



ETHIOPIAN INSTITUTE OF  
AGRICULTURE RESEARCH

**EIAR**

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# GENDER AUDIT

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 **CIMMYT**<sub>MR</sub>  
International Maize and Wheat Improvement Center



Federal Ministry  
for Economic Cooperation  
and Development

*Photo credit: Peter Lowe/CIMMYT*

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## Acronyms

ATA	Agricultural Transformation Agency
BMZ	Federal Ministry for Economic Cooperation and Development, Germany
CIMMYT	International Maize and Wheat Improvement Center
EIAR	Ethiopian Institute of Agricultural Research
FGD	Focus group discussion
GE	Gender equality
GTP	Growth and Transformation Plan
HR	Human Resources
ICARDA	International Center for Agricultural Research in the Dry Areas
ILRI	International Livestock Research Institute
KII	Key informant interview
M&E	Monitoring and evaluation
MoANR	Ministry of Agriculture and Natural Resources
DK	Don't Know

## 1. Executive summary

The Ethiopian Institute of Agricultural Research (EIAR) was established in 1966 to nationally coordinate agricultural research and advise the Ethiopian Government on agricultural policy formulation. EIAR is comprised of 17 different centers spread across the country's regions and agro-ecological zones. This participatory gender audit was undertaken to examine gender in EIAR's workplace; gender in research; and capacity for gender. A mixed methods approach comprising key informal interviews, focus group discussions, online surveys, bibliometric analysis of peer reviewed Scopus indexed publications, and a documentation analysis of grey literature was conducted.

EIAR has made efforts to mainstream gender. Each center has a gender focal person, led by a senior gender officer in Addis Ababa. Gender training has been delivered in different projects and affirmative action is implemented. This audit highlights the need to build on these past efforts because mainstreaming requires thought, effort, commitment, budget, policies, and guidelines. Enabling staff to better mainstream can be clearly articulated in a gender policy, through budgeting, and by establishing minimum standards. In particular, removing the unhelpful association of gender equality with women's participation should be a priority.

Efforts to integrate gender into research projects have been observed across all directorates. However, the standard response to incorporating gender in research is to count the number of women participants and consider the gender work complete. The way women are included and how consistently this is attempted requires improvement. One common false assumption is that if invited women do not turn up to meetings then there is little else the researcher can do. Researchers are not aware that they should uncover the barriers to attendance first and reduce them through additional effort.

Gender analysis is a crucial aspect of gender-responsive research. It can illuminate gender-related barriers that may not be immediately obvious to the researcher and leads to more gender-responsive research and projects. However, most researchers interviewed have never conducted a gender analysis. This means that most projects run on assumptions and gender-blind facts. It is not surprising that researchers have trouble accessing women's needs when they do not understand the gender basics of a community or sector.

Monitoring and Evaluation (M&E) is a critical factor for ensuring gender concerns are captured during research projects. It enables sex disaggregated data to be systematically collected and analyzed. It also helps to measure program progress and learn what works. Yet, EIAR's capacity for gender responsive M&E is currently low. Annual performance reports inconsistently report sex disaggregated data and under-report gender-related work and achievements. There is a tendency for all gender reporting to be done by the gender directorate, rather than all directorates having to do their own gender reporting (which would be in line with mainstreaming gender).

All government ministries, including MoANR, are mandated to report on gender budgeting to the Ministry of Finance, however EIAR has not been asked to report their gender budgeting to MoANR. Many

respondents raised the lack of resources for gender as a barrier to mainstreaming and some had never considered reserving budget for gender activities. This lack of gender budgeting makes it impossible to account for spending on gender equality, or to re-allocate funds within budgets for gender-focused activities. The under-resourcing of gender signals its low priority within EIAR.

While some projects refer to gender as a cross-cutting activity, it is rare to have gender appear in publications or comprehensively in reports. The knowledge management/communications department organizes, designs, and records publications, yet their expertise in supporting projects to communicate gender results to a wider audience is underutilized and needs sensitizing using a gender lens. EIAR should consider producing more glossy publications on gender. These take less time to produce than journal articles so are a quicker way to disseminate gender results. Part of the challenge facing EIAR researchers who wish to publish in peer reviewed journals on gender is that they are not able to access literature on gender that has been published. The fees for journal access is higher than the EIAR budget allows.

The capacity assessment component of the audit indicates an absence of capacity to adequately mainstream gender. There is a tendency for EIAR to recruit internally for gender positions and the people appointed are not adequately trained or resourced, and yet are expected to train others. Gender experts should be recruited for these roles, even if this means externally hiring gender experts without agricultural knowledge and/or significant research experience. Despite numerous gender trainings, few staff feel that they have the knowledge or skills to implement gender tools. This illustrates the inadequacy of training in isolation. The institution must change for gender training to have relevance or they will continue to waste funds.

An organization's commitment to gender equality is not just reflected in the programs and projects it implements, but also in its internal processes and culture. EIAR's Human Resources (HR) department has reached a stage where they can refine policies to make them more effective, but they acknowledge that they need more support to make EIAR a gender friendly workplace. A common belief among male employees is that women are favored in recruitment. As such, women are judged more harshly on other matters, such as taking time off for child care needs and for illnesses. This emphasizes the need to discuss gender more frequently with staff to build familiarity and understanding with the issues and to hold units accountable for recruiting diverse teams.

Leave approval and grievance claims require review with a gender lens. The supervisor role has enormous discretionary power, which can lead to bullying, harassment, and a poor work-life balance. EIAR's culture is masculine; the male attributes of working hard (without care responsibilities) and being a joker are the norm. Discrimination and harassment is evident across EIAR's research centers. However, there are a range of attitudes and beliefs within EIAR that work for and against gender equality. Within EIAR's leadership, those with the greatest influence are the leaders of large portfolios in terms of budget. They have the power to block or champion the implementation of policies that would improve gender equality. These leaders must therefore be held accountable for leading the way on gender reforms. If leaders are not aligned with the need to change behavior, attitudes, and norms then EIAR will not mainstream gender. Engaging leaders is therefore of utmost importance.

## 2. Introduction

*Gender is a social construct that refers to relations between and among the sexes, based on their relative roles and responsibilities. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female.*

The Agricultural Transformation Agency (ATA) and Ethiopian Institute of Agricultural Research (EIAR) designed a transformation agenda to strengthen Ethiopia's national agricultural research system. Their goals include developing technologies related to climate smart agriculture and the needs of female farmers. The agenda calls for stronger gender mainstreaming and integration, thus a Terms of Reference was developed to guide gender mainstreaming training for researchers and research directors. According to the Terms of Reference, gender integration in agricultural research requires:

1. An environment that recognizes the importance of gender as a development topic and supports gender integration in research and development;
2. Researchers that are familiar with gender issues as relevant to their specific areas of inquiries;
3. Incorporation (as appropriate) of evidence of the gender analysis in a specific context into research design and implementation.

The International Livestock Research Institute (ILRI), the International Center for Agricultural Research in the Dry Areas (ICARDA), and the International Maize and Wheat Improvement Centre (CIMMYT) met with ATA and EIAR to discuss the idea of gender training. They decided that a gender audit, including a capacity assessment, should be completed prior to designing and delivering a training program, as training may not necessarily be the best or only solution. This consortium then developed a gender audit methodology and instruments, with CIMMYT playing a leading role.

### **The Ethiopian Institute of Agricultural Research (EIAR)**

EIAR was established in 1966 to nationally coordinate all agricultural research and advise the Ethiopian Government on agricultural research policy formulation. EIAR's mission is to conduct research that will provide competitive agricultural technologies that will contribute to increased agricultural productivity, nutrition, sustainable food security, economic development, and conservation of natural resources and the environment. Its vision is to improve the livelihoods of Ethiopians engaged in agriculture, agro-pastoralism, and pastoralism. EIAR comprises 17 agricultural research institutes across the country and forms part of the Ministry of Agriculture and Natural Resources (MoANR).

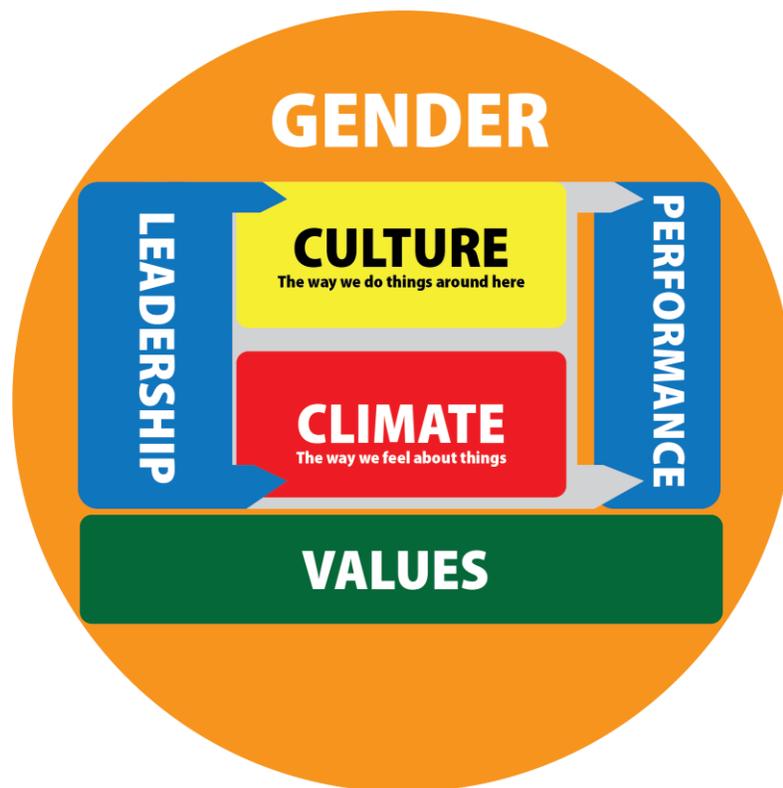
A gender audit is a form of assessment or evaluation that can assist with gender mainstreaming. It assesses whether internal practices and related support systems for gender mainstreaming are effective and complimentary to mainstreaming in projects. The aim of an audit is to make the organization more gender responsive, and:

1. identify the factors that hinder efforts to integrate gender into research units and projects;
2. critically examine the institutional culture and support for gender equality;

3. identify capacity gaps that limit gender responsive research and gender mainstreaming within the organization; and
4. identify effective and efficient ways to improve gender mainstreaming.<sup>1</sup>

All organizations have behavioral norms, or ways of operating, that govern how people are rewarded and promoted and how business is done. Certain rules are institutionalized through policies while others are more informal, such as behaviors, attitudes, or expectations. Some of these rules may favor women, for example using affirmative action in recruitment so that more women join the organization. Other rules – particularly informal and unconscious rules – can work against women, such as when the idea of a good worker is synonymous with one who works long hours. While such rules may appear gender-neutral at first, they can have negative effects on gender equality because of societal rules (e.g. women in patriarchal societies are considered primarily responsible for managing childcare).<sup>2</sup> A gender audit can help to illuminate some of these unconscious biases and organizational norms that work against equality.

***Figure 1. Gendered organizational culture and values framework<sup>3</sup>***



<sup>1</sup> Adapted from Interaction's gender audit manual:

<https://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>

<sup>2</sup> Waylen (2014) Understanding Institutional Change from a Gender Perspective. Working Papers in Gender and Institutional Change, No. 1. December 2014, University of Manchester, England.

<sup>3</sup> Provincial Government of Western Cape (2009). Modernization Program: Organizational Culture and Values. [https://www.westerncape.gov.za/text/2009/12/organisational\\_culture\\_%20values.pdf](https://www.westerncape.gov.za/text/2009/12/organisational_culture_%20values.pdf), p25.

Figure 1 illustrates the way that culture, values, leadership, climate, and performance interact. Organizational culture and climate are closely linked to leadership because they are the mechanisms by which leadership drives organizational performance.<sup>4</sup> Underpinning this relationship is the organization's values. This framework implies that values-driven leadership will create a high-performance organizational culture and climate that will ultimately result in improved performance. This audit overlays gender theory on this framework because the literature shows that deeply held beliefs, attitudes, and norms (the culture and climate) can justify male dominance in leadership and create institutions that discriminate against women.<sup>5</sup> Creating gender-aware and just institutions requires exposing rules, norms, and practices that work against equality.<sup>6</sup>

Gender integration is enabled or constrained by leadership commitment, behaviors, and actions.<sup>7</sup> Managers at the top (or perceived to be at the top) have the most influence on employee behavior.<sup>8</sup> If leaders do not demonstrate gender-responsive behavior, then the organization won't either.

### 3. Background

Empirical evidence shows that empowering and educating women, while assisting them to produce a diverse range of crops, leads to improvements in children's and women's dietary diversity. This is good for national food security and human development.<sup>9,10</sup> MoANR's 2011 Gender Mainstreaming Guideline and Checklist is designed to assist MoANR and its stakeholders (including EIAR) in reducing gender inequality. The guidelines explain that:

*"mainstreaming is not an end in itself but a means to achieving the goal of gender equality. It involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities; policy development, research, advocacy/dialogue, legislation, resources allocation, planning, implementation and monitoring of projects and programs."*<sup>11</sup>

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<sup>4</sup> Ibid.

<sup>5</sup> Heise, L. and Manji, K. (2016). *Social Norms*. Professional Development Reading Pack No. 31., GSDRC. Available at: [http://gsdrc.org/wp-content/uploads/2016/01/Social-Norms\\_RP.pdf](http://gsdrc.org/wp-content/uploads/2016/01/Social-Norms_RP.pdf)

<sup>6</sup> Mackay, F, Kenny, M and Chappell, L. (2010) New Institutionalism Through a Gender Lens: Towards a Feminist Institutionalism? *International Political Science Review*, 31:5.

<sup>7</sup> Mastrangelo, A., Eddy, E.R. and Lorenzet, S. (2004), "The importance of personal and professional leadership", *Leadership and Organization Development Journal*, Vol. 25 No. 5, pp. 435-451.

<sup>8</sup> Barney, J.B. (2005), "Should strategic management research engage public policy debates?" *Academy of Management Journal*, Vol. 48, pp. 945-948.; Weaver, G.R., Trevino, L.K. and Agle, B. (2005), "Somebody I look up to: ethical role models in organizations" *Organizational Dynamics*, Vol. 34 No. 4, pp. 313-330.

<sup>9</sup> Yimer, F and Tadesse, F. (2015). Women's empowerment in agriculture and dietary diversity in Ethiopia. Ethiopia Strategy Support Program. Working Paper 80.

<sup>10</sup> Bitew, Fikrework H. and Telake, D.S. (2010). Undernutrition among Women in Ethiopia: Rural-Urban Disparity. DHS Working Papers No. 77. Calverton, Maryland, USA: ICF Macro.

<sup>11</sup> MoANR (2011) Guideline for Gender Mainstreaming in the Agriculture Sector, Addis Ababa, Ethiopia. p7

Ethiopia's national development plans, the Growth and Transformation Plans I and II, have made significant gender commitments. Many lessons were learnt from GTP I, which called for a "redoubling of efforts during the GTP II period (2015-20)" and to regard "Women, Children and Youth" as a cross cutting Sector.<sup>12</sup> New gender-related initiatives in GTP II relevant to EIAR include: improving the access and quality of agricultural extension services provided to women; more access to technology to reduce women's workload and improve agricultural processing times; secure benefits and land access for female-headed households; increase poor women's access to credit services; strengthen women's organizations; enhance leadership commitment at all levels to empower women; enhance women's participation in leadership at all levels; and curb backward attitudinal problems across various bodies.<sup>13</sup> The plan also states that "to strengthen women's empowerment and enhance their economic benefits, integrated and well-organized awareness creation and capacity development interventions need to be pursued in GTP II" (GTP II:74). This gender audit aligns well with this strategy.

## 4. Methodology

### 4.1. Audit design

Understanding how institutions contribute to gender equality requires an examination of the institution's outputs as well as the informal and formal aspects of institutional functioning.<sup>14</sup> An internal audit team was established and applied a mixed methods approach across levels and operating units. Hidden hierarchies can remain hidden from external actors, thus some components of the audit were participatory (e.g. documentation analysis) and a collaborative approach was taken to achieve the aim of improving and assessing gender mainstreaming and capacity.

The list of topics to cover and list of possible questions were adapted from a CGIAR capacity assessment,<sup>15</sup> with instruments used in gender audits developed by the International Labor Organization<sup>16</sup> and Interaction.<sup>17</sup> These were then prioritized, streamlined, and peer reviewed. The phrasing of the questions took time to refine to ensure they were unambiguous and used familiar EIAR language. The survey (and this report) were grouped into questions about gender in the workplace; gender in research; and gender capacity.

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<sup>12</sup> NPC (2016). Growth and Transformation Plan II (GTP II). (2015/2016-2020/2021). National Planning Commission, Addis Ababa. May, 2016:56

<sup>13</sup> Ibid p57.

<sup>14</sup> Waylen, G. (2014): p213.

<sup>15</sup> Gender capacity assessment and development guide for the CGIAR Research Program on Livestock and Fish. Date accessed: 03/03/2017

[https://cgspace.cgiar.org/bitstream/handle/10568/56983/LF\\_gender\\_capacity\\_guide\\_jun2016.pdf?sequence=10&isAllowed=y](https://cgspace.cgiar.org/bitstream/handle/10568/56983/LF_gender_capacity_guide_jun2016.pdf?sequence=10&isAllowed=y)

<sup>16</sup> [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms\\_187411.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf)

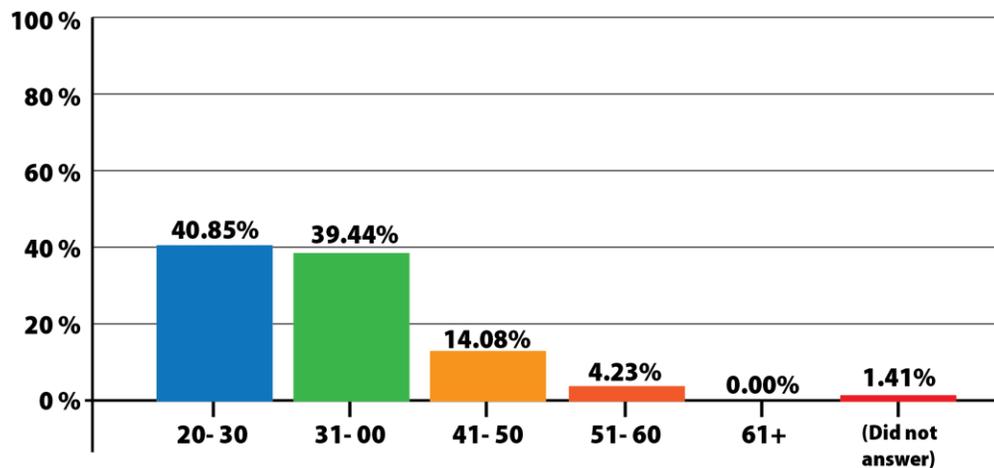
<sup>17</sup> <https://www.interaction.org/sites/default/files/Gender%20Audit%20Handbook%202010%20Copy.pdf>

The focus group discussion (FGD) guides, key informant interview (KII) guides, an online survey, and documentation analysis guides were developed in consultation with the audit team. The Annexes list the instruments used.

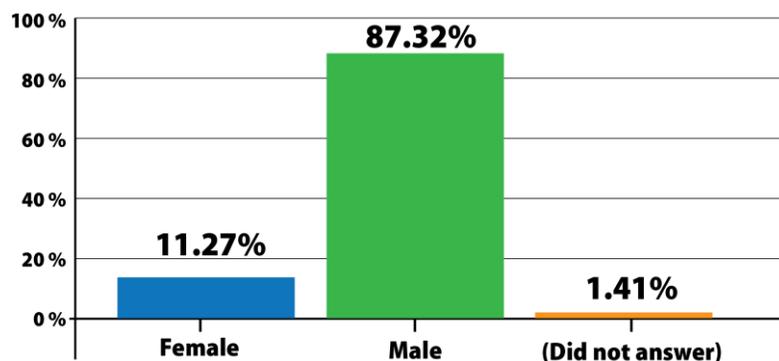
## 4.2. Sample size

Time limitations and capacity restricted how many directorates and units could be assessed. Four directorates (Crop, Natural Resource Management, Livestock, and Agricultural Mechanization) and two internal units (HR and Communications) at the Addis Ababa headquarters were chosen by the audit team to capture gender components of both internal processes and research. Only three focus group discussions (FGD) (4F/6M - only 10 participants across the three FGDs) were held as it was difficult to obtain commitment from senior managers to either release staff or to participate themselves. Eighteen KIIs (9F/9M) were conducted in Addis Ababa, Holeta, and Debre Zeit, and a link to the online survey was sent multiple times to all 17 research centers (figs. 2-4).

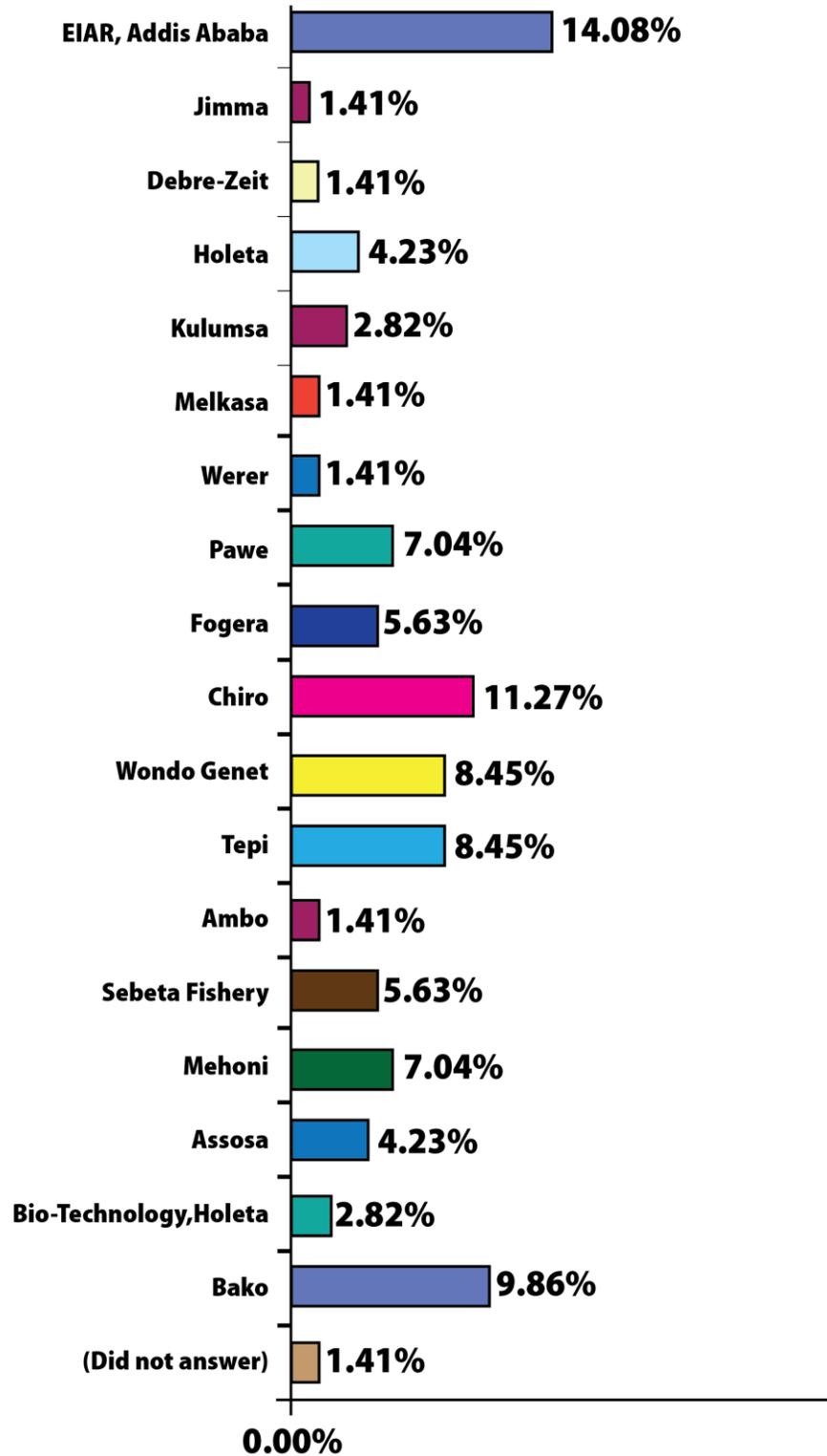
*Figure 2. Age of online survey respondents*



*Figure 3. Online survey respondents by sex*



*Figure 4. Work location of online survey respondents*



### 4.3. Bibliometric analysis

Institutional audits do not usually include bibliometric analyses, but it was deemed appropriate on this occasion because EIAR is a research institute. Using the Scopus citation index, a general search was made using the term "Ethiopian Institute of Agricultural Research" in *Affiliation* field.

The analysis was then restricted to five years (2012 to 2016). 14 articles, including one book chapter, were found to have the term "gender" in their title, keywords, abstract, or in the title of cited articles (references). Similarly, a search under the term "women" returned 10 articles and one book chapter. Consequently, little is known and written about gender compared to other research topics that relate to agriculture. The results of both searches (gender' and 'women') were then compared to identify articles that appeared in the two lists. The final list comprised 17 publications (excluding one book chapter) from 2012 to 2016. The most productive year was 2014 (six articles) (table 1).

***Table 1. Number of 'gender' and 'women' articles by year***

Year	Articles
2012	2
2013	1
2014	6
2015	5
2016	3

### 4.4. Documentation analysis

A joint internal and external audit team comprised of CIMMYT and EIAR staff examined 55 documents (table 2). The documentation analysis followed the following process:

1. A guidance note for the gender audit file was prepared by the audit team to help each work unit identify what it considers to be its "flagship documents" and were asked to pick documents for each pre-identified category (see Annex 10.5 audit file).
2. The EIAR internal audit team helped to collect the documents, which were chosen by the unit head to provide a view of the work unit and its projects and approach to gender.
3. The documentation review was conducted at EIAR and the review team used three different formats (see Annex) to assess each of the different types of documents collected

*Table 2. Number of documents reviewed*

Document type	HR	Crop	Livestock	NRM	Mechanization	Communications	Total
Vacancy announcement, performance appraisal, exam, contract, job description, etc.)	9						9
Manual				1	1		2
Project/research document		1		1			2
Technical report		1					1
Journal articles		2	2				4
Brochure/booklet/magazine			1		1	4	6
Bi-annual newsletter						2	2
Research directory			1	1	1		3
Research output catalogue					1		1
Annual organizational performance report						1	1
Survey/research report		4	3				7
Agricultural research proposal writing guideline						2	2
Technical guideline			1			3	4
Proceedings		2	1				3
Minutes	1						1
Periodic performance reports	1						1
Enumerator list		1					1
GTP I performance report						1	1
Budget (organizational)						1	1
Research ethics						1	1
List of enumerators	1						1
Gender directorate specific						1	1
<b>Total</b>	11	11	7	2	4	13	55

#### 4.5. Limitations

Many gender audit manuals were consulted when developing the methodology, but none had been designed for a research institute. Our methodology and samples are therefore experimental. The use of the online survey was unreliable at first due to poor internet connectivity. The link and request for completion was sent by the Director General three times and still resulted in a low response rate. Online surveys can reach geographically dispersed populations and can be more cost effective than face to face interviews, but they rely on people self-selecting to participate. This means that they tend to generate more extreme responses (i.e. those that love gender and want more, and those who hate it and want less). Other challenges with the online survey included: the low female response rate; an age bias; responses not being representative across offices; and the fact that some questions were not answered by all online respondents. Moreover, some questions were designed to be disaggregated by sex, so the answers could be compared, but this was not possible due to the low female response rate.

The sample size for the KII and FGDs was limited by respondents' availability, especially senior managers (e.g. only two people turned up to one FGD); available resources (i.e. an inability to travel far for face to face interviews); and the magnitude of the national agriculture research system. Meanwhile the documentation analysis is a subjective process as it involves individuals reading and scoring documents. Bias was minimized by having an internal and external, gender-balanced team of gender experts and non-experts and providing a diversity of documents to each reviewer. In the bibliometric analysis, five articles mentioned 'women' or 'gender' in the references but not in the body of the article. Future bibliometric analysis should not include the reference section.

### 5. Main findings: Gender in the workplace

*“By rewriting the rules for how employees interact with each other and with management, fostering peer-to-peer connections, and making leaders accountable for results, companies can create a more engaging environment—not only for senior-level women but for all employees.”<sup>18</sup>*

#### 5.1. Recruitment

The results show that EIAR's HR is aware that gender is important. The HR documents reviewed included working manuals, vacancy announcements, exams, performance appraisals, etc. Most use gender neutral language, though there was a disproportionate use of 'he' compared to 'she' or 'he/she', and some old-fashioned terms such as 'manpower' are used. The employment contract agreements are gender-sensitive because neutral language is used, maternity leave is emphasized, and gender-based violence is listed as punishable. During KIIs, HR explained that they would like to introduce more genders-sensitive reforms but feel that they have little support.

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<sup>18</sup> <https://www.bcg.com/publications/2016/people-organization-leadership-talent-rewards-engaged-female-workforce.aspx>

Affirmative action is in place. The *'Selection Criteria in Screening and Promotion'* document outlines the affirmative action process for men and women. During screening, women need to have a cumulative Grade Point Average of 2.75, while men need 3. The 'recruitment exams' reviewed used gender-neutral language and graders used blind screening when evaluating candidates – codes appear on the top of exam papers without the name or sex of the candidate. Moreover, the vacancy announcements reviewed mentioned the phrase 'women are encouraged to apply'. However, questions about gender equality are not asked during the exams, which is a missed opportunity to attract gender-aware personnel. Individual interview questions are developed by the recruiting team; they are not submitted to HR and thus could not be reviewed for their gender sensitivity. Gender balance on recruitment panels is not standard practice.

After completing the screening process (Grade Point Average, exam, interview), women are entitled to an additional three percentage points on their final score. If male and female candidates obtain the same final score, the woman is offered the position. Women are also entitled to a three percentage point bonus for promotions.

Given that EIAR is implementing commendable efforts to recruit more women through affirmative action, the ratio of men to women employed by EIAR should be lower than indicated in Table 3.

***Table 3. EIAR workforce diversity figures.***

	2005		2017	
	M	F	M	F
PhD	80	3	94	8
Masters	214	16	361	69
Bachelors	325	23	845	173
Diploma	369	115	193	119
Certificate	13	17		
Level I, II			236	163
Grade 9 -10+			776	362
Grade 9-12 <sup>19</sup>	431	226		
Grade 5-8	406	73	563	80
Grade 0-4	488	87	115	25
Total	2326	560	3183	999
Total %	80.5	19.5	76	24

<sup>19</sup> N.B. the Ethiopian school system changed between 2005 and 2017, hence the different categories reflect the new way of counting students.

There has been a 4.5% increase in female employees over the past 12 years of affirmative action (table 4). This is low and implies the need for more strategies. The majority of leaders in EIAR's history have been men and some respondents identified the lack of female role models in leadership positions as a stumbling block for making EIAR more gender sensitive. MoANR has increased its ratio of female employees by 22% during the same timeframe, though EIAR has increased the number of female employees with Masters and Bachelor's degrees, whereas MoANR has increased the number of women at junior levels.

There is a need to reduce male backlash against affirmative action. Despite its slow impact, the affirmative action policy generated some strong opinions and negative attitudes that women were favored and colleagues therefore judged them more harshly on other workplace matters such as sick leave and carers leave. This emphasizes the need to discuss gender more frequently with staff and to hold units accountable for recruiting diverse teams. Men do not feel threatened by affirmative action when it is properly explained and justified to them.<sup>20</sup> Moreover, when gender is situated within a diversity framework it reduces backlash. Missing from the workforce diversity statistics is disaggregation by categories such as age, region, religion, disability, and mother tongue.

When this slow progress was raised at the dissemination presentation, members in the audience explained that women were not educated and hence EIAR could not find educated women. Yet the latest national figures available from the Ministry of Education reveal that, in 2015, there were 11,619 female masters graduates and 281 females with a PhD. This was higher than the audience had believed, and discussions were then held about ways to recruit women. For example, establishing institutional relationships with universities to help EIAR recruit more women and developing a female student internship program. EIAR can find qualified women but it is not attracting qualified women, or it is not hiring the women who apply. Keeping records of applicants would help in analyzing the HR system.

Recruitment tips: Instead of writing the usual terms of reference based upon number of publications or years of experience, try asking the recruiting team 'what are the skills or experiences you do not have on the team now' and 'which of these would be ideal for the new candidate to have?' 'What competencies or potential ability do you need?' 'What traits might a new candidate have that could create a more diverse perspective and innovation on the team?'<sup>21</sup> Getting to diversity may require frontloading effort but the rewards in terms of more innovative teams and productive organizations are evident.<sup>22</sup>

<sup>20</sup> Kimmel, M (2016). 'Privilege is invisible to those who have it': engaging men in workplace equality. The Guardian June 7, 2016.

<sup>21</sup> <http://inclusion-nudges.org/your-weekly-inclusion-nudge-seeing-a-lot-of-mini-mes-in-your-organisation-heres-a-way-to-counter-this-bias/>

<sup>22</sup> Pettigrew, T., and Tropp, L., (2006) "A Meta-Analytic Test of Intergroup Contact Theory," Journal of Personality and Social Psychology, vol. 90, no. 5; [www.corporateleavers.org](http://www.corporateleavers.org); Gender agenda: Unlocking the power of diversity in the boardroom - [http://women.govt.nz/sites/public\\_files/Insync%20gender%20agenda%202010\\_0.pdf](http://women.govt.nz/sites/public_files/Insync%20gender%20agenda%202010_0.pdf); Kamalnath (2018) Gender diversity as the antidote to 'groupthink' on corporate boards - <https://ojs.deakin.edu.au/index.php/dlr/article/download/723/668>; Critical Mass on Corporate Boards: Why Three or More Women Enhance Governance - <https://www.wcwonline.org/pdf/CriticalMassExecSummary.pdf>

According to HR, there is a ‘lot of turnover of gender staff [focal people]’, but they have not assessed the reasons that women researchers leave. All HR data should be reported to senior managers in a sex disaggregated manner and exit interviews conducted to capture gender-sensitive data and the reasons that women leave the institution. For EIAR to truly become a gender-friendly organization, more women must be recruited and retained.

#### **Recommendations:**

1. Mandate a gender balance on interview panels.
2. Ensure all panels ask a gender question to determine the sensitivity of candidates.
3. Avoid gender-specific terms in HR documents.
4. Set criteria to assess a senior manager’s performance by the diversity of their team.
5. Annually report exit interview results to management to improve the challenges faced by male and female staff who leave.
6. Establish institutional relationships with universities to help EIAR recruit more women and develop a female student internship program.

## **5.2. The ideal employee**

When asked: “what are the qualities of your work unit’s ideal employee?” respondents gave a range of answers. The most frequent responses were interpersonal and social skills, along with maintaining good relationships. This was followed by hard work, delivering/performing to a high level (either through publications, bringing in money, or delivering on time), honesty, perseverance, and thinking positively. Less common was the idea of empowering others, building capacity, or being innovative. These latter attributes are key to engagement and creating a female-friendly workforce and a family-friendly organization.<sup>23</sup>

Of the 17 KII participants, 12 used the masculine form to describe the ideal employee. For example, a director replied:

“He will follow the rules, be flexible, he will be a person who makes decisions, someone who wants to learn more.”

Seven of the participants said the qualities of an ideal employee are not found equally in men and women and five respondents commented that women were not as good as men. One respondent explained:

“I see this better in men than women. Maybe it is because of the short number of women I have seen but I am more comfortable with men than women.”

Others referenced family responsibilities that impact women’s ability to work hard, and women’s lack of experience and education. Two mentioned that women have poorer interpersonal skills in terms of

<sup>23</sup> See: <https://www.bcg.com/publications/2016/people-organization-leadership-talent-rewards-engaged-female-workforce.aspx>

networking and understanding organizational culture. It is more difficult for women to understand the organizational culture when the main networks are male.

When KIIs were asked “does your Center/Institute encourage gender sensitive behavior, for example in terms of language used, jokes, and comments made” 50 percent had never heard such talk or jokes.

A male respondent explained:

“If you have a friend you may talk dirty like if they are interested in a woman, then you may talk like that. In a certain mini group, you may talk.”

A different male respondent commented that “jokes should not be taken seriously,” which highlights a lack of awareness about the power of jokes to be derogatory and hurtful. Another respondent explained that this only happens on International Women’s Day, highlighting the fact that women’s empowerment is considered humorous by some male staff. Another explained:

“whether a joke or not women are given a harder time and men do not seem to understand that.”

Staff therefore understand teasing and jokes and gender awareness in different ways.

Most respondents had not noticed differences in the way male and female scientists are treated. Of the three KII respondents who noticed differences in the way male and female scientists are treated, one said:

“At the institution level, officially we always encourage women, but you can see some private discussion. Some people they might not be comfortable, they may not really respect women. They believe women are not strong.”

This suggests that certain staff understand that being openly gender insensitive and discriminatory is not advisable. It also suggests that some people consider men to be superior to women. This reality would reveal itself in covert ways as the respondent explained:

“There could be differences. I heard that some guys are saying something [not nice] about a new coming junior researcher. Lady researchers. You know verbally. But it is not quite every time. Once in a while you hear about that.”

A different respondent confirmed that women and men are treated differently and that this is not always a bad thing (or at least that is the assumption):

“No differences in how men and women are treated. But when there are some difficult assignments or when there is field work men, will be chosen.”

While some respondents explained that these types of backward attitudes towards women are an anomaly, others found them common and normalized, as one respondent explained:

“There are times you see that people believe women are incapable of doing some things. I see this everywhere. I think we accept it.”

As empirical study confirmed that “when unconscious bias is normalized, people’s actions can be *more* likely to be influenced by stereotypes.”<sup>24</sup> This leads to people being treated based upon the norms of masculine and feminine attributes prevalent in the society, rather than based upon their

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<sup>24</sup> <https://hbr.org/2017/04/dont-give-up-on-unconscious-bias-training-make-it-better>

talents. A female-friendly workforce bases task allocation on talent and evidence, not stereotypes and gender norms. This leads to better results and increased productivity.

#### **Recommendations:**

1. Change masculine culture and deliver unconscious bias training to all staff.
2. Develop an onboarding program that discusses the masculine culture.

### **5.3. Flexible working arrangements, supervision, and grievances**

Leave approval and grievance claims require review as these are key elements in a gender-sensitive environment. Currently, these processes in EIAR give a great deal of discretionary power to the supervisor, which can lead to bullying, harassment, and a poor work life balance. Some supervisors commented that they do not like staff to take annual leave – even though it is their entitlement – because it gets in the way of work. This attitude is only found in a non-family friendly workplace, and non-family friendly workplaces are not favorable for women. The culture of working long hours and on the weekend is evident within EIAR and is also not family-friendly. Sensible work hours are needed for men and women to spend time with their families and achieve a work-life balance. Moreover, this environment favors men (who are not usually the primary carer in Ethiopia), while disadvantaging women.

Flexible working arrangements (e.g. needing to go to a doctor during work hours or arrive late because one's nanny is sick, and one must wait for a replacement carer) appear to be at the discretion of the supervisor. The more power a supervisor has over their staff, the more women are subordinate to men with power. A gender-sensitive organization should avoid supervisor discretion (especially when the organization has a male bias) and have a clear and transparent process for applying for medical (or other) leave. The absence of an anonymous grievance claim procedure and the lack of a 360-degree review process<sup>25</sup> also perpetuates a hierarchical culture, poor job satisfaction, and a lack of staff engagement. Companies with lower overall engagement tend to show a notable gender gap.<sup>26</sup> When companies enable engagement (inclusive participation and interest), everyone benefits, productivity improves, and there is better staff retention.<sup>27</sup>

Flexible work practices benefit organizations in many ways. When they are not in place, some women are compelled to resign if they are unable to integrate their professional and personal lives.<sup>28</sup> The issue of maternity leave requires a more flexible approach. One FDG respondent explained:

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<sup>25</sup> A 360-degree feedback process is when your performance is assessed by your superior, your peers, direct reports and sometimes even partners or customers. For more information see: <https://www.thebalancecareers.com/what-is-a-360-review-1917541>

<sup>26</sup> Thaler & Sunstein (2008).

<sup>27</sup> See: <https://www.bcg.com/publications/2016/people-organization-leadership-talent-rewards-engaged-female-workforce.aspx>

<sup>28</sup> Gross, E. (2017). Flexible work is the future of feminism. The Medium March 30, 2017.

“Women are losing their job because of maternity. First, they get three months of maternity leave, and when that is finished, they can't go back to work. Three months is not enough, they can't breastfeed. It is believed that mothers should breastfeed their children for six months, but she only breastfeeds for three months. And because of the shortage of help or house maids for their houses so many young female employees leave their job. Commonly, men won't leave their jobs when they have such kind of issues, but the women will. This should be something to be considered by the government.”

Several respondents mentioned that long hours, field work, and flexibility were expected within EIAR and that mothers – especially new mothers – could not meet these demands. Increasing paternity leave would promote a more equitable workplace, as men would have more experience looking after children, and more sympathy for working mothers.

Applying for donor funding to build a daycare center on each campus would promote equity. This could be piloted at the Addis Ababa center first and, if successful, rolled out across the other centers. When women have their children on campus, they can breastfeed while at work and visit their children on breaks. This would not only assist EIAR to retain more women but also help EIAR to recruit more women as it would be perceived as a family friendly workplace. Moreover, male staff and their spouses would also benefit from having a daycare center on campus.

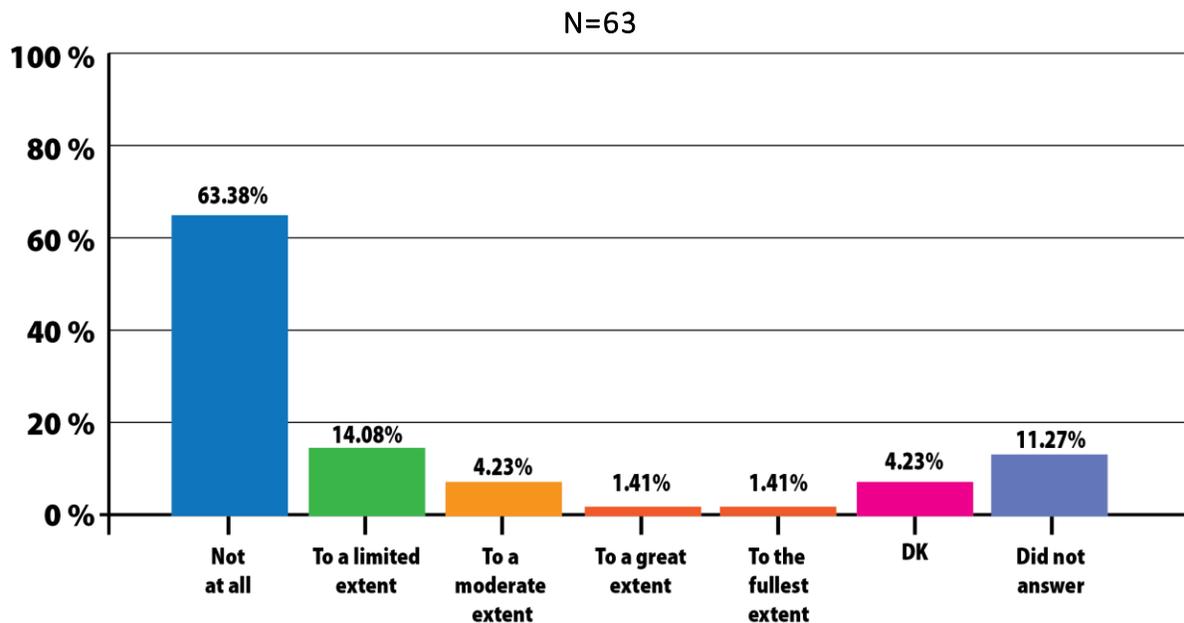
#### **Recommendations:**

1. Write and implement a family friendly policy and request extended paternity leave from the government.
2. Review how grievances are handled and appoint an ombudsperson.
3. Implement a 360-degree performance review system so managers are accountable for their behavior.
4. Write a proposal for an on-campus daycare center

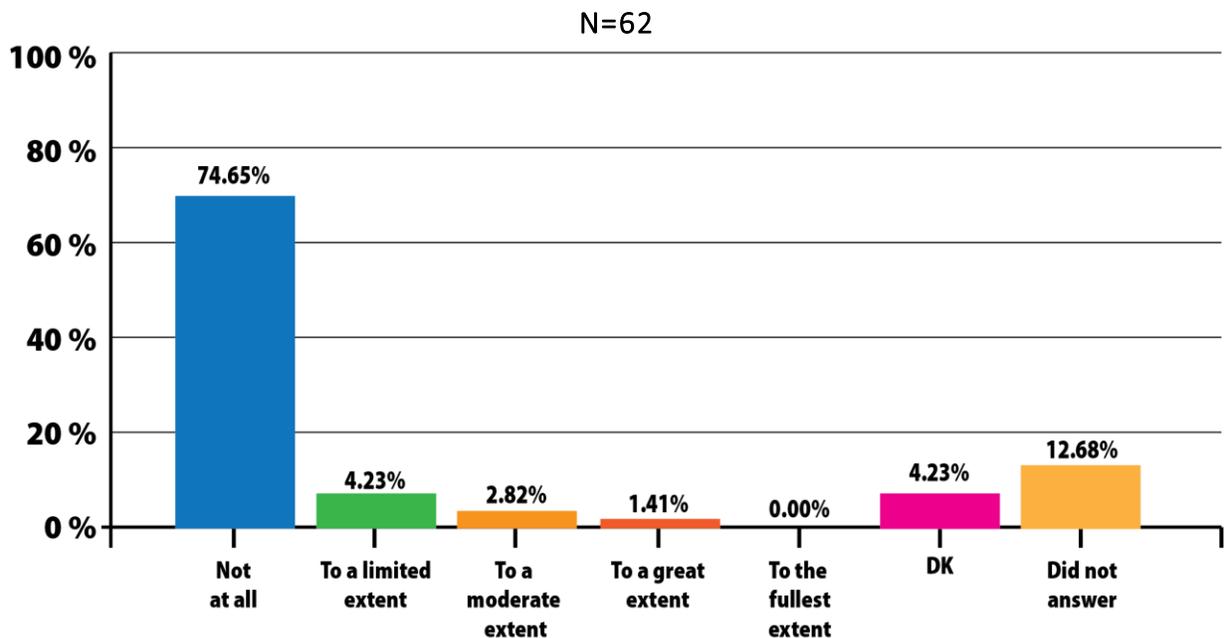
#### **5.4. Discrimination and harassment**

Discrimination and harassment is evident across the research centers (fig. 5). Of 63 people who answered the online survey question, ‘have you experienced gender-based discrimination in the workplace’, 10 experienced a limited amount of gender-based discrimination, 2 experienced a moderate extent of discrimination, 1 a great extent, and 1 to the fullest extent. Given that only eight women replied to the online survey, this could well indicate that 100% of the women have encountered some form of discrimination, and that two-thirds have experienced sexual harassment (fig. 6).

*Figure 5. Have you experienced gender-based discrimination in the workplace?*



*Figure 6. Have you experienced sexual harassment in the workplace?*



One FGD respondent highlights how the lack of accountability for grievances and policy implementation perpetuates harassment:

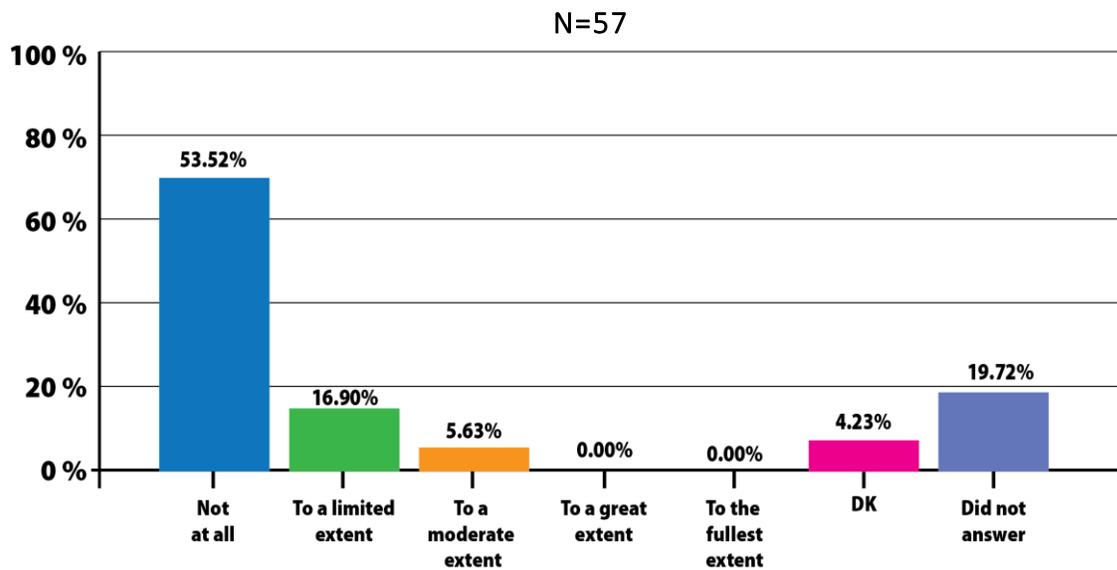
“When you see violence and harassment and when you see the legal measures taken for those actions it is not good enough. It is not a kind of measure that will teach others that it is a wrong deed. I remember a woman being harassed by a man from the same work place. He said to her that she cannot use a computer and he filed a letter of threat and insulted her for being incapable. We have things like this and we have lots of misuse of power. Even if we complain about this guy, nothing will happen to him.”

The respondent went on to explain that this affects women’s careers:

“This kind of thing slows women for five years, from getting a job raise, from educational opportunities, and from anything, so I think it is important to work on things like this.”

This reaffirms the need to implement a 360-degree feedback system. If a manager’s performance is assessed by their subordinates, then there will be less harassment. There is currently a low level of discussion about sexual harassment in the workplace (fig. 7). Given the prevalence of harassment, HR needs to take immediate steps to rectify this by developing an equal opportunity strategy and delivering mandatory training on gender harassment and discrimination.

***Figure 7. Has sexual harassment ever been discussed in the workplace?***



**Recommendations:**

1. Develop an equal opportunity strategy with zero tolerance for harassment.
2. Deliver mandatory training on gender harassment and discrimination.
3. Include questions in performance evaluations about the way work is assigned in the team, the steps taken to reduce unconscious bias, and the methods used to promote awareness of biased behavior.

### 5.5. Behavior and attitudes towards female colleagues and gender equality

This section explores attitudes, i.e. ‘an individually held belief that has an evaluative component,’<sup>29</sup>. An attitude is different to a norm; it infers that something is good, bad, exciting, boring, sacrilegious, disgusting, etc.

A range of attitudes and beliefs within EIAR work for and against gender equality. At one extreme, a respondent unabashedly said:

“First of all, I don't personally believe in gender equality. Women and men are not born equally.”

Others felt that things were changing with time:

“I think people have a good attitude towards gender, the culture is good. Before there was rigidity and reluctance but now I think the people are getting it.”

Another explained:

“I think now days things are changing. I think what I mentioned earlier about women not coming to the meetings, it is getting better. I think women are going out in front more.”

Many others felt that things had improved a lot from their parents’ generation, where women were considered incapable and in need of a male to guide them. Nevertheless, 6 of the 18 KII participants still feel resistance to gender equality.

Gender focal people face harsh criticism. One respondent discussed how the former gender director was teased a lot and had to fight with the people who tried to block her work. Another respondent concurred and explained that:

“when [a former gender head] said she can't see any gender components, they just tell her that they will consider it and then mock her behind her back.”

There is a need to protect women from counterproductive vitriol, especially gender focal people who face a double disadvantage of (usually) being women and working on gender issues.

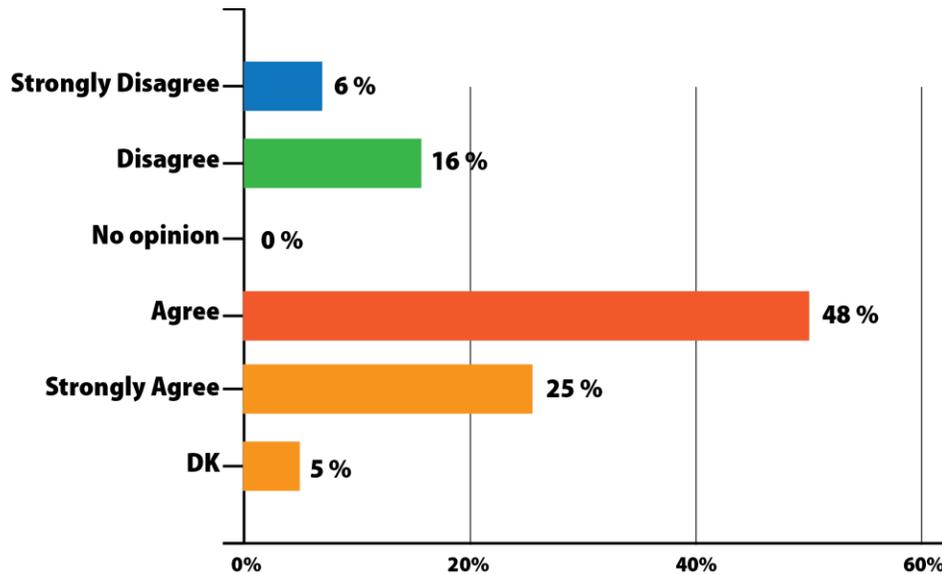
Despite these behaviors, a majority of respondents (73%) agreed that the promotion of gender equality fits into the image of the institute, while 22% did not agree (fig. 8).

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<sup>29</sup> [http://gsdrc.org/wp-content/uploads/2016/01/Social-Norms\\_RP.pdf](http://gsdrc.org/wp-content/uploads/2016/01/Social-Norms_RP.pdf)

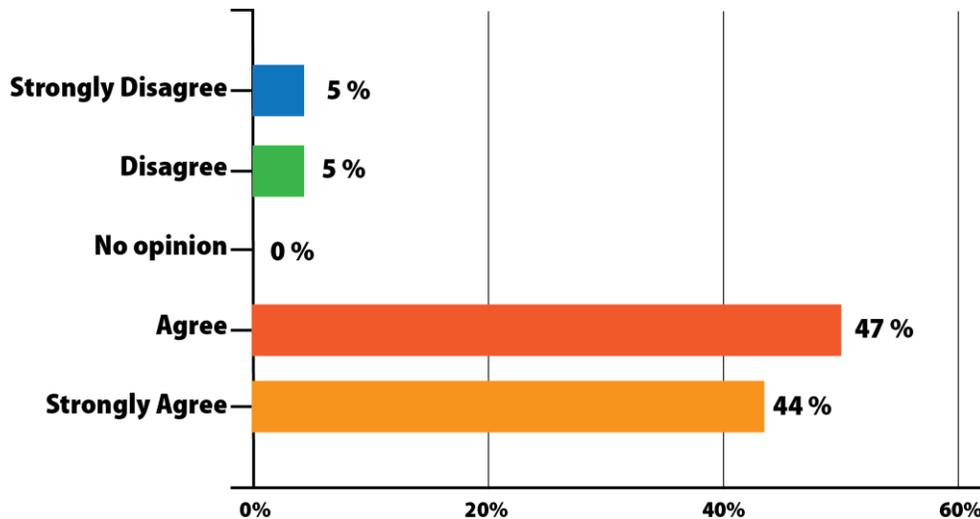
*Figure 8. The promotion of gender equality fits into the image of our Center/ Institute.*

N=63



Most staff feel personally responsible for incorporating gender in their work (fig. 9), though 10% of respondents disagreed with this statement, indicating a need for awareness training.

*Figure 9. I am responsible for considering gender in my work.*



When KIIs were asked, 'have you done anything to incorporate gender into your workplace,' 15 of 18 respondents hadn't. A few respondents could discuss some of the things the institute is doing, such as the affirmative action approach. One respondent thought that, because they do lab work, gender isn't relevant. Some thought that hiring females was enough and one thought that gender mainstreaming was the responsibility of the gender department. Those that answered positively explained that they either mentored or built the capacity of women, or that they work with female farmers. For many respondents,

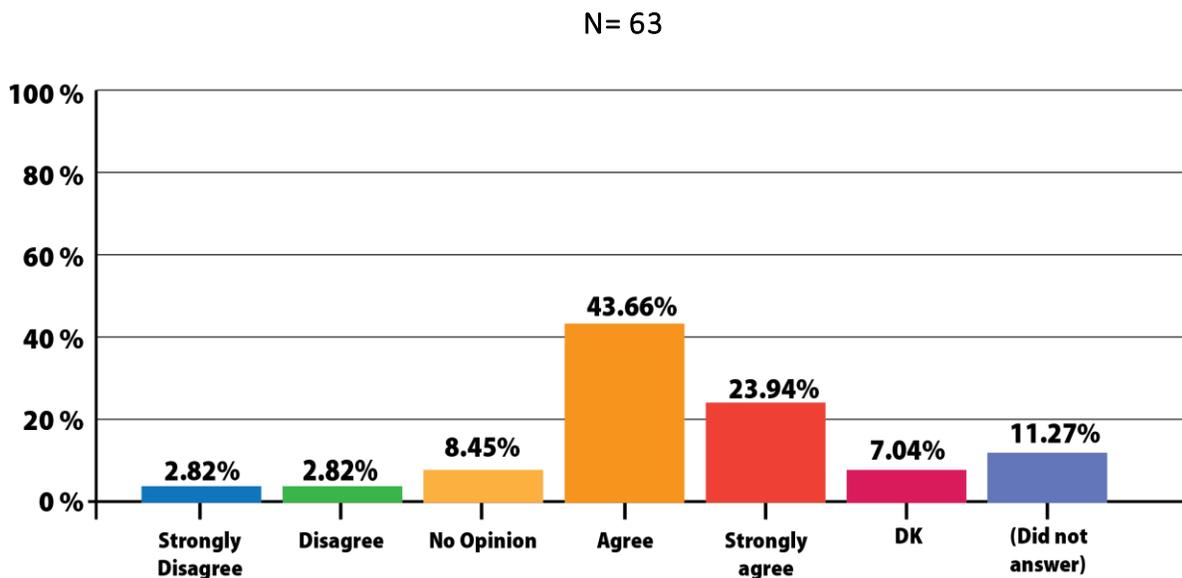
gender was perceived as something to do in research projects and not a part of everyday work within the organization. The gender focal people help with research but there is little support for mainstreaming gender internally.

All participants reported problems with the implementation of internal rules and policies, which perpetuates the idea that gender is just rhetoric. As one FGD respondent explained:

“There are rules and procedures for gender equality, but these rules are just on paper, not in practice. There is also a capacity issue with implementing the written rules.”

The existing gender policy is out of date but EIAR have plans to redevelop it, which will be instrumental in guiding EIAR’s focus on gender. Successful gender mainstreaming requires that gender is conceived of more broadly than just including women. A gender strategy that incorporates procurement and other internal operations, along with setting standards for gender in research, is required to give meaning, purpose, and direction to the organization. The development of this strategy should be participatory to enable more EIAR staff to comprehend gender. Of the online respondents, 76 percent felt that EIAR could do more than it is currently doing to institutionalize gender equality (fig. 10), which is a sobering call to action.

*Figure 10. My Center/Institute could do more to institutionalize gender equality.*



**Recommendations:**

1. Hold biannual gender learning events in each center where staff are encouraged to voice their concerns and achievements.
2. Develop a gender strategy that is circulated widely for comment.

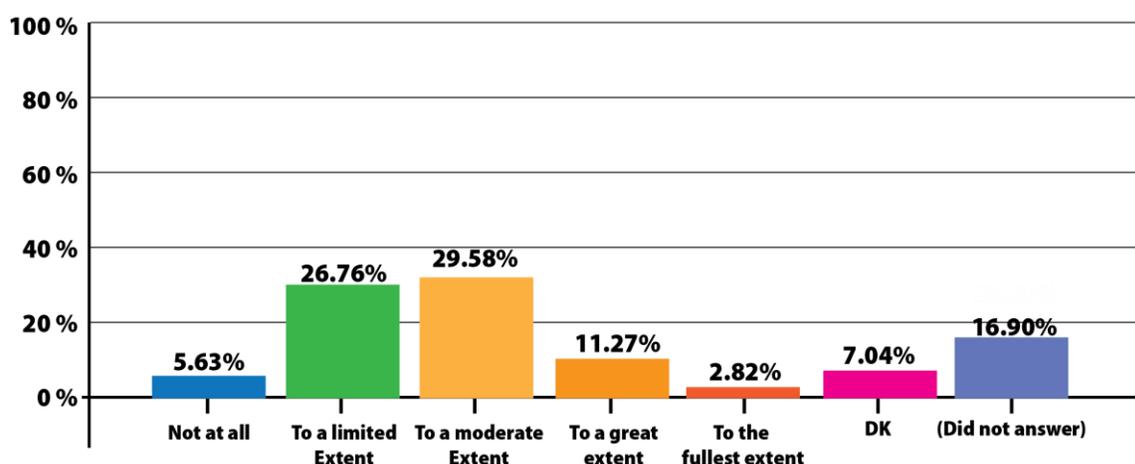
## 5.6. Leadership and accountability

*“When you mention gender, most of the time there is only talk and talk.” FGD*

Accountability includes performance monitoring and other ways gender results are valued. Leadership is associated with accountability because leaders must manage for results and ensure people are held accountable for gender mainstreaming. Yet, accountability for gender is not systematically considered across EIAR (fig. 11). Of the online survey respondents, 7% have never witnessed gender being considered during strategic planning meetings, 32% have witnessed it to a limited extent, 36% to a moderate extent, 14% to a great extent, and 2% to the fullest extent. Leaders need to set the standards for gender mainstreaming. If not discussed during strategic planning meetings, gender will not be adequately mainstreamed.

**Figure 11. To what extent have you witnessed gender being considered during strategic planning meetings?**

N=59



All KII respondents agreed that there are no incentives in place to encourage staff to mainstream gender. Half of the KII respondents had never heard their manager ask for sex disaggregated data. Managers need to ask for gender specific results as a form of incentive.

The documentation analysis found basic research proposal guidelines, but their gender-focused sections are insufficient to guide research teams on how to design, budget and conduct gender responsive research. Most proposals are not checked for gender sensitivity (fig. 12), thus there are no repercussions for not mainstreaming gender. This situation should be reversed if EIAR wishes to mainstream gender and improve productivity. One FDG respondent explained:

*“Of course, it needs to be mainstreamed, so how is it going to mainstream? Is it going to represent the institution or not, we don't have any system to check that? Where are the checkpoints? Nobody knows that. That is the problem.”*

Another respondent commented:

“We have to think of gender prior to implementation, we have to think of proposals that incorporate women.”

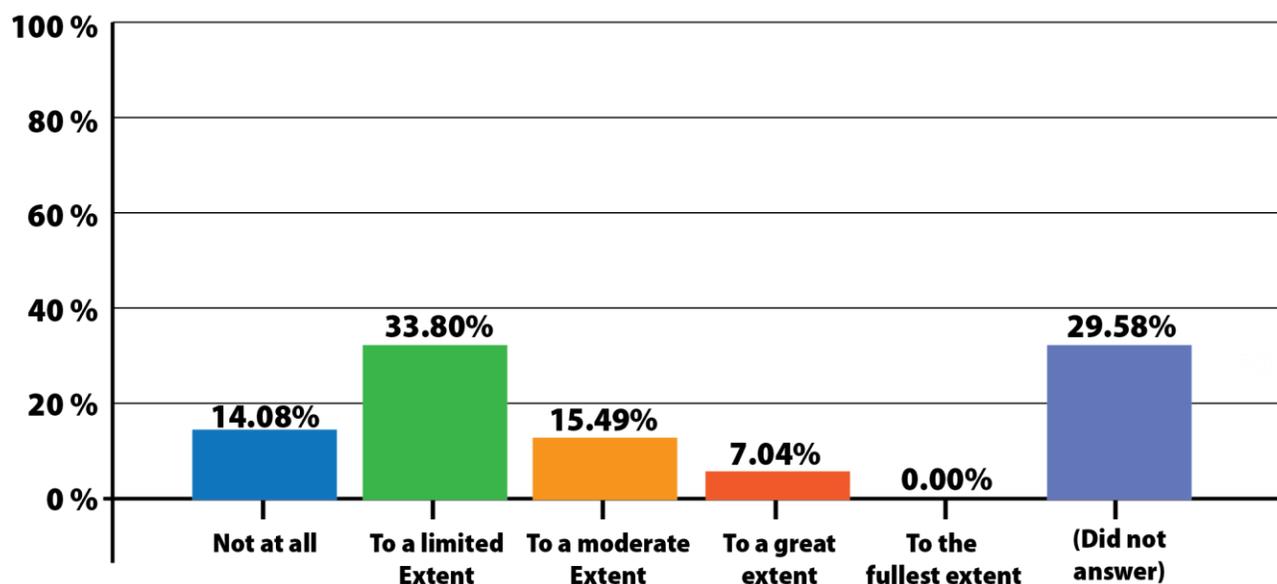
Many respondents commented that gender is not properly mainstreamed and that there is a lack of support and guidance on how gender should be incorporated:

“First we do not even think about it. The reason we do not include gender in our work is because we do not know how to incorporate gender in our job. We are not opposing it, we just do not know how to incorporate it. I said it is because of the nature of my job but may be if there is someone who can help us show how to incorporate gender, we might do that. But there is nobody.”

Most of the projects sampled as part of the documentation analysis do not have formal gender strategies or objectives (outside of participation rates). This lack of strategic focus, results in an unhelpful association that women’s participation equals gender equality.

*Figure 12. Are proposals and reports checked for gender sensitivity?*

N=50



There are gaps in leadership and communication in EIAR about managing for gender mainstreaming results, as one respondent explained

“There are orders from higher officials on how to design projects but when I see this as a team, I don’t think proper attention is given to gender. Attention should be given to it. The woman called Yeshi Chichi (former gender focal person), she used to struggle. I think the bosses at higher level should change their mentality about this issue.”

Some respondents felt lost about what they should be doing in terms of gender (outside of reporting numbers of female participants). For example, one respondent said:

“The center asks us [about gender] in the report phase and in the preparation of our action plan. Every year we categorize the number of women who will benefit from the training

and technology demonstration. So, based on that we try to report that way but there is no strong way... But we try.”

Another KII respondent explained:

“When the work is done at least there should be a responsible body that asks what did you do and what did you plan, are you doing what you planned? ... there should be some support or something that refreshes worker’s minds like through seminars or programs. It can help to meet up and to discuss with other people. But we are not working according to that.”

Those responsible for embedding gender in their projects need more support from managers, more training, and more discussion around what they can realistically achieve.

On a positive note, 16 of 18 KII respondents said that the management demonstrates respect for diversity. Most understood that diversity means ethnicity, religion, gender, and age. However, the lack of female role models is a big stumbling block for making EIAR more gender sensitive. As one FDG respondent explained:

“That comes to leadership, in the research. There are one or two men in each center and you might hear people saying this guy is a genius researcher. As a Habesha the value you give to knowledge and as a country is very difficult, it is very big. If the person I think of is more knowledgeable, I will give more respect to him. We don't have any woman we see like that.”

Female leaders need knowledge, opportunities, and confidence as these create respect. Women in EIAR are not given respect because they did not have the right confidence in the eyes of staff. However, men also keep women back because they lack the confidence to encourage women to be better than themselves. As a female KII respondent explained:

“Everyone has to help her believe in herself. The other thing is training the others who are telling her that she is incapable of doing things. There should be some sort of support for them because all people are not making these mistakes knowingly.”

Reframing a strong male leader as one who promotes, mentors, and sponsors women without fear is necessary for EIAR to gain more female staff and leaders.

The opinions of leaders matter most as they can help effect change.<sup>30</sup> To mainstream gender at EIAR, leaders must align with the need to change behavior, attitudes and norms. The EIAR leaders of large portfolios in terms of budget (e.g. crops) can have the greatest influence. If they are not brought on board, their veto power could block gender reforms.

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<sup>30</sup> <https://www.linkedin.com/pulse/just-tell-me-what-do-useful-frameworks-thinking-felicity-menzies-fca/>

**Recommendations:**

1. Include leading for gender and diversity in performance reviews.
2. Pilot gender guidelines and approaches in the crop sector and have the crop directorate report progress to management team meetings.
3. Develop a checklist for reviewing proposals that includes gender questions.
4. Ensure a gender and diversity session/question is included in all leadership meetings/events.
5. Develop an engagement strategy and redefine leadership competencies accordingly.
6. Develop incentives and recognition for teams that mainstream gender well.
7. Establish a Women in Leadership Program that involves confidence building, communication, and negotiation and formalize a mentoring and sponsorship program.

**6. Main Findings: Gender in research**

The previous section focused on EIAR's culture - staff attitudes and norms of behavior. This sets the conditions and the enabling environment for gender mainstreaming in research. Gender responsive research is:

- Designed to meet women's and men's needs;
- Encouraging of women's participation; and
- Research on the gender question itself, to enhance understanding of gender issues in science and research.

**6.1. Gender-responsive research**

The 2015/16 Agricultural Economics, Extension and Gender Research Directory report indicated that several specific gender research projects were conducted in different research centers. These included:

- i. Research on farming systems with the specific objective of 'exploring gender dynamism in extension services, technology use, resource availability, economic capacities, food availability, and other livelihood dimensions'.
- ii. Assessing perceptions of female and male farmers on selected trap and intercrop plants.
- iii. Assessment of women and men's vulnerability to climate variability and change in Ethiopia's Central Rift Valley.
- iv. Enhancing improved poultry technology transfer to smallholder dual purpose poultry producers in Ethiopia by strengthening women farmer research extension groups.
- v. Empowering women through promoting rice post-harvest technology in *Fogera* district, Amhara region.
- vi. Demonstrating improved vegetable crops with production materials by using a participatory approach with women farmers in *Welmera woreda*.
- vii. Pre-scaling of improved banana and pineapple varieties in Jimma and Illu Aba Bora zones through women's demonstration groups.

- viii. Developing the human capacity of female and male farmers, stakeholders, and other extension service providers for effective technology dissemination.

Six research activities were carried out by the Gender Research Unit:

- i. Gender perspectives study on wheat producing areas of the Arsi zone.
- ii. Gender analysis in fish production of the Gambella region.
- iii. The role of women and youth in lowland spice production, utilization, and distribution in southwestern parts Ethiopia.
- iv. Gender differentials in medicinal herbs technology preferences.
- v. The role of women in information dissemination pathways of indigenous medicinal aromatic plants (MAPs).
- vi. Gender differentials in banana and avocado technology preferences.

Efforts to integrate gender into research projects have also been observed across other directorates. These efforts typically include:

- Counting female participation rates and setting targets (fig. 13);
- Inviting women to attend training and meetings;
- Holding single-sex focus group discussions or using participatory methods such as participatory rural appraisals;
- Asking division of labor, decision-making, or gender-focused question in surveys;
- Seeking women's opinions; and
- Aiming to empower women.

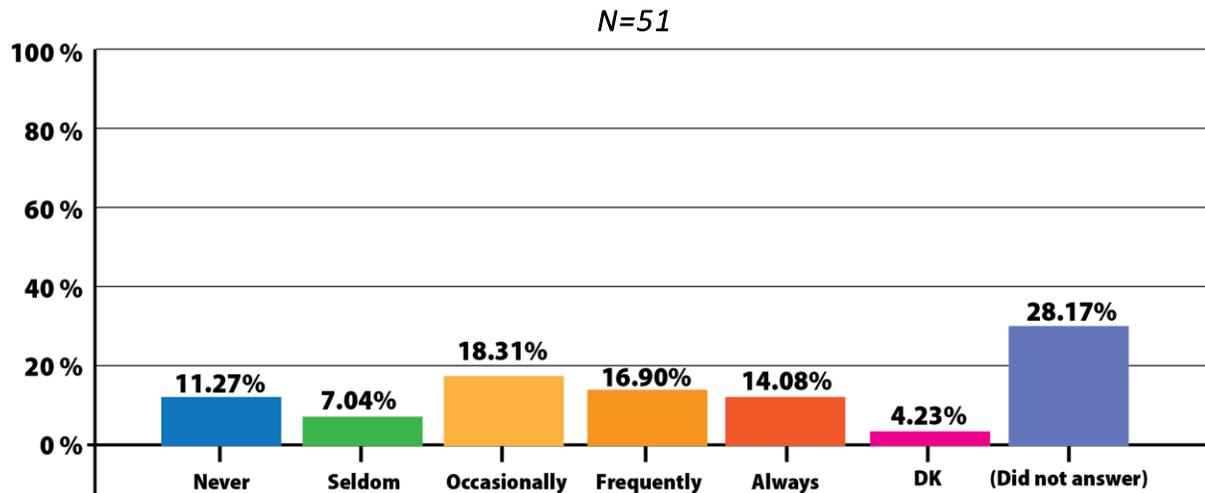
These are commendable efforts that should be scaled up across projects. Out of all online survey respondents, only five people had used participatory rural appraisal methods and only seven had used focus group discussions (not necessarily separate-sex discussions). Mixed methods are better for gender research than only quantitative methods, thus EIAR should aim to increase the use of qualitative methods.

The standard effort to incorporate gender in research is to count the number of female participants. However, the way women are included and how consistently this is attempted requires improvement, as a respondent outlined:

“We are mainly gender blind. The only thing that we are trying to really check is whether the participation of important female headed households as well as the youths are there.”

When asked how often they set targets for female participation, 45% of respondents answered that targets are frequently or always set, 25% occasionally, and 26% seldom or never set targets for female participation. Setting targets for participation is a short-term indicator of inclusion, not an outcome. The desired outcome from setting targets is that they become redundant when women are fully included and considered a crucial part of the agriculture research for development system. More work is needed to reach this outcome.

*Figure 13. How often do you set targets for women's participation in your research work/ project?*



Involving women by taking additional steps or putting in additional effort was not common (fig. 14). As one respondent explained:

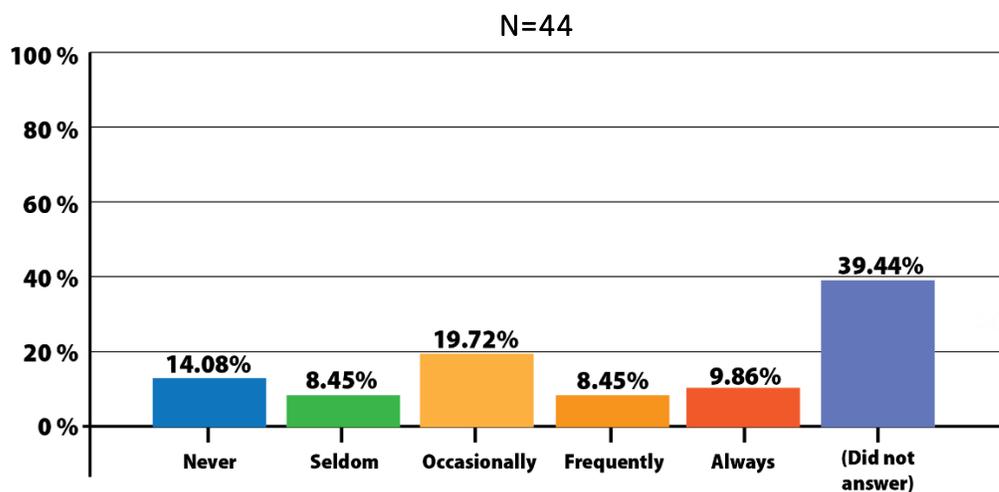
“When we were doing research on skills gaps with farmers we tried to include women in the research. The number of women participating are very few. If the participants are fifty, the number of women among them will be two or three.”

The interviewer asked, ‘when this happens, what do you do?’ and the respondent replied:

“We do not do much. We let them participate equally and we have an informal discussion to increase their motivation. We discuss it with the women but there is nothing special that we do.”

This is a common assumption. Researchers are not aware that they must put in additional effort to reach women (at least in the short term), for which there are many rewards.

*Figure 14. When interviewing women, do you consider socio-cultural and religious factors such as when, where, and how to interact with them?*



Respondents in the KIIs and online survey suggested that achieving government mandated participation rates for females was very difficult, and that researchers fabricated participation figures to avoid scrutiny and perceptions of failure. Several respondents explained why reaching women is difficult and costly:

“Time can be one factor, or it can be financial problems because when you let women participate and consult them, when you show them, when you invite them, transportation is needed which is another problem.”

An online survey respondent explained:

“The participation of women is almost none as it is costly and laborious.”

Other respondents said things like:

“We use the members of the women’s farmer association to help women participate so there is no missing meetings like they used to. We invite women in other places, but they miss it most of the time.”

The inability to meet female participation rates is associated with attitudes, knowledge, and capacity.

Researchers do not seem to know how to change cultural and gender norms, but they do understand that it is norms that works against women participating effectively agriculture technology transfer. As a KII respondent described:

“When you give women orders to do things they do it, like if you tell them to weed at the right time, they will do it at the right time, or if you tell them to use fertilizers they will do it, I mean they are honest. So, if you work on women, it is obvious that it will be successful. But the challenges that I told you earlier [about getting women to attend training and demonstrations] will affect your ability to do this.”

Conducting a gender analysis is one strategy that can help researchers understand cultural and gender-related norms and barriers, such as roles and responsibilities, how to reach more women, and norms around interviewing and community practices. However, 63 percent of online respondents and 86 percent of KII participants had never conducted a gender assessment, nor analyzed gender roles and responsibilities in a target community. This means that most projects run on assumptions and gender-blind facts. It is not surprising that researchers have trouble reaching women when they do not understand the gender basics of a community or sector.

One respondent explained that usually only donor-funded projects require a gender analysis:

“My project is a government-funded project. Since it is time bound we work in a hurry. So, we do not have time just to make an analysis for gender. We do not have time to assess. We are asked how many women should be involved and we put some figure, but this figure is not based on assessment.”

Adopting a more robust understanding of gender responsive research that incorporates women from the proposal stage and throughout the research would help EIAR staff achieve their gender participation targets and ensure that women benefit equitably from the research. Activities should identify or tag their contribution to gender equality, and this information should be kept in a central repository.

Recruiting more female enumerators would be one way to reach more female farmers. However, only 17% of online respondents always aim to recruit a gender balance in enumerators; 14% answered that they frequently consider these things, while 22% occasionally, 20% seldom, and 34% never. Female enumerators are essential for reducing gender bias in research and to enable female respondents to feel comfortable answering survey questions. More effort is needed to recruit female enumerators and to involve more women in research for development activities.

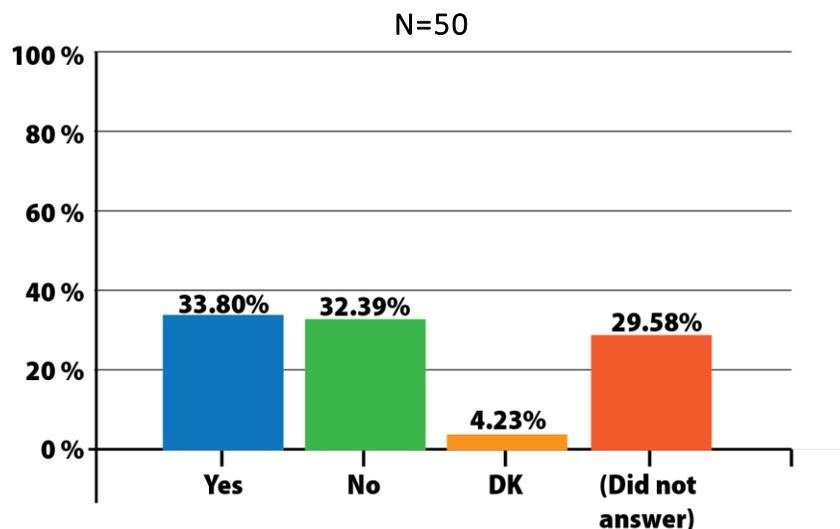
**Recommendations:**

1. Develop a gender policy and minimum standards for gender responsive research.
2. Mandate program areas to submit a gender analysis at the proposal/ design phase.
3. Adopt the use of transformative research methods as a capacity building activity.
4. Implement a peer review process so that all proposals are assessed from a gender perspective.

## 6.2. Monitoring and Evaluation (M&E) and sex-disaggregated data

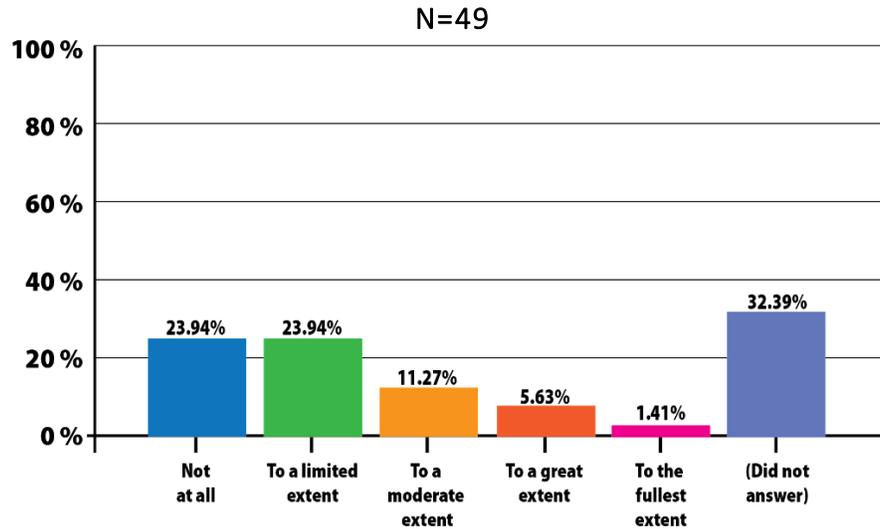
M&E is a critical factor for implementing gender concerns in research projects as it enables sex disaggregated data to be systematically collected and analyzed. It also helps programs to identify effective strategies and measure progress. Yet, the capacity for gender responsive M&E at EIAR is low. While only 71 percent of online survey respondents answered the question “Do you have a specific gender related indicator in your monitoring and evaluation framework?”, less than half of these respondents said they had a gender indicator, which was mostly about women’s participation.

*Figure 15. Do you have a specific gender related indicator in your M&E framework?*



Collecting sex-disaggregated data is a minimum standard for gender responsive research and M&E. Most online respondents reported that they do collect some form of sex disaggregated data (see fig. 16), but all researchers should do this.

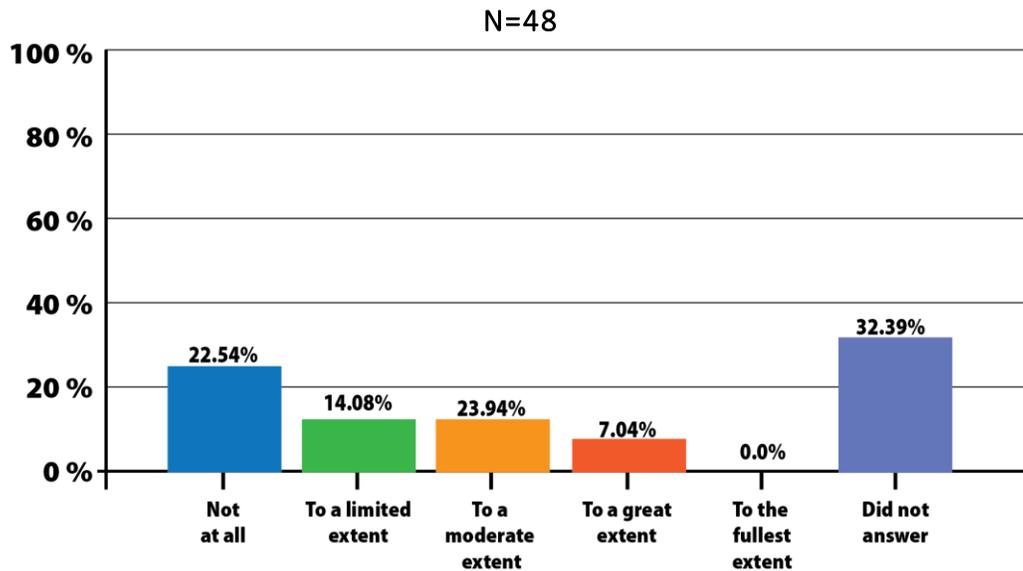
*Figure 16. Do you collect sex disaggregated data?*



Reporting sex disaggregated data is a challenge. Annual performance reports inconsistently report sex disaggregated data and under-report gender-related work and achievements. These reports usually have a gender section indicating efforts made towards gender-responsiveness, but this is usually populated by the gender directorate. To mainstream gender, every section should have a gender component and each unit would be responsible for populating this section with their progress on gender.

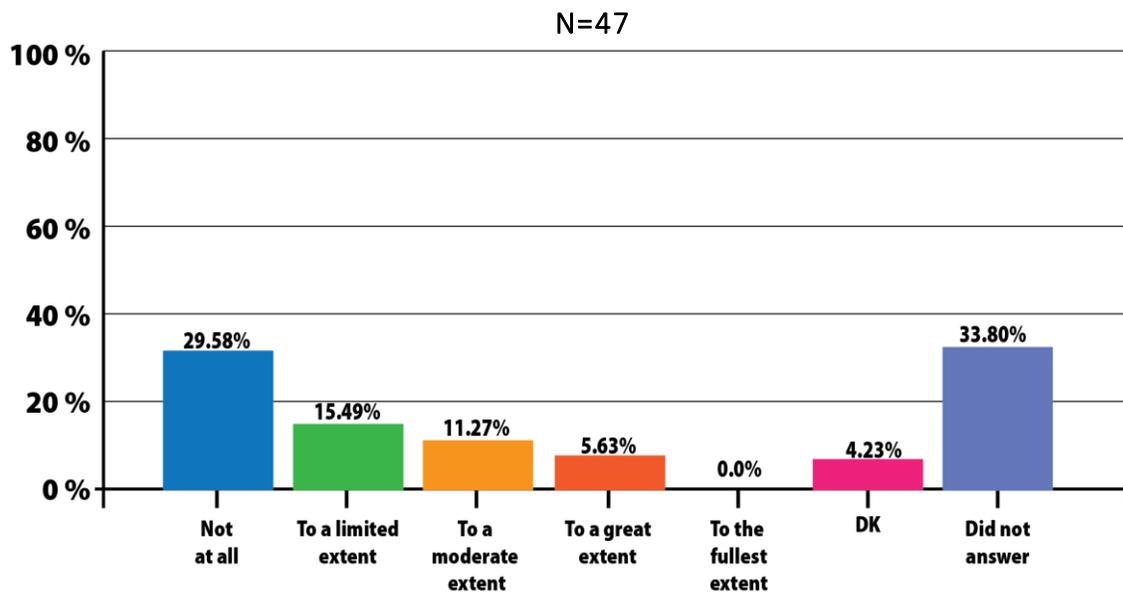
Only two-thirds of online respondents answered the question on reporting sex disaggregated data (fig. 17). It may be that the remaining survey participants do not collect sex disaggregated data because they play different roles (e.g. some may help only with planning and analyzing), or because they choose not to collect sex disaggregated data and/or do not feel it relevant.

*Figure 17. Do you always report your data in a sex disaggregated way?*



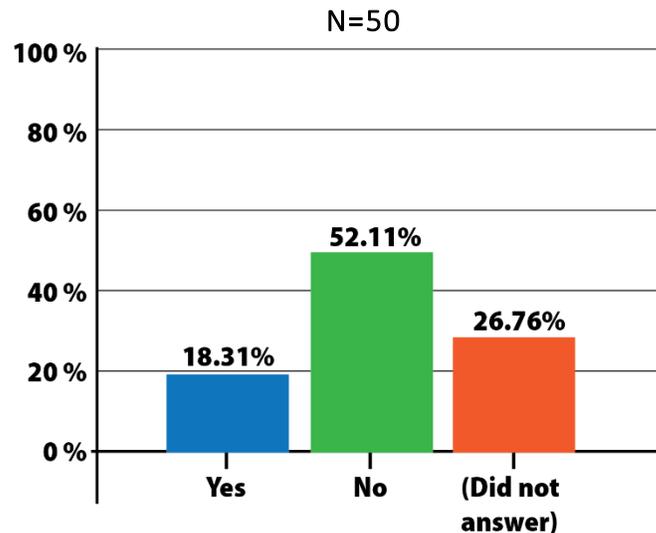
There is low capacity in EIAR for M&E and this is compounded when discussing gender in M&E. Evaluations and impact assessments of research projects are rarely done, and when they are done, they do not evaluate the differential impact on men and women (fig. 18). One KII respondent questioned: “How do you work out the different impact on women and men?” Many respondents did not know what a theory of change was and had not been involved in developing indicators.

*Figure 18. Have you ever evaluated the differential impact of your research on men and women?*



Guidelines for systematic collection and analysis of sex disaggregated data is required so that the data and its analysis can inform future programs (fig. 19). However, it is hard to write a new gender responsive program if women's participation rates are the extent of the gender data.

***Figure 19. Have you ever used gender research results to influence research/ project design/plans?***



### 6.3. Resources for gender

Many respondents cited the lack of resources for gender as a barrier to mainstreaming. Only two of fourteen KII participants had some budget earmarked for gender within their research programs. Some had never heard of the idea of reserving budget for gender activities:

“There is no budget allocation for gender. There might be things included when projects are designed but there is no serious allocation like other areas.”

Others incorrectly assume that research that benefits all should count towards a gender budget.

Another FGD participant explained that they were not sure if gender required a separate budget:

“There is no budget for gender and during planning people try to consider gender but rarely budget for it. But is the lack of budget a problem? I don't know because if gender was mainstreamed would it need a separate budget?”

This common misunderstanding was raised during the EIAR gender audit presentation. The audience response indicated the lack of capacity for gender mainstreaming. Gender must have a separate budget to reach women, address their unique needs, deal with power inequities, and build awareness and capacity for gender equality.

The lack of gender budgeting makes it difficult to account for spending on gender equality as well as to re-allocate funds within budgets for gender-focused activities. The under-resourcing of gender signals the low priority that is given to gender work within EIAR. Despite all government ministries (including MoANR)

being mandated to report on gender budgeting to the Ministry of Finance, EIAR has not been asked to report.

**Recommendations:**

1. Apply the Ministry of Finance's gender budgeting guidelines, and report to the MoANR on gender budgeting;
2. Mandate at least 10 percent of all program budgets be reserved for gender activities.

#### 6.4. Communications and knowledge management

The knowledge management/communications unit organizes, designs, and records publications. However, their expertise in supporting projects to communicate results to a wider audience seems underutilized. This is a missed opportunity for EIAR to showcase the good work it is doing to incorporate women and how it is working towards gender equality. Gender results have a wide appeal as many development practitioners use them and EIAR should consider producing more glossy publications on gender. These also take less time than journal articles so are a quicker way to disseminate gender results and gain publicity

However, the gender-sensitive nature of existing publications requires improvement. The documents reviewed from the communications unit (brochures, newsletters, magazines) had mostly pictures of men. Other publications only show women in stereotypical roles (e.g. holding a baby or churning milk) and thus do a disservice to gender equality. Publications should include images of women and men engaging in less stereotypical roles (e.g. women plowing and men holding babies) where possible. The low representation of women in glossy publications perpetuates the stereotype that women do not farm, do not work at EIAR, and are not scientists.

Most of the documents reviewed lacked a gender perspective and either used gender neutral language or very gender stereotypical and/or exploitative terminology. For example, an internal research report on "Small Scale Farmer-Based Hybrid Maize Seed Multiplications", has a sentence in the conclusion that states "*...since the farmer uses his family labor and makes frequent follow-up of the day to day activities, quality seed can be produced with a relatively low cost.*" This encourages labor exploitation of family members which breeches human rights conventions signed by the Ethiopian government, for example, The International Labor Standards Conventions: C100 Equal Remuneration and C111 Discrimination (Employment and Occupation), Convention on the Elimination of all Forms of Discrimination Against Women, and Convention on the Rights of the Child.<sup>31</sup>

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<sup>31</sup> See: <https://www.abysinnialaw.com/blog-posts/item/1483-ethiopia-s-human-rights-treaty-reporting-to-the-un-treaty-bodies>

The documentation analysis highlighted many gender-blind and stereotypical publications; most of the documents reviewed scored zero<sup>32</sup> on gender sensitivity (table 4). The Knowledge Management and Communications Units should focus on promoting gender-aware communications that support the integration of gender in research for development activities. Language and images need to be rated as gender friendly (and a check list developed for this purpose) by the communications team before publication.

**Table 4. Documentation analysis ranking.**

Score	Number of documents
0	37
1/2 <sup>33</sup>	2
1	8
2	4
3	5
4	1

Biased language can feed the subconscious biases of those reading publications (table 5). To be gender-responsive, these phrases should not be used in written work or in verbal conversations.

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<sup>32</sup> See annexes for scoring guidelines.

<sup>33</sup> Some of the reviewers felt the document should be given a half point

*Table 5. Phrases to avoid.*

Avoid these words or phrases	Replace with
"You guys"	"everyone," "all of you," "team"
"The kid"	"the young person," "recent graduate,"
"Oh man" or "Oh brother"	"wow," "ugh," "yikes"
"Attendees and their wives are invited"	"Attendees and their guests..." "Attendee plus one"
"Congressman"	"Member of Congress," "legislator," "representative"
"Mankind"	"humankind," "humans," "people"
"Manpower"	"personnel," "staff"
"Salesman" "middleman"	"salesperson" "broker" "reseller"

**Recommendations**

1. Publish more glossy publications on gender responsive research.
2. Annual reports should include a gender section under each directorate/unit that is populated by managers within that directorate/unit (and is not the responsibility of the gender directorate/adviser to complete).
3. Develop a gender communication strategy as a behavior change activity.
4. Language and images need to be rated as gender friendly before publication.

**6.5. Bibliometric analysis**

Analyzing data by gender requires an even higher level of capacity than collecting it because researchers must understand gender to analyze the differences and draw conclusions about what sex disaggregated data means. The bibliometric analysis reveals a shortage of gender publications. While some projects refer to gender as a cross-cutting activity, it is rare to have gender appear in publications or comprehensively in reports. The 17 publications were also ranked according to how many times they had been cited (table 6).

***Table 6. Articles most cited.***

	<b>Authors</b>	<b>Title</b>	<b>Year</b>	<b>Source title</b>	<b>Cites received</b>
1	Kidane B., et al.	Use and management of traditional medicinal plants by Maale and Ari ethnic communities in southern Ethiopia	2014	Journal of Ethnobiology and Ethnomedicine	10
2	Worku A., et al.	Socio-economic importance of gum and resin resources in the dry woodlands of Borana, southern Ethiopia	2011	Forests Trees and Livelihoods	10
3	Worku A., et al.	The significance of dry forest income for livelihood resilience: The case of the pastoralists and agro-pastoralists in the drylands of southeastern Ethiopia	2014	Forest Policy and Economics	7
4	Mengesha M., Tamir B., Dessie T.	Village chicken constraints and traditional management practices in Jamma District, South Wollo, Ethiopia	2011	Livestock Research for Rural Development	6
5	Ortiz O., et al.	Incentives and disincentives for stakeholder involvement in participatory research (PR): Lessons from potato-related PR from Bolivia, Ethiopia, Peru and Uganda	2011	International Journal of Agricultural Sustainability	5
6	Kidane B., et al.	Ethnoveterinary medicinal plants used by the Maale and Ari ethnic communities in southern Ethiopia	2014	Journal of Ethnopharmacology	3
7	Kidane B., et al.	Ethnobotany of wild and semi-wild edible fruit species used by Maale and Ari ethnic communities in southern Ethiopia	2014	Ethnobotany Research and Applications	3
8	Geleti D., et al.	Analysis of fluid milk value chains at two peri-urban sites in western Oromia, Ethiopia: Current status and suggestions on how they might evolve	2014	Global Veterinaria	2
9	Kolech S.A., et al.	Potato Variety Diversity, Determinants and Implications for Potato Breeding Strategy in Ethiopia	2015	American Journal of Potato Research	2
10	Assefa T., et al.	Participatory Plant Breeding with Traders and Farmers for White Pea Bean in Ethiopia	2014	Journal of Agricultural Education and Extension	1
11	Kidane B., et al.	Wild and semi-wild leafy vegetables used by the Maale and Ari ethnic communities in southern Ethiopia	2015	Genetic Resources and Crop Evolution	1
12	Mengesha M.	The issue of feed-food competition and chicken production for the demands of foods of animal origin	2012	Asian Journal of Poultry Science	1
13	Teklehaimanot W.H., Duodu K.G., Emmambux M.N.	Maize and teff starches modified with stearic acid as potential fat replacer in	2013	Starch/Staerke	1

		low calorie mayonnaise-type emulsions			
14	Alemayehu A., et al.	Village chicken production systems in selected areas of Benishangul-gumuz, western Ethiopia	2015	Asian Journal of Poultry Science	0
15	Kolech S.A., et al.	Identification of Farmer Priorities in Potato Production Through Participatory Variety Selection	2015	American Journal of Potato Research	0
16	Nebiyu R., et al.	Impacts of technology adoption on the quality of milk from smallholder farms in Wolayta, Southern Ethiopia	2012	Livestock Research for Rural Development	0
17	Seyoum Y., et al.	Edible wild fruit trees and shrubs and their socioeconomic significance in central Ethiopia	2015	Ethnobotany Research and Applications	0

The subject areas associated with these articles are shown in table 7.

***Table 7. Subject area associated with 'women' and 'gender' articles.***

Agricultural and Biological Sciences	15
Environmental Science	3
Social Sciences	3
Veterinary	3
Economics, Econometrics and Finance	2
Biochemistry, Genetics and Molecular Biology	1
Chemistry	1
Medicine	1
Pharmacology, Toxicology and Pharmaceutics	1
<b><i>Total</i></b>	<b><i>17</i></b>

Table 8 shows the Citiscore, impact factor Scimago rank, and how many EIAR gender articles and other gender articles were published by each journal.

*Table 8. Journal citation report (2011-2015).*

N o.	Journals publishing EIAR gender articles	Cite Score 2015 Scopus	Journal Impact Factor 2015 Web of Science	Scimago Journal Rank 2015	Gender articles published (EIAR)	Gender articles published (global)
1	American Journal of Potato Research	1.28	1.159	0.558	2	17
2	Asian Journal of Poultry Science	0.60	N/A	0.284	2	11
3	Ethnobotany Research and Applications	0.69	N/A	0.323	2	68
4	Livestock Research for Rural Development	0.18	N/A	0.199	2	310
5	Forest Policy and Economics	2.31	1.552	1.195	1	114
6	Forests Trees and Livelihoods	0.71	N/A	0.350	1	68
7	Genetic Resources and Crop Evolution	1.43	1.258	0.663	1	45
8	Global Veterinaria	discontinue	N/A	0.148	1	37
9	International Journal of Agricultural Sustainability	1.86	1.538	0.707	1	51
10	Journal of Agricultural Education and Extension	0.64	N/A	0.430	1	104
11	Journal of Ethnobiology and Ethnomedicine	2.68	2.414	1.001	1	229
12	Journal of Ethnopharmacology	3.54	3.055	1.156	1	943
13	Starch/Staerke	1.57	N/A	0.513	1	31

## 6.6. Quality review

A two-part quality review assessed details within the 17 articles (table 9). Of the 17 articles, none scored 100%; the highest score was 50% for an article that asked a gender-focused question, collected data from men and women throughout, and completed a gender analysis<sup>34</sup>. Five should not have been included in the bibliometric analysis results because the word women and gender was only found in the abstract or in references and not in the body of the article. This means that EIAR had twelve gender-related articles from 2011-2015.

***Table 9. Gender integration indicators for assessing research***

Score	Definition	No. of articles
100%	Gender and/or women are the primary focus of the entire research process, from design to analysis.	0
50%	Gender and/or women are not the primary focus of the research project, but all data are collected on both men and women AND gender analysis is the key component of the majority of the research findings.	1
33%	One of several research questions/sections is focused on gender and/or women and explicitly analyzes sex-disaggregated data and what it means from a gender perspective.	2
20%	Sex disaggregated data are collected but not analyzed by gender but may discuss sex differences.	8
0	No mention of gender or sex	6

The second part of the quality review assessed articles' conclusions and their relevance for policy or practice on a scale of 0 to 4 (0 = no mention of gender in the conclusion; 1 = irrelevant/tokenistic conclusion; 2 = has some sex but not gender conclusions; 3 = has some gender conclusions but basic or unhelpful; 4 = highly relevant gender aware conclusion). Of the 17 publications, the highest score was two (table 16). While two articles had some sex but not gender conclusions,<sup>35</sup> the rest did not discuss gender, nor what the results mean for women compared to men (Table 10).

<sup>34</sup> Nebiyu R., et al. 2012. Impacts of technology adoption on the quality of milk from smallholder farms in Wolayta, Southern Ethiopia.

<sup>35</sup> Nebiyu R., et al. 2012. Impacts of technology adoption on the quality of milk from smallholder farms in Wolayta, Southern Ethiopia; Seyoum Y., et al. 2015. Edible wild fruit trees and shrubs and their socioeconomic significance in central Ethiopia.

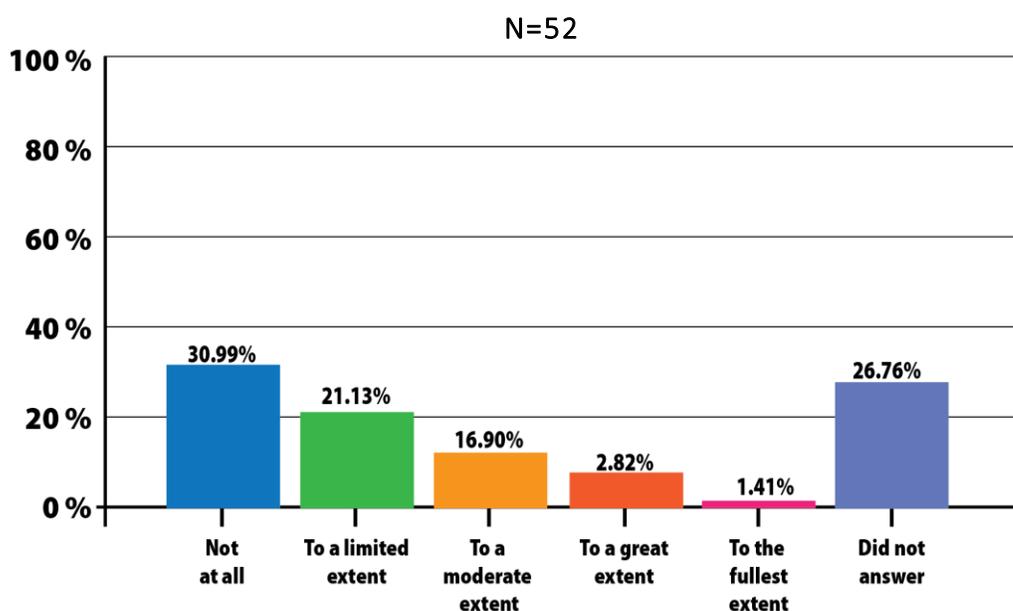
*Table 10. Does the article have a substantive, gender-inclusive conclusion?*

Score	No. of articles
0	10
1	5
2	2

### 6.7. Access to gender publications

Part of the challenge facing EIAR researchers who wish to publish on gender is the lack of access to gender journal articles (fig. 20). Journal subscriptions are expensive, especially for a low-income country government research institution. Consequently, only some of the core science journals are subscribed to (e.g. Journal of Agricultural Economics). This matters in publishing because most quality journals require a literature review section. The lack of access to publications therefore inhibits EIAR researchers from publishing gender results and reduces the contribution that EIAR researchers can make to the literature. To rectify this, EIAR could consider asking donors for online journal access/subscriptions to gender databases. EIAR centers and staff should be taught how to message authors on Research Gate and Academia to request copies of access-restricted gender publications. Knowledge management could consider sourcing and storing gender publications in a central database that EIAR researchers can search.

*Figure 20. Do you have access to documents and publications on gender?*



### Recommendations

1. Ensure promotions depend in part on a gender-focused publications.
2. Provide an annual award for the best gender-focused publication.
3. Knowledge Management should explore the best way to secure access to gender databases/articles.

## 7. Main findings: Capacity for gender

The capacity assessment component of the audit assessed knowledge of gender, ability to mainstream gender, perceptions of gender, and experience with gender mainstreaming and research. The results indicate an absence of capacity to adequately mainstream gender. While some of the findings relate to attitudes (e.g. resistance), behaviors (e.g. ridiculed when raising gender), a lack of guidance/guidelines, and leadership support, it is hard to change any of these things without capacity.

When asked “how is gender relevant to the way you work?” six of seventeen KII respondents thought it was irrelevant. Of those who did find it relevant, gender was synonymous with women’s involvement, as one respondent described:

“Yes of course, when we say gender in the context of our institute, or you can say in the context of Ethiopia, most of the time we are referring to females. We do also have female leaders in the research system, ... so in that case we are integrating gender in our management in the workplace.”

Many EIAR respondents had a limited understanding about gender. This inhibits adequate mainstreaming and a gender-sensitive culture.

There is a tendency for EIAR to recruit internally for gender positions and the gender focal people are not adequately trained or resourced. Agricultural economists or extension agents are asked to be the gender director or focal person, but they are not gender experts. As one respondent explained:

“Unfortunately, in the meetings I attended, there were forums related to gender. Sadly, those who lead the training or give the training don't have a clue what gender means. To be honest they are people who don't have any knowledge about gender.”

Frustrations and resentment are projected onto the gender focal people for their lack of capacity. Moreover, the gender focal person role is only part time and, as one respondent explained, this limits their ability to focus on gender activities:

“Gender is an additional responsibility ... even for the focal people, they have other responsibilities. When the person is busy with other responsibilities, such kind of assigned tasks will be very slow.”

Gender experts with some research experience should be recruited for these roles, even if this means externally hiring gender experts without agricultural experience. In an organization of researchers and agriculture experts, the gender specialists can contribute to multi-disciplinary discussions. This cross-disciplinary exchange will lead to more gender responsive research, capacity building, and more diversity within EIAR.

Many staff understand the need to consider gender related issues. All KII participants could explain in detail the relevance of gender equality to agriculture. However, 10 of 14 KIIs did not know the difference between gender transformative and gender responsive research. While this may be a more advanced understanding of gender, it is important for researchers to know what kind of research they are doing, especially when the government of Ethiopia has set an ambitious target in GTPII to increase women’s participation in agricultural activities from 27 to 50 percent. Despite this ambitious target, eight of fourteen research staff had never contacted the gender focal person for assistance.

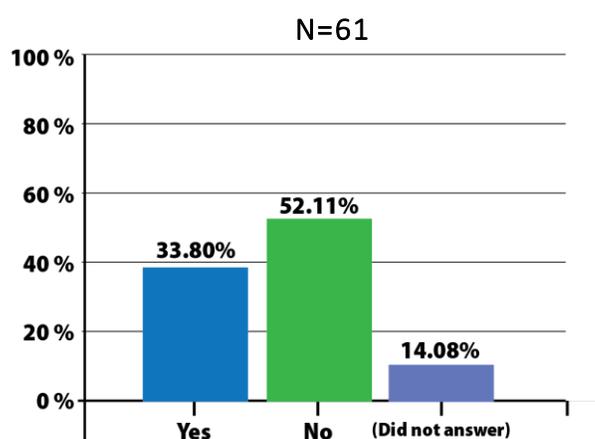
When online respondents were asked to provide additional comments relating to “What additional support do you feel you need to incorporate gender into the way you work?” there was a mix of internal capacity and research requests:

- Create awareness about gender (4)
- Training on how to apply gender to our work (5)
- Methods to empower women and strengthen their skills (2)
- Learn ways to include gender in proposals
- Better medical care/insurance and workplace conditions for women in certain roles
- Better maternity benefits
- Mothers need additional support with care
- Understanding what women’s empowerment means
- Learn how to come up with tangible gender results
- More budget for gender
- Let the gender department study this and come up with solutions

These diverse range of views reflects the degree of effort required to make EIAR a gender sensitive organization.

Of the online respondents, 34 percent stated that they have received gender training (fig. 21).

***Figure 21. Have you received training on gender?***

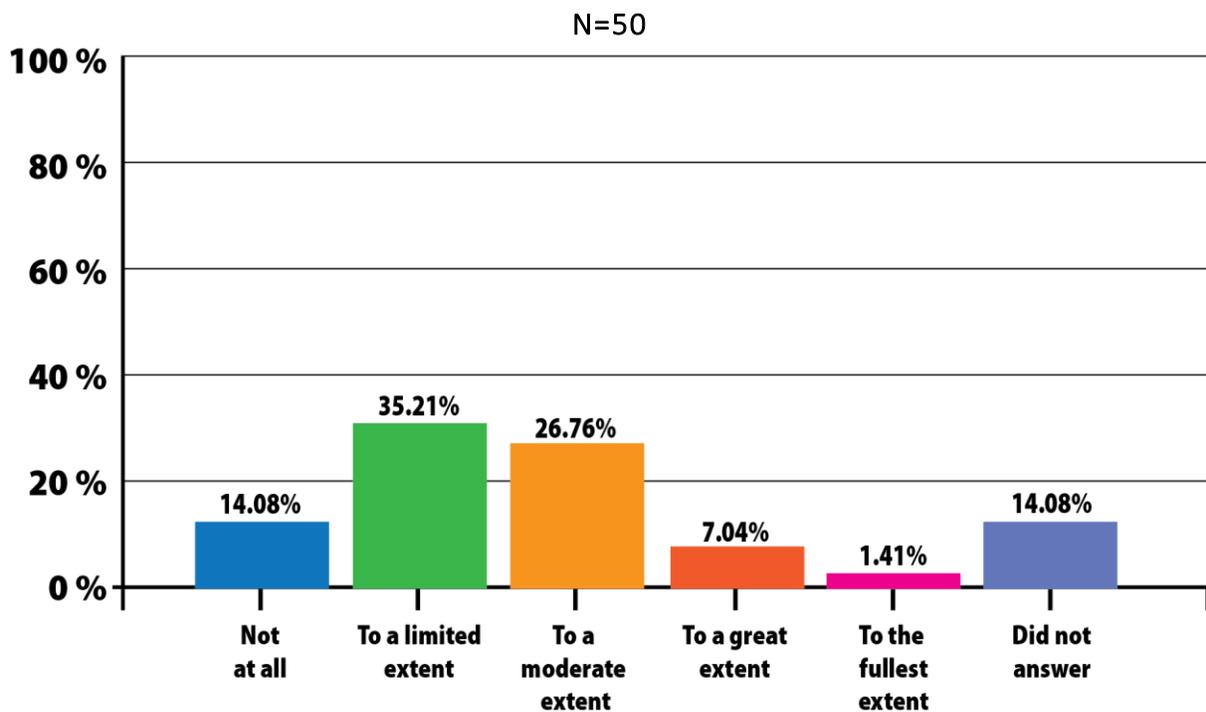


Eleven of the 24 respondents who had received gender training said they had not applied the knowledge because:

- No one discusses it/plans for it (5)
- No opportunity (2)
- Budget (2)
- Training not practical (1)
- Too junior (1)

Despite training, few staff feel they have the knowledge or skills to work with gender tools (fig. 22). This illustrates that training in isolation is insufficient for change. There is no point paying to train people who are prevented from applying the knowledge they learn. The institution must change for gender training to have relevance and a positive impact.

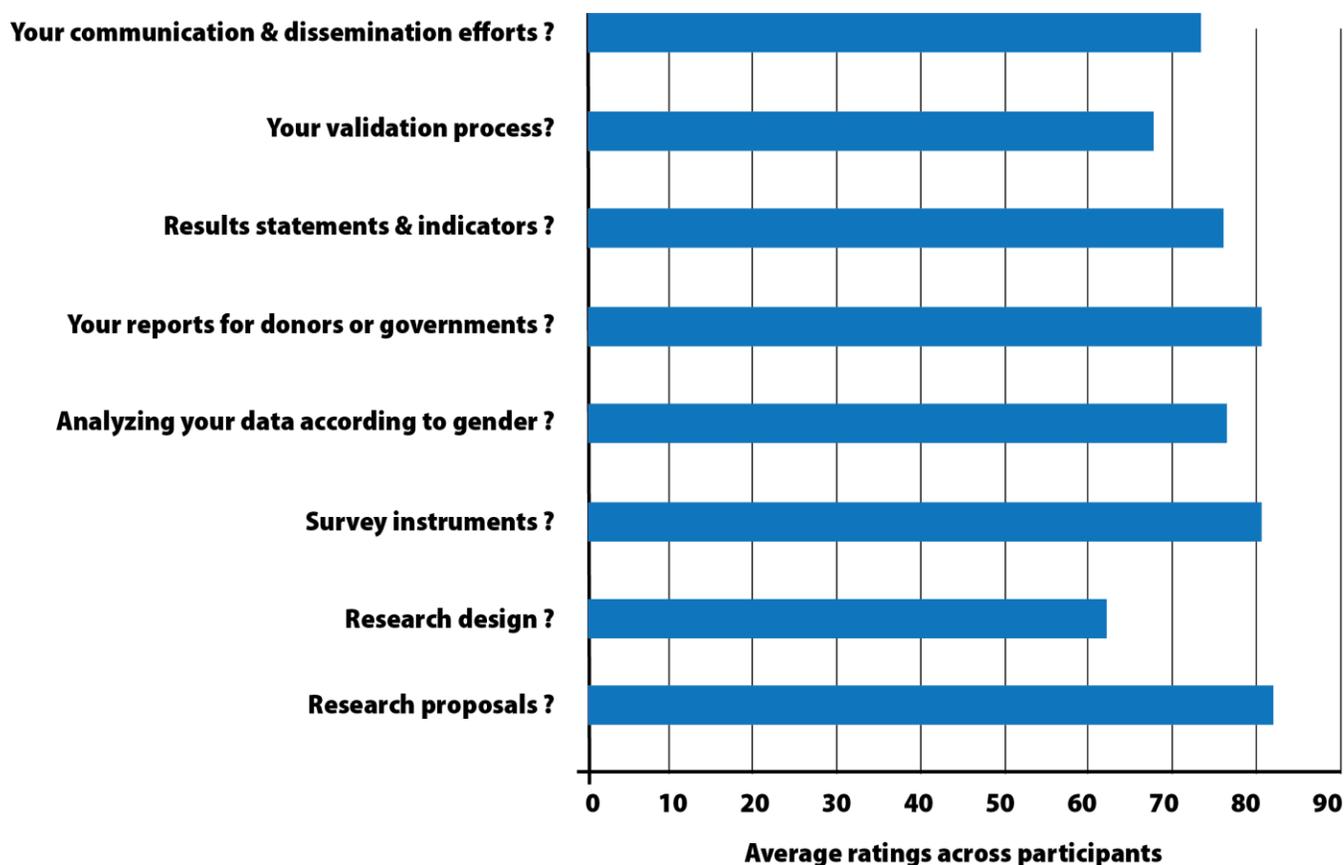
*Figure 22. Do you have the knowledge and skills to work with gender tools?*



Some people demonstrated very little gender capacity throughout the interview, and yet rated themselves as level 5 for each question in figure 23. This highlights their lack of awareness about gender – they do not even know that they have a knowledge gap. There was a perception from some respondents that gender is easy as they work with men and women every day. This again shows a simplified understanding of gender that ignores power and relationships. Gender needs to be taken more seriously by management so that staff realize that it is not a simple add on, but a research topic requiring expertise and inquiry.

*Figure 23. Researcher's comfort levels with incorporating gender across the research cycle.*

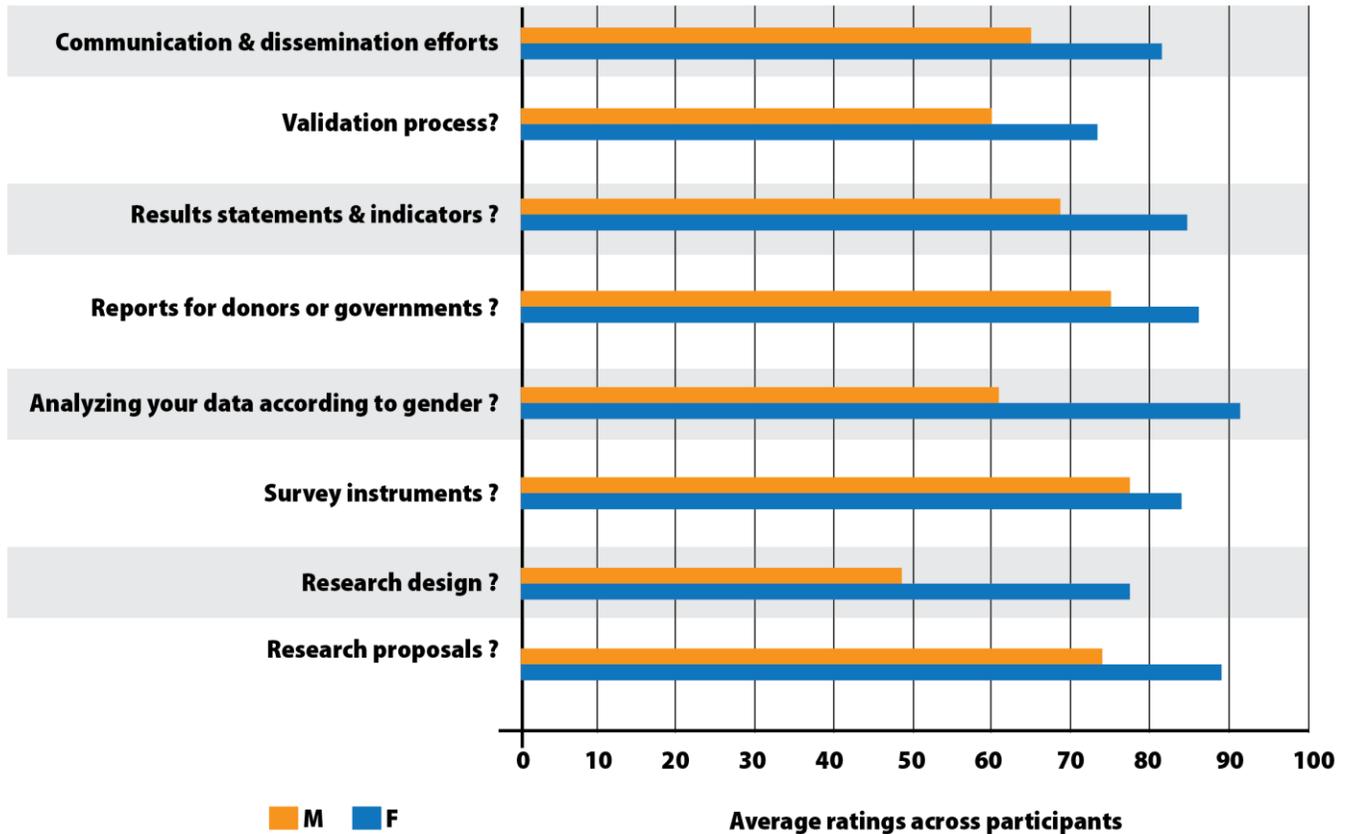
Question: On a scale of 1-5 with 5 being the highest, how comfortable are you at integrating gender into:



Many researchers needed the enumerator to explain some of the research cycle steps, which indicates a low understanding of the research process more generally. If gender is not systematically addressed in the conceptualization and design of research projects, then it becomes harder to integrate later in a meaningful way. For example, if gender is not included in the design, then it is not budgeted for and all related data will be constrained by the lack of budget. Research design was the step that scored the lowest, indicating that this would be a good place to start building capacity.

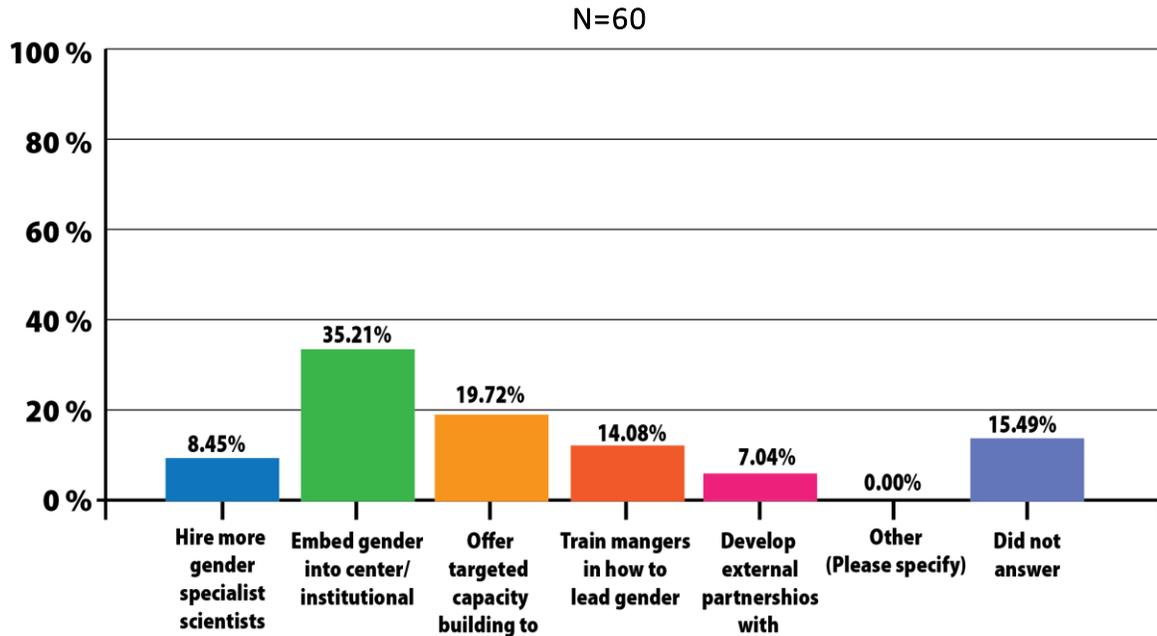
Women rated their gender capacity as higher than men across all stages of the research cycle, except for 'results statements' and 'indicators' (fig. 24). This highlights the need for diverse groups of sexes to work collaboratively across the research cycle so that the strengths of men and women can be maximized to improve EIAR's performance on gender equality.

*Figure 24. Researcher's comfort levels with incorporating gender across the research cycle by sex.*



EIAR needs a more tailored gender training program with a list of gender-specific competencies that all staff should have as a minimum. A list of more specialized skills then needs to be designed for focal people. Staff want gender to be institutionalized, mainstreamed across the organization, and embedded in the research cycle's systems and processes (fig. 25).

*Figure 25. What would be the most effective ways to address capacity gaps in gender?*



If gender is mainstreamed at the institutional level and a gender-sensitive culture is in place, then mainstreaming gender throughout research projects becomes easier. One respondent explained the connection:

“The lack of real management support, guidelines, an open mind, and the fact that cultural change takes time, and that we don’t know what is the goal? What does best practice gender responsive research look like?”

Frustrations were heard about the narrow definition of gender. i.e. women’s participation. As one FDG respondent described:

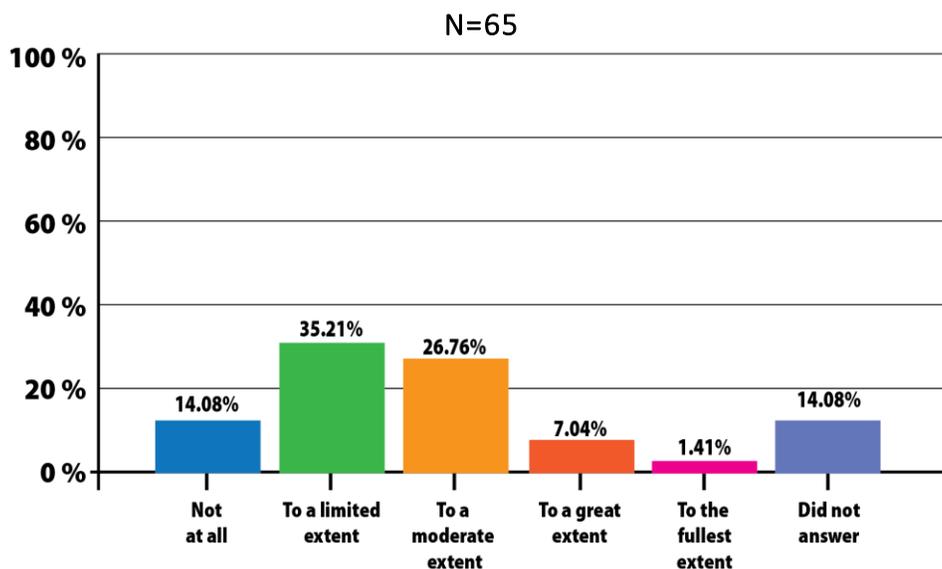
“Starting from the concept of gender, I think everyone’s understanding is different. In some places gender is defined as it is about men and women. In my understanding, gender is not only men and women. Gender means there are women, youth, and there are men - it includes all of this. Do we even get the concept of gender? There is a gap in here.”

Another respondent discussed why gender sensemaking is required:

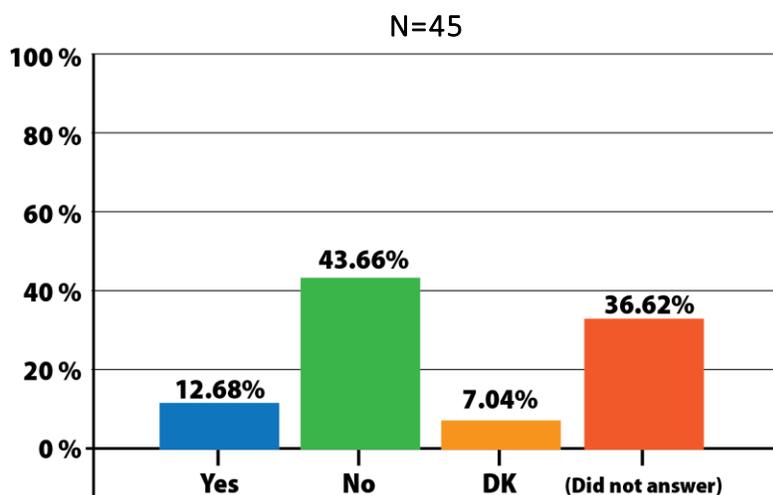
“The one thing that I see as a bad practice is, what is the impact of mentioning the number of women’s involvement? How does that show that they have benefited? Is there any analysis done on it and if we know from that, the impact it has on their life, on the modernization, on development, our report doesn’t mention those things.”

There are also capacity gaps associated with communicating gender results to policymakers (69 percent of KIIs have never shared gender results with policymakers), as well as with advocating for gender equality (fig. 26) and gender resources (fig. 27). These results could relate to the position/level of respondents (who may not communicate with policymakers anyway) but it also speaks to a capacity issue. One must feel comfortable and competent discussing a topic in order to influence others.

*Figure 26. To what extent do you have the skills and knowledge to advocate for gender equality?*



*Figure 27. Have you ever asked your funders (donor, government of Ethiopia, CGIAR Centers etc.) to provide some (or more) funds for gender related activities?*



#### Recommendations

1. Recruit external gender experts and give them the sole task of advising on gender mainstreaming.
2. Develop a list of core gender competencies that all staff must have before they get a promotion or salary increment.
3. Develop a gender capacity building program and charge staff to attend. The gender directorate then manages this money and uses it to fund gender-focused research and travel.

## 8. Conclusions

EIAR has made commendable efforts to mainstream gender. The audit has identified a number of improvements that can be made to create a more gender-friendly working culture and to improve the quality of gender-responsive research delivered by EIAR. Enabling staff to better mainstream gender can be clearly articulated in a gender policy, through budgets, and by establishing minimum standards. In particular, removing the unhelpful association of gender with women's participation should be a priority.

MoANR (2016) listed a number of key elements for gender mainstreaming:

- Explicit elaboration of goals, strategies and expected outcomes in a policy statement;
- Explicit management commitment – promoting, demanding and monitoring;
- Attention to gender equality issues in the work program;
- Common understanding among staff on what the organization should be seeking to achieve with respect to gender equality issues – the overall goals;
- Perception of work with gender equality issues as a professional responsibility shared by all staff, and the knowledge and capacity required to address gender;
- Equality issues to be known as a professional competence in the organization;
- Inclusion of gender perspectives in guidelines, manuals and management instructions that guide the work of professional staff;
- Adequate access to information resources and contacts (specialists), both within and outside the organization are necessary to work effectively with gender equality.

The audit reveals that only a few of these elements are in place at EIAR. There is a need for cultural change within the institution to enable comprehensive mainstreaming to occur. Additionally, HR must strengthen the internal gender-sensitive culture, uncover unconscious bias, and promote diversity and inclusion. Leadership support is essential to this process.

EIAR has very talented staff. Many respondents expressed frustration in the way gender was being mainstreamed and could also identify better ways of mainstreaming gender. More discussion is needed on gender to enable the voices with good ideas to encourage those who are more resistant. Sensemaking or more gender focused discussion is needed within EIAR to reduce the discomfort that gender evokes for many staff.

Several recommendations were made throughout the audit that have been grouped thematically and linked to the unit responsible for implementing the changes in the recommendation section below. A lesson learnt from the audit is that gender should not be the sole responsibility of the gender directorate – this is not gender mainstreaming. Moreover, the gender audit needs to be repeated every three years, with this audit used as the baseline to assess progress. The next gender audit data collection should begin early 2020.

EIAR can have a substantial impact on Ethiopia's gender equality and assist with policy alignment and the gender-sensitive nature of government policies, if more gender responsive data is collected and disseminated. The institutional culture must change for this vision to be realized.

## 9. Recommendations

Task	Responsibility	Details	Due
<b>Develop a family friendly policy</b>	HR	Encourage annual leave to be taken; Request more paternity leave from the government; Secure funds for an on-site childcare facility.	December 2018
<b>Develop a gender strategy/policy and gender guidelines</b>	Gender directorate	Ban the use of gender-specific terms in all EIAR documents; Establish institutional relationships with universities to help EIAR recruit more women; Develop a female student Internship program; Develop a checklist for reviewing proposals that includes gender questions; Develop minimum standards for gender responsive research; Adopt the use of transformative research methods as a capacity building activity; Mandate that all data collected must be sex disaggregated.	December 2018
<b>Include leading for gender and diversity in performance reviews</b>	HR	Ask managers during performance evaluations to report on how work is assigned in their team and what steps they have taken to reduce their own unconscious bias, and what they have done to help those in their team become more aware of their biased behavior; Deliver unconscious bias training to all staff.	December 2018
<b>Biannual gender learning events</b>	Centre heads	Hold biannual gender learning events in each center where staff are encouraged to voice their concerns and achievements.	Annually
<b>Develop a gender capacity building program</b>	Gender directorate	Charge staff to attend and use the funds for gender focused research.	January 2019
<b>Implement gender strategy and gender guidelines</b>	Crop directorate	Report progress and feedback to management team annually.	January 2019
<b>Nurture women's leadership</b>	HR	Establish a Women in Leadership Program that involves confidence building, communication, and negotiation skills; Formalize a mentoring and sponsorship program; Develop an onboarding program specifically for women to help them navigate the masculine culture.	February 2019
<b>Implement gender budgeting</b>	Finance	Apply the Ministry of Finance's gender budgeting guidelines, and report to the Ministry of Agriculture on gender budgeting; Mandate that at least 10 percent of all program budgets is reserved for gender activities.	March 2019

<b>Develop an equal opportunity policy incorporating recommendations from this report</b>	HR	Mandate a gender balance on interview panels; Ensure recruitment panels ask a question to indicate gender capacity; Set criteria to assess senior managers' performances by the diversity of their team; Annually report exit interview results to management to improve the challenges faced by male and female staff who leave; Zero tolerance for harassment; Deliver mandatory training on gender harassment and discrimination.	April 2019
<b>Improve gender-responsive monitoring and evaluation</b>	M&E section	Complete monitoring and evaluation training for staff that reinforces the merits of gender-responsive M&E; Data analysis teams should nominate a person to analyze the data collected by gender and give them time to report on it; Develop guidelines for developing gender indicators in research for development projects.	June 2019
<b>Develop an engagement strategy and redefine leadership competencies accordingly</b>	HR	Ensure promotions depend upon a gender-focused publication; Review the way grievances are handled; Implement a 360-degree performance review system so managers are downwardly accountable for their behavior; Develop a list of core gender competencies that all staff must have before they get a promotion or salary increment; Create a complaints ombudsman.	July 2019
<b>Increase access to gender resources/literature</b>	Knowledge management	Explore the best way to secure gender databases/articles as these will teach researchers; Begin a gender-focused repository of all toolkits, training manuals, and published articles that focus on gender.	July 2019
<b>Lead for gender equality</b>	DG	Ensure a gender and diversity session/question is included in all leadership meetings/events; Develop incentives and recognition for teams that mainstream gender well; Mandate program areas to submit a gender analysis before program implementation activities begin; Implement a peer review process so that all proposals are assessed from a gender perspective; Recruit external gender experts and give them the sole task of advising on gender mainstreaming; Commit to completing a gender audit every three years to measure progress.	December 2019

## 10. Annexes

### 10.1. Key Informant Interview Guide

#### Section 1: Gender in the workplace

##### Everyone answers

1. How is gender relevant to the way you work?
2. Have you done anything to incorporate gender into your workplace?
3. What additional support do you feel you need to incorporate gender into the way you work?
4. What are the qualities of your work unit's ideal employee?
  - Is this profile equally attainable for men and women?
5. Please list any informal spaces or ways of working that you have observed that generate good rapport within your institute (e.g after work drinks/events, working long hours, or long time in the field, business at the coffee lounge)
  - Are men and women invited to these spaces/events?
6. Are there flexible work arrangements in your Centre/institute? Prompt: can you work from home?
  - If yes, how is approval given for this?
  - Is it a fair and equitable system?
7. Have you noticed any differences in the way male and female scientists are treated?
  - What about other staff? Are there differences in the way men and women are treated?
8. Does your Center/Institute encourage gender sensitive behavior, for example in terms of language used, jokes and comments made?
9. Do you support gender equality at the workplace? Why/why not.
10. What changes would you like to see in EIAR in terms of gender?
  - Is this the same or different to other research institutes?
11. Does management show respect for diversity? What evidence do you have of this?
12. When it comes to gender mainstreaming, what questions or issues does it raise for you?
13. Have you heard any resistance to gender equality or mainstreaming within EIAR?
  - Have you heard anyone defend the need to incorporate gender? Who/what happened?
14. Are there any incentives in place to encourage staff to mainstream gender?
15. Please list some of the challenges to creating a positive attitude towards gender within EIAR?
16. To help EIAR retain more women in the workforce, do women receive any special assistance?
17. Can you please define women's empowerment?
  - Does your work empower women? How?
18. Aside from the gender focal person, do you know any gender advocates/champions in your Centre?
19. Have you personally ever advocated for gender equality? What happened?
20. If you have a problem, how do you complain?
  - Is it anonymous?
21. Do know any harassment or discrimination cases?
22. In your own words please tell me why gender equality is important in agriculture?

23. If you had training on gender, what would you like to learn?
24. Anything else you would like to say or ask about gender in the workplace?

### Section 2: Gender responsive research - only researchers answer

1. What are the role and duties of the gender focal person?
  - Have you ever consulted your gender focal person? Why?
2. How have you incorporated gender into research work? Be specific (e.g specific question in a survey instrument, used separate male and female FGDs)
3. What other research methods/or ways to study gender would you like to try?
  - What prevents you from trialing these methods?
4. On average, how much of your budget is allocated/earmarked to gender related activities?
  - Less than 2%
  - Between 2 – 5%
  - Between 5 – 10%
  - More than 10%
  - DK
5. Have you heard your manager ask for gender disaggregated data?
6. Can you explain the difference between gender responsive and gender transformative research?
7. How is internal learning about your research promoted?
8. How do you communicate research results to policy makers? Is this formal or informal?
9. Have you ever heard/read about gender in these learning and sharing events?

### Section 3: Project cycle – only researchers answer

10. Please describe any successes or challenges you have experienced in integrating gender in your research projects.
11. How often have you conducted a gender assessment/analysis **before** you design your research?
12. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into research proposals?
13. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into research design?
14. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into survey instruments?
15. On a scale of 1-5 with 5 being the highest, how comfortable are you analyzing your data according to gender?
16. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into your reports for donors or governments?
17. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into results statements and indicators?
18. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into your validation process?
19. On a scale of 1-5 with 5 being the highest, how comfortable are you integrating gender into your communication and dissemination efforts?

20. In your opinion, what are some of the obstacles to incorporating gender across the project cycle in your Centre? (Prompt: Centre size; level of staffing; office culture/ environment; national culture; lack of financial resources for gender programming; lack of staff training on gender; lack of gender analysis tools; lack of support from senior management; low priority for gender issues)
- What could be done to overcome these obstacles?
21. Do you have a theory of change for your research program?
- Is gender incorporated into a theory of change?
  - Anything else you wish to add or ask?

### 10.2. Focus group discussion guide - Human Resources

1. What does best practice gender sensitive workplace look like? *Get participants to call out and write ALL responses on a flip chart. Some promoting questions that take participants through workplace gender sensitive practices will be needed. Ideally the participants will have an example to share from different workplaces gender sensitive organizational culture, practices, experiences.*
2. What does bad gender practice in workplace look like?
3. If this is a scale where best practice is 5 and bad practice is 1, where does your EIAR fall?
4. If your Directorate wants to facilitate best practice gender in workplace what needs to change? *Get participants to call out and write ALL responses on a flip chart. When no more answers are coming ask all participants to vote on each one if they agree*
5. If your Directorate wants you to consistently deliver best practice gender in workplace what skills and knowledge or assistance would you need? *Get participants to call out and write ALL responses on a flip chart. When no more answers are coming ask participants to vote if they agree.*
6. I want you to think about the best training you have ever received. Tell me what was good about it? *List all answers on a flip chart. Write ALL answers down even if they seem insignificant.*
  - Prompt questions if they are not already answered:
    - i. What did the trainer do that was different?
    - ii. Was there follow up or coaching offered?
    - iii. What materials were given out?
    - iv. What modality was used (participatory, hands on, demonstration, video, mixed medium)?

### 10.3. Focus group discussion guide - research

1. What does best practice gender research/mainstreaming look like? Get participants to call out and write ALL responses on a flip chart. Some promoting questions that take participants through the project/research cycle will be needed. Ideally the participants will have an example to share from different phases of the research cycle.

2. What does bad practice gender research/mainstreaming look like?
3. If this is a scale where best practice is 5 and bad practice is 1, where does your project/unit fall?
4. If your Centre wants to facilitate best practice gender research/mainstreaming what needs to change? Get participants to call out and write ALL responses on a flip chart. When no more answers are coming ask all participants to vote on each one if they agree
5. If your Centre wants you to consistently deliver best practice gender mainstreaming/ research what skills and knowledge or assistance would you need? Get participants to call out and write ALL responses on a flip chart. When no more answers are coming ask participants to vote if they agree.
6. I want you to think about the best training you have ever received. Tell me what was good about it? *List all answers on a flip chart. Write ALL answers down even if they seem insignificant.*
  - o Prompt questions if they are not already answered:
    - i. What did the trainer do that was different?
    - ii. Was there follow up or coaching offered?
    - iii. What materials were given out?
    - iv. What modality was used (participatory, hands on, demonstration, video, mixed medium)?

#### 10.4. Online survey instrument

Dear respondent, you are invited to anonymously complete a survey for a gender audit. The objective of the audit is to assess capacity and the organizational culture for gender mainstreaming. The goal of the audit is to identify the factors that hinder efforts to integrate gender into research programs/projects and to identify capacity gaps that limit gender responsive research.

You will be asked a series of Likert scale questions and will be invited to provide comments (optional). *Please answer the questions as honestly as possible. This survey is anonymous.*

**Researchers will be given part 1 and 2 to complete. Operations staff only part 2.**

#### TO WHAT EXTENT?

Questions or statements designed to determine the extent of gender integration have the following response categories:

**0 Not at all** – there is no policy or system in place, little awareness by staff, no training available, no expressed commitment by leadership.

**1 To a limited extent** - there is a policy being developed or in place but not implemented, the system is somewhat effective, dialogue on values or norms has begun, minimal training provided, leadership supportive but not proactive, no evidence or only anecdotal evidence of the gender capacity.

**2 To a moderate extent** - there is a policy in place and usually implemented, the system is usually effective, values and norms commonly expressed, training available to some staff, and leadership is clearly supportive, gender capacity exists but has not been developed.

**3 To a great extent** - policy is fully in place and reliably implemented, the system is usually effective, values and norms are widely shared, training is widely implemented, and leadership is strongly and visibly committed, gender capacity exists, is widespread, but not comprehensive, further development is planned or needed.

**4 To the fullest extent** - a comprehensive policy is fully implemented and monitored, the system is very clear and effective, value and norms are widely shared and evident in actions, there are well-designed training programs regularly available for a large number of staff, and leadership champions the issue, Gender capacity exists and is fully developed and integrated into the Center/Institute – no more capacity development needed.

**5 Do not know DK** - a lack of knowledge to respond to this question.

### About You

1. Are you male or female?  
 male  female
2. What is your current position in your Center/institute?  
 Research Director or higher – link to A-D  
 Senior researcher – link to A-D  
 Assistant/Associate Researcher – link to A-D  
 Junior researcher – link to A-D  
 Finance, HR and procurement director – link to C and D  
 Finance, HR and procurement other – link to C and D  
 Planning – link to A, C, D  
 other, specify – link to C and D
3. Are you a gender focal person?  
 yes  no
4. Where is your base of work located?  
 at EIAR, Addis Ababa  
 Jima  
 Debre-Zeit  
 Holeta  
 Kulumsa  
 Melkasa  
 Werer  
 Pawe  
 Fogera  
 Chiro  
 Wondo Genet  
 Tepi

- Ambo
- Sebeta Fishery
- Mehoni
- Assosa
- Bio-technology, Holeta
- Bako

5. What is your age?

- 20- 30
- 31 – 40
- 41 – 50
- 51– 60
- 61 +

6. What is your highest educational attainment level

- PhD
- Masters
- DVM
- Bachelor
- Diploma

7. What is your profession

- Breeder
- Agronomist
- Pathologist
- Mechanization
- Agricultural Economist
- Extensionist
- Nutrition
- Forage
- food science
- Plant protection
- Accountant
- Economist
- Social scientist
- Others, specify

## Part 1 Project/Activity/Research

*Researchers and planning department to complete*

A. Project/Activity Cycle

25. How often do you set targets for women's participation in your research work/ project? Rank
26. Do you have a specific gender related indicator in your monitoring and evaluation framework? 1 Yes or 0 = no 3= DK coment
27. Do you collect gender-disaggregated data? rank
28. Do you always report gender disaggregated data? (to whom) rank
29. Have you ever evaluated the differential impact of your research work on women and men?  
Rank comments: how
30. Do you have the knowledge and skills to work with gender tools? RANK
31. Have you ever used research results on gender to influence research/project design? 1= Yes, 0=No
32. Are incentives in place to ensure that staff apply gender analysis in their work? 1=Yes 0=No
33. Are proposals and reports checked for gender sensitivity? Rank (Who checks them?)
34. Have you ever shared any gender results with policy makers?
35. On average, how much of your time is allocated to gender specific activities? Please explain your answer in the comments section  
Less than 2%  
Between 2 – 5%  
Between 5 – 10%  
More than 10%  
DK
36. As staff of a research Center/Institute have you experienced any resistance to gender mainstreaming in projects? 1= Yes, 0=No. Please explain

## Part 2

### *Researchers only complete*

#### **B. Gender Research**

37. Do you have access to documents and publications on gender? RANK
38. Have you produced any documents on gender yourself? Give examples in the comments box
39. Please list all the qualitative or participatory research methods you have used in your work in the last three years?
40. How often have you conducted a gender assessment or analyzed the gender roles and responsibilities in a targeted community in the last three years? RANK
41. Can you list the gender analytical frameworks and tools that you have used? Yes No Comments box
42. When you recruit enumerators, how frequently do you aim for a gender balance?
43. When interviewing women, do you consider socio-cultural and religious factors such as when, where and how to interact with them? RANK comments
44. Have you ever asked your funders (donor, government of Ethiopia, CGIAR Centers etc) to provide some (or more) funds for gender related activities? explain

### Part 3 Gender Resources and Workplace Culture

#### *Everyone completes*

#### C. Gender at the workplace

45. Is gender relevant to your work? RANK, explain
46. Staff in my Center/Institute think that the promotion of gender equality fits into the image of our Center/Institute?
47. Do you believe that you are responsible to ensure gender consideration in your work?
48. Does your Institute/Center have a gender policy/strategy? Yes, No, DK.
49. Have you witnessed gender being taken into account during strategic planning meetings? RA
50. Does your Center/Institute promote teamwork, involving both men and women as equal partners? RANK
51. Do you feel you can be promoted higher positions in your Institution/Center/Institute? RANK
52. Do you feel you have the same opportunities as your peers to training, mentoring, and other experiences etc...?
53. Do you feel you are able to speak up at meetings? RANK
54. When you do speak up, do you feel listened to?
55. The culture of my Center/Institute places a higher value on the ways men tend to work and less value on the ways women tend to work. RANK explain
56. In my Center/Institute, men have a much easier time establishing personal and professional networks within the Center/Institute than do women. RANK
57. Women in my Center/Institute think that the Center/Institute is woman friendly. RANK
58. Men in my Center/Institute think that the Center/Institute is woman friendly. RANK
59. Has sexual harassment ever been discussed in the workplace?
60. Have you experienced sexual harassment in the workplace?
61. Have you experienced gender based discrimination in the workplace?
62. My Center/Institute could do more than it is currently doing to institutionalize gender equality. RANK explain what could be done differently?

#### D. Resources for gender

#### *Everyone completes*

63. Have you received training on gender? What did it cover?
64. Have you applied the knowledge why/why not?
65. To what extent do you have the skills and knowledge to advocate for gender equality? Explain your answer in the comments box and give an example of how you have advocated for gender equality.
66. What other skills or knowledge do you feel that you need to better mainstream gender in your work?
67. Have you ever written a contract or developed Terms of Reference (ToR) that included gender?

68. Is gender awareness, or a related indicator, included in job performance measures and reviews?  
RANK
69. To what extent has your Center/Institute experienced difficulties in recruiting or retaining staff with gender expertise? RANK
70. In your opinion, what would be the most effective ways to address gender related gaps in capacity?  
 Hiring more gender specialist scientists;  
 Hiring social scientists with an interest in and capacity to work on gender issues;  
 Targeted capacity building of non-gender specialists (social scientists or other);  
 Developing external partnerships with gender specialists or NGOs;  
 Training more gender specialist post-doctoral fellows.  
 other \_\_\_\_\_
71. To what extent has your Center/Institute experienced difficulties in recruiting or retaining women? RANK
72. Are there proactive strategies implemented to recruit or promote more women?

Thank you

Comments: anything else you would like to share?

#### **10.5. Guidance note for the gender audit file**

EIAR's gender audit team requires documentation file for each unit. Documents should only cover the two to five years prior to now. Please select a sample of documents from the following categories:

##### **I. Administrative**

- Field reports;
- Program and budget documents;
- Work plans;
- Office floor plans;
- Meeting agendas and minutes.

##### **II. Technical/substantive work issues**

- Journal articles, ideally from peer reviewed journals;
- Science/research/technical reports - these may have been through internal technical reviews;
- Toolkits and guidelines;
- Other key documents, research and publications produced by the institute/work unit/project in the last twelve months;
- All gender specific research publications and outputs in the last five years;
- Reports of major meetings and training activities with lists of participants of units/projects;
- Training materials in current use;

- Survey instruments used in the last two years;
- Other relevant documents specific to the institute /work unit/project.

### III. Information/promotion

- Public relations materials, brochures, posters, leaflets, videos, CDs;
- Intranet and Internet web site links;
- Newsletters – electronic and print.

### IV. Technical cooperation

- Project documents, as approved by the donor/government;
- Project reports;
- Project evaluation reports (ongoing or recently completed).

### V. Gender-specific

- All relevant gender-related documentation.

HR will provide: Staff lists including technical specialists, programming and support staff, national and international project staff and others, with categories and main areas of responsibility; a list of consultants and their terms of references; selection criteria; a list of partners; rules and regulations including personnel policy and procedures, recruitment strategies, performance bonus and review system; work plan of where everyone sits in each unit and if they are a male or female.

### 10.6. Guidance given to the documentation analysis team

- The facilitation team coordinator distributes documents previously collected in audit files to team members, ensuring a mix of units and file types per reviewer;
- Pay attention to good practice case studies and write them up and pass them to the facilitator as you find/record them. These will be included in final audit report as examples.

### What is a gender-sensitive document?

#### Key questions to address are:

- Are women given equal representation as authors, principle investigators, subjects/beneficiaries, in images?
- Does the research/document explain how it affects males and females differently?

The gender sensitivity of the documents is determined not just by the information the documents provide, but also by their perspective, style and tone. The document analysis tables help auditors to determine

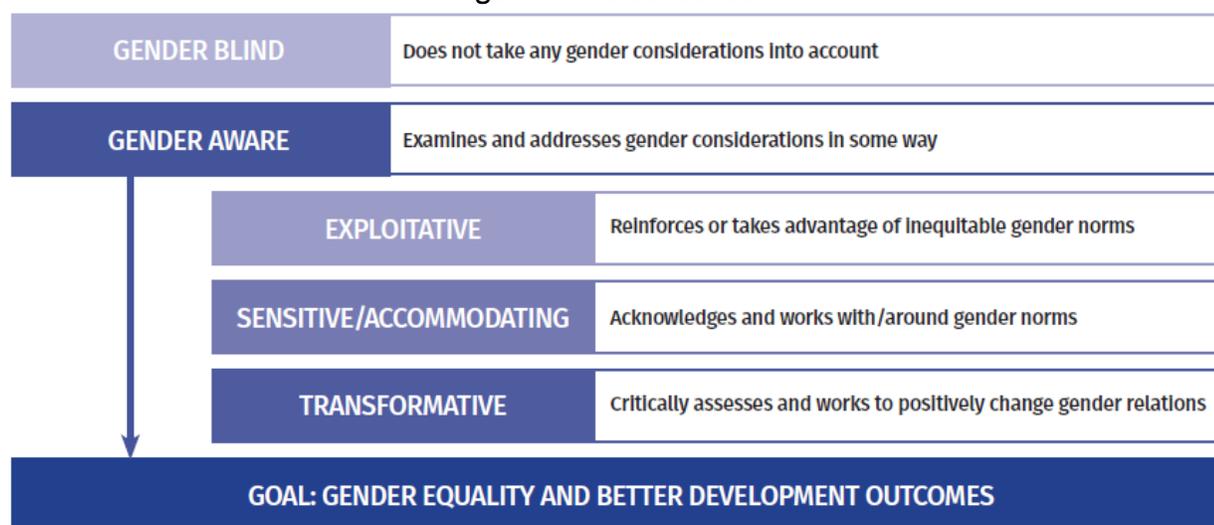
gender sensitive criteria for most if not all of the documents. Images, photographs and drawings should communicate messages that promote gender equality, rather than perpetuate stereotypical roles by portraying, for example, men in power or as scientists and women as caregivers and secretaries.

Gender-sensitive language should be used instead of sexist terms: instead of “man-hours” use “work hours”; instead of “housewife” use “homemaker”; instead of “chairman” use “chairperson”. Avoid using “he”, “him” or “men” and instead look for “he/she” or generic terms for both sexes. Language should be gender-sensitive rather than gender-blind and/or sexist and should include both women and men and boys and girls. Data and information should be broken down by sex. The text or messages should promote the goal of equal partnership between men and women in all walks of life: the world of work, at home and in communities. The Gender Equality Continuum will help guide you in assessing each document.

### Gender equality continuum

The Gender Equality Continuum<sup>36</sup> (see Figure A) helps people understand that gender exists along a continuum from gender blind to gender aware with the ultimate goal being equality and better research for development outcomes. The overall objective of gender integration is to move toward gender transformative programs/policies, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Figure A: the Gender Continuum<sup>37</sup>



<sup>36</sup> Gender Continuum,” Interagency Gender Working Group, accessed April 20 2017, <http://www.igwg.org/training/ProgrammaticGuidance/GenderContinuum.aspx>.

<sup>37</sup> Minimum Standards for Mainstreaming Gender Equality, Gender Practitioners Collaborative, p3 <http://genderstandards.org/standards/>

**Gender Blind** policies and programs are designed without a prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.

**Gender Aware** contexts allow program staff to consciously address gender constraints and opportunities and plan their gender objectives. Gender Aware policies, research and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

**Exploitative** Gender Programs/Policies are programs/policies which intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run. N.B. *Under no circumstances should programs/policies adopt an exploitative approach since one of the fundamental principles of development is to “do no harm.”*

**Accommodating** Gender Programs/Policies acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

**Transformative** Gender Programming includes policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognizing and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

### 10.7. Documentation analysis checklist

In your view, how well do the following statements fit the document?

0 – statement does not fit at all; 1 – Statement fits some parts (10-25%); 2 – Statement fits moderately (25-50%); 3 – Statement fits adequately (50-75%); 4 – Statement fits quite well (75-95%); 5 – Statement fits very/absolutely well (95-100%) (Gender is mainstreamed throughout the document consistently)

Analysis	Score	Comments
The document reflects that the work unit has incorporated a gender perspective in its analysis.	0 1 2 3 4 5	
It shows conceptual clarity on what gender equality, gender mainstreaming, etc., mean.	0 1 2 3 4 5	
It uses and analyses gender disaggregated data/information.	0 1 2 3 4 5	
It uses gender-sensitive language.	0 1 2 3 4 5	
It takes into account the different experiences of women and men, for example, in the case studies, anecdotal or testimonial materials.	0 1 2 3 4 5	
It distinguishes between a focus on one sex and a focus on gender relations.	0 1 2 3 4 5	
Its references to women and gender equality are substantive, not mechanistic or tokenistic (lip service).	0 1 2 3 4 5	
It treats gender equality as a central issue not as an add-on.	0 1 2 3 4 5	
The document reflects mechanisms for planning, monitoring and evaluating that are conducive to mainstreaming gender equality.	0 1 2 3 4 5	
Lists of participants of meetings held by the work unit show an equal balance of women and men participants at the events.	0 1 2 3 4 5	
Both men and women actively took part in the deliberations, as covered in the report or summary of the meeting.	0 1 2 3 4 5	
Gender issues were on the agenda of the meetings and were considered of importance to the topic being discussed.	0 1 2 3 4 5	

