



## Expanding Scope for Gender Integration and Impact: Moving beyond Individual Empowerment to Institutional Engagement

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**SEED OF CHANGE CONFERENCE**

# The AWARD Fellowship

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African Women in Agricultural Research  
and Development (AWARD)

- Building and strengthening the capacity of women scientists for efficient research
- Tackling the underrepresentation of women scientists in agriculture and related fields
- Enhancing the number of professional women scientists in decision-making and management roles



# The AWARD Fellowship: Approach

- A three-pronged approach with (ripple effects) that focuses on :
  - Fostering mentoring partnerships/skills
  - Developing leadership capacity and
  - Sharpening science skills (Advanced science training based on short and long research attachments in internationally renowned institutions)

**531**

Fellows

**437**

Mentors



# AWARD's Approach



Inclusive Approach  
to Gender

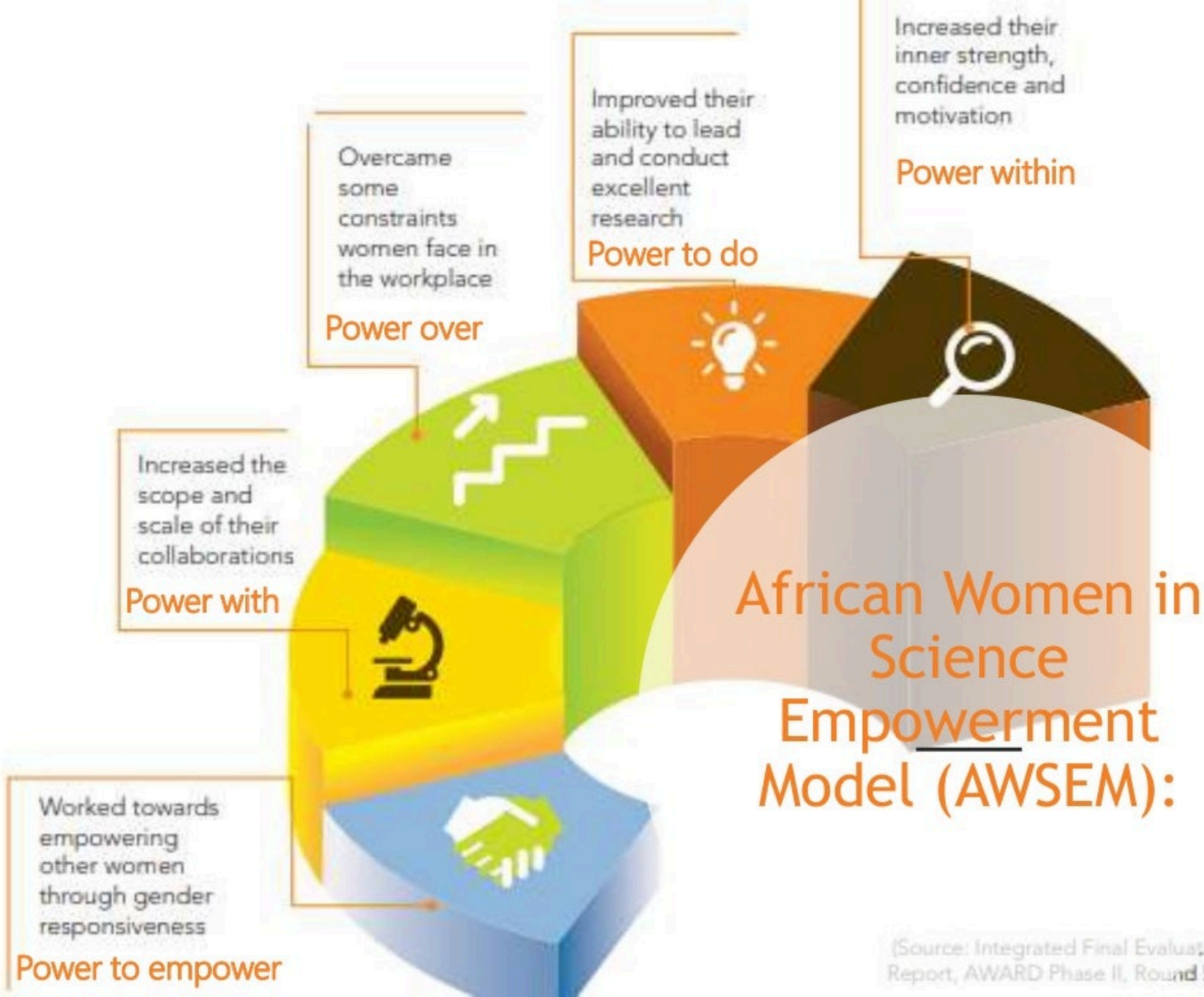
Positive Outcomes



# Scenario 1

## Individual (Women) Capacity Development





(Source: Integrated Final Evaluation Report, AWARD Phase II, Round 5-7)

# Scenario 2

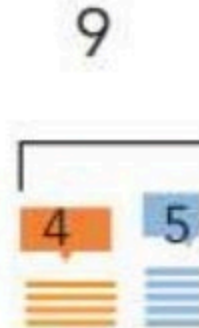
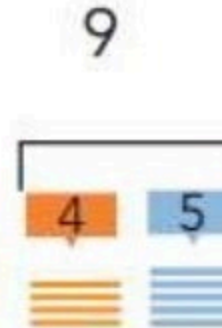
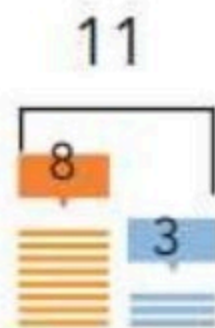
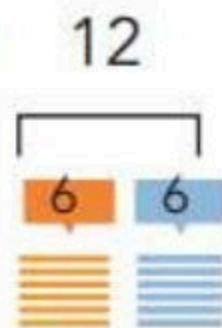
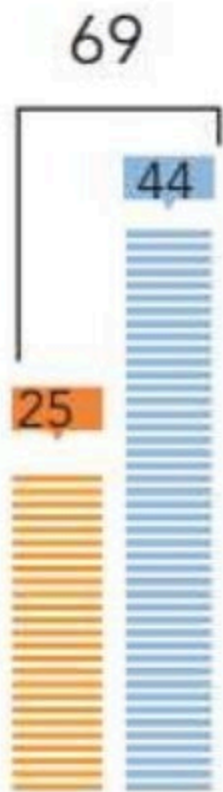
## Institutional Capacity Development



161

Women Trained

Men Trained



## Participants from Institutional trainings



# Promoting Gender In their Institutions

Obtained funding or other types of support for formal training in gender responsive policies and research or work in my organization

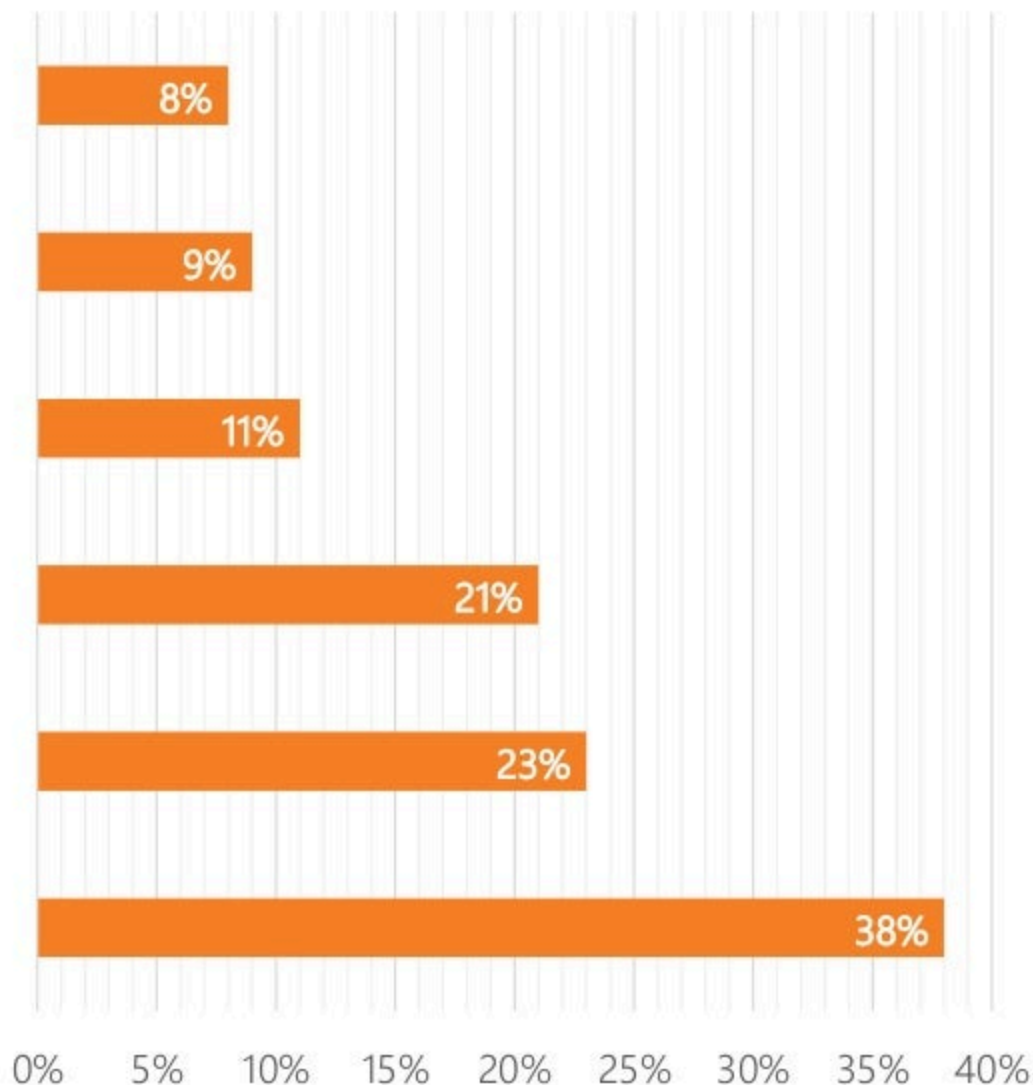
Secured allies to form a team of change agents, advocating for institutionalization of a clear policy or strategy to ensure stakeholder participation,...

Helped design or operationalize an organization-wide policy or strategy that ensures gender responsive and participatory approaches

Provided materials and held discussions on these topics with influential persons inside my organization

Organized events to share formally and informally the need for gender-responsiveness with their institution

Not engaged in promoting stronger focus on Gender in their institution



# Changes within their Institutions

Responded in any other way to awareness of gender issues raised by yourself or others

21%

Altered its policies, practices or programs in a manner that reflects greater gender-responsiveness

20%

I have obtained funding or other types of support for formal training in gender responsive policies and...

10%

Actively created space for mentoring and for fostering mentor-mentee relationships

38%

Increased its efforts to develop the leadership and scientific capacities of female staff through special...

41%

My institution has not made any changes to its policies

23%

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%



# Scenario 3

## Institutional Engagement



# Behavior Engineering Model

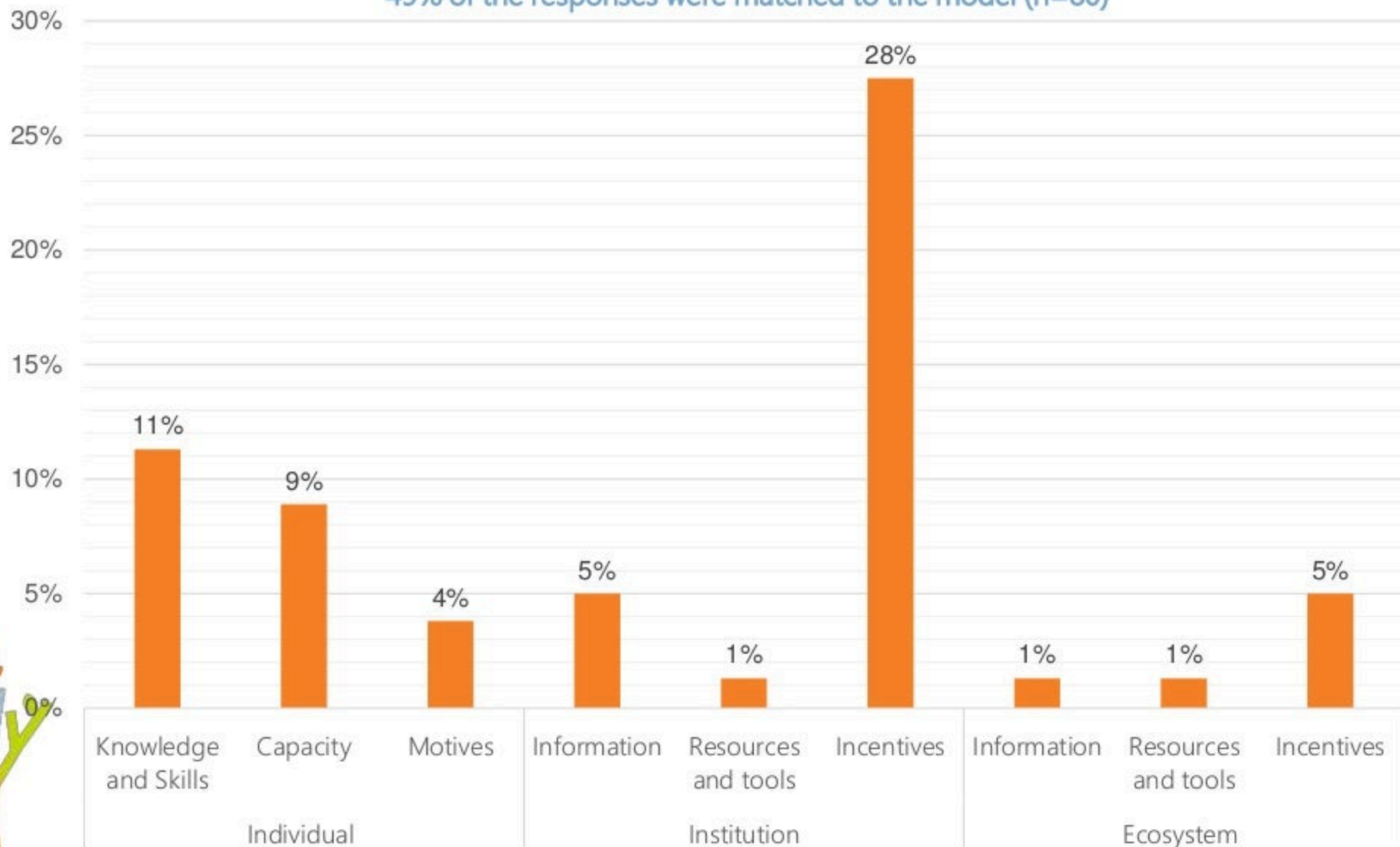
<b>ENVIRONMENTAL</b>	<p><b><u>Information</u></b></p> <ul style="list-style-type: none"> <li>• Roles and performance expectations are clearly defined; employees are given relevant and frequent feedback about the adequacy of performance.</li> <li>• Clear and relevant guides are used to describe the work process.</li> <li>• The performance management system guides employee performance and development.</li> </ul>	<p><b><u>Resources and Tools</u></b></p> <ul style="list-style-type: none"> <li>• Materials, tools, expert support, and time needed to do the job are present.</li> <li>• Processes and procedures are clearly defined in reference documentation.</li> <li>• Overall physical and psychological work environment contributes to improved performance; work conditions are safe, clean, organized, and conducive to performance.</li> </ul>	<p><b><u>Incentives</u></b></p> <ul style="list-style-type: none"> <li>• Financial and non-financial incentives are present; measurement and reward systems reinforce positive performance.</li> <li>• Jobs are enriched to allow for fulfillment of employee needs.</li> <li>• Overall work environment is positive, where employees believe they have an opportunity to succeed; career development opportunities are present.</li> </ul>
<b>INDIVIDUAL</b>	<p><b><u>Knowledge and Skills</u></b></p> <ul style="list-style-type: none"> <li>• Employees have the necessary knowledge, experience and skills to do the desired behaviors.</li> <li>• Employees with the necessary knowledge, experience and skills are properly placed to use and share what they know.</li> <li>• Employees are cross-trained to understand each other's roles.</li> </ul>	<p><b><u>Capacity</u></b></p> <ul style="list-style-type: none"> <li>• Employees have the individual capacity to learn and do what is needed to perform successfully.</li> <li>• Employees are recruited and selected to match the realities of the work situation.</li> <li>• Employees are free of emotional limitations that would interfere with their performance.</li> </ul>	<p><b><u>Motives</u></b></p> <ul style="list-style-type: none"> <li>• Motives of employees are aligned with the work and the work environment.</li> <li>• Employees desire to perform the required jobs.</li> <li>• Employees are recruited and selected to match the realities of the work situation.</li> </ul>

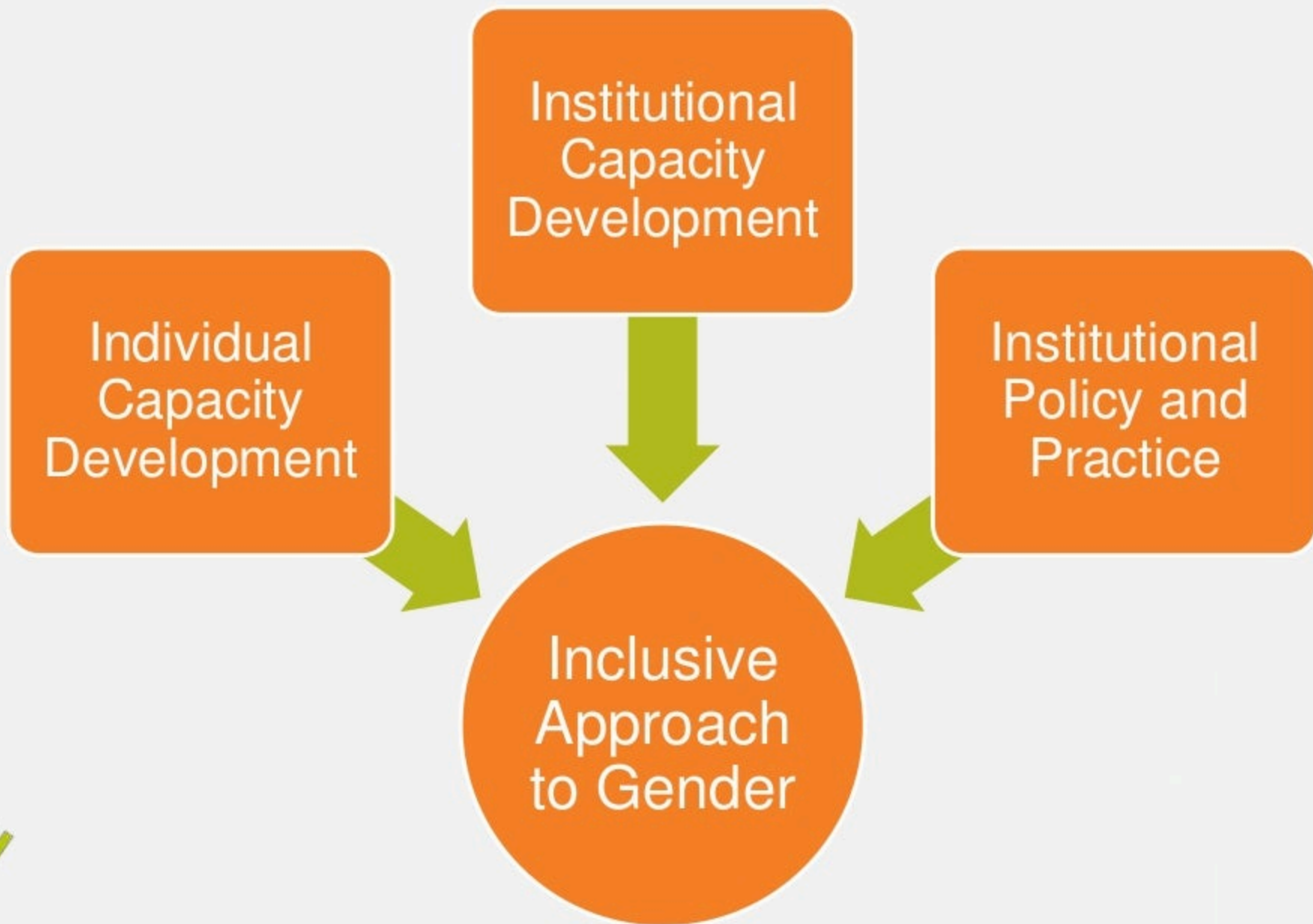
Source: Adapted from Chevalier, 2003



# Factors Contributing to Change (Behavior Engineering Model)

49% of the responses were matched to the model (n=80)





# THANK YOU

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We would like to acknowledge all CGIAR Research Programs and Centers for supporting the participation of their gender scientists to the *Seeds of Change* conference.



RESEARCH PROGRAM ON Policies, Institutions, and Markets



Collaborative Platform for Gender Research



Photo: Neil Palmer/IWMI



Australian Government

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