

**STRENGTHENING CAPACITY FOR AGRICULTURAL  
RESEARCH AND DEVELOPMENT IN AFRICA (SCARDA)**

**Discussion Paper 5**

**Gender and diversity mainstreaming in SCARDA**

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**December 2011**



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**This document is an output from the Strengthening Capacity for Agricultural Research for Development in Africa project (SCARDA) funded by the UK's Department for International Development (DFID) for the benefit of developing countries. The views expressed are not necessarily those of DFID.**

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## Abbreviations and Acronyms

AR4D:	Agricultural Research for Development
AWARD:	Association of African Women in Research and Development
ARM:	Agriculture Research Management
ASARECA:	Association for Strengthening Agricultural Research in Eastern and Central Africa
CAADP:	Comprehensive Africa Agriculture Development Programme
CEDAW:	Convention on the Elimination of all Forms of Discrimination against Women
CRI:	Crops Research Institute, Kumasi
DFID:	Department for International Development, UK
G&D:	Gender and Diversity
FARA:	Forum for Agricultural Research in Africa
FIs:	Focal Institutions
MTR:	Mid-term Review
MSc:	Master of Science
M&E:	Monitoring and Evaluation
NARS:	National Agricultural Research Systems
NRI:	Natural Resources Institute
NEPAD:	New Partnership for Africa's Development
NGO:	Non Governmental Organizations
PICOTEAM:	Institute for People, Innovation and Change in Organizations
RUFORUM:	Regional Universities Forum for Capacity Building in Agriculture
SADC:	Southern African Development Community
SCARDA:	Strengthening Capacity for Agricultural Research and Development in Africa
SCAIN:	Strengthening Capacity for Agricultural Research for Innovation
SROs:	Sub-Regional Organisations
CORAF:	Conference of the Agricultural Research Leaders in West and Central Africa

## **Acknowledgements**

We take this opportunity to thank the Department for International Development (DfID) for commissioning the study. Gratitude goes to the individuals we consulted in the sub-Regional Organisations and Focal Institutions who provided their time and resources for the study, specifically, Sidi Sanyang at CORAF, Dr. Joseph Methu and Forough Olinga at ASARECA, Joyce Macala at SADC, Nodumo Dhlamini at RUFORUM and Stella Ennin at the Crops Research Institute, Ghana.

**Abstract**

This paper presents findings from a review of SCARDA's gender and diversity (G&D) mainstreaming activities. This is based on an examination of how SCARDA G&D principles were adopted and mainstreamed by sub-Regional Organisations (SROs) and Focal Institutions (FIs) both in SCARDA activities and in the institutional practices of members. The paper shows that SCARDA has worked to complement and support existing activities of SROs and FIs to increase women's participation in their institutions, particularly in key strategic roles such as research management and leadership. However, there were a number of constraints that SROs and FIs experienced which limited their impact on addressing key G&D issues in their institutions. Based on the experience of SROs and FIs in mainstreaming G&D through SCARDA, recommendations are presented in to help support target institutions and partners in G&D mainstreaming in the future.

## Introduction

Strengthening Capacity for Agricultural Research and Development in Africa (SCARDA) was a project designed to strengthen national agricultural research and development systems in sub-Saharan Africa, which ran from 2007 to 2011. SCARDA was coordinated by the Forum for Agricultural Research in Africa (FARA) and worked with research and training organisations in ten countries. As the project came to a close, activities continued under a related initiative, Strengthening Capacity for Agricultural Research for Innovation (SCAIN), which emphasised documentation and dissemination of approaches, methodologies and lessons from the SCARDA capacity strengthening initiatives. Both projects are implemented by three sub-regional Research Organisations (SROs) including the Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA), the Conference of the Agricultural Research Leaders in West and Central Africa (CORAF) and the Southern African Development Community (SADC), in association with the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and support from the Natural Resources Institute (NRI) of the University of Greenwich (UK).

The SCARDA project had a commitment to supporting gender equity in capacity strengthening objectives and activities to overcome the vast underrepresentation of women in the agricultural sector. The SCARDA proposal (October 2006), stated that:

*“The programme will seek to ensure that women have equal opportunities to participate in, and benefit from, the activities that are conducted. One of the Programme’s guiding principles is to give priority to strengthening the capacities of women scientists. To this end, it will proactively encourage women to participate in its capacity development activities”* (SCARDA, 2010).

FARA, the coordinating institution, is committed to promoting gender equality in its organisations and activities through:

*“policies and actions that facilitate equitable access to productive resources by both men and women, ensuring that women’s needs are addressed in the development and dissemination of agricultural technologies and policies; that women are enabled to fully participate in and benefit from agricultural innovation processes; that women farmers and scientists receive the training they need to be fully competitive in their work; that capacity building for both women and men feature gender issues prominently”.*

In reviewing the lessons learned and achievements of the SCARDA project, gender and diversity (G&D) features as an important component on which to reflect. Given this, the main aim of this study is to examine the extent to which the commitment to principles of G&D was actually adopted and mainstreamed by SROs and Focal Institutions (FIs) both in SCARDA activities and in their institutional practice. The scope of the study covered all of SCARDA supported initiatives and activities. The study also examines the lessons from G&D mainstreaming efforts and initiatives in SCARDA in order to build on its achievements and to support target institutions and partners in G&D mainstreaming in the future.

## Methodology and outputs

The study on G&D mainstreaming in SCARDA was conducted through a desk review and telephone interviews, which took place between June and October 2011.

The desk review included relevant material from SROs and FIs under the SCARDA programme, both gender and non-gender specific, consisting of documentation of G&D strategies, policies and guidelines and integration into SRO work-plans. The extent of the documentation, materials and data available for this review relied greatly on the contributions of the SROs and contact people at FIs in response to the authors' requests.

Telephone interviews were conducted with SCARDA focal persons at the SRO level. They were asked about their perspectives and views on the activities, and the lessons they have identified through their experience with SCARDA.

The data was reviewed and analysed against the activities in the SCARDA G&D Strategy and action plans. The results from the study are presented in this discussion paper, along with recommendations for future gender and diversity capacity building at the regional and focal institution levels.

A list of documents and interviews is provided in appendix A and B. The original Terms of Reference (TOR) are provided in Appendix C.

### Limitations of the study

There were difficulties experienced in obtaining interviews and relevant documentation in some instances. This is partly because the study was conducted after the completion of the SCARDA project. In addition, determining attribution of G&D activities to the SCARDA programme was difficult as institutions received support from a number of projects with similar objectives.

## Background: Gender inequality and agricultural research

Gender is an important area for capacity building in agricultural research and education. Throughout sub-Saharan Africa, the sector is generally seen to be male dominated. The IFPRI (Beintema and Marcantonio, 2010) study of twelve sub-Saharan African countries indicated that the number of female professional staff employed at agricultural science agencies was approximately 30 per cent of total staff, although this number was skewed by a high proportion of women in three countries, South Africa, Nigeria and Kenya.

This pervasive inequality is reflective of the barriers that women experience in education and the 'gendering' of educational choices, where women are encouraged to take arts courses as they are perceived to be less difficult, which results in young women being less likely to pursue a career in agriculture without a natural science base. Furthermore, agriculture is not often considered as being a viable career option for women, as many perceive the sector primarily as extension work, involving considerable travel and hardship in poor areas that are difficult to negotiate with childcare responsibilities. Women who do decide to take-up higher education in agriculture sector are more likely to be found in areas that teachers, families and peers perceive as corresponding to gender roles, such as food science and nutrition (Forsythe *et al.* 2010).

Once in the workplace, women also experience a number of barriers in agriculture research. Female professional staff are less likely to have MSc and PhD level qualifications, often due to reproductive responsibilities, which prevents them from progressing within their selected careers. Workplace cultures can also discriminate against women and other minority groups. A study by Forsythe *et al.* (2010) found that in the agriculture sector, a common assumption of colleagues and management is that reproductive responsibilities would ultimately interfere with the work performance of female employees. Instances of subtle discrimination were also reported in interviews for promotion, for example where panels could ask female applicants about their future plans with their families. Women interviewed for the study also described how they would have to perform above average consistently in order to be considered equal to male colleagues.

This paper examines how some of these issues are addressed in capacity building activities in the agriculture research sector.

## SCARDA approach

The SCARDA approach differs from standard capacity building projects in that it embeds the capacity strengthening interventions in an institutional change management process. This begins with a comprehensive institutional analysis of target institutions, identifying their weaknesses and capacity strengthening needs. The four outputs of SCARDA were as follows:

- 1) Agricultural research management systems and managerial competencies to conduct high quality research strengthened in participating NARS;
- 2) The capacity of participating NARS to undertake quality integrated agricultural research for development strengthened;
- 3) The relevance of training programmes in agricultural universities to current market demand established, and
- 4) SCARDA approach for capacity strengthening is validated.

## SCARDA and G&D

The initial gender-related activity of the project was the development of a SCARDA Briefing Paper, *“Gender and diversity in sustainable agricultural research and innovation”* (Nelson *et al.*, 2008). The background paper raised some of the important issues in relation to gender, diversity and the processes of agricultural innovation. It summarised lessons from existing mainstreaming initiatives and suggested ways forward for the SCARDA project and established a place for G&D on the SCARDA agenda. The G&D Mainstreaming Strategy in SCARDA was developed based on the findings of the briefing paper. Based on the main equity issues identified in the paper, two separate but interrelated areas for G&D integration were initially identified in SCARDA; first, institutional activities mainstreaming gender and diversity equity into organisational practice and research management, and secondly, mainstreaming G&D into agriculture planning, research and development. In SCARDA, the first area was explored as part of the organisational analysis and addressed through the research management training. For the second, the approach was to encourage incorporation of gender and diversity dimensions into training courses in the prioritised topics (e.g. pest management, participatory research etc.) The G&D approach in SCARDA, was therefore to mainstream G&D into research practice and organisational culture simultaneously and to bring about changes in staffing, procedures, and culture of agricultural research and development organisations. However, the restricted time frame and focus of the project did not allow assessment of the extent to which the second type of capacity strengthening was transformed into more inclusive research activities nor examination of the outcomes in terms of enhanced participation and productivity gains for women and the disadvantaged.

The strategy recommended SCARDA participants to secure commitment from senior management in their institutions, as this has been shown to be a crucial feature of success in previous gender mainstreaming activities (Nelson *et al.*, 2008). Participating institutions were also encouraged to conduct a G&D analysis of their institutions covering G&D aspects in staff composition, roles, recruitment policies, training, promotion and career development opportunities to identify areas for improvement and good practice. Importantly, this also included a G&D analysis in consultation processes that influence the agriculture research agenda.

### G&D Strategies among SROs

It is important to note that SCARDA is only one of a number of projects undertaken by SROs and FIs; therefore, gender mainstreaming outcomes at the institutional level are influenced by a range of historical and contemporary factors.

For example, the **ASARECA** Gender Mainstreaming Strategy (2009) was influenced by a series of gender-related interventions since the early 2000s, initially starting with the Gender Factor in Agricultural Research Programs (2001-2004) supported by the International Development Research Centre (IDRC). This programme was designed to develop approaches for gender analysis in agricultural research. This project was followed by the Building Capacity in Gender Analysis and Gender Mainstreaming in the National Agricultural Research Systems (NARS) of ASARECA (2004-2008), developed by the Participatory Research and Gender Analysis (PRGA) programme of the CGIAR (ASARECA, 2009).

Despite the funding and capacity support in gender mainstreaming through various projects, an assessment undertaken within ASARECA before the development of the 2009 Strategy

found that application of gender mainstreaming was limited. A gender analysis of eight NARIs for example, found that none had a gender policy, but three had gender units and gender reflected in their strategic plans. The ASARECA gender mainstreaming strategy states: *“for most of the NARIs, gender analysis was considered only when specific development partners requested for it. It was also established that the number of women in the institutes was significantly lower than that of men with the gap widening up the hierarchy”* (ASARECA, 2009).

At the time of the SCARDA project, **SADC** had long established institutional measures addressing G&D issues in the sub-region. This includes the establishment of the Gender Unit in 1996 aimed to mainstream gender perspectives and concerns in policies, plans and programmes of member states ([www.sadc.int/gender](http://www.sadc.int/gender)) and the declaration on Gender and Development signed by SADC Heads of State in 1997. SADC also developed a Gender Protocol (no date available) for the sub-region, which provides a target of at least 30 per cent of women’s participation and involvement of women in senior management positions, which has been increased to 50 per cent in some SADC member states.

In contrast, **CORAF’s** activities in G&D mainstreaming more broadly have increased more recently, where a growing awareness of gender issues in the sub-region has led to the development of a G&D strategy and capacity building programme, supported by SCARDA (interviews with CORAF representatives; Tsikata, 2010; CORAF/WECARD, 2010a).

A review of FI gender and diversity activities outside SCARDA was conducted as part of a study reviewing strategies of encouraging women’s participation in agriculture research and higher learning overall (Forsythe *et. al.*, 2010; Magheni *et. al.*, 2010). As such, this paper will focus on FI activities where directly relevant to SCARDA.

### **G&D SCARDA workshop, publication and the development of SRO G&D action plans**

Despite the existence of the SCARDA gender strategy and its gender mainstreaming options, the application of the strategy was not very visible within the FI capacity strengthening needs diagnosis or plans. Therefore, a SCARDA Gender Expert Working Group was formed as one of several expert working groups established by FARA and other leading institutions in the SCARDA project to work on issues requiring a strategic focus. The working group consisted of two gender specialists and three representatives drawn from FARA and the FIs. Capacity strengthening action plans of the FIs had little integration of G&D, and one of the aims of the Working Group was to remedy this (G&D Working Group Notes, 2009).

The Group agreed on facilitating a SCARDA G&D learning workshop to be held in April 2009, to raise awareness of the SCARDA’s G&D commitments while interacting with the FIs in order to build a common vision of G&D in order to develop activity plans tailored to their region.

During the workshop the Expert Working Group presented the SCARDA G&D briefing paper and mainstreaming strategy to workshop participants. It was apparent that representatives from the participating institutions had limited awareness of the G&D strategy and G&D mainstreaming more generally (G&D Working Group notes, 2009), indicating that the strategy and related documents had not been communicated effectively. However, the G&D briefing paper was published and available online.

Discussions in the workshop with Francophone and Anglophone members of the SROs raised a number of important G&D issues in their organisations that were within the scope of the FIs to address, including: the low number of women represented in institutions – particularly at the managerial level; socio-cultural constraints to women's participation in specific activities (such as extension work, or work that involved travel); lack of gender policies in institutions and information on G&D through collection of disaggregated data, and a low emphasis on gender in the content of training. The discussions also raised issues around the importance of considering local circumstances when developing G&D targets and quotas as the regions and countries had different socio-cultural and historical circumstances that constrained and/or enabled participation of different groups, particularly women, in different ways. (G&D Working Group notes, 2009).

According to responses obtained in interviews, the short time remaining in the project following the meeting of the working group made it difficult to invoke substantial change or commitment. However it was evident that partners had greater awareness of G&D issues within their institutions than they were previously, as noted by the Gender Expert Working Group.

Based on the presentations, discussions and recommendations in the G&D strategy, SROs were supported by the Working Group in developing action plans in their sub-regions for the remaining time of the SCARDA project. The action plans were based on the four main outputs of the SCARDA programme. The common themes that run through the SRO action plans are provided in Box 1 below.

**Box 1: Activities in the SCARDA G&D SRO action plans**

*Full details on recommendations provided in Appendix D.*

1. Strengthen equal opportunities through gender mainstreaming strategies and action plans aligned with broader SRO G&D policies
2. Identify and support a gender and diversity focal person
3. Develop criteria for the selection of participants for capacity strengthening activities and meetings
4. Identify and create role models for young women agricultural scientists
5. Build capacity in gender and diversity within institutions, research, training and MScs
6. Ensure that the Terms of Reference for studies on the demand for agricultural graduates includes gender analysis
7. Integrate issues of gender and diversity in all communication and documentation of experience and ensure effective dissemination

The SRO G&D action plans aimed to capture the main tenets of gender mainstreaming, including organisational policy and strategy, culture and activities, linked to tailored M&E plans. Importantly, although the main activities were similar among the SROs, each plan was tailored

to the specific trends in the sub-region, as participatory methods were used to discuss, suggest and critique different G&D methods. The focus for the remaining sections of the paper will be on examining the extent to which the G&D action plans were adopted and integrated by SROs and FIs in their institutions.

In terms of **monitoring and evaluation** in SCARDA, some baseline data was collected on gender from the scoping studies and institutional analyses (see project logframe: FARA, 2008); some of which is presented in this report. The integration of G&D into change management and institutional analysis was done to varying degrees in the sub-regions. The institutional analysis in Ghana, the Crops Research Institute, however, was a positive example of how G&D can be integrated into capacity building activities. For example, the institutional analysis report included gender and age disaggregated statistics on employment but took the analysis further to examine why inequality occurred relating to more nuanced issues of perceptions of women's gender roles and ability to manage workload with reproductive responsibilities (Martin *et. al.*, 2008; Transcripts from CRI Ladies Club Interview). The post mid-term review workshop also had a working group to address the design of M&E indicators that incorporated gender disaggregated indicators, along with revised reporting formats requiring SROs to report progress against targets.

## Progress against the SCARDA G&D Action Plans

### 1. Strengthening equal opportunities through strategies and action plans aligned with broader SRO G&D policies

The first objective of the SCARDA G&D strategy was for SROs and FIs to create a tailored action plan for their institution and implementing partners, which aligned with their regional and national gender equality agenda. In cases where G&D policies were well established, particularly in SADC and ASARECA, SCARDA worked to complement these aims and bring practical measures to increase the participation of women, and other underrepresented groups, particularly young people, in key strategic areas under the project's control, and subsequently opening space for underrepresented groups to play more strategic roles in research management and leadership.

According to the SCARDA logframe, SROs and FIs were to implement a SCARDA related social inclusion plan. Overall, 42 per cent of institutions reported that they had plans for social inclusion by September 2009, consisting of 67 per cent in ASARECA, 40 per cent in SADC and 25 per cent in CORAF.

**Table 1. Percentage of institutions with social inclusion plans by September 2009 as part of SCARDA**

	% of institutions
ASARECA	67
SADC	40
CORAF	25
SCARDA overall	42

The **Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)** developed a policy and strategy for gender mainstreaming in 2011, covering member universities in the Eastern Central and Southern Africa (ECSA) and other relevant actors (Kayobyo, *et. al.* 2011). The need for a gender policy and strategy was partly derived from RUFORUM research findings under SCARDA that indicated low participation of women in higher agriculture education (Blackie *et. al.*, 2009; Forsythe *et. al.*, 2010; Magheni *et. al.*, 2010). Based on these findings, RUFORUM's approach was to promote equal opportunities and outcomes for men and women in agricultural research, training and outreach. Overall, the RUFORUM gender mainstreaming strategy is comprehensive covering all RUFORUM's activities both operationally and organisationally in higher education and research, including establishing an evidence base for policies and programmes, strengthening G&D mainstreaming capacity and a G&D monitoring system. The policy is also well articulated, realistic and comprehensive detail is provided on the goals, indicators, activities and sub activities, lines of responsibility, and monitoring and evaluation.

**CORAF** also developed a gender mainstreaming strategy during the SCARDA programme<sup>1</sup>. The strategy development was tendered to a consultancy in February 2010 and culminated in an organisational consultation in a workshop in July 2011; an activity funded by the World Bank (WB) (CORAF/WECARD, 2010a). The strategy is integrated with the framework of the Comprehensive Africa Agriculture Development Programme (CAADP), which recognises the importance of gender as a cross-cutting issue in agricultural research and technology generation, dissemination and adoption. The rationale for the gender mainstreaming strategy, as described in the tender document, is due to low gender equity, high level of women's participation in food security and labour in post-harvest, land and water management, and the rise in the number of female-headed households; therefore, addressing gender equity was an issue of poverty reduction and economic development. The objective of the strategy was to facilitate equitable access to resources for men and women, with recognition of different gendered needs, to ensure equitable participation and benefit-sharing in key activities, from farmers to scientists.

Through the SCARDA programme, CORAF have supported its FI's in developing their own gender mainstreaming action plans that are tailored to the priorities established nationally during a workshop held in December 2010 (Tsikata, 2010). There is an understanding that gender means more than only women, while at the same time recognition that women experience particular disadvantages in society. According to interviews with CORAF representatives, CORAF has allocated 25,000 USD to support FIs in develop gender mainstreaming action plans, which will be increased to 35,000 USD if progress is demonstrated. This funding will enable other FIs to follow CRI's lead in developing and implementing gender equality in their organisation and operations through G&D mainstreaming action plans, which are expected to be completed by December 2011.

**ASARECA** developed a Gender Mainstreaming strategy for the period 2009-2014 to guide gender mainstreaming implementation processes in the region (ASARECA, 2009). The strategy is based on the lessons learnt from two previous gender interventions and the findings of the Gender Audit conducted in 2009, outside of the SCARDA project. The ASARECA gender strategy was presented to the Board of Directors in a stakeholder workshop and harmonised with other institutional priorities. The first priority was capacity building and implementation of

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<sup>1</sup> The document was not available at the time of the study.

practical changes, which were key priority areas for the SCARDA G&D approach. The overall goal of the Gender Mainstreaming Strategy was to ensure that ASARECA achieves gender responsiveness at all levels of institutional frameworks and all stages of design, planning, implementation, monitoring and evaluation of the agricultural research agenda. It adopts the Gender and Development approach as opposed to Women in Development, emphasising the relational nature of gender and multiple areas of difference for men and women.

The strategy was followed by the setting of priorities for action in the medium term (2010 - 2014) in a workshop that was held on 2 June 2010 (interview with ASARECA Gender Expert). One of the priority actions for the medium term was to build capacity for mainstreaming gender considerations in research. To move the process of capacity building further, ASARECA organised a two-day planning workshop (13 – 14 July 2011) for researchers in the national agricultural research system in Uganda, Kenya and ASARECA Programmes and Units to develop Gender Action Plans for two years. As a process of establishing a sound and sustainable collaboration in gender mainstreaming, there was need to translate what had been learnt into practice. That required the development of a Gender Mainstreaming Action Plan for the participating organisations to guide them in the implementation of specific activities in the process of gender mainstreaming. ASARECA envisages that such an effort will help in setting up a systematic gender mainstreaming approach in the institutions and consequently it might require a regional platform in sharing experiences, reflections and lesson learnt.

The six main activities of ASARECA's gender mainstreaming strategy are:

- 1 Developing an ECA regional gender policy by the end of 2011.
- 2 Providing a regional platform for exchange of experiences and best practices through a Gender Mainstreaming Working Group by the end of 2011.
- 3 Supporting the NARS and implementing partners to develop and sustain systems for gender mainstreaming by 2014.
- 4 Building capacity in gender analysis and gender mainstreaming for researchers and managers of NARS in 10 countries by the end of 2012.
- 5 Facilitating integration of gender into mechanisms and methodologies of ASARECA's programmes and projects by 2014.
- 6 Generating criteria for gender compliance through developing gendered performance indicators for ASARECA projects and programs by 2014.

The Gender Mainstreaming Expert at ASARECA stated that there has been positive change in the sub-region since the Gender Mainstreaming Strategy was developed in 2009 (Forough, personal communication). It was reported that ASARECA management were more aware of the importance of equal opportunities and have taken gender into account in recruitment and needs of employees and workshop participants. However, equal opportunities still need to be fully institutionalised with the development of an equal opportunities policy. The NARS also showed positive progress in building the capacity of women. As such, the main role for ASARECA is to provide a clear policy framework and support to FIs, along with the mobilisation of financial resources to support implementation.

The ASARECA assessment was able to find some best practices in gender mainstreaming in some NARS that included: offering incentives for scientists to do gender-sensitive work; appointing a gender coordinator and setting up a gender unit; documentation of gender-based case studies; organising of annual or biannual seminars with a focus on gender; exchange

visits/networking concerning gender mainstreaming, and continued training in gender analysis skills.

The **SADC** Gender Unit, which was tasked with gender mainstreaming in the sub-region, established a Gender Protocol which was signed by member states in 2008 – 2009, which holds countries accountable for adopting policies to empower women, eliminate discrimination and achieve gender equality and equity, and to harmonise implementation instruments. The SADC Gender Protocol provides a target of at least 30 per cent of women's participation and involvement of women in senior management positions, which has been increased to 50 per cent in some SADC member states. The SCARDA target of 20 per cent women's participation is slightly lower, to recognise the difficulty of increasing women's participation in some contexts. During implementation of SCARDA, the Gender Protocol was drawn on by SADC, who provided leadership to institutes. At the workshop on Gender Mainstreaming held at the Natural Resources Development College in Zambia, participants noted that international, regional treaties/protocols and national plans were in place supporting Gender equality. However, during discussions at the workshop, participants felt that despite the fact that these legal frameworks and policies are in place, there are still high incidences of gender imbalances, injustices and inequalities. They felt that the problem was due to the complexity of the language and information used in G&D and how it is translated into practical activities.

SADC also developed a gender mainstreaming toolkit developed by the gender unit, which includes a chapter on food, agriculture and natural resources. Unfortunately, the complete details of the gender mainstreaming toolkit were not available for the review.

## 2. Identify & strengthen a gender and diversity focal person

The SCARDA strategy also stated that FIs should appoint a G&D focal person, who would be responsible for promoting the mainstreaming of gender in their institution. [The review found that this was completed more successfully at the SRO level than the FI level; however, limited information was obtained at the FI level]. It is important that expertise in gender and diversity is promoted on two levels that require different skill sets – first as an institution, and second, in the agriculture sector. It is evident that SROs and FIs have been active in the former; whereas it is unknown if this expertise translates into gender and diversity sensitive research on the ground.

More recently, FARA began recruitment of a **Gender Equality Expert** in August 2011. This person will provide technical support, and lead and facilitate the process of gender equality mainstreaming at the FARA Secretariat, its constituents and within FARA programmes. The aim of the position is to establish a gender equality mainstreaming strategy through participatory processes that will be harmonised among SROs. This is a considerable advance in recognising the need for a person to provide full-time commitment to the gender mainstreaming initiative. Within **ASARECA**, a Gender Mainstreaming Expert was hired in early 2010 to undertake the task of mainstreaming gender throughout the SRO (note that this was not from SCARDA-specific funding). While the position holder refrains from using the title 'expert', as it implies an individual has achieved a static level of knowledge on gender, it is evident that the ASARECA gender focal person has helped to encourage gender mainstreaming in the SRO through a number of actions;

- The Gender Mainstreaming Expert carried out a review of the organisation and operations to identify how gender could be mainstreamed through the organisation.
- Helped FI's to establish Gender Focal Points in the member countries, each with a set of responsibilities in order to integrate gender into the programme level and into research methods.
- Encouraged FIs to tailor gender mainstreaming activities to the specific needs of their organisation and country-specific context.

ASARECA has also established a gender mainstreaming working group with each member country represented and rotating leadership. Meetings are held every six months to discuss issues and reflect on progress made against the strategy. Limited information is available on country-level activities and so it is not possible to comment on these.

In **CORAF**, the SCARDA desk officer was responsible for integrating gender and supporting FIs to establish a gender focal person, along with other SCARDA duties. However, interviews indicated that this was not fully accomplished to the extent that was wanted, due to time constraints resulting from the wide range of responsibilities of the CORAF-SCARDA project coordinator.

**SADC** had a similar situation to CORAF, where the SADC-SCARDA project coordinator had multiple responsibilities that prevented action being undertaken in gender. SADC has access to considerable gender expertise through the Gender Unit under the Office of the Executive Secretary, which advised on matters of gender mainstreaming and empowerment; however, it was reported that the use of these resources were limited under SCARDA due to capacity limitations in terms of availability of staff at the time.

### 3. Criteria for selection of participants for capacity strengthening activities and meetings

The participants in the SCARDA Gender Workshop, led by the Gender Working Group, established a set of selection criteria for participation in capacity strengthening in the project. These are provided in appendix F. The criteria included a quota of at least 20 per cent of female participants, with an aspiration to 30 per cent (which is currently the policy of some African Countries/SROs), in order to address capacity gaps for female employees at SRO and FIs. It was recommended that women from middle and lower levels of management and from satellite institutions<sup>2</sup> be included. Relevant templates were also provided by the SCARDA M&E team, such as the "participant nomination form" that aimed to capture data relating to the participants trained which included gender, age, years in post, and basic qualifications. In general, sex-disaggregated data was provided by the sub-regions in workshop reports; however, there was limited analysis of the data that would identify G&D issues that could be addressed in future activities.

Establishing a quota was seen by participants as a relatively simple measure for institutions to implement and aspire to, to assist in increasing women's participation. It was also a measure that was in the direct control of SCARDA management in SROs and FIs. The quota was deliberated among participants but final consensus was agreed on 20 per cent, as it was seen as realistic goal, given different socio-cultural and historic circumstances in the region

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<sup>2</sup> Satellite institutions are key partner organisations of FIs

influencing women's participation in the labour force and management roles more generally. Further recommendations were made to take records in training and workshops to disaggregate data and provide an analysis of women's active participation in activities.

According to SCARDA logframe monitoring data, the proportion of women among FIs research scientists and staff trained in at least one subject area through SCARDA programmes was 34 per cent in January 2010, consisting of 45 per cent in ASARECA, 25 per cent in SADC and 12 per cent in CORAF. The remainder of this section will examine the SROs in more detail.

Within **ASARECA**, leadership and management workshops were held for FIs and reinforced in follow-up learning workshops. Data on attendance levels disaggregated by gender was received for five workshops and analysed in workshop reports following the event (PICOTEAM training reports Rwanda, 2011, Burundi 2009, Sudan 2011). Taking the average participation levels for all five workshops, it was found that the 20 per cent target for female participation had been achieved. It is notable that the 20 per cent quota was achieved in some leadership and management workshops and in short courses despite the general low number of women in management positions, but it was not consistent for all workshops. In terms of the content of the training courses, which were centred on research management, leadership and mentorship, the courses were relatively similar.

In ARC, Sudan, there were 35 participants (28 males and seven females) while at the ISAR, Rwanda, the total number of participants was 42 (29 males and 13 females). A third leadership and management workshop was organised as a joint learning workshop (Sudan, Rwanda and Burundi) aimed at sharing and consolidating lessons learnt since the first SCARDA leadership and management workshop. The total number of participants was 26 (18 males and 8 females). The Burundi learning workshop drew a total of 50 managers working at ISABU, out of these six were females and 44 were males. At the Sudan Learning Workshop in Research Management, Leadership and Mentoring, there were five women and 40 men. Baseline data on the number of female staff at FIs reveals that attendance of female staff in workshops was reflective of their employment numbers. For example, ISABU has just over 13 per cent women, and had 12 per cent of female workshop participants. Numbers are slightly different for ARC, where baseline data was only available for technicians and not other staff, which could reflect a different proportion of women. Most of the participants were over 50 years of age.

**CORAF's** monitoring of men and women's attendance in capacity strengthening activities was recorded in workshop papers following the events. Female participation levels seemed to vary by topic. For example, gender training in CORAF had a female participation level of 58 per cent. In contrast, other workshops in management and technical capacity building had attendance ranging from 10 to 27 per cent. The CORAF/ SCARDA desk officer felt that this was due to the low number of women in CORAF research institutes. As an example, there were only 27 per cent women in the SCARDA MSc programme, and in the Gambia NARS, it was reported that there were only seven women among 23 male researchers (CORAF/WECARD, Achievements report for SCARDA).

Gender disaggregated results from **SADC** capacity strengthening workshops report an overall average female participation rate of 38 per cent, which is over the 20 per cent quota and the average proportion of female staff in the participating FIs. However, there were differences in female participation levels between institutions and countries. For example, there were more female than male participants in Lesotho compared to Botswana and Zambia. This was thought to be due to the higher number of women enrolled in the Faculty of Agriculture compared to men. It is also interesting to note the lower number of women attending the MSc training

compared to the short courses, such as proposal writing. This could reflect women's lower participation in post-graduate agriculture education due to constraints relating to reproductive responsibilities that are usually perceived as primarily women's role, resulting in the lack of time or encouragement to take-up post-graduate activities (Forsythe *et. al.* 2010).

#### 4. Identify and create role models for young women agricultural scientists

The discussions at the SCARDA G&D workshop in 2009 and action plans that followed highlighted the importance of female role models. SROs were encouraged to recruit women in their SCARDA management team and identify woman scientists to do sensitisation on SCARDA to act as role models for young women scientists.

Evidence of gender-sensitive mentorship for young women agricultural scientists was found in **ASARECA**. In total, 90 people were involved in the mentorship programme by the end of project in March 2011. There were 65 mentees, 16 (13 males and three females) in ARC Sudan, 12 (eight males and four females) in ISABU and 37 (27 males and ten females) in ISAR, giving a total of 17 females or 26 per cent. By the time of project closure, 205 individuals had been trained through the SCARDA specialised short courses as follows: 81 (50 males, 31

**Table 2. Sex-disaggregated participation in SCARDA activities in ASARECA**

	Female participants	Male participants	Total
Joint leadership and management workshop - ISAR (Rwanda), ISABU (Burundi) and ARC (Sudan)	8 (31%)	18 (69%)	26
Leadership and management workshop –ARC	7 (20%)	28 (80%)	35
Leadership and management workshop – ISAR	13 (31%)	29 (69%)	42
Research Management, leadership development and mentorship Learning Workshop – ISABU (Dec 2009)	6 (12%)	44 (88%)	50
Research Leadership and Management development Workshop – ARC (Feb 2010)	5 (11%)	40 (89%)	45
Short courses (IPM, M&E proposal writing)	55 (32%)	118 (68%)	173
<b>Average</b>	<b>23%</b>	<b>77%</b>	

**Table 3. Examples of sex-disaggregated participation in SCARDA activities in SADC**

	Female participants	Male participants	Total
Developing, Packaging & Communication of Extension Material for farmers	31 (43%)	41 (57%)	72
Validation of findings of the Demand study	17 (33%)	34 (67%)	51
MSc training programme	3 (18%)	14 (82%)	17
Team building training workshop	10 (63%)	6 (38%)	16
AIS-Partnership training workshop	10 (42%)	14 (58%)	24
Gender mainstreaming	10 (42%)	14 (58%)	24
Proposal writing	10 (59%)	7 (41%)	17

Table 4. Baseline of female staff at participating FI's

	Baseline of female staff*
Lesotho	16 (50%)
Zambia	NRDC - 9 (17%), UNZA – 19 (31.1%)
Botswana	90 (29.3%)
<b>Average</b>	<b>31.9%</b>

\*figures include Management, Research staff and technicians unless otherwise indicated.

females) in Integrated Pest and disease Management, 42 in M&E, and 48 (34 males and 14 females) and 34 (24 males and ten females) in proposal writing (PICOTEAM, 2011). The majority of participants were aged between 30 and 45 years. According to the Gender Expert's review of workshop evaluations by ASARECA, participants felt that a new culture in research practices was being created that included more multidisciplinary research teams of scientists and socio-economists.

Capacity building in **ASARECA** was sub-contracted to an organisation that facilitated the workshops and developed content. In mentorship training, they emphasised gender-sensitivity and used the CGIAR women's mentorship programme as a case study, to focus on professional development of young women scientists in the workplace. Key to the approach was developing specific mentoring skills but also the inclusion of discussion on gender sensitivity and identification of any gender or racial bias which might hinder successful outcomes. Mentors were encouraged to help the mentee build relationships with scientists from other backgrounds and gender, identify gender issues in collaborative opportunities, and address cultural and gender challenges in working relationships.

Discussions on cultural and gender challenges included the different aspects of gender and culture that need to be closely followed during the mentoring process. Because mentors might be a different gender than the mentee, open discussion of the implications was encouraged from the beginning of mentorships. Mentors were encouraged to discuss the types of words, topics, issues and language that were not acceptable to participants. Participants had extensive discussions of some of the cross-learning opportunities that inter-gender mentee-mentor pairs could exploit but also the challenges that this presents. It was noted that for married mentor/mentee situations, the spouses needed to be informed of this working relationship and if need be, introduced to the mentor/mentee. Culture was also recognised as an important factor in shaping peoples values and framing of issues. While intercultural mentoring relationships could provide a very enriching experience for both parties, participants also recognised that there are some sensitive ethnic, tribal, cultural and political differences which present challenges and need to be recognised.

Evidence of the integration of G&D issues in mentorship was not found in **SADC** and **CORAF**; however, activities in this area were limited, particularly for SADC.

## 5. Build capacity in gender within institutions, research, training and MScs

The Gender Expert Working Group in SCARDA recommended that SROs and FIs received G&D capacity building related to the SRO activity action plans, including practical measures and

more long-term strategic considerations. Overall, capacity in gender largely took the form of building institutional capacity in mainstreaming gender into their institutions and activities. Follow up activities could include more sessions on building up research skills in gender and diversity in an agriculture context.

One of the first G&D capacity building initiatives was conducted during the workshop with SROs, led by the **Gender Expert Working Group** in 2009. According to the notes taken during the workshop, equal opportunities were briefly discussed in relation to the recruitment and retention of women. An example was given of women research scientists who, within a short time of their recruitment, became pregnant and went on maternity leave. Participants were guided in questioning how their institutions accommodated these issues and how they dealt with gender and family issues, and were encouraged to influence institutional policies. Under the lead of the Gender Mainstreaming Expert, **ASARECA's** capacity building efforts have included a three day gender mainstreaming workshop, focused on building capacity in top-level management to encourage wider commitment in addressing G&D issues. There has also been progress in raising awareness of diversity issues, including other aspects of difference such as age and socio-economic status. In addition, there is now a conscious effort for all workshops and interventions under ASARECA to strive towards gender equity.

**CORAF** also held a successful workshop on gender mainstreaming that can be used as an example of best practice. The five day workshop *"Learning Workshop for Mainstreaming Gender in Agricultural Research and Development Programmes"* was held in The Gambia in 2009 where focal institutions were tasked with developing gender action plans (Tsikata, 2010). The four NARS participation in SCARDA in West and Central Africa, participated in the workshop, including Ghana, Gambia, Mali and Congo. In total, 12 (57 per cent) participants were female and nine (43 per cent) were male.

The three specific objectives of the workshop were as follows:

- strengthen participants understanding of the basic elements of gender mainstreaming approaches and strategies;
- impart practical skills for measuring organizational capacities to undertake gender mainstreaming; and
- identify areas of strength, achievements and innovative policies and practices and continuing challenges as a basis for gender planning in their institutions.

The workshop was structured in five modules: 1) Gender and Agricultural Research and Development - An overview of issues; 2) Introducing Gender Mainstreaming - Concept, Philosophy, Approaches and Strategies; 3) Conducting gender audits; 4) Producing a Gender Equity Mainstreaming Strategy; and 5) Gender Issues in M&E. Each module started with a presentation followed by a discussion. Participants then formed groups based on their country to either answer some questions to clarify issues, design an activity or discuss a case study or an innovative practice (Tsikata, 2010).

Participants also undertook rapid assessments of their institutions in the form of a gender audit to identify key gender issues to be prioritised. Several of the organisations had never conducted a gender audit; however, there was the political will to address gender issues, such as in the recruitment of women scientists, prioritising the training of women scientists, conducting gender training to technical staff, collecting some disaggregated data and encouraging multi-disciplinary research to promote gender analysis. However, each

organisation still demonstrated room for improvement. With the exception of CORAF who had a strategic plan (2010-2014) in which gender had been identified as an important issue of concern, none of the organisations had written policies on gender. Even before this plan, CORAF had made some progress with the recruitment of women who now constituted 30% of staff (Tsikata, 2010).

The end results of the Gender Workshop were outlines of gender action plans including follow-up on the training. This has largely been taken up by the Crops Research Institute (CRI) in Ghana, which is leading the way for other countries in CORAF to gender mainstream their agriculture research institutions.

#### **Crops Research Institute, Ghana**

Developed a proposal for a gender mainstreaming action plan in the main agriculture research institutions in the country: including other CSIR institutes particularly SARI, in addition to principal partners such as KNUST.

The proposal was sent to the SCARDA manager at CORAF and accepted with a slightly lower budget of \$20,000 USD, with more funding available if the project was successful.

The activities will centre on a two-day workshop in Kumasi and Tamale, a Gender Sensitisation Workshop in Kumasi to sensitise top-level management and follow-up meetings on development of Gender Action Plans in SARI, CRI and KNUST.

In **SADC**, a training workshop was conducted at the Natural Resource Development College, Zambia, during SCARDA, which included attention to gender issues including its integration into short courses.

Apart from the specific capacity building for gender, there was little indication that other capacity building initiatives or selection of service providers to deliver training included gender considerations. However, there were some gender elements included in the training content in ASARECA as noted by the Gender Expert Working Group.

## **6. Research TOR includes gender and diversity issues**

One of the key activities in SRO action plans was to integrate G&D issues into the Terms of Reference for research studies within the SCARDA programme. The reasoning for this was to fill the gap in understanding on the G&D trends, issues, opportunities and constraints for women, men and vulnerable groups within agriculture research and agriculture more generally. This was applied in many of the studies conducted by SROs, which in led to recommendations for further research on the issue and for actions to address inequalities. However, upon review of SCARDA reports there was a lack of gender disaggregated data and presentation of G&D issues in some papers.

A number of studies were completed in 2009 for SCARDA assessing employer demand for agricultural graduates in the SROs (Blackie *et al.* 2009). These reports included some analysis and findings on G&D. The study in ASARECA in particular reported that women were a small minority of agricultural students and were inadequately represented in the agricultural sector overall, except as active farmers, despite high employer demand for female graduates (Blackie *et al.*, 2009). One of the conclusions of the report was that there was an urgent need to

encourage greater numbers of female students to enter the training system and to participate in agricultural development at a professional level. However, there was a lack of knowledge of how to engage women and minority groups and what types of programmes and support is required to facilitate this.

The subsequent recommendation from the report was for research to be conducted on the barriers and good practice of learning institutions in broadening access to agricultural education, especially for women:

*“ASARECA and RUFORUM commission a special paper (or papers) that analyse the experience of [learning institutions] in providing career development opportunities for diploma holders and other non-conventional entrants (especially women) into university level agricultural education. These papers should be considered formally by the various interest groups as a first step to developing options for ultimately increasing the total number of women seeking a career in agriculture, the number of girls wanting to go into an agricultural career, competition for places at university, and raising the status of agriculture” (Blackie et al., 2009).*

Following the recommendation, SCARDA project staff at ASARECA commissioned NRI to lead the study with a gender consultant, who was in turn contracted from Makerere University in Uganda. The study had a specific objective to examine activities, practices and systems in learning institutions within and outside the ASARECA region, to identify barriers to, and best practice in, attracting women into agricultural education. The study found that gendered barriers begin at secondary school where girls are less likely to take natural sciences, and negative perceptions of agriculture prevent girls and boys from perusing the subject. Women who select agriculture for higher studies received strong support from their families. Course selection in agriculture was also found to be highly gendered, along with participation in course activities. Challenges for women during studies were harassment, social pressure, lack of amenities and inadequate support of student mothers and pregnant students. There were some programmes found to be addressing these barriers; however, their effectiveness has been limited in significantly increasing the number of female agricultural graduates, particularly at the post-graduate level (Forsythe et. al., 2010). Examples of successful measures included: building a supportive environment for women through mentorship, role models and clubs; working with employers to reform curriculum to include more ‘soft’ skills that gave more opportunities to women, and assistance to professional women to achieve higher qualifications such as through a flexible PhD programme (Forsythe et. al., 2010). Other papers examining gender issues in higher agricultural education in the sub-regions included RUFORUM (2010) and Mangheni *et. al.* (2010).

There were a number of other papers that included some gender analysis in studies on demand and opportunities for agricultural graduates. Sanyang and Ly (2011) in CORAF found that gender needed to be integrated into the curriculum of agricultural training, specifically with regard to increasing the agricultural productivity by smallholder farmers especially women. A tracer study of agricultural graduates (CORAF/WECARD, 2010b) in the same sub-region found that despite a large number of women involved in food production in sub-Saharan Africa, the proportion of female graduates ranged from less than ten per cent in The Gambia to 14 per cent in Mali. Consequently, women are highly underrepresented in these research institutes, as for example, there were only seven women among 23 Gambian researchers. The training curriculum in the agricultural sector was also questioned, as it was unlikely to equip trainees

with the “mindset and skills” to address the needs of women farmers (CORAF/WECARD, 2010b).

As such, the study recommended *“concrete action in the recruitment of female students through some positive discrimination or affirmative action measures. This low representation of women more than justifies SCARDA’s commitment to redress gender inequalities in capacity building”*.

Other related studies, such as the Tracer Study on Effectiveness of Agricultural Training Programmes undertaken by DfID and SADC (2011) in Botswana, Lesotho and Zambia presented less analysis of gender issues; however, it was recommended that “more effort should be made on attracting female candidates” particularly in Zambia and Botswana.

## 7. Integrate issues of gender and diversity in all communication and documentation of experience

The final point of action on SRO plans was to integrate G&D into communication materials and documents. This included consultation and input from gender focal points in SROs and FIs into the planning, implementation and reporting documents to identify how G&D issues were considered, addressed and monitored.

During discussions at the G&D Workshop, participants noted that the recruitment of women into agricultural research institutions was particularly problematic. It was considered that there were problems in women’s awareness of the opportunities. In addition, women may not think they have relevant skills for the position and are not encouraged to apply. Given this, it is essential for future activities to ensure that G&D is considered in developing communication materials to encourage and promote women in the agriculture sector.

**RUFORUM’s** M&E policy developed in 2011 is a positive example of how activities and experience in G&D can be document in M&E systems for institutional learning. Under their M&E policy, gender equality is to be tracked on the basis of outcomes from programmes, projects and activities. M&E frameworks and indicators are advised to incorporate, and be sensitive to, issues of gender equality, environmental sustainability and other emerging cross cutting issues such as climate change adaptation (RUFORUM, 2011).

There are clear achievements of gender mainstreaming in **FARA** within SCARDA at both at the organisational and programme level. These include reports from SRO SCARDA staff of increased awareness of and commitment to gender mainstreaming among staff, and “several FARA programmes have a gender component and organisational processes and show a stronger commitment to gender equality” (Annor-Frempong, 2010). This is evident in some key FARA documents, such as background papers on gender mainstreaming produced for a side event on gender mainstreaming at the FARA General Assembly, the adoption of the Gender Audit as a key FARA document, and further elaboration of FARA’s gender action plan.

Some of the papers on gender issues in agricultural higher learning institutions and research developed through SCARDA were presented at Conferences (for example, Mangheni, 2010). The **ASARECA** Gender Mainstreaming expert has worked to establish a space for women in the SRO’s processes. Capacity building therefore, has focused on building awareness and commitment among top management, which will hopefully be demonstrated in even greater number of outputs with G&D integrated. A positive indication of this taking place is the work

led by the Gender Mainstreaming expert to develop indicators for measuring and reporting on gender equality and empowerment, such as gender ratios in training attendance and also more strategically by measuring changes in women's wellbeing in comparison to men in projects, initiated under the SCARDA project.

#### **RUFORUM**

RUFORUM recognises the role that women play in agricultural related activities, particularly in poor farming households that characterize most of sub-Saharan Africa. RUFORUM notes that continued under-representation of women in the National Agricultural Research Systems (NARS) is limiting the response of science and technologies to gender issues at grassroots levels. This invariably negatively influences the ability of current initiatives to stimulate economic growth at household level.

Some successes have been achieved through different approaches and there are lessons to be learned: at Sokoine, various policy initiatives have been put in place to enhance women's participation both at teaching and management levels.

Further, through the RUFORUM platform, universities are in the process of implementing a number of related initiatives:

- Developing a deliberate policy to promote women's education, through increasing opportunities for graduate training, and working with them to advance their academic careers;
- RUFORUM co-organised the Women in Science and Young Professionals competitions held in Addis Ababa, Ethiopia from 20-21 April 2009. The 2009 Science Competitions sought to recognize and reward the women scientists engaged in innovative and pioneering research;
- In September 2009, RUFORUM co-hosted an international conference "Developing Africa through Science and Technology Innovations in Agriculture: "Women as the key drivers";
- Gathering gender specific information from the faculties of Agriculture in the Universities within the ECSA region. This information will be used for various purposes but most importantly for evidenced based advocacy at different fora, and
- In July 2010, RUFORUM together with the Forum for Agricultural Research in Africa hosted a side event on mainstreaming gender into agricultural research in Africa.

## Constraints

During the study, a number of constraints were identified in achieving the goals set out in the SCARDA G&D Strategy and action plan. These are summarised in the points below.

- Feasibility in terms of invoking comprehensive institutional change during a short-term project in institutions under government mandate was found to be challenging. Therefore, more modest adjustments and recommendations were more likely to be followed.
- Dissemination activities were not clear. Key documents, such as the G&D strategy were not found to be widely distributed. This could be due to the lack of emphasis on G&D issues at the SCARDA coordination level.
- Delegation of responsibility on G&D issues was weak in the project, resulting in limited follow-up of activities. Roles and responsibility on G&D were unclear at the project coordination level. The Working Group provided the direction required but it was established on an *ad hoc* basis without ongoing responsibilities linked to contractual agreements.
- Commitment to G&D issues was tied to specific individuals who were skilled in G&D analysis and had high awareness of the issues. This indicates a lack of institutionalisation and mainstreaming in SCARDA activities where these individuals were not involved.
- Lessons from undertaking the Ghana Institutional analysis revealed the difficulty for some institutions to look at more subtle types of discrimination, such as inability to work part time, and short maternity leave. While it was outside the scope of SCARDA to directly address some of these issues, activities were helpful in raising awareness of more complex and nuanced forms of gender inequality and discrimination.
- A consistent theme throughout the consultations was the lack of human and financial resources specifically allocated for undertaking G&D activities systematically.
- There were difficulties in measurement of women's meaningful involvement beyond mere numbers trained.
- Short preparation period for FIs to put forward candidates for training scholarships and short courses, so the individuals selected were often those who were available to attend at short notice. This would be problematic for potential participants to arrange childcare.
- Lack of budget for training and short courses to provide childcare for participants with young children.
- Blanket targets for women's participation in training activities and short courses overlooked differences in the level of female and male participation between FIs; however, overall targets were required as part of the DfID database to aggregate information at the project level.
- Consistent with the findings from the Mid-term Review (DfID, 2010), mainstreaming social inclusion issues other than gender, such as HIV/AIDS, and in particular - youth, were not found. This was despite recommendation of targeting youth and HIV/AIDS issues in SCARDA.

## Conclusion

Overall, SROs and FIs made good progress in gender mainstreaming in their institutions. This was accomplished through the participatory development of tailored action plans for each SRO that addressed the key issues of inequality in agricultural education and research. However, there were varying levels of success among participating institutions.

A key feature accounting for significant impact within participating institutions was having a strong and long-term commitment to gender and diversity demonstrated through allocating personal, resources and management time to gender and diversity issues. ASARECA and RUFORUM, having demonstrated broader and long-term commitment to gender and diversity within and outside the SCARDA project, have been a good example of this. This was largely achievable due to funding aligned from other donors who also encouraged prioritising gender and diversity, which enabled these institutions to develop a clear long-term strategy tailored to their context.

It was also evident that where there were achievements in gender and diversity, it was most likely achieved by one or more staff members that were personally committed to the agenda, had skills in gender and diversity analysis, and who took it upon themselves to influence and engage with other staff to ensure that activities were taken forward. This was particularly apparent with the Crops Research Institute in Ghana.

It is important therefore for SROs to review their action plans and targets, and continue to take forward the activities through prioritising this area for future funding from development partners. This will enable participating institutions to establish the institutional framework that will contribute to more long-term impact in gender and diversity.

An area that was not covered in the SCARDA project was providing capacity building in gender and diversity sensitive research and analysis in agriculture. This will be helpful to address in the future.

## Recommendations for future G&D capacity building investments at regional and FI level

The aim of this study was to examine the lessons from G&D mainstreaming efforts and initiatives in SCARDA in order to build on its achievements in supporting target institutions and partners in G&D mainstreaming in the future. Findings from the review overall reveal positive progress has been made, particularly in the areas of strategies, training and research. However, the multiple constraints experienced by SROs and FIs resulted in a need for additional activities in this area. With this in mind, the following recommendations should be taken into account in future G&D capacity building investments.

1. G&D activities require participation and commitment at all levels. Consultation on G&D issues from the planning stage of activities is required for buy-in from those involved. Establishing a gender focal point person in top-level management – funded in the long-term - is necessary to provide the resources and awareness required for building capacity and mainstreaming G&D.
2. Agriculture education and research institutes will also need to incorporate activities that build capacity of its agriculture research staff to undertake gender and diversity sensitive research – an area that was not covered under SCARDA but was identified as an area of need.
3. Developing G&D communication materials and mainstreaming G&D into existing materials should be a priority in order to encourage and promote awareness of the roles of women in the agriculture sector at various levels to the wider public. Messages should aim to be clear without using overly technical G&D language.
4. Capacity building activities should focus on addressing complex and more nuanced types of discrimination, and address multiple factors of exclusion.
5. M&E systems for similar projects in the future should include context specific, realistic short-term targets, such as numerical targets for women's participation or the number of ToRs submitted with gender and diversity issues addressed.
6. G&D sensitive mentorship programmes should be prioritised in research and higher learning institutions for female students and young professionals.
7. Issues addressing the constraints of women in employment related to reproductive responsibilities should be addressed as a priority – particularly assistance with childcare, flexible working, job-shares and scholarships for post-graduate education.
8. More capacity is required on G&D advocacy, and how to influence and negotiate with other stakeholders to promote socially equitable approaches in the long term.
9. G&D activities require a structured approach and planning, follow-up and monitoring on a regular basis from the outset of projects. This would preferably be conducted by an individual in a post with specific responsibility for G&D mainstreaming or an individual at the project coordination level.

**Appendix A: List of interviews**

<b>Name</b>	<b>Organisation</b>
Joseph Methu	ASARECA
Forough E. Olinga, Gender Mainstreaming Expert	ASARECA
Sidi Sanyang	CORAF
Stella Ennin, Chief Research Scientist and Deputy Director	Crop Research Institute
Nodumo Dhlamini	RUFORUM
J.P. Macala, SCARDA Focal Person	SADC

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## Appendix C: Terms of Reference

### Background

Strengthening Capacity for Agricultural Research and Development in Africa (SCARDA) is a programme designed to strengthen national agricultural research and development systems in sub-Saharan Africa. As the programme is coming to close, lessons from key thematic areas of capacity strengthening will be identified, synthesised and disseminated in order to inform future investments in capacity strengthening.

SCARDA has a commitment to mainstreaming gender and diversity (G&D) in all of its activities, which is set out in the SCARDA G&D Strategy (Annex A). This includes the following two main areas of work 1) integrating gender and diversity into organisational and research management, and 2) building gender and diversity responsive, participatory agricultural planning, research and development.

### Aim and activities of the study

The aim of this study is to examine the lessons from G&D mainstreaming efforts and initiatives in SCARDA in order to build on the achievements of SCARDA and support target institutions and partners in G&D mainstreaming in the future. The study also aims to provide working examples of how G&D principles can be put into practice in capacity strengthening initiatives. This will be achieved by undertaking the following activities:

- Review documentation of strategies, policies and guidelines on how G&D has been integrated into SRO work-plans
- Examine the extent to which G&D has been a priority and what has been achieved among SROs and focal institutions
- Analyse the findings and document key lessons
- Synthesise findings in a G&D mainstreaming briefing paper

### Scope

The scope of the study will cover all SCARDA supported initiatives and activities in the three SROs, ASARECA, CORAF and SADC, from the inception of the project.

### Project team

**Adrienne Martin, NRI G&D Specialist:** providing overall guidance and expertise on the study findings, comments and quality assurance of the briefing paper.

**Lora Forsythe, NRI G&D Specialist:** conducting desk review and telephone interviews, writing briefing paper and delivering regional presentation.

The study will also rely on the participation of SROs (e.g. G&D focal point person) and contact people at focal institutions to contribute relevant documentation for the study, to provide comments and insights into the study findings and report and attend the final presentation meeting.

## Methodology and outputs

**Desk review of SCARDA documents:** NRI G&D Specialist will request SROs and FIs to identify and collect relevant material in their region regarding G&D activities in through SCARDA. A list of the type of documents to be included in the G&D mainstreaming review will be sent to provide some examples for staff. SROs and FIs will also be asked to provide a written account of G&D activities, their perspectives and views on the activities, and the lessons they've identified.

**Telephone interviews:** a set of telephone interviews will be held with key staff from SROs to provide detail on G&D relevant activities, perspectives and views on the activities, and to identify key lessons learned. This will enable key staff to actively reflect and contribute their experiences to the study.

**Analysis:** The data collected through the document review and interviews will be reviewed and analysed by the NRI G&D Specialist, with input from SROs and FIs, in order to identify key lessons learned in G&D mainstreaming in SCARDA. Where possible, the analysis will identify diversity between institutions, regions and countries.

**Presentation on findings to SROs:** If there is the opportunity to organise a half-day meeting with SRO representatives, the NRI G&D Specialist will present findings from the review. This will provide an opportunity for participants to provide feedback on findings, additional information and suggestions for the final paper in a participatory setting.

Final Output

**Briefing paper:** findings will be synthesised in a briefing paper document of approximately 20 pages to publication standard. This will include recommendations for future G&D capacity building investments at the regional and FI levels.

## Appendix D: SCARDA Strategy for Gender and diversity

SCARDA has a firm commitment to addressing gender inequalities in the capacity strengthening objectives and activities. The SCARDA proposal, October 2006, stated that:

'The Programme will seek to ensure that women have equal opportunities to participate in, and benefit from, the activities that are conducted. One of the Programme's guiding principles is to give priority to strengthening the capacities of women scientists. To this end, it will proactively encourage women to participate in its capacity development activities. Further, in its design the Programme will aim to ensure that there are no negative impacts on women or on any other vulnerable groups.'

This is consistent with the gender mainstreaming approach of FARA which promotes.

'.. policies and actions that facilitate equitable access to productive resources by both men and women. ensuring that women's needs are addressed in the development and dissemination of agricultural technologies and policies; that women are enabled to fully participate in and benefit from agricultural innovation processes; that women farmers and scientists receive the training they need to be fully competitive in their work; and that capacity building for both women and men feature gender issues prominently'.

The strategy for the SCARDA programme to meet this commitment will address the two important dimensions of gender and diversity;

### 1) Research management, gender and social diversity

A gender and diversity perspective must also be embedded in research management, to provide the appropriate environment to nurture the right kind of research practice. The values and principles of gender equity must be integrated into organisational principles, structure and culture in order to influence staffing and representation in decision making bodies.

### 2) Gender and diversity responsive, participatory agricultural planning, research and development

A gender and diversity perspective is important if developments in agricultural research are to be translated into productivity gains for women and the disadvantaged, including those affected by HIV and AIDS. This involves strengthening capacity among SCARDA participating institutions for planning processes that identify and respond to the different constraints, needs and priorities of different groups of farmers, whether these differences are based on gender, socio-economic situation, age, ethnicity, religion, etc. This includes developing mechanisms for men and women farmers from different socio-economic, age, and ethnic groups to take an active part in planning agricultural development activities and participating in the research process and sharing results.

### Gender mainstreaming strategies

The need to look at both research practice and organisational culture simultaneously, requires a strategy to 'mainstream' gender and diversity – i.e. integrating the concerns of women and disadvantaged groups into the design, implementation, monitoring and evaluation of agricultural

research policies and programmes, and to bring about changes in staffing, procedures, and culture of agricultural research and development organisations.

Steps to achieve this include:

- Securing commitment from senior management in participating institutions. Experience indicates that progress is strongest where there is the will to ensure that analysis is followed by real action. The attitude of candidate organizations to gender will therefore be an important criterion for the selection of participating organizations. It is however, recognised that addressing gender and diversity inequalities is a complex, long-term project.
- Gender and diversity analysis (gender audit) within institutions in the SCARDA programme, covering staff composition, roles, recruitment policies, training, promotion and career development opportunities. This will be conducted as part of the institutional analysis in the first stages of implementation. Largely through participatory self assessment, it will identify gaps in gender equality; raising awareness of the gaps and options to address these. It will contribute to the design of training and capacity strengthening in gender and diversity issues and associated M&E.
- Analysis of consultation processes which underpin setting of the research agenda and prioritisation, from the perspective of gender and diversity inclusiveness. This will lead to inclusion of gender analysis in these processes, examining the roles and interrelationships of both men and women, those excluded and those whose voices are usually heard. The aim is for gender analysis to be an integral part of research planning and implementation and this will require skills in participatory stakeholder processes which include women and disadvantaged groups.

Options for mainstreaming gender and diversity:

Following the gender analysis a number of options will be considered:

a) Relating to institutions and management

- Appoint gender focal staff as catalysts for action, to have designated responsibility and a strategic role in mobilising and targeting resources, identifying entry points, providing training and mentoring, developing alliances, etc.
- Promote gender equality through organizational capacity building and change strategies, e.g., develop gender policies and plans; pay attention to gender in job descriptions, interviews and appraisals.
- Build senior management support — through specific training in gender policy development.
- Encourage organisational learning on gender and diversity issues.
- Training in use of gender sensitive monitoring tools and approaches which involve multiple actors.
- Targeted training opportunities — e.g., the introduction of a special Fellowship scheme for women (possibly linked to other initiatives such as the Gender & Diversity programme of the CGIAR).

b) Relating to participatory agricultural planning and research.

**Gender and diversity mainstreaming in SCARDA**

- Learn from lessons from experience elsewhere on institutionalising participation in research and ensuring that participatory research and innovation is properly sensitive to gender and differentiation and exclusion along other lines (age, ethnicity, religion etc).
- Develop skills in skills in participatory processes and participatory research which include women and disadvantaged groups.
- Ensure women's participation at the community level by working with representative women's organisations and providing support/guidance to extension staff.
- Developing gender and diversity related indicators for M&E and reporting: Routine monitoring should collect sex-disaggregated data and gender analytical information at the client or beneficiary and organisational levels.
- Gender, diversity and policy processes — from analysis of the strategic constraints to broader gender and diversity related access to land, resource entitlements and inputs, develop policy recommendations for relevant service provision bodies.

**Appendix E: SCARDA Gender and Diversity Action Plan (2009)**

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
(1)	<p>Low women's representation and participation in agricultural research management -</p> <ul style="list-style-type: none"> <li>· Socio-cultural constraints</li> <li>· Non conducive agricultural environment - e.g. travel in rural areas, field conditions, competing productive and reproductive roles of women.</li> </ul>	<p><b>1. Develop criteria for selection of participants for training, capacity strengthening activities, meetings etc. Make these criteria explicit in the invitations. Include assessment of participation against these criteria in reports on training.</b></p> <p><b>ASARECA</b> - develop gender and diversity related guidelines for participant selection and for reporting, based on the suggestions of the gender and diversity working group and consistent with national gender and diversity policies. Discussed and agree these in the Service Providers' workshop 17-20 May.</p> <p>SADC – develop G&amp;D criteria for selection of participants for training, workshops, short courses etc.</p> <p><b>CORAF?</b></p>	<p>ASARECA, service providers and FIs with advice from G&amp;D working group</p> <p>SADC and FIs with advice from G&amp;D working group.</p>	<p>17 May 2009</p> <p>8 May</p>

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
	<p><b>2. Strengthen equal opportunities. Develop strategies and actions for encouraging recruitment of women - ensure information on jobs and advertising information, wording of advertisements to encourage women applicants etc. Link this to the change management strategy.</b></p> <p>ASARECA –establish systems for gender sensitive support to and retention of women.</p> <p>CORAF - Integrate gender and diversity into the texts for the newly established NARI in Congo and in NARS</p>	<p>CORAF ?</p>	<p>?</p>	
	<p><b>3. Identify &amp; strengthen a gender and diversity focal person in each FI.</b></p> <p>ASARECA -Designate a gender and diversity focal person from existing staff in FIs (ISAR and ISABU).</p> <p>Provide focal person with gender and diversity resource materials</p> <p>SADC? CORAF?-</p>	<p>FIs (ISAR and ISABU)</p> <p>SROs, FARA and gender and diversity working group</p>	<p>31 May 2009</p>	

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
	<p><b>4. Engage service providers to mentor senior management in gender mainstreaming.</b></p> <p>ASARECA: Brief the contracted service providers in the gender and diversity aspects of their roles during the Service providers' design workshop. Service providers to integrate G&amp;D aspects into their mentoring strategy development and plans.</p> <p>SADC <b>CORAF</b></p>	<p>SRO gender specialist &amp; Service providers.</p>	<p>31 May 2009 and ongoing there-after</p>	
	<p><b>5. Identify and create role models for young women agricultural scientists.</b></p> <p>ASARECA – Develop gender and diversity sensitive procedures for selection of participants in mentoring (mentors and mentees), considering gender and age and social differentiation.</p> <p>The gender focal points will be strengthened as role models (see 3).</p> <p>SADC - Include G&amp;D in criteria for selection of mentors and mentees</p> <p><b>CORAF -</b></p>	<p>SRO/service providers/ FIs.</p> <p>SRO/FIs</p>	<p>20 May. 2009</p>	

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
	<p>6. <i>Following a SWOT analysis of SCARDA ... train and build capacity in gender and diversity analysis in focal institutions. .... develop actions to be incorporated in action plans. Link this to M&amp;E and to mentoring.....(7)</i></p> <p>7. <i>Align project agenda with national gender &amp; diversity policy.(8)</i></p> <p>8. <i>Integrate gender &amp; diversity issues into development/delivery of ARM training materials, including issues of vulnerable people (disabled and HIV/AIDS) and disaggregation of poverty ..... (9)</i></p> <p>ASARECA: Discuss the G&amp;D mainstreaming approach within ARM in a G&amp;D orientation session in the Service providers' workshop and design workshops.</p> <p>Agree with service providers that they will include gender analysis and social inclusion as part of capacity strengthening activities, tailored to the circumstances of FIs.</p> <p>Link SCARDA to other gender initiatives under ASARECA, e.g. the Strategic plan for gender mainstreaming which cross cuts all projects.</p>	<p>SRO/service providers/ FIs</p> <p>ASARECA focal point</p>	<p>31 May 2009</p>	

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
		<p><b>SADC</b> – Integrate gender and diversity issues into Change Management seminars in Botswana, Zambia and Lesotho.</p> <p>Integrate gender and diversity issues into ARM modules.</p> <p>Include G &amp; D dimensions in TOR for service providers.</p> <p><b>CORAF</b> - Integrate G&amp;D dimensions into future workshops and PAPs.</p>	<p>NRI and G&amp;D working group</p> <p>SADC ANAFE and Fis</p> <p>?</p>	<p>By June 2009</p> <p>By June 8 2009</p> <p>Dec. 2009?</p>
<b>(2)</b>	<p>Female representation is low.</p> <p>Low emphasis put on gender issues in training.</p> <p>The content of the training does not value the roles of women in agricultural development e.g. production, processing and marketing.</p>	<p><i>(as 1 above) 1.</i></p> <p><b>9. Incorporate into training content, the value added by women's roles in agricultural development (10)</b></p> <p><b>10. Integrate gender &amp; diversity issues into development/delivery of short course training materials and MSCs (11)</b></p> <p>ASARECA- develop gender and diversity related guidelines for participant selection and for reporting (see 1 above)</p> <p>Develop a guideline on the requirement to address G&amp;D and cross cutting issues - e.g. agricultural systems, policy etc., in all short courses (e.g. IPM, filed research methodologies etc.) Include in the TOR for</p>	<p>ASARECA, Fis and training service providers.</p>	<p>17 May 2009?</p>

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
		<p>trainers. Include coverage of G&amp;D and cross cutting issues in the assessment of concept notes for training.</p> <p>SADC – develop criteria for selection of participants for training and short courses. (see 1)</p> <p>Service providers to include Gender and diversity issues in training courses and materials.</p> <p>CORAF - Incorporate G&amp;D elements into management training courses. Include gender targets in training plans. Conduct training in gender analysis and social science skills.</p>	<p>?</p> <p>?</p> <p>?</p>	
<p>3) Does the content of the training and the expressed demands of employers address the capacity needs for agricultural research for development, including gender and diversity issues? .</p>	<p><b>11. Ensure that the Terms of Reference for the study include examination of demand for gender and diversity awareness and skills as part of agricultural education. Develop a framework to include in the TOR to capture the gender and diversity issues. (12)</b></p> <p>ASARECA– to request consultant to highlight emerging gender and diversity issues</p>	<p>RUFORUM</p>		

Output	G&D ISSUE ADDRESSED	ACTION PROPOSED	RESPONSIBLE	DATE
		SADC - to incorporate G&D into TORs for study	ANAFE	?
4)	<p>Absence of disaggregated data/information as a basis of planning G&amp;D inclusive programmes.</p> <p>Insufficient integration of gender and diversity issues into existing platforms for discussion and shared learning</p>	<p><b>12. Integrate issues of gender and diversity in all communication and documentation of experience and ensure effective dissemination (13)</b></p> <p><b>13. Include gender focal person's input into the planning of all meetings to ensure inclusion of gender and diversity issues. (14)</b></p> <p>ASARECA &amp; SADC</p> <p>To ensure G&amp;D issues are addressed in their M&amp;E plans, communications plans and reporting</p>	?	?

An additional action was identified in the SCARDA PSL workshop discussions, but not addressed in the short term work plan above.

**"Provide information about the opportunities for working in agricultural research through workshops for women students. In the longer term, develop awareness of agriculture and prospects in agricultural research among male and female youth in high schools". (6)**

## Appendix F: SCARDA Criteria for selection of participants for capacity strengthening activities

Despite the importance of women's contribution to agriculture, there is a relative lack of women employees in agricultural research organisations, particularly in management roles. In line with national policies on women's advancement, SROs should develop gender and difference sensitive criteria for selecting participants for capacity strengthening events (training, workshops, meetings etc.) in order to consciously promote higher levels of women's participation and advance women's professional development. These should be incorporated into letters of invitation to institutions participating in such events. There should be a clear steer for the FIs issuing the invitations that it is a programme requirement to apply these criteria and report against them, although it is recognised that the actual achievement of a gender balance will be dependent on local conditions and the nature of the topic of the training. Reports on training events from FIs and from service providers should include assessment of participation against these criteria in reports on capacity strengthening activities. SROs should tailor the following criteria according to their policies and circumstances.

- At least 20% of female participants should be included in capacity strengthening events. This is considered the minimum; the project should aspire to 30% (which is currently the policy of some African Countries/SROs).
- This target should be explicitly requested in all invitations to capacity strengthening events from SRO or FI institutions.
- In agricultural research management training, improved levels of participation could be achieved by including women from middle and lower levels of management and from satellite institutions.
- In training/workshop reports, disaggregate participants by sex, age, position within their organizations, explaining reasons for any shortfall against the target. Achievement against targets should be included in quarterly and annual reports.
- In the training/workshop report provide a short analysis of the level of women's active participation in workshop activities.

### Suggested guidelines for market study (output 3)

From a Gender and diversity perspective it is important to ensure that the Terms of Reference for the study include examination of market demand for female graduates and other differentiated groups as well as gender and diversity related skills. For example, do employers of agricultural graduates express specific interest in recruitment of women graduates? Are gender and diversity awareness and analytical skills as part of agricultural education, required and valued by potential employers?

For the study already underway, we recommend to that the consultant is requested to make explicit in the report, any information collected on agricultural sector employers and educational institutions perspectives and practices on gender and diversity, related to their recruitment or student intake.