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**NSSP Background Paper 8**

## **Institutional Capacity for Designing and Implementing Agricultural and Rural Development Policies and Strategies in Nigeria**

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# **THE NIGERIA STRATEGY SUPPORT PROGRAM (NSSP)**

## **BACKGROUND PAPERS**

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The Nigeria Strategy Support Program (NSSP) of the International Food Policy Research Institute (IFPRI) aims to strengthen evidence-based policymaking in Nigeria in the areas of rural and agricultural development. In collaboration with the Federal Ministry of Agriculture and Water Resources, NSSP supports the implementation of Nigeria's national development plans by strengthening agricultural-sector policies and strategies through:

- Enhanced knowledge, information, data, and tools for the analysis, design, and implementation of pro-poor, gender-sensitive, and environmentally sustainable agricultural and rural development policies and strategies in Nigeria;
- Strengthened capacity for government agencies, research institutions, and other stakeholders to carry out and use applied research that directly informs agricultural and rural policies and strategies; and
- Improved communication linkages and consultations between policymakers, policy analysts, and policy beneficiaries on agricultural and rural development policy issues.

### **ABOUT THESE BACKGROUND PAPERS**

The Nigeria Strategy Support Program (NSSP) Background Papers contain preliminary material and research results from IFPRI and/or its partners in Nigeria. The papers are reviewed by at least one reviewer from within IFPRI network but are not subject to a formal peer review. They are circulated in order to stimulate discussion and critical comment. The opinions are those of the authors and do not necessarily reflect those of their home institutions or supporting organizations.

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## ACRONYMS

AADP	Abia State Agricultural Development Programme
ADP	Agriculture Development Program
ABU	Ahmadu Bello University, Zaria
AGOA	African Growth and Opportunities Act
APSF	Agricultural Policy Support Facility
BNARDA	Benue Agricultural and Rural Development Authority
CBN	Central Bank of Nigeria
CIDA	Canadian International Development Agency
CPIA	Country Policy and Institutional Assessment
DfID	Department for International Development
ENADEP	Enugu State Agricultural Development Programme
FAO	Food and Agriculture Organization of the United Nations
FECA	Federal College of Agriculture, Akure
FGN	Federal Government of Nigeria
FMARD	Federal Ministry of Agriculture and Rural Development
FMAWR	Federal Ministry of Agriculture and Water Resources
FME nv	Federal Ministry of Environment
FMWASD	Federal Ministry of Women Affairs and Social Development
FUAM	Federal University of Agriculture, Makurdi
GDN	Global Development Network
GDP	Gross Domestic Product
IAR	Institute of Agricultural Research, Samaru
IAR&T	Institute of Agricultural Research and Training, Moor Plantation, Ibadan
ICT	Information and Communication Technologies
IFAD	International Fund for Agricultural Development
IFDC	International Fertilizer Development Centre
IFPRI	International Food Policy Research Institute
LEEDS	Local Economic Empowerment and Development Strategy
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MOUAU	Michael Okpara University of Agriculture, Umudike
NAERLS	National Agricultural Extension and Research Liaison Services
NASC	National Agricultural Seed Council
NEEDS	National Economic Empowerment and Development Strategy
NEPAD	New Partnership for African Development
NFSP	National Food Security Programme
NGOs	Non-Governmental Organizations
NISER	Nigerian Institute for Social and Economic Research
NPC	National Planning Commission
NRCRI	National Root Crops Research Institute, Umudike
NRI	Natural Resources Institute
NUC	National Universities Commission
OGADEP	Ogun State Agricultural Development Programme
OYSADEP	Oyo State Agricultural Development Programme
PhD	Doctor of Philosophy
PPAS	Planning, Policy Analysis, and Statistical
PPRS	Planning, Policy, Research, and Statistics
REKSS	Rural Economy Knowledge Support System
SEEDS	State Economic Empowerment and Development Strategy
SIDA	Swedish International Development Agency
SPSS	Statistical Package for the Social Sciences
SSA	Sub-Saharan Africa

SSCN	Social Science Council of Nigeria
UNAAB	University of Agriculture, Abeokuta
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNN	University of Nigeria, Nsukka
USAID	United States Agency for International Development

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## **Abstract**

This study assessed the capacity for designing and implementing agricultural and rural development policies, strategies, and programs in Nigeria. Data for this study were derived from initial consultations at the Federal Ministry of Agriculture and Water Resources (FMAWR), Federal Ministry of Women affairs and Social Development (FMWASD), and the Federal Ministry of Environment (FMEnv) early in 2008. Two consultation workshops were also held, one for relevant staff in the ministries, parastatals, and NGOs; and the other for relevant university professors and researchers. This was followed by a review of relevant literature and a more detailed survey of institutions and individuals. A sample of relevant institutions and individuals were purposively selected from the Federal Capital, Abuja, Oyo, Kaduna, Enugu Ogun, Benue, and Abia States. At each location, trained data collectors compiled a list of state and federal agencies, nongovernmental organizations (NGOs), and universities where 32 institutional questionnaires were administered, of which 29 were valid for further analysis. Similarly, 320 individual questionnaires were administered, of which 183 were valid for further analysis. The null hypothesis that job satisfaction and institutional incentive was independent of selected background information (gender, position, years spent on job, nature of institution, and level of formal education) of the experts was tested using the Chi square analysis.

The respondents were mostly male (23 of 24) and were either heads of departments (10 of 24) or directors, their deputies and their equivalents (12 of 24). Most of the respondents (22 of 24) exhibited an indifferent perception to the general environment and processes involved in policymaking. Reported capacity- strengthening efforts (for 13 of the 24 institutions surveyed) amounted to an average cost of US\$76.98 per person per day for the 1-3 weeks training provided. While the practice of strategic planning was widespread, mission statements were widely used in only two-fifths of selected institutions; near-term strategies were widely used in about one third; and long-term visions were widely used in a little more than one third. Even the practice of participation in planning from a broad range of personnel within the institution was only widely used in one third of the selected intuitions. Similarly, written guidelines were widely available (22 of 24), but fully disseminated in less than half of the selected institutions. However, respondents claimed that the financial guidelines were being followed strictly, but half of the respondents (12 of 24) did not know the frequency of receiving reports from the accounting system. Most of the selected institutions had both a human resource management unit (70.8 percent) and dedicated staff training centers (54.2 percent), but about half of the respondents neither knew the regularity of review of staff training needs nor when last staff training needs were assessed. The implication of this is that the extent to which the training exercises match the skill gaps of staff and capacity requirements of the institutions were unknown. Between 75–80 percent of the selected institutions engaged in some collaborative programs and linkages with other government institutions, relevant NGOs, international development partners, training institutions, and research institutions. These collaborative ventures worked mainly through cost sharing, exchange, joint engagements, and sharing of reports.

Over 70 percent of the individual respondents (experts) had at least a Master of Science (MSc) or its equivalent. The majority (79.7 percent) were male who had spent more than 10 years on the job. About half of the experts worked with universities, compared to 13.1 percent in the ministries and 37.7 percent in parastatals. Their expertise cut across a broad range of subjects relevant for designing and implementing agricultural and rural development policies— more than one quarter were experts in agricultural economics, extension, communication, rural development, and rural sociology. The most frequently mentioned (51.4 percent) person responsible for agricultural and rural development programs, policies, and strategies was the officer-in-charge, but the list of stakeholders was long and varied. Over 60 percent of the respondents stated that at least some consultation was done with stakeholders through face-to-face communication at stakeholder fora, meetings, conferences, summits, and talks. According to the respondents, the major concerns of

stakeholders about agricultural and rural development policies, programs, or strategies were the extent to which they achieve stated goals. More than half of the respondents claimed that research evidence such as the achievements of previous and on-going programs, results of fresh surveys, and extension and On-farm Adaptive Research (OFAR) reports were used to support the development of agricultural and rural strategies, policies, and programs. This evidence was obtained mainly from agricultural institutions and universities as well as available reports, journals, and publications. The respondents stated that the major sources of funds for the process of agricultural and rural development policy were the Federal Government of Nigeria (FGN), The World Bank, state and local governments, and the Food and Agriculture Organization of the United Nations (FAO). They also stated that the various agricultural and rural development policies, strategies, and programs largely benefited the poor (52.5 percent). It was noteworthy that respondents perceived that the number of women at the ministerial and research levels of agricultural and rural development was less than 1 percent. Even at the level of rural farming communities, only 15.3 percent of the respondents felt that there were more women. Furthermore, only 27.4 percent of the experts incorporated environmental issues in their work and only 20.4 percent undertook environmental analysis in their work. Finally, 91.3 percent were indifferent to their job, meaning that it would be difficult for them to perform to the best of their abilities without allowing them greater freedom in the performance of their jobs and work out a reasonable and acceptable reward package for the job done. The results of the Chi square tests showed that the experts' perception of job satisfaction and institutional incentives is independent of all the background variables considered.

The main capacity gaps for designing and implementing agricultural and rural development policies in Nigeria included 1) the need to entrench democratic principles and transparent leadership and 2) to bridge the gap between universities, research institutions, and policymaking and implementing entities. There was also a limited understanding of the relationships between institutional, human, and material resources versus impact of policy on target end-users at every level in the policy design, planning, implementation, and monitoring and evaluation. Finally, there was a need for the institutionalization of effective measures for tracking changes in the role of evidence in strategic, gender-sensitive planning, through regular monitoring and evaluation, impact assessment, adequate documentation, and commitment to utilize the results of the exercise. Efforts should also be targeted towards improving the quality, gender sensitivity, timeliness, and circulation of policy-relevant evidence.

## **Introduction**

### **Overview of Nigerian Agriculture**

An agricultural system consists of production, processing, storage, marketing, extension, research, and training. While production is a result of land, labor, capital, and entrepreneurship, its magnitude and efficiency from the farm to the consumer depends on handling, preservation, and the processes of making the products readily available and conveniently consumable. For these reasons, agriculture occupies an important position in all societies.

In the period immediately following independence, the agricultural sector played its expected roles in national development. Cash crops such as cocoa, oil palm, and groundnut dominated the export sector. Internal trade between northern and southern Nigeria in agricultural commodities included hides and skin, kola nut, rice, cowpea; and live animals, and agriculture contributed the largest share of the national gross domestic product (GDP).

However, over the years, the sector has witnessed a tremendous decline in its contribution to national development. The near eclipse of the sector in the era of the oil boom (1972–1975) and inconsistent and unfocussed government policies have been cited as the main challenges to food security in Nigeria (Okuneye and Adebayo 2002). Despite these challenges, agriculture remains the major sector upon which the majority of the rural poor in Nigeria depend. Over 70 percent of the active labor force is employed in agriculture, and the sector contributed 23 percent of the GDP in 2006 (CBN 2007). The Federal Government of Nigeria (FGN) has identified agriculture as the key development priority in its efforts to halve poverty by 2015 and to diversify the economy away from the oil sector (Soludo 2006). Over the past decade, the agriculture sector has shown new growth.

The provision of adequate food and use of the food system to empower people entails identification, implementation, and promotion of policy programs and investments both at private and public-sector levels. The country has put in place several such programs and policies over the years. These include: Cooperative Schemes, Farm Settlement Scheme, Integrated Agricultural Development Programmes (1970s), Operation Feed the Nation (1977), Rural Banking Scheme (1977), Land Use Decree (1978), Green Revolution Programme (1980), Directorate of Foods Roads and Rural Infrastructure (1986), Better Life Programme (1987), National Directorate of Employment (1986), Nigeria Agricultural Cooperative Bank, Nigeria Agricultural Land Development Agency (1991), Family Support Programme (1994), Family Economic Advancement Programme (1997), People's Bank of Nigeria (1989), National Fadama Development Programmes (1999), Root and Tuber Expansion Programme (2000), the Presidential Initiatives (2001), National Economic Empowerment and Development Strategy (2004), and the Seven Point Agenda (2007).

### **Objectives**

The overall objective of this review was to assess the capacity for designing and implementing agricultural and rural development policies, strategies, and programs in Nigeria and understand the agricultural policy landscape in Nigeria.

In addition to this introductory section, the report consists of five additional sections:

- Section 2 presents the data collection approach for this report;
- Section 3 is a review of relevant literature on agricultural policy environment and capacity strengthening in Nigeria;
- Section 4 discusses the results of the survey of selected institutions;

- Section 5 discusses the results of the survey of individuals whose activities and work schedules involve agricultural and rural development policy design, implementation, monitoring, and evaluation in Nigeria;
- Section 6 extracts key lessons from the review and makes recommendations for supporting the design and implementation of evidence-based, pro-poor, gender sensitive, and environmentally sustainable agricultural and rural development policies and strategies in the country. It also offers opinions on strengthening the capacity within Nigeria for providing evidence for policymaking and for creating this capacity for future generations.

## **Methodology**

A team from the International Food Policy Research Institute (IFPRI) and the University of Agriculture, Abeokuta, Nigeria (UNAAB) collected data for this study through individual consultations, consultation workshops, surveys, and a literature review.

### **Individual Consultation Meetings**

Initial consultation meetings to explain the focus of the Agricultural Policy Support Facility (APSF) in Nigeria and the pending Rural Economy Knowledge Support System (REKSS) Assessment were held in Abuja with the directors of the Department of Planning, Research and Statistics Division (now renamed as the Department of Planning, Policy Analysis and Statistics) and key program officers of the of three core ministries primarily responsible for gender-sensitive and environmentally sustainable agricultural policies and strategies. These ministries were the Federal Ministry of Agriculture and Water Resources (FMAWR), Federal Ministry of Women Affairs and Social Development (FMWASD), and the Federal Ministry of Environment, Housing, and Urban Development (FMEHUD) (recently renamed the Federal Ministry of Environment). These meetings were used as a means of gaining initial contacts with relevant individuals to provide useful insights to the study.

### **Consultation Workshops**

Two consultation workshops were held to gather information on the capacity for designing and implementing agricultural and rural development policies and strategies in Nigeria. The aim of the workshops was to bring together a range of REKSS stakeholders to report on the agricultural and rural development policy situation in the country. The first workshop was held for relevant staff in the relevant ministries and parastatals in Abuja, February 27, 2008. The second workshop was held for university lecturers/ researchers from selected universities and research institutes at the University of Ibadan, April 28, 2008.

The workshop in Abuja brought together appropriate staff in the relevant ministries and parastatals to identify gaps within the government for designing and implementing agriculture and rural development policies, the capacity challenges they or their staff face in developing and implementing these policies and strategies, knowledge gaps and networking issues, and potential solutions for enhancing the capacity within the ministries. The workshop report is available at <http://www.ifpri.org/themes/nssp/pubs/NSSPWS02.pdf>.

The workshop in Ibadan focused on the capacity for policy analysis and communication of policy research to policymakers from researchers. This workshop assisted in identifying the specific challenges confronting university professors who are teaching the next generation of policymakers, policy analysts, researchers, and university professors for policy analysis. It identified the curriculum gaps within the agricultural economics and agricultural extension programs for agricultural and rural development policy and implementation, the employment opportunities for their graduates, available knowledge for undertaking agriculture and rural development policy research, and methods used by researchers to disseminate their

findings in this area. The proceedings of this workshop are presented at <http://www.ifpri.org/themes/nssp/pubs/NSSPWS03.pdf>

### **Review of Relevant Literature**

A systematic review of relevant literature on the agricultural and rural development policy and strategy development environment and capacity strengthening in Nigeria was conducted. The review was complemented with personal contact with practitioners who provided some gray literature for the review.

### **Development, Administration and Processing of Survey Questionnaires**

Three types of questionnaires were developed for three different categories of respondents--key informant, institutional, and individual questionnaires. The key informant questionnaire (Appendix I) was used during the consultation workshops to extract preliminary information from participants on the broad range of agricultural and rural development policies in Nigeria and the experiences of the participants in dealing with them. The institutional questionnaire (Appendix II) was designed to extract information from a representative of selected institutions on the agricultural and rural policy environment and process; the operational environment of the institution in question, and the financial and human resources available to the institution for achieving its aim. The individual questionnaire (Appendix III) extracted information from relevant staff of selected institutions on their experiences and satisfaction with the agricultural and rural development policy process and institutional incentives available to these individuals; the inclusion of gender in the policy process; and environmental issues in the agricultural and rural development policy process.

The test-retest method was used to pretest the institutional and individual questionnaires for reliability at the Olabisi Onabanjo University's College of Agriculture, Ayetoro, in October 2008 (Wittchen et al. 1989). The correlation of responses for the attitudinal scale in both questionnaires was 0.93 and 0.97, respectively.

### **Selection of Study Locations, Institutions, and Individual Respondents**

Nigeria is administratively divided into 36 states and the federal capital, Abuja. Abuja was purposively selected as a study location because of the presence of all the lead federal ministries and parastatals. In addition, the states that host the first three Nigerian universities with Faculties of Agriculture and Forestry (Oyo, Kaduna and Enugu states) and the states that host three universities of agriculture (Ogun, Benue and Abia) were purposively selected. It was assumed that the majority of institutions and individuals responsible for agricultural and rural development policies, strategies, and program would be found in these states.

In each state, trained data collectors compiled a list of federal and state government agencies, nongovernmental organizations (NGOs), and universities (the training manual for used for the data collectors is presented in Appendix IV). Table 1 shows the institutions selected in each location, the number of questionnaires administered, and the number returned. Thirty-two institutional questionnaires were administered, but only 29 were used for further analysis; and 320 individual questionnaires were administered, but only 183 were used for further analysis. The reasons for the gap between the number of questionnaires administered and those finally used for analysis included:

1. The period of data collection coincided with the time of promotion examination for senior civil servants at Abuja-based government institutions. Many of the respondents who were involved with this examination used it as a reason for their inability to respond to the questionnaires.
2. At two of the parastatals, the data collectors were told to leave the questionnaires for the officers who were currently engaged outside the office and that the questionnaires would be returned by post. They were not returned.

3. Many respondents raised complaints that the questionnaires were too voluminous and required too many references.
4. In a few instances, there had been a recent change in the leadership of the institutions; it was felt that the new heads were not yet able to respond to the questions contained in the questionnaire.
5. There were also some instances in which the head of the institutions were not available to give approval for the administration of the questionnaires, thus, staff was not willing to respond to them.
6. Questionnaires were incomplete or completed by uninformed staff. These included five institutional questionnaires that had too much missing information and 26 individual questionnaires that were completed by persons who were unfamiliar with agricultural or rural development policies, strategies, or programs.

**Table 1 Response to questionnaire surveys**

Location/institution	No. of Institutional questionnaires*	No of Individual questionnaires*
<b>Abuja</b>	<b>6(8)</b>	<b>35(80)</b>
Federal Ministry of Agriculture and Water Resources	2	14
Federal Ministry of Women Affairs and Social Development	1	5
Central Bank of Nigeria (CBN)	1	7
National Agricultural Seed Council (NASC)	1	4
National Planning Commission (NPC)	1	5
<b>Oyo State</b>	<b>2(4)</b>	<b>17(40)</b>
Agric Credit cooperation of Oyo State	1	7
Oyo State Agricultural Development Programme (OYSADEP)	1	3
Federal College of Animal Health and Production, Ibadan	0	2
Institute of Agricultural Research and Training (IAR&T), OAU, Ibadan	0	2
Nigerian Institute for Social and Economic Research (NISER)	0	1
University of Ibadan	0	2
<b>Ogun State</b>	<b>2(4)</b>	<b>24(40)</b>
University of Agriculture, Abeokuta (UNAAB)	2	22
Ogun State Agricultural Development Programme (OGADEP)	0	2
<b>Kaduna State</b>	<b>1(4)</b>	<b>17(40)</b>
Ahmadu Bello University, Zaria (ABU)	1	15
Institute of Agricultural Research (IAR) ABU Zaria	0	1
National Agricultural Extension and Research Liaison Services (NAERLS) ABU, Zaria	0	1
<b>Benue State</b>	<b>2(4)</b>	<b>39(40)</b>
Federal University of Agriculture, Makurdi (FUAM)	2	31
Benue State Agricultural and Rural Development Authority (BNARDA)	0	8
<b>Enugu State</b>	<b>2(4)</b>	<b>30(40)</b>
Enugu State Agricultural Development Programme (ENADEP)	1	14
University of Nigeria, Nsukka (UNN)	1	16
<b>Abia State</b>	<b>2(4)</b>	<b>4(40)</b>
Michael Okpara University of Agriculture, Umudike (MOUAU)	2	2
National Root Crops Research Institute, Umudike,	0	1
Abia State Agricultural Development Programme (Abia ADP)	0	1
<b>Others</b>	<b>7(0)</b>	<b>17(0)</b>
Unnamed Parastatal	1	5
Unnamed University	3	3
Unspecified location	2	4
Unnamed Agricultural Development Programme (ADP)	1	5
<b>Total</b>	<b>24 (32)</b>	<b>183(320)</b>

\*Note – Values in parenthesis are the number of questionnaires administered at each location

## Analysis of Data

The data were subjected to descriptive analysis including frequency counts, percentages, , and ranking to extract information on the distribution of institutions and individuals on the key variables considered in the study.

There was one attitudinal scale in each of the two questionnaires. In the institutional questionnaire, the scale contained 35 statements seeking to establish an institutional understanding of the general environment and processes involved in putting national policies in place. On the individual questionnaire, the scale had 21 statements exploring the individual's job satisfaction and institutional incentives (Appendix 2 and 3). By using the overall perception score obtained by adding the score on all 35 statements for each institution, the institutions were classified as:

1. Having a negative perception of the general environment and processes involved in putting national policies in place if they scored 70 points or less
2. Having an indifferent perception of the general environment and processes involved in putting national policies in place if they scored between 71 and 140 points
3. Having positive perception of the general environment and processes involved in putting national policies in place if the score was 141 points or higher

Similarly, individual respondents could score a minimum of 21 points, if they strongly disagreed or a maximum of 105 points, if they strongly agreed with the statements. For each respondent, the points gained on each statement were added to obtain an overall perception score, which classify the individual respondents as:

1. Having negative perception of their job satisfaction and institutional incentives if they scored 42 points or less
2. Having an indifferent perception of their job satisfaction and institutional incentives if they scored between 43 and 84 points
3. Having positive perception of the their job satisfaction and institutional incentives if the score was 85 points or higher

The background information obtained from the individual respondents was analyzed to explain the variability in their perception of job satisfaction and institutional incentives. This analysis was done by testing the null hypothesis with the Chi square analyses that total job satisfaction and institutional incentive score was independent of selected background information (gender, position, years spent on job, nature of institution, and level of formal education) of the experts.

## **Literature Review**

The aim of this literature review is to generate a list of gaps in the capacity to design and implement agricultural and rural development policies and strategies in Nigeria. The review:

1. Describes existing agricultural and rural development strategic planning and policy processes, stakeholders, and institutions; and
2. Determines the role of evidence in those processes (including monitoring and evaluation).

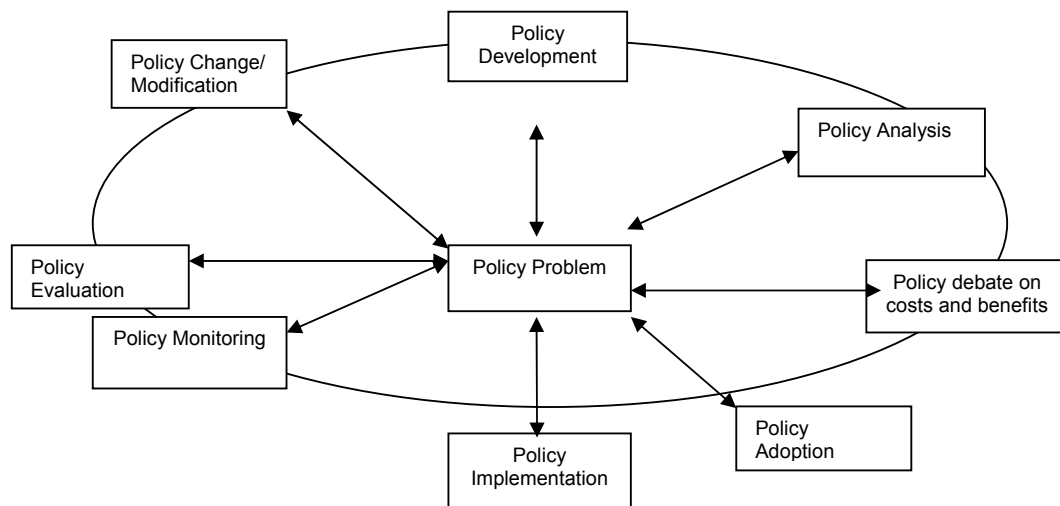
### **Agriculture and Rural Development Strategic Planning and Policy Processes, Stakeholders, and Institutions**

In governance, strategic planning involves the use of a sovereign entity to enable constituents to collectively obtain the most favorable outcomes from their use of resources. As such, strategic planning requires that those entrusted with the responsibility of taking decisions on behalf of an entity carefully consider all facts, and anticipate and make provisions for all potential pitfalls. Strategic planning is therefore an essential tool to ensure that decisions result in anticipated outcomes.

To begin to understand a country's policy process and the elements that make up this process, Sabatier (1999) suggests two key activities: 1) describe the policy process in terms of how a policy is designed and implemented; 2) identify and describe how such a process is consistent with good governance principles. Sabatier's approach is applicable to looking at specific policies that shed light on the broader policymaking cycle.

Dunn's (1993) research derived a policy process in Figure 1. The figure indicates that the policy problem is the center of any policy process. Dunn recognizes the multifaceted nature of addressing policy problems but believes that once the policy cycle is in motion, the step-by-step stages of policy debate, analysis, development, modification, monitoring and evaluation, implementation, and adoption need to continue in that order until a new analysis identifies a new policy problem that drives the cycle all over. Dunn's process could be adapted to include democratic principles such as stakeholder consultation and public participation during the stages of policy problem identification, analysis, and choice of policy alternatives. In addition, effective governance involves following through with the policy cycle by ensuring policy coherence and consistency, efficient management of policy options and policy process, and consistent focus on the intended outcomes.

**Figure 1. The typical policy process**



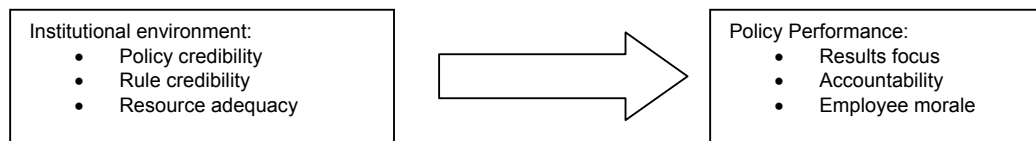
Source: Adapted from Public Policy Analysis: An Introduction by W. N. Dunn (1993)

Existing research suggests that the most common approach to strategic planning and policy processes in Nigeria follows a top-down approach, with senior policymakers setting policy agendas (Anyanwu et al, 1998). In the agricultural sector, the presidential initiatives related to crops such as rice and cassava had a clear and concise set of objectives that were followed up with specific plans and implementation schemes. Yet it is unclear how such a model of policy setting connected with the budgetary processes.

The policy process in Nigeria seems to be fraught with two major constraints: policy instability, and inadequate monitoring and evaluation. Over the years, the rate of turnover in agricultural and rural development policies has been high, with many policies formulated and then discarded in rapid succession. Adedipe (1990), Ogwumike (2001), Adebayo and Idowu (2002), and Adebayo (2004) documented and reviewed these policies. Inadequate monitoring and evaluation arrangements for policy implementation are also constraints, and have led to situations in which policies and programs have lost sight of their original goals.

As shown in Figure 2, policy performance is a direct outcome of the institutional environment within which the policy is implemented. In Nigeria, there are core questions on the credibility of policies, the credibility of the rules guiding policy implementation, and the adequacy of the resources for policy implementation. The outcome of this dismal environment is not achieving expected results, an absence of accountability, and low employee morale (Manning et al. undated).

**Figure 2 Determinants of policy performance**



Source Manning, N. et al. (undated)

### **Role of Evidence in Agricultural and Rural Development Strategic Planning and Policy Processes**

Evidence is information used to prove or suggest the existence or truth of a case or phenomenon. It is sought to help a decisionmaker come to a particular conclusion or choose among various options a course of action for which the evidence serves as plausible premise. Where the evidence is good, it is expected that the decision would produce the intended outcome. Where evidence is faulty or not used as the basis of a decision, the outcome becomes more uncertain.

The central question of how social science research, including economics, influences policy is not new. In a seminal article written more than 100 years ago, Max Weber (1904) discussed the role of the social sciences in advising political decisionmaking. Weber emphasized the need to distinguish between facts and values in social science research. He argued that values are reflected in politically determined objectives, and that social science research can show which strategies will lead to the realization of these objectives, which trade-offs exist, and to what extent the strategies pursued may have unintended consequences. It may also show which strategies are suitable to lead to the realization of societal values, which are not on the current political agenda.

Since Weber’s writings, the role of research in political decisionmaking and implementation has been widely analyzed from different perspectives, mostly within the disciplines of political science and political sociology. However, empirical studies on how research influences political decisionmaking in developing countries remained scarce until the early 1990s (Davies 1994). During the last decade, however, there has been an emphasis on conducting research analyzing the use of research results to drive policy. In particular, the Global Development Network (GDN) undertook a comprehensive literature review, “Bridging Research and Policy” (Livny et al. 2006). The review analyzed empirical case studies on this topic in 50 countries. IFPRI’s assessment of the impact of its own research on policymaking is also frequently quoted as an essential contribution to “bridging research and policy research” (Stone et al. 2001).

Several factors have contributed to this increased interest in linking research to policy:

1. a wave of democratization since the 1970s and the fall of the Berlin wall, which allowed open political debate in many countries, thus increasing the range of possibilities by which social science research can influence policy;
2. accumulating efforts of developing countries—often with donor support—to build their own capacity in development research;

3. a shift from donor-driven macroeconomic policies based on conditionality towards country-owned, country-driven, participatory development policies, which increased the interest for the role that research can play in these processes;
4. improved conditions for research communications by new information and communication technologies (especially the Internet), and efforts to evaluate the impact of these developments; and
5. efforts of research institutions to evaluate the impact of their research, partly driven by the need to secure donor funding.

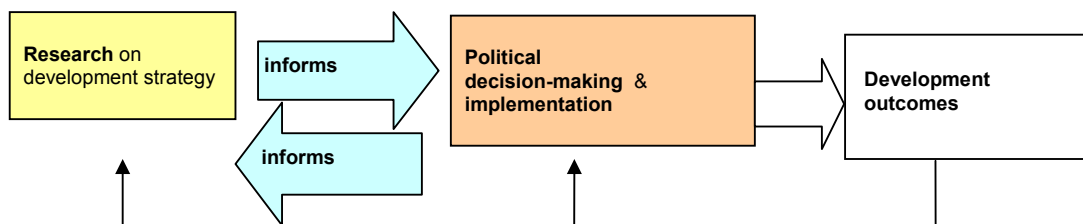
In Nigeria, information to support policy decisions is not always available. For example, the Nigerian Marketing Network (2005) recognized that pro-poor growth in the food sector has the potential to raise incomes, reduce the cost of food for consumers, and reduce vulnerability for the poor. However, the network noted that there was little specific knowledge and understanding of formal and informal market institutions and their impact on urban food systems in Nigeria. This implies that policymakers may make decisions in the food sector in without systematic knowledge of how the food system functions.

Some institutions have conducted research on the use of evidence to support policy and strategy design in Nigeria. In 1998, the Nigerian Institute of Social and Economic Research (NISER) and the Social Science Council of Nigeria (SSCN), under the National Research Network on Impact and Management of Social and Economic Liberalization Policies in Nigeria produced a series of detailed analyses of the policy environment in Nigeria. The publications covered several sectors of the Nigerian economy under the trade liberalization regime. These included rural women's health (Isamah et al. 1998); nonoil exports (Kwanashie et al. (1998); the river basin development authority (Arua et al. 1998); macroeconomic performance (Ojo, et al. 1998); Nigerian universities (Chukwuezi et al. 1998); and Nigerian Airways Limited (Anyanwu et al. 1998). The findings in this series corroborate that there is limited use of evidence from research as the key factor in policy decisionmaking in Nigeria.

Most documents on Nigerian policy, such as the NISER/ SSCN study on trade liberalization policy, are ex-post evaluations of policy performance (Abaza and Jha 2002; UNEP 2001). These studies show that the most common approach decisionmakers adopt when formulating policy is engaging various stakeholders in intensive and extensive nationwide consultations and debate on drafts.

Political interests and lobbying groups inevitably influence decisions on agricultural policies and strategy. However, the analytical capacity for agriculture policy research -- and the responsiveness of political decisionmakers and implementers to such research -- is crucial for achieving better development outcomes. This point is supported by the example of the fast-growing Asian economies, as well as the experience of industrialized countries, which invest considerably in economic research capacity and have well-functioning channels for feeding research-based evidence into decisionmaking (Braithwaite et al, 2000). As shown in Figure 3, there is a need for a continuous information flow between researchers and political decisionmakers and implementers. This continuous and systematic exchange can produce desirable development outcomes in tune with people's perceived needs (captured as policy problems) and targeted to deliver predicted outcomes. It also allows a constant revision of earlier decisions to take into consideration new insights and current realities in political decisionmaking.

**Figure 3 Bridging research and policy: A two-way exchange**



Source: author's drawing

### **Critical Networks and Communication Channels on Agriculture and Rural Development Policy and Strategic Issues**

In governance, it is traditional to analyze individual sectors separately and focus mainly on formal hierarchies and responsibilities. However, by undertaking this approach it becomes more difficult to explain how the emerging complex governance systems work. To obtain a richer and more realistic understanding of multistakeholder governance, researchers and practitioners have developed different methods. They generally approach the analysis from one of two different angles: 1) analyze the performance of a whole system (such as a water sector, country, or region) based on certain indicators, or 1) evaluate one specific intervention or organization and its effects and achievements.

The analysis of governance systems as a whole focuses on the political context in which the policymakers are embedded. One type of analysis is the Country Policy and Institutional Assessment (CPIA) used by the World Bank to inform their decisions about supporting developing countries (Gelb, Ngo, and Ye 2004). CPIA aims to analyze a country's economic management, structural policies, public-sector management institutions, and policies to promote social inclusion and equity. The main purpose of this type of analysis is to compare the efficiency of different aid-receiving countries, so the focus is on macro-level outcomes rather than on processes.

In recent years, some bilateral donor agencies have supported the development of instruments to analyze the processes to better understand how information can support policy, strategy, and program design and implementation. For example, the United Kingdom's Department for International Development (DFID), focuses on identifying the "drivers of change" (DFID 2005). They propose a framework for analysis that incorporates a range of different methodologies. In their analyses, they incorporate both formal and informal networks and explicitly discuss the power of different actors. However, because the drivers of change analysis is a very broad conceptual framework for a range of methodological approaches, the comparability of different drivers of change studies is limited. Along the same lines, the "power analysis" approach used by the Swedish International Development Authority (SIDA) provides a broad and methodologically open umbrella for the analysis of both the formal and informal political landscapes (DFID and World Bank 2005). Power analysis can (but does not necessarily) include analysis of the social networks involved (Hyden 2005).

Nash, Hudson, and Luttrell (2006) point out that those approaches that focus on policy processes and actors (rather than outcomes) tend to define broad frameworks but often lack stringent and comparable methodologies. On the other hand, approaches like the CPIA or the Governance Matters and Country Diagnostics of the World Bank Institute are methodologically strict and results can be easily compared between countries. However, the results only provide a rather broad overview of the situation in a country and are of limited value for understanding *how* and *why* a country or a policy field such as integrated water resource management or a health system has reached a certain state. These questions are

crucial for those who want to understand how multistakeholder governance works and how to improve or generally affect the situation in a policy field.

This challenge leads to a more pointed perspective focused on understanding how one specific multistakeholder organization can change a policy field. In donor-supported organizations, by far the most widely used tool for planning and evaluation of interventions is log frame analysis. Davies (2003) explores the shortcomings of log frame analysis for understanding complex governance situations in developing countries. He argues that this tool overly simplifies complexities, networks, and feedback loops; introduces counterintuitive abstract terminologies; and is mainly useful for governing small-scale contractual arrangements with clear-cut, well-defined outcomes and a limited number of actors involved. For the analysis of more complex political interventions, he recommends social network analysis (Widmer and Frey 2006).

Social network analysis is a broad field of research that focuses on the structures of interactions and analyzes these from empirical as well as theoretical angles. The underlying idea is that the structure of networks determines both the success of the individual and the way an organization and society acts and develops (Borgatti and Foster 2003). A social network consists of actors, represented as nodes, and their interactions, represented as links (either directed or undirected). Social network analysis tries to understand social and political situations by focusing on their structure, both formal and informal.

Social network analysis gives less attention to the characteristics of individual actors. It explains power by the position of an actor in the network. For example, Krebs (2004) argues that those actors are especially powerful who serve as a bridge between actors that are not otherwise linked (high betweenness) and those who can reach everyone in the network on a short path (high closeness). They have a high degree of control over the exchange between other actors (betweenness) and easy access to everyone (closeness).

Knowledge about how and why multistakeholder bodies influence policymaking and implementation is still scarce (Abudu 1999; Widmer and Frey 2006). Widmer and Frey (2006) argue that this lack of knowledge stems from a scarcity of appropriate methodologies for analysis. Since multistakeholder bodies tend to be located outside existing hierarchies, Schiffer and Waale (2008) argue that their impact is strongly linked to three factors: their formal and informal networks, the influence/power of different actors within these networks, and the goals that these actors pursue.

### **Institutional Perspectives on the Capacity for Designing and Implementing Agricultural and Rural Development Policies in Nigeria**

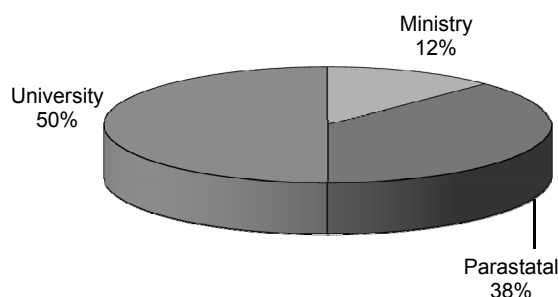
In general, while the role of policy analysis is recognized as paramount for designing policies, the capacity to identify policy problems and analyze them for developing policy recommendations remains limited in Nigeria. In addition, there seems to be no formal capacity for evaluating policy outcomes after policies are implemented. Due to lack of capacity throughout the policy process, the process of policymaking breaks. Various competencies are required that relate to policy analysis of initiatives suggested by the executive and legislative branches of the government. This section discusses the results of a survey of selected institutions with a mandate for agricultural and rural development issues in Nigeria to explore the dominant perspectives in these institutions and how these perspective affects agricultural and rural transformation in the country.

## Background Information about Respondents

### *Description of the institutions covered in the survey*

Twenty-four (24) institutions with mandates relevant to agricultural and rural development policies, strategies, and programs were included in the survey. Most (49 percent) of these were departments or units of universities. Over a third (38 percent), were parastatals and 13 percent were units within the three focal ministries of agriculture, rural development, and water resources, women affairs and social development, and environment (Figure 4).

**Figure 4 Nature of institutions surveyed**



It is noteworthy that this study focused on the Faculty of Agriculture and Forestry, especially in the departments responsible for agricultural economics, farm management, rural sociology, and agricultural extension (Table 2) within the selected universities. At the ministries and parastatals, care was taken to ensure that the departments or units most relevant to agricultural and rural development policy were selected. For instance, respondents were drawn from the Development Finance, Monetary Policy and Research Departments at the Central Bank of Nigeria. Similarly, respondents were drawn from the Policy, Planning, Research, and Statistics Departments in the selected ministries. At the state levels, the main focal institutions were Agricultural Development Programmes (ADPs) offices (see Table 2) as they have institutional knowledge of their respective states spanning more than three decades. During this period, it was envisaged that the staff would also have had their fair share of opinion in the issues affecting agriculture and rural development in Nigeria.

**Table 2 Subject areas of institutions surveyed**

Subject Area	Frequency	Percent
Agricultural economics, rural sociology, farm management and extension		
	8	33.3
Crop science	1	4.2
Development finance	1	4.2
Human resources and rural institutions development	1	4.2
Management and operations	3	12.5
Agricultural research	2	8.3
National plans development	1	4.2
Planning, monitoring and evaluation	2	8.3
Planning, policy and statistics	1	4.2
Seed industry, technical support and commercial services	1	4.2
Social and environmental forestry	1	4.2
Women affairs	1	4.2
No response	1	4.2

### *Description of representatives of the institutions interviewed*

A person who was holding a position high enough to formally represent the institution was interviewed for this survey. As shown in Table 3, most of these persons were male (23 of 24) and either heads (10 of 24) or directors and their equivalents (6 of 24), or deputy directors

and their equivalent (6 of 24). This is indicative of the relative absence of women in the top stratum of agricultural and rural development policy sector.

In addition, Table 3 also shows that most (15 of 24) of the institutional representatives held a PhD in their respective fields. Most of them (7 of 24) obtained their highest formal education degrees in the 1990s; about a quarter (6 of 24) had their highest degrees before the 1990s. Finally, most (20 of 24) of the representatives of the selected institutions had worked in the institutions for more than a decade and were being paid at grade levels above 13 or its equivalent; suggesting a high degree of institutional memory from which this study benefited.

**Table 3 Some background information on the representatives of selected institutions**

Variable/categories	Frequency	Percent	Mode (Mean)*
<b>Gender</b>			
Female	1	4.2	
Male	23	95.8	Male
<b>Position</b>			
Directors/Deans/ Program Managers/Executive Directors	6	25.0	Head of Departments
Deputy Directors/Assistant Directors	6	25.0	
Chief Research Officer/ Chief Women Dev. Officer	2	8.3	
Head of Departments	10	41.7	
<b>Highest level of education</b>			
MPA/ MBA	2	8.3	Ph.D.
MA/MSc	4	16.7	
M.Phil	1	4.2	
PhD	15	62.5	
No response	2	8.3	
<b>Year when highest education level was attained</b>			
1970s	1	4.2	1990s (1994)
1980s	5	20.8	
1990s	7	29.2	
2000s	7	29.2	
No response	4	16.7	
<b>Number of years spent at institution</b>			
10 years or less	3	12.5	11 to 20 years (22 years) GL14
11 to 20 years	9	37.5	
21 to 30 years	5	20.8	
31 years and above	6	25.0	
No response	1	4.2	
<b>Grade level (GL)</b>			
Below GL13 and equivalents	2	8.3	GL14
GL13 and equivalents	4	16.7	
GL14 and equivalents	5	20.8	
GL15 and equivalents	4	16.7	
GL16 and equivalents	5	20.8	
GL17 and equivalents	1	4.2	
No response	3	12.5	

\* Value in parentheses are the mean values for the respective variables

## **Agricultural and Rural Policy Environment and Process**

### ***Institutional perception of the agricultural and rural policy environment and process***

Policies are statements of the general guidelines, plans, and strategies to guide the actions of government and other relevant agencies in key sectors (for example, the Nigerian

agricultural policy, the policy on integrated rural development, the fertilizer policy, etc.). The aim of this section is to explore the prevailing feelings, attitudes, and opinions in the agricultural and rural development policy environment in Nigeria. It is envisaged that understanding this environment would shed light on how the system functions.

Perception is a psychological phenomenon that defines attitude towards an object or a construct. At the personal level, it can explain why people behave in certain ways, which may or may not be directly related to the reality as others see it. At the institutional level, it is an expression of the collective and prevailing mental state of the institution as embodied and expressed by its leader or legal representatives. In this study, the opinions of the persons representing the selected institutions were sought on a 35-statement attitudinal scale to establish the institutional perception of the agricultural and rural development policy environment and process in Nigeria. In part, the assumption is that the preferences expressed by the respondents would reflect common reactions to events and images shared through a long period of institutional interactions and diverse concerns arising out of political, cultural, technical, economic, and social circumstances that may be peculiar or general within the sphere of influence of the institution. In part, however, they may reflect a process of group interaction as people within and outside the institution discuss their beliefs and impressions with relatives, friends, neighbors, coworkers, and others. The responses are summarized in Table 4 where the column headed “mode” is the indicator with the most common response category of the 24 persons representing their institutions.

As shown in Table 4, a higher proportion of the respondents strongly agreed with only three of the 35 statements. These were:

- “In this organization, there is a streamlined system for implementing agricultural and rural development policies,”
- “Plans for implementation of a policy is developed in consultation with the staff who has responsibility to implement it,” and
- “When policies do not make any impact on the intended beneficiaries it is because they are not implemented properly”.

Even though there were no statements with which the respondents strongly disagreed, the majority disagreed with four of the 35 statements. These were:

- “Policies and programs are usually initiated by the development partners who are supporting agricultural and rural development programs,”
- “Agricultural and rural development policies that are initiated in this MDA is based on directives from the President’s office,”
- “When policies fail to deliver, it is usually because the policy was not good to begin with,” and
- “Our unit/department budgeted adequate financial resources to support the integration of environmental sustainability issues in our activities”.

These findings suggest that there seems to be some clearly understood procedure for policymaking in the agricultural and rural development sector and that neither development partners nor the President of Federal Republic has an overbearing influence on this process.

**Table 4 Institutional perception of the general environment and processes involved in putting national policies in place**

Statement	Percent Distribution*					Mode*
	1	2	3	4	5	
1. In this organization, there is a streamlined system for designing agricultural and rural development policies	8.3	12.5	4.2	45.9	29.2	4
2. In this organization, there is a streamlined system for implementing agricultural and rural development policies	4.2	12.5	4.2	33.3	45.8	5
3. Policies designed by our Ministry, Department, or Agency (MDA) have been discussed in the parliament	12.5	8.3	20.8	37.5	20.8	4

4. Policies and programs implemented by our MDA have been discussed in the parliament	4.2	12.5	33.4	29.2	20.8	3
5. Policies and programs are usually initiated by the donors who are funding these activities	8.3	25.0	8.3	50.0	8.3	4
6. Policies and programs are usually initiated by the development partners who are supporting agricultural and rural development programs.	4.2	41.7	8.3	33.3	12.5	2
7. Policies and programs are usually initiated by the government	0.0	16.7	12.5	50.0	20.8	4
8. Agricultural and rural development policies that are initiated in this MDA is based on directives from the President's office	12.5	41.7	16.7	16.7	12.5	2
9. Policies are conveyed clearly through appropriate documentation at different levels	4.2	0.0	20.8	54.2	20.8	4
10. Strategies are conveyed clearly through appropriate documentation at different levels	4.2	8.3	25.0	41.7	20.8	4
11. Plans for implementation of a policy is developed in consultation with the staff who has responsibility to implement it	4.2	20.8	20.8	25.0	29.2	5
12. Plans for implementation of a strategy is developed in consultation with the staff who has responsibility to implement it	8.3	4.2	25.0	33.3	29.2	4
13. Monitoring of policy implementation is usually based on its stated objectives	0.0	0.0	25.0	54.2	20.8	4
14. Monitoring of strategy implementation is usually based on its stated objectives	0.0	0.0	25.0	58.3	16.7	4
15. When policies fail to deliver, it is usually because the policy was not good to begin with	20.8	62.5	8.3	0.0	8.3	2
16. When policies do not make any impact on the intended beneficiaries it is because they are not implemented properly	0.0	25.0	4.2	29.2	41.7	5
17. When policies do not make any impact on the intended beneficiaries it is due to insufficient funding	12.5	25.0	16.7	33.3	12.5	4
18. The Head of my unit/department has a full understanding of the policy directive to assist me in its implementation	0.0	0.0	8.3	75.0	16.7	4
19. When policies do not get fully implemented we have an opportunity to review them	4.2	4.2	16.7	58.3	16.7	4
20. After policy implementation is reviewed, there is an opportunity to redesign them	0.0	0.0	20.8	58.4	20.8	4
21. There is a national policy environment that supports the agricultural growth objectives	4.2	12.5	25.0	37.5	20.8	4
22. National agricultural and rural development policies have specific strategies designed to implement them	0.0	4.2	12.5	58.3	25.0	4
23. The strategies derives from national policies are reflected in our departmental plans	4.2	12.5	25.0	45.8	12.5	4
24. Annual plans of our unit/department are connected to the national policies and strategies	4.2	20.8	20.8	37.5	16.7	4
25. Our departmental activities are monitored for their contribution to national policies	4.2	12.5	25.0	50.0	8.3	4
26. Our departmental activities are monitored for their contribution to national strategies	4.2	12.5	20.8	54.2	8.3	4
27. There is a national gender policy that our Unit recognizes	8.3	12.5	16.7	54.2	8.3	4
28. There is a national environment policy that this unit aligns with	0.0	16.7	29.2	50.0	4.2	4
29. There is adequate provision in our unit/departmental budget to support the mainstreaming of gender in its activities	20.8	25.0	16.7	29.2	8.3	4
30. Our unit/department budgeted adequate financial resources to support the integration of environmental sustainability issues in our activities?	12.5	45.8	37.5	4.2	0.0	2
31. The current national agricultural policy contains elements that weakens the growth of the agriculture sector	16.7	20.8	41.7	16.7	4.2	3
32. There are conflicts between the current agricultural policy and some other policies in the country	4.2	25.0	45.8	20.8	4.2	3
33. The key elements of sectoral strategies are clear in the current agricultural policy without apparent conflict	4.2	4.2	41.7	50.0	0.0	4
34. The current agricultural policy clearly specifies key implementation needs (resources, etc.)	4.2	16.7	33.3	41.7	4.2	4
35. Feedback process (example, an evaluation plan) that leads to continuous evolution of the agricultural policy is integrated in the current policy	8.3	16.7	37.5	37.5	0.0	3

\* Note that: 1 = Strongly Disagree    2 = Disagree    3 = Not sure    4 = Agree    5 = Strongly Agree

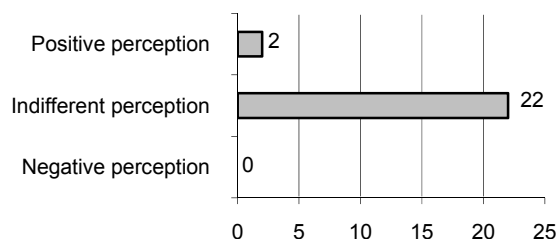
Most respondents were unsure whether to be positive or negative about four of the 35 statements. These were:

- “Policies and programs implemented by our MDA have been discussed in the parliament,”
- “The current national agricultural policy contains elements that weakens the growth of the agriculture sector,”
- “There are conflicts between the current agricultural policy and some other policies in the country,” and
- “Feedback process (example, an evaluation plan) that leads to continuous evolution of the agricultural policy is integrated in the current policy.”

This uncertainty suggests that careful thought may not have been given to the elements raised by these statements such as the oversights of the National Assembly for national policies, issues of conflict, and feedback. These may be key focal issues for more focused discussions on the subject.

When the responses to the scale was analyzed as a whole, most of the respondents (22 of 24) exhibited an indifferent perception of the general environment and processes involved in policymaking by scoring between 71 and 140 points (Figure 5). This is perhaps a reflection of an uncertain policy environment and process where many key actors are unsure of what happens in other sectors and therefore unable to relate with the “big picture” in a forthright manner.

**Figure 5 Overall total perception score for understanding of general environment and processes involved in policymaking in Nigeria**



Notes: (Mean=118.7; Minimum=85; Maximum=145)

### ***Institution and Institutional Environment***

Respondents in this survey were asked to list recent or planned efforts to strengthen institutional capacity for evidence-based policy design, implementation, and monitoring and evaluation. The summary of their responses is presented in Table 5. The representatives of the selected institutions reported very few of such efforts. The most common category of persons trained was the directors, deputy director, and assistant directors. The Federal Ministry of Women Affairs and Social Development (FMWASD), National Agricultural Extension and Research Liaison Service (NAERLS), Federal Ministry of Agriculture and Water Resources (FMAWR), the Root and Tuber Expansion Programme, the National Programme on Food Security (NPFS), and the Agricultural Development Programmes (ADPs) were the most frequently mentioned funders for these capacity training efforts worth a total of US \$40,328.47 lasting an average of 5 days each. In essence, all these efforts were worth US \$76.98 per person per day.

Furthermore, respondents were asked to rate the availability of and use of the practice of strategic planning in their institutions. As shown in Table 6, while the practice was widespread among the selected institutions, the products of strategic planning were not used in many of them. For instance, mission statements were available in 87.5 percent of the institutions, but only widely used in only two-fifths of them. Similarly, near-term strategies including budgets and priorities were available in 87.5 percent of the institutions but only

widely used in about one-third of them; and long-term visions were available in 91.7 percent of the institutions, but only widely used in a little more than one-third of them. Even the practice of participation in planning from a broad range of personnel within the institution was only widely used in one-third of the selected institutions.

To confirm this, respondents were asked to rate the availability and dissemination of written guidelines at their institutions. As shown in Table 7, while written guidelines were widely available (22 of 24), these were fully disseminated in less than half of the selected institutions. This means that it was possible that many people within and most likely outside the institutions were unaware of the written guidelines, let alone use it as the basis of interaction within or with the institutions. In fact, when asked when last the written guidelines were revised in their institutions, most (15 of 24) of the representatives simply did not know (Figure 6). The reason for this apparent lack of knowledge of written guidelines as provided by the respondents were that “guidelines exists and are strictly official and not for consumption of outsiders” and that “guidelines have just been prepared, yet to be finalized and adopted.”

**Table 5 Recent or planned capacity strengthening in evidence-based policymaking**

	Persons trained*	Specific subject matter*	Mode of conducting training*	Funder*	Amounts paid by participant for self-training (N)	Length of training (Days)
Evidence-based policy design	AD(I&AS (1) Central Mgt. team (1) Chief executive (1) Policy manager (1) Staff (3)	Gender policy (1) Computer (1) Policy formulation (2) Procurement procedure – NFSD (1)	Centralized at the headquarters (1) Lectures & discussions (3) Workshop-SPINCA (1)	State Govt. (2) Federal Min. of Women Affairs (1) NAERLS/FMAWR (1) RTEP/NPFS (1)	350,000 (n=1/24)	4.6 (Min=2; Max=7)
Evidence-based policy implementation	Director, Agric Services (2) Management team (1) Staff (3)	Dissemination of gender policy (1) Project management (1) Target setting(2) Training of 10,000 unemployed (1)	Centralized at Abuja ARMTI (1) Lecture (1) Workshop & Seminar (3)	ADP (2) Federal Min. of Women Affairs (1) NAERLS (1) RTEP, M.U, NPTS (1)	1,000,000 (n=5/24)	4.5 (Min=2; Max=10)
Evidence-based Monitoring and Evaluation	D.D., Evaluation, P.,Monitoring Officer (1) DPME (1) Focal persons from agencies (1) Staff (2)	Data collection and cleaning (1) Data information monitoring system for action (1) Logical framework (1) GIS & remote sensing (1)	HODs Interacted (1) In form of a workshop (2) Lectures & Discussion group work (1)	ADP (2) NAERLS (1) RTEP, M.U, NPFS (1) University (1)	87,500 (n=2/24)	6.6 (Min=3; Max=14)

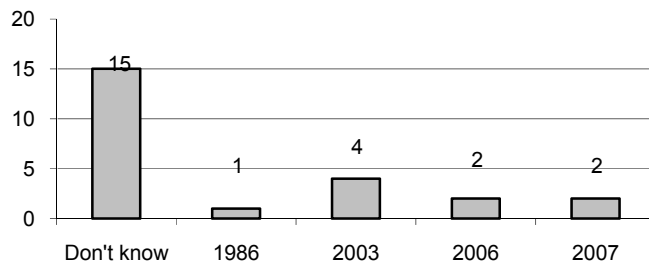
\*Note: Values in parentheses are the frequency of mention of the respective entries

**Table 6 Extent of the practice of strategic planning in the policymaking process**

Item	Response categories				
	None at all	Somewhat rudimentary version	Available and widely used	Available and not widely used	No response
Mission statement for the institution	4.2	8.3	41.7	37.5	8.3
Strategies for the near term (example 5 years) including budgets and priorities	4.2	8.3	29.2	50.0	8.3
Vision for the institution for the long-term (beyond 5 years)	4.2	12.5	37.5	41.7	4.2
Participation in planning from a broad range of personnel within the institution	0.0	20.8	33.3	20.9	25.0

**Table 7 Availability and dissemination of written guidelines in selected institutions**

Response categories	Frequency	Percent
There are no guidelines at all	2	8.3
Guidelines are initial/ incomplete	2	8.3
Guidelines exists but are not made official	0	0.0
Guidelines exist, are official but not fully disseminated	8	33.3
Guidelines are complete, official and fully disseminated	11	45.8
No response	1	4.2

**Figure 6 Last revision of written personnel policies, rules, and regulations in the selected institutions (Mean=2003; Minimum=1986; Maximum=2007)**

Another attempt was made to distinguish between training and service guidelines to provide a better understanding of the institutional environment for agricultural and rural development policymaking in Nigeria and provide some evidence of the position of capacity strengthening vis-a-vis service rules and regulations. As shown in Table 8, there were no training guidelines at all in one-fifth of the selected institutions. Even among those who had training guidelines, wide dissemination only took place in 9 of the 24 selected institutions. The respondents provided the following reason for this situation:

- Guidelines are solely for the use of personnel department;
- There are no funds for developing such guidelines;
- No special training is required on this job;
- No training program is followed every year, training is carried out as the need arises;
- Training conducted on selective basis and randomly without planning; and
- The training guideline is yet to be finalized and adopted.

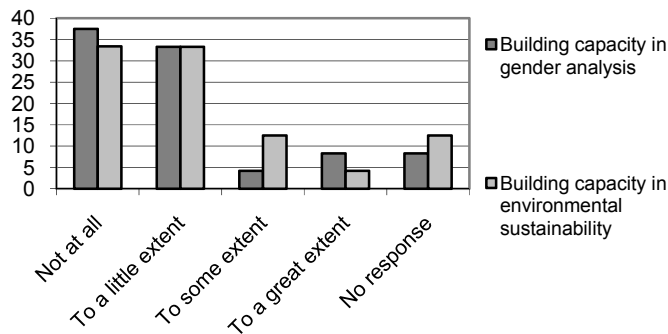
**Table 8 Existence and dissemination of training guidelines within the selected institutions**

Response categories	Frequency	Percent
There are no guidelines at all	5	20.8
Guidelines are initial/ incomplete	1	4.2
Guidelines exists but are not made official	1	4.2
Guidelines exist, are official but not fully disseminated	5	20.8
Guidelines are complete, official and fully disseminated	9	37.5
No response	3	12.5

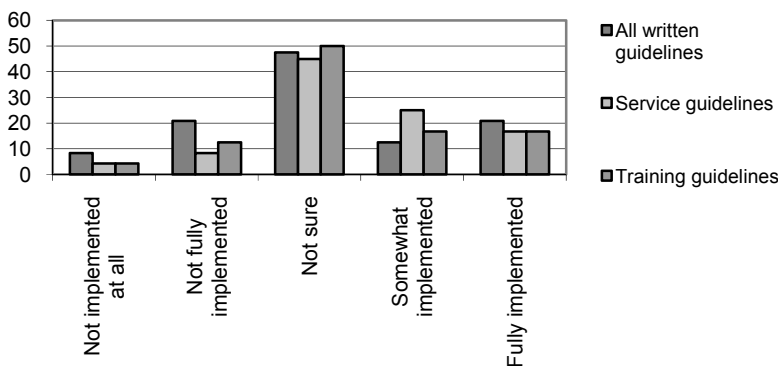
Furthermore, respondents were asked to indicate the extent to which training guidelines aid gender analysis and environmental sustainability. As shown in Figure 7, guidelines either did not aid gender analysis and environmental sustainability at all (9 of 24) or it did to a little extent (one-third of the respondents). In fact as shown in Figure 8, most of the respondents about half were unsure of the extent of implementation of available guidelines. In only about one-fifth of the selected institutions are available guidelines fully implemented. As with written guidelines, most of the respondents (17 of 24) did not know when the last training guidelines were revised (Figure 9). When probed on the reasons for the non-implementation of training guidelines, the respondents gave the following responses:

- Guidelines are not implemented to letter because of logistic problems;
- Lack of funds militated against number of persons;
- No conscious guideline; and
- Sometimes human factors come into play.

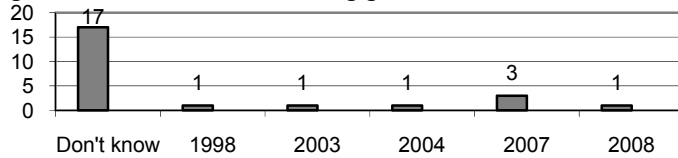
**Figure 7. Extent to which training guidelines aid gender analysis and environmental sustainability**



**Figure 8. Extent of implementation of available guidelines**



**Figure 9. Last revisions of training guidelines in selected institutions**



Notes: Mean = 2005; Minimum = 1998; Maximum = 2008

## Financial and human resources management in selected institutions

### *Financial resources management*

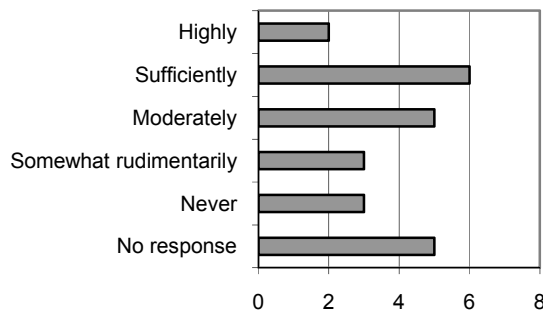
Efficient management of available resources is an important hallmark of functional institutions. Respondents were asked to rate the extent to which the accounting system provides income/revenue data and cash flow analysis based on specific service cost categories. As shown in Figure 10, most of the institutions appeared satisfied, even though three of 24 respondents claimed that this was never done.

As at the time of the data collection (October 2008), some respondents claimed that the 2007 annual reports as well as the regular monthly reports were also produced, budgetary lines/guidelines of the federation were fully in force, and there was a bursary unit that took care of the accounting system and its cash flow analysis. They also claimed that the financial guidelines provided by the financial regulation were followed strictly. Among three dissenting voices, comments included:

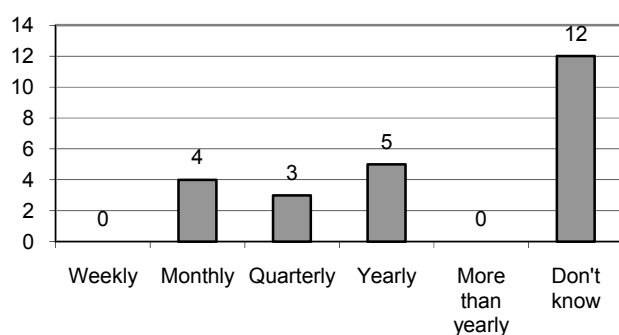
- No funds have been given since I became the HOD few months ago;
- Staffs lack required capacity; and
- There is shortage of human and material capacity.

Despite the more positive response to the questions on the capacity of the accounting system to provide required data and its analysis for sound financial management, most of the respondents (12 of 24) did not know the frequency of receiving reports from the accounting system (Figure 11). The reason for this lack of information as shown in Table 9 may be that the reports from the accounting system were seen in most institutions (9 of 24) as the exclusive preserve of the management, board, and chief executives. Only two of 24 institutions claimed that “everybody receives and has access to information in account system report on income/revenue and cash flow analysis.”

**Figure 10. Extent to which the accounting system provides income/revenue data and cash flow analysis based on specific service cost categories**



**Figure 11. Frequency of receiving reports from the accounting system**

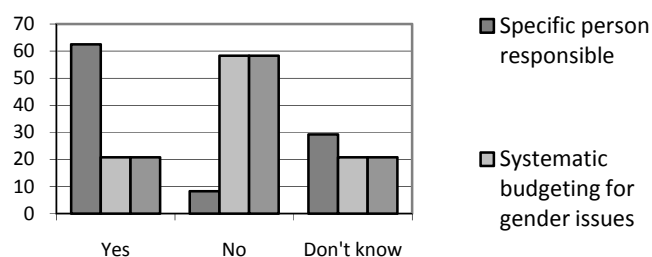


**Table 9. Persons or offices that receive or have access to information in account system report on income/revenue and cash flow analysis**

Persons or offices	Receive (%)	Access (%)
Accountant General/Bursar/Auditor General	16.7	4.2
Government	0.0	4.2
Head of units	0.0	4.2
Management/Board of governors	8.3	12.5
Management, unions, supervisors	0.0	4.2
PME, finance and program management	8.3	4.2
Senior members of staff	0.0	4.2
Vice chancellor/director/chief executive	16.7	8.3
Everybody	8.3	8.3
Don't know	45.8	45.8

Finally, while in about two-thirds of the selected institutions, there was a specific person responsible for budgeting, reviewing financial data, analyzing unit costs, making financial projections, and tracking expenditures; only one-fifth made systematic budgeting for gender and environmental issues (Figure 12).

**Figure 12. Budgeting, reviewing financial data, analyzing unit costs, making financial projections, and tracking expenditures within the selected institutions**



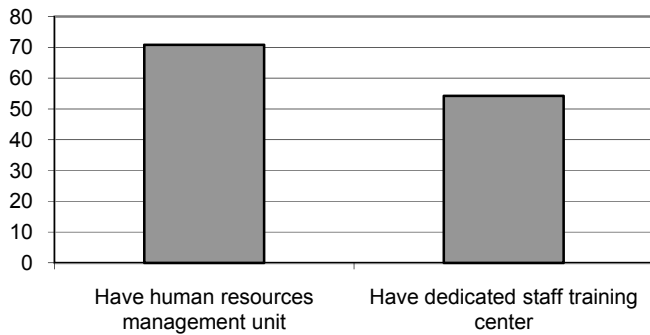
### **Human resources management**

Human resource capacity is often referred to as the greatest asset or liability of any institution. Where the human resources are the best in all ramifications, it is almost certain that the institution will be the best in most criteria. As shown in Figure 13, most of the selected institutions had both a human resource management unit (70.8 percent) and dedicated staff training centers (54.2 percent). The subjects taught internally in these training centers were agricultural subjects; banking, accounting and management; leadership;

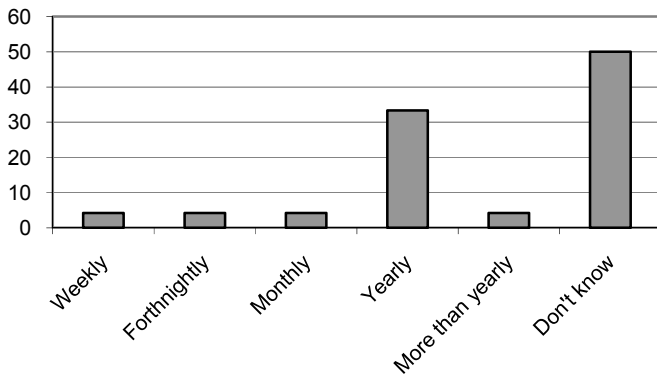
computer appreciation; women development; agricultural extension messages, survey and methodology; general administration; agricultural production techniques; monitoring and evaluation; report production; and some specialized training including quality control.

Despite this availability of human resources management units and dedicated training centers, about half of the respondents neither knew the regularity of review of staff training needs (Figure 14) nor when staff training needs were last assessed (Figure 15). The implication of these findings is that even though training centers exist and appear to have responsibility for subjects that appear relevant to the institutions, the extent to which the training exercises match the skill gaps of staff and capacity requirements are unknown. More In-depth discussion with those who access skill gaps and supply the training in the institutions are needed to fully understand how topics for trainings are determined.

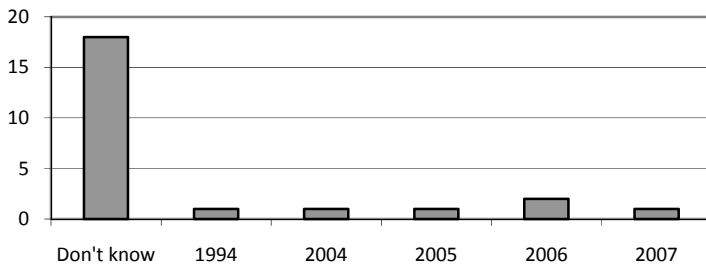
**Figure 13. Presence of a human resource management unit and staff training centers**



**Figure 14. Regularity of review of staff training needs**



**Figure 15. Last revision of staff training needs**



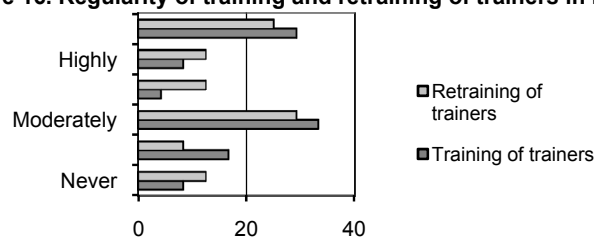
Respondents were also asked to rate the regularity of training and retraining of trainers in the institutional training centers. As shown in Figure 16, where the centers exist, the trainers

appeared to have moderate levels of training and retraining. The explanation given by the respondents on how trainers update their technical and presentation skills included the following:

- I trained myself to improve my efficiency;
- The institution insists on regular updating by the relevant staff on subject matter and skill on audio-visual presentation;
- Train the trainers workshop being organized periodically; and
- 2008 training calendar was drawn for implementation.

For the institutions where trainer were never trained or retrained, the only reason provided was the lack of funds.

**Figure 16. Regularity of training and retraining of trainers in institutional training centers**



Finally, the respondents were asked to rank the extent to which the training in the institutional training centers was provided in gender awareness and sensitization and in environmental sustainability and give examples. As shown in Table 10, this was done in about one-third of the selected institutions and the examples ranged from public lectures and dedicated training sessions to organizing conferences and workshops. The fact that training in gender and environmental issues was not widespread in the agricultural and rural development institutions in Nigeria suggested an area of improvement if these issues are to be fully mainstreamed into the agricultural and rural development policy processes. This suggestion is reinforced by the results in Table 11, which show the institutional perception of increased capacity for gender sensitivity, environmental friendliness, and use of evidence in policy design, implementation, monitoring, and evaluation. While gender expertise among male and female staff was perceived to have increased at least slightly in about two-thirds of the selected institutions, the capacity to use evidence in policy design, implementation, monitoring, and evaluation was perceived as being still in its infancy.

**Table 10 Examples of training in gender sensitivity and environmental sustainability in selected institutions (n = 24)**

Training type	Extent (%)	Examples
Training in gender awareness and sensitization	33.3	Gardening Preparation of confectionaries with cassava tubers Processing HIV/AIDS Regular public lectures Gender mainstreaming in development planning
Training of staff in environmental sustainability	29.2	Conference, workshops and seminar on environmental issues generally Food processing How to dispose waste products Land Use Regular public lectures on sustainable environment

**Table 11. Institutional perception of increased capacity for gender sensitivity, environmental friendliness, and use of evidence in policy design, implementation, monitoring and evaluation**

Item	Response categories					
	Increased strongly	Increased slightly	Stayed the same	Decreased slightly	Decreased markedly	Don't know
Gender expertise among male staff increased in the last five years	16.7	50.0	0.0	0.0	0.0	29.2
Gender expertise among female staff increased in the last five years	20.8	45.8	0.0	0.0	4.2	29.2
Increased capacity of evidence-based policy design	8.4	33.3	25.0	0.0	0.0	33.3
Increased capacity for evidence-based policy implementation	12.5	25.0	29.2	4.2	0.0	29.1
Increased capacity for monitoring and Evaluation	16.7	25.0	29.2	4.2	4.2	20.8

### **Technical capacity within selected institutions**

Training is essential to building, retaining, and enhancing the technical capacity of institutions. The extent to which an institution can access and use information from other national/international training institutions for improving its human resource capacity could determine how much of capacity maintenance and improvement it can attain.

As shown in Figure 17, all the selected institutions made some use of information from national/international training institutions. Even though five of 24 respondents were not sure, 13 of 24 selected institutions made much or extensive use of information from the training institutions. The respondents provided the following examples of contacts with other training institutions for improving human resource capacity:

- CTA Netherlands and CIRAD France, has over 10 years of technology linkages with ARMTI Ilorin;
- Academic staff of universities are regularly sent for training, conferences, workshops, seminars, post doctoral programs and PhDs;
- Simeon Adebo Training Institute offers regular training to public servants;
- Some bilateral cooperation and exchange programs exist;
- Some scientists go to IITA and advanced laboratories overseas, e.g., CIAT, Colombia, IAEA, Vienna, Austria for training;
- Staffs attend trainings in other institutions locally and internationally;
- There are linkages with electronic libraries of some institutions; and
- ;Linkages with IITA, NRCRI, ABU/NAERLS, Universities of Agriculture, NCRI, Badeggi and NRCRI, Umudike.

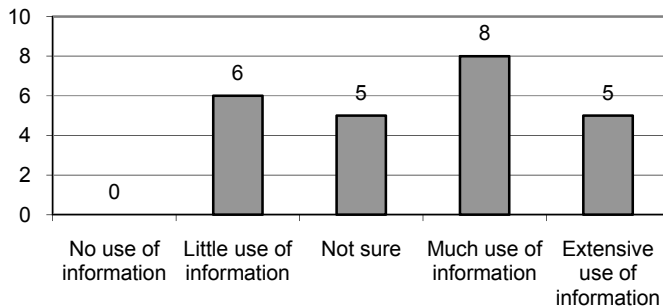
Furthermore, respondents were asked if their institutions incorporated gender and environmental issues in developing staff training strategies. As shown in Figure 18, these occurred in only about half of the selected institutions. For those institutions with gender training, the training service providers were held accountable for incorporating gender issues by making them liable for breach of contract and evaluated based on the number of women trained in the various programs. For those institutions with environmental training, trainers were held accountable by periodic monitoring and evaluation and reports provided at the end of the training.

The capacity of selected institutions to replicate training courses independent of their collaborators was assessed. As shown in Figure 19, 19 of 24 institutions carried out at least some form of replication of training courses (Table 12). Where replication of training course was not offered, respondents speculated that provision of adequate funds and building relevant capacity within the institution would make it happen. For those institutions that were replicating training, respondents conjectured that it was made possible by the following:

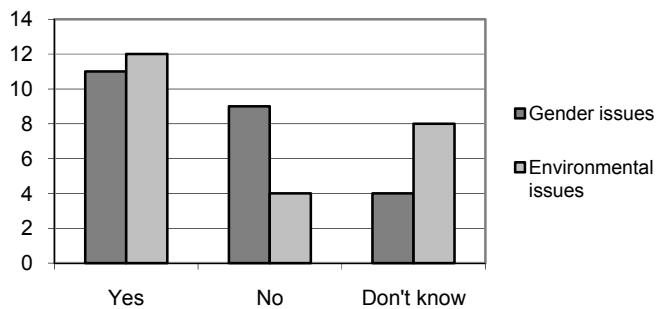
- Adequate funding and commitments of the institution's management;
- Availability of personnel with technical know-how at the zonal levels;
- Availability of facilities;
- Cooperation of the staff;
- Desire of the trained to train others; and
- Institutional policy that staff sent for training programs are expected to come back and present seminars on their training.

In the case of ADPs, subject-matter specialists are trained at monthly Technology Review Meetings, the extension agents are trained at fortnightly training sessions and in turn train farmers.

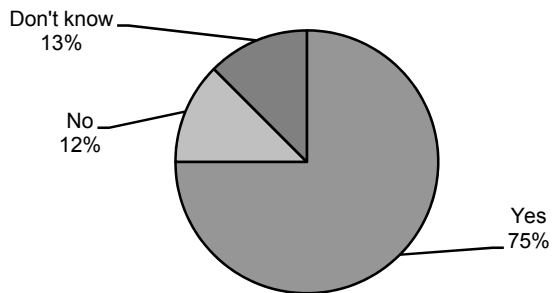
**Figure 17. Extent of use of information from other national/international training institutions for improving human resource capacity**



**Figure 18. Incorporation of gender and environmental issues in developing training strategies**



**Figure 19. Institutional capacity to replicate training courses independently**



**Table 12. Institutional rating of capacity to replicate training courses independently**

Response categories	Percent
No replication of training courses carried out	12.6
Some replication of training courses	12.6
Replication of training courses is often carried out	8.3
Replication of training courses is expected from those who participated in it	37.5
Ample evidence of replication of training courses with organizational resources	8.2
No response	20.8

Finally, respondents were asked to explain the methods used to build capacity within their institutions. Methods mentioned included:

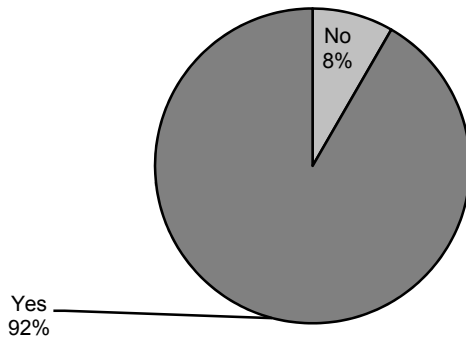
- Attendance and organization of conferences, and workshops;
- Formal and informal training, sponsorship of local and international attachment to advanced laboratories, short courses and trainings;
- Award of grants for training;
- On-the-job training, in-house trainings, seminars, and coaching;
- Fortnight training sessions organized for field staffs;
- Provision of financial assistance to staff for postgraduate dissertation research and tuition;
- Encouraging staff participation in fellowships;
- Learning and implementation, skill upgrading, and advancement; and
- Self improvement

### ***Staff performance and performance appraisal***

Staff performance is the way employees carry out assigned jobs. Such performance is assessed using a regular performance appraisal, which is the assessment of an employee's effectiveness. The performance appraisal is essentially an opportunity for the employee and those concerned with his or her performance, most usually their immediate supervisors, to engage in a dialogue about the employee's performance, development, and the support required from the supervisor. It should not be a top down process or an opportunity for one person to ask questions and the other to reply. It should be a free-flowing conversation in which a range of views is exchanged.

Almost all (22 of 24) of the selected institutions had a formal system for regular staff performance assessment (Figure 20). The most common mechanism was the use of the use of Annual Performance Evaluation (APER) form (Table 13). Staffs were required to complete an APER form annually (Figure 21) and submit to their immediate supervisors. The supervisors then commented on the form and returned it to the staff for acceptance or further comments. Usually, some informal interactions occurred during this process, but the completed form were eventually sent to the human resources management unit for filing or for use in decisions to elevate the staff or review appointments.

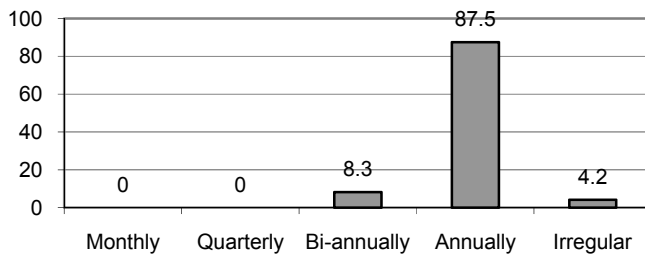
**Figure 20. Availability of a formal system for regular staff performance assessment**



**Table 13. Basic mechanism of the performance evaluation in selected institutions (n=24)**

Mechanism	Percent
Top-down only	4.2
Top-down and use of Annual Performance Evaluation (APER) Form	4.2
Junior staff to comment on supervisor's performance and use of Annual Performance Evaluation (APER) Form	8.3
Use of Annual Performance Evaluation (APER) Form only	75.0
No response	8.3

**Figure 21. Regularity of staff performance evaluation in selected institutions**



## Organizational Management

Collaboration is the act of working together with one or more people or institutions to achieve a goal. In particular, teams that work collaboratively can obtain greater resources, recognition, and reward when facing competition for finite resources. Structured methods of collaboration encourage the detailed mental examination of collaborators' feelings, thoughts, motives, behavior, and communication. These methods specifically aim to increase the success of teams as they engage in collaborative ventures.

Table 14 shows that between 75 and 80 percent of the selected institutions engaged in collaborative programs and linkages with other government institutions such as NGOs, international development partners, and/or training and research institutions. These collaborative ventures mainly work through cost sharing, exchange, joint engagements, and sharing of reports.

When the respondents were specifically probed on the extent of promotion of public-private collaborations, it was found that there were opportunities for improvement, as only one-third of the institutions had ample public-private collaborations guided by extensive planning/programming (Table 15). Among those institutions that had such collaborations, most of the

respondents considered it successful (Figure 22). The respondents identified the following main challenges for private-public collaborations in the agricultural and rural development sector in Nigeria:

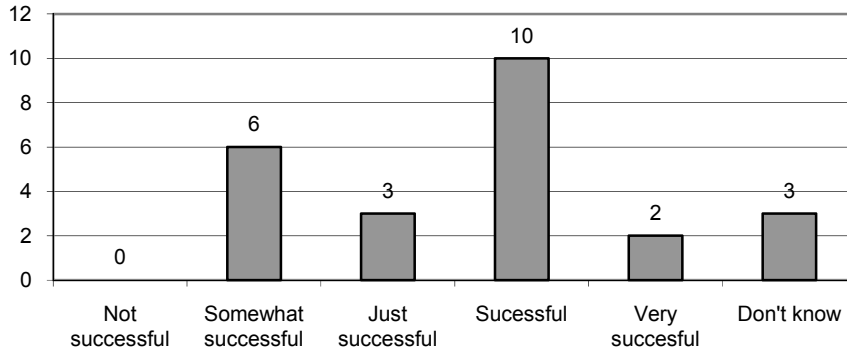
- Inability to lobby and convince the private sector to work with the university system and the lack of capacity for such joint ventures;
- Lack of close monitoring of the collaboration environment and commitment to ensure its implementation; and
- Lack of adequate finance and logistics as well as improved transparency.

**Table 14. Mechanisms for promoting collaborative programs and linkage in selected institutions**

Type of institution	Prevalence (%)	How mechanism works
With other government agencies	79.2	Cost sharing Joint engagements Exchange visits Coordination of activities Institutional support for staff to work together Ministries and parastatal linkages Sharing of reports, trainings, and problem solving
With relevant NGOs	79.2	Joint engagements Exchange visits Participation and mentoring Registration Sharing reports, trainings and problem solving
With international development partners	75.0	Joint engagements Development assistance program Exchange visits Linkage and partnership Through donations/ aids Through meetings/signing of MOU Sharing reports, trainings and problem solving
With training Institutions	75.0	Capacity development Joint engagements Exchange visits Meeting/Training sessions Provision of training for staff Sharing reports, trainings and problem solving
With research institutions	79.2	Carrying out of joint research Cost sharing Joint engagements Exchange visits Meetings Participation of project review and formulation Sharing reports, trainings and problem solving Use of laboratory facilities
With private sector	79.2	Joint engagements Coordination and provision of enabling environment Exchange visits Funding of capital projects Meetings, partnership and participation Sharing reports, trainings and problem solving

**Table 15. Extent of promotion of public-private collaborations in selected institutions (n=24)**

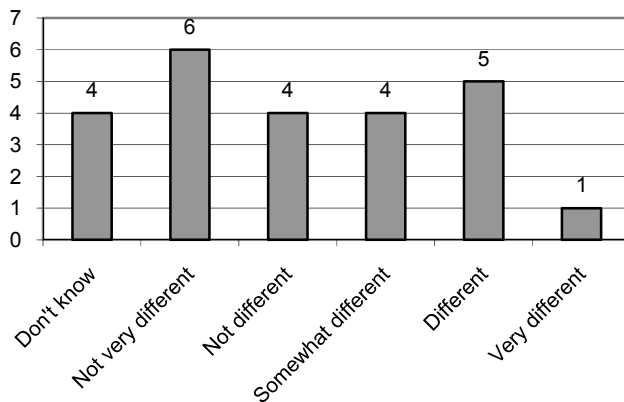
Response categories	Percent	Some examples
There is no public-private collaboration	8.3	
There are some public-private collaborations, but is haphazard and loosely connected with the organization	16.7	1. With an NGO on environmental awareness creation 2. Donation of food processing machines to women groups 3. Drafting of the national economic empowerment development strategy and national development plans
Public-private collaborations exist at different levels; however efforts are still not well guided by joint planning/programming	41.7	1. First Bank of Nigeria- (agronomy chair) 2. Banks—building of structures 3. First Bank—UAM Yam Project 4. Zinox Computers—donation of computers 5. Shell petroleum—provision of cybercafé
There is ample public-private collaborations and is guided by extensive planning/programming	33.3	1. Multiplication of foundation seed by the private sector 2. NNPC—Ethanol project 3. NAERLS—seed companies trials 4. NAERLS—media house partnership on agric development. Broadcast

**Figure 22. Level of success of private-public collaborations in selected institutions**

### ***Gender issues in organizational management***

Gender has become an important factor to consider in organizational management because of real and perceived imbalances and inequalities that have perpetuated gender differences for generations.

In addition to questions on gender issues asked in the previous sections, respondents were asked to rate the differences on the views of men and women on gender issues in selected institutions. The results in Figure 23 shows that respondents were undecided with 10 of 24 on each side of the divide and 4 of 24 opting for “don't know” as a form of abstention from an opinion. However, when asked to rank the constraints faced in addressing gender issues in the selected institutions, funding came up as the top issue, followed by cultural sensitivities/reluctance of partners to address gender, and lack of guidance/assistance on how to integrate gender into research (Table 16). While funds may be addressed by careful planning and management, the cultural and behavioral constraint appears more daunting as they require more focused efforts and long adjustment periods to address them. The starting point to addressing them, however, is an awareness that gender issues exist, recognizing that these need to be addressed and implementing a systematic plan to address them.

**Figure 23. Differences in the view of men and women on gender issues**

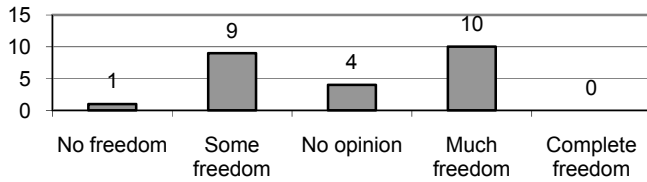
**Table 16. Institutional ranking of the constraints faced in addressing gender issues**

Constraints faced in addressing gender issues	Frequency of mention (%)	Rank
Cultural sensitivities/reluctance of partners to address gender	41.7	2 <sup>nd</sup>
Lack of gender-disaggregated secondary data	29.2	5 <sup>th</sup>
Lack of skilled enumerators to collect gender-disaggregated primary data	25.0	6 <sup>th</sup>
Time constraints	16.7	7 <sup>th</sup>
Funding constraints	58.3	1 <sup>st</sup>
Lack of guidance/assistance on how to integrate gender into research	37.5	3 <sup>rd</sup>
Gender is not seen as important	33.3	4 <sup>th</sup>

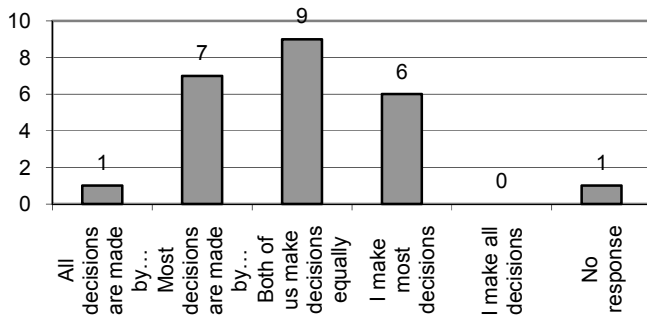
**Autonomy in personnel and budgetary issues**

Autonomy refers to the capacity of a rational individual to make an informed, un-coerced decision and act on it. In an institution, it is the leverage or freedom given to a responsible officer to decide how to execute his or her mandate to yield desirable results. The results of this survey show that the representatives of selected institutions had at least some freedom (19 or 24) in exercising their autonomy in the conduct of their duties (Figure 24). None of the respondents had complete freedom in the performance of duties, but one of 24 reported “no freedom” in the performance of duties. As confirmed in Figure 25, joint decisionmaking appeared most frequently with only one of 24 insisting that all decisions were made by superiors.

**Figure 24 Institutional rating of freedom in the performance of duties**



**Figure 25. Extent of freedom to make any decisions relating to the performance of duties**



**Table 17. Institutional suggestions to ensure that policies and implementing institutions are equitable and environmentally sustainable in agriculture and rural development**

	Equitable	Environmentally Sustainable
At federal level	<ol style="list-style-type: none"> <li>1. Capacity building</li> <li>2. Improved funding</li> <li>3. Commensurate participation at planning, implementation and M&amp;E by both men and women</li> <li>4. Inclusive participation, sustained efforts and funding, development of synergy and participation</li> <li>5. Input desired from this unit</li> <li>6. Promotion of proper policies on agriculture</li> </ol>	<ol style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Capacity building</li> <li>3. Coordinated approach by the stakeholders</li> <li>4. Cost sharing, partnership, flexible programs</li> <li>5. Commensurate participation at planning, implementation and M&amp;E by both men and women</li> </ol>
At state level	<ol style="list-style-type: none"> <li>1. Capacity building</li> <li>2. Demand orientation, need sensitivity, inclusive participation</li> <li>3. Improved funding</li> <li>4. Commensurate participation at planning, implementation and M&amp;E by both men and women</li> <li>5. Promotion of proper policies on agriculture</li> </ol>	<ol style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Capacity building</li> <li>3. Community oriented programs, enforcement of corrective means, creating awareness of dangers</li> <li>4. Coordinated approach by the stakeholders</li> <li>5. Commensurate participation at planning, implementation and M&amp;E by both men and women</li> </ol>
At local level	<ol style="list-style-type: none"> <li>1. Capacity building</li> <li>2. Community based initiatives, problem focused programs</li> <li>3. Increased community ownership</li> <li>4. Improved funding</li> <li>5. Use of local languages to enhance participation by men and women</li> </ol>	<ol style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Capacity building</li> <li>3. Coordinated approach by the stakeholders</li> <li>4. Mainstreaming of vulnerable groups into efforts</li> <li>5. Use of local languages to enhance participation by men and women</li> </ol>

## **Results of the Individual Survey: Nigerian Expert Opinions on the Capacity for Designing and Implementing Agricultural and Rural Development Policies**

The section discusses the results of the survey of individuals whose activities and work schedules involved agricultural and rural development policy design, implementation, monitoring, and evaluation in Nigeria.

### **Background Information about Respondents**

Over 70 percent of the experts had a Master of Science (MSc) or its equivalent formal educational qualification obtained within the last decade (Table 18). Table 18 also shows that they were mostly (72.1 percent) staff-level employees, even though more than a quarter were management-level employees in their respective institutions. The majority (79.7 percent) were male, indicating a gender imbalance in a nation in which the population is almost 50 percent split between the genders (National Census 2006). Over 40 percent of the respondents had spent more than 10 years on the job (mean = 13.5 years) with over 60 percent currently on salary grade levels 10 and above. About half of the experts worked with universities, compared to 13.1 percent in the ministries and 37.7 percent in the parastatals (Table 18). As shown in Table 19, their expertise cut across a broad range of subject areas relevant for designing and implementing agricultural and rural development policies.

**Table 18. Background information on selected Nigerian experts (n=183)**

Variable	Frequency	Percent	Mode (Mean)
<b>Highest level of education</b>			
Diploma	2	1.1	
BSc and HND	39	21.3	
PGD and its equivalents	3	1.6	
MSc and its equivalents	83	45.4	
PhD	50	27.3	
No response	6	3.3	M.Sc. and its equivalents
<b>Year that highest level of education was obtained</b>			
1970s	1		
1980s	30		2000s (1998)
1990s	26		
2000s	73		
No response	53		
<b>Position</b>			
Management level	51	27.9	
Staff level	132	72.1	Staff level
<b>Gender</b>			
Female	37	20.2	Male
Male	146	79.7	
<b>Number of years spent on the job</b>			
Less than 10 years	81	44.3	
11 to 20 years	66	36.1	
21 to 30 years	30	16.4	
Above 30 years	6	3.3	Less than 10 years (13.5 years)
<b>Grade level</b>			
GL08 and equivalents	16	8.7	GL 10 and equivalents
GL 09 and equivalents	24	13.1	
GL 10 and equivalents	29	15.8	
GL 11 and equivalents	17	9.3	
GL 12 and equivalents	6	3.3	
GL 13 and equivalents	22	12.0	
GL 14 and equivalents	20	10.9	
GL 15 and equivalents	18	9.8	
GL 16 and equivalents	4	2.2	
No response	27	14.8	
<b>Nature of Institutions</b>			
Ministry	24	13.1	
Parastatal	69	37.7	
University	90	49.2	University

**Table 19. Subject areas of the Nigerian experts surveyed**

<b>Subject</b>	<b>Frequency</b>	<b>Percent</b>
Academic planning, information and data management	2	1.1
Agricultural and rural development	5	2.7
Agricultural economics, extension, communication rural development and rural sociology	46	25.1
Agricultural engineering and irrigation	6	3.3
General agriculture	3	1.6
Animal breeding and physiology	3	1.6
Animal health and production	7	3.8
Animal nutrition	2	1.1
Plants, crop, and forestry science	11	6.0
Crop production and protection	2	1.1
Development finance	5	2.7
Farming system, research and extension	3	1.6
Food technology, rural, and home economics	1	0.5
Forest resource and wildlife management	16	8.7
Agricultural seed management	3	1.6
Human resources and rural institutions development	2	1.1
Agricultural research	6	3.3
Management, administration and operations	9	4.9
Monetary policy	3	1.6
National plans development	5	2.7
Planning, monitoring and evaluation	14	7.7
planning, policy analysis and statistics	3	1.6
Seed certification and quality control	3	1.6
Seed industry development	3	1.6
Social and environmental forestry	4	2.2
Technical services	6	3.3
Women affairs	5	2.7
No response	5	2.7

## **Experience with the Agricultural and Rural Development Policy Process**

### ***Familiarity with agricultural or rural development policy, strategy, and programs***

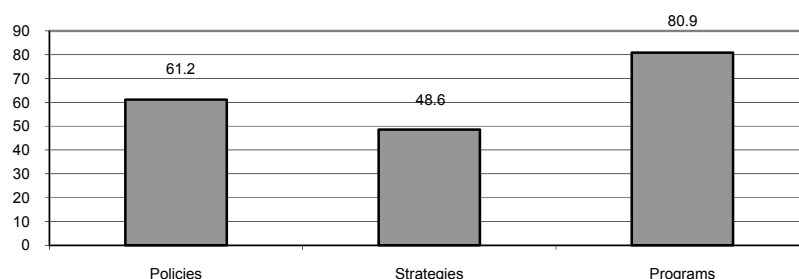
Policies are statements of the general guidelines or a set of principles to guide the actions of government and other relevant agencies in key sectors (for example, the Nigerian agricultural policy, the policy on integrated rural development, the fertilizer policy, etc.).

Programs are a system of procedures or activities that has a specific purpose, such as the National Programme on Food Security (NPFSS) or the Agricultural Development Programmes (ADP). However, strategies are a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan such as the National Economic Empowerment and Development Strategy (NEEDS).

A large number of the experts interviewed (80.9 percent) were familiar with agricultural and rural development programs, a good majority (61.2 percent) were familiar with agricultural and rural development policies but just about half of them (48.6 percent) were familiar with agricultural and rural development strategies (Figure 26).

As shown in Table 20, the policy strategy or program that the Nigerian experts were most familiar with were the ADPs, the three phases of the National Fadama Development Projects (NFDPs), and the National Program on Food Security (NFSP).

**Figure 26. Familiarity with agricultural or rural development policy, strategy and programs among Nigerian experts**



**Table 20. Agricultural or rural development policies, strategies, and programs that Nigerian experts were most familiar with**

Policies, strategies, and programs	Frequency of mention	Rank
Agricultural Development Programmes (ADPs)	60	1 <sup>st</sup>
National Fadama Development Projects (NFDPI, II and III)	32	2 <sup>nd</sup>
National Programme on Food Security (NPFS)	28	3 <sup>rd</sup>
Root and Tuber Expansion Programme (RTEP)	8	4 <sup>th</sup>
National Poverty Eradication Programme (NAPEP)	7	5 <sup>th</sup>
River Basin Development Authority (RBDA)	7	5 <sup>th</sup>
National Policy on Fertilizer	6	7 <sup>th</sup>
Benue State Agricultural and Rural Development Authority (BNARDA)	6	7 <sup>th</sup>
Presidential Initiatives on Rice Production and Export	4	9 <sup>th</sup>
National Policy on Agriculture	4	9 <sup>th</sup>
Directorate of Foods Roads and Rural Infrastructure (DFRRI)	3	11 <sup>th</sup>
National Policy on Integrated Rural Development	3	11 <sup>th</sup>
Agricultural Credit Guarantee Scheme (ACGS)	3	11 <sup>th</sup>
National Economic Empowerment and Development Strategy (NEEDS)	3	11 <sup>th</sup>
National Seed Development Program	3	11 <sup>th</sup>
Operation Feed the Nation (OFN)	3	11 <sup>th</sup>
National Strategic Food reserve	2	17 <sup>th</sup>
International Fertilizer Development Centre (IFDC)	2	17 <sup>th</sup>
New Agricultural Policy Thrust	2	17 <sup>th</sup>
Microfinance policy	2	17 <sup>th</sup>
National Agricultural Land Development Agency (NALDA)	2	17 <sup>th</sup>
Green Revolution Programme (GRP)	2	17 <sup>th</sup>
National Cooperative Policy	2	17 <sup>th</sup>
SASAKAWA 2000	2	17 <sup>th</sup>
Others mentioned only once	38	25 <sup>th</sup>

In terms of the levels at which selected Nigerian experts were involved in agricultural and rural development policy, strategy, or programs, Figure 27 shows that more than 40 percent of the respondents were involved at the level of implementation, while 23 percent were involved at the level of monitoring and evaluation. Less than 10 percent were involved at the stages of designing, development, and awareness creation about agricultural and rural development policies, programs, and strategies in Nigeria. This is expected because implementation usually requires more personnel than other tasks in the process. The findings suggest that there may be need to further develop the capacity of Nigerian experts in the aspects of policy, program, and strategy design, development, and dissemination. The range of specific activities performed by selected Nigerian experts in agricultural or rural development policy, strategy, or program is wide. They include:

Mobilization and planning

1. Mobilizing the rural populace, arrange for meetings, attending workshops
2. Developing annual work plan, budgeting; recruitment; supervision; and report writing
3. Conducting surveys, questionnaire design; collating of data, data extraction; and analysis, data entry, and supervision
4. Conducting research on farmers' participation
5. Management and administration; program leadership; payment of claims

#### Preparation of policy documents

1. Articulation of subsectoral concepts for policy development and implementation of agricultural initiatives
2. Participation in the actual drafting of documents
3. Arranging initial debates
4. Reviewing policy documents, and
5. Brainstorming draft sub-sectoral implementation strategies

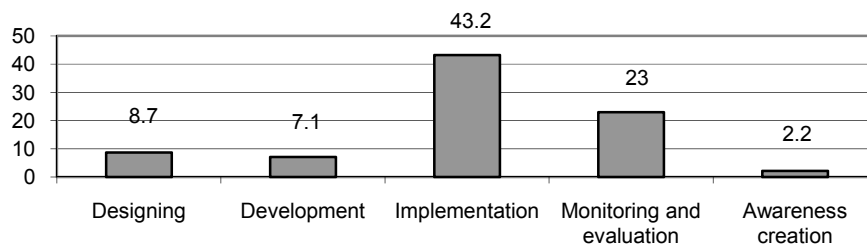
#### Implementation of policy

1. Direct cultivation, multiplication distribution of input, improved seeds, fattening programs for small ruminants, development of fish farms
2. Disbursement of loans
3. Extension services to farmers, establishment and supervision of on-farm demonstration trials, identification of suitable sites, dissemination of the information and organizing people into group, group training, training of trainers including organizing and participating in Monthly Technology Review Meetings (MTRMs), establishment of learning plots, stakeholders/ community chain linkages
4. Teaching
5. Certification and quality control and offering of technical assistance

#### Policy monitoring, impact assessment and evaluation

1. Assessment of project progress, monitoring and evaluation; impact studies and achievement of project objectives

**Figure 27. Levels at which Nigerian experts were involved in agricultural and rural development policy, strategy, or program (Note multiple responses)**



#### ***Responsibility and stakeholder in the development of agricultural and rural development strategies, policies, or programs in Nigeria***

Responsibility is the state, fact, or position of being accountable to somebody or for something. It is the authority to make decisions independently for ones action or inaction. Whereas, stakeholders are persons or groups with a direct interest, involvement, or investment in something, e.g., the employees, stockholders, and customers of a business concern or people who will be affected when a program, policy, or strategy is implemented.

The surveyed experts were asked to mention the titles of persons responsible for agricultural and rural development strategies, policies, or programs in Nigeria. Due to the variations in titles used in various institutions, the respondents had wisely written “officer in charge,” suggesting that for each specific policy, strategy, or program, in most of the institutions in Nigeria, there is an officer in charge. This title was the most frequently mentioned person, at 51.4 percent (Table 21). However, we suggest that if the officer in charge is not clearly known or the responsible person changes during implementation, the program or strategy may suffer from a lack of proper oversight and effective implementation. This is even more likely when the list of stakeholders is long and varied, as in the agricultural and rural development sector.

The stakeholders of agricultural and rural development policies, strategies, or programs mentioned by the experts were:

#### Relevant tiers of government

1. Relevant project management and staff
2. Federal, state, and local governments
3. Relevant ministries at federal and state levels
4. Relevant departments in a particular ministry
5. Directors and staffs of various technical departments
6. Key agencies of national government such as NPC, National Seed Service
7. Standards and quality control agencies such as NAFDAC;

#### Academics and researchers

8. Universities, National Universities Commission (NUC)
9. Agricultural research institutes and scientists
10. National Seed Council

#### General populace

11. Urban dwellers, market women, traders, artisans
12. Rural dwellers, farmers and farmers' societies, FADAMA users' association, women cooperatives
13. General public and individuals

#### Private sector actors

14. Private agriculture input agencies
15. Financial Institutions including commercial banks, microfinance banks, insurance companies and the Central Bank of Nigeria (CBN)
16. Consultants, trainees
17. NGOs, cooperative associations

#### Development partners

18. International development partners including: The World Bank, Food and Agriculture Organization (FAO), International Fertilizer Development Center (IFDC)
19. Collaborating foreign governments

**Table 21. Title of persons responsible for agricultural and rural strategies, policies, or programs in Nigeria**

Rank	Frequency	Percent
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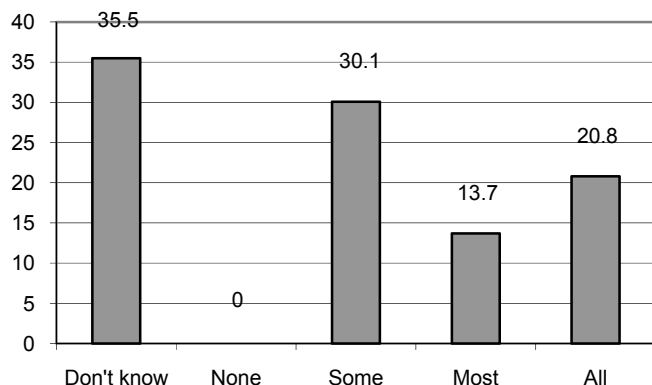
Project coordinator	2	1.1
Director, deputy director, assistant director	43	23.5
Head of department	9	4.9
Officers in charge	94	51.4
Professor, associate professor, senior lecturer	18	9.8
Program manager or general manager	16	8.7
Vice chancellor	1	0.5

The importance of consulting was not lost among the Nigerian experts interviewed. As shown in Figure 28, over 60 percent of the experts stated that their program used at least some consultation. In fact, none of the respondents indicated that no consultation was used. The list of stakeholders not consulted, and the reasons given by the respondents, included:

1. Banks, because they are difficult to engage if the project is not ready for implementation;
2. Fadama users' association, because of time constraints;
3. Farmers' associations/cooperatives were not immediately involved until towards the end of the designing stage because drafting was a top-down approach;
4. In many cases, other rural dwellers were not consulted for reasons including inadequate funding, time constraints, perceived simply as beneficiaries, and fear of politicization;
5. Planning, monitoring, and evaluation units;
6. Women's cooperatives, because the government program is from top to bottom

As shown in Table 22 the major means of communication with stakeholders in the agricultural and rural development policymaking process in Nigeria is through face-to-face communication especially stakeholder fora, meetings, conferences, summits, and talks. According to one of the respondents, these means of communication were mainly used for stakeholder consultation (23.5 percent) and for conveying background information about the program, policy, or strategy to stakeholders (14.2 percent).

**Figure 28. Nigerian experts' opinion of the extent of stakeholder consultation in the agricultural and rural development policy process**



**Table 22. Major means of communication with stakeholders in the agricultural and rural development policymaking process in Nigeria (n=183)**

Means of communication	Frequency of mention (%)*
------------------------	---------------------------

	stakeholder consultation	Convey background information
Stakeholder fora, Meetings and conferences, summits, talks	23.5	14.2
Formal surveys	1.1	0.5
Full participation	1.6	1.1
Facilitation	0.5	0.5
By personal invitation	9.3	1.1
Email, letter and phones calls, announcement	2.2	3.8
Provision of extension services	2.2	6.6
Training workshops, sensitization workshops, inception workshops, stakeholders workshop, seminars, symposia	12.0	16.4
Production and distribution of reports	1.1	6.0
Public lecture, briefing of stakeholders	0.5	1.6
Use of government office locations as contact points	1.6	2.7
Mass media campaigns	2.2	6.5
Official memos and circulars	4.4	4.9
The director nominated people	0.5	0.0
Brainstorming sessions	0.5	0.0
Collaboration	1.1	0.5
Community consultations and site visits	2.7	2.2
Demonstration	0.0	1.1

\*Note multiple responses

As shown in Table 23, the first three concerns of stakeholders about agricultural and rural development policies, programs or strategies in Nigeria were:

1. The extent to which these achieve rural development, empowerment, and capacity building for rural people. This includes improvements in farmers' socioeconomic status, the standard of living of the targeted, and poverty reduction;
2. The extent to which these initiatives achieve food security, boost agricultural production, productivity, and agricultural improvement ;
3. How to implement agricultural programs, policies, and strategies successfully including the fear of non-implementation and failure of previous policies;
4. Resource support and use of research evidence in the development of agricultural and rural strategies, policies, and programs.

Even though officers in charge were widely perceived as the persons responsible for agricultural and rural development programs, policies, and strategies, 23.5 percent of the respondents felt that ultimate accountability was due to the executing department. In practice, the head of department, director or program manager (Table 24) personified the department. Most of the respondents claimed that these persons obtained strong:

- budgetary support (31.7 percent);
- additional staff time required (33.9 percent);
- facilitation of processes (33.9 percent), and
- facilitation of accountability (33.9 percent) (Table 25).

In less than 3 percent of cases experts felt that the accountable department would provide active opposition to their involvement in the policymaking process. This suggests that the problem of institutional disharmony may not be a top issue in the agricultural and rural development sector. There are, however, opportunities for improvement. Weak support from an accountable department may invite low morale from participants and reduce the policy, program, or strategy's likelihood of attaining its desired goals.

**Table 23. Nigerian experts' opinions on the major concerns about agricultural and rural development policies, programs or strategies (n=183)**

Major concerns	Frequency of mention*	Rank
Adequate funding and finance issues	15	4 <sup>th</sup>
Sustainability of policy, program, and follow-up issues	13	5 <sup>th</sup>
Available infrastructure	4	10 <sup>th</sup>
Clear definition of responsibilities	1	15 <sup>th</sup>
Food security, boost agricultural production, productivity, and agricultural improvement	24	2 <sup>nd</sup>
Relevance to national priorities, synergy, linkages, and coordination of policies	8	7 <sup>th</sup>
Rural development, empowerment and capacity building for rural people, increasing farmers socioeconomic status, improvement on the standard of living of the targeted and poverty reduction, targeting intended beneficiaries	33	1 <sup>st</sup>
Staffing	2	12 <sup>th</sup>
Mass participation, technology adoption	11	6 <sup>th</sup>
How to implement successfully, nonimplementation and failure of previous policies	21	3 <sup>rd</sup>
Political will, no political interference	2	12 <sup>th</sup>
Inconsistencies in policy formulation and implementation, failure to use guidelines	6	8 <sup>th</sup>
Land acquisition and development	3	11 <sup>th</sup>
Poverty reduction	6	8 <sup>th</sup>
Conducive policy environment	1	15 <sup>th</sup>
Inaccurate policy data	2	12 <sup>th</sup>
The need for these initiatives to be driven by the private sector	2	12 <sup>th</sup>
Timeliness	1	15 <sup>th</sup>

\*Note: multiple responses

**Table 24 Department or individual to which/whom ultimate accountability is due regarding agricultural and rural development policies, strategies, and programs**

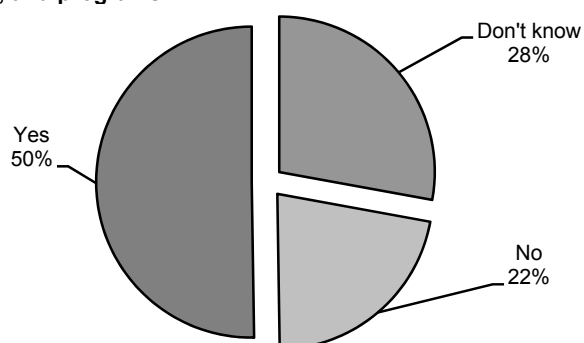
Department or individual	Frequency	Percent
Facilitators and planners	1	0.5
Lead consultant	2	1.1
Agricultural economist	1	0.5
Officer in charge	1	0.5
Project coordinator/Facilitator	4	2.2
Head of Department	5	2.7
Director, deputy director	17	9.3
Executing department	43	23.5
Board/technical committee	4	2.2
Program manager	6	3.3
Vice chancellor	3	1.6
National and state program coordinator	1	0.5
Administration and management	7	3.8
Federal minister or state commissioner	12	6.6
President of the federal republic or state governors	1	0.5
Joint responsibility between department and stakeholders	1	0.5
No response	74	40.4

As mentioned in the above section, evidence can assist a person in making decisions. More than half of the respondents claimed that research evidence was used to support the development of agricultural and rural strategies, policies, and programs in Nigeria (Figure 29). It is noteworthy that 27.9 percent of the respondents indicated that research evidence was not used. The main types of research evidence used were achievements of previous and on-going programs results of fresh surveys, extension, and On-Farm Adaptive Research (OFAR) reports (Table 26); literature; sectoral and desk reviews; monitoring, evaluation and impact assessment reports; and results from pilot schemes and country experiences (Nigerian and others) (Table 27).

**Table 25 Degree of support provided by departments and individuals ultimately accountable for named agricultural and rural development policies, strategies or programs (n=183)**

Type of support	Degree of support (%)					
	Active opposition	Weak support	Neutral	Strong support	Action to implement	Don't know
Budgetary	2.7	12.6	6.6	31.7	5.5	41.0
Additional staff time	2.2	10.4	7.1	33.9	4.4	42.1
Facilitation of process	2.7	9.8	2.2	39.9	8.2	37.1
Facilitate accountability	2.7	8.7	7.1	33.9	7.1	40.4
Other (specify):	0.0	0.5	1.1	2.2	0.5	95.6

**Figure 29. Use of research evidence to support the development of agricultural and rural strategies, policies, and programs**



**Table 26. Type of research evidence used to support the development of agricultural or rural strategies, policies, and programs**

Type of research evidence	Frequency of mention (%)*	Rank
Achievements of previous and on-going programs	16	1 <sup>st</sup>
Previous experiences	4	8 <sup>th</sup>
Available statistics	3	9 <sup>th</sup>
Results of fresh surveys	14	2 <sup>nd</sup>
Country experiences (Nigerian and others)	5	7 <sup>th</sup>
Literature, sectoral, and desk reviews	8	4 <sup>th</sup>
Results from pilot schemes	6	6 <sup>th</sup>
Empirical	1	13 <sup>th</sup>
Monitoring, evaluation, and impact assessment reports	7	5 <sup>th</sup>
Expert experiences	2	11 <sup>th</sup>
Extension and OFAR reports	10	3 <sup>rd</sup>
Feasibility study	1	13 <sup>th</sup>
Field visits	1	13 <sup>th</sup>
Project reports	3	9 <sup>th</sup>
Market forces	2	11 <sup>th</sup>

\*Note multiple responses

**Table 27. Sources of research evidence used to support the development of agricultural or rural development strategies, policies, and programs**

Sources	Frequency of mention (%)*	Rank
In house reviews	2	8 <sup>th</sup>
Agricultural Institutions and universities	22	1 <sup>st</sup>
Own staff and offices	9	3 <sup>rd</sup>
Foreign technical personnel	1	14 <sup>th</sup>
Contact farmers, farmers' groups, farmer's filed, farmers practice	8	4 <sup>th</sup>
Internet	1	14 <sup>th</sup>
Study tours and field visits	4	6 <sup>th</sup>
Available reports, journals and publications	12	2 <sup>nd</sup>
Surveys	7	5 <sup>th</sup>
On Farm adaptive research (OFAR)	2	8 <sup>th</sup>
Stakeholders	2	8 <sup>th</sup>
Management	1	14 <sup>th</sup>
Government	1	14 <sup>th</sup>
Consultants	2	8 <sup>th</sup>
Market forces	2	8 <sup>th</sup>
Workshops	2	8 <sup>th</sup>
World Bank	3	7 <sup>th</sup>

\*Note multiple responses

***Funding, beneficiaries, and benefits of agricultural and rural development policies, programs, and strategies in Nigeria***

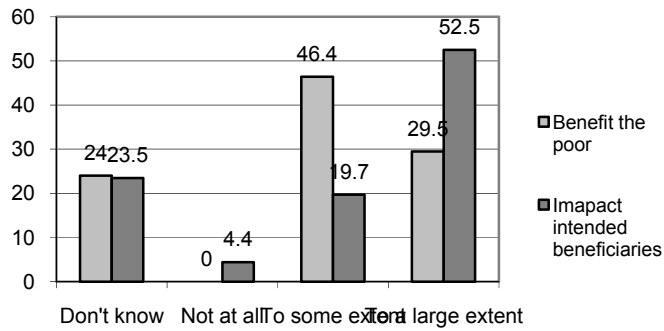
As shown in Table 28, the respondents' perception of the major sources of funds for agricultural and rural development policy development process in Nigeria included: the Federal Government of Nigeria (FGN), The World Bank, state and local governments, the Food and Agriculture Organization of the United Nations (FAO) as well as other donor and funding agencies; and development partners in that order. As shown in Figure 30, they also stated that the various agricultural and rural development policies, programs, and strategies largely benefited the poor (52.5 percent). When asked if there are reports that support their opinion on the benefit of agricultural and rural development policies, programs, and strategies, only 25 percent were positive. The rest either did not respond or answered negatively (Figure 31).

**Table 28. Major sources of funds for agricultural and rural development policy development process in Nigeria**

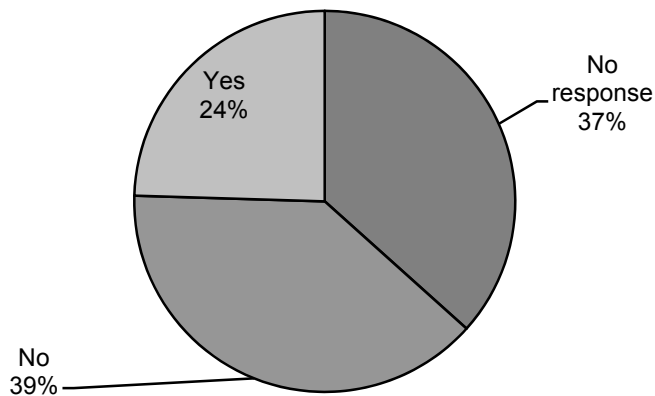
Sources of funds	Frequency of mention (%)*	Rank
African Development Bank	4	7 <sup>th</sup>
Federal Government of Nigeria	88	1 <sup>st</sup>
State governments	37	3 <sup>rd</sup>
Local governments	25	4 <sup>th</sup>
Other donor and funding agencies; development partners	12	5 <sup>th</sup>
Government of the United Kingdom	1	12 <sup>th</sup>
Nongovernmental organizations (NGOs)	4	7 <sup>th</sup>
Farmers	1	12 <sup>th</sup>
Food and Agriculture Organization of the United Nations (FAO)	12	5 <sup>th</sup>
The World Bank	38	2 <sup>nd</sup>
Other relevant agencies	1	12 <sup>th</sup>
International Fund for Agricultural Development (IFAD)	2	11 <sup>th</sup>
United Nations Development Programme (UNDP)	3	10 <sup>th</sup>
International Fertilizer Development Center (IFDC)	4	7 <sup>th</sup>
United States Agency for International Development (USAID)	1	12 <sup>th</sup>
Individuals	1	12 <sup>th</sup>
South Africa	1	12 <sup>th</sup>

\*Note: multiple responses

**Figure 30. Nigerian experts' opinion on the extent to which agricultural and rural development policies, programs, and strategies benefited the poor and impacted intended beneficiaries**



**Figure 31. Availability of reports that support Nigerian experts' opinion on benefit of agricultural and rural development policies, programs, and strategies**



## Nigerian Expert Perspectives of Gender in the Agricultural and Rural Development Policy Process

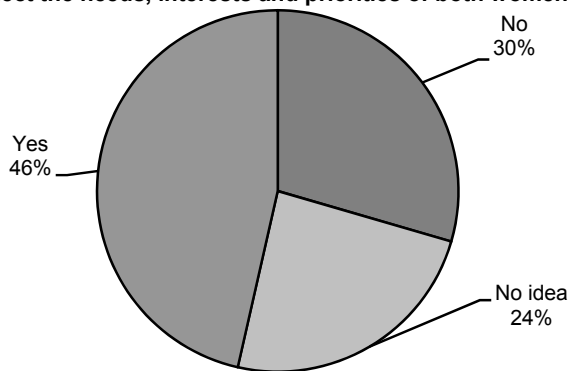
The previous section mentioned that gender had become an important factor to consider in organizational management because of real and perceived imbalances and inequalities that have perpetuated gender differences for generations in Nigeria. The experts were asked to indicate their perception of the levels to which women and men were involved in the development of the policy. As shown in Table 29, they stated that there were consistently more men at all levels than women. It is noteworthy that the number of women at the ministerial and research levels was less than 1 percent. Even at the level of rural farming communities, only 15.3 percent of the respondents felt that there were more women. This may indicate the significant gender inequality that has disproportionately disadvantaged women in education and cultural rights for ages. It is important, therefore, to consider this when training opportunities are open in institutions that have mandates for agricultural and rural development in the country.

To further corroborate this finding, the respondents were asked if there were government steps to review and amend existing policies in agriculture and rural development to reflect the needs, interests, and priorities of both women and men in agriculture. Over half reported negatively or claimed to have no idea (Figure 32). Even when respondents were asked to rate the levels at which existing policies recognized the differential needs of men and women in agriculture and included strategies to redress inequities based on gender, the scale tilted towards the “low” and “very low” end in all the parameters (Table 30).

**Table 29. Levels where women and men were involved in the development of the policy**

Level	Involvement (%)					No response
	Only men	More men	Equal for men and women	More women	Only women	
At ministerial level?	4.4	60.7	10.4	0.5	0.0	24.0
At research level?		59.5	19.1	0.5	1.6	19.1
At the level of agricultural extension?	0.0	52.5	23.0	1.6	3.3	19.7
At the level of rural farming communities	3.3	46.4	16.9	15.3	0.0	18.0

**Figure 32. Government steps to review and amend existing policies in agriculture and rural development to reflect the needs, interests and priorities of both women and men in agriculture**



**Table 30. Levels at which existing policies recognize the differential needs of men and women in agriculture and include strategies to redress inequities based on gender**

Item	Levels (%)					
	Very low	Low	Medium	High	Very high	No response
Taking into account the interests, needs and priorities of women farmers	7.1	13.1	16.9	13.1	3.3	46.5
Recognize differences in needs and priorities of women farmers from different categories of household, agriculture sub-sectors and agroeconomic zones	6.6	17.5	17.5	9.8	2.2	46.5
Recognize differences in access to resources between women and men farmers	7.1	15.3	17.5	10.9	2.7	46.5
Explore how to target resources so that both men and women farmers benefit	4.9	15.3	16.4	13.1	3.3	47.0
Provide a framework for future planning, programming and resource allocation for gender mainstreaming activities	5.5	12.6	19.1	13.7	1.6	47.6

***Constraints to and opportunities for increased participation of women and integration of gender issues into decisionmaking related to agriculture and rural development***

The constraints to increased participation of women and integration of gender issues into decisionmaking related to agriculture and rural development are many and have been well documented. Those mentioned by the survey respondents include:

1. Low level of awareness or consciousness of gender differences
2. Subsisting bias and insensitivity to gender in the institutional environment
3. The erroneous perception that women are the “weaker sex” and incapable of handling activities that require a lot of physical energy
4. Culturally and institutionally biased access to capital, education, land and other resources
5. Poor access to information, networking, and market strategies
6. Massive corruption; misappropriation of funds and dubious attitudes and indiscriminate use of brute force that discourages women to associate with such persons
7. Cultural and religious barriers, taboos, and values such as inheritance laws for women that perpetuate the notion that women are supposed to remain in the background
8. Multiple societal expectations for women to take care of nonremunerated tasks such as family care and maintenance of extended family ties
9. Gender biased policies, programs, and strategies that ensure low literacy and promote ignorance among women
10. Cultural norms that inhibit women from challenging the status quo
11. Absence of an equal opportunity and affirmative action policy to redress the imbalance in gender roles and expectations
12. Shortage of women extension staff
13. Absence of a support structure such as free access to capacity building opportunities and better education

Despite these constraints, potential for increased participation of women in agriculture and rural development is high, compared to some other professional fields there is a large number of women in agriculture-related fields who could be elevated through improved access to career development opportunities. Moreover, advocacy for gender mainstreaming has grown in recent times, providing an atmosphere for open discussion of gender issues that was once absent. Recent interventions such as the Better Life Programme, Family Support Programme, and Second National Fadama Development Project (NFDP-II) are widely acclaimed by respondents as using women as the drivers of efforts to tackle these problems, often resulting in faster and more sustainable recovery. In addition, women role models are appearing on the national and international scenes, especially at top decisionmaking levels,

and are giving hope to other women to actively compete and become successful in many male dominated fields. Even the mandatory establishment of the Women-in-Agriculture (WIA) units in the ADPs in the 1980s is paying off, as one of the opportunities for further involving women in agriculture and rural development. Finally, agricultural processing activities have been a predominant preserve of women for a long time and women are the major workforce behind arable crop farming in the country. These opportunities can be expanded to increase the involvement of women in agricultural and rural development.

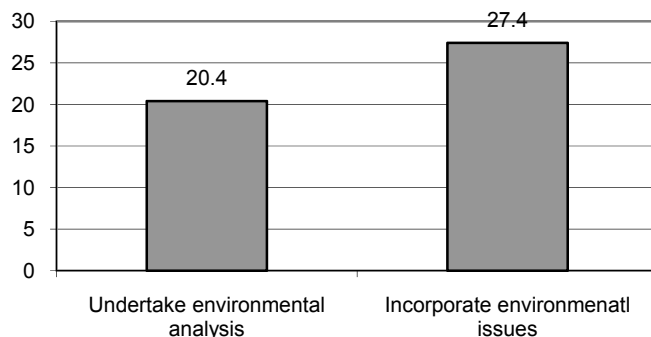
**Nigerian expert perspectives of environmental issues in the agricultural and rural development policy process**

As shown in Figure 33, the incorporation of environmental issues or undertaking environmental analysis is yet to become widespread in the agricultural and rural development sector in Nigeria. For instance, only 27.4 percent of the Nigerian experts incorporated environmental issues in their work. Similarly only 20.4 percent undertook environmental analysis in their work. They did this by appraising the impact of heavy metals in the soil/water, assessing environmental degradation indicators including pollutants, raising awareness, disseminating information on environmental issues, and engaging in capacity-building activities built especially into extension and outreach services. The survey respondents suggested the following ways to incorporate environmental issues into policymaking:

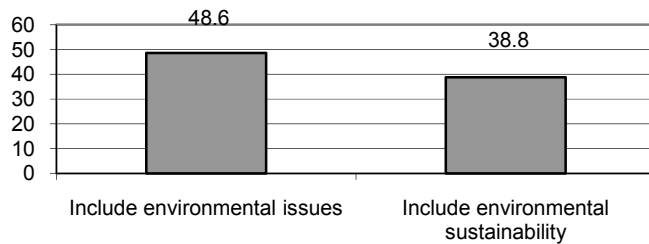
1. Taking account of the environmental units’ view when designing the draft policy, and considering the effect of the intervention on the environment
2. Carrying out environmental impact analyses of projects and programs
3. Encouraging production processes that favor environmental sustainability including avoiding bush burning
4. Engaging the services of experts and consultants to incorporate environmental issues into work plans, rules, and regulations
5. Enlightening pastoralists on the issue of environmental degradation
6. Teaching environmental economics, environmental impact assessment, and environmental protection for agricultural sustainability
7. Assessing environmental quality at the commencement of the project and subsequently assessing changes in the environment
8. Collaborating with relevant agencies and institutions for information

Furthermore, the opinion of the experts was sought on the inclusion of environmental sustainability in agriculture as part of the national agricultural policy. As shown in Figure 34, less than half (38.8 percent) of the respondents felt that government included environmental issues as part of national agricultural policy.

**Figure 33. Proportion of Nigerian experts who undertake environmental analysis and incorporate environmental issues in their work**



**Figure 34. Opinion of Nigerian experts on the inclusion of environmental issues and government steps to include environmental sustainability in agriculture as part of national agricultural policy**



***Constraints to and opportunities for including environmental issues in decisionmaking related to agriculture and rural development***

The constraints to including environmental issues in decisionmaking related to agriculture and rural development included:

1. Inappropriate professional leadership at the ministry and legislative levels, undue political interference in environmental issues, high level of corruption, inadequate deployment of resources, low commitment, and inadequate capacity for incorporating environmental issues in the agricultural and rural development sector
2. Budgetary constraints, high cost of conducting environmental impact assessments (EIA) and environmental management plans (EMP), absence of needed equipment, shortfall in available energy; lack of irrigation facilities, dependence on foreign inputs for maintenance of equipment
3. Low level of communication, inadequate awareness, and poor understanding of environmental issues, including attitudes toward pesticide
4. Farm cultural practices that have been accepted as the norm
5. Lack of data and unclear legal framework
6. Improper monitoring of program and project implementation, low levels of coordination among relevant agencies, and no proper linkages between professional staff and policymakers
7. Inconsistent government policies
8. Poverty, low literacy, and inability to get other sources of livelihood
9. Nonobservance of environmental laws

Conversely, the main opportunities for including environmental issues in decisionmaking related to agriculture and rural development include:

1. Small-scale agriculture, which dominates the county and is usually practiced on a sustainable basis
2. Annual tree planting exercises offering opportunities for creating and maintaining awareness of environmental issues
3. Building consciousness on the need to integrate environmental issues into agriculture and rural development at all tiers of government
4. Better coordination with the Ministry for Environment
5. Increased global attention on environmental conservation arising from the threat of global warming and environmental pollution, and the need to ensure sustainable development through conservation measures
6. Implementing existing environmental laws, including the institutionalization of the EIA process
7. Growing number of trained environmental economists in the country
8. Development partners emphasizing the need for environmental impact assessments; auditing, and accounting

### ***Processes of monitoring and evaluation of the impact of agricultural and rural development programs on the environment***

The relevance of a sustainable environment to agricultural and rural development is not in doubt. However, a conscious effort is needed to ensure that the practice of agriculture does not negatively affect the environment. Monitoring and evaluating the impact of agricultural and rural development programs on the environment require allocation of resources not only commensurate with the magnitude of the work to be done, but also anticipating what would happen if certain steps are not taken. The specific processes of monitoring and evaluating the impact of agricultural and rural development programs on the environment include:

1. Determining program performance and environmental impact indices such as number of floods and droughts, and yield of crops
2. Assessing waste disposal systems and methods of discarding effluents from processing centers
3. Conducting appropriate monitoring, evaluation, and impact assessment studies of agricultural activities on the environment
4. Regularly and consistently collecting data and analyzing environmental parameters such as rainfall, relative humidity, average monthly temperature, waste management system, and toxicity
5. Collaborating among relevant institutions, e.g., coordinating appropriate studies by universities, using weather records from NIMET, analysing social research work from NISER, and work by implementing units/departments
6. Regularly updating land use surveys, including agroecology system analysis
7. Acquiring and using appropriate modern equipment like weather monitoring equipment, GPS, and GIS hardware and software
8. Allocating adequate resources including financial and human resources, and other materials required to achieve clearly defined goals.
9. Consistently producing and distributing quarterly and annual reports, including the results of environmental assessments
10. Strictly following planned operational guidelines
11. Using qualified and competent experts in relevant fields to handle relevant cases

### ***Job satisfaction and institutional incentives in the Nigerian agricultural and rural development sector***

Job satisfaction describes the happiness that employees feel with the way that they have arranged or completed the tasks assigned to them. Employee job satisfaction may be a function of the rewards they obtain from the job, the new status that the job confers on them, the compatibility of the job to their existing schedules, their appreciation of the level of risk involved or their appreciation of the freedom to direct the course of the job. These factors often encourage employees to act in certain ways. Managers often use institutional incentives for employees to give their best to the job and reach harmony between personal and institutional goals.

Table 31 summarizes of the selected experts' perception of their job satisfaction and institutional incentives in the agricultural and rural development sector. They strongly agreed with only three of the 21 statements: "I would like to live a better quality life even with this job," "I feel that I contribute to the overall performance of my organization," and "The performance of staff members in this Office/Unit/ Department are appraised every year." Conversely, they strongly disagreed with two of 21 statements: "The salary and other benefits that I receive are reasonably sufficient to meet my living expenses" and "There is hardly any political interference in our work." The importance of these findings is that while staff members in the Nigerian agricultural and rural development sector feel they are affecting the system, their major concerns are low levels of remuneration and undue political influence on their job schedules.

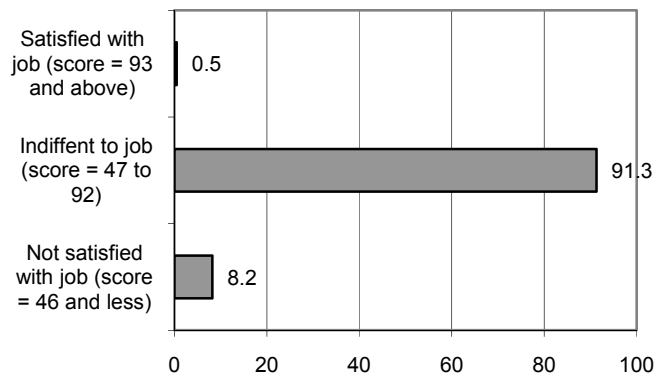
Overall, 8.2 percent of the respondents were unsatisfied with their job and a majority of 91.3 percent were indifferent to their job (Figure 35). This implies it may be difficult for them to perform their duties to the best of their abilities. The key to addressing this indifference may be to provide employees greater freedom in the performance of their jobs, reduce interference from the political leadership, and work out a reasonable and acceptable reward package for the job done.

**Table 31 Nigerian experts' perception of their job satisfaction and institutional incentives in the agricultural and rural development sector**

S/N	Statements	Responses (%)*					Mode
		1	2	3	4	5	
1	The salary and other benefits that I receive are reasonably sufficient to meet my living expenses.	42.7	35.0	5.5	12.0	3.8	1
2	I would like to live a better quality life even with this job.	4.9	2.7	1.6	30.6	59.9	5
3	I worry about losing my job even if I perform well.	23.5	32.7	10.9	23.5	9.3	2
4	I enjoy my work and the work environment.	12.0	19.1	13.1	47.0	8.7	4
5	I feel that I contribute to the overall performance of my organization.	1.6	0.5	1.6	39.9	56.3	5
6	I fully follow the rules and regulations of my office.	2.2	1.1	3.3	53.6	39.9	4
7	The performance of staff members in this Office/Unit/ Department are appraised every year.	3.3	12.6	15.3	23.5	45.4	5
8	Staff members in this Office/Unit/ Department are rewarded for their performance	15.8	36.1	20.8	21.3	6.0	2
9	Staff are encouraged by senior management to address gender issues in their work	14.2	40.4	23.0	16.9	5.4	2
10	The staff rules for determining leave and eligibility for training are unclear.	9.3	33.3	23.0	24.0	10.4	2
11	The policies of our office are well coordinated with those of other offices at the district level.	10.4	17.5	26.8	39.9	5.5	4
12	Personal initiatives are not particularly encouraged in carrying out the activities of our unit.	10.4	48.6	12.6	18.0	10.4	2
13	My supervisor and I have a clear understanding of what I should be achieving by the end of the year.	2.7	12.0	13.1	54.1	18.0	4
14	Policy changes about job responsibilities are communicated to us effectively.	8.7	18.0	20.8	45.9	6.6	4
15	I often disagree with the policies that we are asked to implement.	21.3	41.5	14.2	20.2	2.7	2
16	There is hardly any political interference in our work.	35.6	25.1	20.8	16.9	1.6	1
17	We get reasonably adequate financial resources to accomplish our work	29.5	42.1	13.1	13.7	1.6	2
18	There is adequate transport support to carry out my duties.	36.6	45.4	9.8	5.5	2.7	2
19	I have been given adequate learning resources to get my job done	20.2	41.5	8.7	21.9	7.7	2
20	We have enough manpower to accomplish the objectives of our unit.	16.9	39.4	10.9	23.5	9.3	2
21	Staff members in our unit have the skills required to achieve the larger objectives of organization.	3.3	16.9	7.7	52.5	19.7	4
22	I have easy access to information needed for undertaking my job	8.2	45.9	10.9	28.4	6.6	2
23	There is enough office equipment for me to perform my job.	24.0	47.0	13.1	12.0	3.8	2

\*Note: 1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

**Figure 35 Distribution of Nigerian experts based on their total job satisfaction and institutional incentive score**



An attempt was made to investigate the relationships between the background information obtained from the selected experts on their perception of job satisfaction and institutional incentives. The results of the Chi square test of independence are shown in Table 32. The experts' perception of job satisfaction and institutional incentives was independent of all the background variables considered.

**Table 32. Results of Chi-Square Tests (Dependent variable – Total job satisfaction and institutional incentive score)**

Independent variable	Chi square Value	df	Asymp. Sig. (2-sided)	Decision*
Gender	0.36	4	0.99	Do not reject Ho
Position	1.56	2	0.46	Do not reject Ho
Years spent on the job	9.40	6	0.15	Do not reject Ho
Nature of institution	7.51	4	0.11	Do not reject Ho
Level of formal education	4.92	10	0.90	Do not reject Ho

\*Note - Decision criterion: Where asymp sig. value is less than 0.05, reject Ho

Ho – Total job satisfaction and institutional incentive score is independent of selected background information (gender, position, years spent on job, nature of institution and level of formal education) of the experts.

## Key Findings and the Way Forward

The findings documented in this paper could provide useful inputs into the effort to build institutional capacity to support agriculture policy and strategy formulation. The views of respondents from these diverse but related institutions in agricultural policymaking processes in Nigeria were aggregated based on the following considerations:

1. The overall number of people involved in any one stage of the policy process (other than implementation) is small.
2. There are some overlaps in the roles of policymaking actors in the policy process. For instance, university lecturers are often invited as consultants to ministries, parastatals, and sometimes political decisionmakers. Similarly, civil servants at the director level often inform political decisionmakers. There is hardly any one individual or institution with exclusive and outright powers to determine policy.
3. Personnel movement among institutions is common, and thus opinions that come from one institution may be based on experiences drawn from working in a combination of universities, ministries, and politics.

In interpreting these results, caution is required as the institutions surveyed play different roles along the process of designing and implementing policies, strategies, and programs and therefore are not involved in every component. Those surveyed came from a mix of research institutions, which do not necessarily make or implement policies, but do inform

policies (universities); government institutions that could propose, formulate, and/or implement policies (ministries and parastatal, including the CBN); and projects (ADP).

### ***Capacity Gaps for Designing and Implementing Agricultural and Rural Development Policies and Strategies***

The study revealed several capacity gaps for designing and implementing agricultural and rural development policies in Nigeria:

1. Undemocratic principles and lack of transparent leadership: There is insufficient political leadership in mentoring and facilitating the policymaking processes and a low level of the stakeholder engagement that is required for people-centered policy design and implementation.
2. There is a gap between universities and research institutions and policymaking and implementation entities both at the institutional level and in the necessary cross-fertilization of ideas that should energize both systems to contribute to evidence-based policymaking. This gap occurs in terms of both resource availability, personnel capacity, and willingness to engage each other in productive policy dialogue.
3. There is a limited understanding of the relationships between institutional, human, and material resources and the impact of policy on target end users in the policy design, planning, implementation, and monitoring and evaluation. This low level of understanding is reflected in the policies and programs of the government for which its own agencies have no budgetary or strategic provisions.
4. The gap in strategic linkages between training institutions and policymaking and implementing agencies has resulted in a haphazard curriculum review that is inconsistent with the changing policy environment. This results in new entrants into policymaking agencies who are unprepared, with a poor grounding in the state-of-the-art issues in the policymaking environment.
5. Finally, there is an ineffective use of trained capacity in universities to improve the quality of policy debates, which leads to a failure of critical linkages between field research and policy decisions.

### ***The Way Forward for Future Research in the Policymaking Processes in Agriculture and Rural Development in Nigeria***

The future of research in the policymaking processes in agriculture and rural development in Nigeria is contingent on the availability of a dedicated band of researchers whose voices are loud enough to influence the system. This is achievable in the following ways:

*Tracking changes in the role of evidence in strategic, gender sensitive planning through:*

1. regular monitoring, evaluation, and impact assessment, and adequate documentation, and commitment to use the results of this exercise, to include logical frameworks whose indicators can be used to track such changes,
2. regular and functional capacity building, taking cognizance of the gaps in staff skills and institutional capacity needs,
3. adequate funding of the entire policymaking process, including funding regular studies to highlight and promote best practices, and to indicate what challenges remain and how they can be addressed,
4. functional collaboration among various stakeholders, including local communities and disadvantaged groups, and
5. improved sensitization of management level staff on gender issues, and focused training for other staff on gender issues.

*Feeding information generated by selected institutions into strategic planning and policymaking processes in Nigeria by timely, consistent and wide distribution of annual*

*reports, performance assessment reports, and other relevant publications, especially during training of staff, postgraduate students, farmers associations and appropriate ministries, and developing:*

1. clear frameworks for incorporating necessary information, when available, into the national databank,
2. effective coordination of research findings and proper packaging for easy dissemination to serve as a guide and good evidence for policymakers and extension agents,
3. end-user involvement at every level from planning to implementation and monitoring and evaluation of the policymaking process,
4. encouragement of heads of units to update records in order to make them available promptly when required,
5. extensive provision of Internet facilities to connect all relevant agencies, libraries and universities,
6. regular stakeholder consultations,
7. maintenance of functional institutional websites where information for planning and other developmental processes can be accessed, and
8. specially organized strategy meetings with policymakers where inputs required for effective policymaking are shared, discussed, and harmonized.

*Improving the quality, gender sensitivity, timeliness, and circulation of policy-relevant evidence by:*

1. providing adequate funds for planned activities, proper training of staff, and circulation of policy-relevant evidence in annual budget and functional commitment to ensure that these funds are used for the assigned purposes,
2. regularly consulting relevant stakeholders through every step of the policy process,
3. creating awareness through the mass media, seminars, and workshops especially for stakeholders and the public,
4. setting up a functional framework for pre and post-policy analysis research,
5. ensuring equity, fairness, and adherence to due process in the policymaking process,
6. mainstreaming gender and diversity issues in policymaking institutions, thereby entrenching gender sensitivity in the policymaking environment,
7. facilitating higher levels of female involvement in the policymaking process and circulating policies in local languages,
8. properly identifying and coordinating key players in the policymaking process, and promptly disseminating relevant information,
9. widely publicizing policies at the various levels of governance and political zones,
10. articulating strategic guidelines at the topmost level to guide policy proposals at all levels, and
11. using objectively verifiable performance indicators, outputs, outcomes for every project, program, and policy.

### ***Strengthening strategic planning, policymaking, and implementation in agriculture and rural development***

In policymaking and implementation, strategic planning involves engaging all available resources to yield desired results with minimum friction. Policymaking is the practice by members of a government of drawing up a set of principles to guide the actions and decisions of those associated with the policy. A good policy is essential for strategic planning and sustainable implementation. Strengthening strategic planning in policymaking and implementation in the agricultural and rural development sector includes:

1. a comprehensive research base to support the policymaking and implementation process as well as full integration of research findings into policies,

2. an effective system of monitoring and evaluation with in-built statistical component to ensure proper benchmarking, impact assessment, fine-tuning, and effective refocusing of policy or strategy or program,
3. use and maintenance of qualified experts within and outside the relevant ministries to guide the process of policy formulation and ensure policy continuity,
4. facilitating equal opportunities for women and men and maintaining gender sensitivity,
5. facilitating regular policy review and the use of results of policy review exercises to further strengthen existing policies,
6. facilitating a favorable environment for various stakeholders in the policy process to contribute their best inputs into the system, and instituting a clear, unambiguous line of command, known and open to all stakeholders and other interested parties, and
7. improving general public awareness of the policymaking process and outcome.

***Strengthening institutions involved in policymaking and implementation in agriculture and rural development***

Institutions are large organizations that are influential in their communities. The process of policymaking can only be as strong as the institutions that are involved. The core requirements to make institutions deliver their mandates are: timely and adequate funding, effective collaboration and avoidance of duplication, increased synergy, proper monitoring and supervision, and competent human resources. In Nigeria, the specific requirements to strengthen institutions involved in policymaking and implementation in agriculture and rural development include:

1. creating a sustainable institutional framework geared towards achieving the defined mandates of the institution,
2. closely interacting with all relevant stakeholders, including local communities, NGOs, the private sector, and other government agencies,
3. having a clear pattern of access to institutional logistics support and staff training, using renowned experts to mentor and guide institutional growth and develop institutional capacity,
4. improving Internet connectivity and access to information and communication technologies (ICT) as they emerge to widen the resource base of the institutions and their visibility of the international scene,
5. periodically strengthening institutional human capacity to deliver mandates and ensure a defined pattern of succession, nurturing, and replacement,
6. reducing undue bottlenecks and facilitating arrangements that speed up the feed forward and feedback mechanisms of information exchange within an institution and with parties external to it, and
7. improving infrastructural support to reduce the need for distraction of managerial resources to municipal facilities such water, electricity, and roads maintenance rather than the core mandate of the institutions.

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## Appendix I: Key Informant Questionnaire

### Policy Process and Institutional Performance Mapping in the Agricultural Sector in Nigeria

Position..... Highest degree obtained .....

Grade level: ..... Years in Job: .....

Gender ..... Ministry .....

Current Agency/Department/Unit.....

Previous Agency/Department/Unit.....

1. Name the key Agricultural Policies in Nigeria and the Agency/Department/Unit /Institutes/University at Federal or State levels responsible for implementing them

Agricultural Policy	Agency/Department/Unit responsible

2. Please, provide the following information on ONLY ONE of the Agricultural Policies mentioned in (1) above.

a	Name of policy	
b	Common acronym	
c	What is its origin?	
d	How did it get legislative approval?	
e	How did it get executive approval?	
f	When was it implemented?	
g	How was/is it implemented?	
h	How was/is its planning, monitoring and evaluation done?	
i	Who was/is it accountable to?	
j	How was/is it funded?	
k	Who were/are the clients?	
l	Who were/are the main stakeholders?	

m	How were the stakeholders consulted?	
n	Do you consider the policy a success?	
o	Explain your answer in (n) above	

3. Place the Agency/Department/Unit/Institute/University mentioned in (1) above in the following framework with respect to your perception of their performance (Write out the acronym of the Agency/Department/Unit in the spaces provided)

Perception of performance	High	Low
Incentive system		
Specificity of tasks		
Absence of political interference		
Meeting client demand		
Clarity of mission		
Supportive and transparent recruitment criteria		
Meeting performance expectations and evaluation		
Positive use of employee sanctioning/rewards		
Positive use of employee discretion and autonomy		

4. What other factors you would consider important for delineating between high performing Agency/Department/Unit/Institute/University and low performing Agency/Department/Unit in the agricultural and rural development sector in Nigeria? (Place the most important factors first).

Rank	
1.	
2.	
3.	
4.	
5.	

5. Kindly rate your own agricultural Agency/Department/Unit using the dimensions in the table below. Mark an "X" in the space between one and the other extreme (Somewhere in-between) to indicate the relative position of your agency approach

Dimension	One extreme	Somewhere in-between					The other extreme
<b>Focus</b>	Business						Social policy goals
<b>Specificity of clientele</b>	Narrow target category						Broad or unspecified target
<b>Means of influence</b>	Promote specific view						Help client achieve own objectives
<b>Programme objectives</b>	Technology transfer						Process
<b>Scale of decision</b>	Individual management unit						Group, community or area (collective decision)

<b>Scope of advice</b>	Information and advice						Financial incentives within the scheme
<b>Payment for service</b>	Clients pay						Free to clients
<b>Direction of information flow</b>	Top-down						Bottom-up
<b>Information delivered by</b>	Public sector						Private sector
<b>Duration</b>	Short term campaign						On-going
<b>Intensity</b>	No one-to-one advice						All one-to-one advice

Thank you.

## Appendix II: Questionnaire for Institutional Units

### Review of Institutional Capacity for Designing and Implementing Agricultural and Rural Development Policies in Nigeria

In order to strengthen evidence-based policymaking in Nigeria in the areas of agriculture and rural development, the International Food Policy Research Institute (IFPRI) and the Federal Ministry of Agriculture and Water Resources (FMAWR) with financial support from the Canadian International Development Agency (CIDA), through the Agricultural Policy Support Program (APSF) seeks to support the designing and implementing of evidence-based, pro-poor, gender sensitive and environmentally sustainable agricultural and rural development policies and strategies in the country. To achieve this, it is essential to identify the current capacity within Nigeria for providing evidence for policymaking and for creating this capacity for future generations. Kindly complete this questionnaire on behalf of your Unit/Department/Organization to the best of your ability.

The information provided will be used solely for research on developing solutions for better capacity development and management and kept in strict confidence. Thank you in anticipation of your cooperation.

#### Background information about respondent

Position:..... Highest Education (Year):.....

Grade Level..... Office/Unit/Division:.....

Department.....

Ministry/Parastatal/University/ Organization:.....

Number of years at institution: ..... Gender: Male [ ] Female [ ]

#### I- Agricultural and Rural Policy Environment and Process

Policies are statements of the general guidelines, plans and strategies to guide the actions of government and other relevant agencies in key sectors (For example the Nigerian Agricultural Policy, the policy on Integrated Rural Development, the fertilizer policy etc.). The following statements seek to establish an understanding of the general environment and processes involved in putting national policies in place.

Please, circle the number corresponding to your opinion in Statements 1 to 35 below:

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

1	In this organization, there is a streamlined system for designing agricultural and rural development policies	1	2	3	4	5
2	In this organization, there is a streamlined system for implementing agricultural and rural development policies	1	2	3	4	5
3	Policies designed by our Ministry, Department, or Agency (MDA) have been discussed in the parliament	1	2	3	4	5
4	Policies and programs implemented by our MDA have been discussed in the parliament	1	2	3	4	5
5	Policies and programs are usually initiated by the donors who are funding these activities	1	2	3	4	5
6	Policies and programs are usually initiated by the development partners who are supporting agricultural and rural development	1	2	3	4	5

	programs.					
7	Policies and programs are usually initiated by the government	1	2	3	4	5
8	Agricultural and rural development policies that are initiated in this MDA is based on directives from the President's office	1	2	3	4	5
9	Policies are conveyed clearly through appropriate documentation at different levels	1	2	3	4	5
10	Strategies are conveyed clearly through appropriate documentation at different levels	1	2	3	4	5
11	Plans for implementation of a policy is developed in consultation with the staff who has responsibility to implement it	1	2	3	4	5
12	Plans for implementation of a strategy is developed in consultation with the staff who has responsibility to implement it	1	2	3	4	5
13	Monitoring of policy implementation is usually based on its stated objectives	1	2	3	4	5
14	Monitoring of strategy implementation is usually based on its stated objectives	1	2	3	4	5
15	When policies fail to deliver, it is usually because the policy was not good to begin with	1	2	3	4	5
16	When policies do not make any impact on the intended beneficiaries it is because they are not implemented properly	1	2	3	4	5
17	When policies do not make any impact on the intended beneficiaries it is due to insufficient funding	1	2	3	4	5
18	The Head of my unit/department has a full understanding of the policy directive to assist me in its implementation	1	2	3	4	5
19	When policies do not get fully implemented we have an opportunity to review them	1	2	3	4	5
20	After policy implementation is reviewed, there is an opportunity to redesign them	1	2	3	4	5
21	There is a national policy environment that supports the agricultural growth objectives	1	2	3	4	5
22	National agricultural and rural development policies have specific strategies designed to implement them	1	2	3	4	5
23	The strategies derives from national policies are reflected in our departmental plans	1	2	3	4	5
24	Annual plans of our unit/department are connected to the national policies and strategies	1	2	3	4	5
25	Our departmental activities are monitored for their contribution to national policies	1	2	3	4	5
26	Our departmental activities are monitored for their contribution to national strategies	1	2	3	4	5
27	There is a national gender policy that our Unit recognizes	1	2	3	4	5
28	There is a national environment policy that this unit aligns with	1	2	3	4	5
29	There is adequate provision in our unit/departmental budget to support the mainstreaming of gender in its activities	1	2	3	4	5
30	Our unit/department budgeted adequate financial resources to support the integration of environmental sustainability issues in our activities?	1	2	3	4	5
31	The current national agricultural policy contains elements that weakens the growth of the agriculture sector	1	2	3	4	5
32	There are conflicts between the current agricultural policy and some other policies in the country	1	2	3	4	5
33	The key elements of sectoral strategies are clear in the current agricultural policy without apparent conflict	1	2	3	4	5
34	The current agricultural policy clearly specifies key implementation needs (resources, etc.)	1	2	3	4	5
35	Feedback process (example, an evaluation plan) that leads to continuous evolution of the agricultural policy is integrated in	1	2	3	4	5

the current policy					
--------------------	--	--	--	--	--

36. What are the recent or planned efforts to strengthen the capacity for evidence-based policy design, implementation and monitoring and evaluation in your Unit?

	Who was trained?	What specific subject matter?	How was the training conducted?	Who paid for the training?	If participant, how much was the training?	How many days was the training?
Evidence-based policy design						
Evidence-based policy implementation						
Evidence-based Monitoring and Evaluation						

37. Does your organization have a strategic plan with regard to the following?

Item	None at all	Somewhat rudimentary version	Available and widely used	Available and not widely used
A mission statement for the institution <i>(Request for a copy)</i>				
Strategies for the near term (example 5 years) including budgets and priorities <i>(Request for a copy)</i>				
A vision for the institution for the long-term (beyond 5 years) <i>(Request for a copy)</i>				
Participation in planning from a broad range of personnel within the agency				

38. What needs to be done to ensure that policies and implementing institutions are equitable and environmentally sustainable in agriculture and rural development?

	Equitable	Environmentally Sustainable
At federal level?		
At state level?		
At local level?		

## II. Institution and Institutional environment

39. Is there a written guideline for the work your institution does? *(If possible, request copy of guidelines).*

1. There are no guidelines for service [ ]
2. Guidelines are initial/ incomplete [ ]
3. Guidelines exists but are not made official [ ]
4. Guidelines exist, are official but not fully disseminated [ ]
5. Guidelines are complete, official and fully disseminated [ ]

<b>Status in 2007 (1-5)</b>
<b>39 a. Explain:</b>

40. When were the written personnel policies, rules, and regulations last revised?

41. Existence of training guidelines within your institution? (*Request copy of guidelines*).

1. There are no guidelines for service [ ]
2. Guidelines are initial/ incomplete [ ]
3. Guidelines exists but are not made official [ ]
4. Guidelines exist, are official but not fully disseminated [ ]
5. Guidelines are complete, official and fully disseminated [ ]

<b>Status in 2007 (1-5)</b>
<b>41 a. Explain:</b>

42. To what extent do training guidelines provide suggestions on?

Item	1. Not at all	2. To a little extent	3. To some extent	4. To a great extent	5. To a very great extent
Building capacity in gender analysis					
Environmental sustainability					

43. In your opinion, are guidelines implemented?

1. Not implemented at all [ ]
2. Not fully implemented [ ]
3. Not sure [ ]
4. Somewhat implemented [ ]
5. Fully implemented [ ]

Service guidelines	1	2	3	4	5
Training guidelines	1	2	3	4	5

<b>43a. Explain</b>
---------------------

44. When was the last time the training guidelines were reviewed/revised?

### III. Financial and Human Resources

#### Financial Resource Management

45. Does your accounting system regularly provide income/revenue data and cash flow analysis based on specific service cost categories?

1. Never [ ]
2. Somewhat rudimentarily [ ]
3. Moderately [ ]
4. Sufficiently [ ]
5. Highly [ ]

<b>Status in 2007 (1-5)</b>
<b>45.a Explain:</b>

46. How often are the reports from the accounting system received?

- Weekly [ ] Monthly [ ] Quarterly [ ] Yearly [ ] More than yearly [ ]  
 Don't know [ ] *If a report is available, request a copy of the format*

47. Who receives the reports?

48. Who has access to the information in the report?

49. Is there a person or office, whose job description includes reviewing financial data, analyzing unit costs, making financial projections and tracking expenditures against budgets?  
 Yes [ ] No [ ] Don't know [ ]

50. Is staff training on gender mainstreaming activities, including building capacity in gender analysis, systematically budgeted for in your Unit/Department?

Yes [ ] No [ ] Don't know [ ]

51. Is staff capacity for incorporating sustainable environmental issues and analysis systematically budgeted in your Unit/Department?

Yes [ ] No [ ] Don't know [ ]

**Human Resources Management**

52. Does your agency have a Human resource management unit?

Yes [ ] No [ ] Don't know [ ]

53. Does your agency have its own training center for strengthening staff capacity?

Yes [ ] No [ ] Don't know [ ]

54. If yes, what subjects does the centre teach internally?

55. How often are the training needs of staff reviewed?

1. Weekly [ ] 2. Monthly [ ] 3. Quarterly [ ] 4. Yearly [ ]  
5. More than yearly [ ] 6. Don't know [ ]

56. When was the last time the training needs of the agency staff assessed?

57. Are Trainers constantly trained?

1. Never [ ] 2. Somewhat rudimentarily [ ] 3. Moderately [ ]  
4. Sufficiently [ ] 5. Highly [ ] 6. Don't know [ ]

58. Do trainers constantly update their technical and presentation skills?

1. Never [ ] 2. Somewhat rudimentarily [ ] 3. Moderately [ ]  
4. Sufficiently [ ] 5. Highly [ ] 6. Don't know [ ]

**Status in 2007 (1-5)**

**58 a. Explain:**

59. Is there training of staff in gender awareness and sensitization?

Yes [ ] No [ ] Don't know [ ]

60. If yes, please give an example of this type of training.

61. Is there training of staff in environmental sustainability issues?

Yes [ ] No [ ] Don't know [ ]

62. If yes, please give an example of this type of training.

63. Has the gender expertise among male staff increased in the last five years?

1. Increased strongly [ ] 2. Increased slightly [ ] 3. Stayed the same [ ]  
4. Decreased slightly [ ] 5. Decreased markedly [ ] 6. Don't know [ ]

64. Has the gender expertise among female staff increased in the last five years?

1. Increased strongly [ ] 2. Increased slightly [ ] 3. Stayed the same [ ]  
4. Decreased slightly [ ] 5. Decreased markedly [ ] 6. Don't know [ ]

65. To what extent has capacity for each of the following areas increased in your unit (circle one):

	Increased strongly	Increased slightly	Stayed the same	Decreased slightly	Decreased markedly	Don't know
Evidence-based policy design						
Evidence-based policy implementation						
Monitoring and Evaluation						

### **Staff Performance and Performance Appraisal**

66. There is a formal system for regular staff performance assessment in this Unit

Yes [ ] No [ ] Don't know [ ]

67. What is the basic mechanism of the performance evaluation?

1. Top-down [ ]
2. 360 degrees [ ]
3. Junior staff to comment on supervisor's performance [ ]
4. Use of Annual Performance Evaluation (APER) Form [ ]
5. Others (Specify) [ ] please explain

68. How often are staff performance assessments undertaken? (*Request a copy of the performance evaluation documents*) Monthly [ ] Quarterly [ ] Bi-Annually [ ]

Annually [ ] Irregular [ ] Don't know [ ]

### **V Organizational Management**

69. Are there any institutional mechanisms to promote collaborative programs and linkage with other government agencies, relevant NGOs, training and research institutions? (*Place an x in the appropriate box*)

Type of institution	Yes	No	Don't Know	If so, How?
a. Other government agencies				
b. relevant NGOs				
c. Development partners (international)				
d. Training Institutions				
e. Research Institutions				
f. Private Sector				

70. To what extent does your organization promote public-private collaboration with private sector players?

1. There is no public-private collaboration [ ]
2. There are some public-private collaborations, but is haphazard and loosely connected with the organization [ ]
3. Public-private collaborations exist at different levels; however efforts are still not well guided by joint planning/programming [ ]
4. There is ample public-private collaborations and is guided by extensive planning/programming [ ]

71. If there is any private-public collaboration, please provide examples.

72. How successful are these private-public collaborations?

1. Not successful [ ]
2. Somewhat successful [ ]
3. Just successful [ ]
4. Successful [ ]
5. Very successful [ ]
6. Don't know [ ]

73. What were the challenges for private-public collaborations?

74. How different is the view of men and women in your organization on gender issues?

Not very different [ ]                      Not different [ ]                      Somewhat different [ ]                      Different [ ]                      Very different [ ]

75. What are the constraints faced in addressing gender issues in your organization?

- Cultural sensitivities/reluctance of partners to address gender
- Lack of gender-disaggregated secondary data
- Lack of skilled enumerators to collect gender-disaggregated primary data
- Time constraints
- Funding constraints
- Lack of guidance/assistance on how to integrate gender into research
- Gender is not seen as important
- Other \_\_\_\_\_

**Autonomy in Personnel and Budgetary issues**

76. Overall how will you rate your freedom in the performance of your duties? Give examples.

1. No freedom [ ]                      2. Some freedom [ ]                      3. No opinion [ ]  
 4. Much freedom [ ]                      5. Complete Freedom [ ]

Examples:

77. To what extent are you allowed to make any decisions relating to the performance of your duties?

1. All decisions are made by superiors [ ]                      2. Most decisions are made by superiors [ ]  
 3. Both of us make decisions equally [ ]                      4. I make most decisions [ ]  
 5. I make all the decision [ ]

**Technical Capacity**

78. Does your organization have contacts with other training institutions for improving human resource capacity?

- 1. There is no use of information from other national/international training institutions to improve and update human resource capacity [ ]
- 2. Little connection with other national/international training institutions [ ]
- 3. Not sure [ ]
- 4. Much use of other national/international training institutions [ ]
- 5. Extensive use is made of other national/international training institutions [ ]

<b>Status in 2007 (1-4)</b>
<b>78a. Explain:</b>

79. Does your organization require gender issues to be incorporated in developing training strategies?                      Yes [ ]                      No [ ]                      Don't know [ ]

80. If so, how is the training service provider held accountable?

81. Does your organization require environmental sustainability issues to be incorporated in developing training strategies?

82. If so, how is the training service held accountable?

83. Does your organization have the capacity to replicate training courses independently?  
 Yes [ ]                      No [ ]                      Don't know [ ]

84. If your answer to question “83” is yes, rate such capacity.
1. No replication of training courses carried out [ ]
  2. Some replication of training courses [ ]
  3. Replication of training courses is often carried out [ ]
  4. Replication of training courses is expected from those who participated in it [ ]
  5. Ample evidence of replication of training courses with organizational resources [ ]
85. If your answer to question “83” no replication of training courses is carried out, what is needed for this capacity to be built?
86. If replication of training courses is carried out in your organization, what made it possible?
87. What methods are used to build capacity within your organization?

**General comments**

88. What measures can be used to track changes in the role of evidence in strategic, gender sensitive planning and policymaking processes in agriculture and rural development?
89. How best can the information generated by your organization be fed into strategic planning and policymaking processes in Nigeria?
90. What efforts should be made to improve the quality, gender sensitivity, timeliness and circulation of policy-relevant evidence?

Thank you for your patience!

## Appendix III: Questionnaire for Individuals

### REVIEW OF CAPACITY FOR DESIGNING AND IMPLEMENTING AGRICULTURAL AND RURAL DEVELOPMENT POLICIES IN NIGERIA

In order to strengthen evidence-based policymaking in Nigeria in the areas of agriculture and rural development, the International Food Policy Research Institute (IFPRI) and the Federal Ministry of Agriculture and Water Resources (FMAWR) with financial support from the Canadian International Development Agency (CIDA), through the Agricultural Policy Support Program (APSF) seeks to support the design and implementation of evidence-based, pro-poor, gender sensitive, and environmentally sustainable agricultural and rural development policies and strategies in the country. To achieve this, it is essential to identify the current capacity within Nigeria for providing evidence for policymaking and for creating this capacity for future generations. Kindly complete this questionnaire to the best of your ability.

The information provided will be used solely for the purpose of this work and kept in strict confidence.

Thank you in anticipation of your cooperation.

#### A. Background information about respondent

Highest Education (Year): \_\_\_\_\_

Gender: Female [ ] Male [ ]

Position: \_\_\_\_\_

Grade: \_\_\_\_\_

Years in Job: \_\_\_\_\_

Office/Unit: \_\_\_\_\_

Department: \_\_\_\_\_

Ministry/Parastatal/University/Institution:

---

#### B. Experience with the agricultural and rural development policy process

1. Are you familiar with any of the following:

1a. Agricultural or rural development policy(ies) Yes [ ] No [ ]

1b. Agricultural or rural development strategy(ies) Yes [ ] No [ ]

1c. Agricultural or rural development program(s) Yes [ ] No [ ]

2. Name of agricultural or rural development policy, strategy, or program you are most familiar with:

*Questions 3-21 are in reference to your answer to question 2 above.*



To a large extent [ ]      To some extent [ ]      Not at all [ ]

20. To what extent do you think the policy has impact on the intended beneficiaries?

To a large extent [ ]      To some extent [ ]      Not at all [ ]

21. Are there any reports that support your opinion? Yes [ ]      No [ ]

*If yes, please, provide a copy of this report*

22. How can the following be strengthened for strategic planning, policymaking and implementation in agriculture and rural development?

Policy	
Strategy	
Program	
Institutions	

23. What measures can be used to track changes in the nature of Nigeria's agricultural and rural development strategic planning and policy processes and accountability to stakeholders, and institutions?

### C. Gender in the policy process

24. Indicate in the table below the levels where women and men were involved in the development of the policy?

Level	Involvement				
	Only men	More men	Equal for men and women	More women	Only women
At ministerial level?					
At the level of agricultural extension?					
At research level?					
At the level of rural farming communities					

25. Has the government taken steps to review and amend existing policies in agriculture and rural development to include an explicit acknowledgement of the role of the Ministry and its agencies in ensuring that projects and programs reflect the needs, interests and priorities of both women and men in agriculture?      Yes [ ]      No [ ]

26. If yes, in the table below, indicate at what level the existing policies recognize the differential needs of men and women in agriculture and include strategies to redress inequities based on gender.

Item	1. Very low	2. Low	3. Medium	4. High	5. Very high
Taking into account the interests, needs and priorities of women farmers					
Recognize differences in needs and priorities of women farmers from different categories of household, agriculture sub-sectors and agro-economic zones					
Recognize differences in access to					

resources between women and men farmers					
Explore how to target resources so that both men and women farmers benefit					
Provide a framework for future planning, programming and resource allocation for gender mainstreaming activities					

27. What are the opportunities for, and constraints to, increased participation of women in agriculture and rural development?

Opportunities	
Constraints	

28. What are the opportunities for, and constraints to, increased integration of gender issues into decisionmaking related to agriculture and rural development?

Opportunities	
Constraints	

**D. Environmental issues in the agricultural and rural development policy process**

29. Can you undertake environmental analysis in your work?      Yes [ ]      No [ ]

30. Can you incorporate environmental issues in your work?      Yes [ ]      No [ ]

31. If yes, how do you incorporate the environmental issues into your work?

32. Are environmental issues that affect agricultural development treated as part of the National Agricultural Policy?      Yes [ ]      No [ ]

## **Appendix IV: Enumerator Training Manual for the Questionnaire for Institutional Units**

### **Review of Institutional Capacity for Designing and Implementing Agricultural and Rural Development Policies in Nigeria**

#### **Introduction**

In order to strengthen evidence-based policymaking in Nigeria in the areas of agriculture and rural development, the International Food Policy Research Institute (IFPRI) and the Federal Ministry of Agriculture and Water Resources (FMAWR) with financial support from the Canadian International Development Agency (CIDA), through the Agricultural Policy Support Program (APSF) seeks to support the design and implementation of evidence-based, pro-poor, gender sensitive, and environmentally sustainable agricultural and rural development policies and strategies in the country. To achieve this, it is essential to identify the current capacity within Nigeria for providing evidence for policymaking and for creating this capacity for future generations.

The purpose of this manual is to guide the enumerators in completing the Questionnaire for Institutional Units. Please, note that this manual is only a guide, while you are encouraged to follow the guidelines provided to best advantage, where necessary in the field, use your best judgment to obtain the most reliable data from respondents.

#### **Background information about respondent**

The questions in this section are aimed at obtaining some basic information on the respondents completing the questionnaire on behalf of their institutions.

- a. Position – Write out the exact title of the respondent in the Organization. E.g. Director, Principal Executive Officer, etc.
- b. Highest Education – Write out the highest level of education attained by the respondent. E.g. Ph.D., MA, BSc, technical degree, secondary school, etc.
- c. Grade Level – Write out the salary grade level on which the respondent is currently. E.g. GL 09, HATISS 11, UASS 3, etc.
- d. Office/Unit/Division – Indicate the official name of the Office occupied by the respondent. E.g. Budget office, Statistics unit, etc.
- e. Department – Note that the Department may reflect
  - i. The Office as in Department of Budget, Department of Statistics,
  - ii. A higher or supervisory category above the Office/Unit as in Department of Planning, Policy Analysis and Statistics consisting of the Officer of Planning, Office of Policy Analysis, and Office of Statistics.

In either case, write out the exact official name of the Department. Note besides the response if the Department is same as the Office (as in case (i) above).

- f. Ministry/Parastatal/University/Organization – State the name of the Ministry, Parastatal, University, or Organisation as normally written in its official documents. If applicable write out its common acronym. E.g, “University of Ibadan, UI”

- g. Number of years at institution – State the number of years the respondent has spent as staff of the Ministry, Parastatal, University or organization mentioned in (f) above.
- h. Gender – mark an ‘X’ in the appropriate box to indicate if the respondent is male or female.

**II- Agricultural and Rural Policy Environment and Process**

The following statements numbered 1 to 35 are Likert-type statements that seek to explore the degree of “agreement” or “disagreement” of the respondent to the statements. For each statement, obtain any of five responses from the respondent. That is:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Not sure
- 4 = Agree
- 5 = Strongly Agree

Then, circle the number corresponding to the response in the Statements 1 to 34 as in the example below.

1	In this organization, there is a streamlined system for designing agricultural and rural development policies	1	2	3	4	5
3	Policies designed by our Ministry, Department, or Agency (MDA) have been discussed in the parliament	1	2	3	4	5
4	Policies and programs implemented by our MDA have been discussed in the parliament	1	2	3	4	5
35	Feedback process (example, an evaluation plan) that leads to continuous evolution of the agricultural policy is integrated in the current policy	1	2	3	4	5

36. What are the recent or planned efforts to strengthen the capacity for evidence-based policy design, implementation, and monitoring and evaluation in your Unit?

Complete the table to answer this question. If the space allocated is not enough for the list of efforts to strengthen capacity for any of the three categories (design, implementation and M&E), indicate number 36 on the reverse side of the paper, draw an identical table for additional entries, and complete the list. Number each listed entry. If no training has been given in a particular category (design, implementation and M&E); clearly write out clearly “No training given” across the respective row(s).

	Who was trained?	What specific subject matter?	How many people were trained?	Who paid for the training?	If participant, how much was the training?	How many days was the training?
Evidence-based policy design						
Evidence-based policy implementation						
Evidence-based Monitoring	1. Heads of M&E 2. Data	1. Identifying indicators for monitoring	1. 15 2. 200	1. UND 2. LGA	1. Not applicable	1. 3 days 2. 13 days

and Evaluation	collection officers of the local government	and evaluation of pro-poor agricultural policies 2. Collection of data for identified indicators of pro-poor agricultural policies		s	2. Not applicable	
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In the example above, question 36, under the column “Who was trained?” The “1” refers to who was trained for the course indicated in the subject shown as “1” the column “What specific subject matter?”. In this example, the Heads of the monitoring and evaluation unit received a 3-day training on “Identifying indicators for monitoring and evaluation of pro-poor agricultural policies.” Fifteen people participated in this course. Also in this example, 200 data collection officers of the local government attended the 13-day course titled “Collection of data for identified indicators of pro-poor agricultural policies.”

37. Does your organization have a strategic plan with regard to the following? – Indicate an “X” in the appropriate cells to indicate the level to which a mission statement, near term strategy, long-term strategy or broad range participation is included in the organization’s strategic plan.

38. What needs to be done to ensure that policies and implementing institutions are equitable and environmentally sustainable in agriculture and rural development? Complete the Table to indicate the respondents’ opinion of what needs to be done at different tiers of government to achieve equitable and environmentally sustainable policies and implementing institutions.

If the space allocated is not enough, indicate number 41 the reverse side of the paper, draw an identical table for additional entries, and complete the information.

## II. Institution and Institutional environment

In this section, questions 39-44 examine the presence or absence of written rules and guidelines for the organization and the extent to which they are used in practice.

39. Is there a written guideline for the work your institution does? (*If possible, request copy of guidelines*). Mark “X” to indicate the respondents’ opinion in the five response categories provided. Then write out the explanations given by the respondent as regards the status of a written guideline in 2007 in the space provided in the Table marked “39a. Explain.”

40. When were the written personnel policies, rules, and regulations last revised? State the day/month/year when the written guidelines were revised. The minimal required information is the year of the revision

41. Existence of training guidelines within your institution? (*Request copy of guidelines*). Mark “X” to indicate the respondents’ opinion in the five response categories provided. Then write out the explanations given by the respondent as regards the status of a training guideline in 2007 in the space provided in the Table marked “41a. Explain.”

42. To what extent do training guidelines provide suggestions on? Mark “X” to indicate the extent to which the training guidelines provide suggestions on building capacity on gender analysis and environmental sustainability in the five response categories provided.

43. In your opinion, are guidelines implemented? Mark "X" to indicate the respondents' opinion in the five response categories provided. Then write out the explanations given by the respondent as regards the implementation of a written guideline in 2007 in the organization in the space provided in the Table marked "43a. Explain." Please distinguish between overall implementation of guidelines within organization and implementation of service guidelines and training guidelines separately. Then explain.

44. When was the last time the training guidelines were reviewed/revise? State the date/month/year when the training guidelines were revised. The minimal required information is the year of the revision

### **III. Financial and Human Resources**

This section is divided into 3 sub-sections. The first is dedicated to financial resource management, the second focuses on human resources management, and the third section is on staff performance and appraisal.

#### **Financial Resource Management**

45. Does your accounting system regularly provide income/revenue data and cash flow analysis based on specific service cost categories? For example "Training Costs," "Administrative Costs," etc. Mark "X" to indicate the respondents' opinion in the five response categories provided. Then write out the explanations given by the respondent as regards the status of the responsiveness of the accounting system in 2007 in the organization in the space provided in the Table marked "45a. Explain."

46. How often are the reports from the accounting system received? Mark "X" as appropriate the five response categories provided. *If a report is available, request a copy of the format.*

47. Who receives the reports? Write out the exact title of the receiver of the report and indicate the Department or Unit (e.g. Director, Policy Analysis Unit, Department of Planning, Policy Analysis, and Statistics)

48. Who has access to the information in the report? Make a list of the exact title(s) of people who have access to the report (e.g. Director, Principal Executive Officer, etc and their Departments or Units. For example, Director, Policy Analysis Unit, Department of Planning, Policy Analysis, and Statistics.

49. Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know."

#### **Human Resources Management**

52 and 53 Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know." Please confirm with the agency that the unit exists by visiting the unit.

54. For respondents whose answer to question 53 is "Yes" make a list of the subjects taught

55. How often are the training needs of staff reviewed? Mark "X" to indicate the respondents' opinion in the six response categories provided.

56. When was the last time the training needs of the agency staff were assessed? State the date/month/year when the training guidelines were revised. The minimal required information is the year of the revision.

57. Are Trainers constantly trained? Mark "X" to indicate the respondents' opinion in the five response categories provided.

58. Do trainers constantly update their technical and presentation skills? Mark "X" to indicate the respondents' opinion in the six response categories provided. Then write out the explanations given by the respondent as regards the status of updating the skill of trainers in 2007 in the space provided in the Table marked 58a. Explain"

59. Is there training of staff in gender awareness and sensitization? Mark "X" to indicate the respondents' opinion as "Yes", "No" or "Don't know"

60. For respondents whose answer to question 59 is "Yes" make a list of the examples

61. Is there training of staff in environmental sustainability issues? Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know"

62. For respondents whose answer to question 61 is "Yes" make a list of the example

63. Has the gender expertise among male staff increased in the last five years? Mark "X" to indicate the respondents' opinion in the six response categories provided.

64. Has the gender expertise among female staff increased in the last five years? Mark "X" to indicate the respondents' opinion in the six response categories provided.

65. To what extent has capacity for each of the following areas increased in your unit (Mark "X" to indicate the respondents' opinion in the six response categories provided.

#### **Staff Performance and Performance Appraisal**

66. There is a formal system for regular staff performance assessment in this Unit- Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know"

67. What is the basic mechanism of the performance evaluation? Mark "X" to indicate the respondents' opinion in the five response categories provided. Then, write out the explanation provided by the respondent for the selected option. If the space provided is not enough to take this explanation, turn to the reverse side of the paper, indicate the number "67" and write out the explanation.

68. How often are staff performance assessments undertaken? Mark "X" to indicate the respondents' opinion in the six response categories provided. Request a copy of the performance evaluation documents

#### **V Organizational Management**

69. Are there any institutional mechanisms to promote collaborative programs and linkage with other government agencies, relevant NGOs, training and research institutions? Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know" in the appropriate cells in the Table for Types a-f. For each type of institution, explain how the mechanism works in the last column. If the space provided is not enough to take this explanation, turn to the reverse side of the paper, indicate the number "69" and write out how the mechanism works.

70. To what extent does your organization promote public-private collaboration with private sector players? Mark "X" to indicate the respondents' opinion in the four response categories provided.

71. If there is any private-public collaboration, please provide examples. Make a list of the type of private-public collaborations available. Indicate the names of the organizations involved in the type of collaboration given in the example. Label each entry with a letter (a, b, c, etc)

72. How successful are these private-public collaborations? Mark "X" to indicate the respondents' opinion in the six response categories provided. If there are more than 1 entry for question #74, turn to the reverse side of the paper, indicate the number "72" with respected letter and mark the appropriate answer for each collaboration

73. What were the challenges for private-public collaborations? Make a list of the challenges. If the space provided is not enough, turn to the reverse side of the paper, indicate the number "73" and complete the list.

74. How different is the view of men and women in your organization on gender issues? Mark "X" to indicate the respondents' opinion in the five response categories provided.

75. What are the constraints faced in addressing gender issues in your organization? Mark "X" to indicate the respondents' opinion from the list provided. The respondent can identify more than one option here. Mark as many options as are indicated by the respondent. Where the respondent's opinion is not covered by the list, add the new opinion as a list in the "Other" option. If the space provided is not enough, turn to the reverse side of the paper, indicate the number "75" and complete the list.

#### **Autonomy in Personnel and Budgetary Issues**

76. Overall how will you rate your freedom in the performance of your duties? Mark "X" to indicate the respondents' opinion in the five response categories provided. Make a list of examples given by the respondent. If the space provided is not enough, turn to the reverse side of the paper, indicate the number "76" and complete the list.

77. To what extent are you allowed to make any decisions relating to the performance of your duties? Mark "X" to indicate the respondents' opinion in the five response categories provided.

#### **Technical Capacity**

78. Does your organization have contacts with other training institutions for improving human resource capacity? Mark "X" to indicate the respondents' opinion in the five response categories provided. Then write out the explanations given by the respondent as regards the status of contacts in 2007 in the space provided in the Table marked "78a. Explain."

79. Does your organization require gender issues to be incorporated in developing training strategies? - Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know"

80. For respondents whose answer to question 79 is "Yes" make a list of how the training service providers are held accountable for ensuring gender issues are incorporated into the trainings.

81. Does your organization require environmental sustainability issues to be incorporated in developing training strategies? Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know"

82. For respondents whose answer to question 81 is "Yes" make a list of how the training service providers are held accountable for ensuring environmentally sustainability issues are incorporated into the trainings.

83. Does your organization have the capacity to replicate training courses independently Mark "X" to indicate the respondents' opinion as "Yes," "No" or "Don't know"

84. For respondents whose answer to question 83 is "Yes" Mark "X" to indicate the respondents' opinion in the five response categories provided.

85. For respondents whose answer to question 83 is “No”: Make a list of what is needed for this capacity to be built.

86. Make a list of what made it possible for replication of training courses to be carried out in the organization.

87. Make a list of the methods used to build capacity in the organization

**General comments**

88. Make a list of the measures used to track changes in the role of evidence in strategic, gender sensitive planning and policymaking processes in agriculture and rural development.

89. Make a list of how best the information generated by the organization is fed into strategic planning and policymaking processes in Nigeria

90. Make a list of the efforts to be made to improve the quality, gender sensitivity, timeliness and circulation of policy-relevant evidence.

