



Gender capacity assessment report for Africa RISING West, East and Southern Africa projects Gundula Fischer, Simon Wittich, Emmanuel Temu



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The Africa Research In Sustainable Intensification for the Next Generation (Africa RISING) program comprises three research-for-development projects supported by the United States Agency for International Development as part of the U.S. government's Feed the Future initiative.

Through action research and development partnerships, Africa RISING will create opportunities for smallholder farm households to move out of hunger and poverty through sustainably intensified farming systems that improve food, nutrition, and income security, particularly for women and children, and conserve or enhance the natural resource base.

The three regional projects are led by the International Institute of Tropical Agriculture (in West Africa and East and Southern Africa) and the International Livestock Research Institute (in the Ethiopian Highlands). The International Food Policy Research Institute leads the program's monitoring, evaluation and impact assessment. <http://africa-rising.net/>



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Cover photo: Adelta Macha (center right), an extension agent explains how the Aflasafe biocontrol product works to two women farmers in Qash Village, Babati District, Tanzania.
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Executive Summary

Africa RISING's overall objective of improving the livelihoods of especially female smallholders and their children emerges from a clear vision of gender equality. It can only be achieved if project partners are invested with well-developed gender capacities. For that reason, Africa RISING conducted a first gender capacity assessment, whose findings for the IITA-led regions West Africa and East and Southern Africa are presented here. Aims of the evaluation were to direct attention to the importance of gender capacities for the success of the projects, to provide an outline for a capacity development plan, to enable the management to prioritise areas for increased efforts and to set a baseline against which continuous capacity building can be measured.

A framework for the assessment was designed by combining elements from the "Gender capacity assessment and development guide" of the CGIAR Research Program on Livestock and Fish (2015) and the UN Women "Gender equality capacity assessment tool" (2014). It resulted in an investigation on three levels: an evaluation of agricultural policies in Africa RISING countries in terms of their conduciveness for gender sensitive research for development (environmental level), a focus group discussion with management members about delineated gender core capacities (organizational level) and a survey about the same core capacities among individual staff (individual level).

On the environmental level, all Africa RISING countries follow the Comprehensive Africa Agriculture Development Program's (CAADP) principle of gender mainstreaming – however, with varying degrees of national elaboration and implementation. Governments in Ghana, Malawi and Zambia emerged as more committed to gender sensitive agricultural research and extension work and the development of relevant capacities in their staff than their counterparts in Mali and Tanzania.

On the organizational level, management members recognized "gender analysis" (including the use of its results for research programming) and the application of "gender transformative approaches" as areas in which efforts should be increased. "Effective partnerships", "gender and leadership" and "knowledge management and gender responsive M&E" were perceived as well developed capacities.

Some findings on the individual level support the management's self-assessment, especially the proposition that skills, experience and knowledge of "gender analysis" and "gender transformative approaches" are low among research staff. Other data show that areas the management considered as well developed were seen as less developed by individual respondents. Especially "gender and leadership" emerged as a capacity where management viewed itself as very committed, a larger number of respondents, however, indicated to lack a mandate for gender mainstreaming. Similar assessment gaps appeared for "knowledge management and gender responsive M&E" and "effective partnerships". Overall, it became apparent that a majority of individual respondents regarded gender as significant to their everyday work and at the same time needed higher capacities to effectively include gender aspects into the research process.

The last part of this report identifies starting points for leveraging gender mainstreaming within Africa RISING. These are among others gender analysis trainings that emphasize Kabeer's social relations framework (1994) and in this prepare the ground for transformative approaches; the development of gender objectives and indicators that correspond with activities in the gender action plan; a gender-focused multi-stakeholder analysis of (potential) partners for Africa RISING's second phase in order to build strategic alliances and outline gender deliverables in the contracts.

Acknowledgments

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List of abbreviations and acronyms

Africa RISING	Africa Research in Sustainable Intensification for the Next Generation
ASWAp	Agricultural Sector Wide Approach
CAADP	Comprehensive Africa Agriculture Development Program
CGIAR	Consultative Group for International Agricultural Research
EAC	East African Community
ECOWAP	Regional Agricultural Policy for West Africa
ECOWAS	Economic Community of West African States
FAO	Food and Agriculture Organization of the United Nations
FASDEP	Food and Agriculture Sector Development Policy
GTAs	Gender Transformative Approaches
ICRAF	World Agroforestry Center
ICRISAT	International Research Institute for the Semi-Arid Tropics
IITA	International Institute of Tropical Agriculture
ILRI	International Livestock Research Institute
MACO	Ministry of Agriculture and Cooperatives, Zambia
MAFC	Ministry of Agriculture, Food Security and Cooperatives, Tanzania
MAL	Ministry of Agriculture and Livestock, Zambia
M&E	Monitoring and Evaluation
MoAFS	Ministry of Agriculture and Food Security, Malawi
MoF	Ministry of Finance, Zambia
MoFA	Ministry of Food and Agriculture, Ghana
MoFDP	Ministry of Finance and Development Planning, Malawi
NAFAKA	Tanzania Staples Value Chain
NAP	National Agricultural Policy
NEPAD	New Partnership for Africa's Development
RELC's	Research-Extension-Farmer-Linkages
R4D	Research for Development
R-SNDP	Revised Sixth National Development Plan
SADC	Southern African Development Community
SPSS	Statistical Package for the Social Sciences
UN Women	UN Entity for Gender Equality and the Empowerment of Women
WIAD	Women in Agricultural Development Directorate

1 Introduction

Africa Research in Sustainable Intensification for the Next Generation (Africa RISING) is a USAID funded multi-stakeholder program that identifies and evaluates opportunities for farm households in sub-Saharan Africa to step out of poverty and hunger. Based on a demand-driven approach, the program uses research to develop pathways of agricultural intensification that are sustainable and adjusted to the specific needs and preferences of male and female smallholders. The program consists of three projects (West Africa, East and Southern Africa, Ethiopian Highlands), the first two led by the International Institute of Tropical Agriculture (IITA), the last by the International Livestock Research Institute (ILRI). This report exclusively relates to the IITA projects.

Gender aspects are an integral part of Africa RISING's strategic framework. Gender-related issues need to be considered on two levels: first, the level of research with farmers and other stakeholders, and second, the level of organizational operations. Both levels are embedded in the gender strategy of the CGIAR Research Program Humidtropics, which Africa RISING is mapped to, and the CGIAR Consortium Gender Strategy (see Fig.1). However, an effective incorporation of gender into research and organizational processes requires specific capacities on part of the management and research partners. These include among others an adequate understanding of gender issues in agriculture as well as the skills and knowledge to apply respective analyses and tools. On the organizational level, the ability to design and implement gender-sensitive operations and to promote a gender-friendly organizational culture is paramount. The advancement of gender-related capacities should be based on periodical assessments linked to capacity development plans.

The IITA-led Africa RISING projects conducted their first gender capacity assessment in 2015 and employed sections of two tools: the "Gender Capacity Assessment and Development Guide" of the CGIAR Research Program on Livestock and Fish (2015) and the "Gender Equality Capacity Tool" of UN Women (2014). The first tool defines a gender capacity assessment as "an analysis of desired capacities against existing capacities which generates an understanding of capacity assets and needs" (Transition International and ILRI 2015:1). Along the same lines, UN Women talks of "a means of assessing the understanding, knowledge, and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy" (UN 2014:6). A gender capacity assessment thus helps to unfold the strengths, weaknesses, and

needs in terms of gender-related expertise and competences within a project or organization. The above two tools provided a framework for a survey to assess individual staff capacity, a focus group discussion with the management and an evaluation of gender in agricultural policies of the Africa RISING target countries Ghana, Mali, Tanzania, Malawi and Zambia. The framework adopted will be outlined in the following chapter.

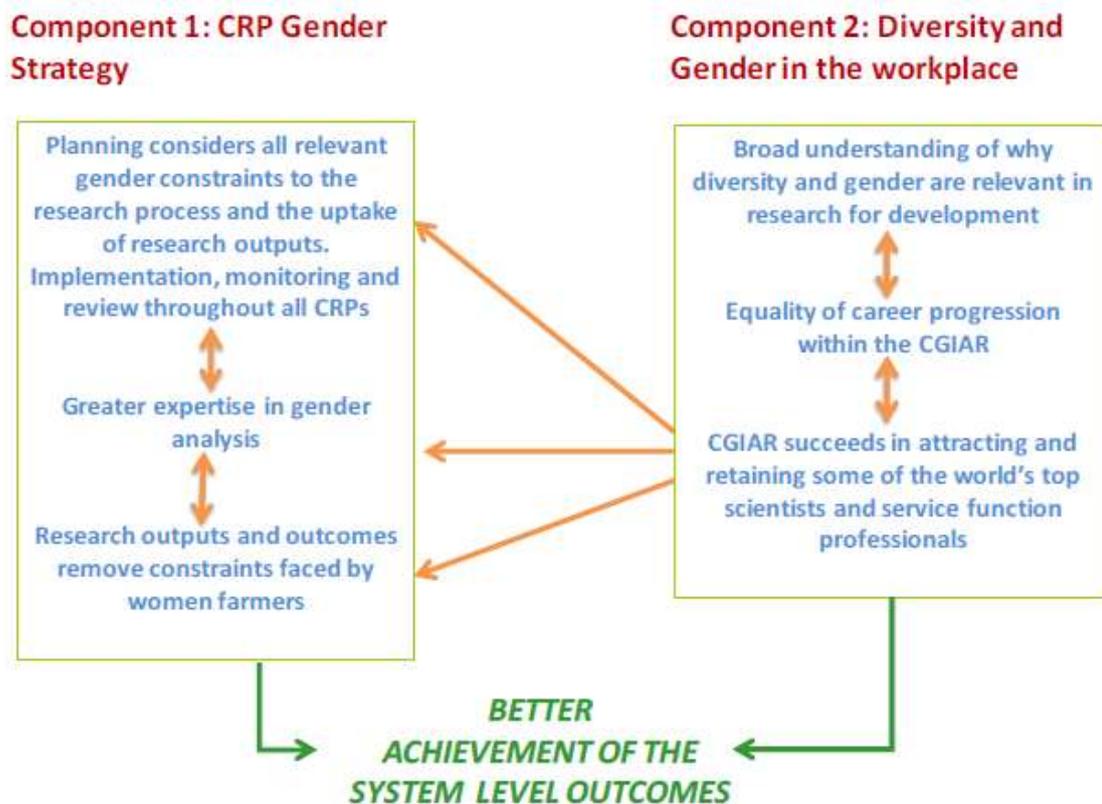


Figure 1: Components of gender mainstreaming within the CGIAR (CGIAR Consortium 2011:4)

2 Framework of the gender capacity assessment

Africa RISING's gender capacity assessment made use of tools published by the CGIAR Research Program on Livestock and Fish (2015) and UN Women (2014). The Livestock and Fish tool contains detailed questions on gender capacities in the agricultural R4D context. It addresses three levels; the environmental, the organizational, and the individual level (Transition International and ILRI 2015:10).

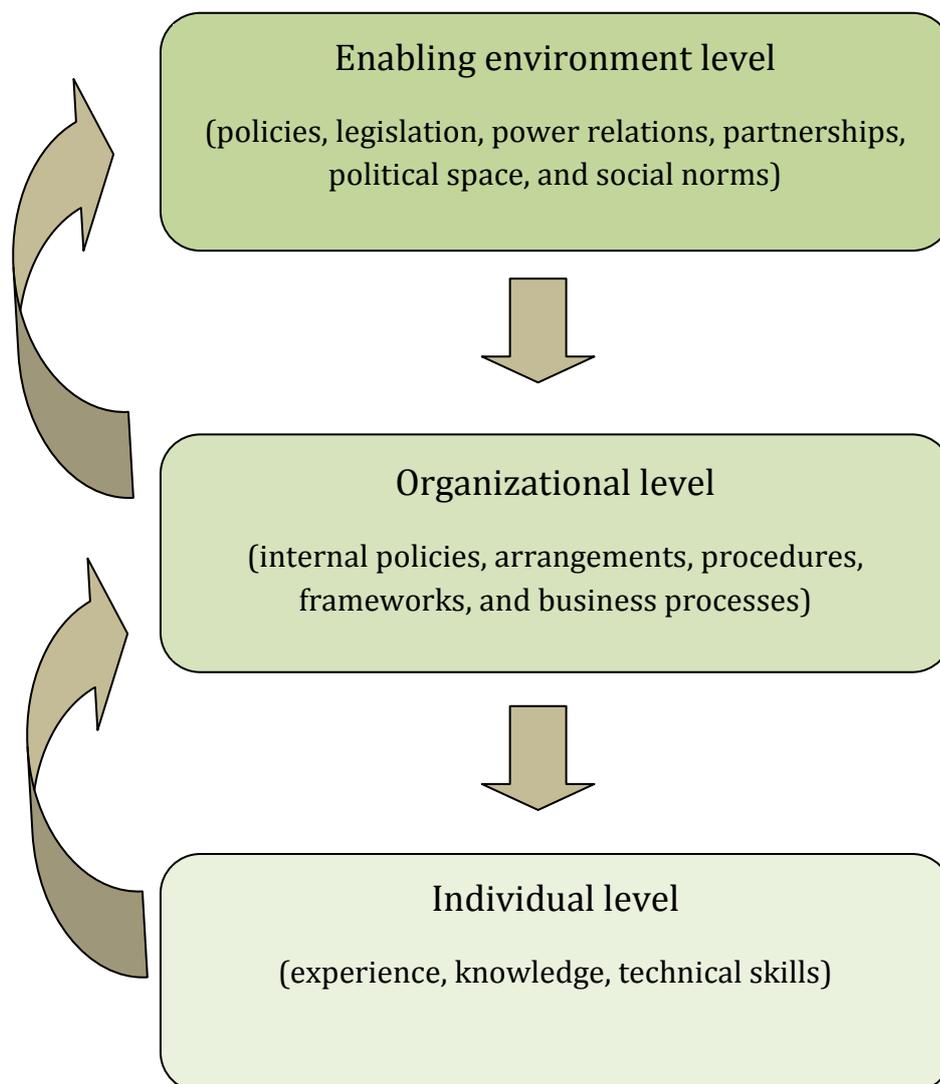


Figure 2: Three levels of analysis (Transition International and ILRI 2015:11)

While the first level relates to the national political and social context (e.g. agricultural policies), the organizational level refers to policies, arrangements, and frameworks within a particular organization or project. The individual level comprises experiences, knowledge, and technical skills of single staff (see Fig.2). Africa RISING's gender capacity assessment took account of all three dimensions in order to get a holistic understanding of gender capacities within its projects. However, the following amendments were made: Originally, the individual level Livestock and Fish survey was designed for national research and development partners – each group having a separate questionnaire. Since Africa RISING's assessment predominantly targeted scientists from various research institutions (CGIAR, national and international universities, national agricultural research institutes), the Livestock and Fish questionnaire for research partners was adopted. Missing sections (e.g. on previous gender training experiences or preferred learning formats) were added from the UN Women tool. Concerning the environmental level, the Livestock and Fish guide proposed key informant interviews with gender experts who have insights into national agricultural policies and frameworks. Africa RISING limited its assessment to a direct evaluation of policies, action plans and other documents. The assessment framework will be introduced in more detail in what follows.

To make an assessment manageable, specific gender capacities have to be delineated. The Africa RISING gender capacity assessment relied on the six core capacities defined in the CGIAR Livestock and Fish tool. These are (Transition International and ILRI 2015:12-13):

1. **Gender analysis and strategic planning:** The capacity to conduct gender analysis, to apply gender analytical tools as well as methodologies, and to process gender analytical data that support program activities.
2. **Gender responsive programming, budgeting, and implementing:** The capacity to implement gender responsive programs as planned, to mainstream gender throughout all operations and allocate financial and human resources for it as well as to have a gender sensitive organizational structure.
3. **Knowledge management and gender responsive monitoring and evaluation (M&E):** The capacity to collect and to analyse sex disaggregated data, to monitor, and to report on gender responsive programming, specific gender outputs and outcomes, and knowledge management as well as the capacity to communicate results and gender-related activities within the program in order to ensure a wide outreach.

4. **Effective partnerships and advocacy on promoting gender equality:** The capacity to build coalitions, influence government and external partners, and to advocate for women's rights.
5. **Gender and leadership:** The capacity to be committed and accountable to gender equality and women's leadership, and the organization's leadership's capacity to provide adequate vision and guidance to enhance policies on gender mainstreaming.
6. **Innovation in gender responsive approaches:** The capacity to design innovative and experimental approaches for impact in women's empowerment (from accommodating to transformative) as well as the capacity to search for, to absorb and to share information, knowledge, and resources.

These six capacities allow for in-depth stock taking in designated areas and were used for the assessment of individual staff (questionnaire) as well as the organizational level (focus group with the management). However, on the individual level the tool does not yield information on the gender training background of respondents and their preferred learning styles – aspects of importance for a capacity development plan. Therefore, Africa RISING added two aspects to the individual assessment that were derived from the Gender Equality Capacity Tool by UN Women (2014: 8-9, 13-14). These are:

1. **Educational background and previous experience in training for gender equality:**
The forms and extent of gender-sensitive education and training received on an individual level (e.g. workshops, courses, seminars) that lead to and explain certain patterns of gender capacities as well as the organization's capacity to design and to provide gender capacity building services.
2. **Learning styles and training needs:** Remaining knowledge gaps and training needs (including personal preferences) which lead to the building of gender capacities that, in turn, enable the promotion of gender equality in the program and its projects.

The individual level questionnaire and the discussion guide for the organizational level that emerged from this framework are attached in Appendices A and B.

3 Objectives of the gender capacity assessment

Africa RISING's capacity assessment pursued four objectives. These are

- To raise participants' awareness of the critical role of gender for the projects' success
- To inform a gender capacity development plan
- To provide the management with information for strategic planning (e.g. which gender capacities to prioritize)
- To establish a baseline, against which future training efforts can be measured

Overall, the assessment aimed at directing attention to the importance of gender for Africa RISING's endeavour. The inclusion of gender issues constitutes a key success factor that necessitates the support and capacity of all partners involved, should the aim of equitable sustainable intensification not remain a mere vision. Apart from that, the capacity assessment lays the ground for the formulation of a comprehensive gender capacity development plan. It will serve as a document to define common goals and related training activities, set clear timelines and allocate available resources. In this sense insights from the capacity assessment will assist the management in strategically prioritizing certain capacities for development and in devising measures to make the organizational set-up more gender-sensitive, where it is deemed necessary. Furthermore, the results will set a baseline to monitor progress in conjunction with gender capacities in the projects. This assessment is therefore the first in a series of regular evaluations to come.

4 Methodology

The gender capacity assessment was premised on an approach that combines quantitative and qualitative elements. On the **individual level**, a questionnaire was used that contained closed-ended questions and open-ended comment areas, in which respondents were able to elaborate on their views in relation to a specific issue.

The questionnaire was divided into four thematic sections:

- Section 1: General Information (based on the CGIAR Livestock and Fish tool, generated data on the countries the respondents mainly work for Africa RISING, their organizational affiliation, gender and age)
- Section 2: Educational Background, Previous Experiences in Gender Training and Relevance of Gender Concerns to Everyday Work (based on UN Women tool)
- Section 3: Core Gender Capacities (based on the CGIAR Livestock and Fish tool, questionnaire for national research partners)
- Section 4: Learning Styles and Needs (based on UN Women tool)

As part of the questionnaire, some questions required scoring of core capacities. In this regard, the respondents were able to choose among five scores based on the description presented in Table 1. All Africa RISING research partners (be they associated to IITA or any other CG centre, universities, national research institutes etc.) formed the target group for the individual assessment.

Table 1: Scores and description

Score	Level	Description
1	Very low	no evidence or only anecdotal evidence
2	Low	exists but has not been developed
3	Medium	exists and is under development or partially developed
4	High	exists, is widespread but not comprehensive, further development is planned or needed
5	Very high	exists and is fully developed and integrated into the organization, no more development needed

Data collection started at the Annual Review and Planning Meeting for the East and Southern Africa project in July 2015 in Mangochi, Malawi. Hard copies of the questionnaire were

handed out to all meeting participants (in total 48 respondents). In a second phase, the questionnaire was converted into an online-survey. A link was sent to all West African partners as well as those in East and Southern Africa who had not taken part in the Malawi meeting (in total 93 respondents). This resulted in a total of 88 returned questionnaires of which 12 were largely incomplete and could not be considered in the analysis. In essence, the data set for the individual level consists of 76 questionnaires, which is similar to a response rate of 54%.

Data were analysed using SPSS. They were evaluated on an overall basis as well as region-specific in order to identify particularities in terms of gender capacities. In this context, the definition of regions followed the program's conceptualization. Accordingly, Mali and Ghana were consolidated into the West African Region, while data from Malawi, Tanzania, and Zambia were aggregated into the East and Southern African Region. As six questionnaires, mainly representing the management level, could not be clearly allocated to one of the regions, they were only considered in the overall analysis.

On the **organizational level**, one focus group discussion was conducted with the Africa RISING program coordination team, whose role is to provide advice to USAID and promote the integration of the three projects (West Africa, Ethiopia, East and Southern Africa). The discussion took place on the 9th of October 2015 after completion of the Program Strategy Workshop in Bamako, Mali and was prepared and conducted by Annet Mulema, gender expert for Ethiopia, and Gundula Fischer, in charge of gender for the IITA-led projects. ILRI- and IITA-led projects will share the data collected during the focus group discussion for separate gender capacity assessments. In respect of the composition of the discussion group, the project coordination team consists of the coordinators for all three regions, the activity manager from USAID, the communication and monitoring/evaluation lead as well as a chairperson. In addition, the three chief scientists (each of them responsible for one region) were invited to the focus group and took part – resulting in a total of ten participants, three of them female, seven male. The gender experts used the organizational tool for national research partners contained in the CGIAR Livestock and Fish guide for facilitation. However, they shortened it for a session of about one hour (instead of three hours) – a time limit set together with the participants. Focus of the assessment was the six core gender capacities (outlined in chapter two) with an emphasis on how they relate to organizational arrangements, policies and planning. One or two questions were asked for each capacity and stimulated discussion among the participants (see Appendix B). For each question team

members had to agree upon a score indicating how far (in their eyes) this capacity is developed within Africa RISING. In this context, the same scoring system as for the individual level was applied (see Table 1). Thereafter, the facilitators listed all capacities and their scores and requested the management to prioritize capacities for development and state the score they would like to achieve after two years. The focus group discussion was recorded (after having obtained consent from participants). A transcription was used for data analysis.

On the **environmental level**, agricultural policies in the five IITA-led project countries were reviewed with regard to their gender sensitivity. These include Ghana and Mali in West Africa as well as Malawi, Tanzania, and Zambia in the East and Southern African region. The documents under investigation involved national agricultural policy frameworks, sector-specific investment and development concepts, medium- and long-term development plans and visions as well as national gender action plans (see Appendix C). Following a systematic approach, all papers were analysed on the basis of three main guiding questions. These were:

1. How are gender-related challenges in agriculture conceptualized?
2. What role do agricultural policies dedicate to gender-sensitive agricultural research?
3. In what way are aspects of gender capacity building represented in agricultural policies?

Overall, the analysis of agricultural policies was aimed at examining in what way policy environments encourage or constrain Africa RISING's efforts to mainstream gender into their research and organizational processes. Special emphasize was put on how gender-sensitive agricultural research and gender capacities are embedded in national concepts to develop the agricultural sector. This was supposed to provide opportunities to unfold the underlying political contexts (in terms of gender) in which Africa RISING operates, while also taking account of commonalities and differences in conjunction with policy environments in the five IITA-led project countries.

5 Results

The previous chapters have illustrated the general purpose and objectives, the underlying conceptual framework as well as the methodological foundations of Africa RISING's first gender capacity assessment. In this chapter, the major results will be presented and analysed beginning with data from the survey among individual Africa RISING partners (individual level), followed by findings from the focus group discussion with the management (organizational level) and completed by an overview of agricultural policy environments in the five project countries (environmental level).

5.1 Individual level: Africa RISING's partners and gender

Gender capacities at the individual level were assessed through a survey among Africa RISING partners in West Africa and East and Southern Africa. The questionnaire contained closed- and open-ended questions concerning the six core capacities of the assessment framework. In addition, sections on previous experiences and future preferences in relation to gender trainings and learning styles were incorporated. In what follows we present the demographic structure of the sample and major survey results. The data will be analysed in aggregated as well as disaggregated form by project region (West Africa, East and Southern Africa). Differences related to gender and age will be presented only where they are significant. The statements made in the following are based on participants' self-assessment of their capacities.

5.1.1 *Sample structure*

The data set consists of 76 participants (53 men, 23 women). Female participants accounted for only 30.3% the sample. Geographically, East and Southern Africa was represented by 52 respondents followed by West Africa (18), and a small group of individuals, who work across both regions (6) (see Table 2). In both project regions there were more male than female participants – a fact that might relate to a general underrepresentation of women researchers in agricultural research for development programs (such as Africa RISING).

Table 2: Distribution of sample by geographic origin and sex

	Region			Total	Percentage
	West Africa	Eastern and Southern Africa	Super-regional		
Male	11	38	4	53	69.7%
Female	7	14	2	23	30.3%
Total	18	52	6	76	100%

In terms of organizational affiliation, participants were linked to 20 organizations including CG centres, research institutes, universities and others. Larger groups of respondents belonged to IITA (17 participants), AVRDC – The World Vegetable Center (7), the International Research Institute for the Semi-Arid Tropics (ICRISAT) (6), the World Agroforestry Center (ICRAF) (5), and the International Livestock Research Institute (ILRI) (5). For a complete list see Appendix D. Researchers constituted the bulk of the sample (71.1%), followed by respondents involved in research and management (13.1%), pure managers (9.2%) and individuals in non-scientific positions (6.6%) (see Table 3).

Table 3: Distribution of sample by occupational position and sex

	Position				Total
	Management	Research	Management + Research	Non-Scientific	
Male	5	38	7	3	53
Female	2	16	3	2	23
Total	7	54	10	5	76
Percentage	9.2%	71.1%	13.1%	6.6%	100%

In terms of age (Table 4), 14.5% of the participants were aged between 26-35 years, 44.7% between 36-45 years, 29% between 46-55 years, 10.5% between 56-65 years, and one belonged to the 65 years and above age group. There were no participants in the youngest age group (18-25 years). The proportion of women aged 26-35 years was higher than the one of men in the same age group. In all other age groups the proportion of males was higher.

Table 4: Distribution of sample by age group and sex

	Age group (years)					Total
	26-35	36-45	46-55	56-65	>65	
Male	4	24	19	5	1	53
Female	7	10	3	3	0	23
Total	11	34	22	8	1	76
Percentage	14.5%	44.7%	29%	10.5%	1.3%	100%

5.1.2 Educational background, previous experiences in gender training and relevance of gender concerns to everyday work

This survey section contained questions on the participants' previous experiences in gender training and the relevance of gender concerns to their everyday work. Overall, the majority of participants (60.5%) are able to draw on some kind of gender education. Two of five respondents (39.5%) have never attended gender training (Table 5). In West Africa the proportion of those without gender training was higher than in East and Southern Africa.

Table 5: Training on gender issues

Have you received an introductory training or orientation on gender issues?					
	Region			Total	Percentage
	West Africa	Eastern and Southern Africa	Super-regional		
Yes	8	35	3	46	60.5%
No	10	17	3	30	39.5%
Total	18	52	6	76	100%

Asked about gender-related trainings or courses in the past two years, 27.6% of the respondents had attended these, while 72.4% had not (Table 6). The proportion of those who took a gender-related training in the past two years was higher among females (every second) than among males (one of five), which illustrates significant gender differences.

Table 6: Gender-related training or courses in the past two years

Have you taken gender related training or courses in the last two years?					
	Region			Total	Percentage
	West Africa	Eastern and Southern Africa	Super-regional		
Yes	4	15	2	21	27.6%
No	14	37	4	55	72.4%
Total	18	52	6	76	100%

The subsequent question concerned participants' knowledge of gender focal points within their organizations. The majority (78.4%) knew of such a unit at their workplace (Table 7). The group of those who reported that there was no gender focal point (21.6%) consisted largely of respondents from ministries, national research institutes and universities in East and Southern Africa and individuals who – other than the majority of their colleagues from the same organization – were not aware of an existing gender unit.

Table 7: Knowledge of gender focal points/units

Do you have a gender unit or gender focal point in your organization?					
	Region			Total	Percentage
	West Africa	Eastern and Southern Africa	Super-regional		
Yes	16	36	6	58	78.4%
No	2	14	0	16	21.6%
Total	18	50	6	74	100%

In relation to the effectiveness of gender focal points to provide support, 39.5% of the respondents (two of five) had established contact with and gained assistance from the gender unit in their organization (see Table 8). A slightly higher proportion of 44.7% indicated not to have received any support. For twelve participants (15.8%) the question was not applicable (a group that might contain those who had no knowledge of or did not have a gender unit in their organization). These numbers could suggest that the interaction between individual staff and gender units within Africa RISING needs improving. Moreover, comments from some respondents who had communicated with their organizational gender unit illustrate that support was mainly geared towards specific areas such as data collection and data analysis. Other realms such as research planning (e.g. integration of gender issues into work plans and research designs) were mentioned less.

Table 8: Support received from gender focal point/unit

Have you received support from the gender unit or gender focal point in your organization for your work on gender (mentoring, coaching, detailed assignment, etc.)?					
	Region			Total	Percentage
	West Africa	East and South- ern Africa	Super- regional		
Yes	6	20	4	30	39.5%
No	9	23	2	34	44.7%
Not applicable	3	9	0	12	15.8%
Total	18	52	6	76	100%

Table 9 shows the extent to which gender concerns influence respondents' everyday work. All participants (except for one) stated to deal with gender issues on a day-to-day basis, although to varying degrees. More than one quarter (29%) considered gender issues to have a limited influence, whereas 60.5% of the participants held that gender significantly influenced their work. For another five participants (6.6%) gender constituted the main focus of their job. In West Africa, the proportions of those with limited and significant gender concerns were almost balanced. In contrast, most East and Southern African respondents (two of three) considered gender issues to be significant. These figures indicate that most participants perceive gender issues to be an important part of their work.

Table 9: Gender concerns in everyday work

To what extent do gender concerns influence your everyday work?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super- regional		
The whole focus is on gender	3	2	0	5	6,6%
To a significant extent	8	34	4	46	60,5%
To a limited extent	6	14	2	22	29%
Not at all	0	1	0	1	1,3%
Not applicable	1	1	0	2	2,6%
Total	18	52	6	76	100%

5.1.3 Core gender capacities

This section contained questions in relation to the six core capacities of the assessment framework (see chapter 2). Participants were requested to assess their own capacity and score it on a scale from one to five. The numbers equal the capacity levels [1] very low, [2] low, [3] medium, [4], high, and [5] very high (for a broader description see Table 1). In addition, participants were given the opportunity to air comments in relation to each question. The following chapters summarize results for each core capacity and relevant comments.

5.1.3.1 Gender analysis and strategic planning

With regard to gender analysis and strategic planning, the questionnaire involved questions concerning the skills, knowledge, and experiences (including trainings) in relation to gender analysis, the access to gender analytical tools as well as the actual application of gender analytical frameworks and tools.

Overall, the figures indicate that gender analysis is not a significant component of most respondents' work activities. About 80% of the respondents use gender analytical tools to a very low, low, or medium extent (see Table 10). Only 20% of the participants stated to conduct gender analysis to a high or very high degree. In East and Southern Africa, every second respondent belonged to the category of "low" or "very low" as against one out of three respondents in West Africa. However, comments reveal that researchers from both regions face similar problems such as a poor integration of gender analysis in work procedures or a limitation of the analysis to a mere comparison of the proportions of male and female farmers.

Table 10: Application of gender analytical frameworks and tools

To what extent do you use gender analytical frameworks and tools in your work?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	1	3	0	4	5,3%
High	3	7	1	11	14,5%
Medium	8	17	3	28	36.8%
Low	4	12	0	16	21%
Very low	2	13	2	17	22.4%
Total	18	52	6	76	100%

The rather low use of gender analytical tools may be explained by the results of the subsequent question. It referred to the skills, experience, and knowledge to conduct gender analysis (see Table 11). Overall, the figures show that only about 20% of the participants have sufficient skills ('high' or 'very high'). In contrast, almost 50% indicated insufficient competences to integrate gender analysis into their work ('low' and 'very low'). The number of those who regarded themselves as skilled and experienced was slightly lower in West Africa than in East and Southern Africa. In essence, the figures demonstrate that most participants lack sufficient skills, experience, and knowledge to include gender analysis in their work. This was also reflected in the comments that expressed uncertainties on what gender analytical tools are and how they can be applied.

Table 11: Capacity to include gender analysis

To what extent do you have the skills, experience, and knowledge to include gender analysis in your work?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	2	0	2	2.6%
High	3	9	1	13	17.1%
Medium	7	15	2	24	31.6%
Low	6	17	1	24	31.6%
Very low	2	9	2	13	17.1%
Total	18	52	6	76	100%

A similar picture emerged in conjunction with trainings on gender analysis (see Table 12). Only about 12% of the respondents stated to have received profound training on gender analysis ('high' and 'very high'). The majority of respondents had obtained moderate levels of gender analytical training (25%), a low level of training (25%) or almost no training at all (38.2%). This pattern is similar in both project regions. Participants commented that in some cases trainings had taken place a long time ago and were often confined to one single event. Besides, some respondents explicitly claimed the need for more gender analysis trainings.

Table 12: Training on gender (analysis)

To what extent have you received sufficient training on gender (analysis)?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	1	1	2	2.6%
High	1	6	0	7	9.2%
Medium	6	12	1	19	25%
Low	5	13	1	19	25%
Very low	6	20	3	29	38.2%
Total	18	52	6	76	100%

A subsequent question assessed access to gender analytical tools as a criterion that could influence the development of this capacity (see Table 13). About one quarter of the participants (26.7%) perceived to have good access ('high' or 'very high') – a higher share in these quintiles than with regard to the inclusion of gender analysis in everyday work (see Table 10). The application of gender analytical tools is therefore no single function of access to them. In contrast, more than half of the respondents (53.3%) stated to have poor or even no access to gender analytical tools. In West Africa every second individual stated to lack access, while in East and Southern Africa it was even two of three persons. In spite of this, some respondents used comments to describe a wide set of sources for gender analytical tools, such as their gender focal points or online services (e.g. FAO online training on gender). In light of this, the perceived lack of access to gender analytical instruments could also be attributed to a lack of knowledge on potential sources.

Table 13: Access to gender analytical tools

To what extent do you have sufficient access to gender analytical tools?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	3	2	5	6.7%
High	4	10	1	15	20%
Medium	5	8	2	15	20%
Low	7	14	0	21	28%
Very low	2	16	1	19	25.3%
Total	18	51	6	75	100%

5.1.3.2 Gender responsive programming, budgeting, and implementation

The second gender core capacity is defined as the capacity to develop gender responsive programs and implement them including the allocation of financial and human resources. It also relates to promoting a gender-sensitive structure and organizational culture, reflected amongst others in an internal gender balance. The questionnaire contained questions regarding the skills, experiences, and knowledge to conduct gender-specific research, the mandate to ensure that gender is mainstreamed in the organization as well as the management's support to implement gender responsive actions.

In terms of the capacity to conduct gender-specific research (Table 14), only about 17% of the participants declared to have the necessary skills, experience, and knowledge ('high' and 'very high'). Strikingly, this group consisted of participants from East and Southern Africa only (with the exception of one West African respondent). The majority of respondents (62.7%) classified their skills as 'low' and 'very low' meaning that relevant skills, experience, and knowledge to do gender-specific work have not yet been sufficiently developed. Exemplifying, one respondent commented: *"I do not feel very confident to do gender work"*.

Table 14: Capacity to do gender-specific research

To what extent do you have the skills, experience, and knowledge to do gender-specific research?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	1	1	2	2.6%
High	1	8	2	11	14.7%
Medium	5	10	0	15	20%
Low	9	17	1	27	36%
Very low	3	15	2	20	26.7%
Total	18	51	6	75	100%

A less consistent picture emerged when assessing the mandate to ensure gender mainstreaming into organizational processes (see Table 15). Other than in previous questions, participants distributed their scores almost equally over the five valuation categories. The number of those who perceived a strong mandate to promote gender mainstreaming (38.7%) ('high' and 'very high') was in balance with those who denied the existence or influence of such a mandate (37.3%) ('low' and 'very low'). The diversity in perceptions is also reflected in respondents' comments. These ranged from gender mainstreaming *"is part of our strategy"* or *"we deliberately target gender mainstreaming so that gender is considered in our work"* to *"it is always on our mind to address gender issues, but we do not allocate too much time to gender mainstreaming"* and *"funding is a constraint"*.

On a regional scale, the distributional pattern differs for West Africa due to higher concentrations around the medium score. This means that the proportion of participants who have started to develop mandates tends to be higher in this region. In relation to gender differences, mandates to ensure that gender is mainstreamed within the organization are more prevalent among women than men.

Table 15: Mandate to ensure gender mainstreaming

To what extent do you have a mandate to ensure gender is mainstreamed in your organization?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	2	9	2	13	17.4%
High	2	13	1	16	21.3%
Medium	8	8	2	18	24%
Low	4	8	0	12	16%
Very low	2	13	1	16	21.3%
Total	18	51	6	75	100%

The promotion of gender mainstreaming at staff level is closely linked to leadership support. Respondents were therefore asked to indicate to what extent they received support to implement gender responsive actions (see Table 16). Overall, half of the respondents (49.5%) perceived strong support from the management in their organization ('high' and 'very high'). In contrast, about 30% had not yet noticed encouragement by leaders ('low' and 'very low'). In West Africa, respondents tended to score higher (every second person scored 'high' or 'very high') than in East and Southern Africa (one of three respondents). This means that a larger proportion of participants in Mali and Ghana considered management support to be well or fully established. Contesting views were expressed in the comment areas. Participants who felt encouraged by their management stated that *"we are always advised to include gender analysis in our research"* or gender mainstreaming *"is part of the policy"*. Others noted that despite staff being sensitized on gender *"there is no rigorous monitoring of gender activities"* and that *"there have not been any deliberate initiatives so far"*.

Table 16: Leadership support for gender responsive actions

To what extent are you supported by the leadership of your organization to implement gender responsive actions?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	3	7	2	12	15.8%
High	6	10	2	18	23.7%
Medium	4	18	1	23	30.3%
Low	3	6	1	10	13.1%
Very low	2	11	0	13	17.1%
Total	18	52	6	76	100%

5.1.3.3 Knowledge management and gender responsive M&E

Knowledge management and gender responsive M&E refer to the capacity to collect and analyse sex-disaggregated data as well as to monitor and to report on gender responsive programming. In this regard, the questionnaire contained questions regarding the skills, experience, and knowledge to collect, interpret, and report on sex-disaggregated data, to report on gender responsive programming, to develop knowledge documents and publications on gender, and to develop and apply gender responsive M&E systems.

With regard to the capacity to collect, interpret and report on sex-disaggregated data (see Table 17), slightly more than one quarter of the participants (27.6%) was confident to have sufficient expertise ('high' or 'very high'). Another quarter (26.3%) perceived to have partially developed competences to work with sex-disaggregate data ('medium') that still require further development. In contrast, almost every second respondent (46.1%) had not yet started to develop relevant capacities to deal with sex-disaggregated data ('low' and 'very low'). Although results for both project regions are largely consistent, the proportion of capacity holders was higher in East and Southern Africa than in West Africa.

Table 17: Capacity to collect, interpret, and report on sex-disaggregated data

To what extent do you have the skills, experience, and knowledge to collect, interpret and report on sex- disaggregated data?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	6	1	7	9.2%
High	5	8	1	14	18.4%
Medium	6	13	1	20	26.3%
Low	4	12	2	18	23.7%
Very low	3	13	1	17	22.4%
Total	18	52	6	76	100%

The survey yields similar results with regard to the ability to report on gender responsive programming (see Table 18). Only one out of seven participants (14.4%) indicated to have sufficient skills and knowledge by scoring ‘high’ or ‘very high’. As in the case of sex-disaggregated data, the lack of capacity was more pronounced in West Africa than in the East and Southern African region. In general, an unequal distribution was reflected in a small number of capable respondents as opposed to a large group of individuals that lack related competences.

Table 18: Capacity to report on gender responsive programming

To what extent do you have the skills, experience, and knowledge to report on gender responsive programming?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	2	0	2	2.6%
High	2	7	0	9	11.8%
Medium	2	13	3	18	23.7%
Low	10	14	1	25	32.9%
Very low	4	16	2	22	29%
Total	18	52	6	76	100%

An assessment of the capacity to produce knowledge documents and publications on gender (see Table 19) showed that roughly one out of five participants (18.4%) thought to have the necessary capacities ('high' and 'very high'). A slightly larger number of respondents (25%) scored 'medium' meaning that they can at least resort to some relevant competences. The majority (56.6%), however, conceded to having a low level of skills, experience, and knowledge for the production of documents and publications on gender. Again this was more pronounced in West Africa where three out of four staff members lack respective capacities, while in East and Southern Africa it is about one out of two.

Table 19: Capacity to develop knowledge documents and publications on gender

To what extent do you have the skills, experience, and knowledge to develop knowledge documents and publications on gender?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	2	1	3	4%
High	1	9	1	11	14.4%
Medium	4	14	1	19	25%
Low	8	9	1	18	23.7%
Very low	5	18	2	25	32.9%
Total	18	52	6	76	100%

Another surveyed aspect concerns the development and application of gender responsive M&E systems (see Table 20). Here the respondents with 'high' and 'very high' scores constitute the smallest share in the sample with only 10.8%. Apart from some participants who perceived their skills and knowledge to be partially developed or under development (17.6%), the largest group encompassed individuals who (by their own assessment) could not draw on capacities that enable them to develop and apply gender responsive M&E systems (71.6%). In fact, for each capacity holder there were seven participants who lacked the required competences. The figures suggest that capacities in relation to gender responsive M&E systems are distributed only among a small number of individuals.

Table 20: Capacity to develop and apply gender responsive M&E systems

To what extent do you have the skills, experience, and knowledge to develop and apply gender responsive M&E systems?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	2	1	3	4%
High	1	2	2	5	6.8%
Medium	2	11	0	13	17.6%
Low	10	16	0	26	35.1%
Very low	5	19	3	27	36.5%
Total	18	50	6	74	100%

5.1.3.4 Effective partnerships and advocacy on promoting gender equality

This gender core capacity refers to the ability to build coalitions, to influence government and external partners, and to advocate for women’s rights. Participants were requested to assess their skills, experience, and knowledge to produce gender-relevant research material. Also, they were asked to what extent they use research material (also by other partners) to advocate for gender equality in the value chain.

Overall, capacities to produce gender-relevant research material are poorly developed (see Table 21). The number of capacity holders is small with only 18.7% of the respondents (one out of five persons) indicating “high” or “very high”. The underdevelopment of this capacity is particularly marked in West Africa with two of three respondents having chosen “low” or “very low”, as opposed to one out of two respondents in East and Southern Africa. In terms of gender differences in findings for this question, men tended to be more represented in the lowest valuation category than women. In the comment area one participant pointed out that gender responsive research would not necessarily be linked to advocacy for women’s rights. Another respondent demanded more feedback on gender-sensitive work stating that *“I have carried out an intervention to improve gender equality followed by an assessment of the impact made by the intervention. I produced a report, but did not receive a feedback on the quality of my gender work. So, I am not sure [whether] I did a good job.”*

Table 21: Capacity to produce gender-relevant research material

To what extent do you have the skills, experience, and knowledge to produce gender-relevant research material?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	1	1	2	2.7%
High	1	10	1	12	16%
Medium	6	13	2	21	28%
Low	8	12	1	21	28%
Very low	3	15	1	19	25.3%
Total	18	51	6	75	100%

A similar pattern emerged in conjunction with the usage of research material to advocate for gender equality along the value chain (see Table 22). Two thirds of the sample (66.2%) had not yet noticed procedures to consider lessons from previous research and interventions in the planning of new actions along the value chain. Only 10.8% of the respondents were of the opinion that research material is used to a significant extent. The results were similar for both project regions.

Table 1: Usage of research material for gender equality in the value chain

To what extent is research material used (by other partners) to advocate for gender equality in the value chain?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
High	1	7	0	8	10.8%
Medium	7	9	1	17	23%
Low	7	15	2	24	32.4%
Very low	3	19	3	25	33.8%
Total	18	50	6	74	100%

5.1.3.5 Gender and leadership

Gender and leadership refers to the capacity to be committed and accountable to gender equality and women's rights as well as to women's leadership and power to take decisions. In the survey, participants were asked to assess their skills, experience, and knowledge to research women's decision-making power and their role in leadership positions (and decision-making bodies) as well as to make recommendations on interventions that promote gender equality.

The figures reveal a low number of respondents with high capacity levels (see Table 23). About one out of seven participants (14.7%) declared to possess sufficient capacities to do research ('high' or 'very high') on gender and leadership. Every fifth respondent of the sample (21.3%) stated to have some skills, experience, and knowledge that were either partially developed or under development ('medium'). The remaining two thirds (64%) had not yet started to develop capacities to conduct research on and develop approaches to closing gender gaps in some of the mentioned areas.

Table 23: Capacity to research on gender and leadership

To what extent do you have the skills, experience, and knowledge to research women's decision-making power and their role in leadership positions and decision-making bodies and make recommendations on interventions that will make women and men more equal in relation to each other?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	1	2	24	4%
High	2	6	0	24	10.7%
Medium	3	12	1	16	21.3%
Low	8	15	1	8	32%
Very low	5	17	2	3	32%
Total	18	51	6	75	100%

5.1.3.6 Innovation in gender approaches

The sixth gender core capacity is understood as the capacity to design innovative and experimental approaches for impact on women’s empowerment as well as the capacity to search, absorb, and share information, knowledge, and resources. In this regards, the questionnaire contained questions on the skills, experience, and knowledge to do research into innovative approaches and methods that empower women such as Gender Transformative Approaches (GTAs) as well as to apply them in gender responsive research.

As shown in Table 24, about 80% of the participants indicated to have no relevant capacities to conduct research into innovative approaches and methods that empower women (‘low’ or ‘very low’). It is notable, that almost every second participant (47.3%) awarded the lowest score meaning that respective skills, experience, and knowledge are largely missing. In contrast, roughly 20% of the sample (one out of five respondents) had at least developed some of the required competences (‘medium’, ‘high’, ‘very high’). From the 15 individuals in this group only five perceived to have reached a higher level, while the other ten indicated moderate levels of skills, experience and knowledge. The structural deficit of competences is equally pronounced in both project regions. Gender was not identified as a relevant determinant.

Table 2: Capacity to do research into innovative approaches that empower women

To what extent do you have the skills, experience, and knowledge to do research into Gender Transformative Approaches (GTAs) and other innovative approaches and methods that empower women?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	2	0	2	2.7%
High	2	1	0	3	4.1%
Medium	1	7	2	10	13.5%
Low	9	13	2	24	32.4%
Very low	6	27	2	35	47.3%
Total	18	50	6	74	100%

A similar result emerged in relation to individual capacities to apply innovative approaches and methods in gender responsive research (see Table 25). Only one respondent claimed to have fully developed capacities (‘very high’), whereas eight participants (10.7%) indicated to

possess well-developed skills, experience, and knowledge ('high'). Ten participants (13.3%) can draw on medium capacity levels as a point of departure for further development. The remaining 56 respondents (74.7%) assessed themselves as having low or very low relevant skills, experience, and knowledge. The lack of capacity was more pronounced in West than in East and Southern Africa.

Table 25: Capacity to apply innovative approaches/methods in gender responsive research

To what extent do you have the skills, experience, and knowledge to apply innovative approaches and methods in gender responsive research?					
	Region			Total	Percentage
	West Africa	East and Southern Africa	Super-regional		
Very high	0	1	0	1	1.3%
High	2	6	0	8	10.7%
Medium	1	6	3	10	13.3%
Low	9	17	1	27	36%
Very low	6	21	2	29	38.7%
Total	18	51	6	75	100%

5.1.3.7 Prioritizing core capacities for development

In addition to the evaluation of their capacities in the six areas presented above, participants were asked to prioritize gender core capacities for (future) development. In this context, the respondents were supposed to set a score for each core capacity that indicates the desired level sought to be achieved in future. During the analysis it became apparent that some participants misinterpreted the question and instead provided scores that summarized their current assessment of each core capacity. The overall scores therefore premised on different understandings of the task and thus did not allow for solid results and conclusions. In view of this, the question was eventually taken out of the assessment. One lesson that can be drawn from this is that formulation and introduction of some questions and tasks have to be improved in order to avoid similar experiences in future assessments.

5.1.4 Learning styles and needs

In a final section, participants were asked about their preferred learning styles and perceived training needs. Results will enable the gender team to tailor future training measures to the wants of Africa RISING partners. The section contained three questions:

1. Which trainings on gender equality would you like to take or receive to improve your work?
2. What tools and/or sources of information would you prefer to use to support your knowledge of and/or the inclusion of gender issues in your work?
3. What are the ways in which you prefer to learn?

Participants were requested to answer the first two questions through open comments. For the third question, respondents had to select their top three ways of learning from a list of predefined learning styles (with the option to add other learning styles if needed).

5.1.4.1 Key training areas

Participants outlined their most important training areas in open comments. These were coded according to the six gender core capacities of the assessment framework. Table 26 shows the frequency of comments for each core capacity. Overall, the figures reflect a large diversity of individual training needs and preferences. An outstanding number of respondents demanded more training on ‘gender analysis and strategic planning’. This concerned in particular questions of how to access and implement gender analytical tools. The second highest frequency of comments referred to ‘innovations in gender responsive approaches’. While most of the related statements were not specific in the kind of training needed, one participant asked for education on the *“restructuring of research tools and frameworks to make them suitable for gender transformative approaches”*.

‘Gender responsive programming, budgeting, and implementation’ were mentioned as a further area for improvement. Some respondents expressed their will to increase capacities in gender research, others asked for support in mainstreaming gender into development projects. Exemplifying, one participant requested trainings on *“how to factor gender concerns, needs, and strategies into research programs”*. In terms of ‘knowledge management and gender responsive M&E’, some respondents wished to learn more about sex-disaggregated data collection, interpretation, and reporting (also for M&E purposes) and gender-focused impact evaluation of interventions.

To a lesser extent, comments related to aspects of ‘gender and leadership’. One area that emerged as being important was training on “*gender equality in decision-making*”. Furthermore, one respondent demanded help in conjunction with the promotion of women’s empowerment and gender equality at the workplace, while another asked for training on how gender equality can be assessed in practice. Finally, a few statements referred to ‘effective partnerships and advocacy on promoting gender equality’. However, none of the respondents specified his/her training preferences and needs in relation to this gender core capacity.

Two comments did not directly fit into the categories related to the six core capacities. In this regards, one respondent demanded training on “*gender sensitive communication skills*”, while another one wished to receive help on “*community mobilization*”.

Table 26: Key training areas: frequency of comments by core capacity

Core capacity	Gender analysis and strategic planning	Effective partnerships and advocacy on promoting gender equality	Gender responsive programming, budgeting, and implementation	Knowledge management and gender responsive M&E	Gender and leadership	Innovation in gender responsive approach
Frequency comments	22	3	12	12	8	13

5.1.4.2 Learning tools and sources of information

A second question elicited preferred learning tools and sources of information. Some participants used this question to reiterate the need for trainings on gender analytical tools and other instruments such as for the collection of sex-disaggregated data, for gender responsive M&E, gender transformative approaches, gender mainstreaming, gendered agronomic trials, and qualitative data collection.

In addition, comments revealed three major types of preferred learning tools and sources of information. First, several participants remarked to prefer interpersonal formats such as workshops, seminars, training courses, presentations, discussions, and meetings. Some respondents perceived regular interaction with the gender specialist in their organization as the best source for gender-related information. Second, some respondents stated a strong preference for text-based sources. Examples included written reports, guidelines, hand-

books, scientific publications and journals, manuals, and frameworks or tools. Two participants considered case studies and good practice examples as important. A third type comprised e-learning formats and online services on gender such as web-based tutorials, courses, and trainings. In most cases respondents' comments related to several of the above three types. A combination of different learning tools and sources of information tends to be the rule.

5.1.4.3 Learning preferences

In the final section of the questionnaire, respondents selected their top three ways of learning. Participants were provided with a list of predefined options that they were allowed to complement (should their preferences not be mentioned). Results are illustrated in Table 27.

The majority (86.8%) selected face-to-face workshops, courses, and trainings as their preferred learning style. All participants from West Africa and four out of five respondents (82.7%) in East and Southern Africa selected this option. This preference is consistent with the comments made on learning tools and sources of information (see chapter 5.4.2). In addition, participants gave high consideration to on-the-job trainings that are followed up by a gender specialist. Three out of five respondents (55.3%) preferred a hands-on approach. This pattern was similar across both project regions. Finally, a combination of tutor-moderated online courses with face-to-face workshops emerged as the third top learning style. Overall, one out of three participants (32.9%) favoured this kind of blended trainings. Disaggregated by region these were 36.5% of the respondents in East and Southern Africa and 27.8% of the respondents in West Africa.

Other ways of learning received the following percentages of all participants: conferences (29%), coaching (26.3%), moderated online courses with a mentor (18.4%), self-paced online courses (17.1%) and detailed assignments (9.2%).

Table 27: Frequency of preferred ways of learning by region

What are the top three ways in which you prefer to learn? Please select your top three options:					Percent age (n=76) ¹
	Region			Total	
	West Africa	East and Southern Africa	Super-regional		
Face to face trainings, workshops and courses	18	43	5	66	86.8%
On the job/learning by doing	10	26	6	42	55.3%
Blended trainings	5	19	1	25	32.9%
Conference	5	14	3	22	29%
Coaching	8	11	1	20	26.3%
Moderated online courses with a mentor	3	10	1	14	18.4%
Self-paced online courses	2	11	0	13	17.1%
Detailed assignments	3	3	1	7	9.2%

5.1.5 Summary and overview of results

The survey revealed that gender concerns are an integral part of the everyday work of most participants (although to varying extents). A majority could resort to experiences from gender trainings. However, most respondents had not attended gender-related trainings in the past two years. Besides, a remarkable share (two of five participants) had never received any form of education on gender. Despite widespread awareness of gender focal points in Africa RISING’s partner organizations, only half of the participants who knew their gender focal point/unit had actually contacted it.

¹ The relative figures illustrate the proportion of respondents who prioritized a certain option. As respondents were able to choose each option not more than one time, the maximum number of potential votes is 76 (=100%). Numbers for the different options are therefore not interrelated, but need to be understood as separate.

In general gender core capacities were developed to three degrees. One can therefore assign participants to three groups:

1. Persons with fully- or well-developed capacities in relation to a specific core capacity (*capacity holders with high or very high scores*)
2. Persons whose capacities were partially developed or still under development in relation to a specific core capacity (*early followers with medium scores*)
3. Persons that have not yet started to develop relevant capacities in conjunction with a specific core capacity (*late followers with low or very low scores*)

While all three types could be found for each core capacity, *capacity holders* were principally outweighed by large numbers of *late followers*. It became apparent that most participants lack capacities at different stages of the research process. This includes a low capacity to conduct gender-specific research, to collect sex-disaggregated data, to apply gender analytical tools and frameworks, and to produce documents and publications on gender. In terms of gender analysis, the results suggested that the poor application of gender analytical tools and frameworks can partly be attributed to a lack of training on gender analysis as well as poor access to gender analytical instruments. In Table 28, aggregated scores for each core capacity were calculated based on the results from the sub-questions. Deficiencies were especially pronounced in the areas of ‘Innovation and gender approaches’ (1.91), ‘Gender and leadership’ (2.23), and ‘Effective partnerships and advocacy on promoting gender equality’ (2.26). Although to a lesser extent, lacks of gender capacities were also observed in conjunction with ‘Knowledge management and gender responsive M&E’ (2.42), ‘Gender analysis and strategic planning’ (2.45), and ‘Gender responsive programming, budgeting, and implementation’ (2.79).

Table 28: Aggregated scores for core capacities on the individual level

Core Capacity	Gender analysis and strategic planning	Gender responsive programming, budgeting, and implementation	Knowledge management and gender responsive M&E	Effective partnerships and advocacy on promoting gender equality	Gender and leadership	Innovation in gender responsive approach
Score						
Individual Level	2.45	2.79	2.42	2.26	2.23	1.91

In relation to the building of gender capacities, participants had different preferences in terms of learning styles and needs. A particularly large interest concerned the improvement of capacities in the area of 'Gender analysis and strategic planning'. Medium levels of interest emerged in conjunction with 'Innovation in gender approaches', 'Gender responsive programming, budgeting, and implementation', and Knowledge management and gender responsive M&E'. Finally, lower levels of interest coincided with 'Gender and leadership' and 'Effective partnerships and advocacy on promoting gender equality'. In terms of learning tools and sources, participants prefer a combination of interpersonal formats (e.g. workshops, seminar, trainings, courses), text-based tools (e.g. gender-specific reports, guidelines, handbooks, journals), and web-based opportunities such as online courses. The three preferences were also reflected in the prioritization of ways to learn (see Table 27).

5.2 Organizational level: Africa RISING's management and gender

A supportive environment on the management level is paramount to an effective mainstreaming and implementation of gender into Africa RISING's activities. During a group discussion, representatives from the management of all three Africa RISING project regions (Ethiopia, West Africa, East and Southern Africa) aired their views on gender capacities within the program in relation to the six core capacities portrayed in the assessment framework. After a brief introduction to each capacity by the gender experts, the discussants went into an open debate guided by one or two questions. At the close of each discussion part the debated capacity was scored on the basis of the above-described scale (see Table 1). In a final section, the group prioritized core capacities as focus areas for development. The following chapters present major perspectives that were brought up in conjunction with each capacity and with future priority areas.

5.2.1 Gender analysis and strategic planning

Africa RISING's gender experts introduced gender analysis as a systematic, intentional and highly contextualized process that examines differences across various social criteria such as gender and age. Thereafter, the discussion on gender analysis premised on two guiding questions:

1. To what extent do scientists always apply gender analysis in their research work?
2. To what extent are incentives and procedures in place to ensure that scientists always apply gender analysis in their research work?

With regard to the first question, several respondents demanded it to be re-formulated because of its conflicting demands. Its first part requests scoring (“to what extent”) while its second part can only be answered by yes or no (“do scientists always”). The group decided to delete “always” and to focus on scoring the capacity.

One discussant suggested that the extent to which gender analysis is applied relates to the *“proportion of individuals that have been trained or at least have some awareness”*, a statement that was countered by others who felt that gender-sensitivity and training do not automatically result in *“a thorough formal analysis of gender”*. Two respondents therefore proposed to focus less on individuals, but on teams with a differentiation between those *“who come to you and ask whether their research is formulated in a way that is adequate to account at least for some of the gender issues”* and others who *“rather cross the road to avoid you”*. Having completed an assessment of teams, one could assess on the project level (ILRI-versus IITA-led) and finally extrapolate to the program level, one respondent remarked.

The debate then turned to another topic, namely why gender analysis should be done. One scientist considered this question *“an acute challenge to the people leading gender. They also have to provide evidence from case studies or whatever to those people that are really willing to engage that gender analysis makes a lot of difference. (...) I am seeing the need for it. But I am also seeing lack of evidence”*. This account was further underlined by a person, who feared that without proper evidence *“you just turn scientists into box tickers”*. Another respondent argued that he/she had not observed ticking boxes within Africa RISING: *“I view a lot of programs and many of the other projects – although the frequency of this is decreasing – but many are checking boxes. Whereas I believe that this program – through project leadership – has developed with the intention of implementing in a significant manner a gender strategy plan including training”*. However, the respondent also conceded that gender training ideally should have been conducted in the first year (and not in year five) and that the capacity was still under development. After this discussion the discussants agreed on a score of three, meaning that gender analysis exists and is under development or partially developed.

With respect to the second question (To what extent are incentives and procedures in place to ensure that scientists always apply gender analysis in their research work?), participants took time to define incentives versus procedures and to find examples for both. One participant distinguished internal incentives such as more adoption of technologies from external incentives such as better funding. Several other respondents mentioned that a better under-

standing of gender analysis through training or coaching would in itself constitute an important incentive for them. The *“participation of gender specialists in work planning is part of the procedures, but we have no written rules”*, remarked another person. The discussants agreed that procedures were generally more pronounced than incentives. *“I have a data collection procedure by gender, but I have no incentive to analyse this data”*, illustrated one participant. As a result, the group gave a score of four for procedures and a score of two for incentives, amounting to three. The final score for this capacity is three.

5.2.2 Gender responsive programming, budgeting and implementation

In conjunction with the second core capacity the respondents were asked to discuss and score two questions. These were:

1. To what extent do scientists use feedback from gender analysis to develop new research?
2. To what extent are actions towards a more gender responsive Africa RISING project implemented? (E.g. adjustments of procedures, planning documents, affirmative action)

Some members of the group perceived the first question as *“tricky”* or *“not fair”* and one respondent even suggested abstaining from it. While the group clearly stated that gender analysis was not integrated into research planning, reasons for this were seen beyond their control. *“I was struggling to look for a gender specialist to do the analysis to help the scientists to feed back the information into their research. So, without the gender specialists that question is not very fair”*, commented one person. The delayed coming on board of a gender specialist (especially for the IITA-led projects) was considered as having set back the development of this capacity. Thinking at a higher level, one respondent remarked, that in spite of a current lack of gender analysis for planning, Africa RISING as a program emerged from the funder’s previous gender analyses that had identified women and children as priority target groups. The project coordination team finally scored two for this question, meaning that the capacity exists but needs to be further developed.

When debating the second question (To what extent are actions towards a more gender responsive Africa RISING project implemented?), two respondents proposed a high score. The fact that Africa RISING (IITA) had recognized the need for a gender specialist and – after recruitment – provided the expert with an operational budget to work with the biophysicists was brought up as justification. Furthermore, affirmative action through activities especially

geared at women such as nutrition field schools and vegetable seed production were cited as additional evidence of this capacity. Other team members did not raise objections and agreed to a “good four” (signifying that this capacity exists, is widespread but further development is planned or needed).

5.2.3 Knowledge management and gender responsive M&E

The discussion on gender responsive M&E and knowledge management was guided by two questions. These were:

1. To what extent are mechanisms in place to ensure that all data is sex-disaggregated?
2. To what extent is gender considered in Africa RISING’s communication strategy?

In relation to the first question, one respondent hinted at the Feed the Future indicators that force Africa RISING to report sex-disaggregated data. Disaggregation in collection and reporting, however, would not necessarily result in analysis, was argued by others. As one of them expressed: *“All our data are sex-disaggregated, even the soil parameters, because you know the humidity on a female-headed farm or male-headed farm, so conclusively yes. What is more important is whether we do understand the implications of that and whether we apply that in our analysis”*. In the conversation that followed members emphasized the importance of broadening the approach from pure collection to analysis, viewed this as a *“matter of time”* and reasserted their intentions to do so. They agreed on a final score of four, taking into account that collection would deserve a higher score than analysis.

Asked to what extent gender is considered in Africa RISING’s communication strategy, one participant suggested a score of five, claiming that this aspect is fully developed and integrated into the strategy for the IITA-led projects. But *“talking about implementation we might be a little bit off five”*, another respondent conceded. This was supported by a person who expressed a lower level of confidence in implementation than in strategy inclusion. Conclusively, the participant, who had initially suggested the high score, acknowledged that the strategy constitutes first and foremost a *“lip service”* in terms of gender. The group reached consensus for a score of five for strategy inclusion, meaning that the capacity exists, is fully developed and does not need more development.

5.2.4 Effective partnerships for promoting gender equality

In this section respondents were asked to elaborate on the following question: To what extent does Africa RISING partner with gender-sensitive and gender-specific organisations? The general tenor of the comments was that projects have established various forms of effective partnerships. Examples for current partner organisations included WIAD (Women in Agricultural Development Directorate, one of the technical directorates of the Ghanaian Ministry of Food and Agriculture) and NAFKA (Tanzania Staples Value Chain). In addition, one respondent considered the collaboration with other CG centres an important form of partnership, since all centres promote the inclusion of gender perspectives into their research activities. The final score of four suggests that this capacity is widespread and well developed.

5.2.5 Gender and leadership

The gender experts defined this gender core capacity as the extent to which the leadership is gender sensitive and committed to equality. Examples mentioned for commitment were increasing the number of female staff and promoting women to leadership positions. Thereafter the participants discussed the following question: To what extent is Africa RISING's leadership committed to gender equality? One respondent spoke of the *"frustrating experience of convening meetings and we end up with four women and forty people. And we all sit there and say that this is really bad. But I have not heard anybody coming up with a convincing strategy for trying to get more representation of women in those meetings. The main problem is that there are not that many women in those organizations doing those jobs"*. Another participant concurred and stated that there were few female scientists in the labour market, whose applications were welcomed by the projects. Several members expressed a strong commitment to gender equality and a need to do more. One male discussant said that he was working in a predominantly female team. Owing to the group's self-assessed high commitment, this question scored five, signifying that this capacity does not need further development.

5.2.6 Innovation in gender approaches

Innovation in gender approaches was introduced as the capacity to identify and develop actions that are transformative in the sense of tackling the fundamentals of gender inequalities

and discriminations. Instead of addressing the symptoms, transformative approaches attempt to change norms and rules that perpetuate gender imbalances. At the same time they create environments that enable both men and women to have sufficient access to productive resources, to participate in decision-making processes, and to be among the beneficiaries of Africa RISING's interventions.

Participants were asked to discuss the following question: To what extent does the program develop, test, and apply gender transformative approaches? Most respondents considered this capacity to be poorly developed. One respondent stated, "... *there is not that much out there that is transformative by my sense of the word. Transformative is a high bar*". Another participant presented a success story from Ghana in which the establishment of community-based R4D platforms had led to an increase in women's access to land. Apart from this example, however, it became apparent that the majority of activities have not yet reached the level of being transformative. Eventually, the group agreed on a score of two, indicating that the capacity to be innovative and to design and apply transformative approaches is low and has not been developed.

5.2.7 Prioritizing core capacities for development

The last part of the focus group discussion revolved around three questions. They were:

1. Looking at the scores, which capacities would the group prioritize for development?
2. How can prioritized capacities be developed?
3. For prioritized capacities, which score would the group like to have in two years?

In respect to the first question the majority of participants agreed that the capacity to do gender analysis should be promoted. This capacity was seen as "*fundamental. I need to know the alphabet before writing a novel*". Several respondents held that better gender analysis would lead to improvements even in other gender capacities, especially the lowly developed field of gender transformative approaches. One participant summarized that "*the commitment is there, the data is there*", now there is a need for "*doing the analysis with the intention of developing better innovations. (...) So really dig into those data and then look for opportunities for real transformative approaches*". Gender analysis and innovation in gender approaches were identified as capacities with the lowest scores that should be prioritized for training and action.

When asked how the management could support the development of gender analysis, three proposals were made. One participant suggested that gender analysis training should be followed up after a certain period of time. *“It is about how we reinforce the awareness of the research teams. It is not a case of I went to gender analysis training and I have done it. Again it is box ticking”*. Instead, the objective should be that *“mainstreaming is becoming part of your thinking”*. Another proposal was to allocate a specific portion of the budget to research activities targeted at women and children. One discussant argued that this would not constitute a new measure, but was already happening in their project. Finally, one respondent put forward that *“one way to develop awareness and capacity is to partner with those who are already gender experts, who have already analysed a lot of data”*. IFPRI’s gender department was mentioned as a potential partner.

The question which scores the group would like to have in two years time for gender analysis and innovation in gender approaches sparked a lively discussion. While participants easily agreed that gender analysis should be lifted to four in two years time, the development and implementation of gender transformative approaches was perceived as more difficult. One person doubted that they would dispose over the necessary resources to introduce new approaches. Another member added: *“You almost need another amount of time to determine whether they are transformative”*. Transformation was described as emerging over a longer period and necessitating sufficient funds – a fact that would make it unrealistic to aim at a high score after a short time only. The group agreed that an improvement from currently two to three after two years was realistic and a four could be *“on the radar”* after five years.

Participants engaged in a meta-level reflection on the discussion process and its results at various points of the assessment. One person asked the other team members to stay aware of the fact that *“the lower the figures (scores), the more budget you will need, isn’t it? (Laughter of the group) Just to know the consequences”*. Later the same participant expressed the assumption that the gender experts would *“always try to go a little bit lower than we present”* the scores. Finally, several team members asked the facilitators to reveal how they would have scored the organizational capacities. This question was based on two aspects: First, some participants were uncertain if their assessment was adequate (*“Do you think we are way out?”*). Second, it was remarked that future gender activities should not rely on the outcome of self-assessment only, but should be complemented by the experts’ advise. As one respondent stated: *“... there are probably things that you can offer to Africa RISING that we are not even aware of”*.

At the end of the focus group discussion two additional concerns were vented. One participant emphasized that Africa RISING should not only prioritize underdeveloped gender capacities for promotion, but should also maintain its efforts in relation to gender capacities that were perceived as strong. Approaching phase two of the program, effective partnerships and gender responsive programming were identified as areas to focus on in order to avoid lower scores in future assessments. Another concern was that a half-time gender position for the ILRI-led project in Ethiopia and a full-time gender position for the five IITA-led countries would not suffice to do serious gender analysis. As one participant stated: *“Training is good, but you need a continuous interaction with the research teams to make sure that they have the capability to implement gender analysis”*. No member of the group disputed the need for a larger gender team. Several options for support were discussed. These included: recruitment on a short-term or long-term basis; hiring of consultants versus employment by the projects; partnerships with gender experts at national and international institutions. The focus group was closed without any resolution in terms of the last concern.

5.2.8 Summary and overview results

Members of the program coordination team identified two capacities, gender analysis and innovative approaches, as being in need of improvement. For gender analysis they saw the danger of research teams merely ticking boxes without proper understanding. Therefore, participants requested gender experts to show co-scientists why and how gender analysis matters. Furthermore, they suggested combining trainings with follow-up support and strengthening partnerships with gender experts in various organizations. They expressed the assumption that better gender analysis and the integration of its results in research planning would go a long way towards developing innovative or gender-transformative approaches. Transformation was perceived as desirable, yet a “high bar” necessitating long-term engagement and sufficient funds.

Areas in which the coordination team assessed itself as strong were effective partnerships, gender and leadership and gender responsive M&E and knowledge management. Several examples underlined how Africa RISING cooperates with gender-specific or gender-sensitive organizations. However, the assessment of knowledge management and leadership was based more on commitment and strategic vision than on measures for implementation, as expressed by several respondents. The collection of sex-disaggregated data was described as a norm, yet with hardly any subsequent analysis. Table 29 gives an overview of the discussion questions and their scores.

Table 29: Overview results: organizational level

Capacity	Current score	Score sought for after two years
Gender analysis (Overall)	3	4
1. To what extent do scientists (always) apply gender analysis in their research work?	3	
2. To what extent are incentives and procedures in place to ensure that scientists (always) apply gender analysis in their research work?	3	
Gender responsive programming, budgeting and implementation (Overall)	3	
1. To what extent do scientists use feedback from gender analysis to develop new research?	2	
2. To what extent are actions towards a more gender responsive Africa RISING projected implemented? E.g. adjustments of procedures, planning documents, log frames affirmative action.	4	
Knowledge management and gender responsive M&E (Overall)	4.5	
1. To what extent are mechanisms in place to ensure that all data is sex-disaggregated?	4	
2. To what extent is gender considered in Africa RISING's communication strategy?	5	
Effective partnerships for promoting gender equality (Overall)	4	
To what extent does Africa RISING partner with gender-sensitive or gender-specific organisations?	4	
Gender and leadership (Overall)	5	
To what extent is Africa RISING's leadership committed to gender equality?	5	
Innovation in gender approaches (Overall)	2	3
To what extent does Africa RISING develop, test and apply gender transformative approaches?	2	

5.3 Environmental level: regional and national agricultural policies and gender

In 2003, the introduction of the Comprehensive Africa Agriculture Development Program (CAADP) constituted a milestone for agricultural policy-making in Africa. As part of the New Partnership for Africa's Development (NEPAD), CAADP provides a continent-wide framework that entails a set of principal guidelines and strategies for agricultural development (CAADP 2015). Principally, CAADP seeks to identify key areas for public investments within the broader agricultural context (e.g. yield-enhancing technologies, institutional development) that are considered drivers of improved food security and reduced poverty (United Republic

of Tanzania 2011:14). In this framework, gender is treated as a crosscutting issue that is needed to achieve CAADP's overall objectives. As complement to CAADP, additional policy frameworks were designed at the level of intergovernmental organizations that take account of regional particularities. With regard to Africa RISING's project areas, these include frameworks from the East African Community (EAC), the Southern African Development Community (SADC), as well as the Economic Community of West African States (ECOWAS).

Meanwhile, the majority of African governments, including those in the five IITA-led project countries, have incorporated CAADP principles into their agricultural agendas. As a consequence, the promotion of gender mainstreaming into all governmental efforts and institutions has become a basic element of national development concepts, frameworks, and strategies. Nonetheless, the degree to which gender is embedded into agricultural policies strikingly differs across countries.

5.3.1 Agricultural policies in East and Southern African

In East and Southern Africa, Africa RISING operates in three countries namely Malawi, Tanzania, and Zambia. As indicated above, all three governments acknowledge the CAADP framework and therefore recognize the importance of gender equality as a catalyst for agricultural development and growth. Meanwhile, ministries were established that are responsible to ensure and monitor the mainstreaming of gender into national concepts across all sectors and institutions. The ministries have developed national gender policies to further institutionalize gender mainstreaming at all levels. In view of this, the political environments in the three project countries are generally supportive of efforts to integrate gender into Africa RISING's activities.

A closer look at particular agricultural policies, however, draws a much more differentiated picture. In this regard, differences mainly occur in the wake of contesting understandings of gender-related challenges in agriculture as well as the extent to which concepts of gender mainstreaming have been elaborated. The government of Malawi, for instance, has developed an Agricultural Sector Wide Approach (ASWAp) (2011) that entails a nuanced set of policy objectives, strategies, and indicators. It defines core challenges associated with gender, points out approaches to address them and formulates criteria to monitor and evaluate respective outcomes. The Malawian government identifies gender-based challenges along three major lines; the discrimination of women in agricultural production, inequalities related to power-relations and participation in decision-making on the household and the community level, as well as the need to built up gender capacities in agricultural research

and public institutions (MoAFS 2011:14, MoFDP 2011:70f). This testifies to a multidimensional conceptualization of gender in agriculture. Agricultural policies in Malawi also encourage the consideration of gender in agricultural research and the development of gender capacities within international research programs.

In Zambia, agricultural policies equally premise on a broad understanding of gender-related challenges in agriculture. In addition to the aspects mentioned in connection with the Malawian case, agricultural policy frameworks in Zambia – such as the country's Revised Sixth National Development Plan (R-SNDP) – put a strong emphasis on the key role of gender capacities in agricultural research as well as on the part of extension staff in order to achieve meaningful research outcomes and to provide effective services (MoF 2011:184, MACO 2004:12, 17). Accordingly, the contemporary National Agricultural Investment Plan (NAIP) recognizes a “deliberate focus on gender sensitive research” (MAL 2013:77). Principally, this mirrors a generally enabling policy environment for Africa RISING's intention to mainstream gender into their research activities. However, a concrete action plan along the lines of Malawi has not yet been developed in Zambia, which suggests that the integration of gender aspects in agricultural policies may correspond to the formulation of visions. In other words, the absence of concrete measures hints at a remaining lack of attention from public authorities to issues of gender in agriculture. This is further supported by the National Agricultural Policy (NAP) that identifies a lack of gender awareness among policy makers and farmers as a major challenge in the country (MACO 2004:12).

In Tanzania, the elimination of inequalities and discriminations based on gender constitutes an integral part of the country's Vision 2025 (United Republic of Tanzania 1999:3). As opposed to policy frameworks in the two countries discussed above, Tanzania's National Agricultural Policy (NAP) explicitly recognizes the cultural dimension of gender discriminations in agriculture (MAFC 2012:30). However, the priority areas in agriculture remain the classical ones of agricultural growth, productivity increases, and commercialization (United Republic of Tanzania 2011:20). Given these prioritizations, gender issues seem to be of relevance as long as they assist to one or several of the mentioned key objectives. Thus, the Tanzanian government identifies major gender-based challenges mainly around the wider context of agricultural production and marketing (MAFC 2012:30). Furthermore, gender capacity building on the part of public institutions and staff as well as the role of gender-sensitive agricultural research are weakly integrated into agricultural policy frameworks in Tanzania. As opposed to Malawi and Zambia, agricultural policy frameworks in Tanzania largely lack to outline interlinks between the ability to effectively address gender-based discriminations

and inequalities on the one hand and gender sensitive agricultural research as well as the existence of gender capacities within public institutions on the other hand. Consequently, agricultural policies miss to set standards in terms of gender in agricultural research, and thus, do not explicitly oblige research initiatives such as Africa RISING to incorporate gender into their activities.

5.3.2 Agricultural policies in West Africa

In West Africa, Africa RISING's activities are confined to communities in Ghana and Mali. In 2005, the Economic Community of West African States introduced a regional agricultural policy concept (ECOWAP), which together with CAADP sets the frame for agricultural policy-making in the region. In relation to gender, ECOWAP focuses on gender equality in the sense of a "greater involvement of women in socio-economic decisions" (MoFA 2007:21). It therefore follows the CAADP perspective on gender as a crosscutting issue.

In consideration of the guiding principles of both abovementioned frameworks, agricultural policies in Ghana cover a diverse set of gender-related challenges at various fronts. In this context, the contemporary Food and Agriculture Sector Development Policy (FASDEP II) emphasizes a lack of gender sensitivity in association with agricultural research and extension services as a root cause for poor Research-Extension-Farmer-Linkages (RELC's) (MoFA 2007:17). This is explained by a general neglect of gender perspectives in agricultural research associated with a lack of gender-disaggregated data (ibid:32). Besides, the Ghanaian government recognizes the key role of gender capacities in public institutions in order to mainstream gender into governmental programs in agriculture (ibid:39). As a consequence, agricultural policies in Ghana clearly consider of gender aspects in agricultural research designs as well as the building of gender capacities on the part of all stakeholders involved in agricultural development and research (ibid.:45). In spite of this, critical voices such as a recent report on the implementation of gender policies in agriculture from the CGIAR Research Program on Water, Land, and Ecosystems point at a wide gap between policy and practice, claiming that gender has become a "buzz word" in national policy frameworks in Ghana (Dittoh et al. 2015:1). Nonetheless, the contemporary policy environments in Ghana could be understood as a reminder for programs such as Africa RISING to reinforce efforts that assist to the strengthening of gender capacities and to increase gender awareness on the organizational level.

Turning to Mali, in 2010 the government adopted a new National Gender Strategy that entails key objectives and strategies to mainstream gender into all policies and programs. In

this regard, agricultural policies hint at a relatively narrow understanding of gender-related challenges in agriculture with a strong focus on the needs of and discriminations faced by women (World Bank 2013:n.s.). Similar to the policy context in Tanzania, agricultural policies in Mali largely ignore the role of gender sensitive agricultural research as well as gender capacity building as means to effectively mainstream gender in agriculture. Thus, Africa RISING activities in Mali are not embedded into a political context that encourages gender sensitive research and gender capacities.

5.4 Findings on interrelated levels

Conceptually, the gender capacity assessment distinguished between three levels: the environmental, organizational and individual level. In practice, however, levels are often interrelated and hardly separable from each other. In our case this was especially true for interrelations between the organizational and the individual level due to a focus on the same gender core capacities. The environmental level, based on an analysis of agricultural policies, constituted an important but more distant dimension. It is therefore not part of the following discussion.

Before turning to interrelations, overall findings show remarkable variations with regard to gender capacities in the program. These include differences across core capacities and project regions as well as differences among managers and researchers and male and female participants. A central message that emerged is that gender capacities (and equally their absence) are highly contextualized and specific in their nature.

In terms of commonalities and contradictions between outcomes at the management level and among individual staff, the following observation was made: In the focus group discussion managers tended to assign core capacities to research teams who they perceived as single units (as opposed to a focus on individuals in the survey). In doing so gender capacities were implicitly treated as common property of whole teams and not as individual assets. At the same time, the survey unfolded significant differences on the individual level. This suggests that research teams should be understood as groups of individuals with varying preferences and needs rather than as single units. Thus, the conceptualization of effective strategies and measures to develop gender capacities within Africa RISING needs to take the individual dimension into account (e.g. individual learning needs and styles).

In some cases, findings from both levels were consistent. The pronounced lack of gender training experiences for large parts of individual staff (general gender training as well as gender analysis training) corresponded to management criticism that gender capacity development should have been introduced earlier (and not in year five). Besides, a high demand for gender support expressed in the survey coincided with the undisputed need to employ more gender staff especially for IITA-led regions, as discussed by the management. Other congruent assessments included the low level of gender analysis in the projects, the poor consideration of feedback from previous gender-specific research in research planning, and the very limited capacities to develop and apply innovative and gender-transformative approaches.

In terms of contradictions, contesting findings emerged in conjunction with gender mainstreaming. On the management level, the general tenor was that commitment to and awareness of the importance of gender mainstreaming are well developed. However, survey results indicate problems in implementation. Although 60,5 % of the respondents held that gender concerns influence their everyday work to a significant extent, 37.3% perceived themselves without a mandate to mainstream gender in their work and 44.7% had not yet requested (and received) assistance from the gender focal point in their organization. In light of this, it is justifiable to ask how management and individuals' commitment can be better translated into concrete mainstreaming measures and support.

Further to note is a pronounced discrepancy in the assessment of some gender core capacities on the organizational as compared to the individual level (see Table 30). In general, management scores were higher than the mean survey score for each of the six capacities. A particularly large gap emerged in conjunction with 'gender and leadership' where a score of five by the management corresponded to an aggregated score of 2.23 in the survey (5/2.23). 'Knowledge management and gender responsive M&E' received an overall score of 4.5 in the focus group discussion as compared to 2.42 on the individual level (4.5/2.42). Similarly, the coordination team rated "effective partnerships and advocacy on promoting gender equality" as four as opposed to 2.26 by survey participants (4/2.26). Less marked were differences in assessment for the following capacities: 'Gender analysis and strategic planning' (3/2.45), 'gender responsive programming, budgeting, and implementation' (3/2.79) and 'innovation in gender responsive approaches' (2/1.91).

Table 30: Comparison of scores at organizational/individual level

Core Capacity \ Score	Gender analysis and strategic planning	Gender responsive programming, budgeting, and implementation	Knowledge management and gender responsive M&E	Effective partnerships and advocacy on promoting gender equality	Gender and leadership	Innovation in gender responsive approach
Organizational Level	3	3	4.5	4	5	2
Individual Level	2.45	2.79	2.42	2.26	2.23	1.91
Difference	0.55	0.21	2.08	1.64	2.77	0.09

6 Key areas for development

This final chapter of the assessment report presents avenues for strengthening gender inclusion within the IITA-led Africa RISING projects. It takes into account that the multi-stakeholder set-up of the projects offers distinct advantages and disadvantages for gender mainstreaming. On the one hand, gender-learning experiences facilitated by Africa RISING may spill over to a variety of participating organizations, such as other CG centres, national research institutions and development partners. Therefore, Africa RISING is in the position to potentially inspire changes beyond its primary organizational context (IITA). On the other hand, certain areas of gender mainstreaming, in particular the human resource management and organizational culture of Africa RISING’s partners cannot easily be influenced. Here organizational boundaries demarcate diverging policies and approaches. Even in the case of the CGIAR, where a joint gender strategy exists, gender-friendly workplace regulations (see CGIAR, Flexible Workplace, 2006) are circulated at most as recommendations. Considering these advantages and disadvantages and the results of the assessment, it seems important to identify starting points for leveraging gender mainstreaming within Africa RISING. In what follows we present suggestions for the six gender core capacities of the evaluation framework. Since some capacities are interrelated, we pair them for the discussion.

6.1 Gender analysis and innovation in gender approaches

The focus group discussion as well as the survey recognized gender analysis in agricultural research as a capacity that strongly needs improving. The management prioritized it for development within the next two years. It was expected that profound gender analysis trainings would contribute to taking up gender-transformative approaches in the long run. This

expectation could be met through trainings that emphasize Kabeer's social relations framework (see, Kabeer, *Reversed Realities*, 1994). Kabeer proposes to shift the focus of gender analysis away from the tangible symptoms of inequalities (such as access to land) towards the social institutions that perpetuate them (such as the market, community, household, state). She provides a framework for an examination of institutions and their interrelations and for a discussion on how institutional actors can bring about change. Trainings should follow the two most preferred ways of learning mentioned by the assessment's respondents: face-to-face trainings and learning by doing.

Key areas for development:

- Africa RISING's gender team (assisted by external trainers) should offer gender analysis trainings with an orientation towards Kabeer's social relations approach to prepare the ground for participatory transformative activities.
- They should combine these trainings with subsequent assignments for integrated research and follow-up support by experts.
- In addition, they should provide an index listing gender training opportunities (online and personal formats), tools and literature to Africa RISING researchers to ease access and learning tailored to individual needs and preferences.
- Africa RISING's project coordinator and chief scientists should encourage the set up of a small number of research projects with a gender-transformative approach as pilots for learning and to inspire discussions about how similar approaches could be developed for other Africa RISING contexts.

6.2 Gender-responsive programming, knowledge management and M&E

Gender analysis for research programming was another capacity that both management and individual survey participants assessed as being underdeveloped. An important step towards enhancing this capacity will be to synthesize and analyse available gender data with the aim to come up with gender objectives and indicators for phase two of Africa RISING. Objectives should be reflected in the log frame and theory of change (to be drafted). The already established process of gender action planning will align activities to key results areas. Finally, gender-sensitive communication and exchange with internal and external audiences should be taken to the implementation level.

Key areas for development:

- Africa RISING's gender team and M&E experts should evaluate existing gender data (policies, research data, statistics etc.) to draft, discuss and approve gender objectives and indicators for phase two of Africa RISING.
- Africa RISING's project coordinator and chief scientists should strengthen and further institutionalize gender action planning to link objectives to day-to-day activities. They should promote the participation of gender specialists in review and planning meetings to ensure that gender aspects in work plans are clearly outlined and doable. Annual gender reports will support consecutive research planning.
- Africa RISING's monitoring and evaluation team should ensure that regional M&E experts to be recruited have been (or will be) trained in gender-responsive M&E so that the overall capacity to collect and analyse sex-disaggregated data can be improved (e.g. through trainings or standards for work plans, research protocols, reports).
- Africa RISING's communications and gender experts should develop guidelines for gender-sensitive reporting to monitor media outputs (already planned for 2016). They should make sure that more gender-sensitive or thematic women's organizations are included in R4D platforms and used for the validation of results and research planning.
- Also, they should improve internal exchange about gender research experiences – both among teams and with the gender unit. Examples of gender-sensitive research within Africa RISING should be highlighted and widely disseminated to maximize benefits and inspire similar efforts.

6.3 Gender and leadership and effective partnerships

The leadership of Africa RISING assessed its own commitment to gender equality as very high. Respondents of the survey, however, assigned lower scores to leadership support and to their mandate to mainstream gender within their organizations. These results could partly be due to the multi-stakeholder set-up of Africa RISING, where organizations with various degrees of gender commitment cooperate. This environment restricts the range of a classical gender audit. Some areas such as gender in objectives, programming and budgeting, gender expertise and competence (capacity assessment) and the choice of partner organizations can be subjected to evaluation. Others such as human resource management and organizational culture defy interference. In this light, the strategic selection of cooperation partners

emerges as the key to successfully mainstreaming gender even beyond the network core. This relates to both research and development partners (for phase two).

Key areas for development:

- Africa RISING's project coordinator should commission a gender-focused multi-stakeholder analysis that generates gender profiles of potential partners for Africa RISING's second phase. Aims are to build strategic alliances and to include gender deliverables and capacity development in the contracts (for a tool see GTZ, Multi-Stakeholder Management: Tools for Stakeholder Analysis, 2007).
- Africa RISING's project coordinator together with partners should discuss and establish measures to ensure a better gender-balance of research teams. They should evaluate if the introduction of quotas for the training of students and interns within Africa RISING can contribute to the intended gender-balance in the long run.

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Appendix A – Survey questionnaire for individuals

Section 1: General information

The objective of this section is to collect general information from all respondents that will help analyse the results.

1. Country/Countries (in which you mainly work for Africa RISING)

2. Organizational affiliation: _____

3. Staff position:

- Management
- Administration
- Other, please specify: _____
- Researcher, please specify:
 - Livestock
 - Crops
 - Soil
 - Socio-economics
 - Other, please specify: _____

4. Gender

- Male
- Female

5. Age 18-25 26-35 36-45 46-55 56-65 >65

Section 2: Educational background, previous experiences in gender training and relevance of gender concerns to everyday work

The objective of this section is to gather information on the educational background of respondents, previous gender training experiences and the relevance of gender concerns to their everyday work.

6. Have you received an introductory training or orientation on gender issues?

- Yes
- No

7. Have you taken gender related training or courses in the last two years? Please, include trainings where gender was included but not the main topic of the training.

- Yes
- No

If yes, please, include information of the trainings taken: _____

8. Do you have a gender unit or gender focal point in your organization?

- Yes
- No

9. Have you received support from the gender unit or gender focal point in your organization for your work on gender (mentoring, coaching, detailed assignment, etc.)?

- Yes. Please, specify: _____
- No
- Not applicable

10. To what extent do gender concerns influence your everyday work?

Not at all	
To a limited extent	
To a significant extent	
The whole focus is on gender	
Not applicable	

Section 3: Core gender capacities

The objective of this section is to assess core gender capacities on the individual level.

Instructions: Please fill in questions 10 to 25 using the scoring as described below. You can put comments on every question, to clarify issues. The questions refer to your own capacities.

Scoring gender capacities

- 1 = Very Low: No evidence or only anecdotal evidence of the gender capacity
- 2 = Low: gender capacity exists but has not been developed
- 3 = Medium: gender capacity exists and is under development or partially developed
- 4 = High: gender capacity exists, is widespread, but not comprehensive, further development is planned or needed
- 5 = Very High: gender capacity exists and is fully developed and integrated into the organization – no more capacity development needed

A. Gender analysis and strategic planning

The capacity to do gender analysis, access to and knowledge of gender analytical tools, and the capacity to use information from analysis in strategic planning.

11. To what extent do you use gender analytical frameworks and tools in your work?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

12. To what extent do you have the skills, experience, and knowledge to include gender analysis in your work?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

13. To what extent do you have sufficient access to gender analytical tools?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments? _____

14. To what extent have you received sufficient training on gender (analysis)?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments? _____

B. Effective partnerships and advocacy on promoting gender equality

The capacity to build coalitions, influence government and external partners, and to advocate for women's rights.

15. To what extent do you have the skills, experience, and knowledge to produce gender-relevant research material?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments? _____

16. To what extent is research material used (by other partners) to advocate for gender equality in the value chain?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments? _____

C. Gender responsive programming, budgeting, and implementation

The capacity to develop gender responsive programs and implement them as planned, allocate financial and human resources to it, having a gender sensitive structure and organizational culture, reflected amongst others in an internal gender balance.

17. To what extent do you have the skills, experience, and knowledge to do gender specific research?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments? _____

18. To what extent do you have a mandate to ensure gender is mainstreamed in your organization?

VERY LOW 1 2 3 4 5 VERY HIGH

Please specify: _____

19. To what extent are you supported by the leadership of your organization to implement gender responsive actions?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

D. Knowledge management and gender responsive M&E

The capacity to collect and analyse sex-disaggregated and gender equality data, to monitor and to report on gender responsive programming.

20. To what extent do you have the skills, experience, and knowledge to collect, interpret and report on sex- disaggregated data?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

21. To what extent do you have the skills, experience, and knowledge to report on gender responsive programming?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

22. To what extent do you have the skills, experience, and knowledge to develop knowledge documents and publications on gender?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

23. To what extent do you have the skills, experience, and knowledge to develop and apply gender responsive M&E systems?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

E. Gender and leadership

The commitment and vision towards gender equality and women’s rights; women's leadership and power to take decisions.

24. To what extent do you have the skills, experience, and knowledge to research women’s decision-making power and their role in leadership positions and decision-making bodies and make recommendations on interventions that will make women and men more equal in relation to each other?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

F. Innovation in gender responsive approach

Innovative and experimental approaches for impact in women's empowerment (from accommodating to transformative), capacity to search for, absorb and share information, knowledge and resources.

25. To what extent do you have the skills, experience, and knowledge to do research into Gender Transformative Approaches (GTAs) and other innovative approaches and methods that empower women?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

26. To what extent do you have the skills, experience, and knowledge to apply innovative approaches and methods in gender responsive research?

VERY LOW 1 2 3 4 5 VERY HIGH

Comments?

27. What other capacities do you think are important to develop?

28. Priority capacities to develop and the desired score (from 1 = VERY LOW to 5 = VERY HIGH)

Please indicate the score desired per capacity. If the capacity does not need to be developed, please tick N/A.

Capacity/Score	1- Very low	2- Low	3- Medium	4- High	5- Very high	N/A
Gender analysis and strategic planning						
Effective partnerships and advocacy on promoting gender equality						
Gender responsive programming, budgeting, and implementation						
Knowledge management and gender responsive M&E						
Gender and Leadership						
Innovation in gender responsive approaches						

Section 4: Learning styles and needs

The objective of this section is to gather information on the training needs and preferences from the respondent's perspective.

29. Which trainings on gender equality would you like to take or receive to improve your work?

30. What tools and/or sources of information would you prefer to use to support your knowledge of and/or the inclusion of gender issues in your work?

31. What are the top three ways in which you prefer to learn? Please select your top three options:

Ways of learning	Please tick
Face to face trainings, workshops and courses	
Self-paced online courses	
Moderated online courses with a tutor	
Blended trainings (online moderated with a tutor and face to face workshops)	
Detailed assignments	
Coaching	
On the job/learning by doing with follow up by specialist	
Conferences	
Other, please explain:	

32. Please share any thoughts or comments that you think might be useful

Appendix B – Focus group discussion guide

Guide for focus group discussion with Project Coordination Team, Africa RISING,
09/10/2015, Bamako, Mali

Facilitators: Annet Mulema, Gundula Fischer

Poster 1:

Gender Capacity Assessment

1. Why?
2. Tool
3. Procedures
4. Scoring
5. Consent (to continuation of discussion and recording)

Poster 2:

Gender Core Capacity 1: Gender Analysis

3. To what extent do scientists (always) apply gender analysis in their research work?
Score: ____
4. To what extent are incentives and procedures in place to ensure that scientists (always) apply gender analysis in their research work? Score: ____

Poster 3:

Gender Core Capacity 2: Gender Responsive Programming, Budgeting and Implementation

3. To what extent do scientists use feedback from gender analysis to develop new research? Score: ____
4. To what extent are actions towards a more gender responsive Africa RISING projected implemented? E.g. adjustments of procedures, planning documents, log frames affirmative action. Score: ____

Poster 4:

Gender Core Capacity 3: Gender Responsive M&E and Knowledge Management

3. To what extent are mechanisms in place to ensure that all data is sex-disaggregated?
Score: ____
4. To what extent is gender considered in Africa RISING's communication strategy?
Score: ____

Poster 5:

Gender Core Capacity 4: Effective Partnerships for Promoting Gender Equality

To what extent does Africa RISING partner with gender-sensitive or gender-specific organisations? Score: ____

Poster 6:

Gender Core Capacity 5: Gender and Leadership?

To what extent is Africa RISING's leadership committed to gender equality? Please give examples. Score: ____

Poster 7:

Gender Core Capacity 6: Innovation in Gender Approaches

To what extent does Africa RISING develop, test and apply gender transformative approaches?

Score: ____

Poster 8:

Priority Capacities to Maintain or Develop

4. Looking at the scores, which capacities would you prioritize for development?
5. How can prioritized capacities be developed?
6. For prioritized capacities, which score would you like to have in two years?

Extra-Poster 1:

Scoring Gender Capacities

- 1 = very low, no evidence or only anecdotal evidence
2 = low, exists but has not been developed
3 = medium, exists and is under development or partially developed
4 = high, exists, is widespread but not comprehensive, further development is planned or needed
5 = very high, exists and is fully developed and integrated into the organization, no more development needed

Extra-Poster 2:

Ranking of Capacities

Capacity	Current Score	Score Sought for after 2 Years
Gender Analysis		
Gender Responsive Programming, Budgeting		
Gender Responsive M&E and Knowledge Management		
Effective Partnerships for Promoting Gender Equality		
Gender and Leadership		
Innovation in Gender Approaches		

Current scores were added after discussion of poster 2-7. Scores sought for after two years were added during discussion of poster 8.

Appendix C – Agricultural policy frameworks, documents, plans

Region	East and Southern Africa			
Country	Tanzania	Malawi	Zambia	
Documents	<ol style="list-style-type: none"> 1. The Tanzania Five Year Development Plan 2011/12-2015/16 <ul style="list-style-type: none"> • 2. National Agricultural Policy (2012) 3. Tanzania Agriculture and Food Security Investment Plan (TAFSIP) 2011/12 to 2020/21 <ul style="list-style-type: none"> • 4. The Tanzania Development Vision 2025 	<ol style="list-style-type: none"> 1. The National Agricultural Policy – Promoting agricultural productivity for national food security and economic growth and development through value chain development <ul style="list-style-type: none"> • 2. Malawi Agricultural Sector Wide Approach - A prioritized and harmonized Agricultural Development Agenda: 2011-2015 • 3. Malawi Growth and Development Strategy II 2011-2016: (http://www.gafspfund.org/sites/gafspfund.org/files/MGDS%20II%20final%20document%20january%202012.pdf) 	<ol style="list-style-type: none"> 1. National Agriculture Policy (2004-2015) <ul style="list-style-type: none"> • 2. National Agriculture Investment Plan (NAIP) 2014-2018 3. Revised Sixth National Development Plan 2013-2016 	<ol style="list-style-type: none"> 1. Food and Agriculture Development http://mofa.gov.g 2. Medium Term Investment P http://mofa.gov.g 3. Gender and A Development <ul style="list-style-type: none"> •

Appendix D – Organisations participating in the gender capacity assessment

This list contains all organisations participants of the assessment were affiliated to.

Organisation/Institution	Number of participants	Homepage
International Institute of Tropical Agriculture (IITA)	17	www.iita.org
AVRDC – The World Vegetable Center	7	www.avrdc.org
International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)	6	www.icrisat.org
International Livestock Research Institute (ILRI)	5	www.ilri.org
International Center for Research in Agroforestry (ICRAF)	5	www.ciesin.org/IC/icraf/ICRAF.html
International Food Policy Research Institute (IFPRI)	4	www.ifpri.org
International Maize and Wheat Improvement Center (CIMMYT)	4	www.cimmyt.org
International Water Management Institute (IWMI)	2	www.iwmi.cgiar.org
CSIR-Savanna Agricultural Research Institute (SARI)	1	www.csirsari.org
CSIR- Animal Research Institute (ARI)	1	www.csir-ari.org
International Center for Tropical Agriculture (CIAT)	1	www.ciat.cgiar.org
Africa Rice Center (AfricaRice)	1	www.africarice.org
Ministry of Agriculture Tanzania	3	www.agriculture.go.tz
Zambia Agriculture Research Institute (ZARI)	3	http://www.zari.gov.zm/
Ministry of Agriculture Malawi	1	http://www.malawi.gov.mw
Michigan State University (MSU), United States	3	https://msu.edu
Lilongwe University of Agriculture and Natural Resources (LUANAR), Malawi	2	http://www.bunda.luanar.mw/luanar/
University of Dodoma (UDOM), Tanzania	1	http://www.udom.ac.tz/
Sokoine University of Agriculture, Tanzania	1	http://www.suanet.ac.tz/
Wageningen University, Netherlands	1	http://www.wageningenur.nl