GENDER MAINSTREAMING IN RESEARCH AND DEVELOPMENT WITHIN THE IAARD

RITA NUR SUHAETI AND EDI BASUNO
Indonesian Center for Agro-Socio Economic Research
and Development (ICASERD)

ABSTRAK

Bank Dunia mendeteksi rendahnya tingkat adopsi teknologi di lingkup Badan Penelitian dan Pengembangan Pertanian. Hal ini menyebabkan digunakannya pendekatan partisipatif; masyarakat memerlukan teknologi dan hendaknya pemerintah memperhatikan lebih baik aspek-aspek sosial dari para pengguna teknologi. Pembentukan tim inti Socio-economic And Gender Analysis (SAGA) merupakan permulaan program sosialisasi dan institusionalisasi tentang SAGA di lingkup Badan Penelitian dan Pengembangan Pertanian dan tujuan utama program ini untuk mewujudkan kapasitas pemahaman tentang SAGA bagi para pengkaji.

Data dikumpulkan dari delapan Balai Pengkajian Teknologi Pertanian (BPTP) dengan menggunakan pedoman wawancara baik terstruktur maupun semi-terstruktur dan dengan diskusi kelompok. Semua responden merupakan alumni lokakarya SAGA sebelumnya. Pelatihan berjenjang diselenggarakan dari tahun 2000 – 2002, yang dimulai dengan pelatihan bagi pelatih utama, pelatih dan staff. Jumlah alumni pelatih utama, pelatih dan staf masing-masing adalah 18, 124 dan 416 orang.

Dari segi jumlah tampak sangat menjanjikan, tetapi bukan dari segi kualitas. Pelatihan secara berjenjang belum memberikan hasil seperti diharapkan. Masing-masing alumni diharapkan sebagai *focal point* SAGA dan mampu mewujudkan jaringan kerja di masing-masing wilayah. Penyebab utamanya adalah tidak semua alumni mampu menyebarluaskan pendekatan SAGA di masing-masing unit kerja. Kurang optimalnya kinerja alumni pelatih utama menyebabkan sulitnya mengupayakan adanya terbentuknya jejaring SAGA tingkat regional. Hal ini dapat ditunjukkan oleh tingginya tingkat ketergantungan pelatih utama pada tim inti SAGA. Hal ini juga mempengaruhi kualitas alumni dari pelatihan untuk pelatih dan pelatihan untuk staff. Demikian pula kurangnya pemahaman fasilitator terhadap materi SAGA menyebabkan juga kurangnya pemahaman peserta pelatihan. Berbagai hasil Monev menunjukkan pelembagaan SAGA di lingkup Badan Penelitian dan Pengembangan Pertanian tidak seperti yang diharapkan sebelumnya. Hal ini tercermin dari rendahnya nilai Monev dari BPTP yang di Monev.

Kata kunci: *Gender, sosial-ekonomi, sosialisasi, pelembagaan, Penelitian dan Pengembangan, Penelitian dan Pengkajian*

INTRODUCTION

Background

Early 1999, The World Bank detected that the adoption level of the research and assessment (R&A) within the Indonesian Agency for Agricultural Research and Development (IAARD) was relatively low. This was mainly due to R&A planning and implementation were conducted without paying much attention to user's needs and their social aspect. A program was launched to improve the capacity on socio-economic and gender analysis (SAGA) of researchers and extension workers within the IAARD, mainly in the 26 regional Assessment Institute for Agricultural Technology (AIATs). AIAT is a provincial level institution within the IAARD. The establishment of SAGA Core Team (SCT) initiated the program. The member of the SCT came from various Centers within the

IAARD, namely from Central Research Institute for Food Crops (CRIFC), Central Research Institute for Animal Science (CRIAS) and Development and Indonesian Center for Agro-socio-economic Research and Development (ICASERD). The first SCT's task was to arrange a special program to socialize and institutionalize the SAGA concept within the IAARD. It was assumed that the program would not get succeed without any support from the IAARD level decision makers. Therefore the SCT held a Seminar on SAGA's proposed program for Decision Makers within the IAARD. Other activity was to carry out cascade training. The cascade training was started with Master Trainer formation through Training of Master Trainers (TOM) and then followed by establishing trainers on Training of Trainers (TOT) and finally was Training of Staff (TOS). The TOM was implemented in Yogyakarta in early March 2000 and the TOTs were conducted in six locations, between 2001 and 2002. Figure 1 shows the cascade training system as an up side down pyramid and its objective. Although not all 26 AIATs have held the TOS, however, more than half of them have conducted it, even there were AIATs that have carried out TOS twice. Those various trainings were regarded as socialization stage. An institutionalizing stage was begun when the researchers or extension workers propose R&A proposals, then the criterion of SAGA application was evaluated. There were three evaluated aspects; namely (1) socio-economic analysis, (2) participatory approach and (3) gender analysis. Without any of those three aspects, the grade of the criterion in the proposed R&A proposal than would be very low (0 or 1). If there was only **one** aspect included, then the grade of the SAGA criterion would be low (2 or 3) and if all three aspects were included, then the grade would be good (more than 3), namely 4 or 5. Other activities were to establish a networking both within the IAARD institutions and with outside parties and to publish SAGA Bulletin as a communicating media among the SCT, focal points and the other working partners. It was assumed that socio-economic aspects had been well mastered by researchers within the IAARD, but not the gender analysis. Therefore, socialization and institutionalization were emphasized only on the gender analysis aspect. Evaluation on implementation of SAGA socialization and institutionalization within the IAARD in the period of 2000 – 2002 and its results will be described later in this paper.

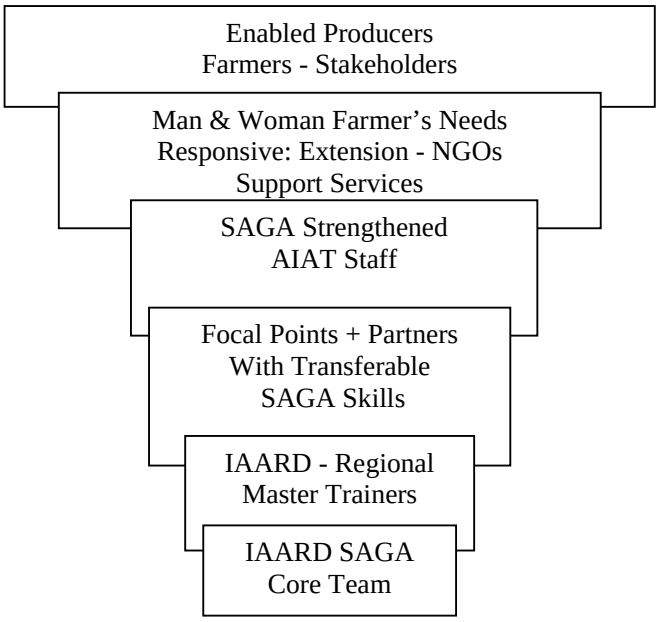

Figure 1. Capacity Building Results: Bottom Up - Benefit Pyramid

METHODOLOGY

Data were collected with interviews method from TOM, TOT and TOS alumnae in eight AIATs, using structured questionnaires. The eight AIATs were in the provinces of: (1) East Nusa Tenggara (ENT), (2) West Nusa Tenggara (WNT), (3) North Celebes (N.Cel.), (4) Central Celebes (C. Cel.), (5) South Celebes (S. Cel.), (6) Daerah Istimewa Yogyakarta (DIY), (7) Riau and (8) Jambi. Semi-structured interview using checklist and focused group discussion (FGD) were also carried out, mainly for collecting qualitative data.

Structured questionnaire was used for the alumnae of the cascade training (TOM, TOT and or TOS), both for extension workers, researchers and administrative personnel. Semi-structured questionnaire or checklist was used for managerial staff and decision-makers of AIAT. Other data were extracted from previous Core Team reports (2000 – 2002).

In order to identify result of SAGA socialization and institutionalization, a monitoring and evaluation (Monev) was conducted by filling Monev working sheet. The example of the sheet is presented in Annex 1 and 2. There were two kinds of work sheets, one for AIATs with TOS or had conducted TOS and the other for AIATs without TOS or had not conducted TOS. Monev results will reveal how far SAGA was incorporated into R&A, so that impact of SAGA institutionalization can be identified.

GENDER ORIENTED AGRICULTURAL RESEARCH

Various institutions both within and off the Ministry of Agriculture (MOA) have conducted many studies on woman's roles. Research topics varied covering of time allocation and women labor in farming activities, income generating activities, and decision-making level and to marketing etc. The following describes some of the research:

1. During 1988-1992, the IAARD in collaboration with the International Rice Research Institute (IRRI) carried out a series of study on women's roles in farming systems (FS) in five different agro-ecosystems. At the same time, a review of relevant gender issues was being accommodated in the Upland Agriculture Conservation Project - Farming System Research (UACP-FSR) of Jratunseluna in Salatiga. Some significant findings were obtained from the above research, among others: the importance of women's roles in on-farm and off-farm agricultural production; their sizeable contribution to family income, including from non-farm activities; and again the part played by women in decision making not only regarding domestic matters but also in agricultural production and farm expenditure. Thus there is an ample justification why women also need to have access to technologies relevant to their activities, as much as the men folk do for theirs. If the skills and capability of all those concerned are to be developed, then a special attention has to be paid to develop of women's full potential as agricultural producers, in order to increase earnings and improve rural families' livelihood.
2. From 1993–1995, the CRIFC had been carried out a study along with the Economic and Social Co-operation for the Asia and Pacific – Coarse Grains, Pulses, Roots Tuber Crops (ESCAP – CGRPT) on women's roles in dry land agricultural development – especially of secondary crops – in East Java and South Celebes Provinces. The study revealed increased burden and pressing workloads on rural women to reconcile competing household chores with vital agricultural works, leaving no time for personal development or leisure.
3. In 1990, a consultant of the Netherlands Embassy carried out an inventory of "women specific" and "women sensitive" projects, sponsored by the Inter-Governmental Group on Indonesia (IGGI). In addition to that, the Donors' WID strategies and programs were in accordance with The Fifth five-year Development Plan (*Repelita)* V (1989-1994).

So far, agricultural program concerning with women in particular, stressed the following actions: (1) delivery of routine extension activity to women, (2) income generating and small animal husbandry activities, (3) dissemination of appropriate post-harvest technology, (4) increase in women's access to resources such as land and credit, (5) institutionalisation of women's participation, (6) improvement of rural women's motivation and self reliance, (7) improvement of family nutrition, (8) development of a reliable sex-

specific data base (9) analysis of gender issues and (10) information dissemination. Besides many unsolved problems, some significant advances were made in women-led agricultural activities such as poultry raising and fish culture and in women's access to informal credit (Muffels and Siwi, 1990). This incited the Ministry of Agriculture to publish a Profile of Indonesian Farm and Fisher Women, which discusses who is doing what in farming and fish production. The profile is a reference tool for the planning of gender sensitive programs and projects in the agricultural sector.

Although considerable research has been carried out and many studies published, it seems the benefits of agricultural development are still not reaching women equitably. A woman whose main occupation is agriculture is often not recognised to be a farmer, but merely a housewife. Therefore, her access to extension services, adequate technology, knowledge and skills is limited. In addition, the gender dimensions of agricultural research and development are still under-estimated or ignored, as reflected by the lack of support and funding for social and gender-sensitive research. Therefore, much remains to be done.

CHALLENGES AND OPPORTUNITIES OF GENDER MAINSTREAMING IN AGRICULTURAL SECTOR

Challenges and opportunities related to socio-economic and gender analysis (SAGA) in agricultural research is universal and amply exemplified both internationally and in Indonesia. Challenges faced are as follows:

1. Gender specific needs' assessment in agricultural development is insufficient due to the (a) lack of ability of research personnel to conduct gender analysis, which inhibits gender responsive planning, and (b) lack of understanding of gender issues, which prevents one from setting and achieving objectives according to gender specific needs.
2. Planners and decision-makers do not regard gender as important issues; therefore, limited appropriate action is taken.
3. Social and cultural values in certain society are not supportive, thereby, perpetuating gender biases in policy planning and decision-making. Bureaucratic constraints also limit women's access to resources such as credit, information and training.
4. Statistical data on labour indicates that, for similar jobs, the difference persists between men and women wages. Working opportunities for women and youth are also on the decrease.
5. Machines and equipment to ease women farmers' works are either lacking or simply fail to consider women's physical capacity, which results even in inefficiency and drudgery.

In the case of IAARD, available opportunities are often wasted. For instance, when information and research findings on the differing roles of women and men in agriculture are plenty, there was **no follow-up to address technological constraints**, particularly those encountered by women. The following is the main weaknesses of IAARD in integrating socio-economic and gender analysis:

1. Gender differentiation is not regarded as a requirement to meaningful socio-economic analysis, nor is the need to integrate gender analysis in socio-economic analysis referred to in the Strategic Plan of IAARD.
2. Gender issues are still not regarded as important by decision-makers, planners, researchers and extension workers within the IAARD.
3. The need for socialisation and capacity building on socio-economic and gender analysis at central and AIAT levels is slowly recognised, especially by policy and decision-makers within IAARD. Although many junior staff has been sent for training on gender analysis and PRA, they still incompetent to integrate the training results into research and dissemination activities.
4. So far, IAARD as well as AIAT management has issued no guidelines with particular reference to SAGA requirements in agricultural research and development.
5. Currently, there is no special budget allocation – indication of the institutional unwillingness - for building the capacity of IAARD and its 26 AIATs to incorporate socio-economic and gender analysis in all stages of the research and assessment process.
6. To date, incorporating socio-economic and gender issues into the research and assessment program within the IAARD has been the low priority. The lack of understanding of adequate tools and methodologies is the main reason. In addition, operational collaboration with other institutions inside the Ministry of Agriculture (MOA), for instance with the National Agricultural Extension Program (NAEP), also absents or almost not exist. Similarly, any networking with partner institutions i.e. NGOs that may have more skills and experience in gender issues than AIAT, also not take place.

A part from all those weaknesses, there is a good news because collaboration with various institutions, such as the Agency for National Development Planning (*Bappenas*), Ministry for the Role of Women (*Menperta*), Directorate of Rural Community Development, Ministry of Home Affairs, Ministry of Population and Family Planning, and the many Women Study Centres in various universities across Indonesia had been initiated by the SCT.

IMPLEMENTATION OF SAGA SOCIALIZATION AND INSTITUTIONALIZATION IN RESEARCH AND DEVELOPMENT

Various training previously mentioned resulted in a number of persons exposed to SAGA approach as presented in Table 1. Out of 553 persons exposed, 223 were women (40%) and 330 were men (60%). Equal number between women and men participants only occurred in the TOM workshop, that was nine pairs of women and men. In addition, from the 18 alumnae mentioned only five people have actively transferred SAGA approach to others, such as to their group members and colleagues. Continuous consolidation was then required, so that, alumnae can keeps their skill and interest in teaching SAGA approach to other parties. In the TOT, the balance number between man and woman were less than in the TOS, because for the TOT, certain prerequisites were imposed to its participant. The prerequisites were among others: (a) they should have a certain conditions, such as being a senior researcher or extension worker and possess certain authority, (2) willing to develop gender perspective in their work, (3) have a good communication skills and willing and (4) able to communicate workshop materials to others. Previous experience indicated that men fulfill more successfully those prerequisites compared to women.

Table 1. Number of SAGA Training Workshop Alumnae, up to FY 2002.

No.	Trainings	Number of Alumnae		Total
		Women	Men	
1.	TOM	9 (50%)	9 (50%)	18 (3%)
2.	TOT	55 (46%)	64 (54%)	119 (22%)
3.	TOS	159 (38%)	257 (62%)	416 (75%)
T o t a l		**223 (40%)**	**330 (60%)**	**553 (100%)**

Source: Suhaeti, *et al*. (2002)

Table 2 shows number of TOS alumnae. AIATs of West Sumatra, South Sumatra, Bali and East Borneo Provinces did not officially implement the TOS but simply socializing the SAGA approach without fieldwork. The channeling media used for the socialization was only lecturing. Attendants of SAGA socialization in South Sumatra were 60 persons because the socialization was implemented simultaneously with a dissemination activity. Non –AIAT staff but participated in the TOS (20.6%) can also be observed in the Table 2.

Table 2. Number of Participants of SAGA TOS and Socialization at AIATs s/d TA 2002

		AIAT	Non-AIAT	Total	

No.	AIAT	Women	Men	Women	Men	Women	Men	Total
1.	North Sumatra	7	14	3	3	10	17	27
2.	Bengkulu	12	17	2	5	14	22	36
3.	West Sumatra*)	14	20	-	-	14	20	34
4.	South Sumatra*)	7	6	10	37	17	43	60
5.	Central Java**)	11	7	-	-	11	7	18
6.	Yogyakarta	4	9	-	-	4	9	13
7.	Bali*)	9	12	-	-	9	12	21
8.	West Borneo	9	9	-	-	9	9	18
9.	South Borneo	5	8	2	9	7	17	24
10.	East Borneo *)	7	12	-	-	7	12	19
11.	South Celebes	10	13	5	2	15	15	30
12.	South East Celebes	8	17	-	-	8	17	25
13.	Central Celebes	18	24	-	-	18	24	42
14.	North Celebes	7	7	-	-	7	7	14
15.	East Nusa Tenggara	4	6	2	3	6	9	15
16.	West Nusa Tenggara	3	17	-	-	3	17	20
T o t a l		**135 (32.4)**	**198 (47.6)**	**24 (5.8)**	**59 (14.7)**	**159 (37.9)**	**257 (62.1)**	**416 (100.0)**

Source: Suhaeti *et al*., 2002
Notes: *) Socialization
**) Socialization and TOS

As mentioned earlier, a monitoring and evaluation (Monev) on SAGA institutionalization had been conducted in 8 AIATS and its grade can be seen in Table 3. The grade was derived from each score multiplied by the weighted aspects showing various AIATs' SAGA activities as seen in Annex 1 and 2. Every activity has its owned score and weight. Two types of working sheets were prepared, first for AIATs, which had implemented TOS and the second for AIATs, which had not implemented the TOS yet. Although maximal grade should be 500, one particular activity, which has weight 15, still could not be evaluated. So that, maximal point should be only 425, namely 85% of 500. The grades among the AIATs were relatively the same namely about 60% out of total point of 425. Among the 8 AIATs, the first big three were West Nusa Tenggara (279.0), DIY (275.5) and East Nusa Tenggara (274.5).

Table 3. Monev Grade of SAGA Activity at Eight Selected AIATs/Provinces, 2002.

No.	AIAT Province	Grade
1.	East Nusa Tenggara	274.5 (64.6)*)
2.	West Nusa Tenggara	279.0 (65.7)
3.	South Celebes	256.0 (60.2)
4.	Central Celebes	270.5 (63.6)
5.	North Celebes	271.0 (63.8)
6.	DI Yogyakarta	275.5 (64.8)
7.	Jambi	210.0 (49.4)
8.	Riau	244.0 (57.4)

Source: Suhaeti *et al*., 2002

*) Notes: Figures in brackets were percentage of Monev grade in each AIAT.

SAGA Incorporation into Research and Assessment (R&A) Proposals

As stated formerly, the main objective of the SAGA program was to improve SAGA capacity among the researchers and extension workers within the IAARD. It was expected that they could be able to incorporate the SAGA approach into the research and assessment (R&A). Table 4 presents the percentage of number of proposal that incorporating SAGA into R&A, from six AIATs in 2002.

Table 4. Percentage of SAGA Incorporation into the AIAT's proposal, FY 2002

No.	AIAT/ PROVINCE	Total Submitted Proposal	Number of Proposal with SAGA Indicator Grade >3	Percentage Number of Proposal with SAGA Indicator Grade >3	Number of R&A title applying SAGA approach at the field level
1.	East Nusa Tenggara	17	2	11.76	2 (100.00)*)
2.	West Nusa Tenggara	18	4	22.22	4 (100.00)
3.	South Celebes	23	9	39.13	2 (22.22)
4.	Central Celebes	16	2	12.50	0 (0.00)
5	North Celebes	24	20	83.33	2 (10.00)
6.	DI Yogyakarta	15	3	20.00	3 (100.00)
7.	Riau	33	6	18.19	2 (33.33)
8.	Jambi	22	2	9.10	0 (0.00)

Notes: The grade was derived from Technical Assistance Team, (Suhaeti et al., 2001)
Figures in brackets were percentage of proposal number with SAGA Indicator Grade >3

It should be noticed that there was no guarantee that an AIAT with good SAGA incorporation percentage had also implemented SAGA incorporation in practice, because Monev was conducted at the very early stage of proposal submission. In other words, high percentage proposals with good SAGA incorporation grade could not assure an appropriate

fund and to implement the concerned R&A. When confirmed at the field level, the grades for East Nusa Tenggara, West Nusa Tenggara and DI Yogyakarta AIATs had been appropriate, but the other AIATs should be checked further.

Gender-Mainstreaming Constraints Agricultural Research and Development

Gender mainstreaming in agricultural research and development within the IAARD faced some constraints. The adoption of cascade training system for instance, turned out to be not as successful as expected. Originally the purpose of adopting cascade method is to: (1) make the SAGA institutionalization effective and (2) SAGA pioneers would available in every region, so that, the regions would not be too depended to the SCT in terms of SAGA socialization. However the expectation remained unfulfilled due to majority AIAT staff was not interested in developing gender perspective to their work. They considered that SAGA did not directly support their short-term objective, which was to accumulate credit point from scientific publications.

Therefore, although they attended SAGA training, their ability in absorbing the training materials and the willingness to transfer the materials were relatively low. Consequently, almost all of the SAGA Trainings alumnae were not capable enough in transferring SAGA perspectives, as expected in the training objectives. In addition, by the absence of qualified SAGA focal points, SAGA institutionalization encountered some problems, because although quantitatively participants of the SAGA Trainings were abundance, however its quality was still questionable. This was reflected by the fact that many TOT alumnae were not capable to become TOS facilitators. In another words, they were not confident enough to be a SAGA facilitator. The reason behind it might be the way that SAGA training was conducted. In the past, IAARD's staff participating in any training has no obligation to transfer the training materials further to others. Even, generally training was conducted in one-way system; participants were passive, simply taking notes of materials given by the trainers. This long-term practice hardly can be modified instantly, but it requires a long process. SAGA program introduced two ways system where participants were encouraged to be involved actively during the training.

Other significant constraint hindering SAGA objectives was the bias attitude on gender by the decision makers, both at the central and AIAT levels. In addition, lack of motivation among SAGA alumnae to seek deeper information about SAGA influence the limited SAGA development. For instance, most focal points still depended largely on "central guideline" so that, SAGA program could not be claimed as a successful IAARD program. This unfortunate outcome can be seen from the fact that significant SAGA incorporation into R&A did not

exist and most TOT alumnae were unable to develop networking with local partners, such as local government, local universities and local NGOs. SAGA institutionalization had been aborted and it also contributed to the failure of SAGA program achievement.

CONCLUSION

1. SAGA program was established within the IAARD in late 1999 to respond World Bank inquires about the low adoption rate of R&D. SAGA Core Team as the executing team had conducted SAGA socialization program across AIATs through cascade training method. Result indicated that from the quantity aspect, the number seemed to be promising but not from the quality aspect.
2. The adopted cascade training has not given results as planned, i.e. each alumna was expected to be SAGA focal points and will establish networking within the region. In more specific, not all alumnae could disseminate the SAGA approach to their working unit because lack of confident among alumnae themselves.
3. Similarly, regional networking establishment is also a problem, because insufficient quality of TOM alumnae. This low quality is reflected by the high level dependency of TOM's alumnae to the SCT in transferring SAGA approach and it also affected outputs of TOT and TOS.
4. Various reported results of monitoring and evaluation (Monev) activities showed that the institutionalization of SAGA approach was less optimal. It was reflected by low Monev grade of each observed AIATs. Among the 8 AIATs included in the Monev, the first big three were West Nusa Tenggara (279.0), DIY (275.5) and East Nusa Tenggara (274.5).
5. Reflection should be made by the SCT that the SAGA workshop implementation should be better prepared, for instance in term of participant candidate selection. This would be positively affected on workshop participant's understanding on the respective materials.

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Annex 1.

WORKING SHEET SAMPLE
MONITORING AND EVALUATION of SAGA SOCIALIZATION AND INSTITUTIONALIZATION
FOR AIAT WHICH HAD IMPLEMENTED SAGA TOS
WITHIN INDONESIAN AGRICULTURAL RESEARCH AND DEVELOPMENT (IAARD)

AIAT: EAST NUSA TENGGARA PROVINCE

No.	Activities/Indicators	Weight	Score	Grade
I.	**INPUT: SAGA FOCAL POINTS' ACTIVITIES**	10		
	- TOS Preparation		3,0	
	- SAGA Net-working establishment with partners in developing SAGA approach		3,0	
	- Serve SAGA consultation for AIAT's staff (researchers and extension workers) in incorporating SAGA approach into research and assessment (R&A) proposals and its dissemination programs		3,0	
	Average		**3,0**	30
II.	**Process: Training of Staff (TOS)**	10		
	- Preparation (modules, participants, rehearsal, facilitators, fund, etc)		3,0	
	- Organization: committee of the TOS		3,5	
	- Coordination with facilitators and outside AIAT participants		4,0	
	- Participation of the participants: number, attendance and activity		4,0	
	- Pre-test and Post test results		4,0	
	Average		**3,7**	37
III.	**Early Outputs: SAGA Understanding*)**	20		
	- Policy makers (Head of AIAT and its management)		3,5	
	- Researcher		3,0	
	- Extension Worker		3,0	
	- Others		3,0	
	Average		**3,9**	
IV.	**Further Output: R&A with SAGA perspective and Its Dissemination Implementation SAGA (SAGA approach incorporation into R&A and its Dissemination) **)**	25		
	- Participatory method (Participatory Rural Appraisal)		3,5	
	- Gender Analysis Application		3,0	
	- Social Economic Analysis Application		3,5	
	- Taking aside for marginal groups***)		4,0	
	Average		**3,5**	87,5
V.	**Early impact:**	20		
	- SAGA incorporation into R&A		3,0	
	- SAGA networking establishment		3,0	
	Average		**3,0**	60
VI.	**Further impact**: (not evaluated yet)	15		
	- Increasing adoption rate of R&A results			
	- Increasing R&A benefit for end users			
	- R&A or resulted technologies could accommodate most user's needs including those marginal groups ***)			
	Average			
	Total Grade	100		

Score: between 1 and 5 (5 is the best)
*) From interview
**) Beginning with proposal of fiscal year (FY) 2002
***) The poor, groups that do not taking part in the development or even severely suffered from development negative impact including women.

Annex 2

WORKING SHEET

MONITORING AND EVALUATION of SAGA SOCIALIZATION AND INSTITUTIONALIZATION FOR AIAT WHICH HAD NOT YET IMPLEMENTED SAGA TOS

WITHIN INDONESIAN AGRICULTURAL RESEARCH AND DEVELOPMENT (IAARD)

AIAT:

No.	Activities/Indicators	Weight	Score	Grade
I.	**INPUT & PROSESS: SAGA FOCAL POINTS' ACTIVITIES**	20		
	- Limited SAGA socialization to colleagues			
	- SAGA Net-working establishment with partners in developing SAGA approach			
	- Serve SAGA consultation for AIAT's staff (researchers and extension workers) in incorporating SAGA approach into research and assessment (R&A) proposals and its dissemination programs			
	Average			
II.	**Early Outputs: SAGA Understanding*)**	20		
	- Policy makers (Head of AIAT and its management)			
	- Researcher			
	- Extension Worker			
	- Others			
	Average			
III.	**Further Output: R&A with SAGA perspective and Its Dissemination Implementation SAGA (SAGA approach incorporation into R&A and its Dissemination) **)**	25		
	- Participatory method (Participatory Rural Appraisal)			
	- Gender Analysis Application			
	- Social Economic Analysis Application			
	- Taking aside for marginal groups***)			
	Average			
IV.	**Early impact:**	20		
	SAGA incorporation into R&A			
	SAGA networking establishment			
	Average			
V.	**Further impact**: (not evaluated yet)	15		
	- Increasing adoption rate of R&A results			
	- Increasing R&A benefit for end users			
	- R&A or resulted technologies could accommodate most user's needs including those marginal groups ***)			
	Average			
	Total Grade	100		

Score: between 1 and 5 (5 is the best)

*) From interview

**) Beginning with proposal of fiscal year (FY) 2002

***) The poor, groups that do not taking part in the development or even severely suffered from development negative impact including women.