

# **Gender Audit and Action Plan for Mainstreaming Gender Analysis in ILRI**

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## **How to read this report**

This publication includes sections on introduction, methodology, findings from the gender audit, a report of the action plan development workshop, conclusions and recommendations, and appendices. The introduction outlines the concepts and definitions of gender analysis and gender equity adopted in this study and explains the objectives of the gender audit. The methodology section describes the process leading to and influencing the present study. It is important to note that the present study analyses and builds on the outcomes of a previous study with similar objectives conducted in 1997. The principles of mainstreaming, adopted in the design of the present study, and the various components of the study are also described in the methodology section. The approach of the gender audit was based on a method developed by the Commission on the Advancement of Women (CAW), which recommends the use of pie and bar charts for presentation of univariate analysis results. The responses in the audit questionnaire have resulted in 46 pie and 8 bar charts. Although the carefully designed audit questionnaire resulted in several pie and bar charts (each providing essential information to help understand the current status of gender analysis in ILRI), only a few charts have been presented in the main text for the sake of brevity. The remaining charts have been given in the appendix, which nevertheless remains an integral part of the analysis results of the gender audit. The chapter on the workshop for developing an action plan illustrates how the participatory process was extended into planning the action towards institutional change. The last chapter synthesizes all the inputs from the audit and action planning phases, and presents the final conclusions and recommendations made by the Gender Audit Team.

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## List of abbreviations

CGIAR	Consultative Group on International Agricultural Research
DDG	Deputy Director General
DG	Director General
G&D	Gender and Diversity
GA	Gender Analysis
GFP	Gender Focal Point
GRP	Gender Resource Person
HR	Human Resources
HRFA	Human Resources and Financial Administration
IFPRI	International Food Policy Research Institute
ILRI	International Livestock Research Institute
IPMS	Improving Productivity and Market Success
IRS	International Recruited Staff
LoA	Letter of Agreement
MTP	Medium Term Plan
NARES	National Agricultural Research and Extension Systems
NRS	National Recruited Staff
OP	Operational Project
PC	Partnerships and Communication
PPM	Personnel Policy Manual
PRGA	CGIAR Systemwide Program on Participatory Research and Gender Analysis
SWOT	Strengths Weaknesses Opportunities Threats
TQM	Total Quality Management

## Executive summary

The objective of this gender audit was to conduct an institutional assessment to identify the opportunities and constraints for mainstreaming gender sensitive research approaches in ILRI. The audit consisted of the following activities: meetings, follow-up study on the 1997 portfolio review, open and semi-structured interviews, survey, ILRI literature study, and SWOT analysis. Throughout the analysis four main elements for successful mainstreaming were considered: political will, accountability, technical capacity, and organizational culture. A deliberate effort was made to focus on *gender analysis in research* rather than *gender equity in staffing*, without however treating the two issues as disconnected.

In 1997, a portfolio study was conducted in ILRI to review the institute's research, training, and dissemination activities with a gender and user perspective, and to recommend how attention to gender analysis could be strengthened. However, the implementation of these recommendations was far from satisfactory, given the lack of appropriate follow-up to the 1997 review. Respondents in the present gender audit suggested that the list of recommendations was too long, and lacked both prioritization and a clear strategy for implementation. Nevertheless, in the present gender audit, interviewees generally agreed with the recommendations of the 1997 report

In the present gender audit, 58 staff across levels, themes, and professions were interviewed with a formal questionnaire. The results revealed a generally good understanding of concepts of gender analysis in research, gender equity in the organization, and mainstreaming. A vast majority thought it was necessary to mainstream gender analysis in ILRI. There appeared to be good policies on gender equity in the organization, but no policy on gender analysis in research existed. It was often mentioned that gender analysis in ILRI is more talked about than actually practiced and that ILRI strategic and priority documents hardly mention it. In the MTP 2006-2008, gender could easily be fitted into statements about vulnerability analysis (Theme 1), policy options for sustainable land use (Theme 5), or livestock and human nutritional status (Theme 5). There was much confusion about whether ILRI has a gender focal point, and if so, about its responsibilities. It was evident from the response that the management is committed to promoting representation of women at senior levels. The survey also highlighted certain observations in other areas: training efforts in gender issues towards management and board are strong, and are mostly on gender and diversity (G&D); very little training on gender analysis goes on at the Operational Project level and below, and it is not budgeted; good performance in gender analysis is not rewarded; there is discrepancy between reflection of gender perspectives in ILRI's public awareness material and ILRI's research publications. Many respondents mentioned collection of gender disaggregated data, but these data are neither analysed nor published in most cases. The major obstacles to integrating gender analysis in ILRI were about (1) lack of staff training, awareness, understanding, and information; (2) lack of institutional priority; (3) qualification and skills of staff; and (4) availability of gender analysis tools. The recommendations most frequently mentioned by the respondents were: (1) create awareness, provide training, make information easily accessible; (2) establish a gender expert unit or person; (3) to add gender criteria in total quality management (TQM) and other project approval processes; (4) ensure increased commitment from management.

A workshop was held on 21<sup>st</sup> and 22<sup>nd</sup> March to discuss the results of the review and to develop an action plan for mainstreaming. The audit team's recommendations, incorporating all other inputs, can be summarized as follows:

1. ILRI to allocate resources to identify or recruit a Gender Resource Person (GRP) and provide him/her with public support and endorsement to assist management in integrating gender aspects in policy documents, MTP and log frames; assess knowledge needs and gaps of projects and themes in ILRI and coordinate training activities; lead specific case studies of gender analysis in livestock research; compile existing literature on gender analysis and make it accessible to staff; develop a training manual; develop a detailed plan of action with indicators and time frames for monitoring and evaluation of progress in gender analysis; to integrate gender criteria in the TQM process.
2. In the medium term, to add gender analysis responsibilities in job descriptions and terms of references where applicable; to include gender criteria in performance assessment formats.
3. In the long term, to develop proposals to attract donor funding for gender related research projects across different themes of ILRI.
4. In the long term, to continue to improve female representation in various staff levels at ILRI and working conditions for women, in close collaboration with the G&D program of the CGIAR.
5. In the long term, to transform the GRP into a gender expertise team consisting of several gender experts integrated in the various research themes.
6. In the long term, to identify livestock innovations that have a high potential of impacting livelihoods of men, women and children. Liaise with stakeholders in relevant innovation systems to enhance dissemination and uptake.

# 1 Introduction

## 1.1 The relevance of gender analysis in research and development

Gender analysis is often considered a guide to help better understand the social and economic set up of livelihoods through understanding of the gender differences and relationships. The definition provided by DAC (box 1) for gender and gender equity is adopted in this report.

As the global outlook of understanding development is shifting to addressing inequalities, the United Nations Millennium Development Goals also value to attend gender issues in the course of development. For the eight development goals that include income and poverty, sustainability, and global partnership, the concern of gender is clearly reflected in most.

Gender analysis provides valuable insights to understand specific demands for specific groups in the society. Recognition of this helps to know more about vulnerable groups, cause of vulnerability, and also to draw attention to solve associated problems. Similarly gender analysis in ILRI can help to understand disparities in livestock production and help to design innovative research initiatives. This in turn will add value to increase efficiency of improving livestock productivity and improving livelihood system for vulnerable groups, therefore adding more value to the impacts of ILRIs' research activities.

### **Box 1. Some definitions of *gender* and *gender equity***

"The term gender refers to the economic, social, political and cultural attributes and opportunities associated with being male and female. In most societies, men and women differ in the activities they undertake, in access and control of resources, and in participation in decision-making. In most societies, women as a group have less access than men to resources, opportunities and decision-making. The nature of gender definitions (what it means to be male or female) and patterns of inequality vary among cultures and change over time.

Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same, but that their opportunities and life chances are equal. Achieving gender equality will require changes in institutional practices and social relations through which disparities are reinforced and sustained. It also requires a strong voice for women in shaping their societies"  
*Source: DAC (1999), Guidelines for women empowerment in Development Cooperation, OECD, France.*

## 1.2 Background to mainstreaming gender analysis in ILRI

ILRI's vision is a world made better for poor people in developing countries by improving agricultural systems in which livestock are important. ILRI works at the crossroads of livestock and poverty, bringing high-quality science and capacity-building to bear on poverty reduction and sustainable development for poor livestock keepers and their communities. The three pathways through which ILRI seeks to improve the contribution of livestock in poor households are:

- Securing assets of the poor.
- Improving the productivity of their livestock systems.



- Improving their market opportunities.

ILRI realises the importance of women's roles in livestock production systems of the poor, and the potential effects that livestock innovations have on the livelihoods of men and women. However, there has been very little focus on the integration of gender perspectives in ILRI's research agenda. In 1997 a portfolio study was conducted in ILRI to review the institute's research, training, and dissemination activities with a gender and user perspective and to recommend how attention to gender analysis could be strengthened. The study revealed that the concepts of gender analysis were not completely new to ILRI, they were often used in the social science sector, and had great potential to contribute to the improvement of livelihoods of rural women especially through small ruminants where women often have greater managerial roles. In the chapter 'Recommendations', 2 recommendations were made related to priority setting of research, 15 recommendations related to the various stages in a research process, 11 recommendations related to capacity building within the institute, and 4 recommendations related to strengthening of NARES (appendix 1). However, no clear responsibilities for the implementation of the recommendations were suggested. In 2005, it seemed not clear to anyone within ILRI to what extent these recommendations had been implemented.

Mainstreaming gender analysis is commonly understood as the integration of the gender perspective into every aspect of research cycle: design, implementation, and monitoring & evaluation. For successful mainstreaming, there needs to be a political will, technical capacity, a conducive organizational culture, and accountability for gender integration in work plans and their results. In 2005, ILRI management approached the CGIAR Systemwide Programme on Participatory Research and Gender Analysis (PRGA) to assist in reviewing the status of gender analysis in ILRI and to recommend strategies for mainstreaming gender analysis in the institute. PRGA provided a grant to develop a strategy for mainstreaming gender-sensitive research in ILRI. The first step was to conduct an institutional assessment to identify the opportunities and constraints for mainstreaming gender-sensitive approaches in research. The second step was to develop a concrete plan of action for mainstreaming based upon the results of the assessment. The third step would be to operationalize the action plan within ILRI. The first two steps are within the scope of the Letter of Agreement between (LoA) ILRI-PRGA, and are described in this report. The third step is beyond the LoA and beyond the scope of this study and will be the responsibility of ILRI.

### **1.3 Objectives of the gender audit**

The specific objectives of the gender mainstreaming initiative based on the LoA between ILRI and PRGA were:

- To conduct a diagnostic study to identify opportunities and constraints for mainstreaming gender analysis in ILRI.
- To assess the status of GA in the institute, including the changes since the 1997 review.
- To conduct a planning workshop in collaboration with the System-wide Program on Participatory Research and Gender Analysis. The purpose of the workshop was to report findings of the diagnostic study these to develop a plan of action for mainstreaming gender analysis in ILRI.

## 2 Methodology

In March 2005 a meeting was held in Nairobi with representatives from different ILRI research themes, ILRI management, and PRGA. The objective was to discuss the need for participatory research and gender analysis in ILRI, concepts of mainstreaming, and preliminary plans for a process of mainstreaming. One of the results of this meeting was the formation of a 'Gender Core Team'<sup>1</sup> consisting of representatives from each research theme (app. 5) and the directorate. Towards the end of 2005, ILRI Management Committee asked Director Theme 5 to be responsible for a gender analysis mainstreaming initiative and Theme 2 was asked to develop the initiative. Ralph Roothaert was made the coordinator, and two consultants were recruited: a research assistant (Maria Mulindi) and a gender expert (Yeshe Chiche). In consultation with the Gender Core Team and PRGA, a plan was developed for the mainstreaming initiative, consisting of (1) a diagnostic phase (gender audit), followed by (2) the development of an action plan. An intensive communication initiative was launched to create awareness among ILRI staff, to increase the chance of voluntary participation in the diagnostic activities, and to enhance ownership of the gender mainstreaming initiative and the action plan. Information about the objectives, concepts, and procedures were sent through email to all staff and progress reports were posted on the ILRI net. The institutional diagnosis was referred to as 'gender audit', and later toned down to 'gender analysis review'.

The following tools were used in the gender audit:

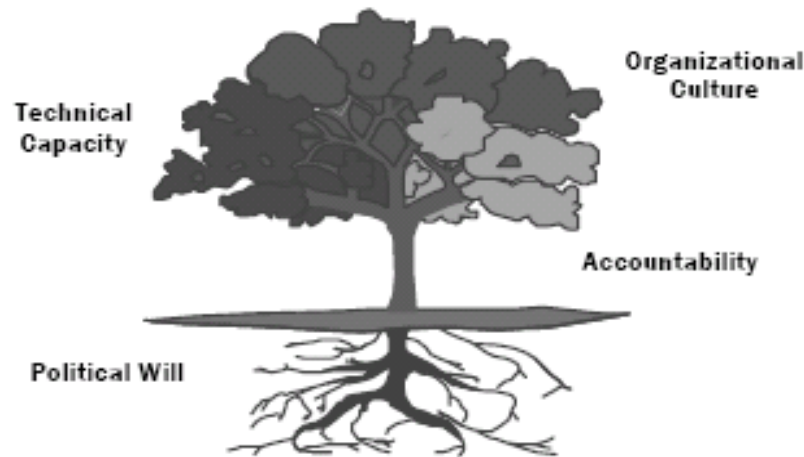
- Semi-structured interviews
- Informal discussions and meetings
- Formal survey
- SWOT analysis
- ILRI literature review

For the second step, a workshop was organised. During the entire audit, four elements of mainstreaming were considered: political will, technical capacity, organisational culture, and accountability. Political will represents the foundation for mainstreaming any new idea or approach within an organisation. Political will is translated in policy documents and allocation of funds. There also needs to be a mechanism to ensure that policies are implemented, which we refer to as accountability. Incentives for staff to implement activities according to new policies and its monitoring and evaluation mechanisms are part of accountability. Staff of an organisation also need to be capable and have the necessary knowledge to implement activities that contribute to the policy and mission of the institute. This is referred to as technical capacity. Lastly, there needs to be a conducive environment for new ideas, policies and strategies to thrive. This is reflected by the organisational culture. For instance, integration of gender analysis in research is unlikely to be successfully implemented if the organisation consists of only men or only women, or if working conditions prevent a balanced staff composition. The four pillars are conceptually represented in the mainstreaming tree (fig. 1).

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<sup>1</sup> ILRI Gender Core Team: Patti Kristjanson, Ralph Roothaert, Dannie Romney, Bruno Minjauw, Steve Staal, Fuad Iraqi, Tadelle Dessie, Mulgeta Mamo, Alexandra Jorge, Brigitte Laude.

The emphasis of this initiative is on mainstreaming gender analysis in the research programme of ILRI. As described in the example of the previous paragraph, gender equity in the staffing of the organisation is an important factor that contributes to the organisational culture, but is only one element out of four which are required for mainstreaming gender analysis. This study has tried to balance all factors. In terms of assessment of previous achievements, the study has focussed on gender analysis in research rather than gender issues in staffing per se. ILRI has been actively participating in the CGIAR programme on Gender and Diversity (G&D) which aims to improve gender equity and cultural diversity in recruitment processes and in career opportunities, and to create a conducive and gender sensitive working environment.



**Figure 1.** Four main elements of mainstreaming gender analysis in an organisation<sup>2</sup>.

## 2.1 Institutional Diagnosis

### *Follow up study on the 1997 ILRI portfolio review.*

The report from 1997 by a team which reviewed the research, training and dissemination activities in ILRI with a gender perspective was retrieved from the hard disk of an ILRI scientist who had been involved in the study. A new study was designed to assess the changes that had occurred as a result of the recommendations made in the 1997 study. For this purpose, semi-structured interviews were conducted with some ILRI staff.

Issues for discussion were:

- Awareness of the 1997 portfolio review.
- Personal views on the recommendations stated in the report.
- Perception and examples of implementation of recommendations.
- Reasons for lack of implementation.
- Successes and challenges of integrating gender analysis.
- Suggestions for mainstreaming.

<sup>2</sup> Source: James-Sebro, M., 2005. Revealing the power of gender mainstreaming - Enhancing development effectiveness of non-governmental organisations in Africa. Interaction's Commission on the Advancement of Women, Washinton DC, pp. 155.

- Available ILRI publications or reports reflecting GA.

Ten staff were originally selected to participate in the follow up study, but only eight agreed to be interviewed or respond through email. The criteria for selecting the ten staff were:

- Institutional memory (from 1997 to date).
- Professional engagement in gender analysis.
- Thematic spread.
- Geographical spread representing ILRI focal areas.

Out of the eight staff, five were interviewed directly, whereas three responded through email.

### ***Informal discussions and meetings***

Informal discussions were held with members of the management committee. Initially these discussions were held to assess the mandate and support for the gender audit, and to create a common understanding of the purpose of the initiative. A second series of discussions were held towards the end of the diagnostic phase, with management and other staff. These discussions provided insights into realistic scope for implementation of an action plan for mainstreaming, and the availability of resources. Most discussions were face to face, some in groups, some individual, and some through e-mail.

### ***Survey***

A questionnaire was designed for a sample of ILRI staff. The questionnaire had the following focal areas:

- Evaluation of the understanding of concepts related to gender analysis in research, gender equity in the organisation, and the mainstreaming of gender analysis. These were open ended questions.
- Multiple choice questions reflecting scale of agreement, ranging from 'strongly agree' to 'strongly disagree' based on a tool by Morris (2003)<sup>3</sup>. Questions covered the following areas:
  - Policy on gender analysis
  - Policy on gender equity in the organisation
  - Programme planning and design
  - Project implementation
  - Monitoring and evaluation
  - Technical expertise
  - Incentives for integrating gender analysis in the work
  - Gender equity in the organisation
  - Restricted and core funding to implement gender analysis
  - Organisational culture
  - Demographics

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<sup>3</sup> Morris, P.T. (2003). The Gender Audit Questionnaire Handbook, Commission on the Advancement of Women. Interaction, Washington, pp. 24.

- Experiences and examples from work. Open ended questions about successes and challenges, suggestions for mainstreaming, ILRI publications or reports reflecting GA.

A list of professional staff was obtained from HR in January 2006. The total number of professional staff were 195, 47 of whom were female. The total number of staff to be included in the survey was 60, about 30% of the total population which was considered a statistical minimum for a reliable representation. Purposive sampling was applied to include all the DG, DDG, all Directors, and all Operational Project leaders, totalling 24 staff. Of the remaining 171 staff, 41% were IRS and 59% NRS (including students). The IRS:NRS ratio was maintained in the random sampling of the remaining IRS and NRS to make up a number of 36 staff to be interviewed. An equal balance of male and female respondents was maintained among the remaining 36 respondents. The reason for maintaining an equal male:female ratio was to ensure a big enough sample of female perspectives towards gender mainstreaming issues. The implications of this biased sampling was a higher proportion of female respondents compared to ILRI's staff composition: 38% of total respondents were female, whereas only 24% of ILRI staff are female (app. 6.3).

### ***SWOT analysis***

A strengths, weaknesses, opportunities, threats (SWOT) analysis was planned to analyse the outcomes of the follow up study of the 1997 review and the results of the survey. Initially the SWOT was planned as a participatory exercise with the Gender Core Team, but due to time constraint of its members, it was conducted by the coordinator, the assistant and the consultant of the gender audit team. The results of the SWOT analysis served as an entry point for informal discussions and meetings with management and staff to discuss the scope of activities and resources within an action plan for mainstreaming gender analysis. Feedback and additions received during these meetings were incorporated in the SWOT analysis.

### ***ILRI literature review***

From the follow up study of the 1997 ILRI portfolio review and from the survey a list of reports and publications was obtained about research activities which interviewees had mentioned as examples of gender analysis outputs in ILRI's research. Some respondents also mentioned ILRI policy documents which had sections on gender analysis and gender equity. Among the more than fifty reports and publications with aspects of gender analysis (see also appendix 7), about 20 were selected and reviewed by the audit team. Criteria for selection were inclusion of clear gender aspects in policy, clear gender perspectives in research, implementation of research after 1997, geographical spread, and representation of ILRI's five research themes. The most relevant research case studies were presented in the workshop on developing an action plan for mainstreaming gender analysis.

## **2.2 Workshop on developing an action plan for mainstreaming gender analysis in ILRI**

A workshop was organised on 20<sup>th</sup> and 21<sup>st</sup> March 2006 to discuss the results of the ILRI gender analysis review, and to develop a plan of action for mainstreaming gender analysis in ILRI, with representatives from different research themes and the directorate. A total of seventeen people participated in the workshop (app. 5).

## **3 Findings**

### **3.1 Results from follow up study on 1997 portfolio review**

Responses from the interviewees have been compiled in appendix 2. All staff who were interviewed had been employed by ILRI before the 1997 study was conducted and the report published, but only half of them were aware of it. The awareness had often been created through the communication campaign which was started with the current gender mainstreaming initiative in 2005. It was worrying that among the staff which were selected based on a criterion of being involved in gender studies, awareness was small. One of the reasons was that, according to the scientist who retrieved the report, the report had not been circulated and that the recommendations had reached very few staff.

After seeing the recommendations part of the report, respondents generally agreed with them, and gave an average score of 7.5 out of 10, 0 meaning total disagreement and 10 meaning total agreement (app. 2). It was noted that the list of recommendations were too long, and that the report didn't provide a clear strategy on how to follow up the recommendations and implement activities. Suggestions were not prioritised.

The follow up study reported many successes that ILRI has achieved since 1997, such as gender outcomes in the broad bed maker project in Ethiopia and the crop-livestock project in W. Africa, and gender integration in the project implementation plan of the IPMS project in Ethiopia. In other projects, gender considerations had been incorporated partially, such as in the diagnostic phase of the water-livestock project, or in the implementation phase of the fodder innovation project. Increased partnerships with grass-root level organisations were also mentioned several times as an effective way through which ILRI has increased gender aspects in its work. Some project had trained and recruited female enumerators which enhanced direct involvement of women farmers. It was also mentioned though that successes might not have been induced by the 1997 report, but by other factors such as concerns by donors, and individual interests.

Many challenges were described in mainstreaming gender analysis, and are related to policy and incentives, human expertise, culture and practices:

### ***Policy and incentives***

- Lack of a structured approach to mainstreaming, priority of the institute, and commitment.
- Funds haven't been identified.
- An incentive system for staff has been absent.
- Strong focus on project milestones, and inflexibility of those milestones which discourages the practice of integrating lessons learned and adjusting project design according to recommendations from lessons learned.

### ***Human expertise***

- From the responses it became clear that there is no consensus about the best strategy to establish and utilise expertise on gender analysis. The recommendation in the 1997 report is to hire an anthropologist, sociologist or animal scientists with strong skills in gender analysis. The role of this scientist would be to work with other scientist and strengthen their skills rather than to implement an independent study. One of the issues is whether or not to hire or identify a person in ILRI who has a supportive role. Theme 1 has already made that decision, and recruited a person with responsibilities on gender analysis.
- Very little training of staff, project heads and students on gender analysis had taken place in the past few years.
- There has been no 'gender champion' in the organisation.

### ***Culture and Practices***

- Gender analysis is sometimes regarded as a women's issue and the responsibility of women scientists only.
- Implementation of new ideas depend on instructions from above, and in case of mainstreaming gender analysis these instructions have been absent.
- Many opportunities were missed, when gender disaggregated data were collected but not analysed, such as in projects in West Africa and in Ethiopia.

There were also some misconceptions and isolated individual opinions of influential people which can form a barrier to accepting principles of gender analysis for minds alike. For instance:

- The argument of whether the desire for mainstreaming gender analysis was based on ILRI's values or based on Western values. From the subsequent gender audit survey it became very clear though that the desire to mainstream is inherent to ILRI as opposed to driven from outside. This observation needs to be communicated clearly within the institute.
- Some respondents believed that gender analysis has become part of a policy and quoted the ILRI strategy to 2010' or the 'ILRI Assessment of priorities to 2010 (Thornton et al., 2000)' documents as evidence. After reviewing these documents, we failed to spot any evidence in the official publications, although in

the short revised publication of 'Strategies to 2010' one guiding principle related to gender analysis is mentioned. It will be important to alert management on these short comings.

- One commented that gender analysis needs to rely on individual's interest and inquisitiveness. This realm of thinking promotes a freedom of choice for individuals to embrace concepts of gender analysis or to reject them. It antagonises the concept of mainstreaming, which promotes changes in policies, accountability, culture and capacity building at all levels in the institute, towards increased application of gender analysis. The audit team does not support this individual opinion.
- Someone else commented that gender analysis is not a profession but a philosophy or attitude. The audit team thinks that it is not a matter of *either or* but of both. Gender analysis is part of a research process which improves the process as a whole and its outcomes. The pathway to becoming a good scientist leads through formal and informal education and through practice. Proper training and relevant experience of practitioners benefit the quality of science. In that regard, gender analysis is not different from other sciences. It is also true that the cultural background of a scientist affects his or her research priority setting practices and approaches of implementing research, with either negative or positive effects on integration of gender analysis in research. This is why it is important to build a conducive culture in the institute for conducting gender analysis. However, as has been explained in Chapter 2 and fig. 1, culture forms only one of the four pillars of mainstreaming. Building technical capacity and hence professionalism is another essential pillar.
- It was mentioned that one of the constraints to gender analysis in ILRI is the lack of gender disaggregated data in certain regions of the world that one could work with. One could turn this around and argue that this is even more reason to conduct gender analysis.

The audit team recommends that these misunderstandings and misconceptions are acknowledged and that a safe and open environment is created to discuss them. This process will lead to a stronger culture for mainstreaming gender analysis.

## **3.2 Gender audit survey**

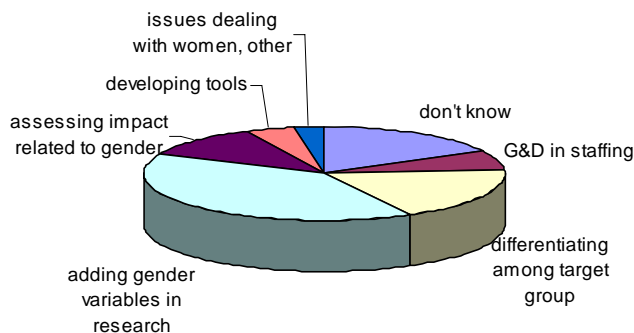
Most responses of the survey have been analysed and presented in pie and bar charts in Appendix 4 in an attempt to improve the readability of this section. A few charts have been repeated in the main text to illustrate the variability of responses. Results of the survey have been grouped in different sections and are summarised below.

### ***Understanding concepts***

The majority of respondents had sufficient knowledge about the meaning of gender analysis in research (fig. 2, main text). Many responses were related to understanding the heterogeneity in the target group and adding gender variables in research. All respondents from IPMS, the Directorate, HR and FA, and PC gave answers which were in line with the concepts of gender analysis adopted by the gender audit team. A

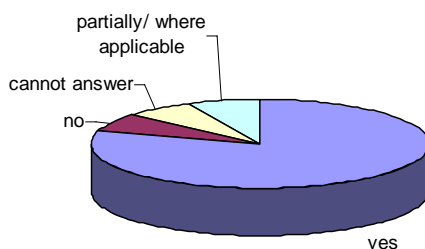


relatively high proportion in Theme 4 responded with 'I don't know'. Female respondents had a better understanding than male respondents, and in locations outside Nairobi they had a better understanding than in Nairobi (app. 4, figs. 3a and b).



**Figure 2.** Responses to the question: 'What is your understanding of gender analysis in research?' Detailed categories of responses are described in appendix 4, fig. 1a.

Overall, there was a good understanding of the meaning of mainstreaming. Among NRS and students though, 50 % or more didn't know its meaning. Eighty percent of all respondents thought it was necessary to mainstream gender analysis in ILRI (fig. 3, main text).

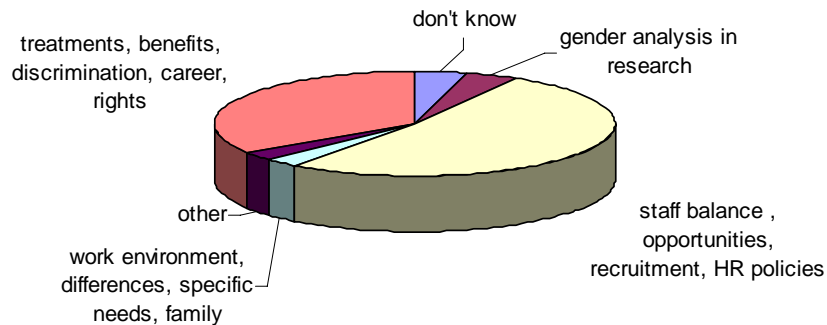


**Figure 3.** Responses to the question: 'Do you think it is necessary to mainstream gender analysis in ILRI?'

### ***Policy - Gender equity in the organisation***

Although the emphasis of the gender review was not gender and diversity (G&D) issues in staffing, some questions were directed to G&D. Gender issues in research can only thrive if recruitment practices, career opportunities, working environment and standards in the institute are also gender sensitive. The basis of equity in the organisation starts with policies. Only 5 % of all staff did not know what gender equity in the organisation meant, and 3% confused gender equity in the organisation with gender analysis in research (fig. 4, main text; fig. 2, app. 4). The majority of respondents didn't know whether ILRI had a policy on G&D, or thought ILRI didn't have one (app. 4, fig 5).

However, ILRI does have a clear policy on G&D in the Personnel Policy Manual, and in its 'Staff declaration of values', the latter of which is prominently advertised on the ILRI net. After respondents were made aware of the existence of these policies, they responded the next question about management's commitment to implement the policy. Half of the respondents agreed or strongly agreed that management is committed to implement the gender policy (app. 4, fig 6).



**Figure 4.** Responses to the question: 'What is your understanding of gender equity in the organisation?'

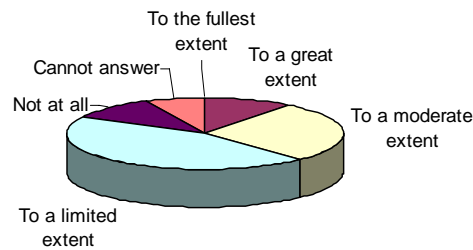
### ***Policy - Gender analysis in research***

The majority of respondents did not know or thought ILRI doesn't have a policy on gender analysis in research (app. 4, fig 7). The ones who responded positively mentioned the presence of a policy in theme 3, IPMS (3 times), MTP, ILRI strategy to 2010, ILRI mission statement, CGIAR policy, G&D program, or in recruitment. Upon verification, the only existing policies on gender analysis seem to be in IPMS and indirectly in the MTP. The MTP mentions poverty and vulnerability analysis (Theme 1), management and policy options for sustainable land use by poor livestock keepers in marginal lands (Theme 5), livestock keeping and child nutritional status in poor households (Theme 5). IPMS has clear goals on gender related issues and a written strategy on how to address them. The MTP touches upon gender issues, but doesn't specifically mention it, nor does it indicate gender strategies. Poverty issues in the MTP seem to assume that gender analysis is included. ILRI strategy to 2010 document was revised in 2002, resulting in a much smaller document; 25 pages in stead of the original 122 pages. The revised document mentions several guiding principles for strategic planning, one of them being: 'Incorporate gender analysis to identify the needs of poor women in all research activities, in view of the vital role that they play in agriculture in the developing world, their effectiveness at channelling benefits to families, and their marginalised status.'

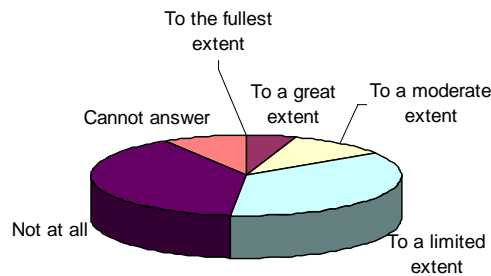
In the section about policy on gender analysis, a question was asked about whether ILRI has a gender focal point (GFP). More than forty percent of the respondents thought that ILRI had one (app. 4, fig 8). When asked who this GFP was, half of them mentioned names of staff who had been involved in the G&D program at one point, or still are. Persons in theme 2 were also frequently mentioned (app. 4, fig 9). The diversity of responses reflects the confusion in the institute. Many names that were mentioned in relation to the G&D program were part of HR, but they don't seem to form a coherent

group. In terms of a GFP for gender analysis in research, there is more confusion, and our conclusion is that it doesn't exist.

Less than 25% of all respondents thought integration of gender analysis in projects was mandatory in ILRI to a moderate or great extent. Only 5 % of the respondents stated that gender questions or criteria were always or frequently included in TQM or other project approval processes. Study of documents revealed that there are no questions or criteria in the ILRI Total Quality Management (TQM) process for proposal development and approval related to gender analysis.



**Figure 5.** Degree of agreement with the statement: 'Professional staff have necessary knowledge and skills to integrate gender analysis in their work.'



**Figure 6.** Responses to the question: 'Is there a person or division in ILRI responsible for enhancing gender sensitive research?'

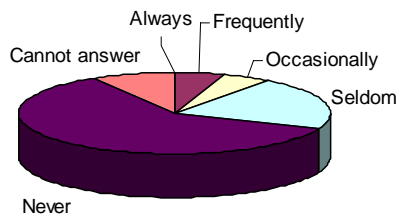
### ***Human capacity and access to information***

Very few respondents thought that professional staff have adequate knowledge and skills to integrate gender analysis in their work (fig. 5, main text). Fifteen percent of respondents thought that there is a person or division responsible for enhancing gender sensitive research in ILRI to a great or moderate extent, and thirty-six percent responded to a limited extent (fig 6, main text). Out of those, half allocated this responsibility to someone in Theme 2 (app. 4, fig 12). One third of all respondents thought that ILRI drew upon this person or division for providing gender expertise in planning, designing, implementing and analysis in research projects to some extent (app. 4, fig. 13). However, in the MTP 2006-2008 there is no mention of such a mandate for Theme 2, and in practice Theme 2 might not provide much services in gender analysis.

Two-thirds thought that there was no training of professional staff in gender sensitive planning and analysis in their OP (app. 4, fig.14). More emphasis is placed on training of senior management and board members: the majority of management interviewed thought that they are trained in integrating gender equality in the organisation (app. 4, fig. 15).

### ***Incentives for integrating gender analysis in research***

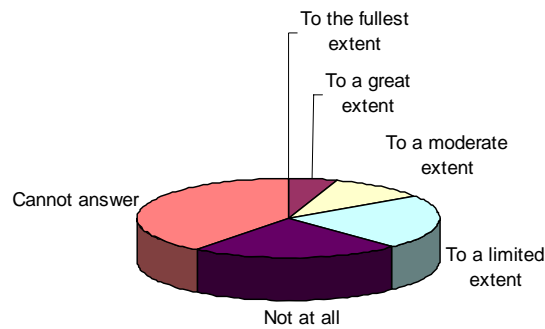
Elements of gender analysis are hard to find in the 'Terms of Reference' or job descriptions of professional staff (fig. 7, main text). On very few occasions is gender analysis included in job and individual performance evaluation (app. 4, fig. 17). On the occasions that it is, it is a result of the documentation of a gender related output that an individual scientist has agreed to produce during that particular year. The evaluation form as such does not mention gender. Only 10% thought that good performance in gender analysis is awarded in ILRI (app. 4, fig. 18).



**Figure 7.** Responses to the question: 'Is gender analysis included in Terms of Reference or job descriptions of professional staff?'

### ***Resources***

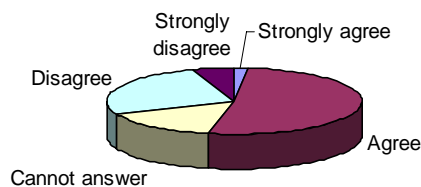
There don't seem to be adequate resources for implementing the ILRI gender policy (fig. 8, main text; fig. 20, 21, app. 4). However, in the absence of a clear policy on integration of gender analysis this is not surprising. Gender analysis seems to have more chance in special projects than in projects funded from core money. Thirty-eight percent thought that training in gender analysis is budgeted for to some extent. A majority thought that gender perspectives are incorporated in ILRI's fund raising strategies (fig. 23, app. 4).



**Figure 8.** Responses to the question: 'Has ILRI budgeted adequate financial resources to support its gender integration work?'

## Culture

There is an overwhelming agreement that ILRI promotes teamwork involving men and women as equal partners, and that management is committed to promoting female representation at senior levels of ILRI, including the board. Opinions are divided about whether management and staff in ILRI are gender sensitive (fig. 9, main text). Gender research issues are discussed openly, but perhaps not always seriously. A majority agrees that women view gender research issues differently than men. More people agree than disagree about staff being enthusiastic about the gender work they do, 47 and 24 percent respectively. Sixty-six percent think that gender analysis fits into the image of ILRI. Ninety-seven percent think that a gender perspective is reflected in ILRI's public awareness materials to some extent. An almost similar proportion thinks that gender perspectives are reflected in ILRI's research publications, but the intensity of agreement is much less. A majority, 57 %, think that the organisational culture of ILRI does not place higher value on the ways males tend to work, although almost 40 % of respondents think the opposite. About equal numbers of respondents agree or disagree that the working environment has improved for women over the past two years. Most respondents, 60 %, disagree that males have an easier time to establish personal and professional networks in ILRI. A vast majority, 91 %, think that ILRI could do much more to institutionalise gender analysis (fig. 24 – 33, app. 4).

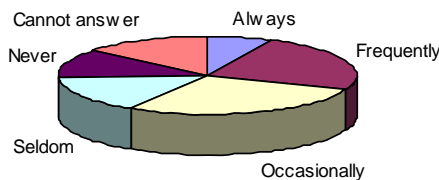


**Figure 9.** Degree of agreement with the statement: 'Management and research staff at ILRI consist of members who are gender sensitive.'

When asked what the three most important characteristics of an ideal professional staff at ILRI are, the highest number of responses were related to being able to communicate well in different ways, to be a team player, being able to motivate others, and good networking skills. The second most important characteristic related to professional excellence, expertise, skills, intelligence, leader among peers and understanding research issues. Third most mentioned characteristics related to the three R values of ILRI: respect, responsibility and responsiveness, but including honesty, faithfulness, transparency, integrity and being ethical (fig 34, app. 4).

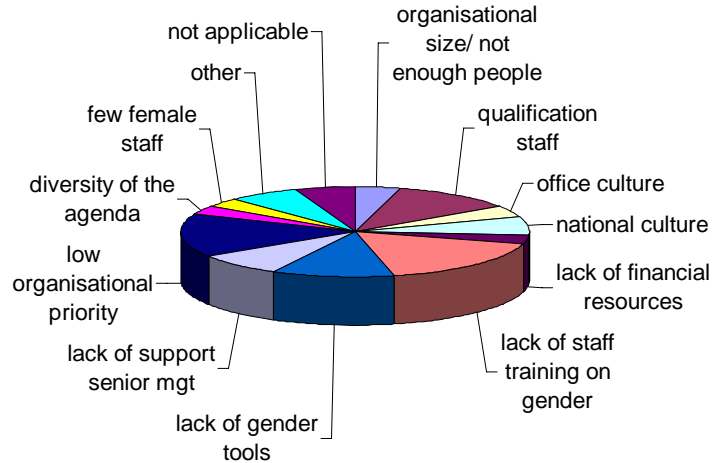
### **Current practices**

A majority of respondents thought that gender analysis considerations are included in the design of projects in their OPs. Many scientists would use participatory methods to incorporate views and preferences of male and female end-users in project design. When it comes to implementation of projects, even more scientists take into account existing gender roles and interests of male and female farmers. A vast majority thinks that collecting gender disaggregated data are useful for the design and evaluation phases of research, and they collect them in several fields, such as amount of labour required or spent, participation in decision making, or control over benefits. Outputs, outcomes or impacts with a gender perspective are only monitored to a limited extent. Most would disagree that ILRI has developed the capacity to recognise and handle internal and external resistance to addressing gender issues in its projects (fig 10, main text; 36 – 40, app. 4).



**Figure 10.** Responses to the question: 'Are gender analysis considerations included in the design of research?'

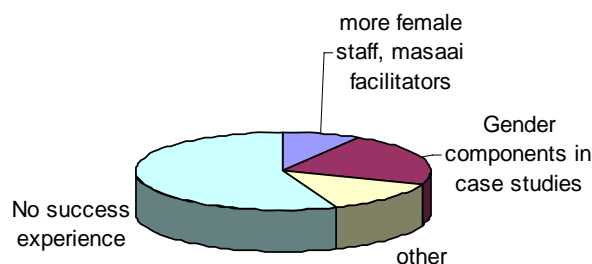
The biggest obstacles to incorporating gender analysis in project planning, implementation and evaluation are related to lack of staff training on gender, lack of awareness, lack of understanding, lack of feed back and empirical evidence of the benefits of gender analysis, availability and dissemination of gender related information, and no link between science and end-users (17 % of responses). The second most important obstacle was related to lack of institutional priority (15 %). Third and fourth were related to qualification of staff and availability of gender analysis tools (each 11%). The different types of answers were fairly well represented in all categories of staff. The number of obstacle mentioned didn't differ much either among categories of staff in the organisation (fig. 11, main text; fig. 42, app. 4). Among the senior management, none mentioned office culture or national culture as an obstacle.



**Figure 11.** Responses to the question: 'What are some of the obstacles to incorporating gender analysis in project planning, implementation and evaluation in ILRI?' Categories of responses (post coded):

- 1) Lack of **staff training on gender**, lack of awareness, lack of understanding, lack of empirical evidence, dissemination of information, **lack of information**, no link between science and end-user, lack of feedback
- 2) **Low organizational priority** for gender issues, lack of incentives, no mechanism in place, no policy, no guidelines, CGAIR science council and WB performance indicators, not mandatory, focus on technical issues in stead of social concept
- 3) **Qualification of staff**, lack of innovation, **no skills** to translate analysis into action, lack of social scientist input
- 4) Lack of gender analysis **tools**
- 5) **Lack of support from senior management**, they don't understand the concept
- 6) **National culture**, constraints with partner organisations, cooperation among communities
- 7) **Organizational size**, critical mass, Lack of time, workload, OPs are stretched
- 8) **Office culture/environment**, resistance to incorporate in research, low motivation
- 9) Lack of **financial resources** for gender programming
- 10) **Diversity of ILRI's research agenda**, nature of research, not always relevant or applicable
- 11) **Few female staff**, difficulty in attracting female staff, field work difficult for women
- 12) **Other**:
  - Donor agenda, no donor priority
  - Lip service
  - Access to data
  - facilities
- 13) **Not applicable**

When asked about successes and challenges experienced in integrating gender in programming or other aspects of work in ILRI, less than half could provide examples of success. Many case studies were quoted. All three respondents from IPMS could easily provide successful examples. Challenges were many and diverse. The most common challenges were related to lack of awareness and understanding of gender analysis, lack of skills, tools and methods; and the difficulty to find qualified and experienced male or female staff to do the job (fig. 12, main text; fig. 44 - 45, app. 4).



**Figure 12.** Responses to the question: 'Describe any successes you have experienced in integrating gender in programming or other aspects of work in ILRI.' Categories of responses (post coded):

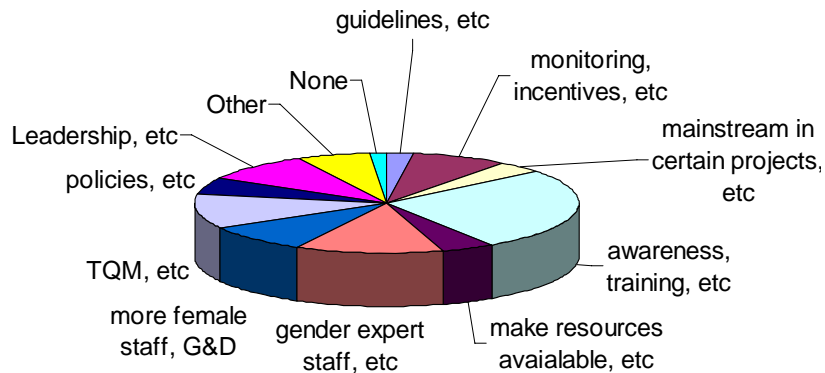
1. Hiring more female staff, female staff at crucial and senior positions, number of female staff trained, Masai facilitators
2. Creation of a more gender sensitive working environment
3. Specific gender analysis components in research on dairying, Farmer Field Schools, Disease risk East Coast Fever, FMD in Asia projects, Water and Livestock project, other case studies, showing impact of gender analysis in control of zoonoses, study on pastoral women
4. Other:
  - Impacts on partner organisations
  - Good team in IPMS conducting gender analysis
  - CGIAR special focus on gender issues has increased ability to discuss gender issues
  - Personnel policy
  - Increased awareness

### ***Suggestions for mainstreaming***

Respondents gave 133 suggestions for mainstreaming gender analysis in ILRI (fig 13, main text). They were grouped and ranked as follows:

1. Create **awareness, training** on gender analysis tools and concepts, seminars, workshops, provide information, share results of gender analysis, change mindset of staff and management on meaning of gender analysis concepts, stock up on gender reports and articles in library, gender corner in ILRI net with grey and scientific literature, monthly update of gender corner, management being able to sell gender analysis, report on gender analysis in every annual report, organize a forum, create awareness for all staff not only scientists, continue communicating at APM and ILRI net and other ways, proactive targeting of training, more strategic plan and more discussion amongst different disciplines to ensure that everyone in ILRI has bought into the idea, systematic approach towards awareness, share case studies and experiences to demonstrate utility, encourage staff to participate in gender workshops, discuss it more openly, describe the benefits of gender analysis, gender unit to provide training.





**Figure 13.** Responses to the question: 'What should ILRI do to mainstream gender analysis?'

2. Full time professional staff on gender to follow up, support the **gender experts** in their work, recruit more social scientists, recruit gender sensitive staff, recruit a gender expert, establish a gender focal point, involve GFP in each Theme and OP, Theme 1 to lead focus, small team in Theme 2 to collaborate with other themes and mainstream gender in workplans, create a support service or department, initially you need a unit but later it can be dissolved, hire professionals, consider it as an OP.
3. Make it part of the **TQM**, integrate in project design and approval, incorporate gender aspects when answering a research question, mainstream in new projects, pass proposals through the ILRI gender expert unit.
4. Commitment from management, management should lead, intellectual **leadership**, leaders should walk the walk and be seen to practice what they say, structure or prioritise recommendations to give management an idea where to begin, chose a timeframe, use visioning, what does it take to get there and how do we do it; mix of top down and bottom up approach, management cannot impose ethics, assign someone to lead the process of mainstreaming GA.
5. Recruit more **female staff**, more consideration for family values, train HR staff, provide opportunity for women at ILRI to grow into management positions, better balance of female and males staff, adjust personnel policy, tap into G&D programmes at ICRAF and IFRI, better work life balance, family fun days, try to keep female staff.
6. **Monitoring** and evaluation system of gender outputs, include in individual performance evaluation an assessment, develop mechanisms for evaluation, checklist, provide **incentives** for GA, reward systems, develop gender milestones, implement audits, build indicators of success.
7. **Other:**
  - ILRI needs to do impact assessment of its work with a gender lens
  - Avoid being evangelical
  - Change the culture
  - Link with People Management Team
  - Link with important organizations

- collaborate with NGOs
  - learn from their experiences
  - family value
  - everyone should be on the same page
  - hire younger people
8. Put **policies** in place to institutionalize gender analysis, clear institutional goals, clarify CG and ILRI initiative, make gender part of a process, explicit strategy for implementing GA with partners.
  9. Make **resources** available, create fund for awareness creation among management, convince board about this investment, make core money available, gender unit to alert on funding opportunities.
  10. Mainstreaming in **projects** that study livelihoods, not across all projects, only when relevant, train staff on deciding when it is relevant, make it mandatory where possible, scientists should be proactive, gender analysis needs to be problem driven.
  11. **Guidelines** on data collection, develop tools, develop a research framework with tools

### ***Difference between male and female responses***

Only 13 % of female respondents gave a 'don't know' reply when asked about the understanding of gender analysis, versus 25 % of male respondents (fig 1b, app. 4). When asked about the meaning of gender equity, relatively more female respondents gave replies related to equal treatments and benefits, discrimination, and career opportunities, but in the other reply categories (balance among staff, working environment, other) there was no difference. For the question about whether management takes responsibility towards the ILRI's gender policy, replies from male and female respondents were similar. Also, for the question whether management is committed to promote female representation at senior levels, answers from male and female respondents were similar. Fifty percent of female respondents disagreed or strongly disagreed with the statement that management and staff are gender sensitive, whereas only 19 % of male respondents disagreed. There was no difference in agreement about 'a gap between how men and women view gender issues in research'. To the question about whether working environment has improved for women in the past 2 years, more men agreed and more women disagreed.

### ***Difference between IRS and NRS responses***

There was no difference in understanding about concepts of gender analysis between IRS and NRS (fig 1b, app. 4). When asked about the meaning of gender equity, most NRS' replies were related to balance of gender among staff, equal employment opportunities, fair recruitment procedures and HR policies. IRS' responses varied more (see fig. 2, app. 4). To the question whether management and staff are gender sensitive, there was no difference in replies between IRS and NRS. To the question about whether working environment has improved for women in the past 2 years, most IRS agreed, whereas most NRS disagreed.

### 3.3 SWOT Analysis for mainstreaming gender analysis in ILRI

A SWOT analysis was carried out by the audit team taking into account the analysis of the follow up study, the survey, and informal meetings. Results are presented in tables 1 - 4. Most cells in the tables have several pieces of information, which means that a comprehensive approach for follow up is required in terms of an action plan for mainstreaming.

**Table 1.** SWOT in terms of policy and management

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Personnel policy manual.</li> <li>• CGIAR policy.</li> <li>• ILRI Strategy to 2010 has been adjusted to include gender in 'Guiding principles'.</li> <li>• There is room for a gender focal point.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy on gender analysis poorly integrated.</li> <li>• High level of confusion about gender focal point.</li> <li>• Research directors: lack of action to mainstream GA.</li> <li>• Ex-post impacts assessment studies have slowed down, gender effects on client group unknown.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Medium Term Plan is evolving.</li> <li>• IPMS examples.</li> <li>• Instructions from 'above' work at ILRI.</li> <li>• Awareness of importance of gender analysis in livestock research.</li> <li>• Adding gender perspectives in the TQM.</li> </ul>	<ul style="list-style-type: none"> <li>• Low organizational priority.</li> <li>• Lip service.</li> <li>• Lack of support from senior management.</li> <li>• Feedback of research results doesn't result in change of project implementation due to obsessive milestones.</li> </ul>

**Table 2.** SWOT in terms of human expertise

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Commitment of ILRI to increase female representation at senior levels.</li> <li>• Some projects have employed female enumerators, or work with more women in NARS</li> <li>• Fairly good understanding of what gender analysis means across the institute.</li> <li>• Theme 1 has a rural sociologist and gender expertise.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Low understanding of meaning of GA in theme 4.</li> <li>• Staff not qualified or skilled in gender analysis.</li> <li>• Lack of staff training on gender analysis, lack of information.</li> <li>• Lack of tools.</li> <li>• Few female staff.</li> <li>• No social scientist/ anthropologist with gender analysis responsibilities, no gender champion in ILRI.</li> <li>• Confusion about mode of integration of gender unit/expert.</li> <li>• There is no gender support unit.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• SAKKS</li> <li>• Change is happening, especially in Theme 1.</li> <li>• Potential to establish a gender unit or expert.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• ILRI's difficulty to maintain good/appropriate social scientists.</li> <li>• Lack of consensus about the need for a person or unit providing 'gender analysis advice' in ILRI.</li> <li>• General scarcity of staff time which is necessary to broaden research agenda.</li> </ul>

**Table 3.** SWOT in terms of incentives and funding

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Drive from donors</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• There are no incentives.</li> <li>• No allocation from core for gender analysis.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Annual award system during APM.</li> <li>• Include gender perspectives in individual work plans and performance evaluation.</li> <li>• Include gender analysis indicators in log frames.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Increasingly competitive environment to source funding for proposals limit successful funding of proposals with a strong gender component.</li> </ul>

**Table 4.** SWOT in terms of culture

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Positive attitude towards gender and diversity in the work place.</li> <li>• Public awareness materials feature gender issues.</li> <li>• Team work is regarded highly at all levels and research themes.</li> <li>• Value of G&amp;D program is recognized.</li> </ul>	<ul style="list-style-type: none"> <li>• Regarding gender analysis as a women's activity/ responsibility.</li> <li>• Regarding gender analysis as an attitude, not a profession.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Employ younger staff who have a different and more gender sensitive view.</li> <li>• Public recognition of role models for gender analysis among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, no action.</li> <li>• Minority does not believe in relevance of mainstreaming gender analysis, and wants to keep it completely optional.</li> </ul>

## **4 Workshop on development of action plan**

### **4.1 Workshop procedures and outcomes**

A workshop was held on 20 and 21 March 2006 to discuss the results of the ILRI gender analysis review, and to develop a plan of action for mainstreaming gender analysis in ILRI, with representatives from different research themes and the directorate (app. 5). The first part of the workshop was reserved for reviewing cases where gender analysis has made an impact on a better understanding of livestock research issues, adjustment of research and development practices, and livelihoods of poor men and women.

#### ***Gender analysis impact case studies***

The following case studies were presented, mostly based on ILRI and its partners' experiences:

1. 'The Role of Gender in Risk Analysis' presented by Tom Randolph. This case showed how application of gender analysis tools in the diagnostic phase of research shaped the agenda for research questions that address the human health aspects associated with urban livestock production.
2. 'Gender Outcomes of Dairy Research in Ethiopia' presented by Alexandra Jorge. The case analysed the roles of women in livestock production in Ethiopia which were strikingly different from men. Introduction of cross-bred dairy cows initially increased the workload of women, but later resulted in hiring more labour and a shift from farm to more profitable off-farm activities by women.
3. 'Alley farming for improving small ruminant productivity in West Africa' presented by Maria Mulindi. This case showed the relevance of difference between gender

- in ownership of land towards adoption of technologies, and the relevance of female extension workers.
4. 'Dual purpose cows for smallholder farming systems in the highlands of Ethiopia' presented by Maria Mulindi. The study showed the effect of adding gender variables in research towards understanding adoption patterns of a technology.
  5. 'The Broad Bed Maker, Ethiopia' presented by Ralph Roothaert. This case showed a modest but effective approach of involving women in the dissemination phase of a land cultivation technology, which resulted in empowerment of women to access micro-credit, agro-inputs and increased contacts with extension workers, and increased adoption of the technology, in an environment where women farmers were traditionally marginalised.
  6. 'Farmers' perception of benefits of improved dual purpose cowpea, Nigeria' presented by Ralph Roothaert. It described how reflecting on research results with a gender lens lead to a new hypothesis.
  7. 'Pathways out of poverty in Western Kenya' presented by Ralph Roothaert. The last case described how individual open interviews with two women farmers added a whole new dimension to understanding dynamics of falling into poverty.

Several generic lessons were learned:

- ILRI can dramatically and efficiently increase its impact in gender analysis by partnering with other ongoing projects and institutes. For instance, collecting human blood samples requires awareness of ethical concepts and approaches which organizations working with HIV/AIDS have much experience in.
- In order to obtain credible data on gender impacts, households for testing technologies should be randomly selected during the planning phase of research. Self selection of households results in biased adoption patterns and associated livelihood benefits.
- Esther van Hove and Barbara van Koppen (2005) have written an excellent tool for incorporating gender aspects in the design of livestock research, using a gendered sustainable livelihood framework. It is recommended as a tool to incorporate gender in the design phase of research to all ILRI researchers.
- Researchers are biased by their own cultural background (e.g. 'this is how things are done, it is normal, it has always been like this'), which affects the identification of gender issues in research.
- Gender aspects are highly relevant in poverty analysis studies, but structured gender analysis has not taken place yet. Gender aspects could be easily incorporated in the design phase. Participatory methods will be powerful tools to complement structured surveys and to enhance understanding. Outcomes of participatory methods need to be incorporated in research publications. Surveys need to be planned in such a way that analysis of gender disaggregated data is possible.
- In some cases surveys have collected gender disaggregated data, but incentives to analyse and report them have been absent.

Ranjitha Puskur presented a framework of integrating gender perspectives in the IPMS project in Ethiopia. It became clear that a top-down approach can be very effective in mainstreaming gender analysis. Although nobody objected to gender issues in IPMS, it has largely been the strict donor requirements that affected a gendered project implementation plan. It has resulted in mainstreaming of gender principles across all staff, partners and field activities. The lesson learned here is that a donor requirement

together with strong management directives goes a long way in successfully mainstreaming gender analysis in a program.

## **5 Conclusions and recommendations**

### **5.1 Opportunities and constraints based on gender audit results**

There is a general agreement within the institute that it has a good track record on improving gender equity and diversity among its staff, and that management is committed to improve it further. The G&D program has contributed to streamlining gender aspects in the personnel policy manual and job advertisements. This creates a favourable environment for mainstreaming gender analysis in the research programs. ILRI likes to portray itself as a gender sensitive organisation, both in terms of working etiquette and in terms of research for development issues. There is a strong back-up from donors.

There is a fairly good understanding about the meaning of gender analysis in research. On the other hand however, and according to staff, the biggest obstacles to mainstreaming gender analysis in ILRI are related to human expertise. Very few scientist have been trained in gender research methods, and many feel that this inhibits them from integrating gender analysis in their projects. There is an clear lack of awareness of the methods and tools available that one could use. Although many tools have been developed for research in INRM, some of which specifically addressing livestock issues, many researchers would not know where to find them. There is no person or division in ILRI that supports gender analysis in a systematic way, although some staff are regarded as having expertise in gender analysis. Theme 2 is viewed as the place where most experts are housed, but the Theme has no mention of gender in any of its strategic documents, and it is doubtful whether the Theme actually provides this expertise.

ILRI has invested a lot in improving gender and diversity in the workplace. This might have resulted in some improvements in the capacity for conducting gender research, since women have a slightly better understanding and motivation. On the other hand, one can not assume that all women are good practitioners of gender analysis. A more effective strategy for capacity building is to include of both men and women in training programs. The scope for increasing expertise in gender analysis in ILRI is also closely related to the second biggest obstacle mentioned by staff: institutional priority and support from senior management. This includes policies, guidelines, mechanisms to put a practice in place, lack of incentives, and focus on technical issues.

The two main obstacles link very well with the most frequently mentioned suggestions for mainstreaming. ILRI staff would like to see a wide variety of options implemented to increase the awareness and capacity on gender analysis concepts and tools. There are many good suggestions to build an internal information system to support this (see section 3.2, p. 24). One important strategy frequently mentioned is to establish a gender expert person or unit. Suggested responsibilities are to mainstream gender in workplans, collaborate with themes, and strengthen the capacity of others in gender analysis. A very practical suggestion is to integrate gender analysis aspects in the TQM process, whereby research proposals need to indicate how gender aspects have been

integrated in the design, or need to indicate why integration of gender aspects is not appropriate. Staff also expect more intellectual leadership and support from management on gender analysis.

## **5.2 Gender Audit Team recommendations**

It is evident that gender analysis is more talked about than actually implemented in ILRI. At all levels there is a desire to change this situation. However, the mechanisms are not in place. ILRI needs to start with developing a policy or strategy about what it aims to achieve in terms of outputs, outcomes and impacts that affect women, children, elderly, HIV/AIDS affected families, and marginalised groups of a society or members of a community. We advise that gender analysis should not be confused with poverty analysis, nor should activities on poverty analysis cover up for absence of gender analysis. In themes 1, 2, 3, and 5, there are clear and direct opportunities to integrate gender aspects in their strategies. Much research in theme 4, however, is laboratory based, and therefore integrating gender analysis in its research projects is not always relevant or straight forward. Nevertheless, theme 4 should not be excluded from the mainstreaming exercise, as scientists ought to feel they are part of the 'bigger picture' and need to know how their research contributes towards gender sensitive research outcomes and impact. As for the other themes, theme 4 staff are positive towards mainstreaming gender analysis.

Gender aspects need to be integrated and made explicit in the TQM process. For projects that have been identified as highly gender relevant, gender analysis criteria and outputs need to be made specific in job descriptions and performance evaluation systems of project staff members.

As indicated earlier, a potential danger lies in the fact that some staff would like to keep integration of gender analysis in research completely optional. If the institute follows this path, there is a great likelihood that technical projects, programs or themes will leave out gender considerations. The gender audit team recommends that all researchers at ILRI are trained in concepts of gender analysis. They should have a clear understanding of ILRI's mission and understand how their particular piece of research fits in the wider picture of fighting poverty in a gender equitable way. In addition, researchers who are not laboratory based need to acquire skills on how to integrate gender analysis in the design, implementation and evaluation phases of research. An easily accessible information system on gender concepts, tools for integrating gender analysis in research, and cases that show evidence of impacts of gender analysis needs to be developed within ILRI.

A monitoring and evaluation system needs to be developed to track progress on integration of gender analysis in the research agenda of ILRI. This could be linked to the MTP performance indicators. ILRI needs to select or recruit a qualified, experienced or highly motivated staff member who will take on the responsibility of coordinating and targeting capacity building on gender analysis in research, to support themes with queries on methodologies, to coordinate an information system, and to assist in monitoring and evaluation of gender analysis outputs. Resources need to be made available or sought not only to implement capacity building in various programs, but also to cover the time of this resource person.



### 5.3 Action plan for mainstreaming gender analysis in ILRI

The action plan presented in this section was developed based on outcomes from the gender audit, recommendations from the gender audit team, and the action plan workshop. The goals and their related activities have been grouped into short, medium and long term to reflect priority and achievability, and they have been sequenced chronologically (table 5). The first priority is to adjust ILRI's policy as this is the foundation for mainstreaming.

Short term goals (1 – 12 months):

1. ILRI to allocate resources for establishing or recruiting a Gender Resource Person (GRP).
2. ILRI to identify or recruit a GRP and provide him/her with institutional and well communicated support and endorsement to implement the following activities:
  - a. Assist management in integrating gender aspects in policy documents<sup>4</sup>, which are currently reflecting a strategy upto 2010, but might want to be extended beyond 2010.
  - b. Assist management and other staff in integrating gender aspects in MTP and log frames.
  - c. Launch a campaign to increase gender awareness, e.g. seminars, production of brochures, etc.
  - d. Assess knowledge needs and gaps to implement integration of gender analysis in projects and themes in ILRI.
  - e. Coordinate training activities based on identified needs, liaise with other institutes who can contribute, e.g. University of Nairobi.
  - f. Compile existing literature on gender analysis, organize an information system on gender analysis which will be easily accessible to professional staff, e.g. on the ILRI net.
  - g. Develop a training manual for integrating gender analysis in the project cycles and impact assessment of research at ILRI.
  - h. Identify one or two existing projects where gender can immediately be integrated and have an impact. Assist in planning and conducting case studies.
  - i. Lead specific case studies of gender analysis in livestock research.
  - j. Develop a detailed plan of action with indicators and time frames for monitoring and evaluation of progress in gender analysis.
3. ILRI, with assistance of the GRP, to develop gender criteria for integration in the TQM process. This ensures gender aspects being part of new proposals where appropriate.

Medium term goals (1 – 2 years):

The GRP will need to work with management, human resources and supervisors to achieve the following goals.

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<sup>4</sup> Suggested documents: ILRI (2000), Strategy to 2010 – Making the livestock revolution work for the poor, 112 pp.; ILRI (2002), Livestock a pathway out of poverty – ILRI's strategy to 2010, 24 pp.

4. To add gender analysis responsibilities in job descriptions and terms of references of scientists where applicable.
5. To include gender criteria in performance assessment processes.
6. Develop a reward mechanism for outstanding research in gender analysis, e.g. during APM.
7. Include a section on the annual report on achievements in gender analysis.

Long term goals (> 2 years):

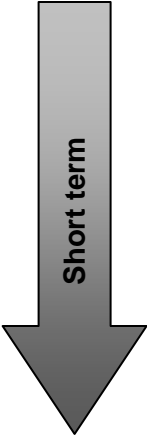
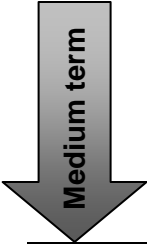
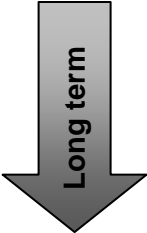
8. Develop proposals to attract donor funding for gender related research projects across different themes of ILRI. Institution-wide responsibility.
9. ILRI management to continue giving the G&D team support and financial resources to improve working conditions for women and female representation in various staff levels at ILRI.
10. The concept of GRP will be transformed into a gender expertise team consisting of several scientists from various research themes with good conceptual knowledge on gender analysis and experience in integrating gender analysis in research. The roles of the team will be:
  - a. Continued responsibilities as mentioned for the GRP. And in addition:
  - b. To develop and maintain a learning based monitoring and evaluation system to feed back lessons learned on gender analysis.
11. For the gender expertise team to identify livestock innovations that have a high potential of impacting livelihoods of men, women and children. Liaise with stakeholders to enhance dissemination and uptake.

Considering the current reorganisation process within ILRI with regards to Theme 1, Theme 2, and the DDG office, and the urgency of starting the activities mentioned under short term goals, the gender audit team recommends that initially the GRP be housed in Theme 5. The current director of Theme 5 has experience in the G&D program and gender analysis in research. Theme 5 would also offer easy entry points where gender analysis can immediately be integrated (2h), such as the risk analysis project. Once the reorganisation of Theme 1, 2 and the DDG office has been finalised, the GRP can be transferred to the newly proposed 'Innovation learning and impact unit'<sup>5</sup> which is intended to mainstream innovation systems perspectives and approaches, gender analysis and impact assessment within the organisation as a whole. Activities 2e, f, g, i, j as well as the activities mentioned in the medium and long term goals will be ideally housed in the innovation learning and impact unit. By this time the GRP will have transformed into a gender expertise team (10).

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<sup>5</sup> Discussions about the development of an innovation learning and impact unit are on-going at the time of writing of this report.

**Table 5.** Chronological flow of activities mentioned in the action plan for mainstreaming (5.3).

	Policy	Accountability	Training	Implementation of research	Culture
	1. Resources for GRP 2. Recruit GRP 2a. Revise policy documents 2b. MTP and log frames	3. Adjust TQM process  2j. M&E plan	2c. Awareness campaign 2d. Knowledge needs and gaps 2e. Training activities 2f. Information system 2g. Training manual	2h. Two existing projects  2i. Specific case studies	
		4. Job descriptions 5. Performance appraisal 6. Reward mechanism			6. Reward mechanism 7. Annual report
					
	10. Transition in to Gender Expertise Team	10. Idem	10. Idem	8. New proposals 10. Idem  11. New stakeholders	9. G&D support 10. Idem

#### 5.4 Reflections on the gender audit approach

As with most research projects, considerably more time went into the design, implementation, analysis and documentation of this gender audit than originally planned. However, we feel that the extra time was well spent. During the design phase there was an intense discussion among key ILRI staff and outside resource people about the necessary focus of the study in terms of balance between gender equity issues in the organisation and gender analysis issues in the research program. We found more need and support to focus on gender analysis issues which has influenced the design of the gender audit, but we believe that we found an acceptable compromise among interested parties. Much time was spent during this discussion, but it was an essential part of the

process to develop ownership of the gender audit. The high degree of ownership which resulted has already paid dividends: management, board and other staff are anxious to implement the action plan for mainstreaming of gender analysis in ILRI.

Another part of the gender audit which consumed considerable more time than planned was the review of literature. Many examples of gender issues in research projects and publications were mentioned by staff who were interviewed during the follow up study of the 1997 portfolio review and during the formal survey. Not every report and publication could be reviewed. Ideally the gender issues in these projects, reports and publications would have been reviewed during in depth discussions with the authoring scientists, but neither the audit team nor the scientists had time for that. We believe though that we have formed a fair and representative view of current gender analysis practices in ILRI through the sample of documents reviewed.

The Gender Audit Questionnaire Handbook published by the Commission on the Advancement of Women has provided helpful guidance to design the formal survey and to illustrate issues and questions that are relevant for mainstreaming gender analysis.

## Appendix 1: Recommendations extracted from the 'Report of a portfolio review of ILRI' by Feldstein, 1997.

### **Priority Setting**

- ILRI is putting into place a system for feedback loops from current research into priority setting for future research. ILRI states clearly that its research is of particular benefit to poor rural women because they are associated with small ruminants and dairying. It would therefore be extremely useful to systems analysis and priority setting to insure that the findings about gender roles and their shifts in the introduction of improved technologies or commercialization are included in the feedback loop.
- Initiate, with other centers, a study of the rainfed fragile lands which includes a systems understanding of the respective roles of women and men in farm production and natural resource management. Livestock is an integral part of those systems.

### **Research**

- The responsibility for ensuring that gender analysis is included where appropriate lies with the research directors. In our conversations with them we found a positive attitude towards its use.
- Collect and analyze data in a gender-disaggregated manner. Many of ILRI's social scientists are doing this. As scientists design their research program and the protocols, they should *start with the assumption* that data be collected and analyzed in a gender disaggregated manner. Gender disaggregation may mean by head of household (representing resource control) or women and men including women in joint households (better for getting at questions of labor allocation, specialized knowledge, postharvest requirements). Research managers should insist that scientists defend why they are not disaggregating their data in both collection and analysis.
- A corollary to learning about the respective roles, resources, and knowledge of men is women is to expand the use gender sensitive participatory research as a complement to survey work as is being done by Shapiro, Staal, McCarthy, Tanner, and Swallow
- Consider carefully the questions being addressed. Will changes in activity or labor intensity be an issue?
  - *Policy analysis.* In most instances, men and women are differentially affected by policy. As cited above with respect to credit not fitting the seasonal requirements of farmers, similarly the availability of credit to women may be constrained by their lack of land for collateral.
  - *Production systems analysis.* This will take place at ecoregional benchmark sites and should be conducted in a multidisciplinary manner. This will entail bringing biological scientists into the field and the integration of social, economic, and technical analysis. Herd management studies are few, but when done should address the management responsibilities of different users.

- *Impact assessment.* This is perhaps the most critical area for insisting that *ex post* studies of the impact of technologies look beyond adoption rates and numbers to the actual impact on household members. The studies being done by in Addis are a positive step in that direction. Before and after comparisons will provide insights into actual shifts in labor, resource allocation, and distribution of benefits when new technologies are adopted. What is the connection between increased production, increased income, individual and household expenditures, and the welfare and livelihood impacts? Are there changes in resource control such as the possible shift in ownership of cows and proceeds from dairying with the introduction of crossbred cows?
- Feedback research results into research planning
- In animal and forages collections and characterization, include information from men and women farmers where possible. The use of participatory techniques, particularly focus groups is likely to enhance the reliability of this knowledge.
- In problem assessment, especially at benchmark sites:
  - Continue the use of participatory appraisal techniques
  - Maintain principles of gender disaggregation and analysis
  - Include inquiries on user preferences and indigenous knowledge
- Include users as early as possible in selection and testing of new technologies.
- In field based studies, increase efforts to work with NGOs. They are often very knowledgeable about patterns at the field level and gender relations. They may provide access to groups not usually in the public domain.
- Put identification of specific beneficiaries in the logframe, proposals and concept notes. The data for such identification will depend on improved information from ILRI's own studies and those of others. Draw on case studies, GIS, information from production systems and benchmark sites.
- Consider how to make diagnostic tests and vaccines user friendly.

### **Capacity building**

- Hire an anthropologist or sociologist with gender expertise. An animal scientist with strong social science skills would also be appropriate. The role of this scientists should be carefully defined ensuring that a strong focus is on working with other scientists, strengthening their research rather than focusing on independent long term studies. The focus of his or her portfolio should be methodology refinement, identifying where gender is relevant in ILRI's current research activities and building in appropriate strategies or methods for getting that information, especially at the benchmark sites.
- Train staff in key positions, such as project heads, in gender analysis. Reinforce such training by developing an inhouse capacity and mechanism for reinforcing this learning.

- Continue to raise awareness of biological scientists about the implications of their research at the field level through seminars and through periodic review of their work from the perspective of the application of the knowledge they are generating. Such reviews might include national livestock scientists well grounded in field studies and practice.
- Support the efforts to improve institutional exchange of information from ongoing studies.
- Hold short gender analysis training courses for ILRI graduate students every 18 months. Such a course would bring together biological and social scientists in joint problem solving and give them practice in the benefits and practices of interdisciplinary research.
- Include interested scientists and project and subproject leaders in such a course.
- Make special efforts to recruit and train female enumerators. Where female enumerators from agriculture or extension agencies are difficult to find, consider using outreach staff of other institutions, such as teachers, nurses, home economists, community development agents as well as personnel from NGOs.
- Conduct a literature review on gender roles and livestock production. ILRI has a vast collection of livestock literature including fugitive pieces. Georeferencing the findings on ILRI's GIS would contribute to building a base of information which scientists could use to formulate hypotheses about the relevance and particular pattern of gender relations in different environments.
- Develop case studies based on ILRI and others' research for use as teaching materials and in ILRI's own public awareness materials.

### ***Strengthening NARSs and NGOs***

- Integrate user perspective and gender analysis into training courses and manuals. Scientists, policy makers and extension agents should know the development objectives and context of their work.
  - Technical courses should include awareness raising with results from research and case studies. The objective is to ensure that scientists see where this information as important to their research.
  - Social science and field based courses should include methods for gender analysis and gender sensitive participatory research.
- Consider integrating gender analysis workshops and gender expertise into in network and collaborative research activities with NARSs and NGOs. At the workshop we held on the Nairobi compound there were several scientists from KARI who were interested in learning more practical approaches to gender analysis.

## Appendix 2: Responses from the follow up study of the recommendations from the 1997 ILRI portfolio review - ILRI Gender audit 2005-2006

### Method

As part of the 2005-2006 gender audit we reviewed what has happened at ILRI since the study carried out by Hilary Feldstein, Evelyn Mathias, and Mary-Ann Ihiga (1997). We selected ten persons to be interviewed who have been with ILRI since 1997 or longer, who have been involved in the 1997 study or who have been involved in gender analysis since then, and who have represented the geographical areas where ILRI has concentrated its research agenda. Several open-ended questions were asked and the answers are reported here. The interviews were carried out face to face (with Maria in NBO or Ralph in ADD) or through email, from December 2005 to February 2006.

Selected staff for interviews	Affiliation and area of representation
Patti Kristianson,	Theme 1, Nairobi
Mohammed Jabbar,	Theme 3, Addis
Abiye Astatke,	Theme 5, Addis
John McDermott,	DDG, Addis
Douglas Gray,	Theme 2, S.E. Asia
Frederico Hollman,	Theme 3, Latin America
Shirley Tarawali,	Theme 5, previously in West Africa
Azage Tegegne	IPMS, Ethiopia

Two additional selected staff did not respond or make them selves available for an interview.

#### 1. Are you aware that there was a Portfolio Review for Gender Analysis that took place at ILRI in 1997?

Yes: 4

No: 4

Exercise was limited to NBO and ADD

#### 2. If yes, were you actively involved, and how?

Only two respondents were involved. One remembers to be interviewed. The other person had informal conversations with one of the organisers, and participated in a workshop.

#### 3. The portfolio review did give some recommendations for integrating gender analysis in the research agenda and building capacity. Please have a look at the attached summary.



**a) Do you agree with these recommendations? Answer on a scale of 0 - 10 (0= don't agree with any of them; 10 = completely agree with all of them). Please motivate your answer.**

Answers: 6.5, 7, 7, 8, 8, 8.5

Average: 7.5

- List is too long, some are generic, some are very specific. Difficult to identify a starting point, e.g. female enumerators? It is not workable.
- Some are a bit mechanistic. E.g. hire an anthropologist. Not my strategy.
- The list of recommendations might be influenced by values and norms that I don't share. Gender might not always be an issue, even in downstream research. Assess the relevance of gender first and then look for expertise and appropriate processes.

**b) Do you think that any of these recommendations have been implemented?**

Yes: 3

No: 2

Partially: 3

Some implementation might not be a result of this report.

**c) If yes, please give examples and details.**

- My overall impression is that our attention to gender has simply 'risen with the tide' of concern and expertise on the analysis and awareness of gender. In part that must be due to not appointing the social scientists/anthropologists to ILRI. However, among our partners and within individual projects there has been more attention to gender. I suspect this has been driven more by donor concern and priorities than by in-house initiatives.
- The study instigated those who read it, although many didn't know that it existed.

Specific comments on recommendations:

- Priority setting, planning and design
  - ILRI priority setting document of 1999 included gender as a criterion. Research projects are incorporating gender in planning and implementation.
  - Feed back loops were not established.
  - Feed back doesn't result in change of plans, milestones once set become an obsession.
  - Participatory appraisal techniques in problem assessment:
    - is happening in Belgian pastoral project
    - in the water-livestock project
  - Include users in selection and testing phases:
    - being done in the fodder innovation project
    - I believe that scientists working with forages in ILRI and CIAT are incorporating a gender dimension in the research.
    - quality of water research: involvement of women, e.g. sand filters. Health of household is a women responsibility.

- Identify specific beneficiaries, draw on case studies, GIS, etc: there is some improvement.
  - There has never been a gender component in the research protocols.
- Policy and management
  - responsibility must lie with research directors: this has been mostly mostly talk
  - Integration of gender analysis hasn't been systematically applied.
  - Donors have a major influence.
- Research implementation:
  - Study in the rain-fed fragile lands was never done.
  - Research managers insisting on gender disaggregating data:
    - not happening
    - the initiative lies with team leaders. It has not been systematised.
  - Expanding use of gender sensitive participatory research: has happened with cowpea study, pathways out of poverty.
  - Participatory techniques in forage evaluation:
    - Is starting to happen in Africa
    - In Latin America is planned for 2006, i.e. mono-gastric feeding based on women's management needs.
  - Some opportunities have been missed, e.g. analysing labour saving data on conservation tillage in Ethiopia, especially for female headed households.
- Impact assessment
  - Ex-post impact assessment hasn't been done for a while.
  - Ex-ante impact assessment with a gender component was carried out in the cowpea study in 1997.
- Partnerships:
  - Increase efforts to work with NGOs: work in progress, better than 5 years ago.
  - CARE and other NGOs are partners | Ethiopia.
  - Strengthening NARS and NGOs on gender perspectives: FFS might have done this.
- Capacity building and information systems:
  - Hire an anthropologist or sociologist with gender expertise:
    - Theme 1 hired a rural sociologist who leads the pathways out of poverty study in Kenya, not a gender expert though.
    - An APO in gender and participation research was working for Theme 5 recently.
  - Train staff and project heads in gender analysis:
    - Not done (2)
    - A participatory research training course was organised by ILRI in Debre Zeit.
  - Improve exchange of information: SAKKS is a good example of efforts
  - Training for students: not done
- Human resources
  - Recruit and train female enumerators:
    - done in project such as pathway studies, dairy studies, pastoral surveys.
    - Was initiated in Yerer, Ethiopia, but no continued commitment from management.

**d) Do you think that these recommendations were sufficiently implemented?**

Yes: 0

No: 2

Partially, or don't know: 6

**Please explain your answer.**

- Institutionally we have gone through changes. Currently the structure is more conducive for gender analysis. Approaching the ideal is better than to strive for the ideal.
- In some projects in Ethiopia gender is integrated.
- Implementation of recommendations depends on instruction from above.
- We've come a long way in linking participatory and other methods such as livestock surveys and GIS, but we still haven't got a research project specifically looking at the role of livestock for women in different systems and locations and the implication for livestock-related policies and interventions. A proposal is on the way in Theme 1.

**e) If none of these recommendations were implemented since the 1997 review, or if you think they were not sufficiently implemented, what do you think were the culprits?**

- First of all, to head in a new strategic research directions takes either a commitment of a substantial chunk of core funds and hiring a committed, creative person to lead it (which hasn't happened), or by convincing a new donor that it is hugely important. For all the talk by donors about caring about this area, I'm not sure who to go to right now with such a proposal.
- Priority of the institute, and its commitment.
- Lip service. Posters portray ILRI's concern about gender. ILRI is cautious but doesn't internalise it. There is no deliberate effort. Integration of gender analysis should not be imposed but it needs to be built in ILRI's philosophy.
- If there is no systematic mainstreaming, there is no progress.
- Lack of efficiency of the institute.
- I don't think many scientists in ILRI have been impressed by the efforts of the PRGA. My own experience (participation in a training workshop in the Philippines) was that they do not try to relate their concerns and expertise to the mainstream work of research. They seemed more concerned in making gender a research topic (this is quite a valid objective) and less in using gender analysis to make overall research outputs more effective.
- So the culprits are likely to be a failure to appoint staff with expertise in gender analysis with an appreciation of how our mainstream research works. Gender analysis is one tool from the social sciences that needs to be made available to all ILRI programs but it is only one (albeit very important) aspect of society that contributes to our understanding of livestock issues and affects the potential impact of our research outputs.
- There was no gender 'champion' in ILRI.

- There has been no team to facilitate or encourage.
- Scientists and managers are pressed with time, and the situation is only worsening.
- When you are out-posted, information flow is not good.
- Recommendations were not translated into something practical.
- There has been no incentive.
- It depends on individual interests and inquisitiveness. Lack of capacity to understand gender issues and gender analysis.
- Not everyone needs to do it.

**4. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of research in ILRI.**

**Successes:**

- Cross bred cow project in Ethiopia.
- Watershed management in Ginchi, Ethiopia (PRGA grant)
- SLP crop-livestock project in W. Africa. Women groups were formed (SLP website).
- Some large projects have been successful, e.g. BECA and IPMS.
- IPMS has gender integrated in all its activities, targets and outputs. Capacity building program dictates that equal number of men and women are trained. IPMS enforces equality, it is generally a good strategy.
- I think it has been relatively easy to be non-sexist in the workplace and to be proactive in promoting women in our own staff and in partner research groups. A significant contribution we can make is to use the resources we control (some research funds) to target women in partner organisations which do not have the same priorities. Most of my personal attitudes to this have come from my experiences before joining ILRI. This may have been different had I been at a headquarters site.

**Challenges:**

- There are few gender related data available in Latin America
- Making multidisciplinary teams work, gender is part of it. Individuals need to learn a culture.
- There is a shortage of gender/social science expertise in Ethiopia. The good ones are in very high demand.
- Cowpea study in Nigeria had a gender component. It consisted of disaggregated group discussions and household surveys. Data on female headed households were not analysed.
- GTZ project in Nigeria and Benin had qualitative data but there was no follow up.
- Research projects with Makerere University. Time and money was set aside, but it didn't happen.
- Some generic evolvments have had a marginal effect, however, not systematic enough.
- Gender belongs in the bag of social factors that are important in understanding people and livestock and making sure that any interventions we develop are effective and equitable. The poor, people of different ethnic groups, of different

gender, and children need to be understood and their needs need to be prioritised, with the emphasis on poverty (our very specific mandate). Maybe we have so much trouble understanding poverty that we have little patience for the interactions between gender, ethnicity, poverty and livestock. This is a complex research area. My own challenge is to simultaneously recognise that these are issues, my (our) relative helplessness to understand how to deal with them and at the same time keep research going.

- Knowledge base: how many people know about gender analysis, which data do you collect, and how do you collect them.
- As a women, I am always regarded as the appropriate person to lead such research, and I find that assumption annoying.

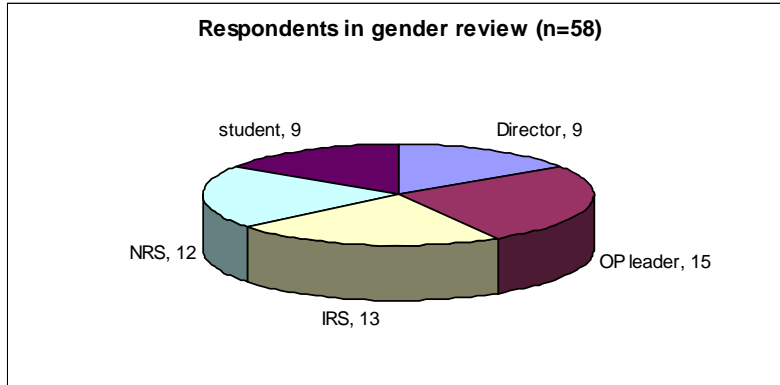
#### **5. Other comments, suggestions**

- It is crucial to integrate gender in livestock research. Create awareness and training. ILRI needs to be in a strong position.
- Management needs to make gender analysis a policy.
- Add gender and other key elements as a checklist in the TQM.
- There needs to be an incentive system, e.g. an annual award for gender sensitive research during the APM.
- Monitor and evaluate the research process. OP leaders have to take an active role to include it in the portfolio.
- We need a gender unit or expert at ILRI to backstop and provide services, but the person needs to be integrated in existing projects.
- Engendering research is not a profession, it is an attitude.
- There is no need for a gender expert in ILRI. We need to continuously train ILRI staff on gender issues. We have a bad experience with a 'gender office' in institutions in Africa.
- I have always tried to let the research question guide the appropriate method or approach to use, and not start with the method (i.e. gender analysis).

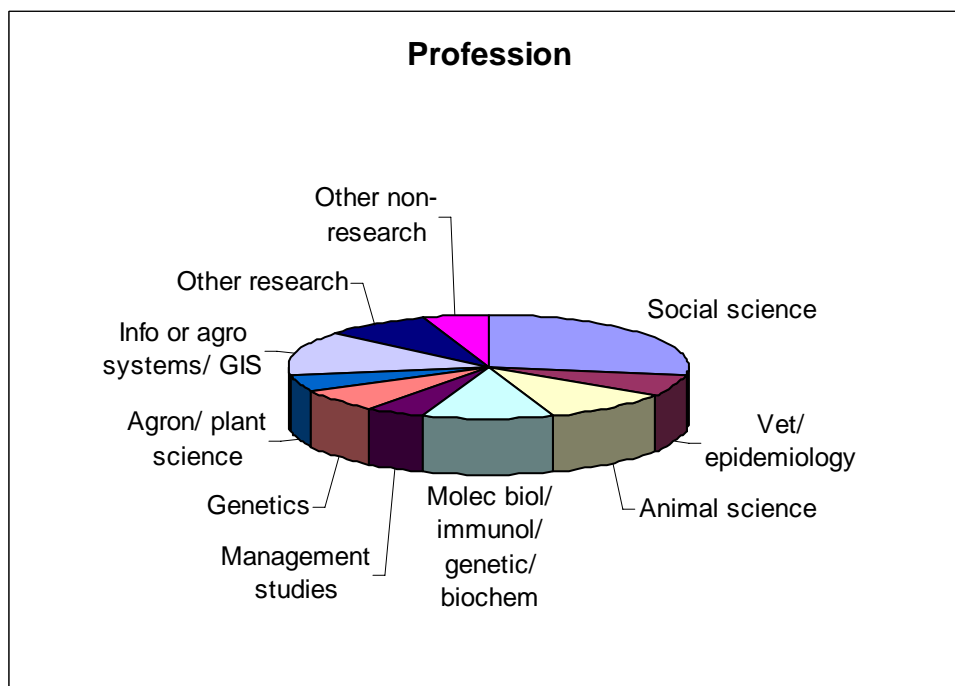
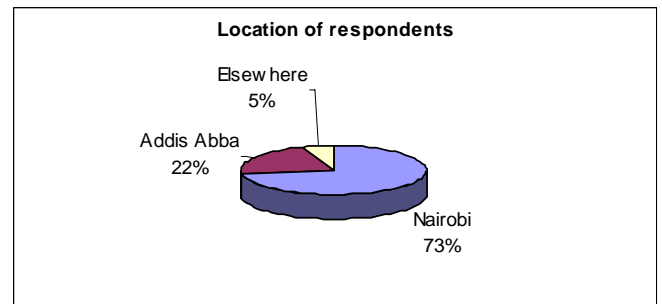
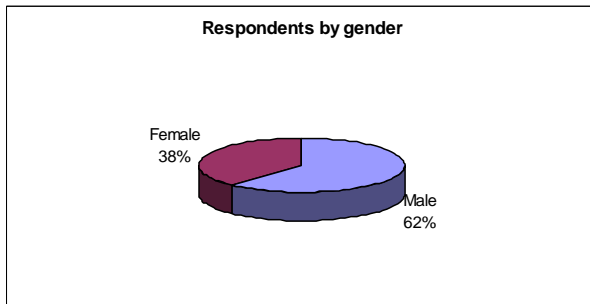
#### **6. Are there any reports or other publications that describe gender analysis in work carried out by ILRI? Please give references or indicate where we can find them.**

- See Appendices.

## Appendix 3: Demographics of respondents in the gender review survey



Theme 1	9
Theme 2	6
Theme 3	8
Theme 4	12
Theme 5	13
Directorate/ HRFA/ PC	7
IPMS	3



## Appendix 4: Results of the gender audit survey

### *Understanding concepts*

The first few questions in the survey were open ended, to get an idea of the level of understanding of gender and mainstreaming concepts in ILRI:

1. What is your understanding of gender analysis in research? (fig 1.)
2. What is your understanding of gender equity in the organisation? (fig 2.)
3. Do you know what mainstreaming means? (fig. 3)

After the first few questions, a brief discussion with the enumerator followed about differences between gender analysis in research and gender equity in the organisation. The use of some jargon in the remaining questionnaire was agreed upon. Question 4 followed after that:

4. Do you think it is necessary to mainstream gender analysis in ILRI? (fig.4)

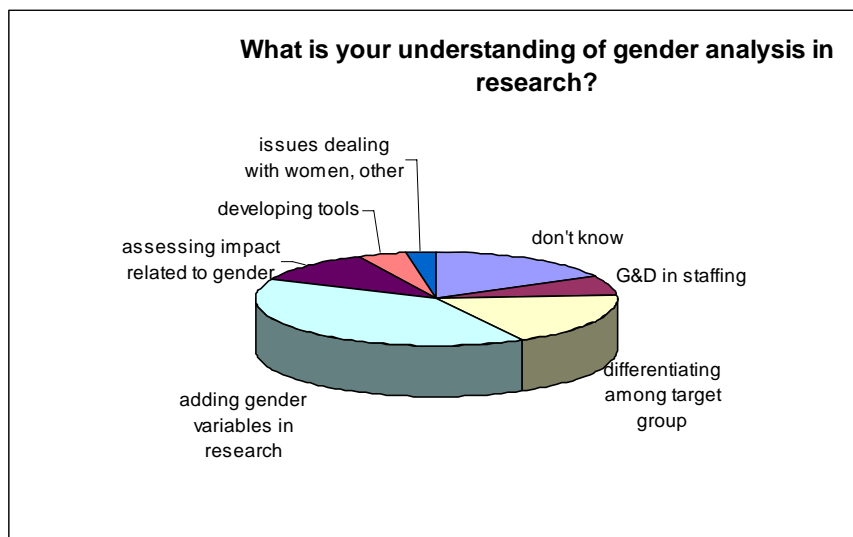


Figure 1a. What is your understanding of gender analysis in research?

Categories of responses (post coded):

1. **Adding gender variables in research** (planning, implementation) such as roles, access to resources, labour, power relations; inclusion of different perspectives in decision making in the research process, integration of women issues in research.
2. Awareness of gender perspectives, **differentiating among target group**, trying to understand differences, how to be effective in poverty alleviation, cultural understanding.
3. **Monitoring and assessing benefits**, livelihoods, outcomes and impacts related to gender, gender aspects of technology uptake.
4. **Development and use of tools** to enhance gender perspectives, participation, disaggregation of data.
5. **Gender and diversity (G&D)** in staffing, giving equal opportunities to all, recruitment of female researchers.
6. **Other**, e.g. issues dealing with women, development of gender sensitive dissemination strategies.
7. **Don't know**.

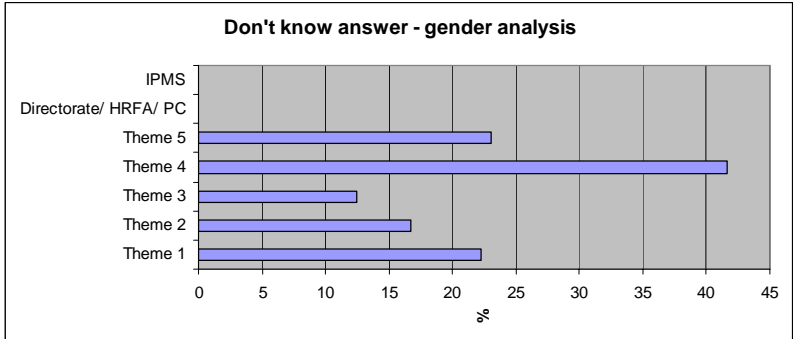


Figure 1b. Don't know answers on 'what is your understanding of gender analysis' by category.

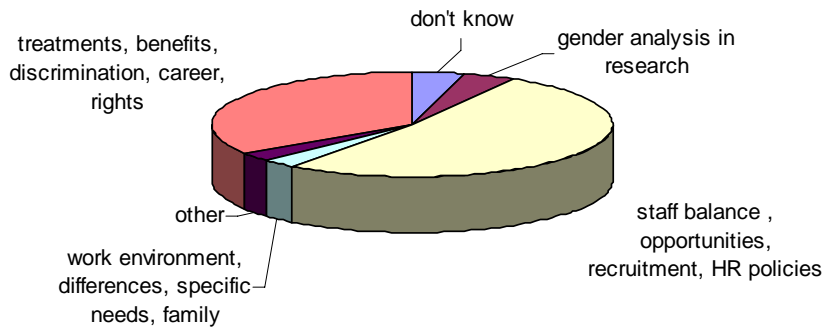
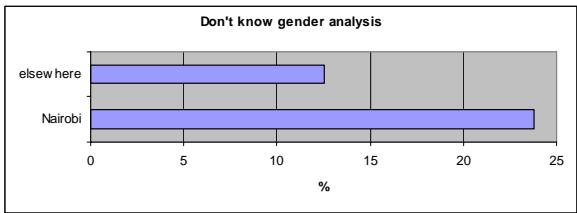
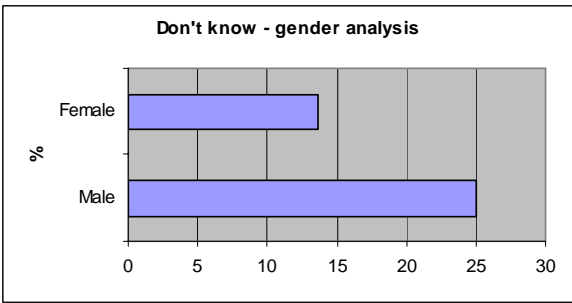
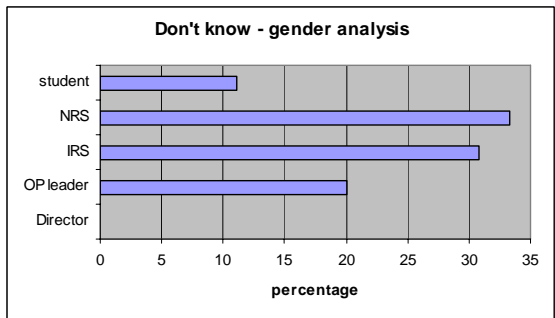


Figure 2: What is your understanding of gender equity in the organisation?

Categories of responses (post coded):



1. **Balance of gender among staff** (including races, age), equal employment opportunities, also at higher levels, in different types of jobs, fair recruitment procedures, HR policies.
2. **Equal treatments and benefits**, no discrimination, career opportunities, no obstruction, equal rights, positive action to correct discrimination
3. Conducive **working environment**, acknowledge differences among men and women, specific needs or considerations, family considerations, putting a value on gender.
4. **Gender analysis in research**, roles and contribution of men and women.
5. **Other**, e.g.:
  - a. having a gender focal point
  - b. organizational analysis
6. **Don't know**

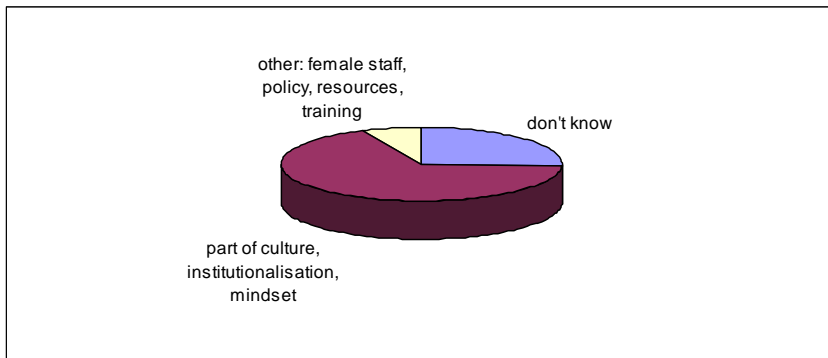
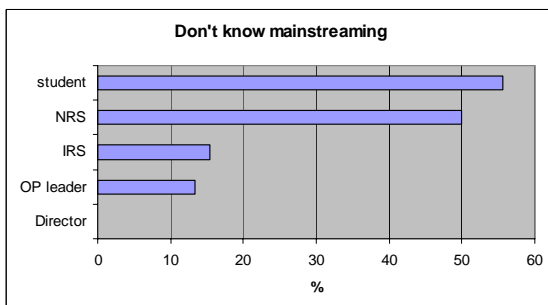


Figure 3a. Do you know what mainstreaming means?

Categories of responses (post coded):

1. **Becoming part of culture** or regular activities and processes, institutionalization, normal expectation, normal procedures, internalizing it, integration, mindset, becoming a common value, giving priority to a certain concept, incorporating gender considerations in an institution and the way it does things.
2. **Other**:
  - a. scaling up,
  - b. mechanism for monitoring
  - c. increasing number of female staff
  - d. creating understanding about GA
  - e. Making it part of a policy, resource allocation
  - f. Capacity building
3. **don't know**



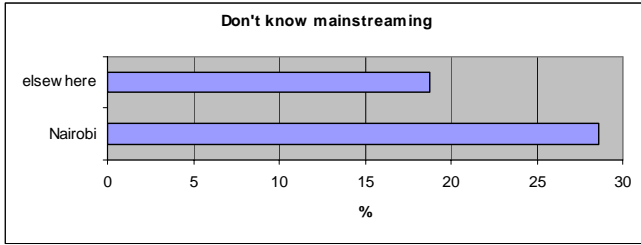


Figure 3b. Don't know answer on 'do you know what mainstreaming means'.

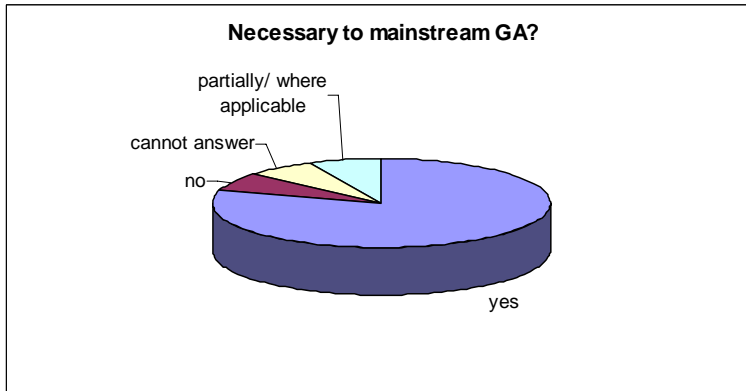


Figure 4. Do you think it is necessary to mainstream gender analysis in ILRI?

**Policy - Gender equity in the organisation**

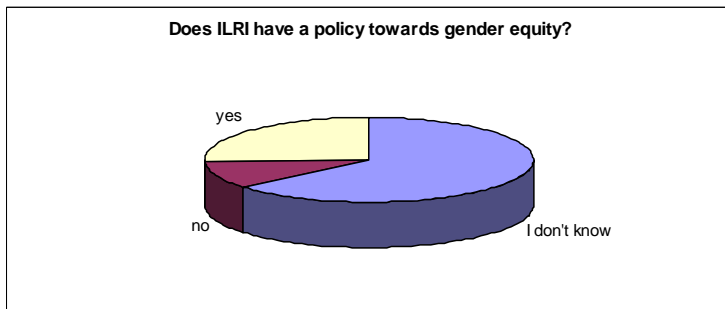


Figure 5.

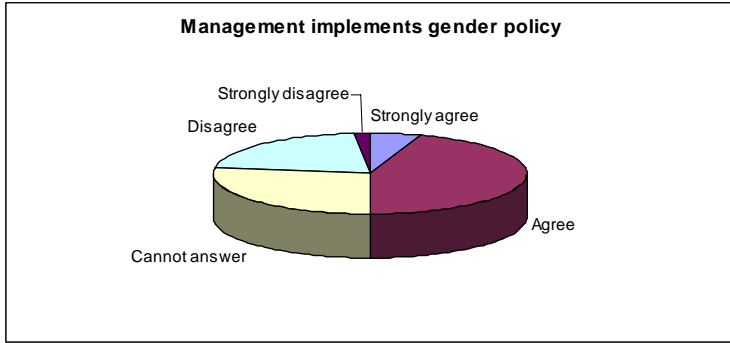


Figure 6.

**Policy - Gender analysis in research**

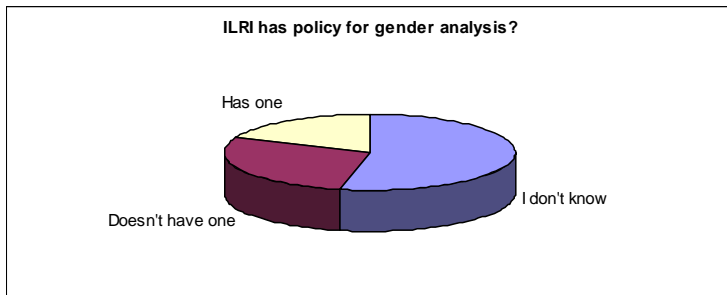


Figure 7.

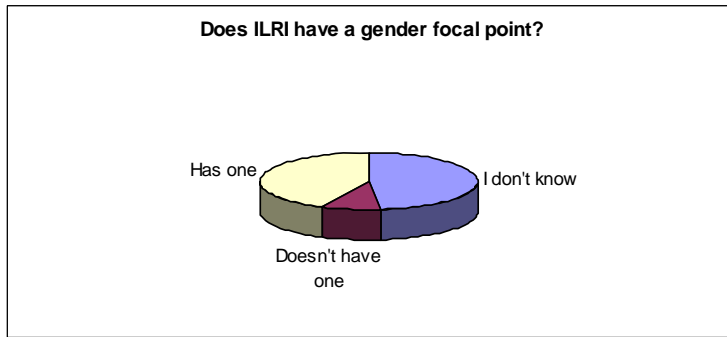


Figure 8.

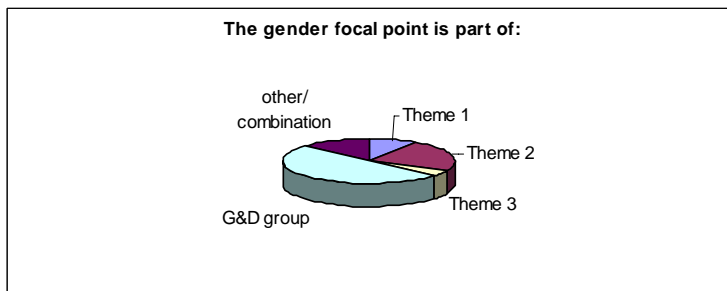


Figure 9.

**Human capacity and access to information**

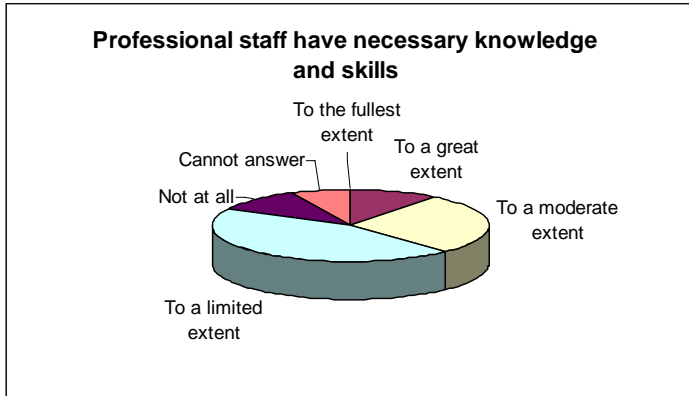


Figure 10.

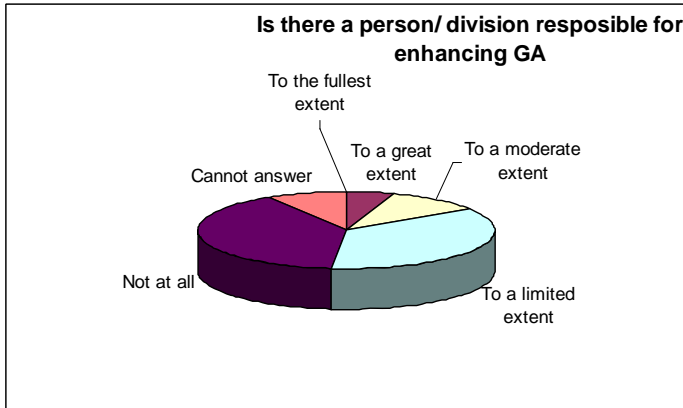


Figure 11.

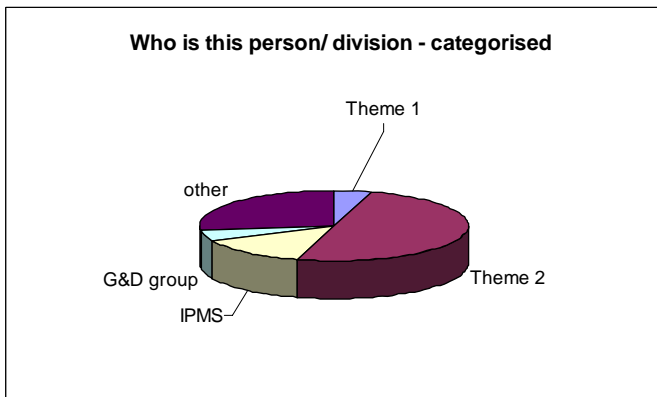


Figure 12.

Figure 12. Names mentioned as responsible for enhancing gender sensitive research.

- Theme 1 staff (Patti Kristjanson, Jenny Olsen)
- Theme 2 staff (Ralph Roothaert, Bruno Minjauw, Dannie Romney)
- Theme 3 staff (Isabelle Baltenweck, Lucy Lapar)
- IPMS consultant and Ranjitha Puskur
- Gender and Diversity group
- Other: TQM, PRGA, Research directors, HR, Esther van Hoeve, Gender Core Group, Susan MacMillan

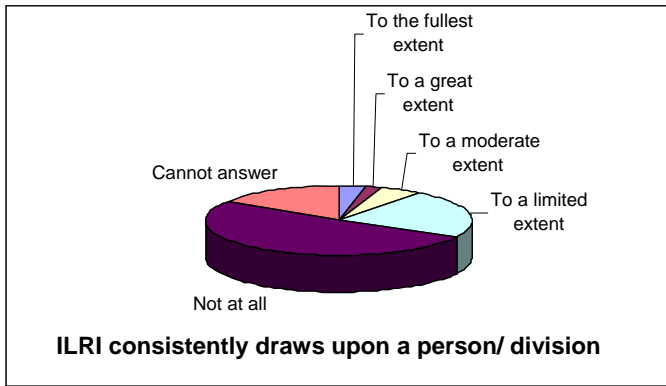


Figure 13.

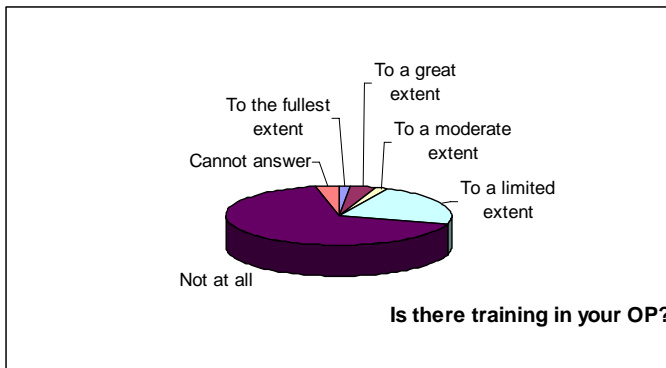


Figure 14.

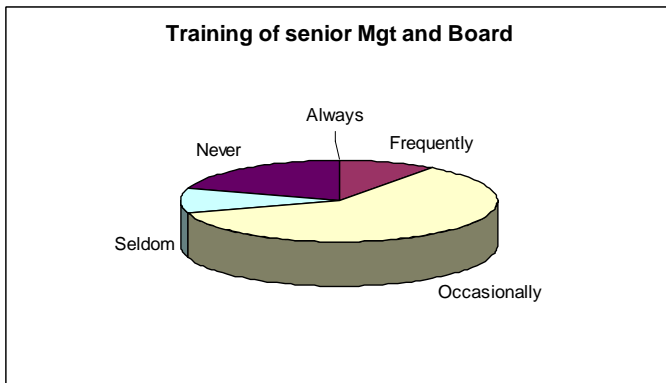


Figure 15.

***Incentives for integrating gender analysis in research***

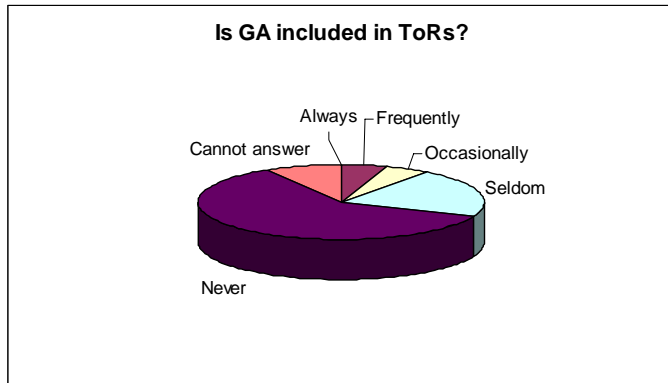


Figure 16.

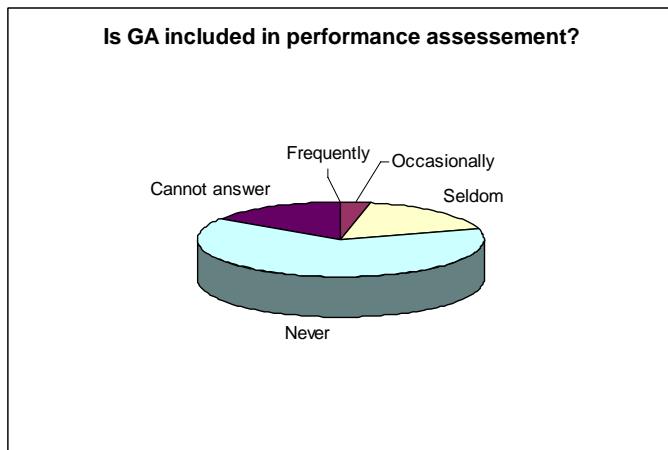


Figure 17.

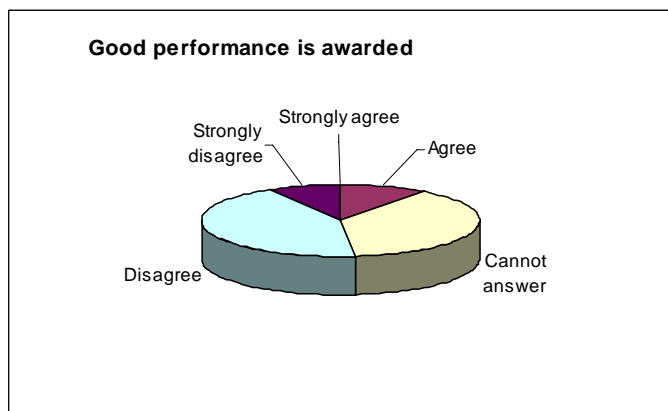


Figure 18.

**Resources**

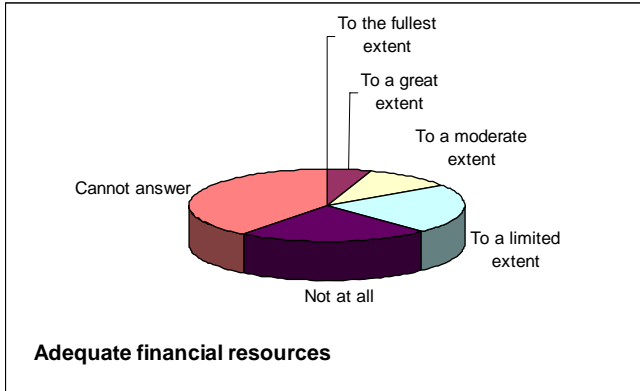


Figure 19.

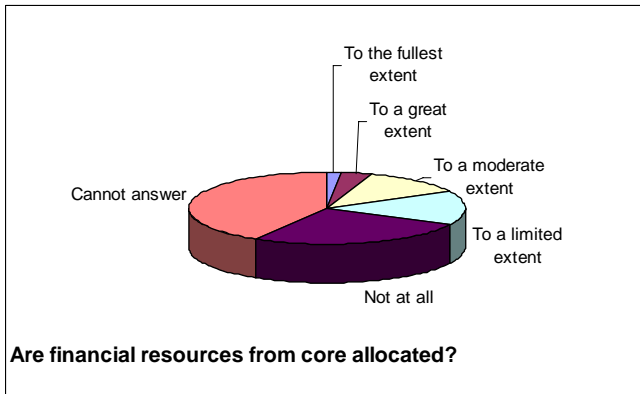


Figure 20.

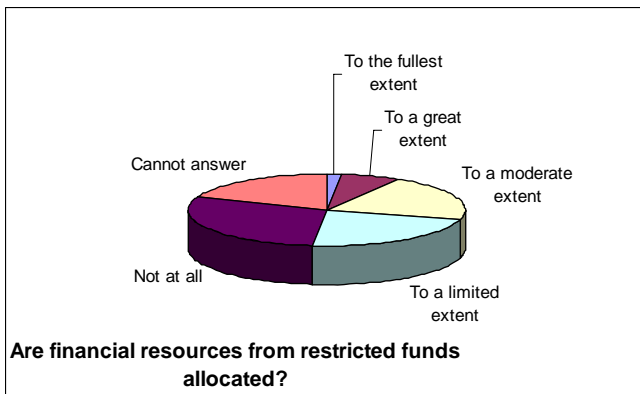


Figure 21.



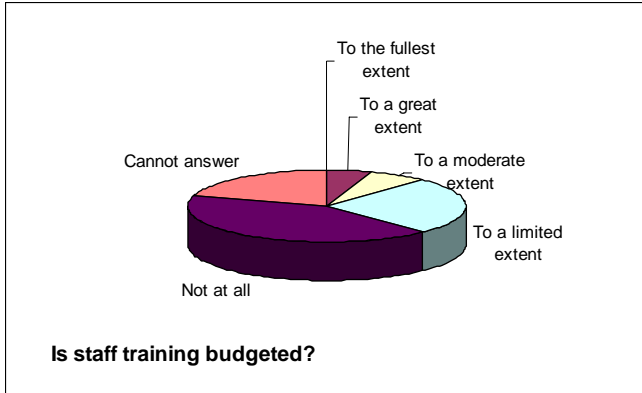


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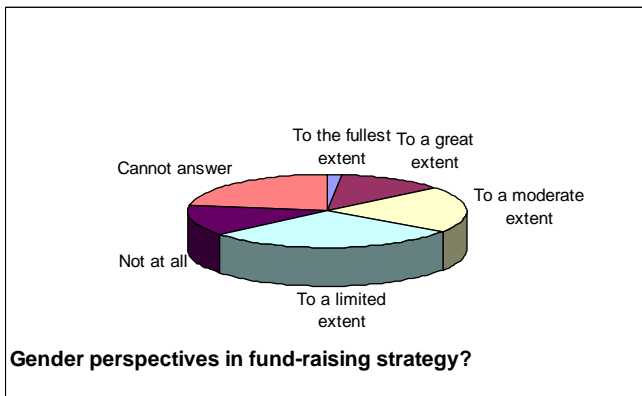


Figure 23.

**Culture**



Figure 24.

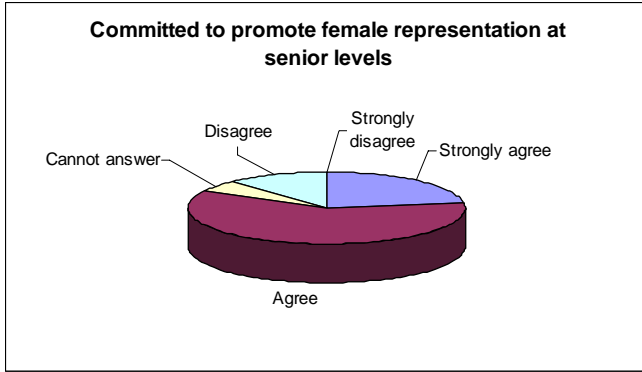


Figure 25.

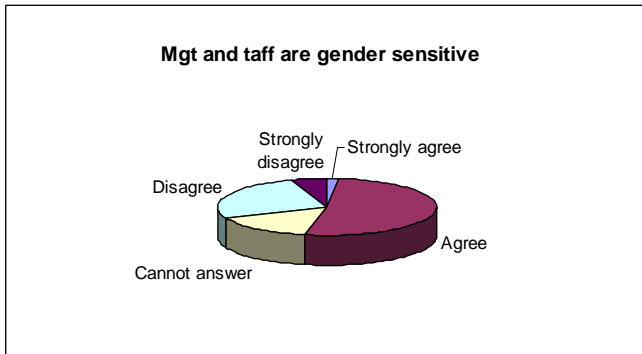


Figure 26.

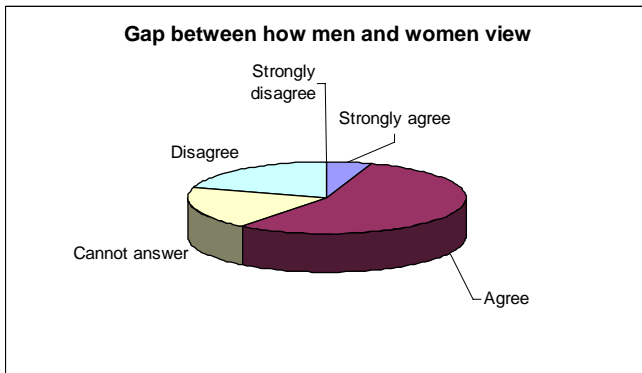


Figure 27.

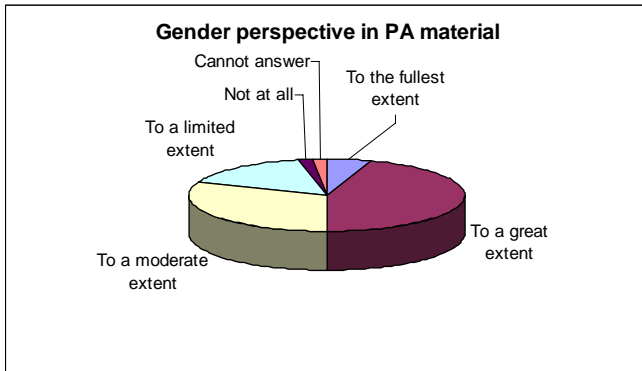


Figure 28.

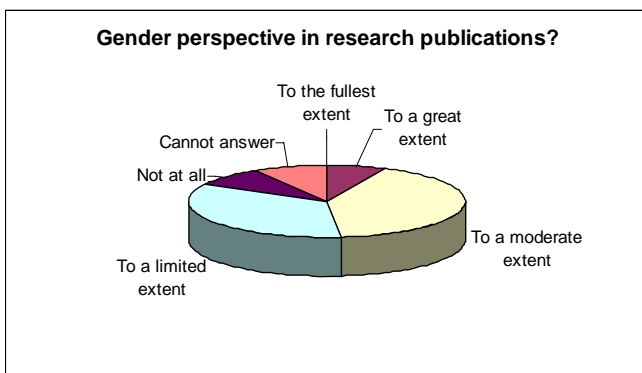


Figure 29.

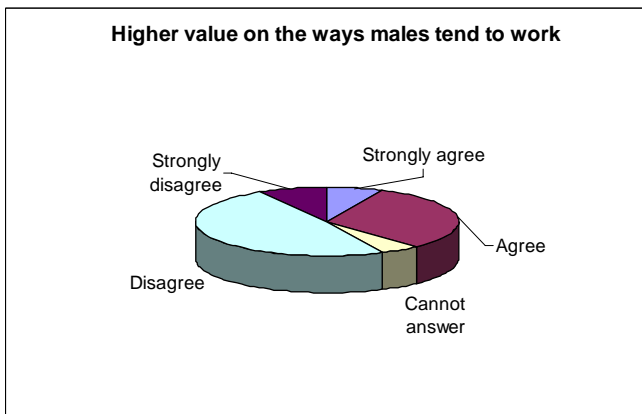


Figure 30.

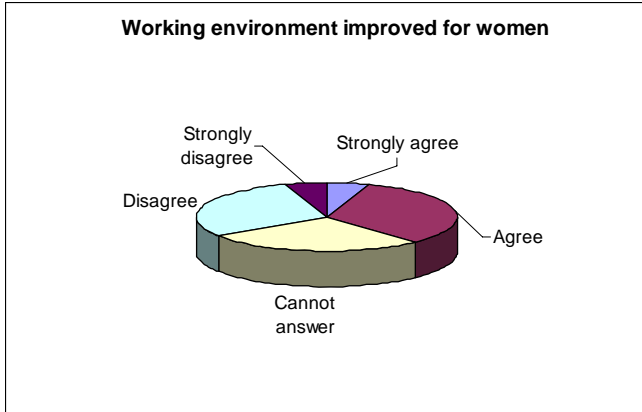


Figure 31.

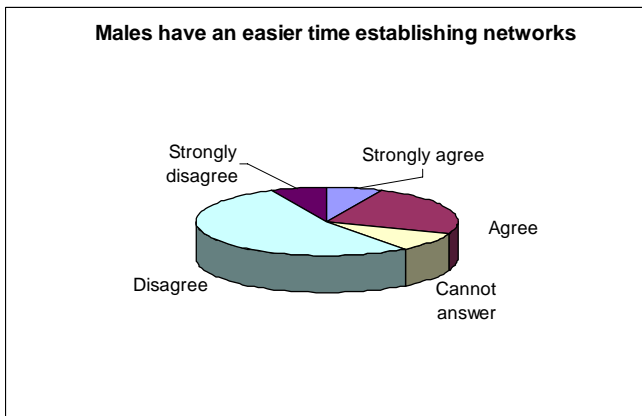


Figure 32.

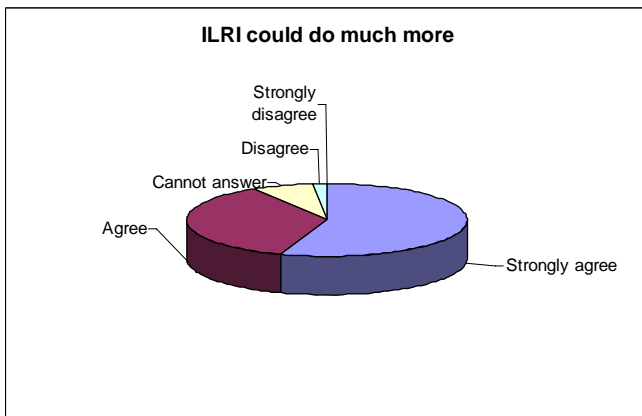


Figure 33.

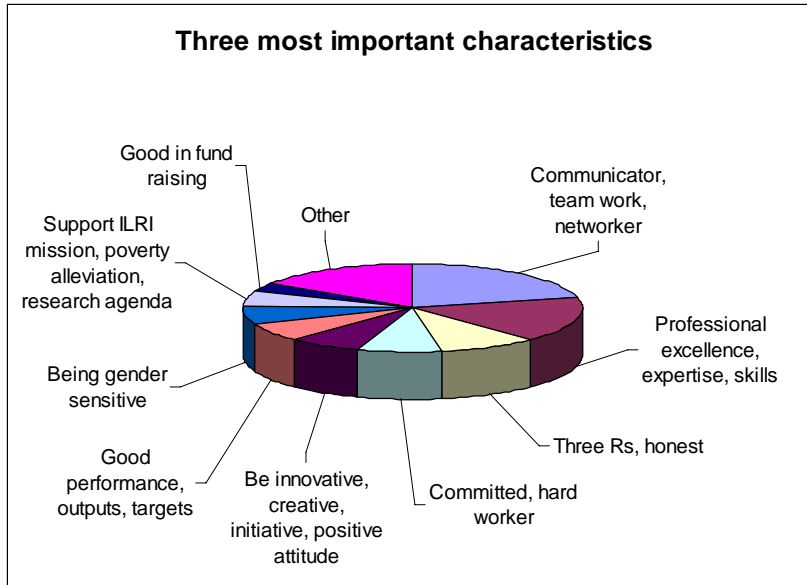


Figure 34. Categories of answers (post-coded):

1. **Good communicator, team work**, networker, being able to motivate others.
2. **Professional excellence**, intelligence, expertise, understanding research issues, skills, leaders among peers.
3. **Three R values of ILRI**: Responsive, Responsible, Respectful; Honesty, faithfulness, transparency, integrity, ethical.
4. **Committed to work**, hard worker, work over and above your call of duty, committed to ILRI goals.
5. **Be innovative**, creative thinking, being critical and constructive, taking initiative, playful, positive attitude, willingness to learn and be open minded, wide views.
6. **Good performance**, outputs, ability to meet targets, productive, deadlines
7. **Being gender sensitive**, (ability to interact with different cultures)
8. **Supporting ILRI's mission**, focus on livestock issues and poverty alleviation, contribute to ILRI's research agenda
9. **Good in fund raising**
10. **Others**:
  - work closely with farmers, don't cost ILRI too much, previous track records, publishing
  - Willingness to travel
  - Ability to work independently
  - Diplomacy, not rocking the boat too much
  - Responsive to deadlines and management requests
  - Willingness to learn and open minded, wide views
  - Ability to balance work and family life
  - Flexibility and adaptability
  - Good leadership, conflict management
  - Assertive
  - Loyalty, Consistent, Dependable

**Practices**

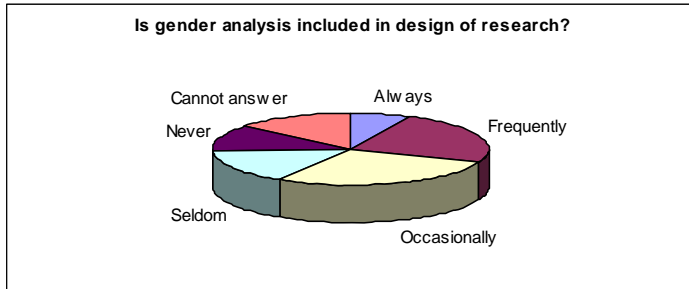


Figure 35.

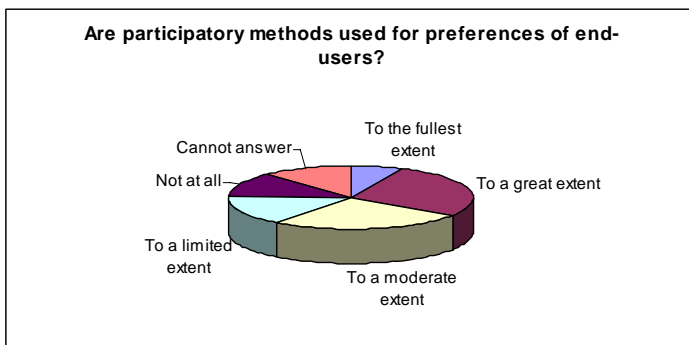


Figure 36.

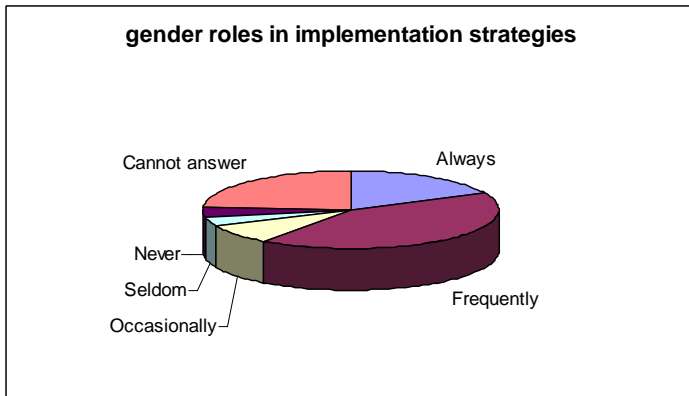


Figure 37.

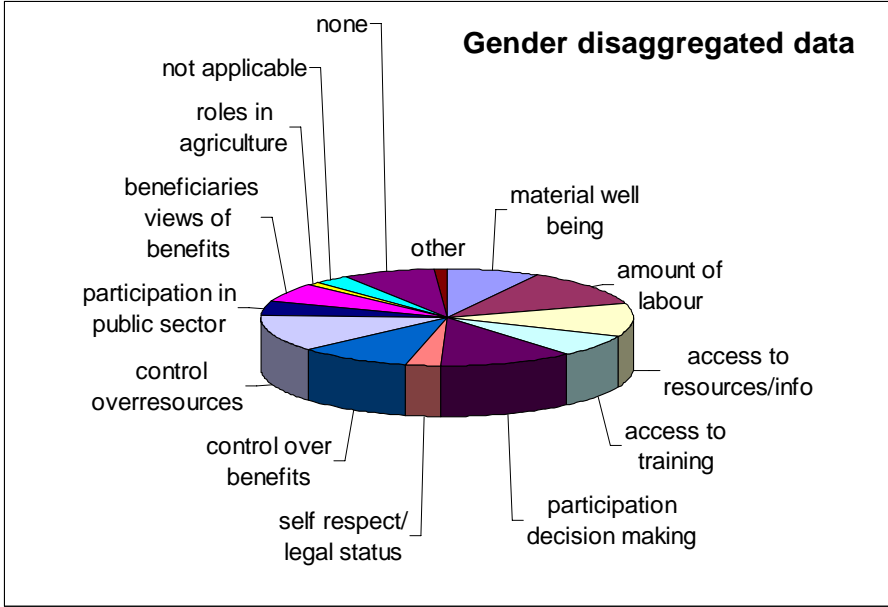


Figure 38. My theme/project collects gender disaggregated data in the following areas.

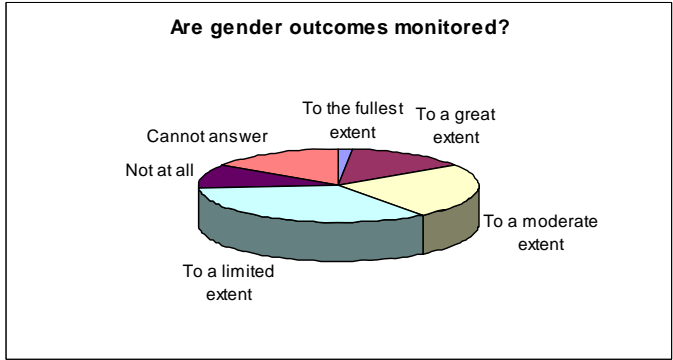


Figure 39.

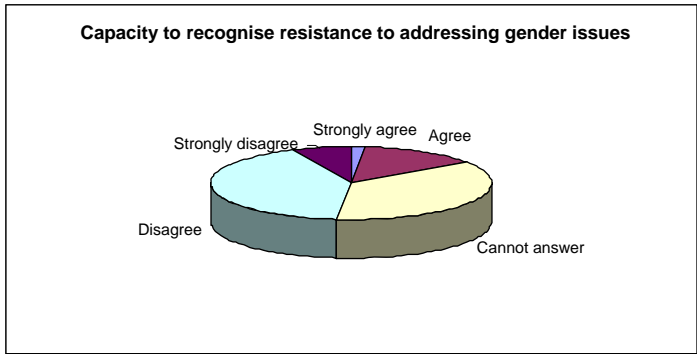


Figure 40.

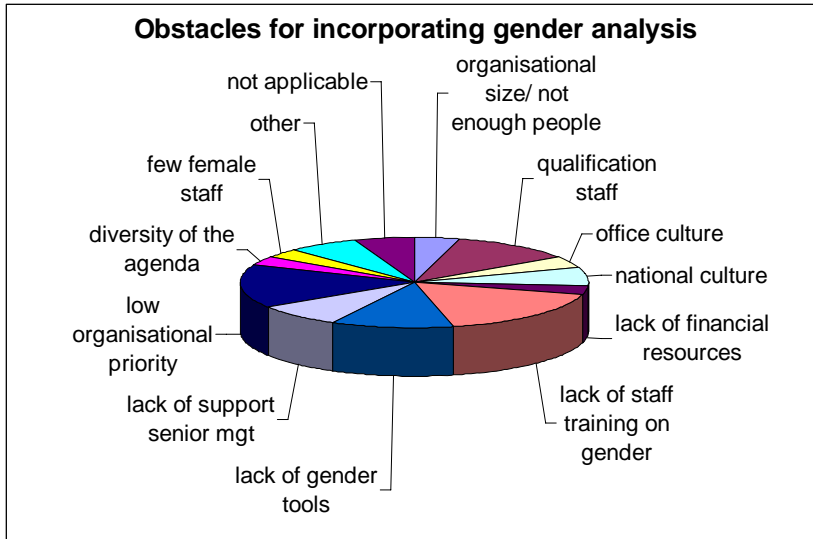


Figure 41.

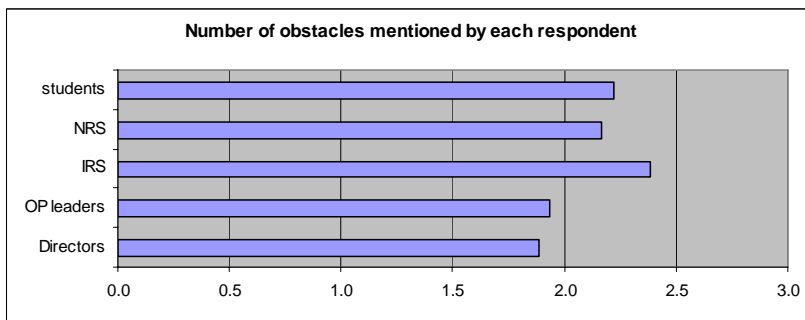


Figure 42.

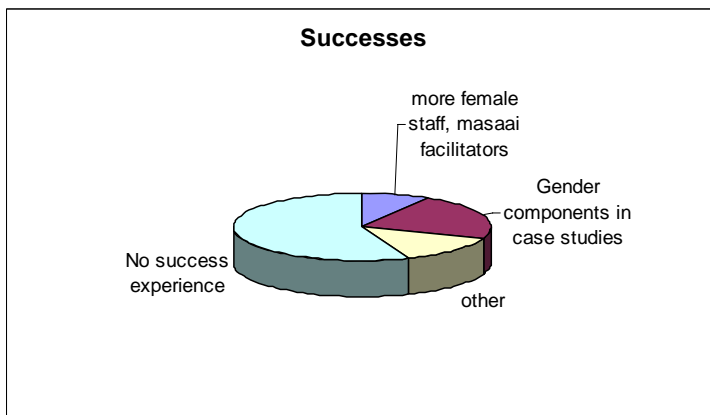


Figure 43.



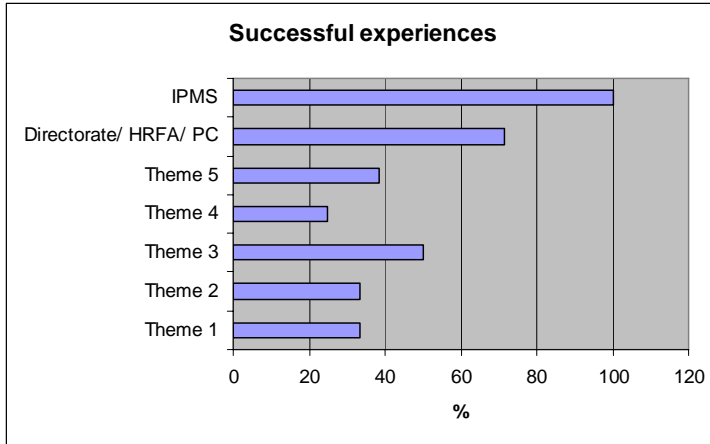


Figure 44.

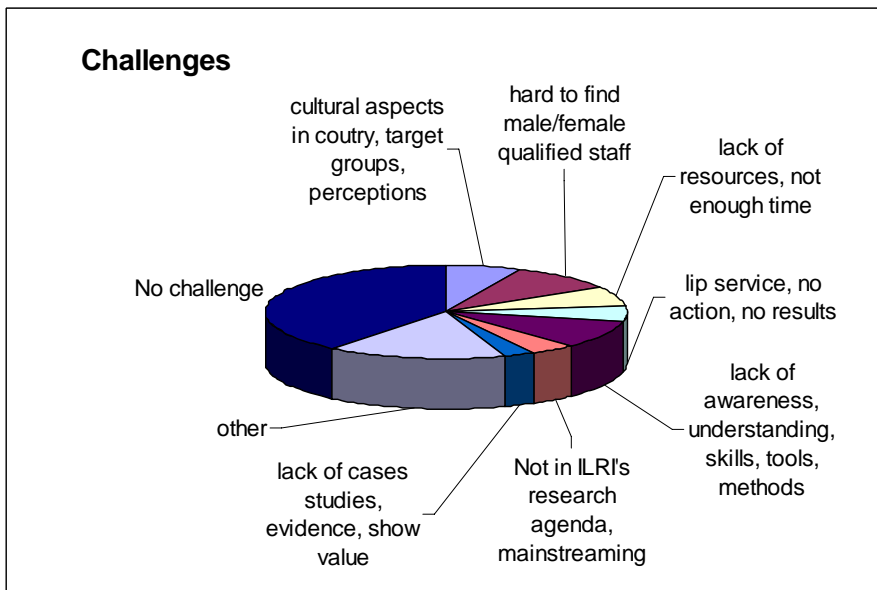


Figure 45. Responses in the category 'other':

- Lack of support from senior management, lack of support to racial equity
- Lack of availability of gender disaggregated data
- Cultural aspects in the organisation
- Gender as part of multidisciplinary approach
- No access to data
- Discrimination within ILRI

**Suggestions for mainstreaming**

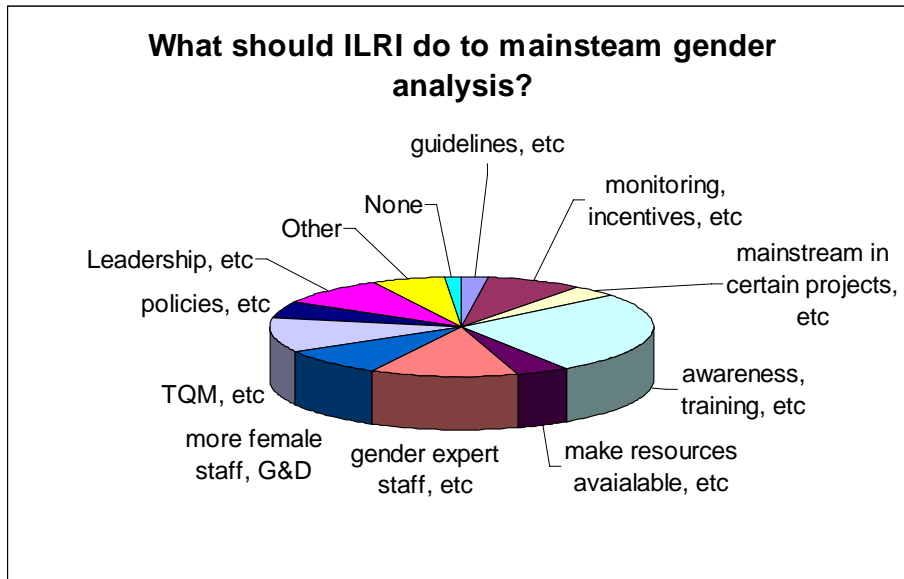


Figure 46.

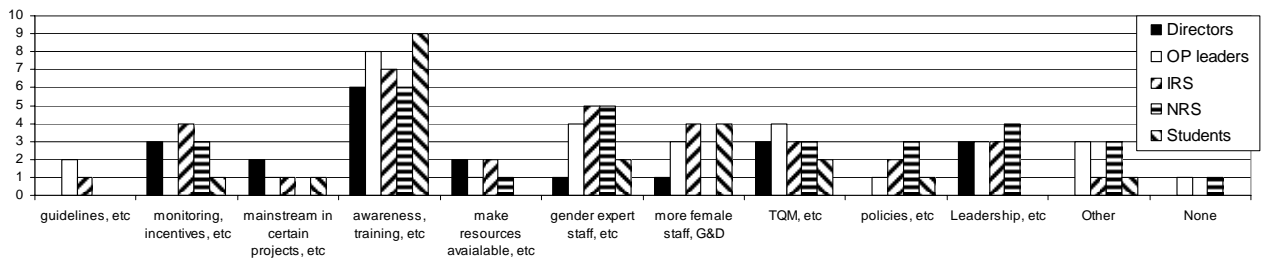


Figure 47. What should ILRI do to mainstream gender analysis. Responses by staff category.

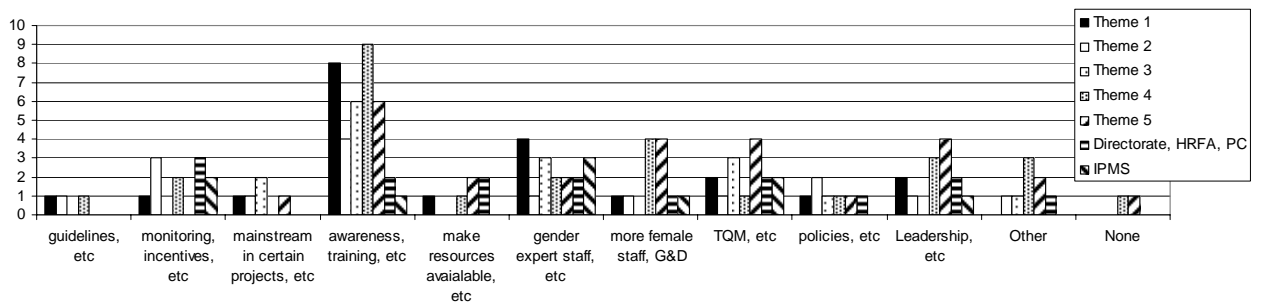
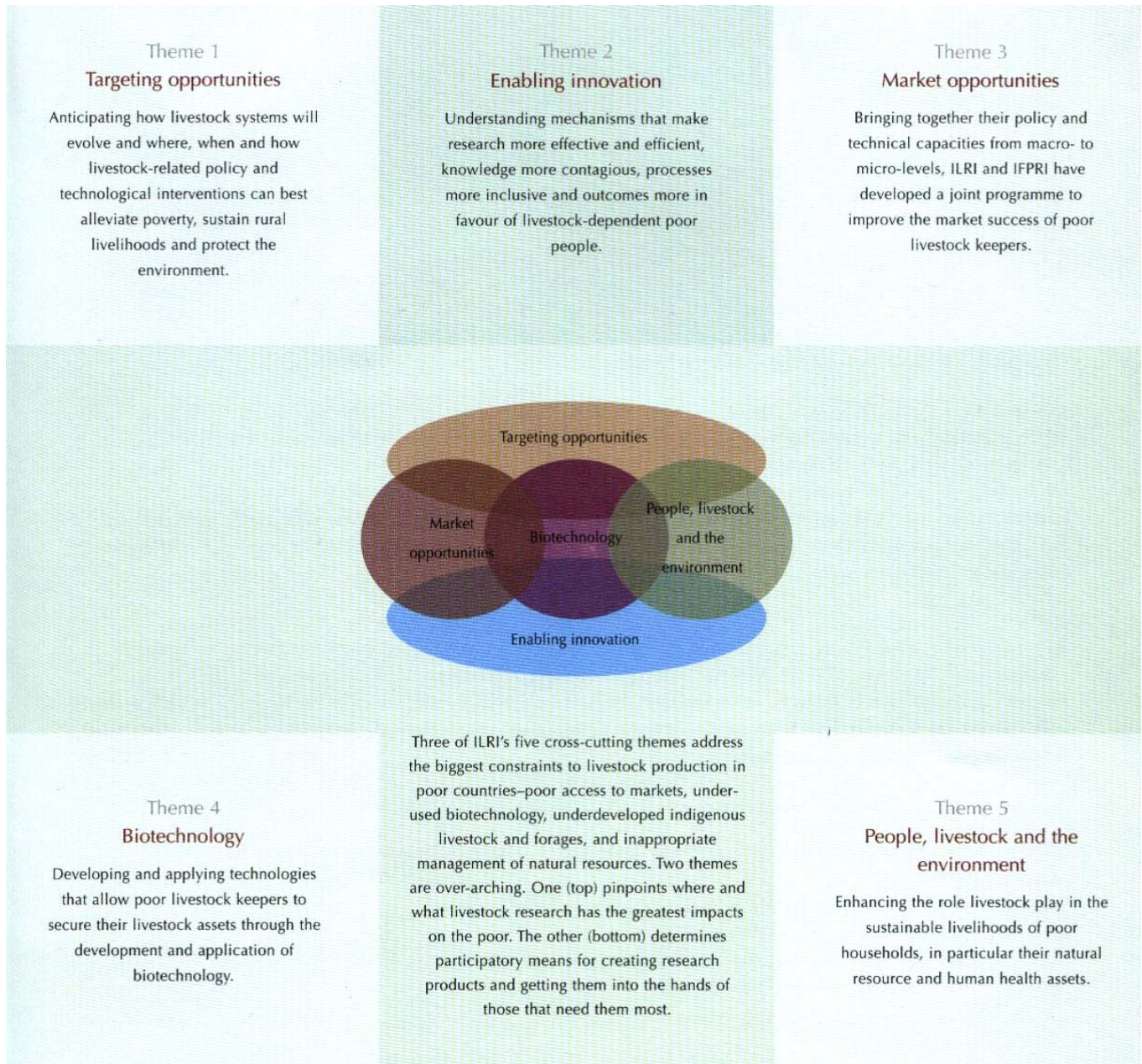


Figure 48. What should ILRI do to mainstream gender analysis. Responses by research themes and departments.

## Appendix 5: Participants of the gender mainstreaming workshop, 20th – 21st March, 2006

<b>Name</b>	<b>Location</b>	<b>Details (Theme/Project)</b>
Ralph Roothaert	ILRI Addis	CIAT-ILRI
Yeshi Chiche	ILRI Addis	Consultant
Maria Mulindi	ILRI Nairobi	Consultant
Dannie Romney	ILRI Nairobi	Theme 2
Alexandra Jorge	ILRI Addis	Theme 5
Ranjitha Puskur	ILRI Addis	IPMS
Margaret MacDonald-Levy	Ireland	Consultant PC
Margaret Wambugu	ILRI Nairobi	Theme 2 SDP
Claire Kemp	ILRI Nairobi	Consultant
Claire Bedelian	ILRI Nairobi	APO Theme 1
Veryl Adell	ILRI Nairobi	Public Relations, PC
Mario Herrero	ILRI Nairobi	Theme 1
Ritu Verma	TSBF CIAT	ICRAF campus
Gertude Buyu	ILRI Nairobi	Theme 2
Leyden Baker	ILRI Nairobi	Theme 4
Julius Nyagaga	ILRI Nairobi	Theme 2
Robert Ouma	ILRI Nairobi	Theme 2

## Appendix 6: Organisation of research at ILRI



## Appendix 7: References of recent ILRI publications with gender perspectives

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- Feldstein, H. (1997). Report of a portfolio review of ILRI. Report and Recommendations, Consultant, CGIAR Gender Analysis Program.
- Gakure, J. W. (2005). Gender integration in the ASAL-based livestock and rural livelihoods support project-lews sub-component. Prepared and used as training material for AARNET technical staff.
- ILRI (1994). The Constitution of the International Livestock Research Institute, International Livestock Research Institute (ILRI), Board of Trustees document.
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- ILRI (2002). ILRI - A revised Strategy for 2003-2010, available on ILRIInet: <http://ilrinet.ilri.cgiar.org/dgsoffice/49/StrategicGoals2002.pdf> , ILRI, 25 pp.
- ILRI (2002). Livestock a pathway out of poverty – ILRI's strategy to 2010, ILRI, Nairobi, 24 pp.
- ILRI (2003). Personnel Policy Manual, Internationally recruited staff members. ILRI, Nairobi, 47 pp.
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- ILRI (2004). ILRI Strategy @ 18 months, available on ILRIInet: <http://ilrinet.ilri.cgiar.org/board/2385/IliNet/board/Board%20retreat/The%20ILRI%20strategy%2018%20months%20on.doc> , ILRI, Nairobi, Kenya, 4 pp.
- ILRI (2005). Livestock: a pathway out of poverty. ILRI's Medium-Term Plan 2006-2008. International Livestock Research Institute (ILRI), Addis Ababa, Ethiopia.
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- IPMS (2005). Improving Productivity & Market Success of Ethiopian Farmers. Report of Workshop on "Integrating Gender and HIV/AIDS issues into IPMS Project, Canadian International Development Agency (CIDA), International Livestock Research Institute (ILRI), Ministry of Agriculture and Rural Development Ethiopia.
- Jabbar, M. A., Mohamed Saleem, Hugo Li-Pun (2001). "Evolution toward transdisciplinarity in technology and resource management research: the case of a project in Ethiopia." *Outlook on Agriculture* 30(4): 257-60.
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- Krishna, A., Krisjanson, P., Radeny, M., Nindo, W. (2004). "Escaping Poverty and

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- Kristjanson P., Krishna, A., Radeny, M., Nindo, W. (2004). Pathways out of Poverty in Western Kenya and the Role of Livestock. Food and Agriculture Organisation, Pro-Poor Livestock Policy Initiative Working Paper 14. Rome, FAO.
- Kristjanson P., Okike, I., Tarawali S., Singh B.B., Manyong V.M. (2005). "Farmers' perceptions of benefits and factors affecting the adoption of improved dual purpose cowpea in the dry savannas of Nigeria." *Agricultural Economics* 2(2): 195-210.
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- Nduma, I., Kristjanson, P. and McPeak, J. (2001). "Diversity in income generating activities for sedentarised pastoral women in northern Kenya." *Human Organisation* 60(4): 319-325.
- Odenyo, A., Tegegne, A. and Hanson, J. (2002). Enhancing the livelihoods of rural women through dairy research and development. The role of the International Livestock Research Institute and its partners. Presented at the 3rd World Congress of Rural Women, Madrid, Spain.
- Okike, I., Jabbar, M.A, Abate, G. and Ketema, L. (2000). "Household and environmental factors influencing anthropometric outcomes in pre-school children in rural Ethiopian community." *Ecology of Food and Nutrition* 44(3): 167-187.
- Okike, I., Kristjanson, P., Tarawali, S.A., Singh, B.B., Kruska, R., and Manyong, V.M. (2003). An evaluation of potential adoption and diffusion of improved cowpea in the dry savannas of Nigeria: a combination of participatory and structured approaches. In: Challenges and opportunities for enhancing sustainable cowpea production. C. A. Fatokun, Tarawali, S.A., Singh, B.B., Kormawa P.M., Tamò, M. Ibadan, Nigeria, IITA: 387-406.
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