ‘rock’ and have to find new ways of looking at it.

1.1.4 Hopes and Fears

In pairs, participants were asked to discuss 2 hopes and 2 fears. These were written on cards and pinned up on the board and discussed in regard to the program and set aims.

Hopes

Participants’ hopes for the workshop fell under 3 categories:

1. Becoming a good leader / change agent
2. Get tips on gender mainstreaming in the organization
3. Share experiences from other NARS

Fears

1. Different concepts on gender

2. Time keeping
3. Lack of support from management
4. Resistance

Ground rules

The following ground rules were set for the workshop

- Be in time
- Attend all sessions
- Respect each others' views
- Flexibility
- Active participation
- Avoid parallel session
- Mobiles off or in silence mode

2.0 LEADERS OR CHANGE AGENTS IN GENDER MAINSTREAMING: ROLES, SKILLS, QUALITIES AND STYLES FOR GENDER MAINSTREAMING

The facilitator noted that the role of each participant as change agent is different: it does not only depend on the characteristics of the organization, the extent to which gender has been mainstreamed to date and external factors, but also on the personal skills and qualities of the change agent. This session was therefore meant to facilitate a reflection of the change agent him/herself with a focus on: what is a change agent, what can we learn about skills, styles and qualities and what can participants learn about their own skills, styles and qualities as change agents in gender mainstreaming (GM).

This topic was introduced through a game called 'Trust walk'. Participants were asked to pair up. One participant was asked to close eyes and let the partner would lead him /her around the training hall, letting him/her touch various objects in the room and making sure that he / she does not fall down. After some times they exchanged roles.

Plenary

This game led to discussion and reflections on issues of importance to change agents. The main discussion centered on how each person felt as a follower and as a leader.

FOLLOWER	LEADER
Mistrust / trust	Feel great / in charge / in control
Resistance (from the follower)	Must insist / persist
Obstacles	Tiring because you have to drag the follower
Afraid to progress	
Follower gets tired: spends a lot of energy	Careful that the follower may not stumble / challenging

Leader laughing at the follower	Emotional: be kind to the follower
Some objects were familiar and others strange	'showing' obstacles
	Tiring when you are not sure where to go
	Leader must take innovative risk
	Explaining is needed
	Not participatory

Lessons learnt from the Trust Walk game

- There is need to use various approaches to leadership
- There is need to be accommodative because some followers cannot move at the same pace / flexibility
- Explanation is needed in order to create trust
- Leading is not easy
- Followers can later become leaders
- One must know the basics of the followers' culture
- Leaders must know where they are leading others
- There is need to create an enabling environment
- There is need for proper communication mechanism
- A leader must build good relationships; in order to convince the follower
- Leadership is all about good relationships

Discussions

The facilitator noted that leadership is about building relations and that a leader needs skills and also needs to understand his/her aim. But gender mainstreaming is a strange concept in that it does not tell us exactly where the end is. Therefore GM is more of a process than a goal. Organizational analysis usually reveals gaps such as attitude and representation. Therefore an action plan for GM should have activities geared towards overcoming / addressing these gaps in terms of priority. The facilitator drew an analogy between Gender mainstreaming and a river. The whole idea is to have gender in the mainstream thinking (river).

Gender equality was seen as valuing both women and men so that both benefit equally. The key issue is how we value others (valuation). Participants were however cautioned against looking at each group as homogenous and were advised to be aware of the unconscious level of judging people according to their appearance.

Question: Should change agent in GM be a man or a woman?

Answer: It all depends on the situation. In some cases it is important to show that gender is not equal to women. In such cases, it is good to use male change agents. Some people felt that men are good in GM when there is money involved which implies a problem of attitude, awareness and culture (people's perception of gender).

Ideally, it should not matter (whether the change agent is woman or man). The important thing should be qualities and skills of being a change agent.

Definition to Leadership

The ability, drawn on the personal quality of the leader, to elicit the voluntary compliance of followers in a broad range of matters (Etzioni pg 65)

Leadership is a relational concept which can only be analyzed by examining interactions with others.

Factors that influence your role as change agent:

- Sex
- Time
- Budget
- Formal/informal mandate
- Position in the organization e.g. gender coordinator
- Being alone or having a support group
- Personal skills and qualities
- Leadership style

These factors are either personal or organizational characteristics.

Group Work on Power

1. Participants were asked to think about a situation in which they felt powerful and a situation he/she felt powerless. What did they feel in both situations?
2. Participants were asked to share these experiences in small groups, and then select one situation of powerfulness and one of powerlessness to visualize in a non-verbal way (drawing, a statue, mime etc)
3. Discuss the group performance in the plenary. Is there a difference between men and women? What was learnt from the exercise?

Plenary

Sources of Power

- Knowledge
- Technology
- Money
- Seniority / age
- Relationship
- Emotional power
- Verbal skills / eloquence
- Body language
- Charisma
- Position
- Being friendly

A handout of 'Power Concepts' was distributed.

Power was defined as the ability to influence the behavior of others. The following forms of power were explained.

Forms of power

Power with: power in numbers can either be positive or negative

Power over: control (mostly seen as negative but can also be positive)

Power within: courage, confidence etc

Power to: enable others to do something

A change agent must decide which power to use in which circumstances.

Exercise: Leadership styles based on Situational Leadership Model of Hersey and Blanchard.

Participants were given some hand outs on leadership styles based on Situational Leadership Model of Hersey and Blanchard with a personal test to help them understand their leadership styles and their personal qualities. This was an individual exercise meant to help participants to increase insights in their personal styles.

3.0 DAY 2: COMMUNICATION SKILLS

Reflections on day 1

Participants said that they had learnt the following from day 1:

- Leadership is a concept dealing with relationships
- Leadership is not easy so one should prepared well for the role, hence the need to identify one's abilities and shortfalls
- How to approach decision makers for instant using social capital
- Valuing people
- Simple but effective way of introducing topics for instance the trust walk, drawing
- A leader should use a combination of leadership styles depending on the circumstances. It is therefore important to understand the people you are leading.
- Forms of power
- Sources of power and how to use them

Based on the previous day's discussions on skills, styles and qualities of change agent, the focus was now on each of the participant to identify what skills they like to improve on in order to be a good change agent in GM.

Assignment: Skills to improve on as change agents in gender mainstreaming. Participants were asked to write on cards 3 needs they would like to improve on their change agent's skills.

The following needs came up:

- Development of action for change
- Prioritize on activities so as to achieve fully set goals
- How to draw conclusion
- Proper planning
- Analytical skills
- Be more influential
- Facilitation skills
- Team building
- Make people more responsible
- Delegation
- Listening skills
- Communication skills
- Networking
- Negotiation
- Managing resistance/ difficult people

Participants were asked to leave these needs displayed till the end of the workshop. However, as the training went on, one should feel free to withdraw the card with the need which he/she felt had been addressed (in the course of the training).

Communication:

Whatever we do and want to do in our work boils down to building relations with others. We do that consciously or unconsciously through communication with others. But what do we know about our ways of and styles of communication? What can we learn in terms of communication to promote GM? To understand all this, the focus of the session moved to personal and face-to-face communication.

What is Communication

Communication is seen as exchanging ideas: sending and receiving messages. It is also defined as two or more people coming to a common understanding; derive a shared meaning about something.

The facilitator explained that reaching a common understanding is not easy. Exchanging ideas also means listening. *Active listening* means concentrating on what the other say and using verbal and non-verbal motions to make it easier to reach a common understanding.

Interpretation is trying to understand the meaning behind a phrase or posture / gesture.

A group act demonstrating dominance and submission was done. This led to further discussions on communication.

Communication from a gender perspective

This sub-topic was introduced through an assignment on Women's and Men's languages. A handout 'mixing business and non-business talk' (by Deborah Tannen) was distributed.

Assignment: Women's and men's languages

Aim of the exercise: to increase awareness about difference in wording men and women may use to express themselves, differences in interpretation of the words and possible consequences concerning relations between male and female staff members.

Time: 60 minutes

Materials: Handout Mixing business and non-business talk – Deborah Tannen).

Assignment:

1. Read the handout.
2. In your group exchange views on the article, more specifically:
 - To what extent do you recognize the situation described?
 - What consequences for female and male staff and the way they relate to each other do you know of or do you expect to happen?
 - Do you find the situation and the consequences desirable or acceptable? If not, what could be done to change the situation?

Plenary (Main Observations)

It was observed that some things women and men do are universal including the words they use and topic of discussion. However, women usually talk about domestic, house help etc while men talk about politics and sports. Every small talk in an organization goes according to some rules and norms. Small talk has a lot to do with what is happening in the organization and where one is excluded or included. It is also gendered and follows hierarchy in the organization. Barriers that lead to exclusion in small talk are not just topics of discussion but also specialization and hierarchy.

What does all this mean to a gender change agent?

One must try to understand the hidden rules and norms of communication in a group. The most important thing is to break the barrier between **exclusion** and **inclusion**.

Communication styles

Assignment: this was mainly self assessment on communication styles. The assignment was based on the justification that when you understand the kind of person you are, then you are able to adjust. It also helps one to understand how to engage people of different communication styles.

Assignment on communication - a test

You receive a copy of a questionnaire.

1. Please fill in this questionnaire following the instruction on the questionnaire.
2. Total your results and see in which category you have your highest scores.

3. Read the characteristics of the 'dominant' categories and reflect on whether you recognise these communication styles as your predominant styles.
4. While reading about the **other** categories imagine who of people you know fit these categories: write one name next to each category.
5. The look at the last page which gives you tips for communication with other people who have distinct styles. Check whether the proposed communication adjustment would help you in communicating with the persons whose name you have written down.
6. Lastly, check whether the communication adjustment which is given for your type would suit you. Check whether you would like to be approached in this manner.

Discuss your findings with one other group member.

Role Play: Communication in a meeting

The setting

A staff member of a certain organisation is concerned about the condition and positions of women relative to men in the organisation. She/he feels that changes in this respect are required with his/her strong input. He or she (the players can decide the sex of this 'change agent') has formed a support group consisting of different staff members of the organisation. His/her choices are based on strategic considerations: his/her position in the organization, influence, relationship with outside organization, and the like.

The group has met once and members know each other a bit better. We will see the second meeting of the group – a dialogue between the members about what might be the groups' dream of a gender-friendly organisation. The facilitator has proposed this topic for the dialogue.

The difference between dialogue and discussion

Note that a **dialogue** differs from a discussion. A dialogue is an exploration of different perspectives, opinions and ideas, a kind of brainstorming. It means that the members involved need to inquire about the topic by asking questions to each other, which lead to further elaboration. The participants must feel that others are interested in really knowing and understanding what one is trying to say or explain. Therefore, effective listening skills and open and probing questions should be used. The role of the chairperson is to create an atmosphere in which everybody can take part in the exchange and nobody feels prevented from talking.

The intention of a **discussion** is to come to some sort of closure: a decision, agreement, etc. It means that all kinds of suggestions, ideas and options are considered from different sides and upon its consequences, compared and weighed. The role of the chairperson is to create an open atmosphere, but also

to lead the discussion towards a conclusion/decision by structuring the discussion, clarifying, summarising, and concluding.

Observe

Non-verbal communication: body and face language, hand gestures etc

Verbal communication: what is said, how do others react to it, way of bringing forward points, ideas and opinions.

Observe interactions: who reacts on who, sequences of reactions and why it happens (exclusion / inclusion).

4.0 DAY 3: INFLUENCING AND NEGOTIATIONS

Reflections on Learning from day 2

- It is important to check if people understand what you mean because interpretations are sometimes different (and may distort meaning)
- Communication not only has to do with sending and receiving messages but also reaching a common understanding
- It is important to recognize how women and men communicate
- There are rules that exclude or include others in communication
- It is important to know your style of communication
- It is also important to understand the group in order to know the style of communication that you need to use
- Listening is very important
- Communication is a powerful way of influencing others
- Communication can be verbal or non-verbal
- Small talks in an organization are important and a change agent can utilize them to influence change

The day's focus was to use learning on communication for a special purpose: how to motivate others to support gender mainstreaming. Discussions were about influencing others, power and dealing with resistance.

This topic was introduced through a game 'moving chairs'. Private instructions were given to all participants individually. Participants were then asked to individually execute the instructions. As it turned out 3 groups had similar instructions.

Instructions:

1. Put all chairs near the windows – lake view
2. put all chairs in a circle
3. Put all chairs under the clock along the column in the training room.

There was a struggle as each person attempted to fulfill the instructions.

Lessons learnt

Discussions from this game centered on group dynamics, influencing and influencing tactics to motivate and to negotiate.

- Team works is important
- There is need to look for resources beyond the organization
- In an organization, you have to find out who has the same concerns as yourself so as to work together
- Once you realize that you have common goals with some people, there is need to have structure e.g. distribute tasks
- In the beginning, everything is chaotic as you try to find out; who is with me, who resisting etc. So sometimes you have to sit back and reflect
- Resources are always limited: there are many people trying to achieve different goals
- Non-verbal communication is not enough, lack of communication can lead to confrontation
- Defining objectives clearly and coming to a consensus about them is important
- Instead of aggression, we should be persistent
- When there are conflicting goals, there is need to compromise through negotiation

Facilitator: there is need to think outside the box. For example, all participants could have agreed to put all chairs at the window, then under the clock etc. The group with the instruction to put all chairs in a circle could have persuaded the other groups to arrange their chairs in circles (in the stated situation).

What is influencing?

A process by which you convince people (one or more) to come to your side / follow your way of thinking.

Outcome of influencing

- Agreement / consensus / support / loyalty
- Compliance
- Disagreement

Planned change:

1. Analyse the situation:
 - who (people you want to influence including those supporting you and those resisting)
 - what is the problem (why you want to influence)
2. Make a plan / strategy
3. decide where and when you want to influence

Exercise

Participants were asked to work in pairs. One person moves away from training area and the partner is supposed to go and convince him/her to come back.

Lessons from the exercise

The following tactics of persuasion were identified

- Establish trust
- Reward
- Pressure
- Persuasion through factual arguments

Reason for giving in was said to be a common vision.

In an organization, tactics to be used depend on organizational characteristics and individual level of resistance and motivation. This emphasizes the fact a change agent must have knowledge about the person or group of people he /she wants to influence. It also depends on your personal skills / qualities / styles. Some people are good at arguments, others in building relationships etc.

It is important to identify the reason for resistance, in order tackle it accordingly. Resistance usually arises from 3 things:

- Knowledge
- Opinion
- Feeling

Assignment: recognizing and dealing with resistance

Aim: to increase understanding of forms and sources of resistance

Time: 60 minutes

Assignment:

1. You will work in small groups and discuss in your group the forms of resistance you have encountered in your activities in gender mainstreaming
2. Choose **two** forms which are common to most of the participants in your group and discuss what could be sources of resistance of individuals or groups of people in the organisation who show this resistance.
3. Discuss 'good practices' how to deal with these two forms of resistances and write them on a flip chart to present in the plenary.

Plenary

FORMS	SOURCES	Good practices
Group 1		
reject	Culture	
	Ignorance Age: old farmers do not want to change	<ul style="list-style-type: none">• Appropriate technology such as machines• Income generating activities

Group 2		
Lip service	Low / lack of knowledge and common understanding of gender	<ul style="list-style-type: none"> • Continuous sensitization • Budget for gender mainstreaming • Terms of reference for gender issues / unit. Different managers and researchers attached to this unit • Monitoring and evaluating gender mainstreaming
Group 3		
Lip service	Gender seen as donor concept Don't value it	Convincing and tangible case studies Soliciting supplementary funding from internal sources Participatory planning and M & E
Knowledge gap	Lack of adequate knowledge	Adequate knowledge through appropriate media Gender considerations put as a major criteria for research programs, rewards & incentive systems
Cultural resistance	Culture Negative perception of feminism	Adequate awareness creation

Compartmentalization

There was a discussion regarding whether to take gender as cross cutting or having a gender 'unit' to oversee gender mainstreaming. The need for gender change agent to push for **structure, mechanism and operationization** in an organization was emphasized. There is need for gender unit so that there is 'somebody' to follow-up. The unit should have representatives from other disciplines (not just socio-economics).

The example of Rwanda was given where the Ministry of gender has been done away with. This has made ISAR to think that gender should be everyone's responsibility.

It was noted that this can easily make the idea lost all together.

Role Play: Convincing the boss

The role play is centered on the change agent (backed by the support group) negotiating budget for gender mainstreaming.

General setting and information

1. Two groups of three participants each play the following roles (see different forms for role description and setting):
 - Director General of the Department of Agriculture Research, Dr. Mangoti

- Head of the Unit Human Resource Management, Mr. Rusimbi
 - Deputy Head of the Unit Human Resource Management, Miss Tsega
2. Three participants are Guardian Angel. They assist a player in preparation and during the play. During the play they can write tips and advice on a card and give to the player. They sit at his/her back.
 3. The remaining participants are observers. They watch the role play and reply to the questions (see different form).

Each participant was supposed to read the form for their own role only.

Plenary

Type of influencing	Influencing technique / tactics	Communication	
		verbal	Non-verbal
Group 1			
Team work Facts and figures	Persuasion Common vision Participation & trust Not giving up easily	It was clear who called the meeting Systematic presentation of facts	Eye contact Facial expressions Gestures
Group 2			
Emotional confrontational	Not very persuasive Highly emotional		

5.0 DAY 4: TEAM BUILDING AND NETWORKING SKILLS

Reflection: Learning from day 3

- Influencing is not easy
- A change agent must be prepared for the different type of leadership in the organization
- There are different forms of resistance. Resistance does not always come from the top management
- Knowing the source and form of power is important
- There is need for patience
- Facts are weapons of influencing

Question: How can one deal with persistent resistance.

Answer:

- Focus on the others and hopefully the person resisting might soften
- It is impossible to change everyone

- There is need for structural organizational systems where people are held accountable
- One can build on very small steps that has been done (look for the positive things)

SUPPORT GROUPS / BUILDING ALLIANCES

Group assignment: “Items Collection”. Participants were asked to form groups. Then they were given a list of items to collect. Marks were allocated to each group according to the fastest in collecting all the items as described in the list.

Plenary

Why did you form the groups the way you did?

Participants shared ideas on the qualities they were looking for when selecting their group members:

- Fast
- Energetic
- Cooperative
- Same language
- Dedicated
- Same interests
- Coincidence (such as seating arrangements)
- Same organization

How the group organized itself

- Started with the easiest task
- Distributed tasks
- One member took leadership
- When you know each other, it is much easier to organize

What makes group effective

- To know that you get benefits
- Trust
- Want to achieve your goal
- Time limit
- Sense of competition
- Recognition
- Existing knowledge
- Creativity
- Support between groups
- Communication
- Self determination / commitment
- Support from management

Stages of group development

STAGE	MAIN CHARACTERISTICS	CONCERNS / OUTCOME
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Forming	orientation	<ul style="list-style-type: none"> • Safety • Acceptance by the group • Dependence on leader • Scope of the task • approach
Storming	Competition and conflict	Organizing of the tasks Responsibilities Structure Leadership power
Norming	Cohesion	<ul style="list-style-type: none"> • Agreement in tasks & procedures • Acceptance of the group & individuals • Shared leadership • Group spirit & we - feeling • creativity
Performing	Productivity	<ul style="list-style-type: none"> • Good relations • Volunteering for tasks • Flexible & functional roles • New insight & solutions

Network and Forming Internal Network

Assignment:

Aim of the assignment: to improve your understanding on networking and/or on strengthening already existing networks if you are engaged in gender-related organisational change.

1. Individual assignment:

For those who have not built a support group or have not built alliances yet:

Make a plan how to find allies by answering the following questions:

- Reflect on why you need a support group, what should be the purpose of your group?
- Map the contacts you have inside and outside your organisation concerning gender. (Venn diagramming)
- Make a selection of people who you like to have in your support group – which criteria do you find important?
- Make a plan how to contact them and motivate them to become member of your support group.

For those who have formed a support group:

Reflect on the functioning of their group:

- a. What is the group's common cause?
- b. What is its vision and aim(s)?
- c. What has been the motivation of the different group members to join the group?
- d. Do members participate in discussions and activities?
- e. Do members feel accountable?
- f. What are the group's sources of power?
- g. Does the support group have a proper plan, does monitoring and evaluating take place?

2. Group assignment:

Exchange your experiences in small groups and identify maximum five best practices and five main problems.

Plenary

Group 1 (those with no support group)

Challenges

- Funds / budget
- Gender awareness (of the proposed members of the group)
- Limited time of staff members: people already have other responsibilities therefore gender is not prioritized
- Resistance of organization to gender (at all levels)
- Lack of TORs
- Lack of formal mandate

Best practices

- Proper planning in order to be in a position to convince others: This can be done through awareness creation at all levels
- Common vision of the team: Awareness creation can help
- Team spirit / support
- Top management / donor support for funds and other resources: the team can write proposals for funding
- Willingness to participate: Members of the team must be selected on the basis of their willingness to be gender change agents
- Continuously asking for attention for gender
- Mandate: When a staff is asked by management to attend training elsewhere, one is informally assigned to become a change agent. Therefore, a starting point would be to discuss with the DG what he/she expect of you after representing an organization in training. Many participants said that they usually submit a report about the training with some recommendations. They were encouraged to seek audience with the boss to discuss the recommendation as a way of seeking support for their activities.

Group 2 (those with support groups)

Main problems

- High staff turnover affects activities
- Conflict in time demands for the team members
- Lack of definite gender mainstreaming budget
- Lack of all inclusive gender mainstreaming organizational policy (which would be a guide to the team as well)
- Sustainability: gender activities in the organizations have been characterized by specific gender projects which come to an end. There is therefore need to institutionalize gender.

Best Practices

- Training
- Case studies for the organization
- Discussions among team members
- Feed back: information sharing, reviewing of team activities
- Networking in order to get allies within and outside the organization

There were 5 main problems identified by both groups namely:

1. Knowledge gap in gender
2. Time limit (busy schedules / other responsibilities)
3. Gender is not a priority for the organization
4. Limited budget
5. Limited or lack of management support

6.0 DAY 5: MAKING A PERSONAL ACTION PLAN TO PROMOTE GENDER MAINSTREAMING IN ORGANIZATIONS

Reflections: Learning from day 4

- Cycle of group formation; forming, storming, norming and performance
- There are some common problems for all change agents
- Importance of networking
- Need for good support group from different departments based on willingness and not necessarily influence
- Even with an existing group, it is important to keep analyzing the group for sustainability
- The optimum number of group members should be 5-6 to ensure optimal result as it is easier to get reach an agreement

ACTION PLANNING

Assignment:

- Describe the concrete aims of gender mainstreaming that you have formulate for your organization
- Identify your own skills, qualities, styles and sources of power that:

- Will help you to play an effective role as change agent in realizing the organizational aims of gender mainstreaming
- Are (may be) a barrier for you
- In previous trainings, you have identified institutional strengths and limitations / weaknesses towards GM for your organization. Select the institutional strength and limitation which:
 - are (may be) an opportunity for you as change agent to realize the aims of GM
 - Are (may be) a threat / obstacle for you as change agent to realize the aim of GM
- Based on the outcomes of 2 & 3, identify at least three concrete, feasible actions for you to carry out in the coming 3 months to bring the aims of GM a step nearer.

6.1 WORKPLANS PER ORGANIZATION

1. INERA (DRC)

AIM: Gender mainstreaming in the Research Project Cycle

Activities	Responsibility	Jan 2007	Feb	March
Sensitization of DG, scientific Director & chief of Department of planning, monitoring & evaluation	Alimasi	Jan		
Ask designation of gender focal point in research stations	Alimasi / D.S	Jan	Feb	
Needs assessment (train the gender focal unit)	Alimasi		Feb	
Elaboration: sequence of training modules	Kinkela & Alimasi		Feb	
Training	Kinkela & Alimasi			March
Case Studies	Gender focal person		Feb	March

2. EIAR (Ethiopia)

AIM: To improve efficiency of research processes in generating, promoting and disseminating gender responsive technologies

Own skills, qualities, sources of power

- experiences & knowledge on gender concepts and gender analysis / vision
- people centred / participatory leadership style/ team approach / flexibility

- power-with as main source of power

Barriers:

- Financial limitation
- Time conflict with other responsibilities

Organizational Opportunities

- Availability of supportive management
- Conducive national policy environment
- Inclusiveness of gender aspects in the organizational strategy
- Gender focal unit in place
- Support group available

Organizational threats / obstacles

- Turnover at management and technical staff
- Organizational culture (perception that some programs are decisive than others)
- Fear that financial support may not be sustainable

Action Plan

Activity	When	Who	How
Facilitating participatory gender planning (proposal development)	Jan - Feb	Yeshi Agajie Support group	<ul style="list-style-type: none"> • Communication • Feed back
Developing M & E guideline	By mid march	Yeshi Support group	<ul style="list-style-type: none"> • Experience sharing • Feed back
Training for the support group	By mid April	Yeshi & Agajie Support from ECAPAPA / PRGA	<ul style="list-style-type: none"> • Theoretical • practical

3. KARI (Kenya)

AIM: Contribute to enhancement of TDT process in KARI by ensuring that gender issues are 'integrated' in its research programmes, projects and activities

ACTIONS

Action	Responsibility	Time frame
Write back to office report	Gender team	By end Dec. 06
Follow-up on action plan made during PRGA meeting particularly of: GM budget Policy Re-training scientists & managers	Jane Dave	End of Dec. 06

Gender training for scientists	Jane Dave Violet	End of Jan. 07
Review the KARI GM process to identify gaps (use information obtained to convince management of what is to be done)	Jane Dave violet	By end of March 07

4. FOFIFA (Madagascar)

AIM: Gender issues are considered in most of research activities in FOFIFA

Actions	Responsibility	With whom	J	F	M	A
Taskforce • Feedback • Review of members	Daniele Simon	Other task force members	J			
Edition & reproduction of assessment results (report, posters, briefs)	Task force	FOFIFA UCOM Editor		F	M	
Elaboration of action plan	“New” task force	Top management			M	
Negotiation with technical partners and donors	“New” task force	Top management				M

5. ISAR (Rwanda)

AIM: Gender issues incorporated in all research programs

Action Plan

Action	Timing
Lobbying ISAR top management	1 st month
Seminar for gender mainstreaming	2 nd month
Preparation of action plan (for gender mainstreaming)	3 rd month
Visit ISAR centres for follow-up	

This will be done by the gender support group made up of 6 members.

6. ARC (Sudan)

BROAD AIM: Gender mainstreaming in the Agricultural Research Corporation (ARC), Sudan

SPECIFIC AIM: Creating an enabling environment for GM through sensitizing key policy makers within ARC

1. Make the name of the gender neutral “impact orientation group”
2. consolidate the vision of the group on gender mainstreaming as a main challenge for making impact of agricultural research to improve food security and reduce poverty (MDG)

Work plan

Activity	Responsibility	Timing
Generate training material on impact orientation (concepts of gender & results of study done as policy briefs)	Ibrahim & Ishtiag	Latest 25 th Dec. 06
Hold a meeting for gender team & other selected new members to discuss the transformation effort & to focus more on the vision & to agree on mode of action for coming 6 months	Ibrahim & Ishtiag	Latest 10 th Jan. 07
Conduct a one day sensitization workshop under the theme ‘constraints to impact of agricultural research – the cost of overlooking diversity issues (inclusion VS exclusion	Ibrahim & Ishtiag	2 nd week of Feb. 07

7. DRT (Tanzania)

AIM: To institutionalize gender issues in the natural agricultural system so that scientists develop technologies that address the needs of different gender categories for contribution in agricultural development.

ACTION PLAN

Activity	Time frame
<p>Formulation of support group</p> <ul style="list-style-type: none"> • Brief the Director • Identify team members • Contact selected people • Organize meeting • Conduct 1st meeting • Form the group 	<p>1st week of Jan. 07 1st week of Jan. 07 2nd week of Jan. 07 3rd week of Jan. 07 Mid Feb. 07 Mid Feb. 07</p>
<p>Capacity building (TOT) on gender</p> <ul style="list-style-type: none"> • Selection of participants • Preparation of the training (identify venue, invitation letters, preparation of materials) • Conduct training 	<p>Mid Feb. 07 1st week March 07 Mid Feb. 07 1st week March 07</p>
Gender analysis in selected farming systems in Eastern zone	March 07

8. NARO (Uganda)

AIM: To create a gender sensitive organization

Action Plan

Activity	By who	With whom	J	F	M
Gender sensitization workshop	Ruth Gard	Gender team	J		
Identify gender advisors at research institutes	Ruth Gard	Directors		F	
Training gender advisors on gender concepts (PR & GA)	Ruth Gard	Gender team			M

6.2 PLANS FOR THE EDITED BOOK PUBLICATION

This was a follow-up of the discussions held during the Nairobi meeting of June 2006. All members reiterated their interests in contributing chapters for an edited book as way of disseminating the project's outcome.

Dr. Gurung explained the importance of this publication indicating that literature on gender mainstreaming in the NARS of the region was limited. There is therefore need to document work that has been done in the project for the last 3 years in order to share experiences and lessons learnt with others. He also explained that the book fits well with the future plans for influencing change at the ASARECA level. He explained that PRGA had 'co-sponsored' a gender position at ECAPAPA for the next two years to push for gender mainstreaming in the region. There are plans to come up with action plan for gender mainstreaming at ASARECA through consultations (at that level). He noted that the publication will be crucial in arguing / influencing for these changes.

Content

The suggested title for the book would be 'Influencing Change'. The chapters are expected to be much more advanced than technical report which is more descriptive. The chapters should therefore be more **analytical** than descriptive. After describing the activities, a **SWOT analysis** should be carried out for each activity based on influencing change. For example, how did capacity building (which was a major activity for the project) influence change in the organization?

Format

1. Introduction
2. Background (including objectives)

3. Methodology
4. Findings / results / analysis
5. Conclusion and recommendations
6. References

4 and 5 above were the most crucial parts of the chapter; hence they should be given more attention.

The introductory chapter which will be written by Dr. Gurung will deal with the conceptual issues and literature review.

Process

Participants agreed to send the first draft by March 1st 2007. The papers will then be sent back to the participants with comments by 30th March 2007. Participants will then send the second draft by 30th May 2007. The approved draft will be sent out to participants in October. At this point it will not be possible to make more changes. The publication is expected to be out in November 2007.

Participants expressed concern that they needed to seek approval from their organizations. It was agreed that ECAPAPA will send a letter to the DGs as a follow-up of the workshop. The letter will also inform the DGs of the intended publications. It will be copied to the participants so that they may use the same letter to follow-up with their respective organizations for permission. It was agreed that this process should not interfere with the writing of the chapters (the two should be done concurrently).

Participants also agreed that members who did not respond by the dates agreed upon will be assumed to have lost interest in the publication.

Appendix 1: List of participants

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APPENDEX 2: Programme of the training on Leadership 30 November – 4 December 2006

Aims of the training

At the end of the training the participants are expected to have

- increased understanding about the roles of change agents in gender mainstreaming and the roles each can play him/herself in the own organization.
- increased insights and social and technical skills relevant to gender mainstreaming in their organization, i.e. insights and skills related to communication, influencing, building teams and alliances (social skills), analysis and planning (technical skills)
- designed the first steps of a personal action plan on gender mainstreaming in their own organization.

Programme

Day 1

Introductory session:

- Welcome
- Introduction of the training aims, methodology and program
- Introduction of the participants
- Hopes and fears/expectations of the training

Topic of day 1: Leaders or change agents in gender mainstreaming: Roles, skills, qualities and styles for gender mainstreaming

- Game to introduce the topic Leadership
- Discussion and reflection on issues of importance to change agents
- Personal qualities, skills and assets of change agents: power
- Personal qualities, skills and assets of change agents: leadership styles
- Personal qualities, skills and assets of change agents: the sex of the change agent
- Personal qualities: individual reflection on core qualities

Summary of the day and introduction to the next sessions

Topic of day 2: Communication skills

Reflection on day 1

Skills to improve on as a change agent

Skills of change agents: communication

- Game followed by discussion on communication
- Communication from a gender perspective
- Focusing on yourself in communication processes
- Role play about communication related gender mainstreaming
- Best practices in communication related to gender mainstreaming

Room for the participants to come up with any points, comments, etc. about change agents and communication in gender mainstreaming

Summary of the day

Topic of day 3: Influencing and negotiation skills

Reflection on day 2

Skills of change agents: influencing and negotiation

- Game to introduce the topic followed by discussion on influencing, power, resistance
- Assignment on resistance: how to recognise and deal with it
- Assignment on power and resistance within the own organization
- Role play: convincing the boss

Room for the participants to come up with any points, comments, etc. about change agents and communication in gender main streaming

Summary of the day

Topic of day 4: Team building and networking skills

Reflection on day 3

Skills of change agents: building a team and networking

- Game to introduce the topic followed by discussion on building and developing a support group
- Assignment on networking and forming an internal network
- Role play about conflict management

Room for the participants to come up with any points, comments, etc. about change agents and communication in gender main streaming

Summary of the day

Topic of day 5: Making a personal action plan to promote gender mainstreaming in the own organization

Discussion on a personal action plan to promote gender mainstreaming in the own organization

Individual and group exercise on making a personal action plan to promote gender mainstreaming in the own organization

Afternoon:

- Discussion on the framework for final papers for publication
- Evaluation of the training and follow up