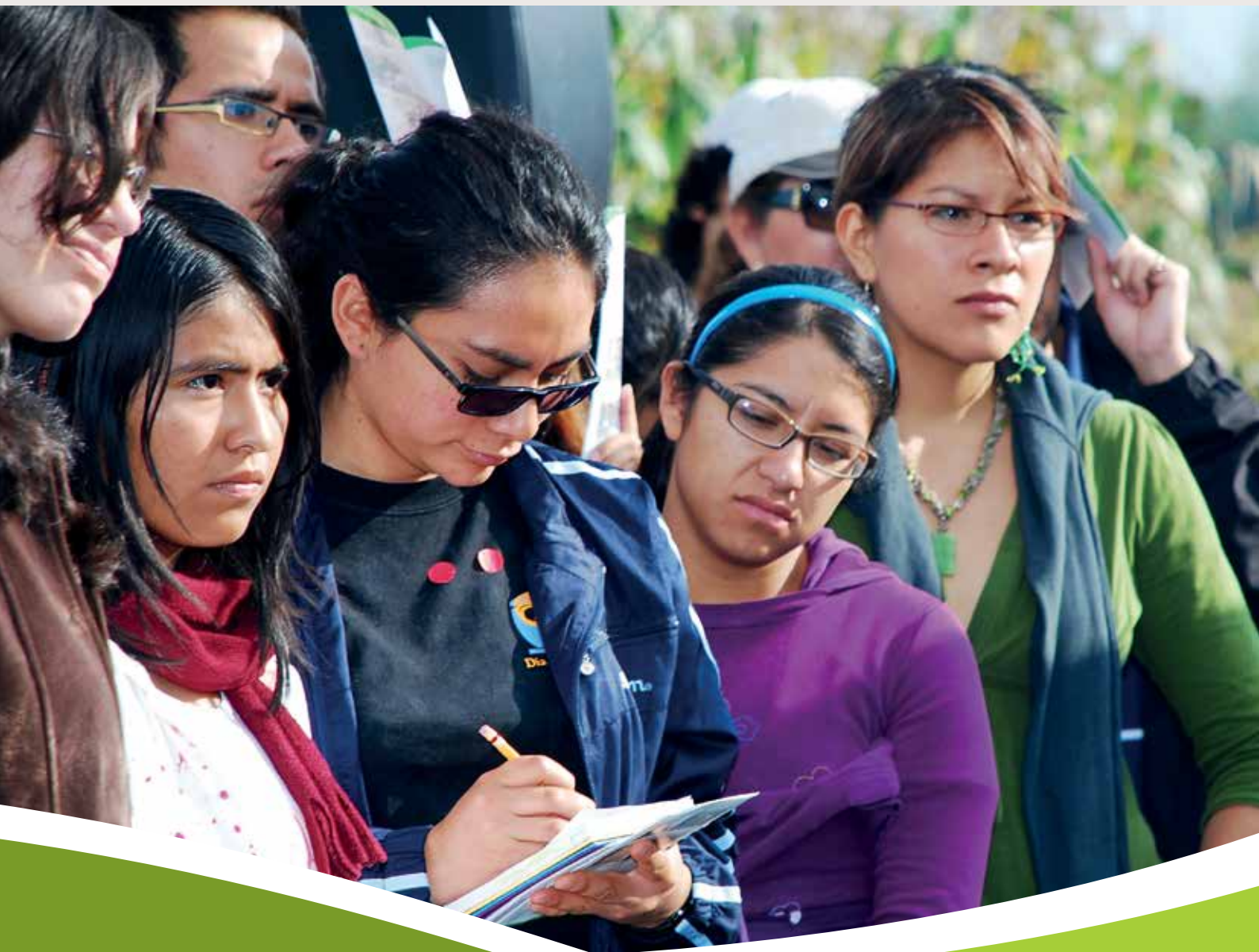




GENDER Impact
Platform

Capacities and Needs Assessment

of Gender Research in CGIAR



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ABOUT CGIAR GENDER IMPACT PLATFORM

Generating Evidence and New Directions for Equitable Results (GENDER) is CGIAR's impact platform designed to put gender equality at the forefront of global agricultural research for development. The Platform is transforming the way gender research is done, both within and beyond CGIAR, to kick-start a process of genuine change toward greater gender equality and better lives for smallholder farmers everywhere.

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TABLE OF CONTENTS

Executive summary p.5

Background p.5

Key findings and recommendations p.6

Quality gender research p.6

Organizational culture p.7

Resource materials and support p.8

Skills p.8

Capacity strengthening and training p.9

GENDER Platform p.10

1. Background and framing p.11

1.1 Background p.11

1.2 Characteristics of successful gender integration p.12

2. Methodology p.16

2.1 Methods and data collection p.16

2.2 Sampling p.17

2.3 Data analysis p.18

3. Main findings p.19

3.1 Respondent characteristics p.19

3.2 Quality gender research p.23

3.2.1 What is quality gender research? p.23

3.2.2 Constraints and gaps p.27

3.3 Organizational culture p.28

3.3.1 Leadership and priorities p.28

3.3.2 Valuation and awareness of gender research p.30

3.3.3 Gender equality within CGIAR p.34

3.3.4 Enabling environment p.34

3.3.5 Gender in One CGIAR p.35

3.4 Resource materials and support p.37

3.4.1 Access and awareness p.37

3.4.2 Collaboration between scientists with and without gender as a main focus p.39

3.5 Skills p.42

3.6 Capacity strengthening and training p.48

3.6.1 Participation in and perceptions of past gender trainings p.48

3.6.2 Demand for future trainings and learning p.51

3.6.3 Easing the burden on gender scientists p.54

3.7 GENDER Platform p.54

4. Discussion and recommendations p.57

4.1 Quality gender research p.57

4.2 Organizational culture p.58

4.3 Resource materials and support p.60

4.4 Skills p.61

4.5 Capacity strengthening and training p.61

4.6 GENDER Platform p.63

4.7 Conclusions p.64

Acknowledgements p.65

References p.66

Appendices p.67

Appendix 1. Survey questions p.68

Demographic Information p.68

Relationship to Organization p.68

Your Organization and One CGIAR p.70

Your Work: Knowledge, Skills, and Abilities p.71

CGIAR GENDER Platform p.76

Appendix 2. Interview guides p.77

A. Semi-structured interview questions with Deputy Director Generals for Research and GRCs p.77

B. Semi-structured interview questions with non-gender scientists from NARS p.78

C. Semi-structured interview questions with external resource persons p.80



EXECUTIVE summary

Photo: Ollivier Girard/CIFOR

BACKGROUND

In January 2020, CGIAR launched the GENDER (Generating Evidence and New Directions for Equitable Results) Platform, which is designed to prioritize gender equality in global agricultural research for development.

The CGIAR GENDER Platform aims to:

- ensure the global food system's development agenda is informed by gender research and evidence generated by CGIAR and its partners
- integrate gender equality and transformative¹ thinking in national agricultural research and extension systems, universities, and NGOs
- foster and strengthen partnerships for achieving gender equality.

In November 2020, CGIAR commissioned Michigan State University's Center for Gender in Global Context (GenCen) to conduct a capacities and needs assessment (CNA) to determine, with the participation of stakeholders throughout CGIAR and (to a lesser extent) the broader agricultural research for development (AR4D) network, how the GENDER Platform could best strengthen the capacities needed to achieve the Platform's desired outcomes.

Four overarching questions guided the CNA:

- What is quality gender research?
- What is the current capacity of CGIAR to undertake such research?
- Does the CGIAR environment enable quality gender research?
- How can the GENDER Platform support this research?

1. Gender-transformative approaches explicitly aim to challenge discriminatory gender norms and relations to promote gender equality. Such approaches understand that gender is a social construct, which influences how women and men conceive of themselves; how women and men interact in the face of expectations; how opportunities and resources are allocated (Risman 2004). Gender-transformative approaches see the social context as not just something to understand and work within, but as something to act on (Kabeer 1994; Kabeer and Subrahmanian 1996). They aim to address the causes of gender inequality and not just the symptoms.

The CNA began with a literature review to identify good practices for assessing individual, organizational and institutional capacities in gender integration and gender research. By using a mixed-methods approach composed of a survey and key informant interviews, the CNA then examined the self-perceived capacities of CGIAR scientists across centers to conduct quality gender research, and ways the GENDER Platform could support this research. The assessment focused on the knowledge, attitudes and beliefs about gender research for scientists both with and without gender as a main focus of their research in CGIAR and among some of its key partners.

The survey, which was circulated across CGIAR centers, gathered responses from 488 scientists at 11 centers; among whom 72 percent fully completed the survey, 23 percent partially completed the survey and five percent filled out at least some demographic information but did not answer the survey questions. From the total sample, 202 out of 488 respondents (41 percent) identified gender as one of their main research focus areas. Another 260 (53 percent) considered gender as a minor focus or did not focus on gender at all in their research, and 26 (five percent) did not answer this question. For most of the questions considered, the data are analyzed as a whole and comparatively for scientists who focus on gender and those who do not. Additionally, key informant interviews were conducted with 20 respondents from CGIAR, partner institutes and other external-resource people (such as those who work in the field of agricultural research for development) to explore the issues addressed in the survey in greater depth.

KEY FINDINGS AND RECOMMENDATIONS

Key findings of the assessment pertain to perceptions of: (1) quality gender research; (2) organizational culture; (3) resource materials and support; (4) gender research skills; (5) capacity strengthening and training; and (6) the GENDER Platform. Recommendations follow under each of these categories.

Quality gender research

Conceptions of what constitutes quality gender research varied widely among key informants, and among scientists with and without gender as a main focus. Many scientists suggested that quality gender research must extend beyond collecting and analyzing sex-disaggregated data, and some scientists with gender as a main focus suggested that quality gender research should be gender-transformative or, at minimum, gender-responsive. When asked *Do you have the opportunity to do the kind of quality gender research you've just described?*, the majority of scientists who focus on gender responded in the negative. Primary constraints were lack of

KEY RECOMMENDATIONS

- **At the organizational and project level, establish a participatory process for defining what quality gender research entails for each project's context, and ensure that project planning and budgeting support its feasible achievement.**
- **Foster common learning experiences, gender-focused thematic dialogues, and enhanced collaboration through projects and initiatives among scientists who do and scientists who do not focus on gender.**

(Quality gender research)

time and funding. To a lesser extent, scientists expressed some difficulties collaborating between scientists with and without gender as a main focus, and called for a more synergistic approach between these groups to lead to more quality (gender) research overall.

Organizational culture

Survey respondents overwhelmingly agree that *CGIAR has a responsibility to advance gender equality and social inclusion and that their centers support gender equality and social inclusion*, with 85 percent of respondents either strongly or somewhat agreeing with the statement *Gender equality and social inclusion are firmly embedded as outcomes in my organization's mission and strategy*. The majority (80 percent) also agreed that their organizations' senior leadership is supportive of work that explicitly seeks to enhance gender equality, and that gender expertise and capacity are embedded in their organization's leadership team and structure.

Survey findings suggest that the value given to gender research, awareness of the relevance of gender in CGIAR research, as well as capacities to integrate gender considerations into other areas of research are increasing. However, the responses indicate that CGIAR organizations provide insufficient incentives and support for fostering capacities to integrate gender considerations in research, and several scientists who focus on gender report experiencing burnout. Moreover, nearly half of respondents believed that gender scientists do not have a strong influence nor career pathways within their organization. The need to improve gender parity in hiring and leadership within CGIAR, and to establish gender equity within the organizational culture in general, was also highlighted. In particular, the interviewees and survey respondents called for workplace policies that enhance equity in the workplace by supporting caregivers and parents.

KEY RECOMMENDATIONS

- Engage in strategic resource mobilization and allocation to generate, liberate and/or direct the funding required to hire new and retain current gender scientists (e.g., a directive among CGIAR Initiatives to earmark a minimum [e.g., 10 percent] budget to gender research).
- Establish focused sessions (virtual or in-person) for gender scientists to discuss career pathways, and influence and foster peer-to-peer support.
- Establish mentorship arrangements to strengthen the career pathways and influence of future gender research leaders. Partnering with African Women in Agricultural Research and Development (AWARD), which specializes in leadership training and capacity-development for African women scientists can support this undertaking.
- Provide leadership support and career-progression opportunities to gender scientists.
- Provide incentives (e.g., funding, rewards and public recognition) for integrating gender considerations in research.
- Partner with existing programs, such as Gender-responsive Researchers Equipped for Agricultural Transformation (GREAT), which specializes in capacity strengthening on gender in agricultural research, with an emphasis on interdisciplinary research and on strengthening the capacities of scientists who do not explicitly focus on gender.
- Include 'gender expertise' and/or related competencies as a standard 'preferred qualification' in relevant (i.e., most) CGIAR job postings.
- Through the human resource functions of CGIAR, establish gender-equitable hiring and workplace policies, including arrangements that support working parents.

Resource materials and support

Of the respondents who do not have gender as a main focus, the majority (over 70 percent) felt that they have access to support from gender experts for advice and collaboration to integrate gender considerations in their work, and most said that they would turn to help within their own center or to a gender expert from another CGIAR center for this purpose. However, nearly one-third of research assistants and one-quarter of early career scientists were unsure of whether this type of support is provided, and 12 percent of the leaders and directors surveyed answered that they cannot access this type of support although they feel it is needed. In turn, scientists who have gender as a main focus felt overextended, and expressed that they often do not have adequate time to respond to other scientists' questions and requests for assistance. Some felt isolated and sought greater peer-to-peer interactions and support.

Scientists who do not have gender as a main focus predominantly felt that they could access resource materials for integrating gender into their research, but fewer than one-quarter felt that those materials adequately met their needs. In addition, some respondents without gender as a main focus recognized that although they are aware of existing resource materials, scientists are either too pressed for time to utilize them or don't know how to access them.

KEY RECOMMENDATIONS

- **Employ various types of outreach (e.g., communities of practice, listservs [applications that distribute messages to subscribers on an electronic mailing list]) to enable people to share information about and access resource materials and sources of support in real time, and to facilitate communication about gender research and integration among scientists of various areas of focus.**
- **Tailor certain outreach efforts to groups with low levels of awareness of resource materials and expert support.**
- **Provide a space for scientists to give feedback on the strengths and weaknesses of these resources to foster multidirectional knowledge-sharing and improvements in materials over time.**
- **Supported by abovementioned fundraising and resource allocation strategies, increase the pool of gender expertise across CGIAR departments and research fields through new hires, and retain existing talent in this area.**
- **Strengthen the community of, and social capital among, gender-focused scientists within and across CGIAR centers, including through formal and informal events.**
- **In addition to strengthening the capacities and number of scientists who work on gender within CGIAR, provide regionally specific lists of strong potential partners in gender research.**

Skills

Survey respondents at all position levels and regardless of focus on gender identified a need to strengthen some of their skills in integrating gender considerations in research or conducting gender research. While scientists were most confident in collecting sex-disaggregated data, they identified a need to improve their capacities to meaningfully analyze and interpret that data through a gender lens. Scientists who

KEY RECOMMENDATIONS

- **Support informal and formal peer-to-peer interactions for knowledge-sharing and support with respect to specific gender research skills, methods and approaches.**
- **Invite the contributions and input of academics and external experts as well as experienced gender scientists in CGIAR in methodological discussions through communities of practice, webinars, listservs, and other knowledge-sharing spaces.**

(Skills)

do not focus on gender sought greater skills in integrating gender across project cycles and in their technical area of focus. Overall, scientists were least confident in working with intersectionality, gender-transformative approaches and gender-responsive budgeting; although scientists with gender as a main focus showed slightly more confidence in the latter two skills than other scientists. Respondents identified a need to bolster their skills in publishing their gender research findings, and communicating these findings to a non-scientific audience.

- Collaborate with other (non-gender focused) communities of practice within CGIAR, and cross-present with these communities on aspects of gender research in their meetings and webinars.
- Provide targeted support in the priority areas identified and described in section 3.5: Capacity strengthening and training.
- Link CGIAR scientists with existing capacity-strengthening initiatives taking place outside of CGIAR that address these priority areas.

Capacity strengthening and training

About half of respondents believe that they can access training related to gender research, but the majority have not attended such a training in the last five years (and perhaps ever). Fewer than one-quarter (23 percent) of scientists without gender as a main focus who attended an introductory training on integrating gender in their research found that it adequately met their needs, and only 15 percent who participated in advanced trainings found that these adequately met their needs. Critiques of past trainings include: inaccessibility due to language barriers, overly academic presentations, lack of gender parity among participants in the trainings themselves, and perceptions that the scope of training content was not relevant to scientists' realities in the field.

Notwithstanding these concerns, over 90 percent of respondents expressed their interest in future trainings related to gender and/or social inclusion, with high interest across all proposed topics. For scientists with gender as a main focus, the most selected priority area for future trainings was *designing and implementing gender-transformative approaches*. For scientists without gender as a main focus, *effectively identifying gender considerations that are relevant to my primary research area* was the most selected option.

KEY RECOMMENDATIONS

- Maintain a repertoire of, increase awareness of, and facilitate access to existing introductory and advanced trainings.
- Ensure that training materials are tailored to the intended audience.
- Seek to establish gender parity and equity in trainings among both participants and presenters.
- Provide or facilitate access to existing training for scientists and proposal-writing teams who do not have gender as a main focus to ensure that gender considerations are well integrated and budgeted for from the planning stages of a research project. Also address other priority topics for this group: integrating gender in technical fields of research, and gender-responsive data analysis and interpretation.
- Provide or facilitate access to existing trainings to address the skills 'gap' identified in the above section, including: intersectionality and operationalizing an intersectional approach, gender-transformative approaches, and communicating gender research results to both non-scientific and scientific audiences.

(Capacity strengthening and training)

Other topics of interest for training mentioned by interviewees include guidance on integrating gender across the project cycle, research design using gender toolkits, data analysis utilizing gender frameworks, integrating social inclusion in project design, creating a theory of change that ensures gender is part of impact pathways, and training on inclusive talent acquisition.

GENDER Platform

Most of the survey respondents (79 percent) were aware or somewhat aware of the specific mandate and activities of the GENDER Platform, and close to one-third (28 percent) had already participated in Platform Initiatives. Key informants were enthusiastic about the Platform's potential as a space for networking, collaborating, creative problem-solving, learning and conducting meta-analyses. Survey respondents primarily looked to the Platform to: (a) help identify entry points to address gender in One CGIAR Action Areas and Initiatives; (b) provide insights into research developments around gender equality, youth and social inclusion; and (c) provide training on gender issues related to One CGIAR Action Areas. Some respondents considered that the Platform should provide direct funding and gender experts who can contribute to projects rather than resource materials to support gender-integration or gender research. There is also a strong interest in the Platform as a convening space where CGIAR scientists can identify and connect with potential gender research and development partners outside of CGIAR (and vice versa) in the areas where they work.

KEY RECOMMENDATIONS

- **Bring together gender-relevant studies and datasets developed across CGIAR centers and partner organizations to support a high-level analysis of existing data and a robust body of global gender research upon which to draw.**
- **Create a convening space to facilitate partnerships and collaboration on gender research among non-CGIAR organizations (civil-society organizations, private sector, government, donors, academia, national agriculture research systems [NARS]) and CGIAR scientists.**
- **Provide a space for AR4D actors to express their gender research needs, which can then be linked to existing capacities and opportunities within CGIAR.**
- **Support CGIAR scientists in understanding, addressing and monitoring progress toward the One CGIAR Impact Area of Gender equality, youth and social inclusion.**
- **Provide guidance for finding gender research tools, trainings, data, studies and other resources.**
- **Provide a discursive space for brainstorming and creativity to allow for more innovative and outside-the-box ideas for gender research.**



Photo: ILRI/Stevie Mann

1.1 Background

In January 2020, CGIAR launched the GENDER (Generating Evidence and New Directions for Equitable Results) Platform, which is designed to advance gender equality in global agricultural research for development. The GENDER Platform aims to achieve a new normal: a world in which gender equality drives transformation towards equitable, sustainable, productive and climate-resilient food systems; and where food-system transformations drive gender equality. At its launch, the Platform involved all 15 CGIAR research centers, 12 collaborative CGIAR Research Programs (CRPs), and three system-wide Research Support Platforms that comprised CGIAR at that time.

Aims of the GENDER Platform



Building on previous initiatives over the past decade to advance gender research by CGIAR, and working with gender scientists across the CGIAR system, the GENDER Platform aims to (CGIAR GENDER Platform 2022):

- ensure the global food system's development agenda is informed by gender research and evidence generated by CGIAR and its partners
- integrate gender equality and transformative thinking in national agricultural research and extension systems, universities and NGOs
- foster and strengthen partnerships for achieving gender equality.

Currently, CGIAR is transitioning towards the One CGIAR, where the Platform supports the One CGIAR Impact Area of Gender equality, youth and social inclusion.

GENDER Platform activities are organized into three modules: Evidence, Methods and Alliances, which work together to develop and promote high-quality evidence, knowledge, methods, tools, capacities and alliances around gender that foster transformational change for inclusive and equitable food systems that operate within planetary boundaries. Among other mandates, the Alliances Module houses Initiatives that aim to strengthen the capacities of scientists that have gender as a main research focus, as well as non-gender specialists to conduct quality gender research and gender-integrated research; and to support the creation of an enabling environment for this work.

In November 2020, the GENDER Platform commissioned Michigan State University's Center for Gender in Global Context (GenCen) to conduct a capacities and needs assessment (CNA) to assess, with the participation of stakeholders throughout the CGIAR and partners network, how to best achieve the desired capacity-strengthening outcomes of the GENDER Platform. The aim of the CNA was to allow the Platform to orient its capacity-strengthening activities and to offer a baseline for monitoring its effectiveness in this area over time. The CNA was carried out with the participation of representatives from the target group for GENDER Platform activities: scientists with and without a gender focus from all centers and Alliances that comprise the new One CGIAR, as well as key partners. This report builds on GenCen's original report, *Gender Research Capacities + Needs Assessment of the CGIAR GENDER Platform*, to provide a more in-depth exploration and contextualization of results (Hessling O'Neil et al. 2021).

This report is organized as follows: the rest of section 1 presents literature on CNAs that focus on gender research in multilateral development and environmental organizations to identify good practices for assessing individual, organizational and institutional needs in relation to gender integration. Section 2 outlines the methodology used to carry out the CNA. In section 3, we present the results of the survey and key informant interviews conducted, broken down thematically as follows: quality gender research, organizational culture, resources, skills, capacity-building and training, and the GENDER Platform. In section 4, we offer recommendations to orient the GENDER Platform's capacity-strengthening initiatives and enhance the enabling environment for gender research and gender-integrated research in CGIAR based on the findings.

1.2 Characteristics of successful gender integration

Gender equality and social inclusion are not only important in their own right—they are essential to achieve CGIAR's stated mission: "To deliver science and innovation that advance transformation of food, land, and water systems in a climate crisis" (CGIAR n.d.). The equitable inclusion and participation of all stakeholders, especially those most marginalized, are essential to reaching these goals. Genuine transformational change required to achieve CGIAR's mission involves a deep and meaningful integration of gender issues in institutional and research processes.

The United Nations defines gender integration as "the process of assessing the implications for women, men and people with diverse gender identities of any planned action—including legislation, policies or programs—in all areas and at all levels. It is a strategy for making the concerns and experiences of women, men and people with diverse gender identities an integral dimension of the design, implementation, monitoring and evaluation of policies and programs. This is done so that all individuals may benefit equally—so that inequality is not perpetuated" (OHCHR n.d.). Moving toward achieving this aim requires an understanding of what successful gender integration entails, the extent to which it occurs in CGIAR, and in what respects this can be improved.

1. Background and framing

The design of this CNA largely draws on two existing conceptual frameworks for gender capacity and needs assessments: Sarapura Escobar and Puskur (2014) and Transition International and ILRI (2016). Both frameworks are based on three levels of analysis: the individual, organizational and enabling environment levels. Sarapura Escobar and Puskur (2014) identify the concept of transformative learning as core to generating change at the individual level. Transformative learning goes beyond knowledge and skills to reach “a shift in mental models and personal beliefs” to recognize and confront root causes of inequality, thereby enabling individuals to better contribute to lasting systems-level change (Sarapura Escobar and Puskur 2014, 6). Changing the beliefs and values that are predominant among individuals in an organization can translate to institutional transformation when paired with changes in institutional rules and regulations. Addressing change at the individual level is a first step toward the more systemic change that must occur at the institutional level.

Organizational culture, the second level, refers to this institutional setting and specifically to the “shared set of values, beliefs, languages, practices and assumptions held by the people in an organization” (Sarapura Escobar and Puskur 2014, 6). Furthermore, organizational culture concerns “how people relate; what are seen as acceptable ideas; how people are expected to behave” and “what behaviors are rewarded” (InterAction 2010, 13). It reflects the ways that members of an organization collectively tend to think about and act regarding different problems and opportunities (Sarapura Escobar and Puskur 2014, 12; Hofstede 2001).

Finally, the enabling environment refers to what Sarapura Escobar and Puskur (2014) call socio-technical regimes and governance. These are the power structures and external social and political framings that, in this case, underpin CGIAR centers and projects. Successful and sustained gender integration necessarily involves centering gender equality and creating capacity for lasting, transformative change at each of these three interconnected levels. Although not structured according to these levels per se, this assessment touches upon issues that span the three levels (further detailed below), with a focus on the organizational and individual levels—the CGIAR ‘ecosystem’, centers, and scientists—and the ways the GENDER Platform can have transformative impact vis-à-vis these actors and entities.

Rubin (2016) and Travis et al. (2021) provide insights into practical considerations for research organizations (such as CGIAR and its centers) committed to advancing gender equality. These organizations must first develop clear and explicit goals, and guidance on gender issues—both at institutional levels and for research (Rubin 2016). Such goals should be co-created among gender specialists, other scientists, managers and organizational teams, and should outline ambitious gender-equality targets. Guidance developed by research institutions should lay out their vision, policy and strategy at different levels to direct integration efforts. Goals and pathways for gender integration need to be revisited, reassessed and reflected upon over time, because change is incremental, context-specific, and requires institutional flexibility (Travis et al. 2021).

To successfully embed and center gender in CGIAR’s operations and approaches, all staff members—finance, operations, human resources, scientists—must be committed to and engaged with gender-responsive initiatives, rather than relegating this work to gender specialists alone. It is essential to dedicate adequate financial and human resources to integrating gender, monitoring and maintaining such integration over time (Travis et al. 2021). Setting gender-specific goals for all staff and programs demonstrates that gender is a central concern for the organization, and displays an organizational commitment to gender transformation.

Rubin (2016) further identifies three key components to successful gender integration: leadership, technical expertise and accountability. First, dedicated individuals or groups are critical for initiating the process, serving as early leaders in integration efforts. Yet they must be supported by institutional change to avoid being left alone to create change and risk burnout. Leadership is needed not only by these initial changemakers, but by senior management to institutionalize changes and foster new leaders within the organization’s teams and programs.

Second, technical expertise available to all teams is needed to create broad change in the organization and its research. Technical expertise often comes through the recruitment and retention of recognized experts, in addition to the provision of training programs. One-off workshops implemented without leadership support or accountability, however, have shown that knowledge or skill alone do not create change. Fostering strong technical expertise additionally involves fostering relationships between centers, research programs, donors, partners and academia to share knowledge on gender; and to innovate and sustain gender mainstreaming.

Third, to ensure that gender mainstreaming continues to be a central focus in all programs, accountability must accompany capacity-building; this includes conducting follow-ups to training, providing organizational change initiatives and support for leaders, and monitoring progress toward goals. Accountability is important at all levels, from individual to institutional, and so is recognizing in-process successes and limitations to adapt, grow and successfully implement gender mainstreaming. For these three dimensions to be implemented successfully, ambitious and clear goal-setting and adequate funding are essential.

Transition International and ILRI (2016) describe six “core gender capacities” that gender scientists and their organizations should be equipped with to effectively co-design and co-implement gender-sensitive and gender-transformative projects, programs and interventions. Transcribed below (Transition International and ILRI 2016, 14), these are relevant to the purposes of CGIAR scientists and centers concerned with conducting quality gender research, and thus to this CNA:

A. Gender analysis and strategic planning: The capacity to apply gender analytical tools and frameworks and to conduct gender analysis . . . and to use gender analytical data to formulate new research and program activities.

B. Gender responsive programming, budgeting and implementation: The capacity and commitment to implement gender responsive programs, to mainstream gender throughout all operations and programs and allocate financial and human resources for it.

C. Knowledge management and gender responsive M&E (monitoring and evaluation): The capacity to collect and analyze sex disaggregated data, to monitor, document and report on gender responsive programming, specific gender outputs and outcomes, ensuring wide outreach on gender responsive programming and its results.

D. Partnerships and advocacy: The capacity to build coalitions, to influence government and external partners, and to advocate for gender equality.

E. Leadership and transformation: Leadership and commitment to gender equality and the transformation of gender (power) relations.

F. Gender at the workplace: The capacity to promote a gender responsive workplace with equal opportunities and benefits for women and men.

These frameworks and lessons suggest that successful gender integration in CGIAR must be reflexive,² applying transformative learning approaches inwardly to promote gender equity within organizations as well as outwardly in their research initiatives and interventions. It is difficult to build capacity to conduct quality gender research if scientists do not feel gender and social equity is a basic value of their own organization. As such, “by aligning the research program values of gender equity with workplace values of fairness and equity,” research programs will be better equipped to achieve their goals (Sarapura Escobar and Puskur 2014, 13). Approaches that focus on

2. Reflexivity refers to the practice of examining one’s own beliefs, assumptions, and judgments as part of the research process. In this way, the research process not only examines the subject, but holds up a mirror to the scientist as well.

1. Background and framing

creating equitable gender norms, such as gender-transformative approaches (GTAs),³ should thus be embedded into the systems and structures of organizations, not just their research programs. Moreover, building capacity to conduct quality research that embeds gender relations requires the participation, training and empowerment of all scientists at all levels—not just gender specialists—and strong leadership that is willing to set ambitious and progressive targets specific to gender goals. Furthermore, successful and transformative gender integration requires institutional patience and a willingness to invest in long-term payoffs, acknowledging that: “change does not happen linearly and can take time depending on the capacity of the team, the stage of research, and the enabling environment of research institutions” (Travis et al. 2021, 37).

Drawing on these concepts and components of organizational culture, transformational change, and gender capacity building, this CNA explores how to support institutional capacities and an organizational environment that is conducive to achieving impactful gender research and gender integrated research in CGIAR. In doing so, it examines the current status of CGIAR’s organizational culture and capacities with respect to gender research, identifies relevant gaps and provides recommendations to inform clear goals and actionable benchmarks toward this end.

3. Rather than addressing only the visible signs of inequality, gender-transformative approaches explicitly seek to transform deep-rooted structural barriers to gender equality, including discriminatory gender norms. Many methodologies used to address these norms are experiential and participatory, and involve cycles of social learning and reflection.



Photo: Vu Ngoc Dung/ILRI

2.1 Methods and data collection

Data collection took place between March 22 and April 17, 2021, using qualitative and quantitative methods. A survey and semi-structured interviews were conducted with stakeholders from across the CGIAR network to examine the key aspects of gender integration and research described above in relation to CGIAR, its centers, and the nascent One CGIAR.

The survey questionnaire ([appendix 1](#)) was developed by drawing on existing surveys on gender research capacities by organizations such as UN Women (2014), World Cocoa Foundation (n.d.), ICRAF (Catacutan and Paez Valencia 2013) and Transition International and ILRI (2016). To gain an understanding of current capacities and needs for gender integration at the individual level, respondents were asked to self-assess their own knowledge, skills and abilities; to indicate which gender and social considerations they currently include in their own work; and to define what quality gender research means to them. To gauge gender integration at the organizational level, respondents were asked about their perceptions of priorities and responsibilities of CGIAR and their own centers with respect to gender considerations, accessibility and usefulness of resource materials and trainings; and their collaboration within and across centers and with non-CGIAR partners for gender research. They were additionally asked about expectations of and desired support from the GENDER Platform. The survey was administered through online-survey service Qualtrics from March 22 to April 4, 2021. Respondents had seven days to complete it once they started.

In addition, semi-structured interviews were conducted with key informants from across CGIAR and its partner institutes. These interviews touched upon informants' backgrounds, their own visions for quality gender research, perceptions of the organizational culture and capacities at their center (if CGIAR staff) and One CGIAR as a whole, and their understanding of and hopes for the GENDER Platform. The questions for these interviews ([appendix 2](#)) were created in consultation with the GENDER Platform and tailored to different groups of key informants. Interviews were conducted via online meeting platform Zoom from March 23 to April 17, 2021. Informed consent was sought from all survey respondents and key informants before any research activities, and participants were ensured confidentiality.

2.2 Sampling

To distribute the survey, the Deputy Directors General for Research at each One CGIAR center sent the survey link via email to all scientists at their center. Participation was voluntary. A total of 488 surveys were begun in Qualtrics (see section 3), although only 349 respondents finished the survey in its entirety. Given our inability to establish the exact number of scientists included on the email lists of the centers' Deputy Directors General for Research, and in fact the total number in CGIAR at the time of the survey, the response rate cannot be ascertained.⁴

Survey respondents who indicated their willingness to participate were invited take part in follow-up semi-structured interviews. In addition, key informants were randomly selected from lists provided by the GENDER Platform team to GenCen across the following categories for interviews:

- CGIAR Deputy Directors General for Research and upper management
- GENDER Platform management
- early- and mid-career gender scientists from CGIAR and partner institutes
- early- and mid-career non-gender scientists from CGIAR and partner institutes
- CGIAR Gender Research Coordinators
- Gender-responsive Researchers Equipped for Agricultural Transformation (GREAT) management
- African Women in Agricultural Research and Development (AWARD) management
- alumni from Gender Research and Integrated Training (GRIT), AWARD and GREAT programs
- National Agricultural Research and Extension Systems (NARES) higher management
- other

In total, 20 such semi-structured interviews were conducted.

It is worth noting that scientists who consider gender to be one of their main research focus areas comprise nearly half of respondents (see section 3.1), but not necessarily half of CGIAR scientists. As such, they are over-represented in our analysis. As the survey was completed on a voluntary basis, it is probable that scientists who consider gender relevant to their work took the time to respond to the survey in higher proportions than those who do not focus on gender or see its relevance to their research. Given the relatively small sample size, particularly for scientists who do not focus on gender, the numbers provided in this report should be considered as illustrative rather than representative of CGIAR scientists as a whole.

4. CGIAR counts more than 8,000 scientists, researchers, technicians, and staff in total (<https://www.cgiar.org/research/research-centers>), including those at CIFOR-ICRAF and ICRISAT, which did not join One CGIAR and did not answer the survey. However, many of the staff counted in the 8,000 figure are not scientists per se.

2.3 Data analysis

Data analysis consisted of separate analyses of quantitative (Likert scale and closed-ended survey questions) and qualitative (key informant interviews and open-ended survey questions) data. As not all respondents completed all survey questions, the number of responses varies per question. Hence, the number of respondents who answered a given question (n) is indicated for each survey question analyzed.

Analyses were primarily disaggregated according to whether scientists have gender as a main research focus, and in some cases by position (research assistant, early career scientist, mid-level scientist, senior scientist, leader or director). Where comparative statements between scientists who focus on gender and those who do not are made, a Z score has been calculated to check for statistical significance (when $P < 0.05$) using an online calculator. Mixed-methods analyses combine numerical analyses from the survey with narrative data from the interviews under the following themes, which structure the report: perceptions of (1) quality gender research, (2) organizational culture, (3) resource materials and support, (4) gender research skills, (5) capacity strengthening and training, and (6) the GENDER Platform.



3. MAIN findings

Photo: C. de Bode/CGIAR

3.1 Respondent characteristics

The breakdown of respondents who provided their personal characteristics per One CGIAR center is provided in **table 1**. A majority (54 percent) of respondents self-identified as men, and 45 percent as women, with one percent preferring not to answer about their gender. The largest respondent age group (36 percent) was 35–44 years old, followed by the 45–54 age group (27 percent), then over 55 (20 percent), with those under the age of 35 representing the smallest group (17 percent) (**figure 1**). More than half (57 percent) of respondents have a doctoral degree, whereas 35 percent and eight percent listed a master’s and bachelor’s as their highest degrees, respectively.

Table 1. Distribution of survey respondents per CGIAR center

Center	Number of respondents	% of overall respondents
International Rice Research Institute (IRRI)	104	23%
The Alliance of Bioversity International and the International Center for Tropical Agriculture (The Alliance)	88	19%
International Food Policy Research Institute (IFPRI)	60	13%
International Institute of Tropical Agriculture (IITA)	39	8%
International Livestock Research Institute (ILRI)	39	8%
International Maize and Wheat Improvement Center (CIMMYT)	36	8%
WorldFish	30	7%
International Potato Center (CIP)	25	5%
AfricaRice	14	3%
International Water Management Institute (IWMI)	14	3%
International Center for Agricultural Research in the Dry Areas (ICARDA)	12	3%
Total	461	100%

3. Main findings

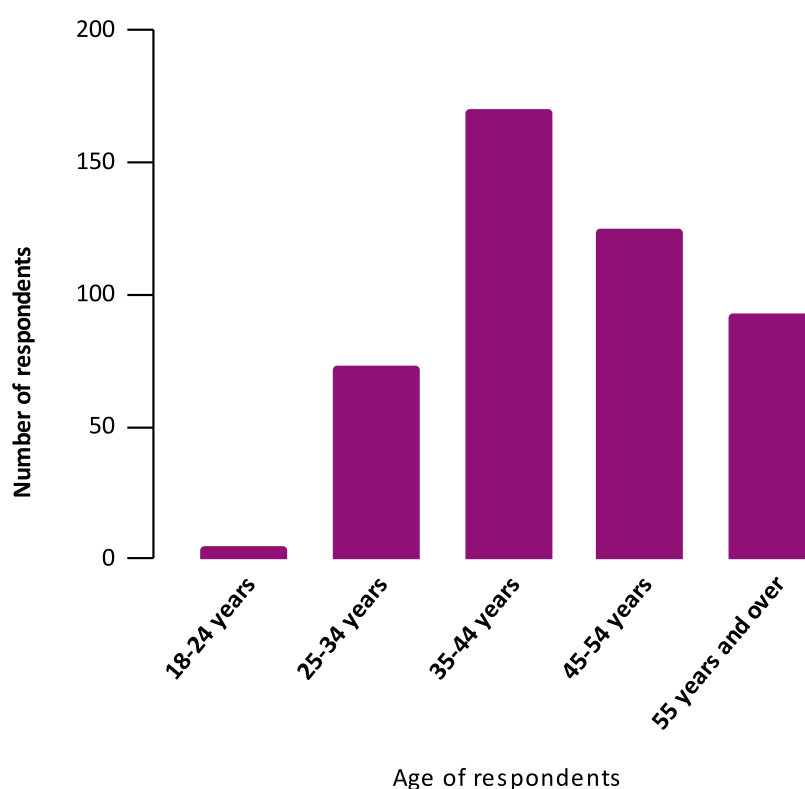


Figure 1. Age distribution of respondents (n = 466)

Most respondents work for IRRI (23 percent), The Alliance (19 percent), and IFPRI (13 percent). Each of the other centers represented fewer than 10 percent of the overall responses ([table 2](#)). Across the centers, respondents work in a variety of disciplines and several report having a variety of specializations. The most commonly cited specializations were economics (100 responses), breeding (88) and agronomy and soil science (64) ([table 2](#)). Gender was the main focus area of research for 27 respondents, and another 175 scientists identified gender as one of their main focus areas ([figure 2](#)).⁵ Together, these 202 respondents are referred to as *scientists with gender as a main focus* throughout this report. An additional 153 respondents said that gender is a minor focus of their work, and 107 said that gender is not a focus of their work at all; together, these 260 scientists are categorized as *scientists for whom gender is not a main focus*. A high percentage of respondents who are social scientists (77 percent)—including anthropologists, sociologists, gender specialists (only five people self-referenced as such), development specialists, farming systems scientists, and others—and those who work on nutrition (64 percent) or aquaculture (59 percent) also work on gender as a main focus. Likewise, over half (54 percent) of economists, 40 percent of breeding scientists, and 45 percent of agronomists indicated that they also work on gender. The specialization areas with the least amount of overlap with gender are computer, statistics, and bioinformatics (13 percent) and plant sciences (28 percent).

5. Respondents were asked to determine whether they “consider gender to be one of [their] main focus areas”, with response options: (1) Gender is my main focus area, (2) Gender is one of my main focus areas, (3) Gender is a minor focus area, or (4) Gender is not a focus area (question 8, appendix 1). How respondents interpreted these categories was up to them, such that the levels of engagement with gender research may vary between individuals included in the same group for data analysis.

3. Main findings

Table 2. Respondents' areas of specialization (open-ended question) (n = 456)

Specializations	Number of responses	Work on/ with gender
Economics	100	54%
Breeding	88	40%
Agronomy and soil science	64	45%
Other	44	32%
Plant sciences	40	28%
Climate (change) and environment	35	42%
Social sciences	35	77%
Nutrition	33	64%
Aquaculture	17	59%
Animal science	15	40%
Computing, statistics, bioinformatics	15	13%
Administration	9	56%

Note: Some respondents provided (and thus are listed under) more than one specialization, such that the total number of responses across specializations (495) exceeds the number of people who responded to this survey question (n = 456).

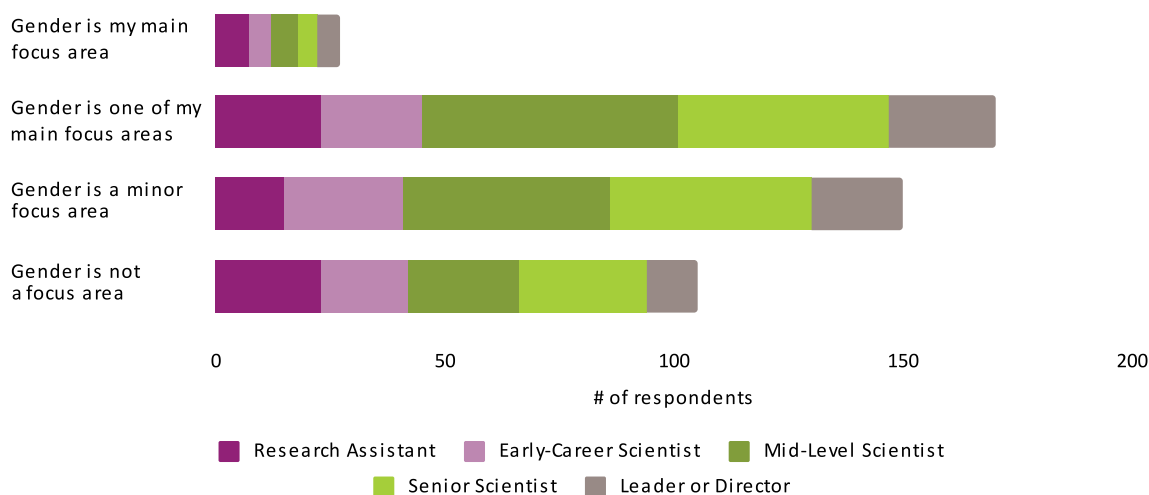


Figure 2. Do you consider gender to be one of your main focus areas?, all respondents (n = 452)

More than half of respondents have been employed by their center for six years or more (Figure 3). The two biggest groups represented in the sample are mid-level scientists (29 percent) and senior scientists (27 percent), followed by research assistants (15 percent) and research leaders or directors (13 percent) (Figure 4). In terms of both length of time working for their center and position level, there was a similar distribution between scientists who do and do not have gender as a main focus.

3. Main findings

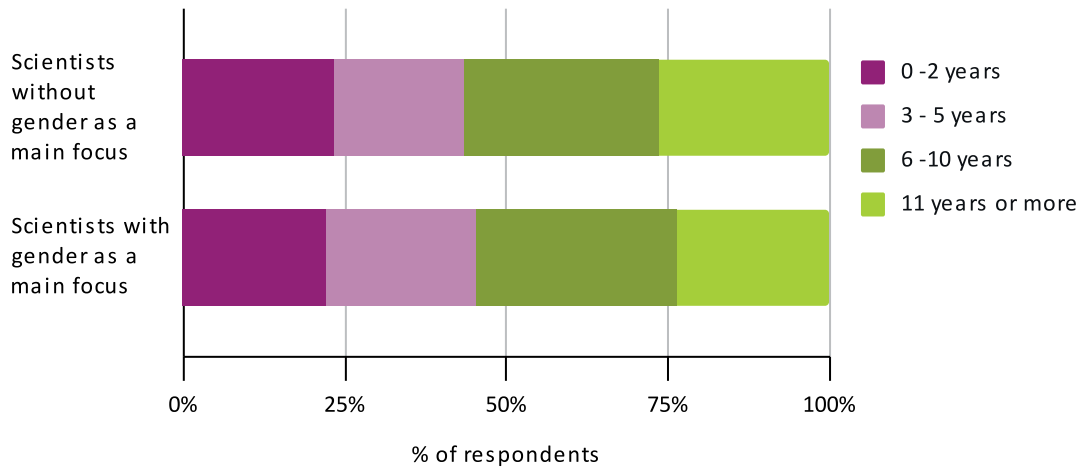


Figure 3. How long have you worked with this organization?, all respondents (n = 462)

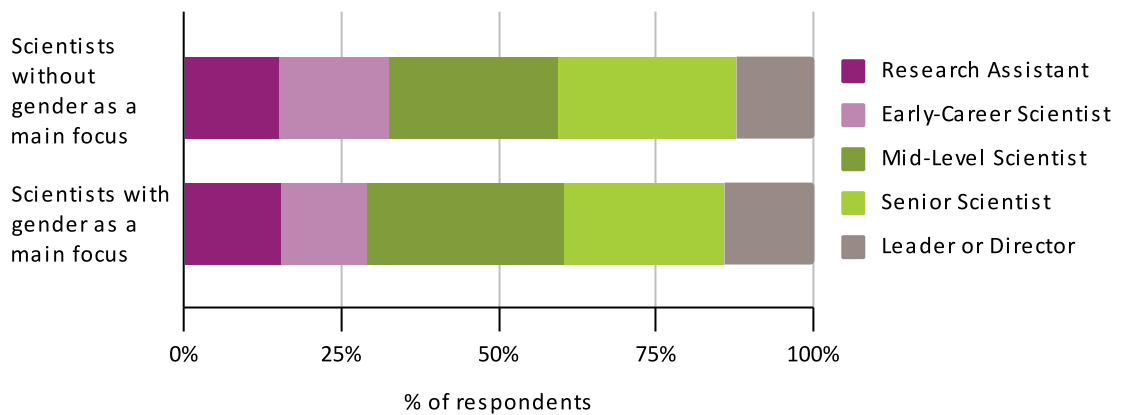


Figure 4. Please select the level that best describes your current position, all respondents (n = 452)

Survey data suggest that the majority of respondents work in sub-Saharan Africa (54 percent of all respondents) and Asia (50 percent), whereas fewer respondents work globally (18 percent), in South America (18 percent), in the Middle East and North Africa (11 percent), or in Central America and the Caribbean (10 percent). Each of the other regions listed accounted for five percent or less of respondents (figure 5). Note that respondents were able to select more than one regional focus and that imprecise wording in the question (*Please indicate where you currently work*) may have led to ambiguities, as some respondents may have interpreted the question as asking about where they are geographically located instead of where they conduct their research.

3. Main findings

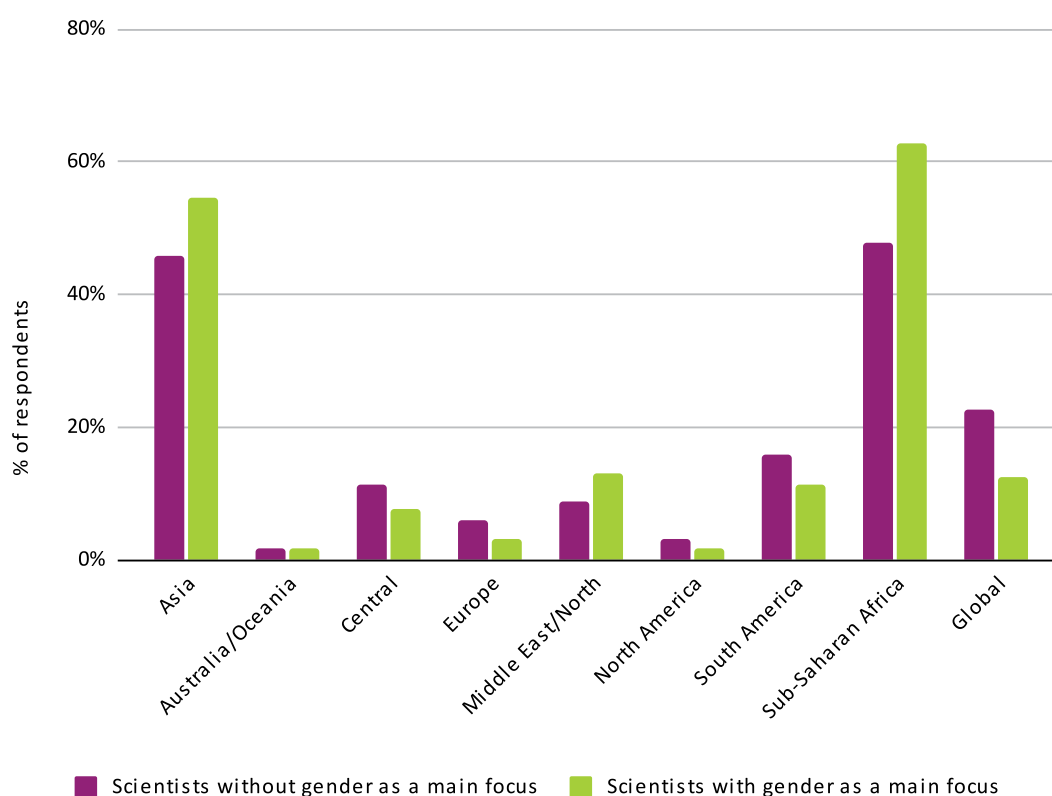


Figure 5. Please indicate where you currently work (response categories provided; multiple responses possible) (n = 432)

3.2 Quality gender research

3.2.1 What is quality gender research?


Responses to the open-ended interview question *How would you describe quality gender research in general?* varied depending on whether the interviewee had gender as a main research focus or not. Scientists whose work does not focus on gender tended to identify gaps in their research that need to be addressed, including moving beyond “counting women” and taking a closer look at underlying systemic and social inequities. In turn, scientists with gender as a main research focus saw quality gender research as potentially gender-transformative⁶ and, at least, gender-responsive.⁷ They referred to gender considerations as driving the research questions; design; implementation; and monitoring, evaluation, learning and impact assessment (MELIA) plan—and to this type of research leading to publications and including a diverse team of scientists.

6. Gender-transformative research is not only understanding that gender inequities exist, but understanding their root causes and how norms, processes and behaviors maintain inequities—as well as confronting these beliefs and practices in the process of learning and creating change (Sarapura Escobar and Puskur 2014, 6).


7. Gender-responsive programming “considers gender roles and relations, and responds to those, either through gender accommodating or through gender transformative approaches” (Transition International and ILRI 2016, 3).

3. Main findings

When asked the follow-up question *Do you have the opportunity to do the kind of quality gender research you've just described?*, the majority of scientists who focus on gender responded in the negative. As one such mid-level scientist explained:

 *Not really . . . Basically gender gets the least budget and if there's something else that needs to be done, somewhere, the first budget that gets used is the gender budget. And the idea is . . . you'll always find a way around it. But the issue is, in doing that, then we don't have the resources to be able to really get quality data from the field. So sometimes you have data, but then it's data that cannot really be used across the center.*

Another CGIAR scientist without gender as a main focus expressed similar frustrations with insufficient funding for the kind of gender-responsive impact assessments they are asked to carry out.

 *Everyone wants it, but then no one is investing in it . . . For me, leveraging funds on impact assessments is not that easy because the donors usually are not interested in the 'post' stuff. I think if we should take gender research and inclusion research seriously in a systematic way, and also funding therefore in a systematic way, . . . that data funding has to come from institutional funds.*

As this quote suggests, budget-related constraints for carrying out quality gender research are not limited to a singular line item, but rather to the whole project cycle, from planning through MELIA. Many interviewees stressed the overall need to ensure gender objectives and activities are included and budgeted for from the earliest planning and development stages of projects and initiatives, which they currently see as a significant constraint.

Both qualitative and quantitative findings show that respondents believe that quality gender research must extend beyond sex-disaggregated data. As one key informant from CGIAR whose research does not focus on gender expressed: "My minimum standard is disaggregating my data. But I'm aware that this is not enough." Overall, out of the response options provided (noting that scientists could select more than one response) (**figure 6**), when CGIAR scientists with gender as a major or minor focus consider gender in their work, they largely focus on gender roles and responsibilities; gender gaps; women's empowerment; and gendered knowledge, preferences and priorities. They are least likely to examine *gender and social identities, from an intersectional perspective (how diverse axes of social marginalization interact)*. Scientists with and without gender as a main focus tended to rank their engagement with the same issues in the same order, with one exception. Scientists without gender as a main focus examine *gender knowledge, preferences and priorities* as a second most-prevalent topic, as opposed to scientists with gender as a main focus. A larger proportion of scientists with gender as a main focus than those with gender as a minor focus indicated that they work on all the topics listed ($P < 0.00001$ for all areas).

When incorporating factors of social differentiation other than gender into their work, scientists with gender as a main or minor focus were most likely to integrate age/generation (73 percent and 63 percent selected this response, respectively) and socioeconomic status (69 percent and 59 percent, respectively) (**figure 7**). Scientists with and without gender as a main focus then consider the intersection of gender with ethnicity or caste, followed to a lesser extent by disability, in their research. Few (15 percent and 10 percent, respectively) reportedly examine how gender intersects with sexuality. As detailed in sections 3.4 (Skills) and 4.5 (Capacity Strengthening and Training), there is demand from scientists from both groups to support their capacities in this area (i.e., in working with intersectionality).⁸

8. Intersectionality refers to the how different axes of social differentiation and inequality (e.g., gender, caste, ethnicity or economic standing) interact and, in so doing, create acute marginalization for individuals and groups positioned at the intersection of multiple axes of discrimination.

3. Main findings

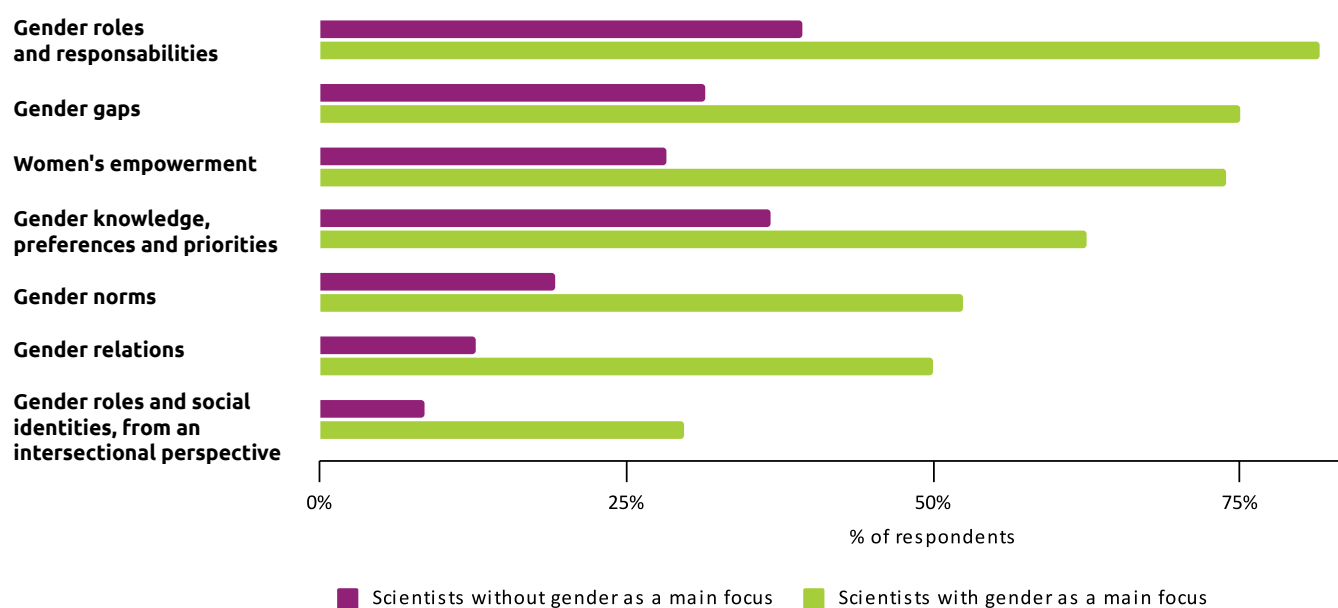


Figure 6. Please indicate the issues you primarily examine in your gender research (response categories provided; multiple responses possible) (n = 356)

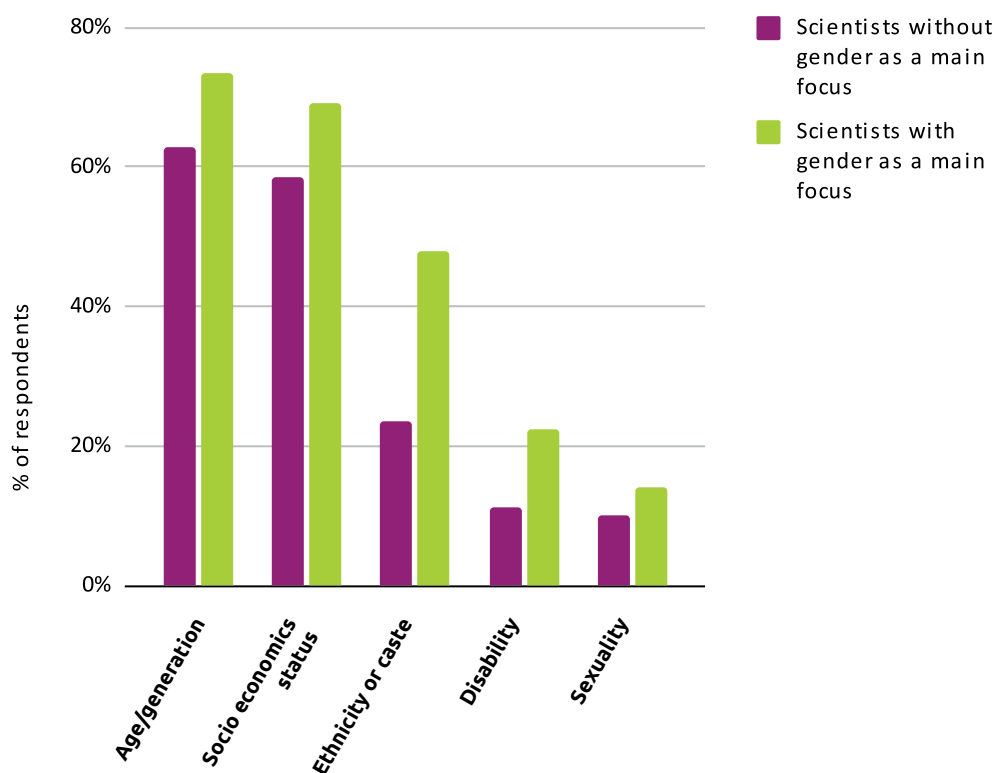


Figure 7. Do you consider elements of social differentiation other than sex/gender in your work? (response categories provided; multiple responses possible) (n = 357)

3. Main findings

Several scientists with gender as a main research focus suggested in interviews that it can be difficult to encourage technical scientists to take gender seriously or to have them see how it relates to their work. This then prevents them from being able to do quality gender research, as their research design and methods are not gender-responsive. One MELIA specialist who does not focus on gender also expressed frustration that researchers are simply “counting women” instead of measuring progress toward gender equality. In her interview, she explained, “I think the problem that I see from a monitoring and evaluation perspective is that we’re not necessarily doing it in the right way . . . ; it’s more of a project management problem than a willingness problem.”

According to one interviewee, quality gender in agriculture research must also be better embedded in the broader field of gender and development to achieve impact. As this scientist working on gender in a (non-CGIAR) partner organization expressed:

“What I see has happened really well within the CGIAR is that slowly over time clusters of people who are working around certain issues are able to go much more deeply into, say, gender and breeding or gender and fish or gender and whatever. What’s happened less or hasn’t happened yet so much is to plug that learning on gender within the agricultural sector also around gender-transformative approaches in agriculture, for example, to plug that back into broader discussions around gender and development. To actually be able to show what working in this field of agriculture brings to the larger dialogue, discourse, and developments within the broader gender and development sphere.”

On the one hand, three interviewees who do not focus on gender expressed concerns that gender scientists, perhaps inadvertently, make them feel that their gender work is not of good quality. As a mid-level NARES scientist expressed:

“People who are experts in gender will not let me enter into their domain, because of what they think gender work is. And people who are not experts in gender will just, you know, tick off the box, by including in a few lines; so something in-between which balances that ‘yes, there’s an expert’, but then again there are limitations of both the sides for people like me who want to meaningfully include gender and work. I cannot do a very heavy gender-oriented work and I don’t want to do a meaningless, small thing. I want to have some balance in-between, so that is the lacunae [sic].”

Another CGIAR scientist without gender as a main focus indicated that “because of the technical nature of my work or other aspects, then it’s very difficult for me to break out and, you know, get into or diversify into gender work—and that, basically, is one of the reasons that we are not able to internalize gender issues in my work.” On the other hand, gender scientists expressed some frustration with what they saw as poor-quality gender research being produced by scientists who had not been properly trained to integrate gender into their work. This finding is discussed in-depth in section 3.5.1, which focuses on training.

Flipping the coin, one key informant expressed that to produce quality research, there also needs to be more reciprocation from gender scientists to learn about relevant non-gender fields. An agriculture and gender scientist working at a (non-CGIAR) partner organization stressed the importance of gender scientists learning about the technical area in which they work as well, and not only technical scientists learning about gender:

“Let’s say . . . you have a project: most people are working on breeding and then there’s a gender person., . . . in order to have conversations with the technical scientists, the gender researchers need to learn enough about breeding seeds in order to have intelligent conversations and to see where the entry points are, so they end up developing a quite specific [knowledge]. They don’t become technical experts in that field, necessarily, but they become specialized in order to engage in those conversations; and I think that’s important and that’s really valuable for contributing to the technical outcomes that the CGIAR wants to see to have a better uptake of technologies, to have more productivity, to understand who the farmers are that CGIAR trying to serve.”

While approaching this issue from different vantage points, scientists are thus calling for a more synergistic approach between scientists with and without gender as a main focus, to lead to more quality (gender) research overall.

3.2.2 Constraints and gaps

Two of the biggest challenges that scientists with and without gender as a main focus face in *conducting gender research effectively* are budget (49 percent) and time constraints (34 percent) (**figure 8**). Scientists without gender as a main focus are notably more constrained by a *lack of incentives and other organizational priorities* (18 percent) than scientists with gender as a main focus (10 percent) ($Z = -2.2495$, $P = 0.02444$). On the other hand, scientists with gender as a main focus were more likely than their counterparts to report being *challenged by budget constraints* (55 percent and 43 percent, respectively) ($Z = 2.3299$, $P = 0.0198$).

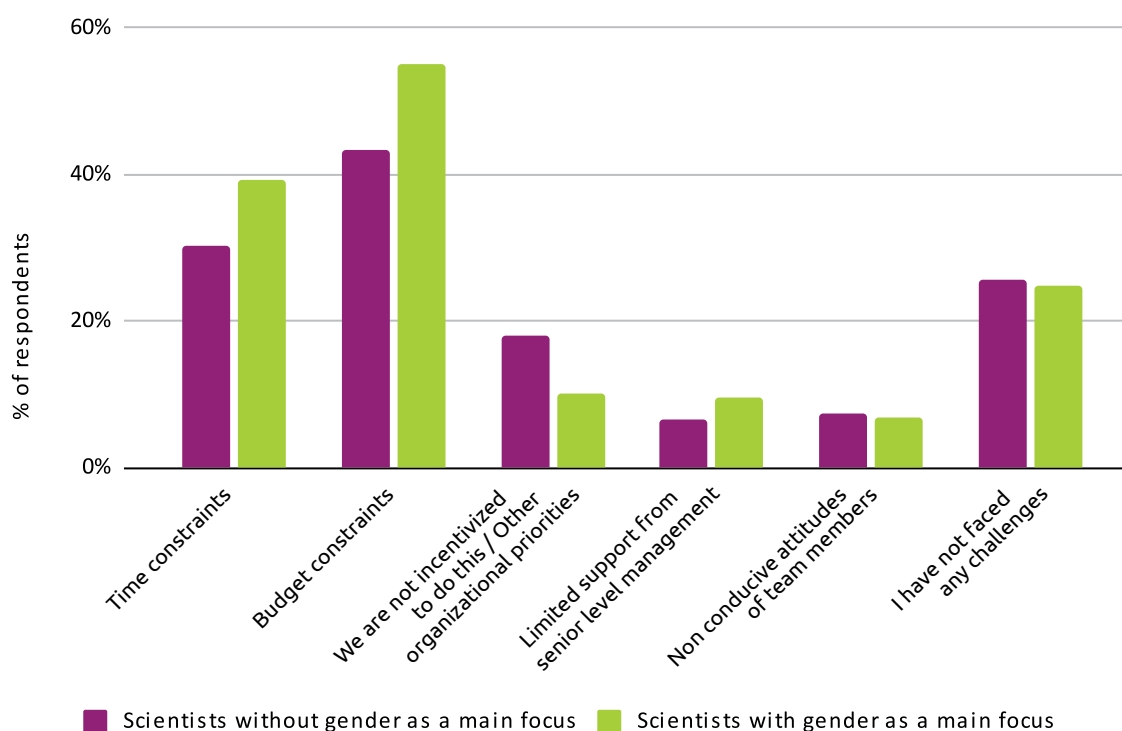


Figure 8. What challenges are you currently facing/have you faced in conducting gender research effectively? (response categories provided; multiple responses possible) (n = 393)

3.3 Organizational culture

3.3.1 Leadership and priorities

Overall, the majority of respondents believe that their centers formally commit to supporting gender equality and social inclusion (figure 9a), with 85 percent of respondents either strongly or somewhat agreeing with the statement *Gender equality and social inclusion are firmly embedded as outcomes in my organization's mission and strategy*. Slightly fewer respondents (80 percent) strongly or somewhat agreed that their organizations' senior leadership is supportive of work that explicitly seeks to enhance gender equality, while the majority of respondents either somewhat or strongly agreed that *My organization's senior leadership is supportive of work that explicitly seeks to enhance gender equality (e.g., gender-transformative research) and social inclusion*. There was an overall positive perception of CGIAR leadership's approach to gender, with 70 percent of respondents strongly or somewhat agreeing with the statement *Gender expertise/capacity is embedded in my organization's leadership team and structure*. Scientists with gender as a main focus tended to strongly agree more often than other scientists with these last two statements ($Z = 3.3936$, $P = 0.0007$; and $Z = 3.3223$, $P = 0.0009$, respectively), but there was no statistically significant difference between the two groups' level of agreement with *Gender equality and social inclusion are firmly embedded as outcomes in my organization's mission and strategy* ($Z = 1.4939$, $P = 0.13622$) (figures 9b–d).

A CGIAR scientist with gender as a focus remarked that the onus for pushing forward the gender agenda usually “ends up falling to sort-of junior or maybe newly senior scientists”, but that the highest levels of leadership need to take on this responsibility because lower-level scientists do not “have the clout for those kinds of conversations” in an institutional context.

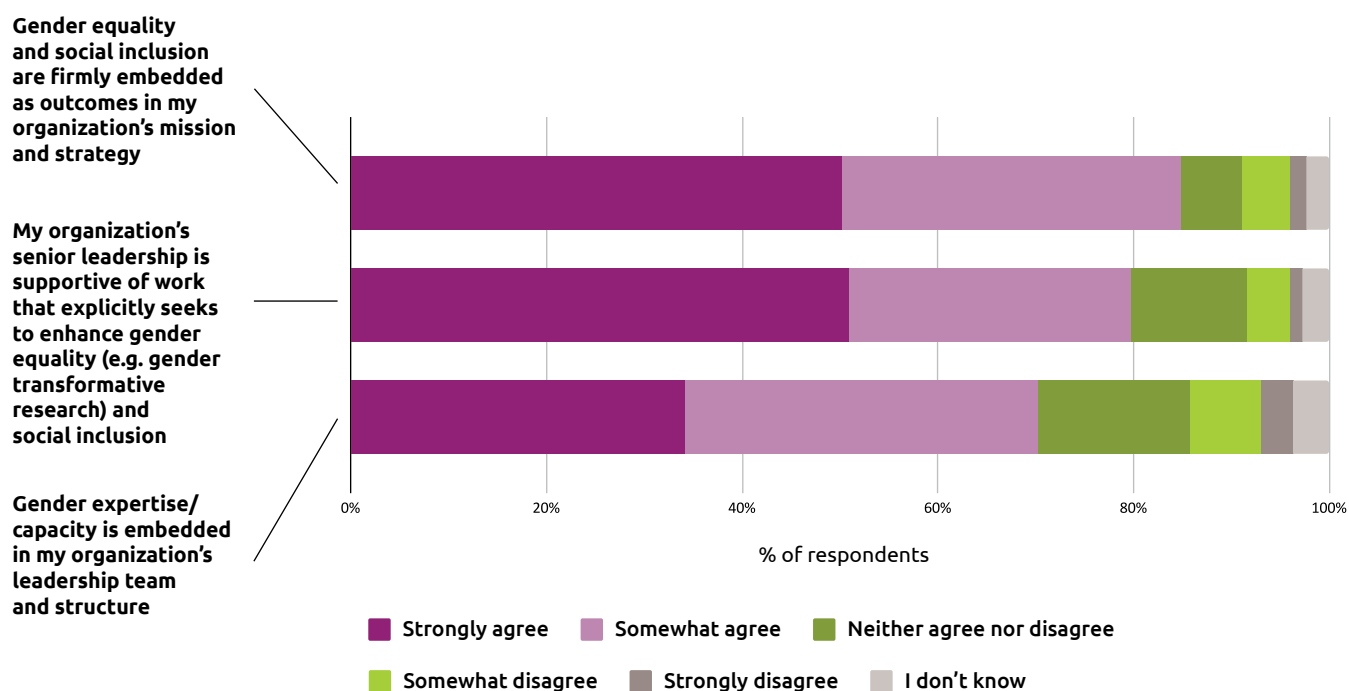


Figure 9a. Perceptions of high-level commitments to gender in CGIAR centers, all respondents (n = 430)

3. Main findings

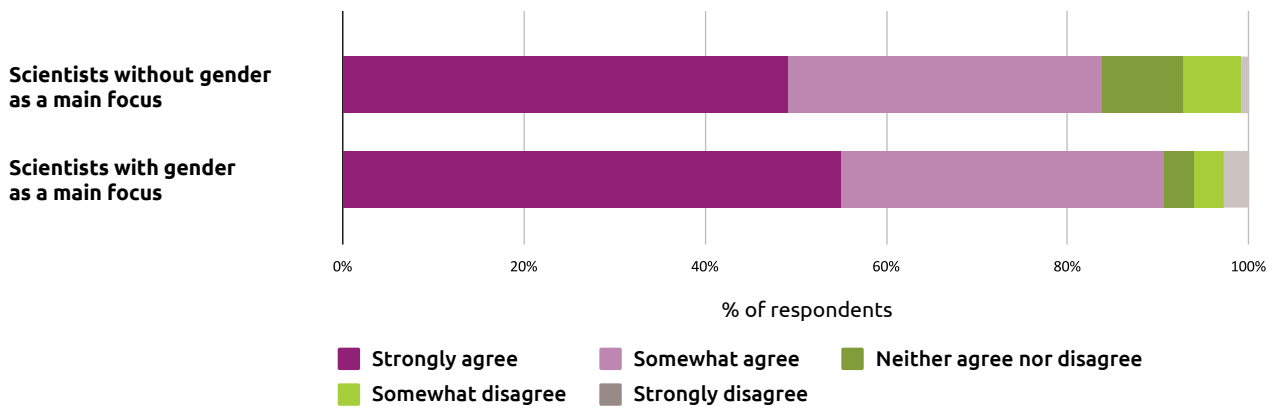


Figure 9b. Gender equality and social inclusion are firmly embedded as outcomes in my organization's mission and strategy (n = 428)

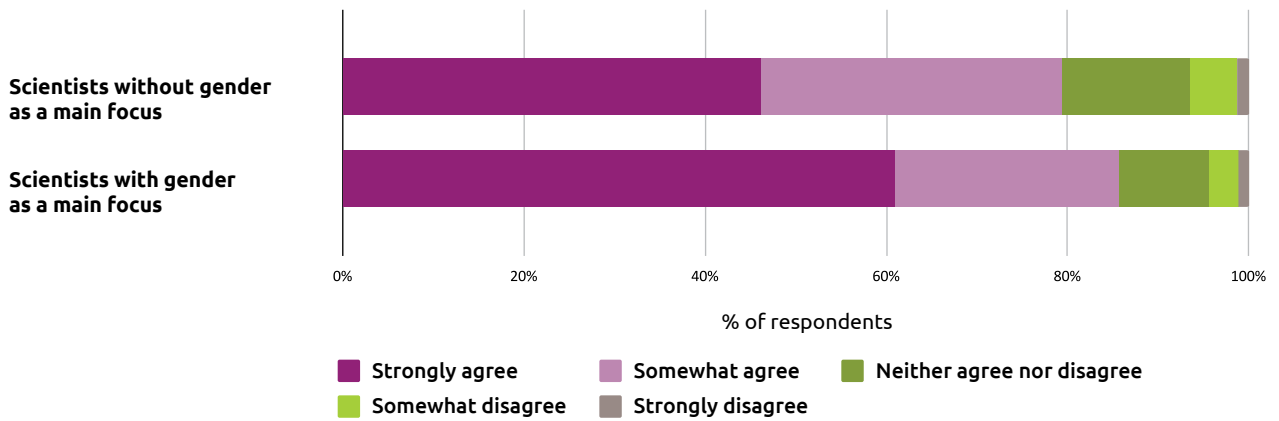


Figure 9c. My organization's senior leadership is supportive of work that explicitly seeks to enhance gender equality (e.g., gender-transformative research) and social inclusion (n = 428)

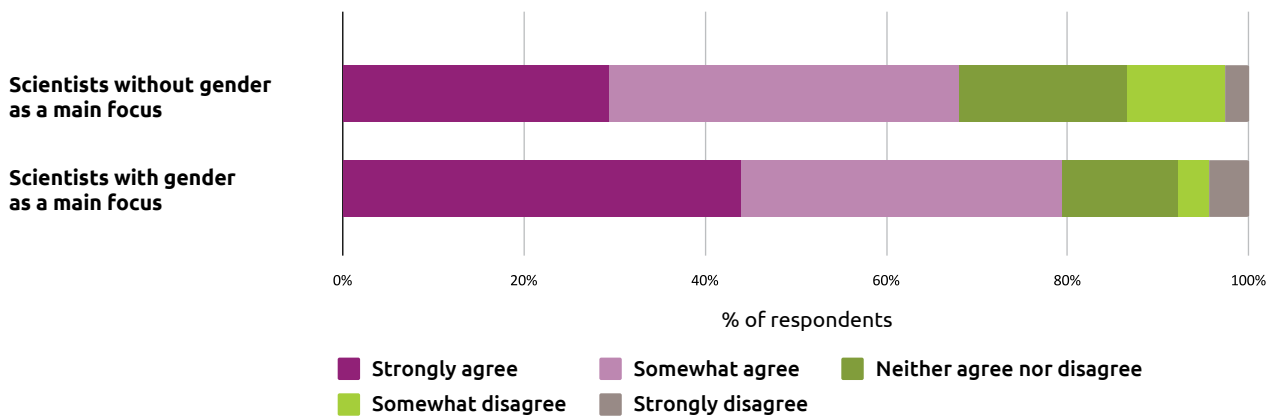


Figure 9d. Gender expertise/capacity is embedded in my organization's leadership team and structure (n = 428)

3.3.2 Valuation and awareness of gender research

As mentioned above, the vast majority (83 percent) of respondents strongly agree or somewhat agree with the statement that gender research expertise is valued by their organization; but slightly fewer (77 percent) feel that gender research is valued as much as other forms of research (figure 10a). Once again, scientists with a focus on gender had a more positive outlook than their counterparts (more often selecting *agree* or *strongly agree*) about their organizational culture in these terms ($Z = 3.3624, P = 0.00078$; and $Z = 3.1168, P = 0.0018$, respectively), and nearly all (91 percent) strongly or somewhat agreed with statements that gender research is valued by their organization, and valued as much as other forms of research (figures 10b and c).

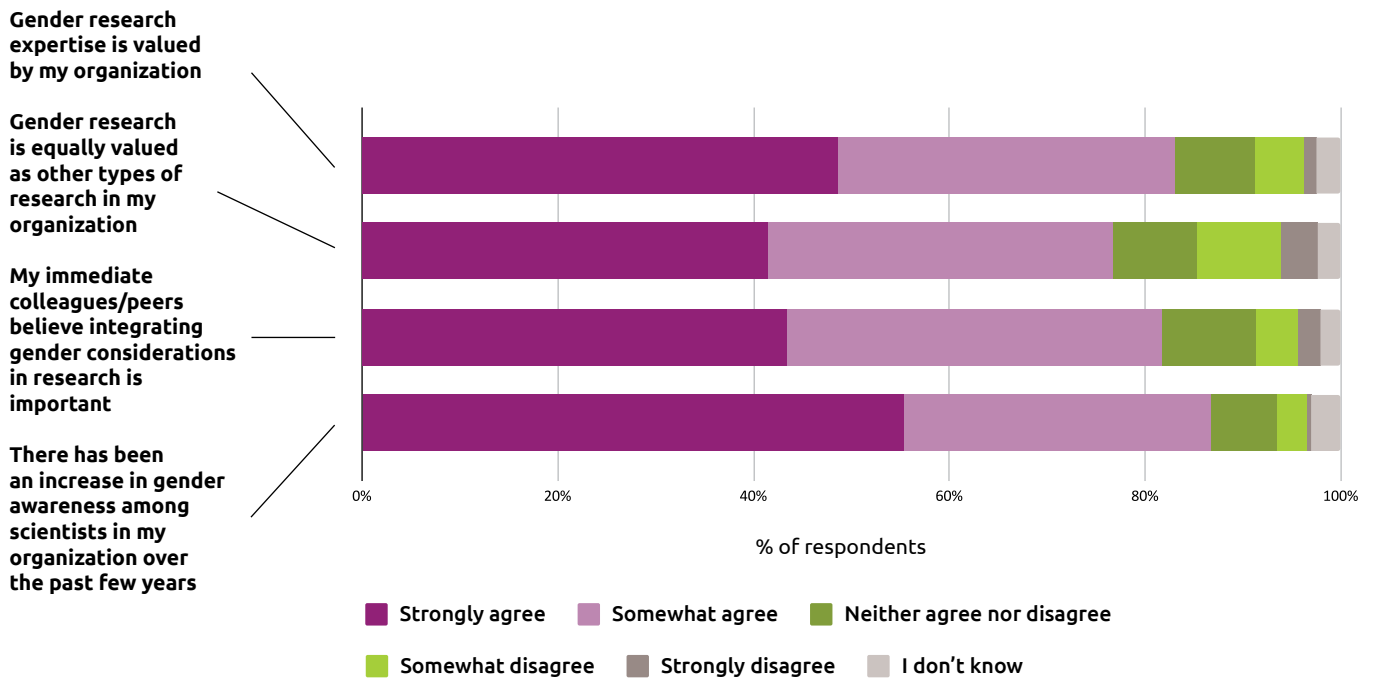


Figure 10a. Perceived valuation of gender research and related expertise in CGIAR centers, all respondents (n = 431)

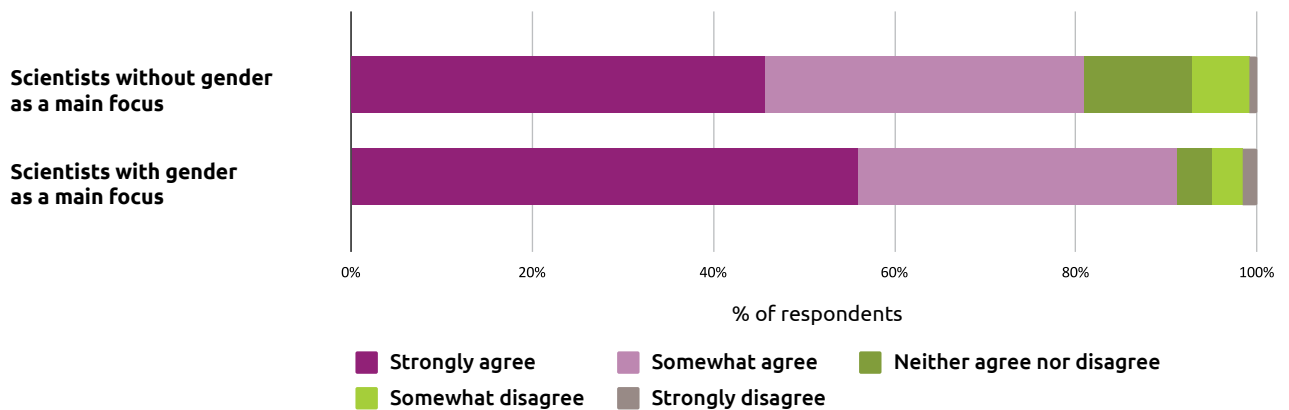


Figure 10b: Gender research expertise is valued by my organization (n = 429)

3. Main findings

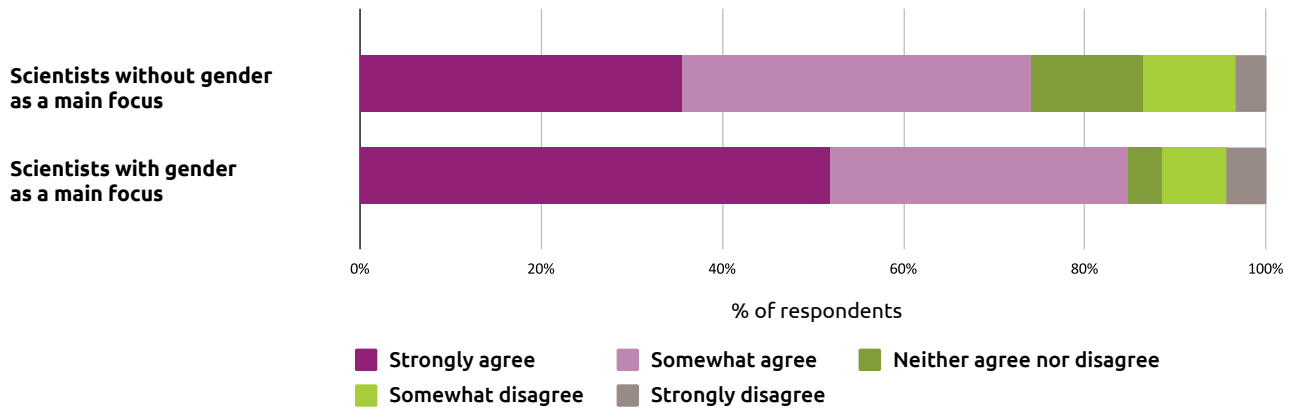


Figure 10c. Gender research is equally valued as other types of research in my organization (n = 429)

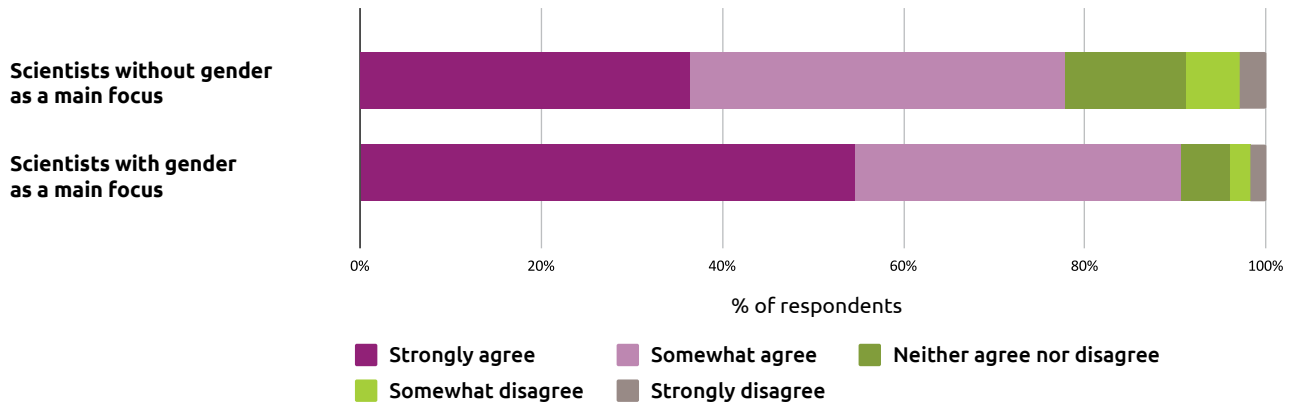


Figure 10d. My immediate colleagues/peers believe integrating gender considerations in research is important (n = 429)

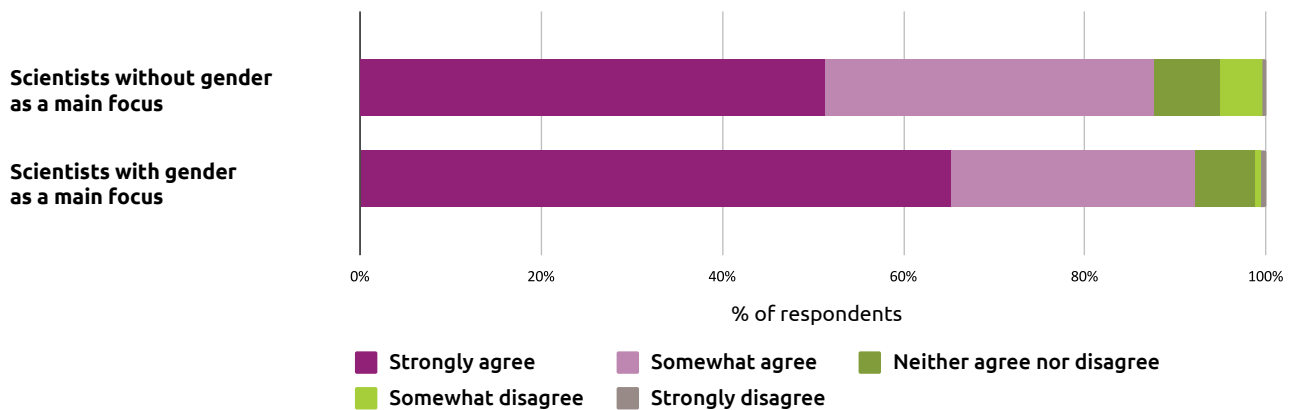


Figure 10e. There has been an increase in gender awareness among scientists in my organization over the past few years (n = 428)

3. Main findings

Overall, 82 percent of respondents reported that their *Immediate colleagues/peers believe integrating gender considerations in research is important* (figure 7), with 91 percent of scientists who focus on gender and 77 percent of remaining scientists strongly or somewhat agreeing with this statement (figure 10d). Most (87 percent) respondents strongly or somewhat believe that *There has been an increase in gender awareness among scientists in my organization over the past few years*, with 65 percent of scientists with gender as a main focus and 51 percent of other scientists strongly agreeing and very few respondents (three percent) overall disagreeing with that statement (figure 10e).

In addition to perceived increases in gender awareness, most respondents believe that *There has been an increase in capacities to integrate gender considerations in research in their organization* (figure 11a). Overall, 72 percent of respondents, and 82 percent of scientists with gender as a main focus, strongly or somewhat agree that this is the case. Nearly two-thirds (64 percent) strongly or somewhat consider that their organization provides incentives and support for building capacities to integrate gender considerations in research. A large proportion (84 percent) of respondents strongly or somewhat believe that their organization gives visibility to its gender research and initiatives, and close to 70 percent agree with the statement *I believe the CGIAR is a good workplace for gender scientists*. Scientists with gender as a main focus agreed more with these statements about increased capacities for gender integration ($Z = 2.173$, $P = 0.03$), organizational incentives ($Z = 3.7043$, $P = 0.00022$) and visibility of gender research than their counterparts ($Z = 2.9487$, $P = 0.00318$) (figures 11b–e). In terms of career prospects, 58 percent of scientists strongly or somewhat feel that gender researchers have a strong influence and career pathways (including possibilities for promotion) within their organization, with no statistically significant difference between the perceptions of respondents with and without gender as a main focus ($Z = 1.5761$, $P = 0.1141$). Notably, women respondents were more likely to somewhat disagree (14 percent) with this statement than men (five percent) ($Z = -3.3327$, $P = 0.00086$).

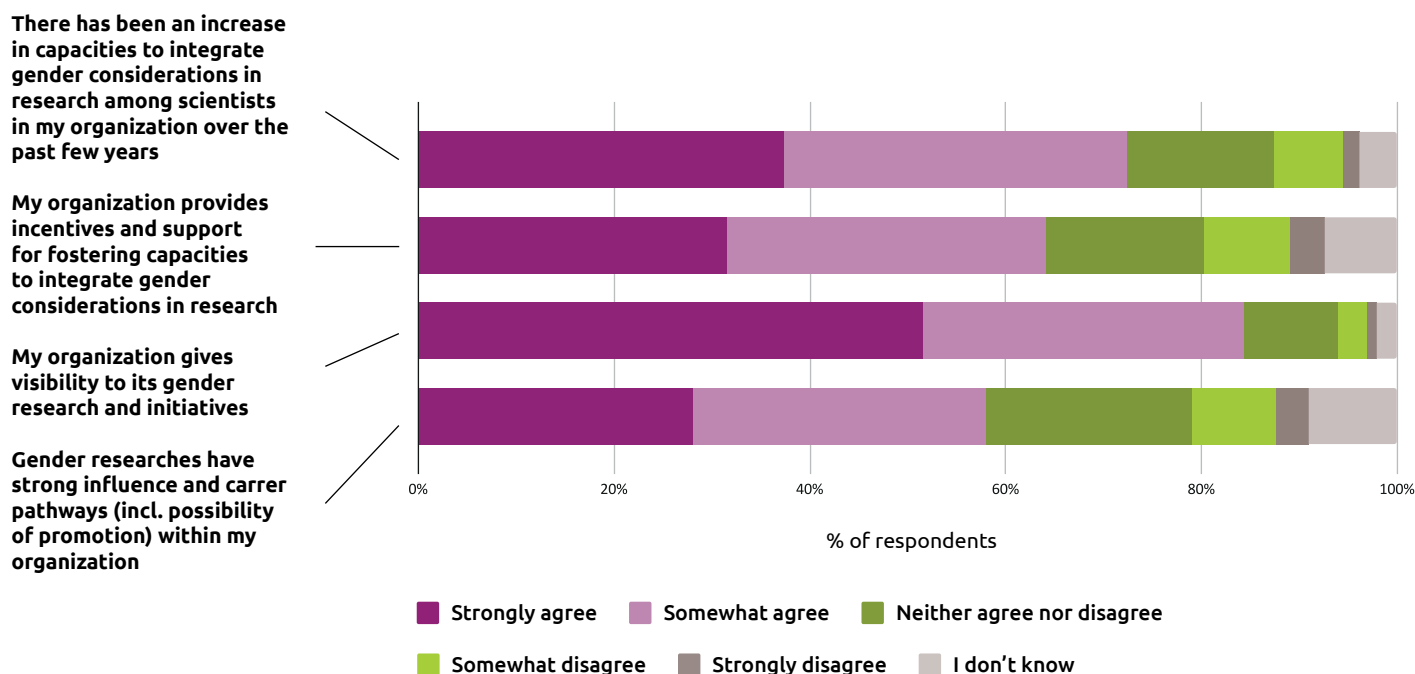


Figure 11a. Perceptions of the enabling environment for gender research in CGIAR centers, all respondents (n = 431)

3. Main findings

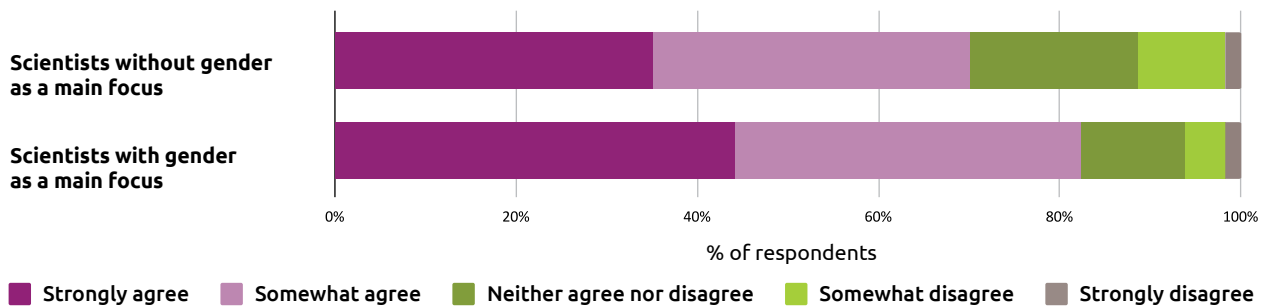


Figure 11b. There has been an increase in capacities to integrate gender considerations in research among scientists in my organization over the past few years ($n = 428$)

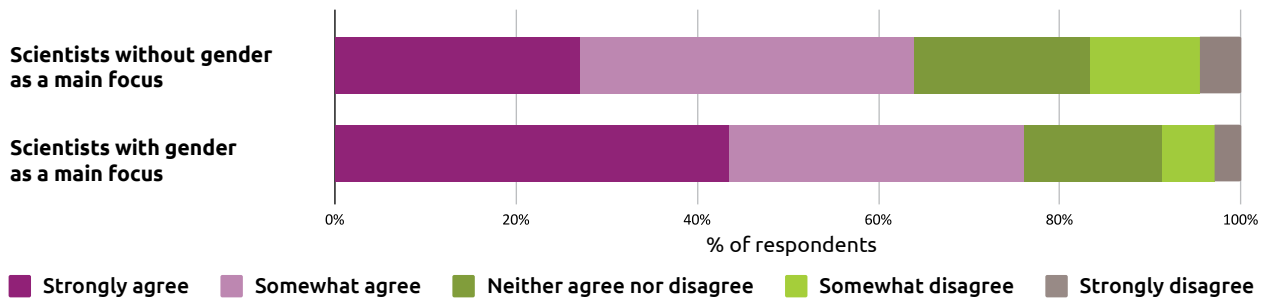


Figure 11c. My organization provides incentives and support for fostering capacities to integrate gender considerations in research ($n = 429$)

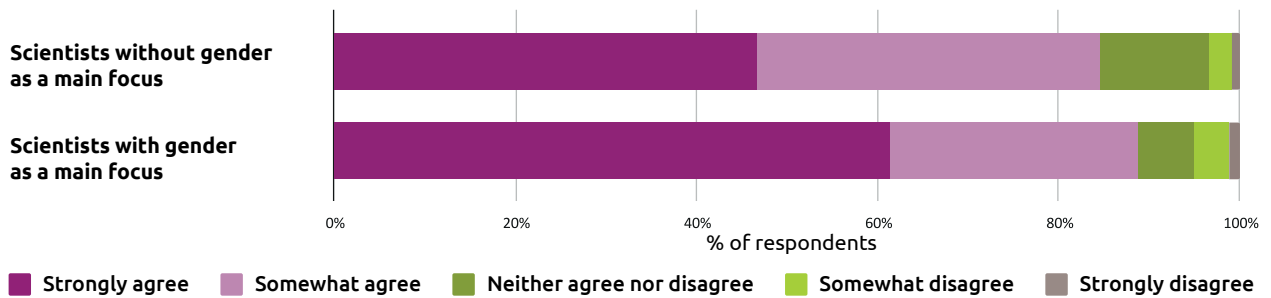


Figure 11d. My organization gives visibility to its gender research and initiatives ($n = 428$)

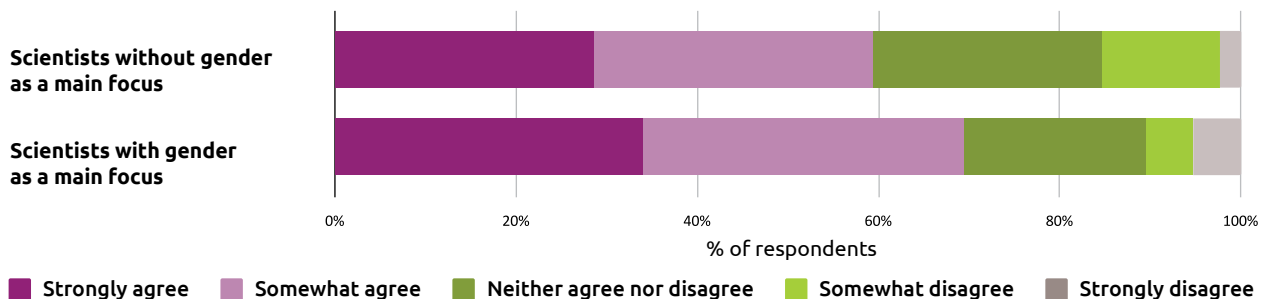


Figure 11e. Gender researchers have strong influence and career pathways (incl. possibility of promotion) within my organization ($n = 429$)

3.3.3 Gender equality within CGIAR

Shifting the focus to gender equality within the workplace, a significant portion of respondents noted that there is room for improvement in this area, especially in light of CGIAR's growing interest in gender-transformative research. As expressed in an interview with a mid-level scientist who is a woman and whose research is not gender-focused: "We spend a lot of time in our research trying to advance gender equality, but we don't have it within our own organizations." Responses to the open-ended survey question *What else would you like to see the CGIAR do to advance gender equality and social inclusion?* included: "balanced gender ratio" and "gender equality in the workplace, not just research."

Several interviewees noted gender inequality in staffing, particularly in cultural contexts with more restrictive gender norms. A scientist who is a man and who does not focus on gender in his research expressed the concern that, although he wanted to achieve gender parity in the workplace, in Africa "finding qualified women to do research is difficult."⁹ An Africa-based scientist with gender as a main focus echoed this sentiment in her interview, saying that women represented only five percent of applicants for a recent job she posted. She attributes this to the fact that women in her region have had less opportunity for formal education, and that this kind of work is "not attractive" to women due to cultural norms. Other respondents consider instead that there are insufficient leadership opportunities for women, with written responses such as: "Give more capacity building opportunities for women to take up leadership positions."

In addition to gender equity in hiring, open-ended survey data indicates a need for workplace policies and facilities that are sensitive to working parents: "Improve the support for pregnant women and families with small children among their workforce. Increase maternity and paternity leave, provide childcare at the workplace, assist with payments for private childcare, etc. This is where it starts, with their own employees!" As one CGIAR scientist without gender as a main focus expressed in her interview, she feels that expectations and opportunities are still different for mothers versus fathers:

 *As a woman, I have the concern about quality time with my kids—the summer holidays, spring break and everything—but I need to be put in a condition in which I can perform both [parenting and my career] because I can perform both, but this society has to enable me.*

3.3.4 Enabling environment

While responding to questions regarding organizational culture, several interviewees noted that even if their organization supports gender equality and social inclusion, the national culture in which they work makes these principles difficult to achieve in their projects. This was particularly true for scientists working in some African (e.g., Benin, Kenya and Zimbabwe) and South Asian (e.g., Bangladesh, India and Philippines) countries. As one male interviewee working in Bangladesh explained, "In our organization we are very open about gender, but our culture is not easy . . . They can say that this [gender thing] is for you, but not for us."

Some scientists further felt constrained by or beholden to the desires and priorities of donors. One key informant, a senior scientist who is a woman and who does not have gender as a main focus, felt that gender is a key consideration for solving the 'wicked problems' of agriculture, but expressed some skepticism about the motivations and efficacy of integrating (or, at times, forcing) gender into CGIAR research projects, stating:

9. This key informant works regionally across several African countries and based his response on his overall experiences on the continent.

3. Main findings



I think that there are some gray areas in distinguishing . . . where the demand for this comes from. And I feel like we treat the topic differently depending on where the demand comes from. For example, if a donor says that the project should generally focus on gender, then there's some types of approaches that happen versus if it's kind of inherent in the way that the project is going, versus if it's coming from a sense of altruism on the side of the project manager, versus a commitment to socioeconomic inclusion that might end up involving a gender aspect. And while all of those are really valid sources . . . of demand, it's unclear how that changes the approach, and how successful the approach is.

She goes on to say that while some projects will mention the importance of gender, they will neglect to provide a line item that actually funds related research.

Another scientist working in sub-Saharan Africa who does not focus on gender similarly expressed that, in some cases, gender is being nominally included in research because it is a 'trendy' topic. In a key informant interview, she expressed that, "if anything, I find sometimes colleagues can be a little abusive of the term, because then they know it's a hot topic that you know every donor wants to choose—you know, gender equality, gender equity... so it's kind of thrown in." In contrast, a key informant who works as a gender and agriculture scientist in a (non-CGIAR) partner organization sees the current spike in donor support for gender as a unique window of opportunity to push forward the gender agenda. This interviewee called for a re-politicization of and re-engagement with gender work, saying that CGIAR institutes "tend to be heavy and slow moving, and traditional," but that in the changing political climate, scientists should "not be afraid to use the 'f' word—being feminist."

3.3.5 Gender in One CGIAR

Looking forward, CGIAR respondents feel that CGIAR has the responsibility as well as the capability to produce quality gender research but display some uncertainty as to exactly how this will be achieved through One CGIAR. Survey respondents overwhelmingly (94 percent) strongly or somewhat agreed that *CGIAR has a responsibility to advance gender equality and social inclusion*, and a majority (79 percent) strongly or somewhat agreed that *One CGIAR is well positioned to create favorable opportunities for gender research* (figure 12). Likewise, over three-quarters (76 percent) of respondents strongly or somewhat agreed with the statement *CGIAR currently favors interdisciplinary and transdisciplinary research*. Yet, nearly one-third of respondents (32 percent) do not know or are unsure about how their work will contribute to the new One CGIAR Impact Area of Gender equality, youth and social inclusion.

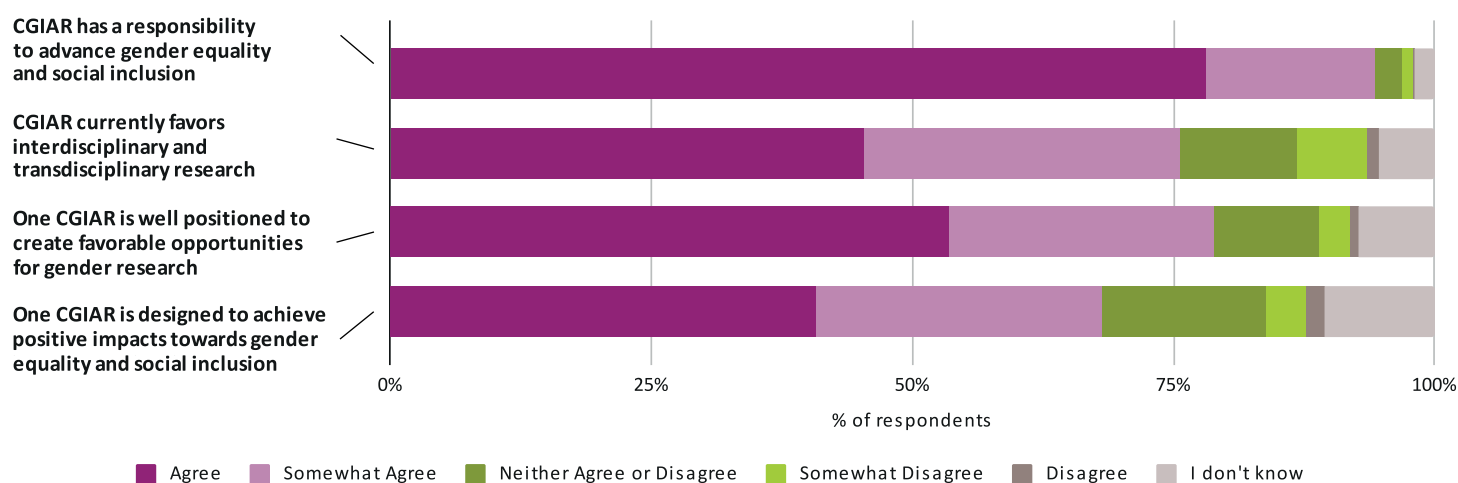


Figure 12: Perceptions of CGIAR and One CGIAR's position and potential to advance gender research, all respondents (n = 428)

3. Main findings

In an open-ended survey question, respondents were prompted to *Please explain how you see your work contributing to the One CGIAR Impact Area on 'Gender equality, youth and social inclusion'*. Responses were extremely varied depending on the respondent's focus and their level of familiarity and understanding of gender in their work. Some respondents demonstrated a clear understanding of how their work would contribute to this Impact Area, with responses such as "I work on microsimulations that allow us to estimate women's contribution to structural change," and "we are developing a new framework that helps to analyze the gendered impact of policies." Others indicated that they would like to contribute to this Impact Area in the future. For example, one respondent explained that, "in my work, I am convinced that gender should take a place; I am ready to make all necessary efforts to make it a reality." Most respondents, however, showed limited understanding of the Impact Area, with many open-ended responses focusing on the more familiar concepts of gender parity in hiring, and participation of women in research and interventions.

This uncertainty displayed in the survey was echoed in the interviews, particularly among scientists whose work does not focus on gender. When asked if their organization was able and ready to contribute to the aforementioned Impact Area, responses were generally positive. When probed, however, many respondents were unable to respond to the follow-up question *What needs to happen to make your organization's research more impactful in this area?* Many key informants with and without gender as a main focus referred to the relevance of considering intersectionality in this Impact Area. Others raised concerns that the Impact Area was too broad and therefore difficult to measure, and that there would be important challenges associated with advancing it. For instance, one interviewee explained:

 *I do think much of the CGIAR has focused on gender but does not have as balanced a portfolio on youth and other axes of social inclusion. The latter is really key since it can also raise uncomfortable issues with certain governments who repress minority groups and, at the same time, we need to work with such governments in order to demonstrate 'policy impact'.*

Responses to open-ended questions in the survey indicated that there is still a need to demonstrate why incorporating gender is important in the first place. While perceptions of gender equality as its own goal and/or as instrumental to achieving other outcomes were not directly explored, one respondent called for arguing for the importance of gender equality and inclusion in their own right: "Articulate gender equality and social inclusion as ends in themselves, rather than only means to a more efficient agrifood system." Another, however, considered that to advance gender equality and social inclusion, CGIAR should provide "more evidence on why gender and social inclusions matter (i.e., the cost of not considering gender and social inclusion... the intel on this topic remains very thin)." Awareness-raising campaigns, such as a 'gender week', were also suggested as approaches that could be used to highlight the relevance of gender within CGIAR.

3.4 Resource materials and support

3.4.1 Access and awareness

The resources section of the survey focused on whether respondents are aware of and able to access resources that can support them in integrating gender into their research, and the extent to which those resources meet their needs. Resources listed included: support from gender experts for advice and collaboration; resource materials to integrate gender into research (e.g., manuals, methods and toolkits); as well as introductory and advanced training on integrating gender into research.

When respondents who do not have gender as a main focus area were asked if they have access to support from gender experts for advice and collaboration for integrating gender considerations in their work, over 70 percent of respondents mentioned that they did (**figure 13**). However, 32 percent of research assistants, 24 percent of early career scientists, and 21 percent of mid-level scientists do not know if this type of support is provided. A small percentage (12 percent) of leaders and directors also answered that they cannot access this type of support even though they feel that it is needed. A key informant, who works at a (non-CGIAR) partner organization without gender a main focus, explains the implications a lack of support can have: “In one of the projects, I really wanted us to include the gender component, but because either the team couldn’t find the right person anywhere—I personally couldn’t find any opportunities—at the end of day, we couldn’t do anything.”

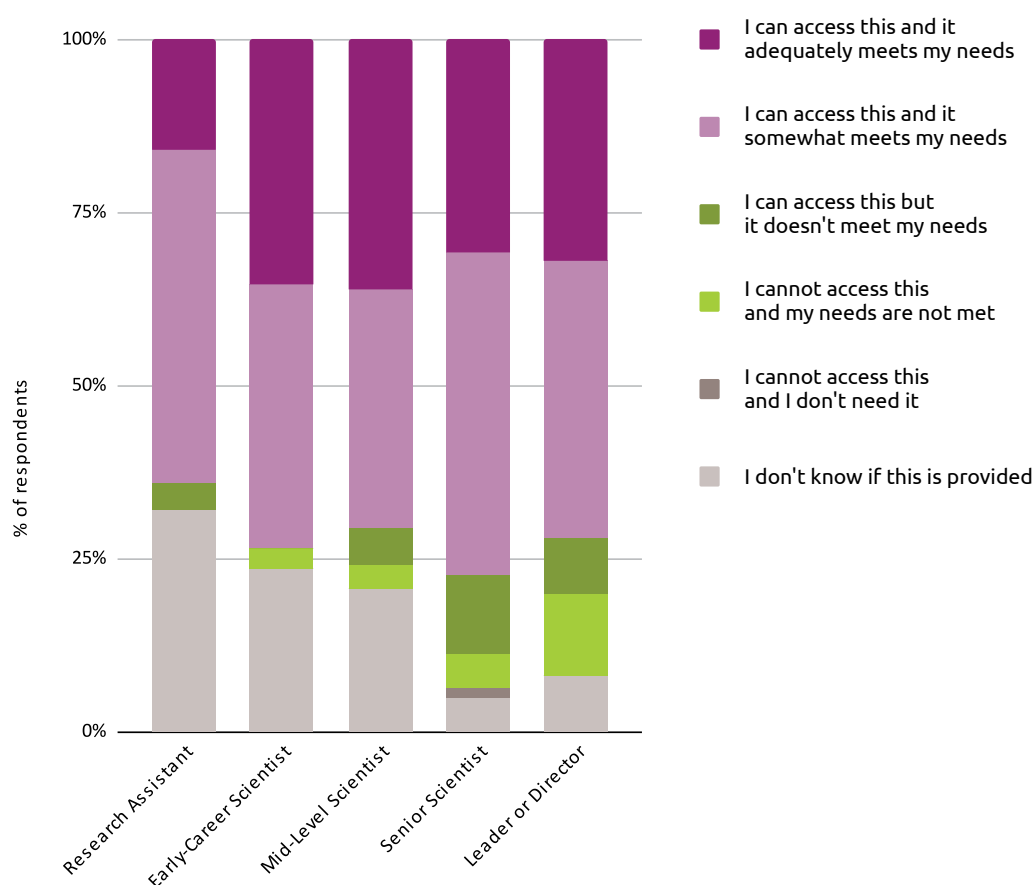


Figure 13. Should you wish to do so, can you access support from gender experts for advice and collaboration?, scientists without gender as a main focus (n = 208)

3. Main findings

Among CGIAR survey respondents without gender as a main focus, nearly two-thirds (62 percent) said that they have access to resource materials (e.g., manuals, methods and toolkits) for integrating gender into their research in a way that adequately (24 percent), or somewhat (38 percent) meets their needs (**figure 14**). One-fifth (21 percent) of these scientists do not know if these kinds of resources are provided. This response is proportionately highest for early career (29 percent) and mid-level (31 percent) scientists. Moreover, 16 percent of research assistants, 14 percent of senior scientists and 20 percent of leaders or directors who do not focus on gender have access to resource materials for integrating gender in their research but feel that these do not meet their needs. Some respondents recognized that although they are aware of existing resource materials, scientists are either too pressed for time to utilize them or don't know how to access them. Resource materials are therefore not being used to their fullest potential.

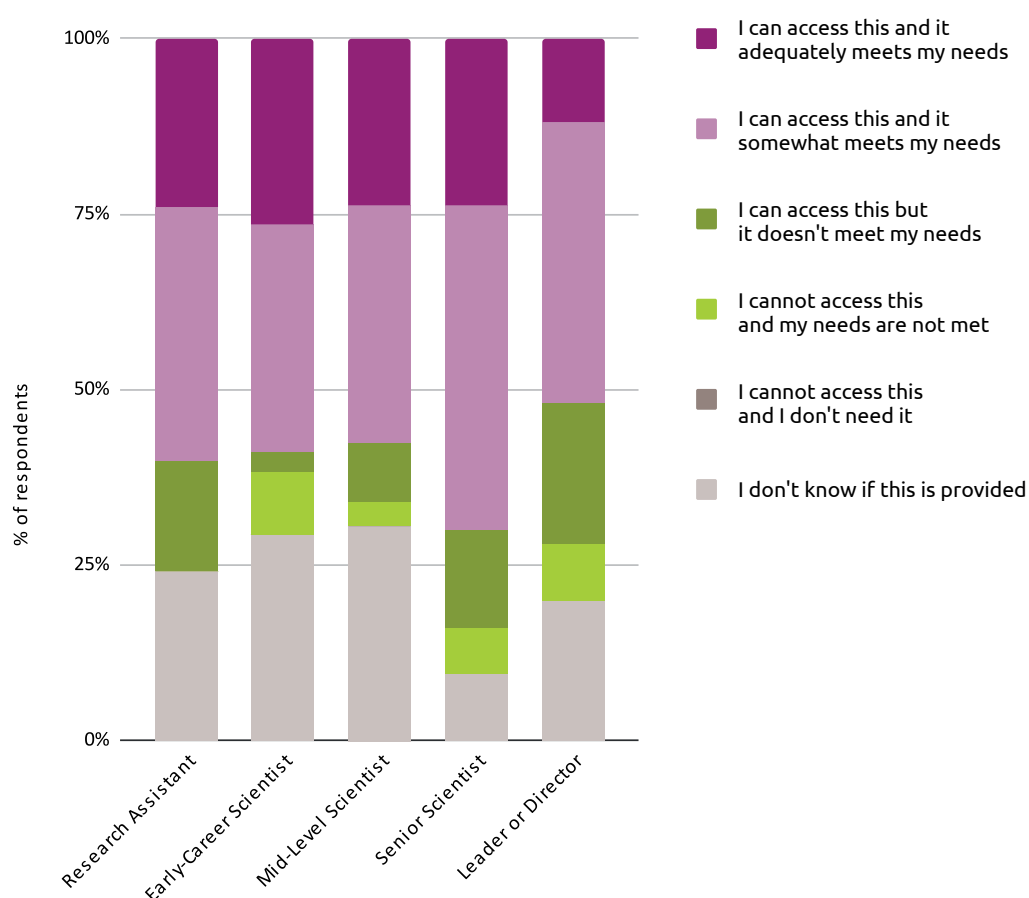


Figure 14. Should you wish to do so, can you access resource materials to integrate gender into research (e.g., manuals, methods, toolkits)?, scientists without gender as a main focus (n = 210)

3.4.2 Collaboration between scientists with and without gender as a main focus

To address gender considerations in their research, survey respondents overall collaborate most frequently with scientists without gender as a main focus within their organization (60 percent do so always or regularly), followed by gender-focused scientists from their CGIAR center (figure 15a). Only few always or regularly collaborate with NGOs or agencies specifically dedicated to promoting gender equality (15 percent) or with gender-focused scientists in other (non-CGIAR) organizations that do not specialize in gender equality (14 percent).

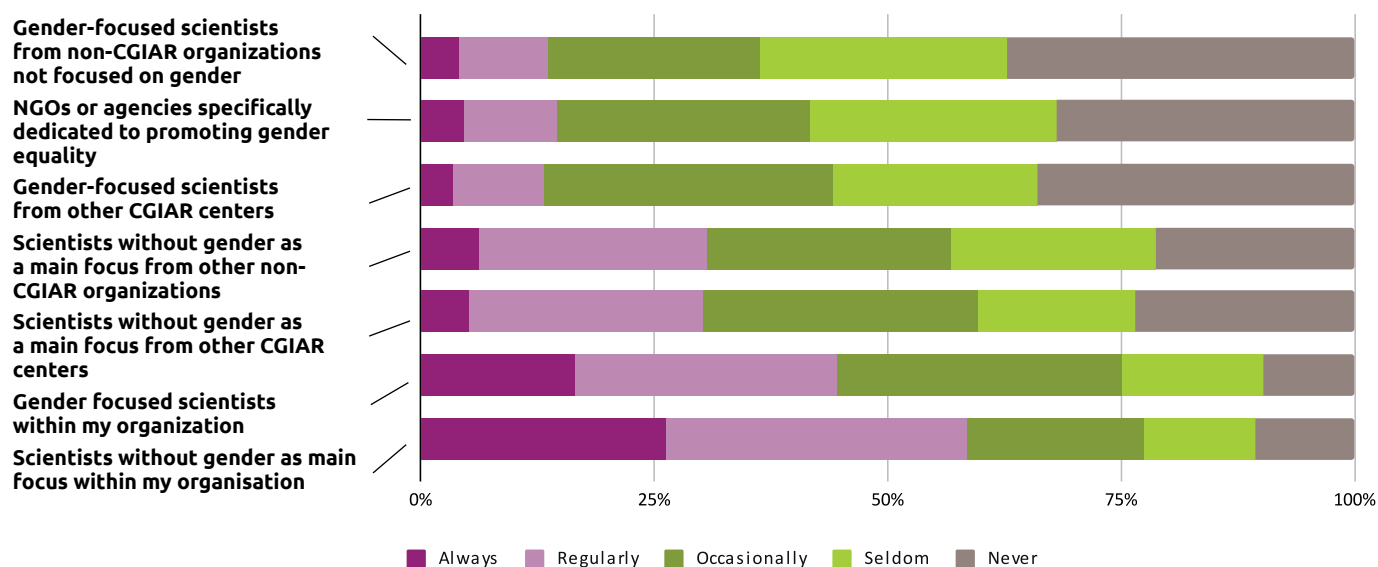


Figure 15a. Please indicate the frequency with which you currently collaborate with the following groups to address gender considerations in your research, all respondents (response categories provided; multiple responses possible) (n = 348)

Scientists with gender as a main focus were more likely than others to collaborate with nearly all groups (figures 15b and c), including *gender scientists within my organization* (66 percent always or regularly collaborate with them, compared to only 26 percent of scientists without gender as a main focus) ($Z = 6.4776$, $P < 0.00001$), and *non-gender scientists within my organization* (with whom 66 percent of scientists with gender as a main focus and 52 percent of their counterparts always or regularly collaborate) ($Z = 2.755$, $P = 0.00596$). Moreover, scientists who do not focus on gender reported collaborating with other non-gender-focused scientists (52 percent) twice as often than with gender-focused scientists (26 percent) within their organization to address gender considerations. Responses to this survey question contradict those from a later question posed to scientists who do not focus on gender, *If you want to address or integrate gender considerations into your research, who do you turn to?*, to which 60 percent of respondents selected *I will invite a gender expert from my organization to join my project team and allocate resources accordingly*.

Scientists with gender as a main focus felt relatively confident with respect to collaborations and partnerships, as noted by their rate of agreement (82 percent) with the statement *I have strong partners for gender research in the geographies where I work*. However, one key informant working within CGIAR with gender as a main focus identified integrating gender concerns in national partnerships as “a big challenge but also great opportunity,” stressing the need to make sure that “our national partners have these gender strategies and approaches and tools so they can also do their work . . . We want to strengthen their own capacities as well.”

3. Main findings

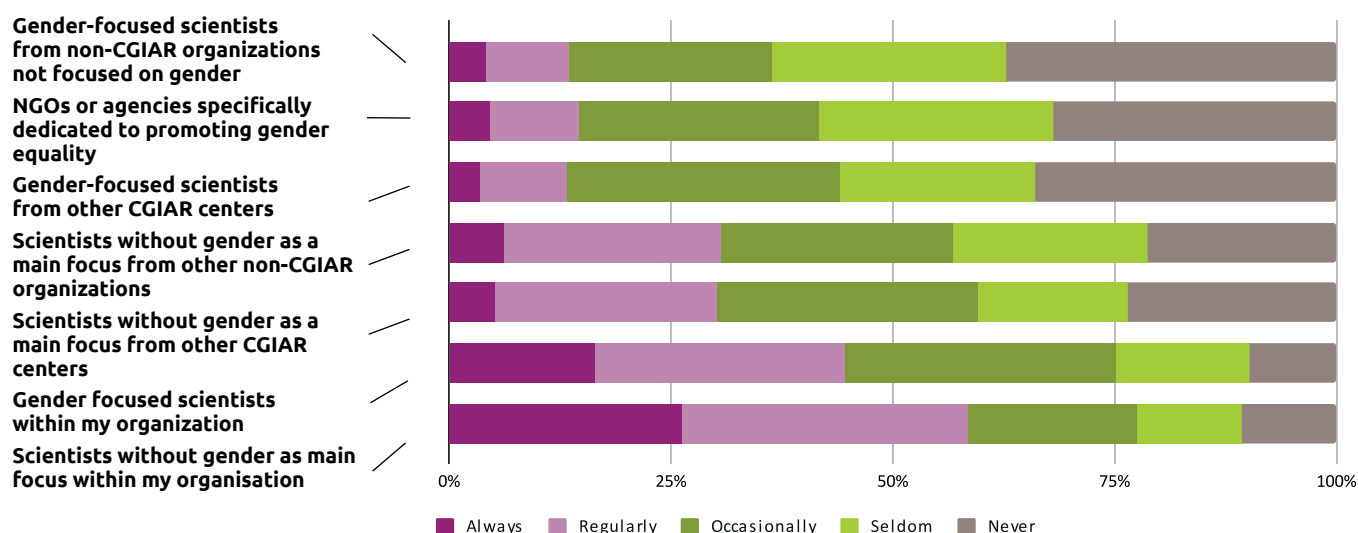


Figure 15b. Please indicate the frequency with which you currently collaborate with the following groups to address gender considerations in your research, scientists without gender as a main focus (response categories provided; multiple responses possible) (n = 183)

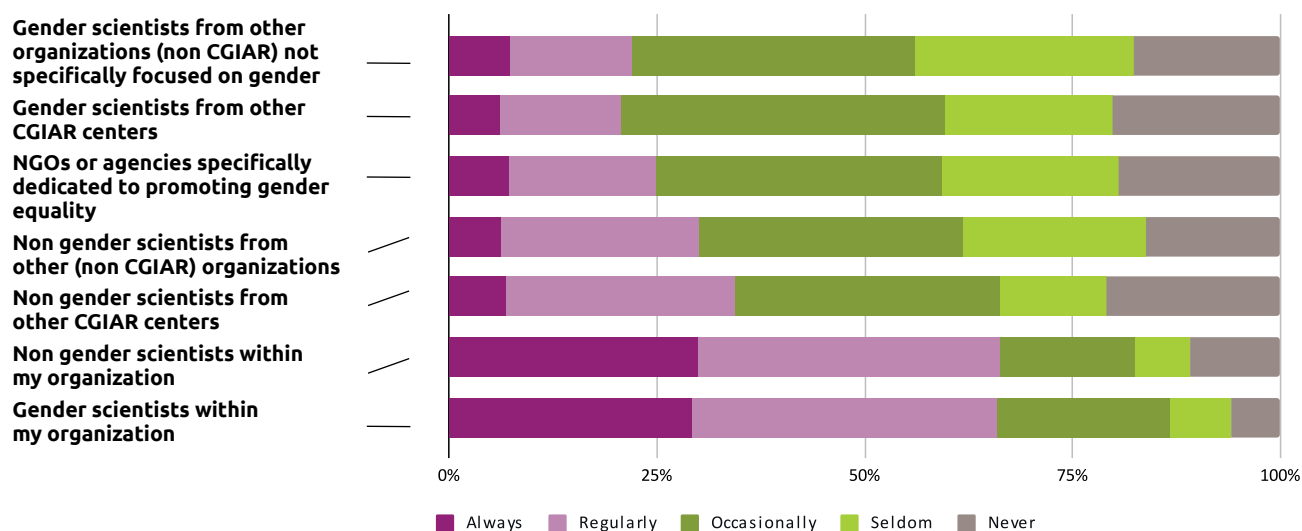


Figure 15c. Please indicate the frequency with which you currently collaborate with the following groups to address gender considerations in your research, scientists with gender as a main focus (response categories provided; multiple responses possible) (n = 164)

The survey also asked scientists who do not focus on gender who they would turn to if they wanted to integrate gender considerations in their research (figure 16). The survey prompted respondents to select as many options as they deemed applicable (as such, the sum of the percentages noted here exceeds 100 percent). As noted above, most respondents (60 percent) said that they would invite a gender expert from their own organization to join the project team and allocate resources accordingly. Another 31 percent of respondents answered that they would request a gender expert

3. Main findings

in their organization to support them, but would not bring them into the project team; whereas 22 percent would seek gender expertise from another CGIAR center, by bringing them into the project team and allocating resources accordingly; and 19 percent would seek such expertise from outside of CGIAR and allocate resources accordingly. Some respondents reported difficulties finding help for this purpose, either because they do not know who to turn to (8 percent) or are unable to mobilize the support needed (13 percent), while nine percent of respondents noted that they do not need help integrating gender into their research as they are capable of doing it on their own. Another six percent responded that they do not integrate gender into their research at all.

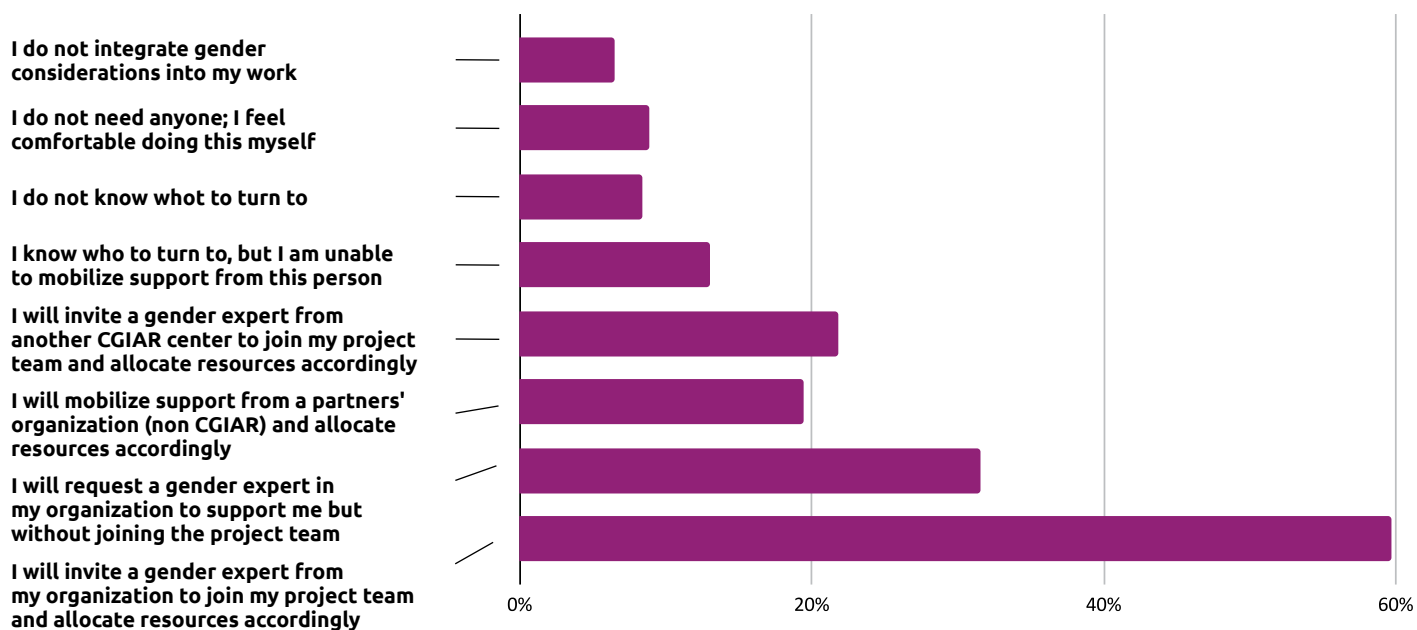


Figure 16. If you want to address or integrate gender considerations into your research, who do you turn to?, scientists without gender as a main focus (response categories provided; multiple responses possible) (n = 216)

In turn, scientists with gender as a main focus feel overextended and don't always have the time to meet the needs of non-gender scientists who reach out to them for assistance. CGIAR interviewees who focus on gender often mentioned that while resources for gender research are available, they are inadequate to meet the demand. They expressed feeling overstretched in terms of the number of projects they engage with and the amount of time they are expected to contribute to each project, often outside of office hours, across geographies that necessitate working with inconvenient time-zone differences. According to a key informant, these demands were exacerbated in the context of COVID-19, which presents new challenges to the work-life balance.

Qualitative research also revealed a need for more collaboration and mutual support among scientists working on gender. One interviewee expressed that in the 10 years that they have worked at an organization partnered with CGIAR, they have seen the pool of gender scientists in their own organization shrink considerably. While this scientist does not specialize in gender, they have been increasingly working on gender in the last few years, and the departure of gender scientists has left them feeling alone and unsupported in their work.

Maybe I'm the last one . . . I am not much connected. I am feeling a bit alone . . . It was important for me to be able to have conversations with specialists so that they can give me orientation or their opinion on if I was doing right or wrong in my study, etc.

3. Main findings

Although this example is not from within CGIAR, it highlights the importance of having a dedicated gender team as opposed to a single gender expert. This was reinforced by another key informant, this time from CGIAR with gender as a main focus, who expressed their gratitude for working with a team, albeit a small one.

“Actually, our team working on gender, it’s—I mean, it’s not big, but . . . that does make a difference, because that actually allows us to have these human resources . . . Colleagues that are actually able to support the teams to make sure that gender’s been mainstreamed and integrated into the work. I would say that that’s part of the institutional strategy: making sure that we have the institutional capacity to support the work on gender.”

3.5 Skills

In self-assessments about gender research skills, 60 percent of scientists with gender as a main focus felt that they are up to date on the latest evidence and key gender concepts related to their field of expertise. Moreover, 85 percent strongly or somewhat agreed that *I feel capable of contributing to gender equality through my research*. Several gaps between needs and capacities are apparent from the skills self-assessments detailed below, however. These are largely similar for scientists with and without gender as a main focus.

As expected, scientists with gender as a main focus are much more likely to feel that they have adequate skills to identify critical gender issues than their counterparts (figure 17a). In fact, only 11 percent of scientists who do not focus on gender believe that they have all the skills to effectively identify gender considerations pertaining to their primary research area, even though 86 percent find this skill relevant to their work. As one such senior scientist interviewed commented:

“I do have quite a bit of gender data; we do a lot of surveys. I think I want to understand better, ‘How would my recommendations be different if I incorporated a gender perspective?’ I’d like to be more aware of the theoretical issues out there, the knowledge gaps that I may have something to say on if I knew that these were relevant issues.”

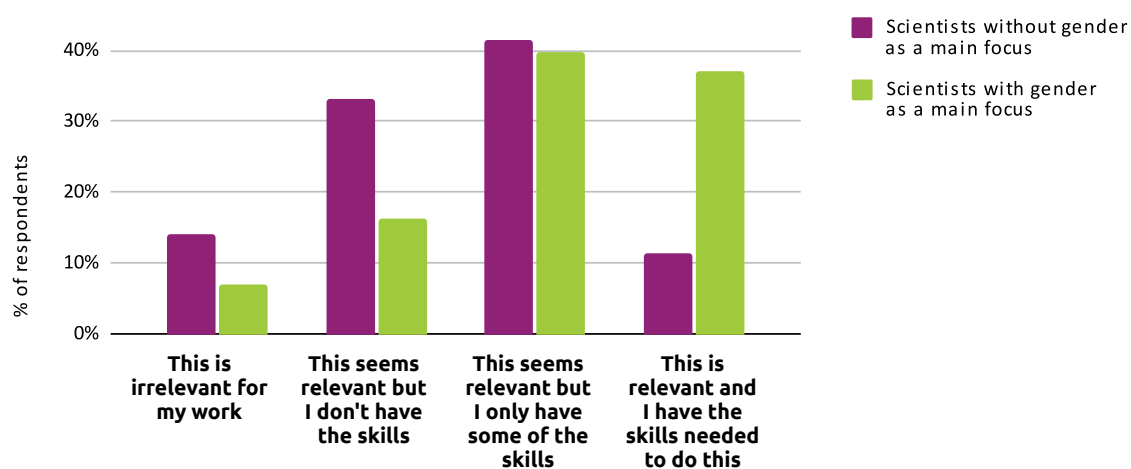


Figure 17a. Self-assessment of capacity for Effectively identifying gender considerations that are relevant to my team’s primary research area (e.g., breeding, climate research, nutrition, etc.) (n = 367)

3. Main findings

Two skills with relatively low overall confidence levels were *assessing changes (M&E) in gender relations and/or women's empowerment from interventions* and *using gender-responsive budgeting* (figures 17b and 17c, respectively). For both skills, 73 percent of all respondents found these relevant to their work but had only some or none of the skills to carry them out. While all scientists displayed relatively low levels of confidence for these skills, scientists without gender as a main focus self-reported significantly lower capacities than their counterparts. In terms of assessing changes in gender relations and/or women's empowerment, only six percent of scientists without gender as a main focus feel that they have all the skills needed to carry this out, compared to 24 percent of scientists who focus on gender ($Z = 4.8044$, $P < 0.00001$). Similarly, only six percent of scientists without gender as a main focus and 16 percent of scientists with gender as a main focus felt that they had all the skills to perform gender-responsive budgeting ($Z = 3.0771$, $P = 0.0208$).

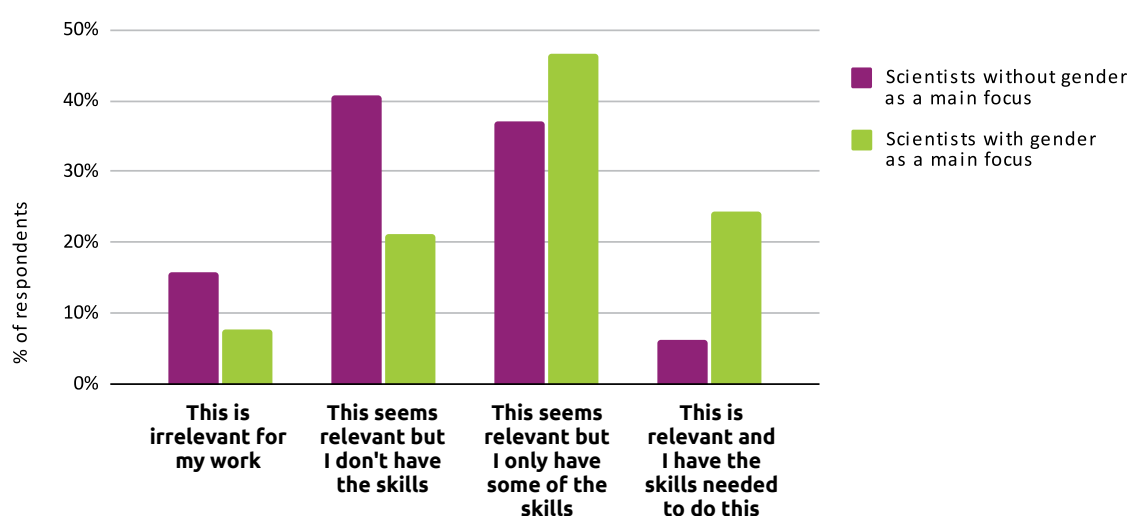


Figure 17b. Self-assessment of capacity for assessing changes (M&E) in gender relations and/or women's empowerment from interventions (n = 361)

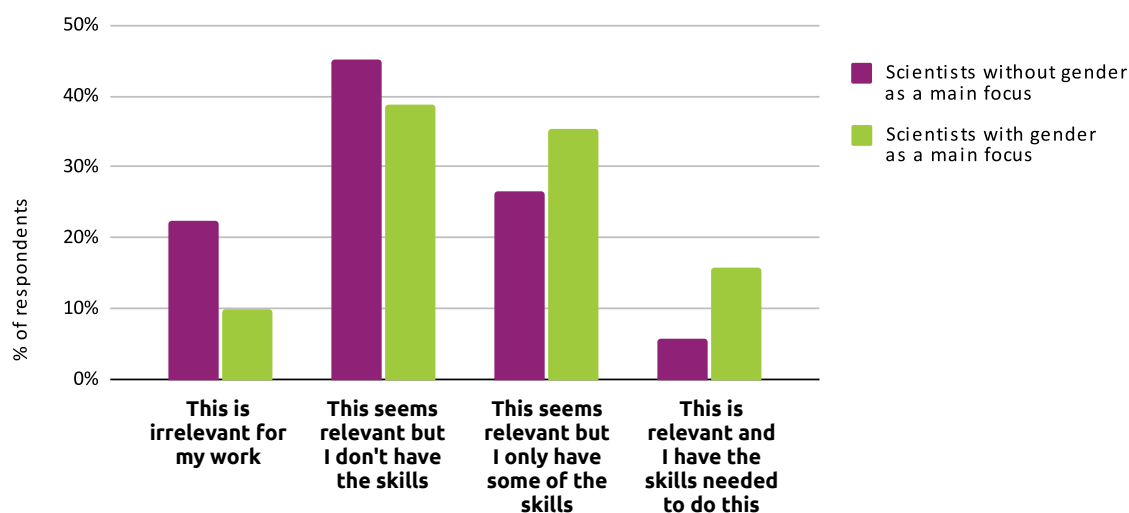


Figure 17c. Self-assessment of capacity for using gender-responsive budgeting (n = 359)

3. Main findings

Gaps between perceived needs and capacities regarding data collection are consistent across groups of respondents who focus on gender and those who do not. Over 40 percent of scientists with gender as a main focus (42 percent) and of other scientists (43 percent) state they do not have all the skills needed to collecting sex-disaggregated data, although this is relevant to their work (**figure 18a**). Similarly, both groups consider that they lack some or all skills for *working effectively with intersectionality*, with 66 percent of scientists with gender as a main focus and 68 percent of their counterparts indicating this gap (**figure 18b**). What is more, few scientists overall felt that they had all the skills needed to design and implement gender-transformative approaches, although scientists with a gender focus were significantly more comfortable in this capacity. Fifteen percent of scientists with gender as a main focus consider that they have all the skills needed to carry this out compared to only three percent of the others ($Z = 2.4262, P = 0.0151$) (**figure 18c**). Nearly one-third of all respondents (29 percent) skipped this question altogether.

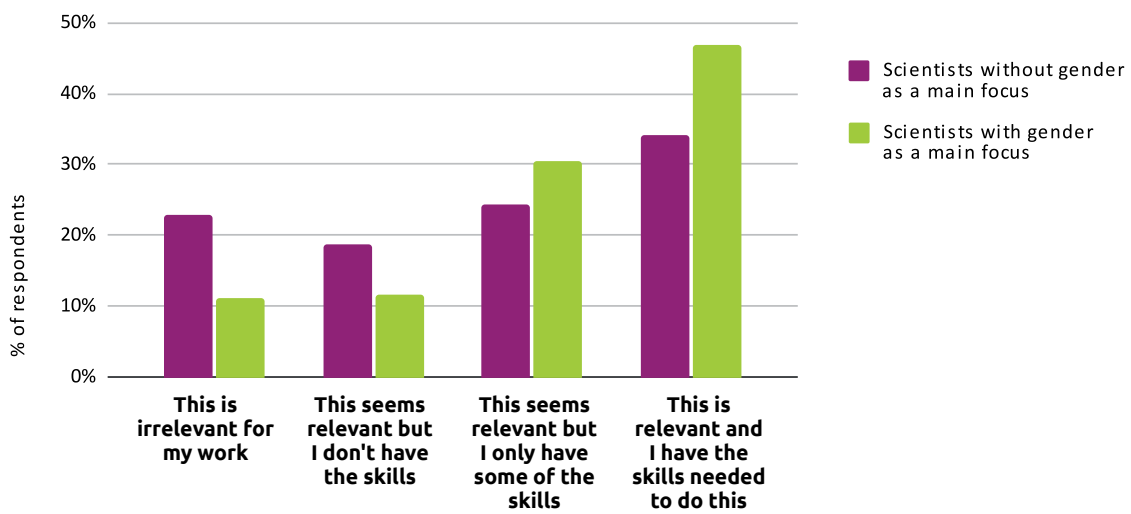


Figure 18a. Self-assessment of capacity for collecting sex-disaggregated data (n = 365)

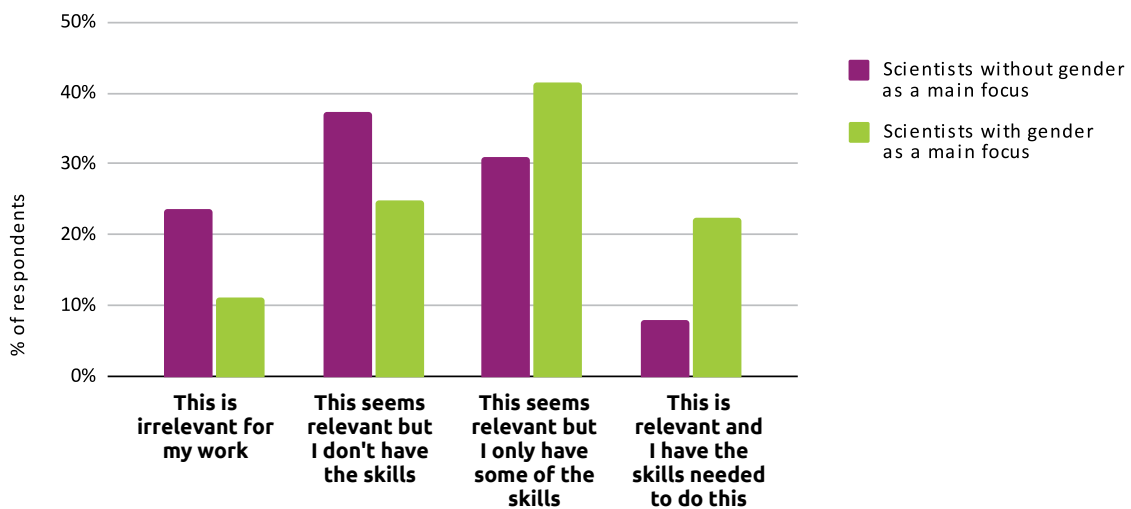


Figure 18b. Self-assessment of capacity for working effectively with intersectionality (n = 360)

3. Main findings

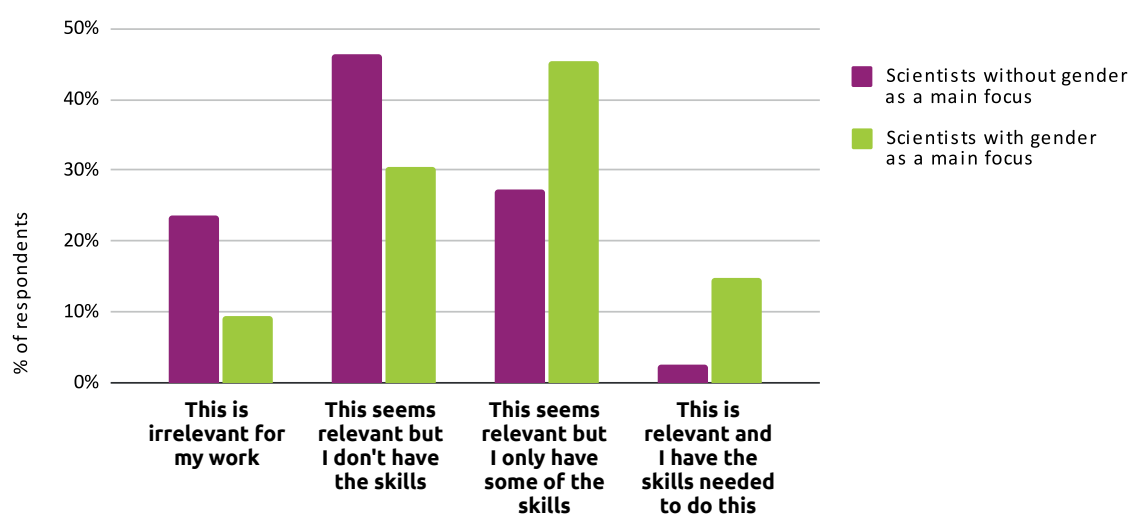


Figure 18c. Self-assessment of capacity for designing and implementing gender-transformative approaches (n = 361)

Among scientists who focus on gender, 63 percent felt that they lack the skills or only have some of the skills necessary to use qualitative methods in gender research (figure 19a), 58 percent lack or only have some skills for quantitative gender research (figure 19b), and 68 percent lack or only have some of the skills for using mixed methods in their gender research (figure 19c), even though they find these skills relevant to their work. About two-thirds of scientists who do not focus on gender reported that they lack or only have some of the skills to use quantitative (61 percent) and qualitative methods (67 percent) for gender research, and 69 percent lacked or only had some of the skills to use mixed methods.

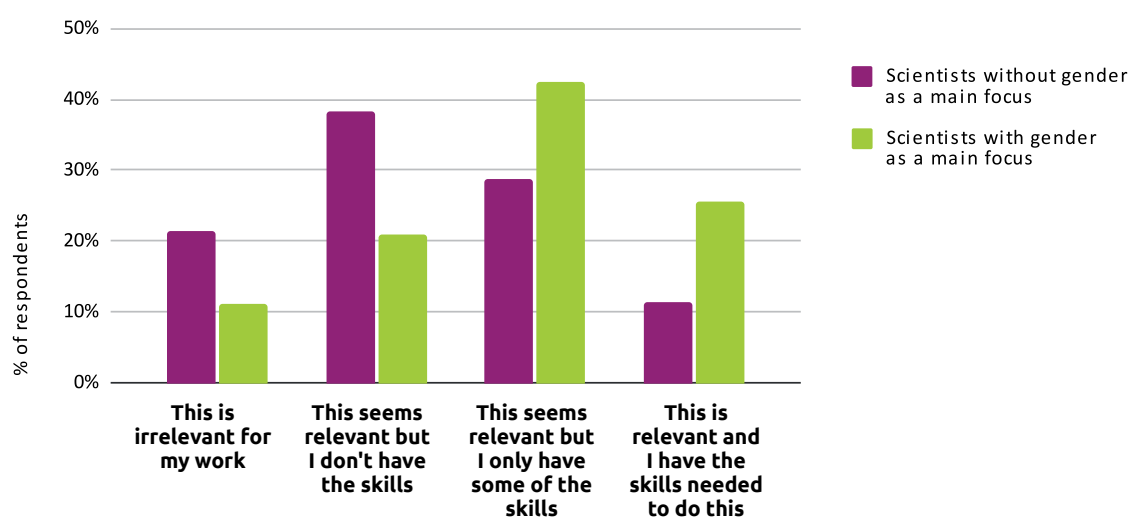


Figure 19a. Self-assessment of capacity for using qualitative methods for gender research (n = 364)

3. Main findings

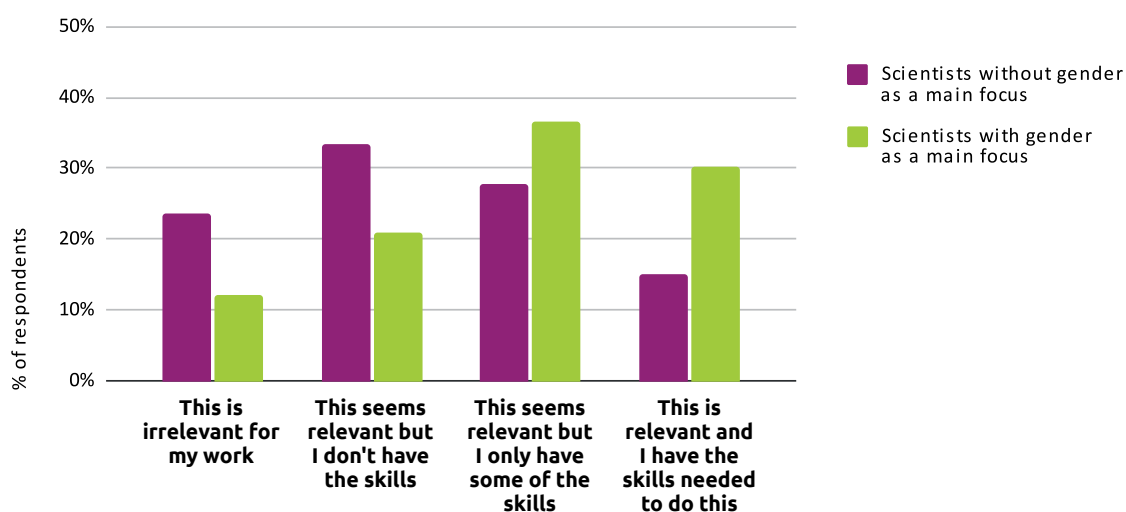


Figure 19b. Self-assessment of capacity for using quantitative methods for gender research (n = 364)

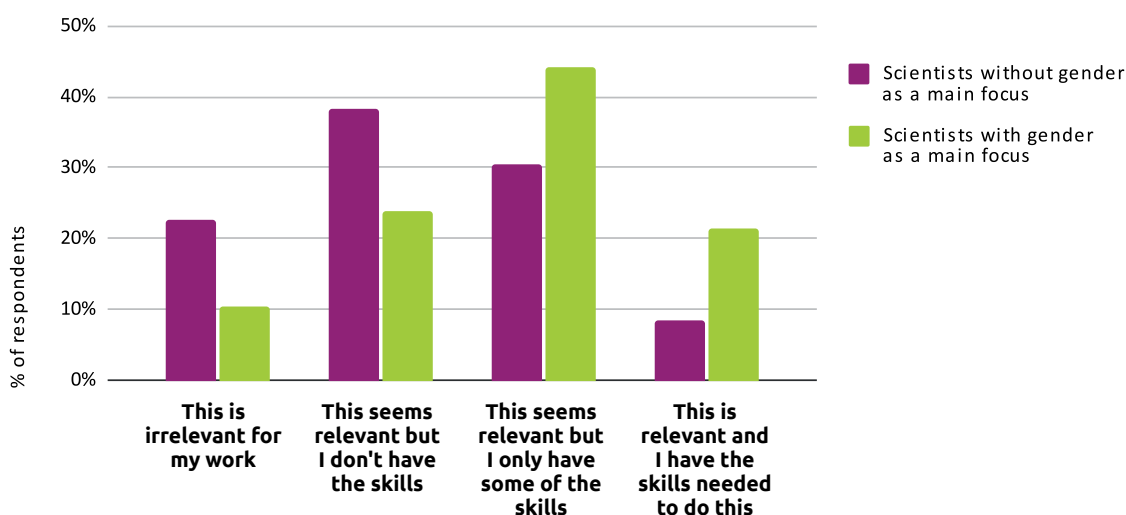


Figure 19c. Skills self-assessment for using mixed methods for gender research (n = 363)

Many of the interviews revealed that while scientists are generally comfortable with collecting sex-disaggregated data and feel that they have adequate support and training to do so, they need further training and capacity-building to meaningfully analyze and interpret that data through a gender lens. Several interviewees expressed that they hope that the GENDER Platform will help fill this gap. One CGIAR scientist who focuses on gender explained that while there has been plenty of investment in tools and approaches for data collection and analysis, they felt there was a lack of capacity and support for publishing their findings, and making sure that their research has a meaningful impact. Scientists with gender as a main focus felt more comfortable in this regard than scientists without gender as a main focus ($Z = 5.606$, $P < 0.00001$), because 73 percent considered that *this is relevant and I have all the skills needed to do this* and *this seems relevant but I only have some of the skills* compared to 44 percent of scientists who do not focus on gender. Another 59 percent of scientists who focus on gender and 67 percent of their counterparts believe that they lack

3. Main findings

or only possess some of the skills to write and publish outputs with a gender focus (Figure 20a). Overall, 84 percent of respondents consider this skill to be relevant to their work. With respect to position, more than one-third (38 percent) of early career scientists agreed with the statement *this seems relevant but I don't have the skills*, compared to 28 percent of mid-level and senior scientists, and 17 percent of leaders and directors (Figure 20b). Even among those scientists most advanced in their careers, 38 percent of leaders and directors, and 39 percent of senior scientists considered that they only possessed some of the skills to write and publish outputs with a gender focus, even though these are relevant to their work. Only 23 percent of leaders and directors, and 21 percent of senior scientists reported that they have all of the skills required to do this.

Similarly, the majority of scientists considered that communicating gender research to a non-scientific audience is relevant to their work. Yet, 63 percent of scientists with gender as a main focus and 65 percent of scientists who do not focus on gender considered that they lack or only possess some of the skills needed to achieve this (Figure 21).

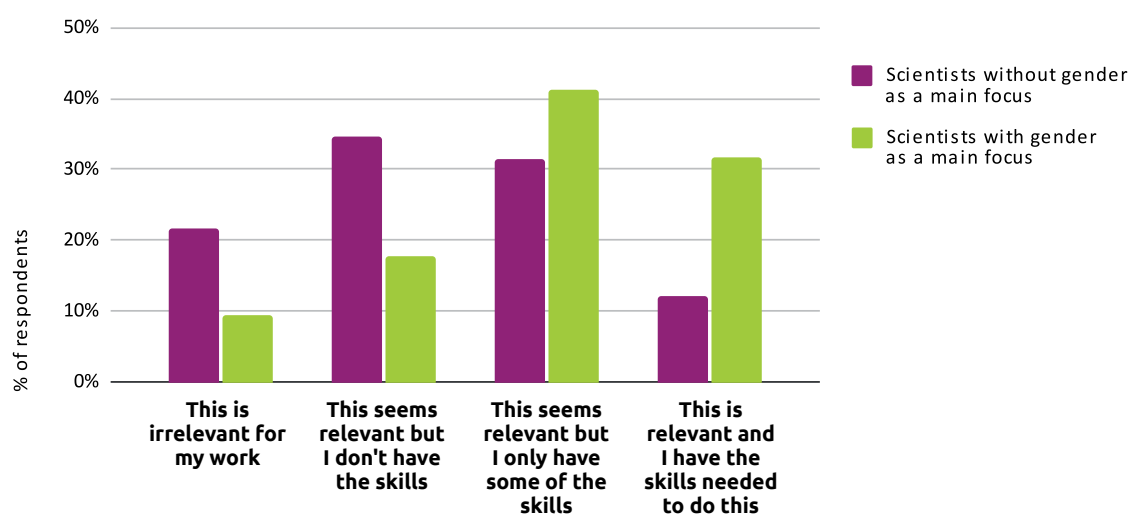


Figure 20a. Self-assessment of capacities for writing and publishing scientific outputs with a gender focus (n = 361)

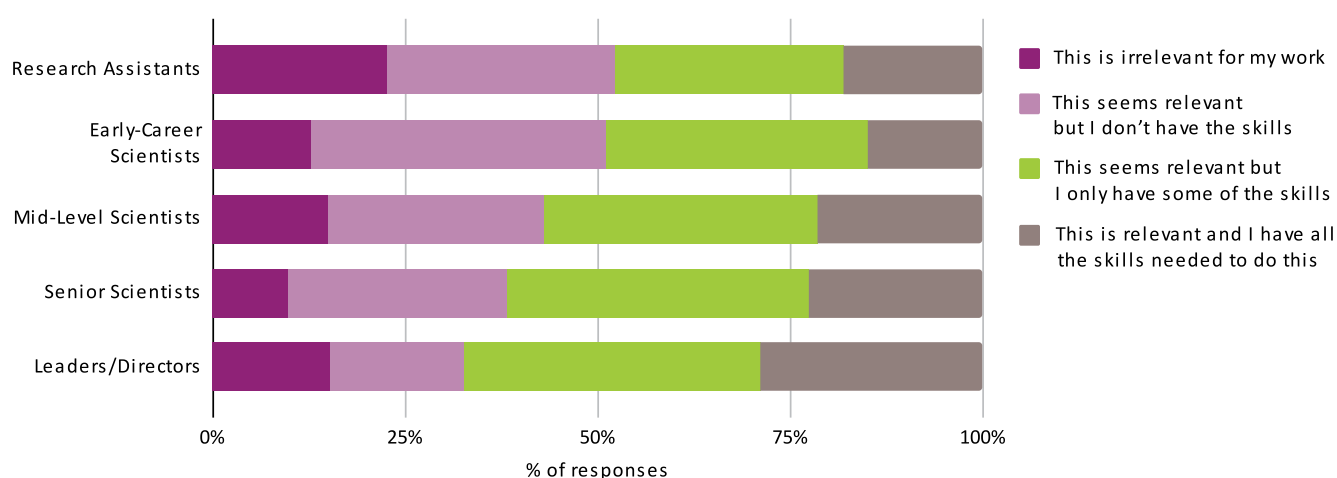


Figure 20b. Self-assessed capacities for writing and publishing scientific outputs with a gender focus, according to position (n = 360)

3. Main findings

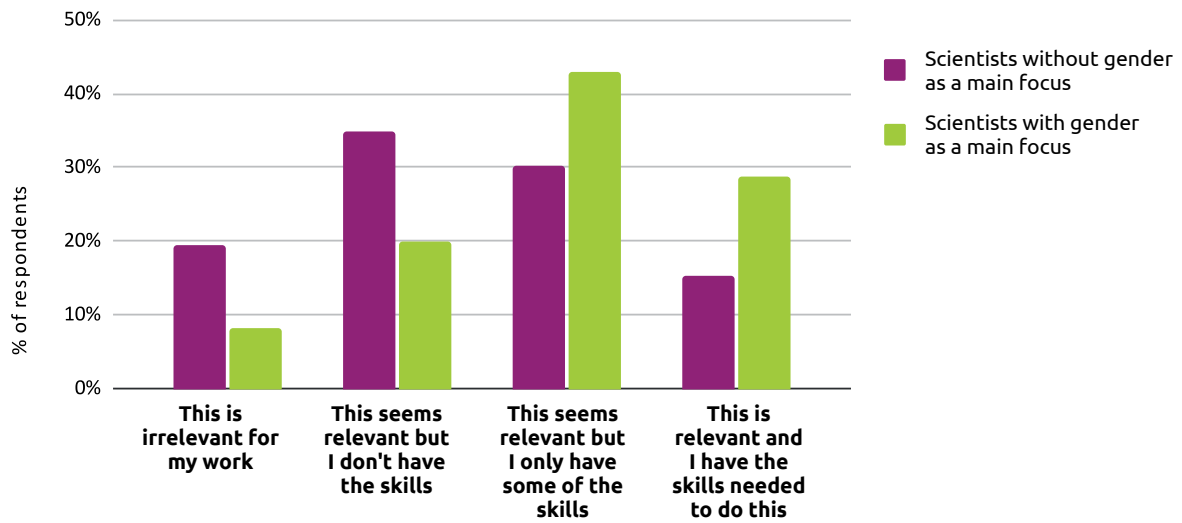


Figure 21. Self-assessed capacities for communicating gender research findings to a non-scientific audience (n = 360)

3.6 Capacity strengthening and training

3.6.1 Participation in and perceptions of past gender trainings

Overall, respondents expressed a desire for more capacity strengthening and training related to gender research. Those who have attended a gender-focused training in the last five years represent 55 percent of scientists with gender as a main focus and 34 percent of other scientists (figures 22a and 22b), and many of them did not feel that these trainings met their needs, as detailed below. Fewer than 20 percent of early career scientists without gender as a main focus have participated in any such trainings over the past five years (and thus, possibly ever).

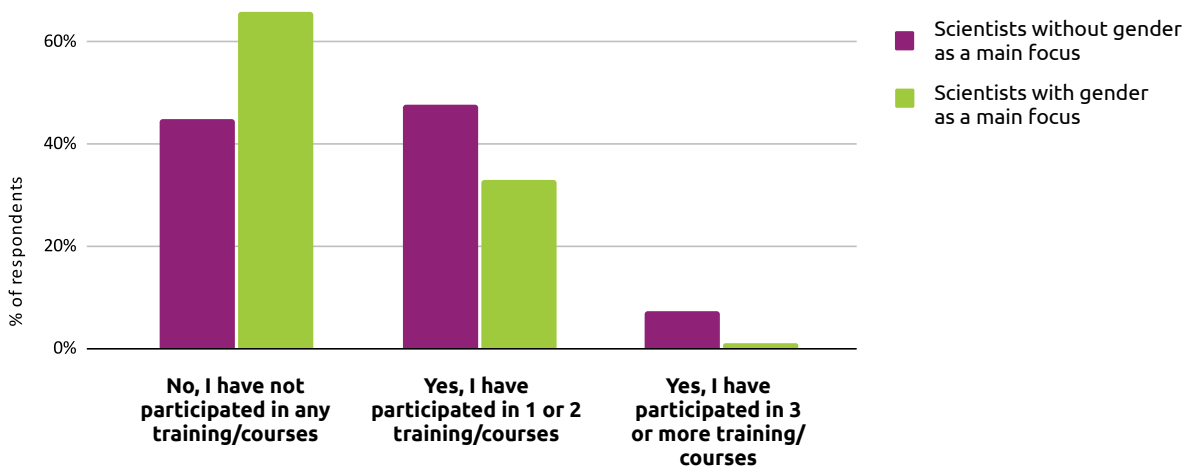


Figure 22a. Have you participated in any gender related training courses in the last five years?, by focus (n = 350)

3. Main findings

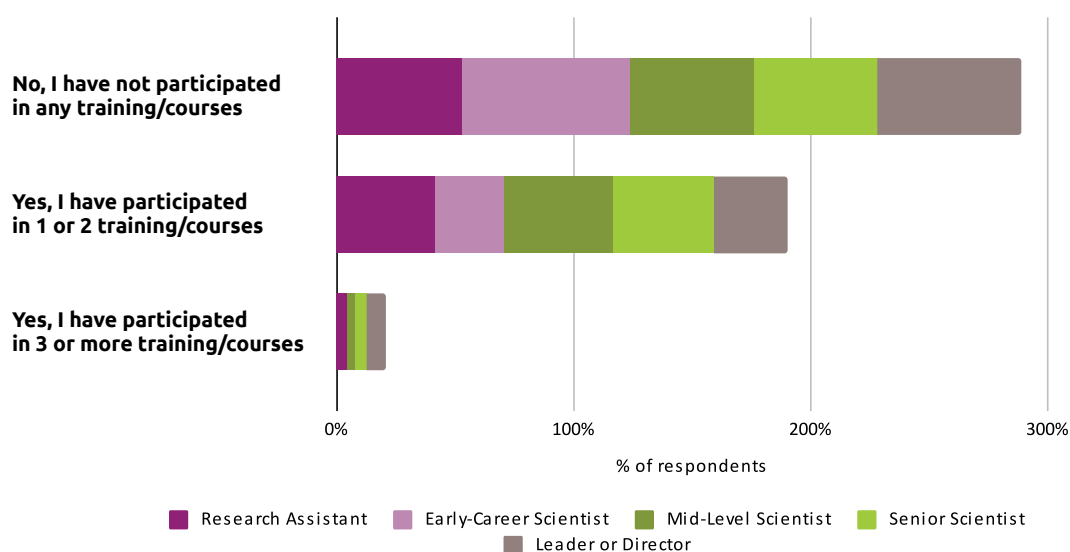


Figure 22b. Have you participated in any gender related training courses in the last five years?, by position (n = 343)

About half (56 percent) of scientists who do not focus on gender stated that they can access an introductory training on integrating gender in their research (figure 23), but over one-third (36 percent) did not know if such training is provided, and 8 percent responded *I cannot access this and my needs are not met*. Among those who can access introductory trainings, fewer than one-quarter (23 percent) of respondents considered that this training adequately meets their needs. Still—among this group of scientists who do not focus on gender, 27 percent of mid-level scientists, 20 percent of research assistants, 18 percent of early career scientists, 21 percent of senior scientists and 20 percent of leaders/directors (20 percent) found that these trainings met their needs.

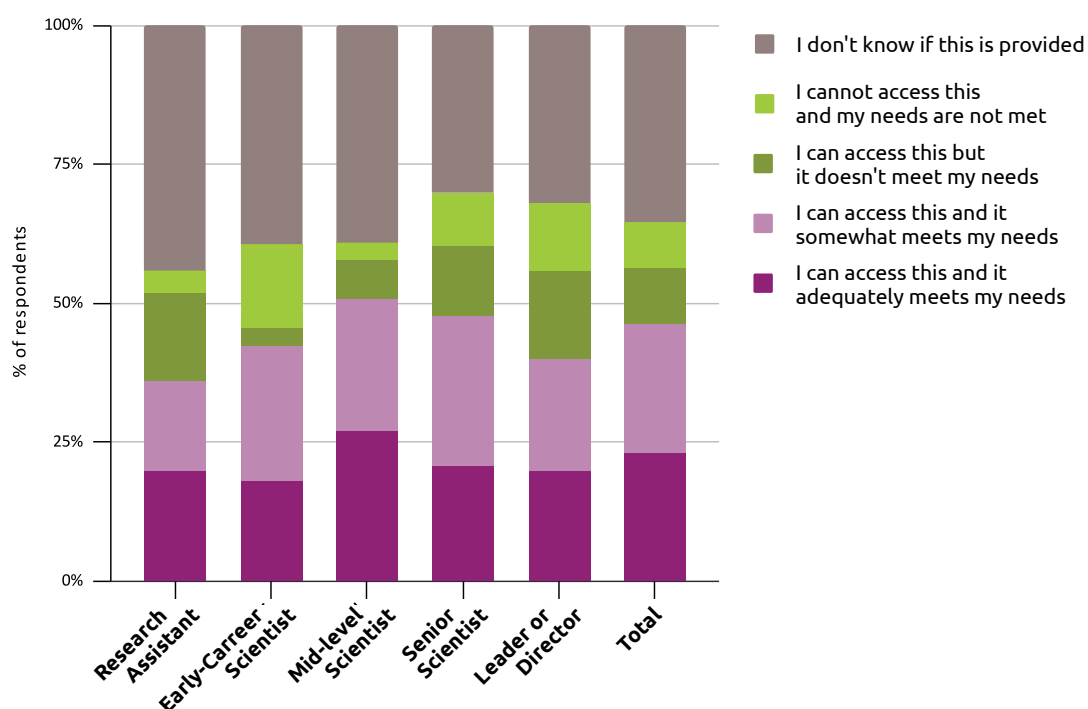


Figure 23. Should you wish to do so, can you access introductory trainings to help you integrate gender considerations in your work, and do they meet your needs?, scientists without gender as a main focus (n = 205)

3. Main findings

Fewer of those scientists who do not focus on gender (44 percent) considered that they can access advanced training on integrating gender in their research (figure 24), and only a small portion of these scientists (15 percent) indicated that this type of training adequately meets their needs. The highest proportion of respondents selecting I can access this and it adequately meets my needs were leaders and directors, at 16 percent; whereas the smallest proportion were research assistants (four percent).

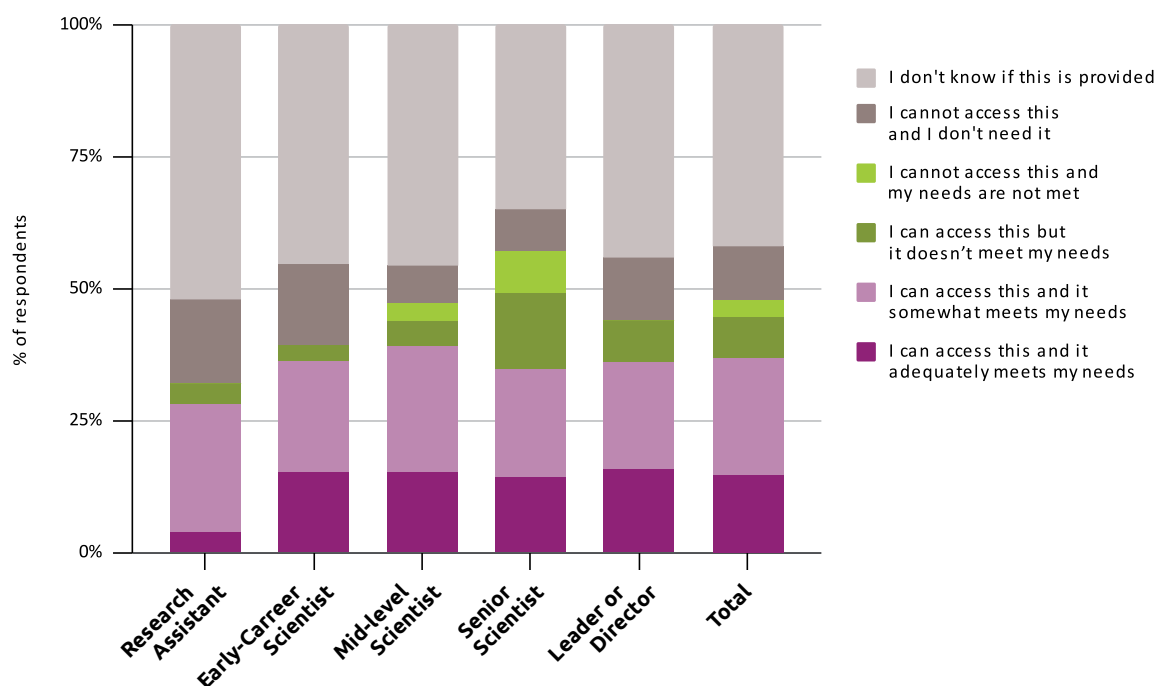


Figure 24: Perceived access and usefulness of advanced training on integrating gender in research, scientists without gender as a main focus (n = 205)

Reflecting on the usefulness of such trainings, a scientist who does not focus on gender and is based in a French-speaking country expressed that trainings were doubly difficult for her team as they were only available in English, and carried out virtually: “It’s difficult, even in person. And then if it’s virtual and it’s in another language it’s [more] difficult.”

Other critiques about existing trainings touched upon during the interviews included the perception that they are too academic, and that the scope of the training is not always relevant to scientists’ realities on the ground. One scientist who focuses on gender and is based in Africa stated:

Definitely, there is a lot of room for improvement in these trainings, and I think that training should not be focusing only on skills that are more academic . . . , but focus more on the actual issues—what are these people facing on the ground—and design the training wisdom that will influence this or not.

The interviewee expressed that future trainings should “look at where the people are coming from, what are the issues that we need to address, and then tweak the training to meet that objective.” In another interview, a CGIAR scientist working with gender expressed similar concerns about the depth of existing trainings, expressing that they have equipped some scientists who do not focus on gender with the language of gender science, but without the skills to carry out quality gender research.

I think what we're getting now is that a lot of people are what I call 'gender conversant'. They know what to say and they know how to put it in a proposal, but it doesn't mean they really get what they're doing. And that worries me, because if we have all these people who have the right words, . . . then the results will be bad stuff because they didn't really get what they were saying. We need to become much more nuanced, much more explicit as well, in some cases, about our trainings.

Another key informant touched on the importance of establishing gender parity in the trainings themselves, expressing that she was only one of two women invited to participate in a recent training about gender and breeding. The informant, a senior scientist who does not specialize in gender, said that this made her feel like “the only woman in the fight.”

Despite these critiques, there was some positive feedback on trainings as well. One response to the open-ended survey question *Please explain how you see your work contributing to the One CGIAR Impact Area on 'Gender equality, youth and social inclusion'* indicated that training had been central to the respondent's capacities to contribute, saying, “I participated in a training on gender-responsive breeding; and one of the practices I am doing now is to include gender in participatory varietal selection, and checking differences between men's and women's choices.”

3.6.2 Demand for future trainings and learning

Notwithstanding the abovementioned critiques, over 90 percent of all respondents indicated that they are interested in future training opportunities concerning gender and social inclusion. When prompted to select why they would participate in a gender research-related training, over 75 percent of overall respondents to this question selected *to build capacity to contribute to gender equality and social outcomes and collaborate more effectively in interdisciplinary or transdisciplinary research teams* (Figure 25). Another 67 percent selected *build capacity to contribute to more sustainable other CGIAR outcomes (food and nutrition security, climate adaptation and mitigation, etc.)*. Fewer than 20 percent indicated that *CV building* and *institutional requirements* are a reason to participate in a gender-related training. Across the board, a higher percentage of scientists with gender as a main focus selected each reason for participation in trainings than those without gender as a main focus—except for two reasons, which showed no significant difference between the two groups to collaborate more effectively in interdisciplinary or transdisciplinary research teams ($Z = 1.6021$, $P = 0.1096$) and CV building ($Z = 1.7052$, $P = 0.08726$).

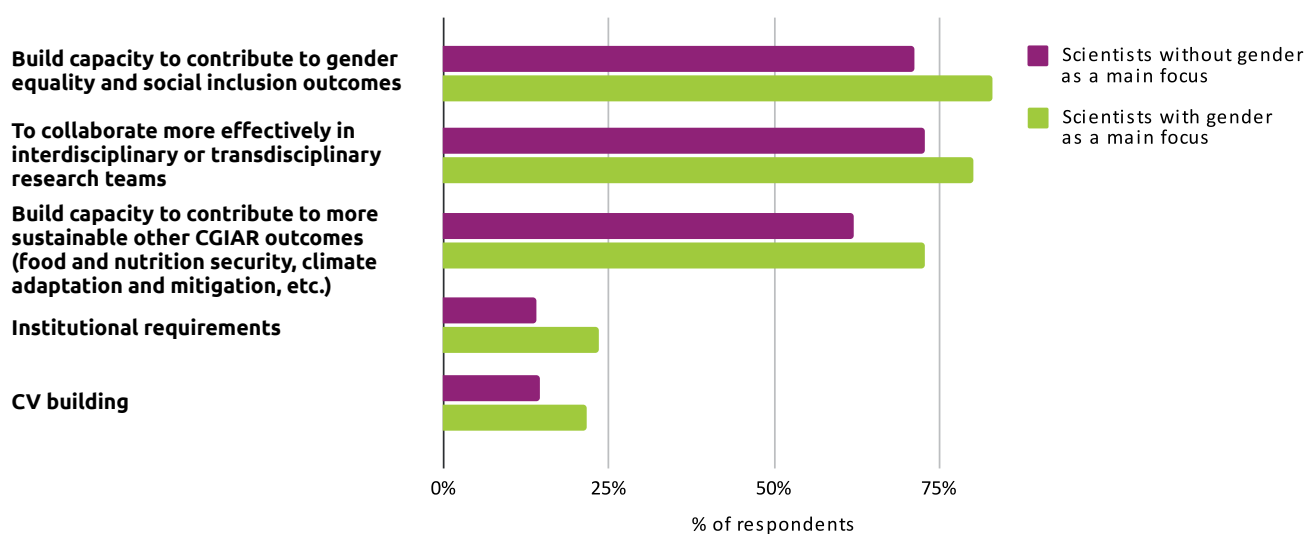


Figure 25. Please select all reasons why you would be interested in participating in future training opportunities related to gender and/or social inclusion (response categories provided; multiple responses possible) (n = 350)

3. Main findings

When asked what future training opportunities related to gender and/or social inclusion should focus on, at least 60 percent of scientists with gender as a main focus and half of their counterparts expressed interest in each of the topics proposed (figure 26). Among scientists with gender as a main focus, *designing and implementing gender-transformative approaches and ensuring projects are implemented in a way that addresses gender considerations* were the most frequently selected options (85 percent of these respondents selected each of these options), while *collecting sex-disaggregated data* was the least often selected (60 percent). Likewise, for scientists who do not focus on gender, training on *collecting sex-disaggregated data* was the least popular option (50 percent), whereas the most popular, selected by 90 percent of those scientists, was *effectively identifying gender considerations that are relevant to my primary research area (e.g., breeding, climate research, nutrition, etc.)*.

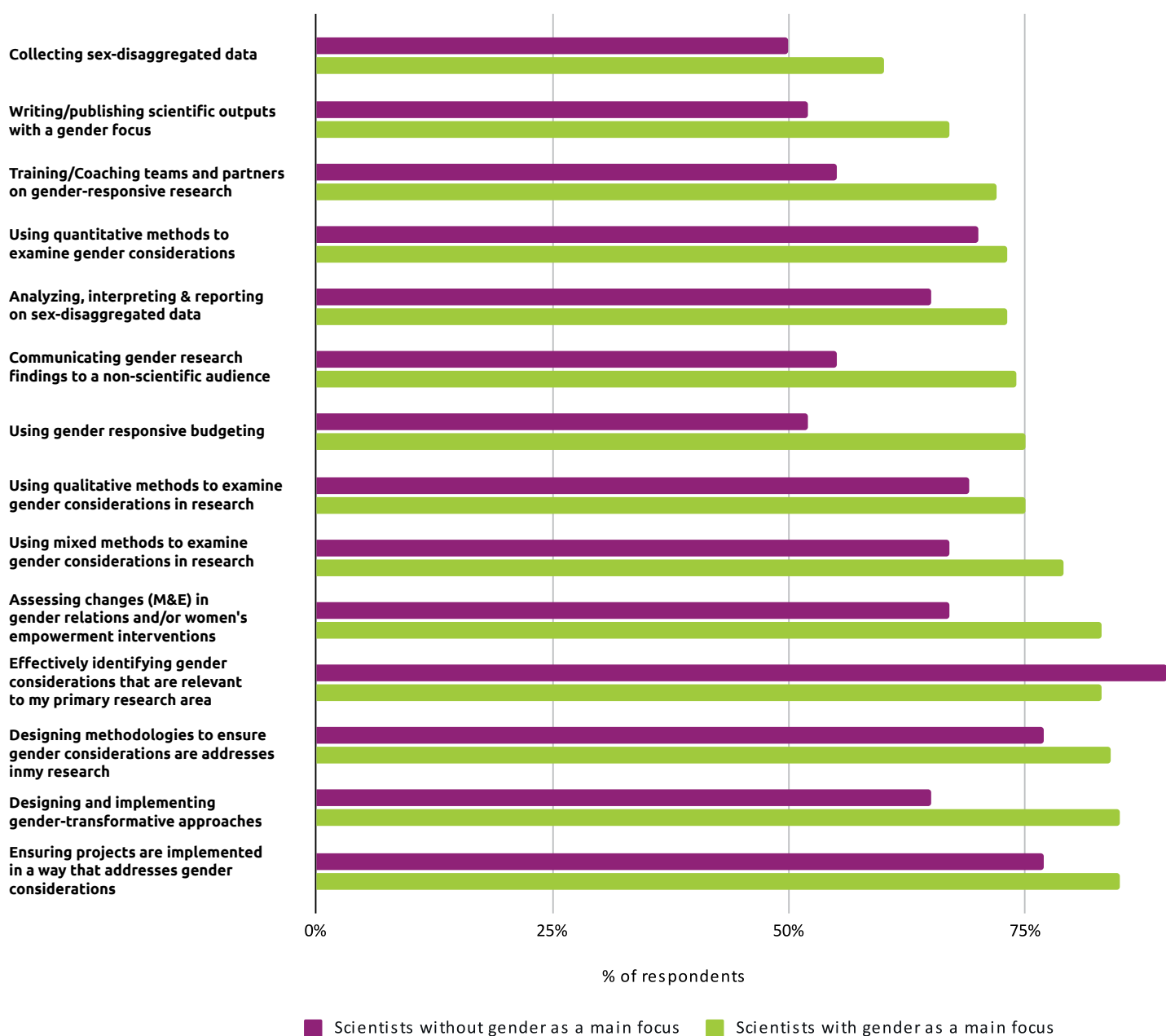


Figure 26. What should future training opportunities related to gender and/or social inclusion focus on? (n = 316)

3. Main findings

Open-ended survey questions provided information on other areas of demand for training. Among scientists who focus on gender and those who do not, responses to the prompt *Please list any trainings that you would like to have with a gender focus* included training on “operationalizing intersectionality” and “more on intersectionality—what else to look at alongside gender” in order “to address the wider issue of social exclusion across gender, race, ethnicity, class, religion and sexuality.” Others focused on data analysis and interpretation and meaningful gender integration: “analysis that go[es] beyond comparing men/female responses,” and “how to really organize the data and the reports—everything—and how to link up with some other activities that would really make use of the data that we have. And also how to integrate gender into a proposal—not just adding a paragraph, but integrating.”

A desire to learn how to carry out gender-responsive research design—ranging from effectively developing research questions to integrating gender all the way through to data analysis and publication—was mentioned by several respondents. These respondents expressed that they hope the GENDER Platform will provide training (both online and in-person) on how to incorporate gender in a way that leads to quality, thorough gender research, as opposed to treating gender dimensions as an add-on in the research process. Survey data indicates that scientists are eager for more guidance on integrating gender across the project cycle—from proposal writing and project planning to MELIA—and would like training on what data collection and analytical methods and tools can be used to improve the rigor of gender research for better project design.

Likewise, a common theme during interviews with scientists irrespective of their research focus was the importance of integrating gender at the project proposal or ideation stage to ensure that the research design is gender-responsive. Many key informants stressed that this is an area where they would like expert help, to integrate gender throughout the study rather than only at the end. Scientists with gender as a main focus also expressed the importance of gender-responsive proposal writing, and of gender experts’ involvement in the process. As one CGIAR scientist who focuses on gender expressed: “Normally they send us the proposal and we work with the teams. It’s been a learning process in making sure that we’re just not adding that gender paragraph, right? Ensuring that we know the proposals and that we can link the teams that are making the proposal with the right teams that can actually support [gender integration].” As a scientist from NARES who does not focus on gender explained, “I want to have access to expert knowledge; I don’t feel that I have the expertise to analyze social norms, but if the project was not designed appropriately, a priori, it’s difficult.” Two interviewees who specialize in MELIA further noted that it is difficult to evaluate project impacts on gender when they are not involved in the research-design or proposal-writing process, suggesting a need to consult MELIA scientists who are knowledgeable on gender at earlier stages of project planning. Other topics of interest for training mentioned by interviewees include research design using gender toolkits, data analysis utilizing gender frameworks, integrating social inclusion in project design, creating a theory of change that ensures gender is part of impact pathways, and training on inclusive talent acquisition.


In interviews, scientists without gender as a main focus were more likely than their counterparts to state that they needed to build capacity for gender integration. Yet, they also stressed that they did not want to make gender their entire focus. Some interviewees suggested generating specific training and capacity-building modules that could synthesize literature on gender, rather than scientists being directed to conduct all-encompassing reviews that they do not have time to do. One scientist who does not focus on gender expressed a desire for capacity strengthening rooted in peer-to-peer mentorship and mutuality rather than top-down training exercises led by gender experts: “Not the top-down approach where, you know, ‘I’m coming [in], I know more,’ that kind of thing, but . . . mutuality, which is collaborative but, at the end of the day, there is learning both ways.”

Respondents also indicated that they need more varied kinds of support beyond trainings. In one interview, a scientist from NARES whose focus is not gender stated:

 *We are newcomers in gender issues, and we need to strengthen our skills by training, but we also need someone to come to the field to accompany us to the farms to see how we are doing in these projects to give recommendations. It is not easy after the training, after the courses. In practice it is difficult to apply what we have learned, and know if it's right.*

3.6.3 Easing the burden on gender scientists

Key informant interviews and survey responses indicated a concerning level of stress and burnout among scientists focused on gender. Indeed, interview data suggests that some of the scientists with gender as a main focus feel that they are doing mentoring on their own time, or spending more time rewriting the reports of their colleagues or reanalyzing their colleagues' data to try to incorporate a gender lens. As a scientist working in Africa with gender as a main focus noted,

 *Not everyone is at the same level on how to integrate gender, so there's always the capacity building that happens. Especially when someone can go to the field, you know, has a great tool, collects the information, but is not sure quite sure how to write the report to really pull out all that information . . . from a . . . gender lens. And sometimes working on it is almost like rewriting the report, so there's only so much as you can do. There was a time when I was not meeting deadlines because I was working until 12 midnight; I'd sleep for a couple hours, three o'clock I'm up, and just before dawn it actually was like just feeling sick. I just couldn't—my brain couldn't work anymore . . . , being the only [gender] person in the program.*

Another survey respondent expressed that CGIAR can better support gender research and gender researchers by hiring more gender researchers in every center: “Every center needs to hire a critical mass of gender researchers, and ensure they have sufficient resources.”

3.7 GENDER Platform

Although the GENDER Platform was a relatively new entity at the time of the survey, most (79 percent) of the survey respondents indicated that they were aware or somewhat aware of the specific mandate and activities of the Platform, and 28 percent had already participated in Platform Initiatives. In addition, key informants showed excitement about the Platform's potential as a space for networking, collaboration and learning.

Based on the response options provided, three priority areas for the CGIAR GENDER Platform identified by survey respondents include: (a) help identify entry points to address gender in One CGIAR Action Areas and Initiatives (70 percent of respondents overall selected this option), (b) provide insights into research developments around gender equality, youth and social inclusion (66 percent), and (c) provide training on gender issues related to One CGIAR Action Areas (63 percent). When asked how they would like to see the Platform support their work, scientists with gender as a main focus showed the most interest in support for identifying entry points to address gender in One CGIAR, networking and developing partnerships for gender research and practice, and providing insight into relevant research developments (**figure 27**). Among scientists without gender as a main focus, the next-most selected option was *provide resource materials to support gender integration in research* (59 percent). For scientists with gender as a main focus, the third-most selected option was *provide training on gender issues related to One CGIAR Action Areas* (70 percent). Of the options provided, both groups were least interested in utilizing the GENDER Platform to *organize conference(s) on gender in food systems research*, although more than half of scientists who focus on gender still wished to see that kind of contribution.

3. Main findings

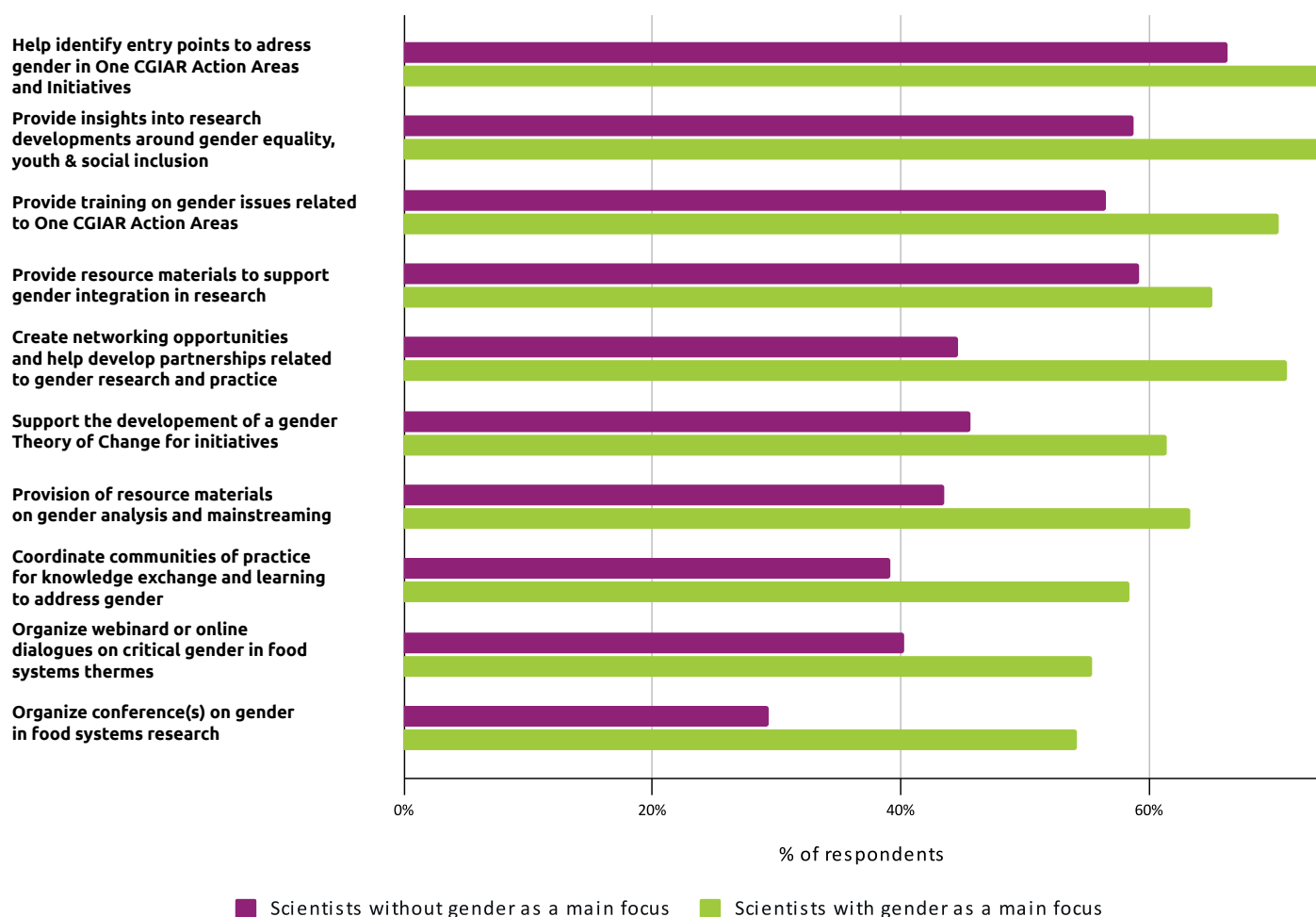



Figure 27. How would you like to see the CGIAR GENDER Platform support your work? (response categories provided; multiple responses possible) (n = 350)

When asked *How would you like to see the CGIAR GENDER Platform support your work?*, some respondents also indicated that they would like the Platform to provide direct funding for more meaningful and “innovative gender research”. Others suggested that instead of instruction and trainings, they would like more direct collaboration with gender experts via the Platform. One respondent considered that the GENDER Platform should:


Use their resources to collaborate directly in projects—that is where support is needed. We do not have time to all achieve mastery of gender research as a discipline. We have demanding jobs and depth of knowledge in other areas. We need the gender team to contribute directly to projects, not produce yet more manuals on what we should do.

Key informants were also eager for more interactive engagement among different CGIAR centers, beyond formal trainings. As a CGIAR scientist who works on gender in Africa emphasized, the GENDER Platform is important to bring all kinds of scientists from all CGIAR centers together toward the mission for integrating gender.

3. Main findings


 *The GENDER Platform is really there as the kind of ‘engine’ in the CGIAR to [remind people] we need to keep bringing the gender perspective, no matter if it is biophysical work, if it is ecology, if it is livestock research, whatever we’re doing . . .—that we can have the gender perspective be integrated. That’s how I see the whole value of the CGIAR GENDER Platform.*

The interviewee adds that mutual support and working together is an essential innovation.

 *Bringing all the CGIAR programs together in the Platform, I think, is also another way of saying we have understood the needs to systematically integrate gender, and we are now trying to walk the talk. And for us to walk the talk, we cannot do that alone: we are partnering, we are seeing what others are doing, we are also bringing our expertise but, at the same time, we are also questing for expertise, and that’s how I’m looking at our relationship with the GENDER Platform.*

Respondents also identified a role for the GENDER Platform in comprehensive data analyses and meta-analyses, and creating clear frameworks and structures for carrying out gender-responsive research. Two key informants based in Africa—one with gender as a focus and one without—stressed the Platform’s potential for allowing One CGIAR to work with more standardized and uniform tools and frameworks for analysis, so CGIAR organizations can more effectively compare and compile data to identify trends and gaps for presenting to outside organizations. Ideas included: “How can we use gender related information to construct an index that would enable us to conduct analysis metrics?” and a call for the GENDER Platform to carry out “high-level analysis, empirical but also analyzing existing data sets . . . like in other aspects of agriculture. So that the world development practitioners, funders, policymakers and even countries can know that these issues are not just localized in their countries, but there is this more global perspective.”

Several scientists with gender as a main focus mentioned that the Platform would be a good place to help find partners such as donors, academia, policy, community groups and the private sector. By creating this convening space, it would be possible to collectively act on emerging issues related to gender and livelihoods. As a gender-focused CGIAR scientist expressed in an interview, CGIAR has become too insular and outreach is critical for furthering the gender agenda.

 *Connecting . . . much with national and regional feminist and women’s organizations and so on, I think, is really critical, and engaging much more with the gender and development discourse, more broadly . . . In order to become a leader in this field and to really take the field forward, I think that engagement needs to happen much more systematically.*

Indeed, survey and interview data showed an overall enthusiasm for the Platform as a discursive and collaborative space where CGIAR members can come together to learn about and develop gender-responsive research practices and approaches. A key informant with gender as a main focus within the CGIAR network expressed her vision for the GENDER Platform as having “an important role in becoming the go-to place for gender; not only gender research but also gender methods and tools—opening these discussion spaces for discussing gender and bringing the many stakeholders in conversations around some of these . . . emerging issues around gender research.”



4. DISCUSSION AND *recommendations*

Photo: Hugh Rutherford/CIP

Results from this assessment demonstrate an overall willingness and desire among CGIAR scientists to improve their individual capacities and skills to conduct quality gender research. The high level of interest, enthusiasm and value placed on doing so among respondents signal favorable prospects for advancing toward the One CGIAR Impact Area on Gender equality, youth and social inclusion. Yet, the fact that results are likely biased in favor of scientists who are interested in gender, and thus volunteered the time to participate in the survey and interviews, must be considered when interpreting results.

4.1 Quality gender research

Survey respondents' definitions of and priorities for quality gender research varied from including more aspects of social differentiation in research to adopting gender-transformative approaches.

Overall, respondents agreed that quality gender research must extend beyond sex-disaggregated data, but interviewees considered that they lacked opportunities to conduct the quality gender research they described. The most commonly cited constraints were insufficient funding and time. Respondents identified an overall need to ensure gender objectives and activities are included and budgeted for throughout the whole project cycle.

To achieve quality gender research, respondents also called for a more synergistic approach between scientists with and without gender as a main focus, and expressed some frustration between these two groups. Some gender-focused scientists were concerned that poor-quality gender research is being produced by scientists who do not have adequate training to do this work, and that it can be difficult to encourage technical scientists to take gender seriously or see its relevance to their work. In turn, several scientists who do not focus on gender expressed concerns that gender scientists, perhaps inadvertently, make them feel that their gender work is not of good quality. They also suggested a desire for reciprocation on the part of gender-focused scientists to learn about relevant non-gender fields.

RECOMMENDATIONS AROUND DEFINING AND ENABLING QUALITY GENDER RESEARCH INCLUDE:

- At the organizational and project level, establish a participatory process for defining what quality gender research entails for each project's context, and ensure that project planning and budgeting support its feasible achievement.
- Foster common learning experiences, gender-focused thematic dialogues, and enhanced collaboration through projects and initiatives among gender-focused scientists and their counterparts. Such open communication will help establish rapport among these groups, and diminish feelings of judgment and frustration over disagreements about what constitutes quality gender research and gender-integrated research in relation to different technical fields, leading to a more productive relationship across disciplines.

4.2 Organizational culture

Most respondents feel that CGIAR has a responsibility to promote and advance quality gender research, and that gender awareness and capacities to conduct gender research are improving, signaling an overall positive trend.

Yet, respondents display some uncertainty as to how exactly they will advance the One CGIAR Impact Area on Gender equality, youth and social inclusion. Respondents overwhelmingly agree that their centers are formally committed to supporting gender equality and social inclusion, and have a positive perception of CGIAR leadership's approach to gender. There was some concern, however, that responsibilities for gender integration are placed upon the shoulders of early career staff who do not have the clout to realize the stated gender 'ambitions' of CGIAR.

Respondents shared the sense that gender-research expertise is valued and given visibility by their organization, and CGIAR is by and large considered a good workplace for gender scientists, although there is a sense that they lack strong influence and career pathways. Respondents believe that CGIAR organizations should provide greater incentives and support for building capacities to integrate gender considerations in research. Exactly what these incentives look like according to the scientists was not explored in this assessment, but may include funding, rewards, professional advancement and visibility. With few exceptions, scientists with gender as a main focus tended to agree more with positive statements about CGIAR's current capacities, values and actions related to gender than their non-gender-focused counterparts.

To advance gender equality in the field, CGIAR must also prioritize gender equality within its own organizations, as a significant portion of CGIAR-based respondents noted that there is room for improvement for gender equality within the workplace. They flagged the need for greater gender equity in hiring, and for workplace policies that are sensitive to working parents' needs.

Looking outward, the enabling environment also influences CGIAR's ability to achieve quality gender research. On the one hand, several respondents pointed out that even if their organization supports gender equality and social inclusion, the national culture in which they work makes these principles difficult to achieve in their projects. On the other hand, survey respondents noted a current positive trend in donor support for gender research, which provides a window of opportunity to push forward the gender agenda.

Many scientists who focus on gender expressed that they are 'spread too thin', working across too many projects and experiencing burnout. In addition to strengthening the capacities of scientists from diverse disciplines to be autonomous in conducting gender-integrated research, CGIAR should

4. Discussion and recommendations

support research explicitly focused on gender as well as gender scientists by hiring more gender scientists and ensuring that it retains existing talent, as current demand for this expertise outstrips the human resources available in CGIAR. Since the capacity to hire staff depends on funding and resource allocation, CGIAR needs a strategy for conducive resource mobilization and allocation toward this end. Under the former CGIAR Research Programs (CRPs) (2012–21), a directive to earmark at least 10 percent of CRP (multilateral) funds towards gender research allowed for the hiring and retention of gender scientists (including a cohort of post-doctoral fellows, many of whom have remained in the CGIAR system) across CGIAR centers. A similar directive within One CGIAR Initiatives (the new research programs) can go a long way toward sustaining and growing the pool of gender scientists. Moreover, leadership support and career development will be vital to retain the scientists who work on gender and strengthen their influence within CGIAR.

Strengthening the pipeline of scientists who focus on gender will also be important to maintain capacity in the system in the medium-to-long term. Given the high interest in capacity strengthening among early career scientists, among others, mentorship arrangements can provide support and help strengthen the capacities, career progression and influence of future gender-research leaders. It is important, however, that the mentorship program does not become a further burden on gender-focused scientists who are often already stretched in terms of time allocation. Partnering with programs such as Gender-responsive Researchers Equipped for Agricultural Transformation (GREAT) and African Women in Agricultural Research and Development (AWARD), which already provide such capacity development and hands-on trainings to CGIAR and non-CGIAR scientists, should be sustained in this regard. Focused sessions (virtual or in-person, such as at research convenings or conferences) which bring together senior scientists and early career scientists who focus on gender can also provide a space to discuss career pathways and influence, bring to light the concerns of early career scientists, and provide moral support and advice for overcoming those. Different approaches to mentoring and supporting gender scientists—be they center-focused, regionally focused, thematically organized, or a combination of the above—can be considered.

IN LIGHT OF THE ABOVE, INCLUDING THE WINDOW OF OPPORTUNITY THAT THE CURRENT DONOR ENVIRONMENT PRESENTS, THE FOLLOWING ACTIONS CAN STRENGTHEN GENDER RESEARCH AND ORGANIZATIONAL CAPACITIES IN THIS AREA:

- Strengthen capacities to integrate gender in research among scientists who do not focus on gender, hand in hand with hiring additional gender expertise and maintaining existing talent across departments and research fields. This will require strategic resource mobilization and allocation plans to generate and/or liberate/direct the funding required to hire and retain gender scientists. A directive among One CGIAR Initiatives to earmark a minimum (e.g., 10 percent) budget to gender research can play an important role toward this end.
- Through the human resources functions of CGIAR, establish gender-equitable hiring and workplace policies, including arrangements that support working parents' needs.
- At the organizational level, provide support to mid-level leaders to ensure that they have time and capacity to prioritize gender integration.
- Establish focused sessions (virtual or in-person) for scientists to discuss career pathways, and influence and foster peer-to-peer support.
- Establish mentorship arrangements to strengthen the career pathways and influence of future gender research leaders, while being mindful of demands on the time of potential mentors.
- Provide leadership support and career progression opportunities to gender scientists.
- Provide incentives (e.g., funding, rewards and visibility) for integrating gender considerations in research.
- Partner with existing programs, such as AWARD, which specializes in leadership training and mentorship; and GREAT, which specializes in capacity strengthening—particularly for scientists whose main focus is not gender—and in promoting interdisciplinary research in this area of work.

4.3 Resource materials and support

Most respondents who do not focus on gender in their work felt that they did have access to and awareness of resource materials and support from gender experts to integrate gender considerations into their research.

However, the number of scientists who were unaware of whether these resources were available was still significant, and some respondents questioned the adequacy of existing resources. Lack of awareness of resources was more pronounced among scientists at earlier stages of their careers, suggesting a need for greater and more targeted outreach and support for research assistants, early career scientists, and mid-level scientists.

In terms of collaboration, this assessment reveals ambiguity and a gap between the intention to collaborate in gender research and the realization of this intent. Over half of scientists who do not focus on gender indicated that they would invite a gender expert from their organization to join their team and allocate resources accordingly to conduct gender research—although, in practice, they were also twice as likely to report collaborating with other non-gender scientists to conduct gender research than with gender scientists within their organization. Possible reasons for this include a lack of knowledge of who to turn to, lack of communication and connection among these groups of scientists, an insufficient number of gender scientists available to participate in projects, a lack of resources allocated to gender research despite an expressed commitment to pursuing this research, and more. Scientists who focus on gender considered that there are insufficient strong partners for gender research where they work, and some felt alone in their work. An overall need for more mutual support among scientists working on gender comes through clearly, and calls for approaches to strengthen the community through informal as well as formal interactions.

RECOMMENDATIONS AROUND RESOURCES AND SUPPORT INCLUDE:

- Create a plan for targeted outreach to groups with low levels of awareness of resource materials and expert support (e.g., research assistants, early career scientists and mid-level scientists).
- Employ various types of outreach (e.g., communities of practice, listservs) to share information about and access to gender-research resource materials and sources of support in real time, and to facilitate communication about gender research and integration among scientists with various specialties.
- Provide a space for scientists to provide feedback on the strengths and weaknesses of these resources to foster multidirectional knowledge sharing and improvements in resources materials over time.
- Strengthen the community of gender-focused scientists through periodic convenings (e.g., quarterly 'town hall' meetings), communities of practice and, if possible, an annual convening to build social capital across CGIAR, as well as across the broader AR4D network.
- Provide regionally specific lists of strong potential partners in gender research who may also play a strategic role in achieving impact (in addition to strengthening the capacities and number of scientists who work on gender within CGIAR).

4.4 Skills

Respondents indicated several areas where they do not feel confident in their gender research skills.

Those who focus on gender as well as those who do not seek additional capacities to work with intersectionality, gender-transformative approaches, and gender-responsive budgeting. While scientists largely felt confident in collecting sex-disaggregated data, many expressed that they need further capacities to meaningfully analyze and interpret that data through a gender lens. On the whole, scientists also self-assessed their skills at a low level for writing and publishing research about gender, and particularly for communicating that research with a non-scientific audience. Scientists with gender as a main focus were more comfortable with these skills than their counterparts, but still lacked confidence in these areas as compared to other skills.

Scientists who do not focus on gender also expressed a lack of capacity to identify how gender relates to their technical field of expertise. Among scientists who do focus on gender, nearly half (40 percent) did not feel that they are up to date on the latest evidence and key gender concepts related to their field of expertise. Across both groups, scientists reported insufficient skills in working with either quantitative, qualitative and/or mixed-methods approaches, even though they find them relevant in their work.

RECOMMENDATIONS TO BOLSTER SKILLS AND ADDRESS AREAS OF LOW CONFIDENCE INCLUDE:

- Support informal interactions and host formal interactions—scheduled periodically—where scientists can reach out to their peers for support, questions and knowledge sharing with respect to specific skills, methods and approaches.
- Invite the contributions and inputs of academics and external experts as well as experienced gender scientists in CGIAR in methodological discussions through communities of practice, webinars, listservs and other knowledge-sharing spaces.
- Link CGIAR scientists with existing initiatives and courses taking place outside of CGIAR.

4.5 Capacity strengthening and training

Survey results indicate considerable room for improvement in existing trainings, and awareness of and access to those trainings.

Scientists without gender as a main focus, in particular, were largely unaware of whether introductory or advanced trainings on gender research were available—and most of those who had attended a gender-related training in the past five years found that these did not meet their needs. Respondents highlighted the need for trainings that go beyond collecting sex-disaggregated data to help scientists achieve more gender-transformative outcomes. At the top of the list were requests to learn about gender-transformative approaches, and to learn to work

with intersectionality and social inclusion. To contribute to the Gender equality, youth and social inclusion Impact Area, tailored trainings and efforts will be required to help scientists identify how gender relates to their line of work.

Over 90 percent of all respondents indicated that they are interested in future training opportunities. While there are many overlapping areas of potential training, all of which were of interest to the respondents, it is useful to recognize the different needs of scientists with and without gender as a main focus within CGIAR, and address different levels of complexity and specificity to meet this diversity. For instance, those who do not focus on gender may require an introduction to integrating gender in proposals and identifying gender considerations of relevance to their primary research area (e.g., breeding, climate research or nutrition), whereas scientists who focus on gender will benefit from more advanced training such as on designing gender-transformative research. Respondents from both groups expressed interest in learning about gender-responsive budgeting and communicating gender research results to a non-scientific audience. Aspects related to recruiting and managing talent to achieve gender parity in the workplace will be particularly relevant to managers and human resources teams.

Whether or not they focus on gender, the scientists surveyed demonstrated high levels of interest in all training topics proposed. Respondents expressed a desire for more guidance on how to carry out gender-responsive research design and integrate gender across the project cycle and, given the constant turnover among scientists, it will be important to sustain such learning among new scientists and teams through introductory courses and resources. Intentional efforts may also be needed to reach groups that have historically participated in fewer gender-related trainings (e.g., early career scientists).

Critiques from previous trainings include that the content was too academic, impractical, conducted in a language that was not accessible to some attendees, lacking gender parity, and that additional support was needed beyond trainings to better support scientists who seek to apply the knowledge they have acquired through classroom learning in their research.

IN LIGHT OF THESE FINDINGS, TRAINING AND CAPACITY-BUILDING RECOMMENDATIONS INCLUDE:

- Maintain a repertoire and increase awareness of existing introductory and advanced trainings.
- Ensure a diversity of training materials and trainings that are tailored to different intended audiences (including scientists who focus on gender and those who do not); address various levels of capacities; and are relevant to participants' expertise, curiosities, needs, priorities and language.
- Seek to establish gender parity and equity in trainings.
- Consider targeted outreach strategies and trainings for scientists in areas with lower levels of gender integration (e.g., statistics and plant sciences).
- Provide or facilitate access to existing training for scientists and proposal-writing teams who do not have gender as a main focus to ensure that gender is well integrated from the planning stages of a research project, with sufficient budget allocated to reach the desired outcomes. Other topics of particular interest to this group include: integrating gender in technical fields of research, and gender-responsive data analysis.
- Provide or facilitate access to existing trainings on: intersectionality and operationalizing an intersectional approach, gender-transformative approaches, and communicating gender research results to both non-scientific and scientific audiences.

4.6 GENDER Platform

Respondents were, by and large, aware of and enthusiastic about the GENDER Platform and its specific mandate and activities.

They showed excitement about the Platform's potential as a space for networking, collaboration and learning. Choosing from proposed priority focus areas for the GENDER Platform, respondents primarily indicated interest in: (a) helping identify entry points to address gender in One CGIAR Action Areas and Initiatives; (b) providing insights into research developments around gender equality, youth and social inclusion; and (c) providing training on gender issues related to One CGIAR Action Areas. Respondents see the GENDER Platform as a space for innovation, through its potential to facilitate access to gender expertise, direct funding for meaningful and cutting-edge research, and as a place where scientists can bring together a breadth of research and empirical evidence with a global scope to help further the gender agenda.

IN ADDITION TO ADDRESSING SOME OF THE RECOMMENDATIONS PROVIDED ABOVE, FINDINGS POINT TO VARIOUS POSSIBLE ROLES AND ACTIVITIES FOR THE GENDER PLATFORM, INCLUDING:

- Compile relevant studies and datasets developed across CGIAR centers and partner organizations to support a high-level analysis of existing data and a robust body of global gender research upon which to draw.
- Create a convening space where non-CGIAR organizations (civil society organizations, private sector, government, donors, academia, NARS) can find potential CGIAR partners. This space will be most effective if all CGIAR centers add as much relevant information regarding their capacity and skill sets as possible to allow potential partners to find collaborators.
- Provide a space for AR4D actors to express their gender research needs, which can be linked to existing capacities and opportunities within CGIAR.
- Support CGIAR scientists in understanding, addressing and monitoring progress toward the One CGIAR Impact Area on Gender equality, youth and social inclusion.
- Provide guidance for finding gender research tools, trainings, data, studies and other resources.
- Provide a discursive space for brainstorming and creativity to allow for more innovative and outside-the-box ideas for gender research.

4.7 Conclusions

The CGIAR GENDER Platform is uniquely placed to meet the capacity-building, knowledge-sharing and networking needs of scientists with and without gender as a main focus within CGIAR and in the AR4D network.

There is a demonstrated desire among CGIAR scientists to produce impactful, quality gender research, and the GENDER Platform is positioned to help them achieve that goal. Survey and interview respondents considered that CGIAR should lead the way by embedding gender equality in its workplace, culture and research. This includes not only achieving gender parity and equity among scientists, but ensuring that there are adequate resources (in personnel and budget) to achieve the mandate of gender integration in research within each of the affiliated centers.

Several CGIAR scientists interviewed noted that they were impressed by CGIAR's introspection by way of this capacities and needs assessment, and that they value the accountability of CGIAR to its stakeholders. A common question posed by interviewees was, "What is going to happen with the information you are gathering in this interview?" In answer to this question, the GENDER Platform will require adequate funding and resources to address, in partnership with key actors and allies, the recommendations proposed above.

A photograph showing three individuals (two women and one man) seated around a table in a meeting. The table is covered with numerous colorful sticky notes (yellow, pink, orange) containing handwritten text. One man is writing on a note, while the two women look on. A purple semi-transparent banner with the word 'ACKNOWLEDGEMENTS' in white, italicized, serif font is overlaid across the middle of the image.

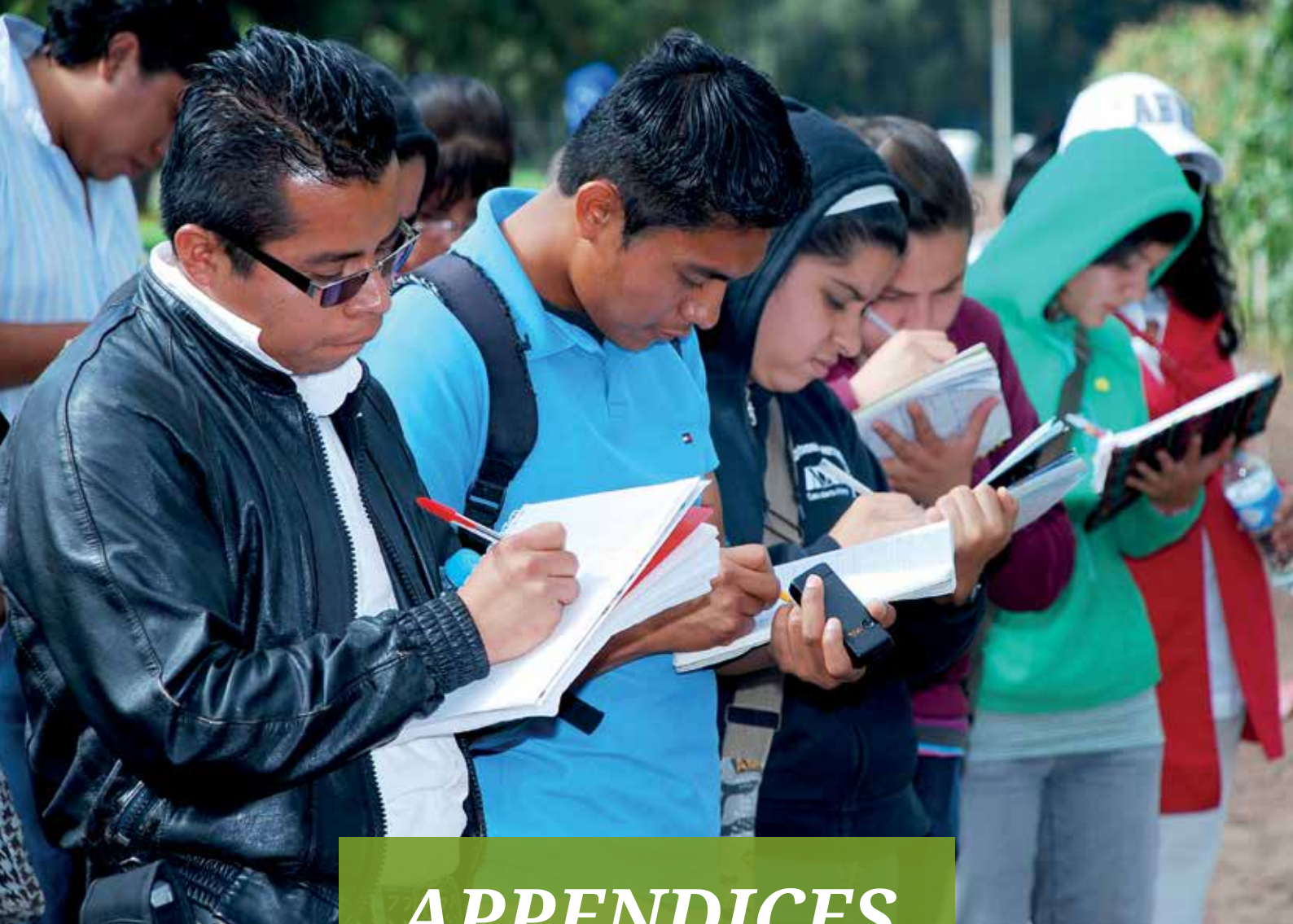
ACKNOWLEDGEMENTS

Photo: E. van de Grift/CCAFS

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APPENDICES

Photo: Xochiquetzal Fonseca/
CIMMYT

Appendix 1. Survey questions

DEMOGRAPHIC INFORMATION

1. Please select your gender:

- Woman
- Man
- Non-binary/Gender non-conforming
- Prefer not to respond

2. Please select your age group:

- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55 years old and over

3. Please indicate your highest degree attained:

- Undergraduate degree
- Master's degree
- Doctoral Degree

4. In what discipline is your highest degree?

RELATIONSHIP TO ORGANIZATION

5. Please select the organization that you work for:

- AfricaRice Center
- Center for International Forestry Research (CIFOR)
- International Center for Agricultural Research in the Dry Areas (ICARDA)
- International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)
- International Food Policy Research Institute (IFPRI)
- International Institute of Tropical Agriculture (IITA)
- International Livestock Research Institute (ILRI)
- International Maize and Wheat Improvement Center (CIMMYT)
- International Potato Center (CIP)
- International Rice Research Institute (IRRI)
- The Alliance of Biodiversity International and the International Center for
- Tropical Agriculture (The Alliance)
- World Agroforestry (ICRAF)
- WorldFish
- Other

6. How long have you worked with this organization:

- 0-2 years
- 3-5 years
- 6-10 years
- 11 years or more

7. Please select the level that best describes your current position:

- Research Assistant
- Junior Scientist
- Mid-Level Scientist
- Senior Scientist
- Leader or Director

8. Do you consider gender to be one of your main focus areas?

- Gender is my main focus area
- Gender is one of my main focus areas
- Gender is a minor focus area
- Gender is not a focus area

9. Please indicate your specialization(s)/discipline(s) (e.g., Agronomy, Animal Sciences, Breeding, Economics, Soil Science, Sociology, etc.)

10. Please indicate where you currently work. Please select all that apply:

- Asia
- Australia and Oceania
- Central America and the Caribbean
- Europe
- Middle East and North Africa
- North America
- South America
- Sub-Saharan Africa
- Global

YOUR ORGANIZATION AND ONE CGIAR

11. Please indicate your agreement or disagreement with the following statements about your center's work culture

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	I don't know
Gender equality and social inclusion are firmly embedded as outcomes in my organization's mission and strategy						
Gender research is equally valued as other types of research in my organization						
My immediate colleagues/peers believe integrating gender considerations in research is important						
My organization provides incentives and support for fostering capacities to integrate gender considerations in research						
There has been an increase in gender awareness among scientists in my organization over the past few years						
There has been an increase in capacities to integrate gender considerations in research among scientists in my organization over the past few years						
My organization gives visibility to its gender research and initiatives						
My organization's senior leadership is supportive of work that explicitly seeks to enhance gender equality (e.g., gender transformative research) and social inclusion						
Gender expertise/capacity is embedded in my organization's leadership team and structure						
Gender research expertise is valued by my organization						
Gender researchers have strong influence and career pathways (incl. possibility of promotion) within my organization						

12. To what degree do you agree with the following statements?

	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	I don't know
CGIAR has a responsibility to advance gender equality and social inclusion						
CGIAR currently favors interdisciplinary and transdisciplinary research						
One CGIAR is well positioned to create favorable opportunities for gender research						
One CGIAR is designed to achieve positive impacts towards gender equality and social inclusion						

YOUR WORK: KNOWLEDGE, SKILLS, AND ABILITIES

13. Do you see how your work will contribute to achievements in the One CGIAR impact area on 'Gender equality, youth and inclusion'?

Yes No Unsure

14. [If 'yes' is selected for question 13]

Please explain how you see your work contributing to the One CGIAR impact area on 'Gender equality, youth and inclusion'?

15. [If gender is a minor or not a focus area, from question 8]

If you want to address or integrate gender considerations into your research, who do you turn to?

Please select all that apply:

- I do not integrate gender considerations into my work
- I do not need anyone; I feel comfortable doing this myself
- I do not know who to turn to
- I know who to turn to, but I am unable to mobilize support from this person
- I will invite a gender expert from another center to join my project team and allocate resources accordingly
- I will mobilize support from a partners' organization (non-CGIAR) and allocate resources accordingly
- I will request a gender expert in my organization to support me but without joining the project team
- I will invite a gender expert from my organization to join my project team and allocate resources accordingly

16. [If gender is a minor or not a focus area, from question 8]

Should you wish to do so, can you access the following resources to help you integrate gender considerations in your work, and do they meet your needs?

	I can access this and it adequately meets my needs	I can access this and it somewhat meets my needs	I can access this but it doesn't meet my needs	I cannot access this and my needs are not met	I cannot access this and I don't need it	I don't know if this is provided
Support from gender experts for advice and collaboration						
Resource materials to integrate gender into research (e.g., manuals, methods, toolkits)						
Introductory training on integrating gender in research						
Advanced training on integrating gender in research						

17. What challenges are you currently facing/have you faced in conducting gender research effectively? Please select all that apply.

- I have not faced any challenges
- Time constraints
- Budget constraints
- We are not incentivized to do this/Other organizational priorities
- Limited support from senior level-management
- Non-conducive attitudes of team members
- Other (please specify):

18. Please select the most appropriate response in assessing your skills in the following areas:

	This is irrelevant for my work	This seems relevant but I don't have the skills	This seems relevant but I only have some of the skills	This is relevant and I have all the skills needed to do this
Effectively identifying gender considerations that are relevant to my team's primary research area (e.g., breeding, climate research, nutrition, etc.)				
Collecting sex-disaggregated data				
Using quantitative methods for gender research				
Using qualitative methods for gender research				
Using mixed methods for gender research				
Working effectively with intersectionality				
Designing and implementing gender-transformative approaches				
Assessing changes (M&E) in gender relations and/or women's empowerment from interventions				
Communicating gender research findings to a non-scientific audience				
Writing and publishing scientific outputs with a gender focus				
Using gender-responsive budgeting				

19. [If gender is a main or minor focus area, from question 8]

Please indicate the issues you primarily examine in your gender research.

Please select all that apply and add additional issues if needed.

- Gender gaps (in rights, access, and control over resources)
- Gender roles and responsibilities (gender division of labor)
- Gender and social identities, from an intersectional perspective (how diverse axes of social marginalization interact)
- Gender relations (i.e., how members relate to one another)
- Gender norms (i.e., what shapes the beliefs/values that create gender roles, expectations, and power relations) and their transformation
- Women’s empowerment
- Gender knowledge, preferences and priorities (e.g., gender-specific end-user preferences)
- Other (please specify):

20. Please indicate the frequency with which you currently collaborate with the following groups to address gender considerations in your research.

	Always	Regularly	Occasionally	Seldom	Never
Non-gender scientists within my organization					
Gender scientists within my organization					
Non-gender scientists from other CGIAR centers					
Gender scientists from other CGIAR centers					
Non-gender scientists from other (non-CGIAR) organizations					
Gender scientists from other organizations (non-CGIAR) not specifically focused on gender equality					
NGOs or agencies specifically dedicated to promoting gender equality					

21. [If respondent always, regularly, and/or occasionally collaborates with gender/ non-gender scientists from other organizations (non-CGIAR) and/or NGOs or agencies specifically dedicated to promoting gender equality, from question 20]

If you work with scientists from non-CGIAR organizations, please identify the organizations you work with:

22. Do you consider social differentiation other than sex/gender in your work?

Please select all that apply.

- Age/generation
- Socioeconomic status
- Ethnicity or caste
- Disability
- Sexuality
- Other

23. [If gender is a main focus area, from question 8]

Please indicate your level of agreement with the following statements:

	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	I don't know
I feel that I am up to date on the latest evidence on gender in relation to my field of expertise						
I feel that I am up to date on key gender concepts relevant to my field of expertise						
I have strong partners for gender research in the geographies where I work						
I feel capable of contributing to gender equality through my research						
I believe the CGIAR is a good workplace for gender scientists						

24. Have you produced any publications (academic articles and reports) that incorporated gender in the last five years?

- No
- 1 or two documents
- 3 or more documents

25. Have you participated in any gender related training courses in the last five years?

- No, I have not participated in any trainings/courses
- Yes, I have participated in one or two trainings/courses
- Yes, I have participated in three or more trainings/courses

26. [If respondent has participated in gender related trainings/courses in the last five years] Who provided these trainings/courses? Please select all that apply.

- My organization
- AWARD
- GREAT
- Other

27. Would you be interested in participating in future training opportunities related to gender and/or social inclusion?

- Yes
- No

28. [If yes is selected for question 27] Please select all reasons why you would be interested in these trainings:

- Build capacity to contribute to gender equality and social outcomes
- Build capacity to contribute to more sustainable other CGIAR outcomes (food and nutrition security, climate adaptation and mitigation, etc.)
- CV building
- Institutional requirements
- To collaborate more effectively in interdisciplinary or transdisciplinary research teams
- Other (please specify)

29. [If respondent is interested in future gender related trainings from question 28]: What should such a training focus on?

	Yes	No	Unsure
Effectively identifying gender considerations that are relevant to my primary research area (e.g., breeding, climate research, nutrition, etc.)			
Collecting sex-disaggregated data			
Analyzing, interpreting and reporting on sex-disaggregated data			
Using quantitative methods to examine gender considerations in research			
Using qualitative methods to examine gender considerations in research			
Using mixed methods to examine gender considerations in research			
Designing methodologies to ensure gender considerations are addressed in my research			
Designing and implementing gender-transformative approaches			
Ensuring projects are implemented in a way that addresses gender considerations			
Assessing changes (M&E) in gender relations and/or women's empowerment			
Communicating gender research findings to a non-scientific audience			
Writing and publishing scientific outputs with a gender focus			
Using gender-responsive budgeting			
Training/Coaching teams and partners on gender-responsive research			

30. [If respondent is interested in future gender related trainings from question 28] Please list any other trainings that you would like to have with a gender focus:

CGIAR GENDER PLATFORM

31. Are you aware of the specific mandate and activities of the CGIAR GENDER Platform?

- I am aware
- I am somewhat aware
- I am not aware

32. Have you participated in any CGIAR Gender Platform initiatives?

- Yes
- No
- Unsure

33. How would you like to see the CGIAR GENDER Platform support your work?

Please select all that apply.

- Help identify entry points to address gender in One CGIAR Action Areas and Initiatives
- Support the development of a gender Theory of Change for initiatives
- Provide insights into research developments around gender equality, youth and social inclusion
- Provide training on gender issues related to One CGIAR Action Areas
- Provision of resource materials on gender analysis and mainstreaming
- Provide resource materials to support gender integration in research
- Coordinate communities of practice for knowledge exchange and learning to address gender considerations in research
- Organize webinars or online dialogues on critical gender in food systems themes
- Organize conference(s) on gender in food systems research
- Create networking opportunities and help develop partnerships related to gender research and practice
- Other

34. What else would you like to see the CGIAR do to advance gender equality and social inclusion?

Appendix 2. Interview guides

A. SEMI-STRUCTURED INTERVIEW QUESTIONS WITH DEPUTY DIRECTOR GENERALS FOR RESEARCH AND GRCS

Part 1: Own vision for quality gender research

1. How do you interpret and implement your organization's mandate to contribute to advancing gender equality and social inclusion?
2. From your perspective: what constitutes quality gender research in development in general?

Part 2: Organizational culture

1. Can you tell me a little bit about how your organization approaches gender equality and social inclusion research?
 - a. Is it a goal in itself or a means to an end?
 - b. What role does gender and social inclusion research play in your organizational strategy?
 - c. What are your organization's priorities in relation to developing and supporting gender-based and social inclusion work?
 - i. How does the gender and social inclusion research conducted in your organization overall live up to your perspective on what constitutes quality gender research [reflect on Question 1]?
2. How favorable do you consider that your organization's culture and environment are for gender/social inclusion research?
 - a. What processes are in place to support this work?
 - b. How are the attitudes of your scientists when it comes to gender/social inclusion in research?
 - c. Does your organization have dedicated resources (in cash or in kind) to support advancements towards impactful gender research?

Part 3: One CGIAR and organizational capacities

1. One CGIAR will have an impact area on 'gender equality, inclusion and youth'. What do you see as opportunities and priorities for work in this impact area in One CGIAR and in your own organization?
 - a. How will the organizational structure and processes of One CGIAR favor progress towards 'gender equality, inclusion and youth' in your organization?
2. What constraints or challenges do you see when it comes to advancing the 'gender equality, inclusion and youth' impact area through One CGIAR and/or your organization.
 - a. What do your scientists need to have the capacities and resources to deliver in this impact area 'gender equality, inclusion and youth'?

B. SEMI-STRUCTURED INTERVIEW QUESTIONS WITH NON-GENDER SCIENTISTS FROM NARS

Personal Background

1. How long have you been working for this organization?
2. How long in this position?
3. What is your disciplinary background and area of focus?
[Social sciences or biophysical sciences]

Part 1: Own vision for quality gender research

1. Can you tell me about your role in the organization? What type of projects are you working on?
2. As a scientist who does not focus on gender per se, do you see clearly how gender and social inclusion relate to your work? Please explain
 - a. Do you find gender and social inclusion issues relevant to your work?
3. What would you say to a colleague who said: "It should not be in my organization's mandate to ensure gender equality".

Part 2: Gender and social inclusion in own research

1. Is there attention to gender and social inclusion (or gender components) in any of your projects?
 - a. [If yes] How does gender typically feature in the project(s) you work on?
 - i. Who is responsible for the gender component of the work?
Are you personally involved in that component of work?
 - b. If gender and social inclusion is not featuring in your project, do you see any opportunity or need to integrate a gender component or focus?
 - i. [If yes] Do you have any idea how to go about it?
 - ii. [If no] Why?
2. How is your work that considers gender and social inclusion going? (any constraints, challenges, successes, can you give any examples?)
 - a. If not directly addressed] what do you consider the best strategies for ensuring these issues are tackled in your projects?
 - b. What do you struggle with? Where are the gaps?
 - c. What do you consider the best strategies for ensuring these issues are tackled in your projects?
 - d. Are you looking to strengthen your own capacities in this area? If so, in what exactly?
 - e. Have you ever collaborated with gender scientists from the CGIAR?

Part 3: Organizational Culture

1. How favorable do you consider that your organization's culture and environment are for promoting research that integrates a gender/social inclusion perspective?
 - a. Does your organization place importance on research that explicitly supports the empowerment of women and other marginalized groups and/or gender equality (can you give any examples?)
2. How supported do you feel by your organization and its leadership to integrate gender and social inclusion into your research?
 - a. Are you able to mobilize support (e.g., of a resource person/gender specialist in house) for gender research if need be?
 - b. Does your organization have dedicated resources (in cash or in kind) to support advancements towards impactful gender research?

Part 4: The GENDER Platform

1. Have you interacted with the CGIAR GENDER platform?
 - a. [If no] Why
 - b. [If yes] How?
 - i. [If yes] How relevant was it to you and your work?
2. How do you think the Platform can best support [biophysical] scientists such as yourself in integrating gender considerations in your work and achieving positive impacts? And specifically, towards contributing to the impact area of 'gender equality, inclusion and youth'?
3. What constraints or challenges do you see when it comes to advancing the 'gender equality, inclusion and youth' impact area in your research?
4. What capacities and / or support do you need to further develop in this impact area?

Part 5: Training

1. Have you ever participated in a gender and social inclusion training? If so, which one(s)? Was it useful? Why or why not? What elements were particularly useful? Which should be improved?

Part 6: Only for alumni of GREAT, GRIT or AWARD

1. You indicated that you participated in a gender training with [GREAT, GRIT, or AWARD].
 - a. Was the program useful for your development? Why or why not?
 - b. What specific elements of the program were particularly useful to you? Which ones could be improved?
 - c. Any other comments on the program?

C. SEMI-STRUCTURED INTERVIEW QUESTIONS WITH EXTERNAL RESOURCE PERSONS

Personal Background

1. Current role/position?
2. Relationship to CGIAR?

Part 1: Perceptions about gender and social inclusion research

1. From your perspective: what constitutes quality gender research in development in general?
2. How does this relate to the gender research conducted at large in the CGIAR in your view?
3. And what about the gender research conducted at large in NARs?
4. What would you say to a colleague who said: "It should not be the CGIAR's mandate to ensure gender equality".
5. What should be the priorities of the CGIAR in relation to developing and supporting gender-based research both within the CGIAR and in collaboration with NARs?
6. Where do you see the greatest opportunity for growth in relation to quality, impactful gender research?
 - a. For the CGIAR
 - b. For NARs
 - c. Do you have any role in supporting this and if yes; what is it?

Part 2: One CGIAR

1. The future One CGIAR will have an impact area on 'gender equality, inclusion and youth'. Do you feel that CGIAR is well placed to deliver in this impact area?
 - a. How would CGIAR capacities to deliver in this area compare to other institutes and actors in food systems research and development?
 - b. What about NARs?

Part 3: The GENDER Platform

1. Are you familiar with the CGIAR GENDER Platform mandate and activities? Based on your experience, how should the GENDER platform best support gender research within the CGIAR and within NARs?
 - a. In what ways should they support capacity building of researchers?
 - b. In what ways should they promote 'gender awareness' and an enabling environment?
 - c. With whom should the GENDER platform collaborate to do this?



GENDER (Generating Evidence and New Directions for Equitable Results) is a CGIAR impact platform that synthesizes and amplifies research, fills gaps, builds capacity and sets directions to enable CGIAR to have maximum impact on gender equality, opportunities for youth and social inclusion in agriculture and food systems.

gender.cgiar.org



CGIAR is a global research partnership for a food-secure future dedicated to reducing poverty, enhancing food and nutrition security, and improving natural resources.

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