

Systemwide Initiative on Participatory Research and Gender Analysis (PR&GA), a Program of the Consultative Group on International Agricultural Research (CGIAR)

***Participatory Research and Gender Analysis Training for Agricultural
Research Organizations in Eastern and Central Africa
(PRGA and ASARECA-ECAPAPA)***

Held at The Hilton Hotel, Nairobi, Kenya: 11-20 November 2004

WORKSHOP REPORT



Workshop Participants and Facilitators

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		Page
	TABLE OF CONTENTS	ii
	ACRONYMS	iv
1	INTRODUCTION AND OPENING REMARKS	1
1.1	Background	1
1.2	Opening remarks	1
1.3	Participant introductions	2
1.4	Participant expectations	4
1.5	Workshop objectives	6
1.6	Team contract	6
1.7	Workshop process	6
1.8	Workshop program	6
2	PARTICIPATORY RESEARCH AND STAKEHODLER ANALYSIS	8
2.1	Participatory Research	8
2.2	Group Exercise	8
2.3	Group work results	8
2.4	Defining Participation	9
2.5	Stakeholder analysis	9
3	GENDER ANALYSIS	14
3.1	Background-concepts	14
3.2	Group exercise-case studies	15
3.3	Group exercise results	15
3.4	Important Gender Concepts	18
	Tools for Gender Analysis	20
4		
4.1	Organizational Development	22
4.2	Understanding OD-Group exercise	22

4.3	Organizational Development Framework of Analysis	24
4.4	Issues and challenges	25
	Discussions	25
5		
5.1	PROPOSAL DEVELOPMENT	26
5.2	Kenya	26
5.3	Sudan	27
5.4	Rwanda	28
5.5	Ethiopia	30
5.6	Madagascar	32
5.7	Tanzania	34
5.8	Democratic Republic of Congo	35
5.9	Uganda-NARO	35
	Uganda-EASSI	37
	Burundi	38
6	WORKSHOP EVALUATION	40
	ANNEX 1: LIST OF PARTICIPANTS	43

ABBREVIATIONS AND ACRONYMS

ARC	Agricultural Research Corporation (Sudan)
ASARECA Africa	Association for Strengthening Agricultural Research in Eastern and Central
CGIAR	Consultative Group on International Agricultural Research
CIAT	International Center for Tropical Agriculture
CIMMYT	International Maize and Wheat Improvement Center
EARO	Ethiopia Agricultural Research Organization
ECAPAPA	Eastern and Central Africa Programme on Agricultural Policy Analysis
EASSI	Eastern African Sub-Regional Support Initiative for the Advancement of Women
FGDs	Focus Group Discussions
ICARDA	International Center for Agricultural Research in Arid Areas
IRRI	International Rice Research Institute
ISAR	Institut des Sciences Agronomique du Rwanda
KARI	Kenya Agricultural Research Institute
NARO	National Agricultural Research Organization
NARS	National Agricultural Research Systems
OD	Organizational Development
PRGA	Participatory Research and Gender Analysis
PRA	Participatory Rural Appraisal
R4D	Research for Development
SSI	Semi-Structured Interviews

1. INTRODUCTION

This report presents proceedings of a workshop on Participatory Research and Gender Analysis (PRGA) held on 11-20 November 2004 in Nairobi, Kenya. The workshop was attended by 19 participants from Ethiopia, Sudan, Madagascar, Uganda, Tanzania, Kenya, Democratic Republic of Congo (DRC), Rwanda, and Burundi. These countries, including Eritrea which did not participate, are the member countries of the Association for Strengthening Agriculture Research in Eastern and Central Africa (ASARECA). This was the first of three workshops which constitute this 2-year project on Participatory Research and Gender Analysis. It is a project of the PRGA program of the Consultative Group on International Agriculture Research (CGIAR) and being coordinated by both PRGA and the ECAPAPA. ECAPAPA is a programme of ASARECA.

This 10-day workshop was facilitated by four consultants, with rich backgrounds in training, participatory research, gender and organizational development. The workshop focused on Participation (including stakeholder analysis), Gender Analysis and Organizational Development (OD). Country-level draft proposals/frameworks for gender needs assessments were a significant output of the workshop.

This report will serve as a reference document for the workshop participants but can also be used to orient country teams on participatory research and gender analysis.

1.1 Background

This two-year project aims at assessing and developing methodologies and organizational innovations for gender-sensitive participatory research and operationalizing their use in agricultural research. This project will develop skills and provide fora for sharing country-level experiences. The participating institutions will receive small grants to support gender research, focusing on the status, constraints and opportunities for gender mainstreaming in their agricultural research institutions.

1.1.1 Objectives of the PRGA project

- a) To generate viable set of 'best practices' for mainstreaming gender-sensitive participatory approaches (PR&GA) within core programs of selected organizations in the region, using a Learning for Change approach;
- b) To develop human resources through building capacity in participating organizations and their partners to replicate the framework for mainstreaming PR&GA approaches in phase 2;
- c) To establish a network of innovators in the eastern, central and southern African region for mainstreaming gender-sensitive participatory approaches in Agricultural R4D.

1.2 Welcome remarks

Dr. Isaac Minde, the ECAPAPA Programme Coordinator, welcomed the participants to the workshop. He underscored the importance of this workshop, and by extension the project, in building capacities of agricultural research institutions on participatory research and gender analysis. As participants, they were expected to use these skills to help mainstream gender and participatory research in their own institutions. He appealed for genuine interest and commitment to the project in order to enhance its outcome. It is expected that the

project will culminate in better understanding of gender-based constraints and opportunities, which provide a foundation for gender mainstreaming strategy development.

1.3 Participants' introduction

The process was interactive and interesting. The facilitator asked the participants to introduce themselves (individually), using the following guidelines:

- a) Draw a portrait of yourself at work or at home (this may be field, the office, wherever you work) on a piece of paper, using any style you want (artistic talent is not important-having fun is. Also include name somewhere).
- b) Post the portrait on the wall so that other participants view the gallery of art.
- c) Introduce yourself, with a focus on the following:
 - Name or nickname you want to be called during the workshop.
 - The organization you come from.
 - Your responsibility.
 - One challenge you face in your work.
- d) One expectation you have for this workshop.
- e) Participants to ask each other questions.
- f) NB: Expectations and challenges to be written on the flipchart so that they can be referred to at the end of the workshop.

Using details from individual posters, the participants introduced themselves to each other. The process generated a lot of fun as other participants asked for more personal details. In one case, a participant who had indicated that she loves music was asked to demonstrate this talent. Without hesitation, she took to the floor and sung beautifully, filling the room with warmth and applause. By the end of this process, participants had not only some professional and personal details about each other, they also appeared more relaxed, confident and ready to spend the next ten days together. The exercise also revealed a broad range of cultures, attitudes, perceptions and practices, thus setting the stage for understanding gender.



An example of visuals representing individual attributes.

Ishtiage Farough Abdalla of Sudan introduces herself to participants.



Prof. Kinkela Savy Sunda from DRC and Ms. Kiddo Mtunda from Tanzania individually introduce themselves to participants.



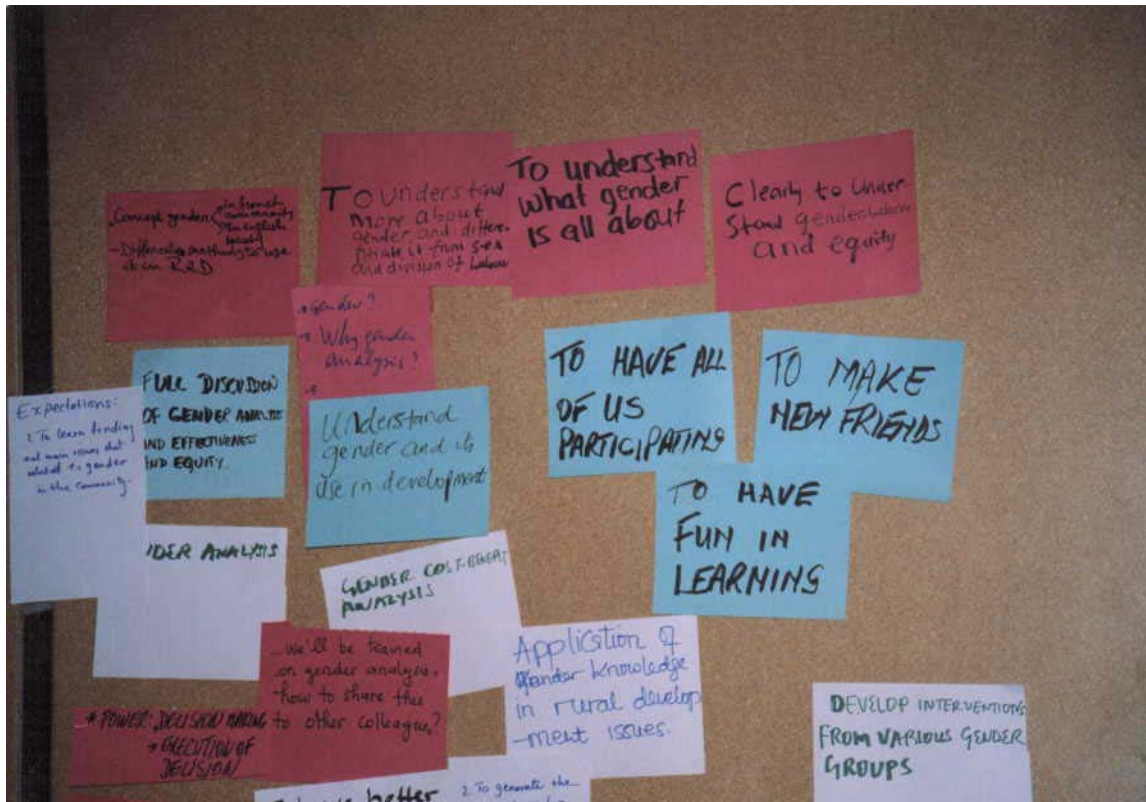
Techalew Neshgash of ASARECA introduces himself to participants.

Issues reflecting diversity of cultures, attitudes and practices:

- Does gender mean that I do what my wife does or maintain the social boundaries?
- In my culture, I am not allowed to count children.
- You have daughters, will you continue in search of a boy? Yes I will continue.
- In Ethiopia, ownership is just about equal, for men and women.
- Gender balance is not possible as it is not natural.
- My wife and I have a joint account.

1.4 Participants' expectations

Using index cards, the participants expressed their individual expectations for the workshop.



The cards were sorted out in four clusters:

- Acquire knowledge and understanding.
- Acquire skills.
- Know how to apply knowledge and skills.
- Share and have fun.

Details of each of these clusters are summarized below:

<p>Gain knowledge</p> <ul style="list-style-type: none"> • Clearly understand gender balance and equity. • Understand gender and its use in development. • Understand what gender is all about- get a common understanding of gender. • Understand the concept of gender under French and English environments. • Understand power and decision making and execution of decisions. 	<p>Gain skills</p> <ul style="list-style-type: none"> • Acquire mechanisms for incorporating gender in research. • Learn different methods for use in Research for Development. • Learn how to do gender mainstreaming so that it is embraced by both men and women. • Learn how to establish main gender issues in the community. • Learn participatory methods. • Learn how to include gender in participatory research. • Learn how to build long-term partnerships
<p>Apply Knowledge and Skills</p> <ul style="list-style-type: none"> • Acquire skills on how to interact with farmers. • Learn how to apply gender knowledge in rural development issues. • Learn how to integrate gender into agricultural research. • Gain skills to undertake participatory research. • Gain knowledge to integrate gender in commodity programs (in practice, gender is not visible). • Get to know how to move from policy (with regard to gender mainstreaming) to actual implementation. - and how participatory this can be. • Learn how to make gender mainstreaming meaningful to rural women who are the majority implementers in agriculture, yet not beneficiaries. • Learn how to raise adoption of bean varieties. • Learn how to deal with opposition to “Gender Analysis” by colleagues. • Learn how to develop interventions for various gender groups. 	<p>Learning Environment</p> <ul style="list-style-type: none"> • Share experiences • Have fun • Make new friends

1.5 Objectives of the workshop

- a) To build capacities in linking gender analysis and organizational change.
- b) To enhance concepts and skills for gender analysis.
- c) To provide skills for organizational change.

1.6 Team Contract

- a) Achieve the objectives of the workshop.
- b) Observe punctuality.
- c) Maintain respect for each other/each others opinions.
- d) Stick to the agenda-while maintaining flexibility.
- e) Remain committed to workshop objectives and process.
- f) No smoking in the room.
- g) All cell-phones off.
- h) All should participate-share, ask questions.
- i) Speak audibly.
- j) No side meetings during sessions.

1.7 Workshop process

The workshop was interactive, hands-on and engaging. Participation was sustained through group work, general discussions, use of visuals and brainstorming. As an illustration, the participant introduction process got each of them to talk about themselves, respond to questions from others, resulting in a conducive and relaxed learning environment.

1.8 Workshop Program: 11-20 November

<u>Day</u>	<u>Activities</u>	<u>Objective</u>	<u>Facilitator</u>
Thursday 11	<ul style="list-style-type: none"> • Welcome • Introduction • Expectations • Objectives • Setting contract and process for workshop • Introduction to participatory research 	<ul style="list-style-type: none"> • Getting to know each other • Expectations • Setting objectives • Building blocks of Participatory Research 	Isaac Minde Colletah Chitseke
Friday 12	<ul style="list-style-type: none"> • Gender Analysis 	<ul style="list-style-type: none"> • Stakeholder analysis • Gender concepts • Gender analysis frameworks • Tools for gender analysis • Skills for research 	Colletah Chitseke Hillary Feldstein
Saturday 13	<ul style="list-style-type: none"> • Gender analysis 	Continued	
Sunday 14	HOLIDAY	HOLIDAY	HOLIDAY
Monday 15	<ul style="list-style-type: none"> • Gender Analysis 	Contd	
Tuesday 16	<ul style="list-style-type: none"> • Linking gender analysis with 	<ul style="list-style-type: none"> • Rationale for linking gender analysis with organizations 	Barun Gurung Ken Afful

	Organizational Development	<ul style="list-style-type: none"> Organizational framework for analysis planning 	
Wednesday 17	<ul style="list-style-type: none"> Linking Gender Analysis with Organizational Development 	<ul style="list-style-type: none"> Contd 	
Thursday 18	<ul style="list-style-type: none"> Proposal development 	<ul style="list-style-type: none"> Finalize proposed research design Develop outline and schedule of site visits Plan date for next workshop Outline field visit schedule 	All
Friday 19	<ul style="list-style-type: none"> Proposal development 	<ul style="list-style-type: none"> Contd 	All
Saturday 20	<ul style="list-style-type: none"> Proposal development 	<ul style="list-style-type: none"> Contd 	All

2. PARTICIPATORY RESEARCH AND STAKEHOLDER ANALYSIS

2.1 Participatory Research

Participatory research is fast gaining ground in Africa and other parts of the developing world. However, most of the investments in this area have gone into technology transfer and much less into breeding and related work. It is also now widely recognized that although participation is about inclusion, gender and other social dimensions such as the resource poor groups are at best reflected in a minimal way. This workshop aimed at strengthening the gender dimension in participatory research through better understanding the concept and its scope. To understand participation, the participants worked on the following exercise, in three groups.

2.2 Understanding participation: Group exercise

a) What do you understand by the term participation?
b) What skills are required to effectively undertake participatory research?
c) What are the main elements of participatory research?

2.3 Table 1: Results of group work.

This table represents results of group work. Each column represents each of the three questions.

#	<i>Understanding of participation</i>	<i>Skills for participation</i>	<i>Elements of participatory research</i>
1	Full involvement of stakeholders in the entire research process (planning to implementation, evaluation and impact)	<ul style="list-style-type: none"> • Communication skills • Making communication message clear • Listening skills • Ability to guide • Training • Feedback • Learning to learn 	<ul style="list-style-type: none"> • Needs assessment • Proposal development • Planning research • Implementation • Monitoring and evaluation • Data analysis and reports • Dissemination • Impact assessment
2.	Active participation of all stakeholders at all stages towards a common goal	<ul style="list-style-type: none"> • Interpersonal communication skills • Listening skills • Value clarification skills • Respect • Observation • Non-judgmental 	<ul style="list-style-type: none"> • Problem diagnosis and prioritization • Planning/appraisal • Implementation and monitoring • Evaluation • Recommendations • Dissemination
3	Full involvement of all stakeholders in the process (takes part, feel	<ul style="list-style-type: none"> • Communication skills • Understanding of subject and interest in 	<ul style="list-style-type: none"> • NB. Multidisciplinary team key in participatory research

	<p>sense of ownership). Examples:</p> <ul style="list-style-type: none"> ○ Needs assessment, ○ Experimentation, ○ Monitoring and evaluation, ○ Presenting and implementing outputs 	<p>the same</p> <ul style="list-style-type: none"> ● Listening ● Giving and receiving feedback ● Respect for other opinions 	<ul style="list-style-type: none"> ● Diagnosis (needs assessment, identification of constraints, objectives, planning) ● Experimentation ● Evaluation ● Results/outputs ● Dissemination
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2.4 Defining Participation

Consistent with results of group work, participation was defined as a process of discovery based on the formulation of questions and the research for information to answer them, in which the subjects of the research are actively engaged. This active involvement means that instead of having research done on their behalf and being studied by someone else, the subjects take part in designing and implementing the research process, in interpreting the information generated by research and in deciding how to use the results.

There are different forms and levels of participation. The following typology is generally used by scientists:

- a) Contractual: Scientists contract with farmers to provide land or services. Under this scenario, the role of the farmer is limited.
- b) Consultative: Scientists consult farmers about their problems and then develop solutions. The farmers provide information and suggestions, however, it is the scientist who decides what to include and what to leave out.
- c) Collaborative: Scientists and farmers collaborate as partners in research. This is a good case of participation.
- d) Collegiate: This is farmer-led research and scientists work to strengthen farmers' informal research and development systems in rural areas. An example is the Farmer Field Schools.

2.5 Stakeholder Analysis (whom to involve)

Understanding the entire range of stakeholders who need to be involved in participatory research is central to success of participatory research. A comprehensive stakeholder analysis takes into account different social and institutional groups. Social groups might include the resource poor, men and women farmers and women-headed households. Institutions range from micro, intermediate (meso) and macro. This session engaged participants in a group exercise that helped define different categories of stakeholders.

2.5.1 Group 1: Understanding stakeholder analysis: Case study-Irrigation pumps in Tanaka

- Identify the stakeholders in the above study on Irrigation Pumps. Place the stakeholders at macro, intermediate and micro levels:
- Field level: women and men as individuals, households, farmer groups, communities.

- Intermediate levels: Institutions and services that form a link between macro and field level.
- Macro level: policy makers and planners, both at regional and national level.

Table 2: Results of group work

<i>Stakeholders</i>		
<i>Macro</i>	<i>Intermediate</i>	<i>Micro</i>
Government	<ul style="list-style-type: none"> • Bankers • Money lenders • NGOs • Private companies • Middle men 	<ul style="list-style-type: none"> • Rich male farmers • Rich female farmers • Poor male farmers • Poor female farmers • Male-headed households

2.5.2 Group 2: Discuss which stakeholder groups support rich women/rich men/poor women/poor men farmers in their access to and use of irrigation pumps. How big is the constraint?

Key:

- A circle to represent a support.
- A square to represent a constraint.
- Supports and constraints can be either small, medium or large. This is reflected in the size of the circle or square: small, medium or large.
- Star –no support.

Fig 1: Stakeholder analysis: Results

Category of farmer	Macro	Intermediate				Field level			
	Government	Bankers	Money Lenders	NGO'S	Private Companies	Individuals	Household	Farmer Group	Community
Rich farmer ♀	□	○	○	★	○	○	○	★	○
Rich Farmer ♂	□	○	○	★	○	○	○	★	○
Poor farmer ♀	□	▭	▭	○	○	○	○	○	○
Poor farmer ♂	□	◌	◌	★	◌	○	○	★	○

□ - Constraint

○ - Support

◌ - Limited support

★ - No support

♀ Women

♂ Men

2.5.3 Framework for Stakeholder Analysis:

Step 1: Identify Key Stakeholders

Assess:

- Who are the potential beneficiaries?
- Who might be adversely affected?
- Have vulnerable groups been identified?
- Have supporters and opponents been identified?
- What are the relationships among stakeholders?

Step 2: Assess stakeholder interests and potential impact of the project on these interests:

Assess:

- What are the stakeholders' expectations of the project?
- What are the likely benefits for the stakeholders?
- What resources might the stakeholders be able and willing to mobilize?
- What stakeholder interests conflict with project goals?

Step 3: Assess stakeholder *influence and importance*

For each stakeholder group, assess its:

- Power and status (political, social and economic).
- Degree of organization.
- Control of strategic resources.
- Informal influence (e.g. connections).
- Power relations with other stakeholders.
- Importance to the success of the project.

2.5.4 Why Involve Stakeholders:

- Because there are things that stakeholders know that scientists do not know.
- Because there are things that scientists know that stakeholders do not know.
- Because there is an area that neither scientists nor stakeholders know and both need to work together to find out.

Johari's Window (Joe and Harris)

<i>Knowledge</i>	
<i>Open (scientists and stakeholders)</i>	<i>They Know/ I don't know</i>
<i>I know/They do not know</i>	<i>Unknown to both scientists and stakeholders (DARK)- continued research</i>

Johari's window reminds us that no single stakeholder has the monopoly of knowledge and resources required to fully address development issues. Both scientists and stakeholders need to work and respect each other.

2.5.5 Key Concepts

Stakeholders are people, groups or institutions which are likely to be affected by a particular resource or project (either negatively or positively) or those who can affect the outcome of the project intervention.

2.5.5.1 Categories of stakeholders:

- a) Primary stakeholders: the direct beneficiaries or target of the intervention. They are the resource users, who will be affected by the intervention and can determine success or failure of Farmer Participatory Research project.
- b) Secondary stakeholders: indirect beneficiaries can be both important and influential; they may be directly involved in the PR process and are integral to success.
- c) Supporting stakeholders: these are generally institutional stakeholders, such as NGOs, Research Institutes, government extension services and private sector.
- d) External stakeholders: Donors
- e) Intermediate stakeholders:

2.5.5.2 Stakeholder analysis seeks the following details:

- a) Who are the stakeholders in the project being undertaken or proposed?
- b) What are the interests of these stakeholders?
- c) How will they be affected by the project?
- d) How influential are the different stakeholders?
- e) Which stakeholders are most important to the success of the project?
- f) Who will be affected by the project (directly or indirectly, positively or negatively)?
- g) Are there some hidden stakeholders?

3. GENDER ANALYSIS

3.1 Background

Gender analysis is an approach that explores and highlights the relationship of men and women (and their male and female children) in society, and the inequalities in those relationships. The process lays a strong foundation for gender mainstreaming. The process asks the following:

- a) Who does what?
- b) Who decides?
- c) How?
- d) Who gains?
- e) Who loses?

These questions also delve deeper by asking (a) which men and (b) which women? Gender analysis is one of the building blocks in gender mainstreaming.

Gender Analysis: Key concepts:

- a) **Gender** refers to all the socially given attributes, roles, activities and responsibilities for men and women. Our gender identity determines how we are perceived and how we are expected to think and act as women and men because of the way society is organized.
- b) **Sex** is the biological difference between men and women. Sex differences are concerned with men's and women's bodies. These differences are universal and not influenced by space and time.
- c) **Gender relations** are the social relations between men and women in society. Gender relations are simultaneously relations of cooperation, connection, mutual support, conflict, separation, competition, of difference and equality.
- d) **Gender division of labor.** Labor is divided into three categories, reproductive, productive and community work.
 - **Reproductive work** encompasses the care and maintenance of the household and its members, and includes cooking, washing, cleaning, nursing, and childcare, among others. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.
 - **Productive work.** This covers production of goods and services for income and subsistence. This work is recognized and valued by individuals and societies and is included in the national economic statistics. Both men and women perform productive work.
 - **Community work.** This is work performed by members of a community for common good and includes provision of services such as schools, dispensaries, access roads, weddings and funerals, among others.
- e) **Access to-** is defined as an opportunity to make use of a resource
- f) **Control over-** is the power to decide how a resource is to be used and who has access to it.

Gender Analysis: Process

This session started with group work, using agricultural-based case studies. Groups analyzed the case studies to answer the following questions:

3.1 Group Exercise

- a) How is work organized in the community? (reproductive, productive and community)
- b) What work do women and girls do (paid and unpaid)?
- c) What work do men and boys do (paid and unpaid)?
- d) What gender issues and constraints emerge from the analysis and how are these constraints likely to impact on the program performance?
- e) In different types of work (reproductive, productive and community), what patterns of gender differences emerge?
- f) Is there information that is missing from the case study?

3.2 Group work Results

a) Division of Labor

Table 3: Reproductive work.

The table summarizes gender-based division of reproductive work between the Male Adult (MA), the Female Adult (FA), Male Child (MC) and the Female Child (FC).

Type of work	MA	FA	MC	FC
Cooking		X		X
Fetching water		X		X
Firewood collection		X		X
Health care		X		
Buying house--		X		
House cleaning		X		X
Washing children		X		
Child care		X		X
Education		X		
Repairing of the house	X	X	X	
Processing grains for cooking (daily)	X			

Legend

MA-male adult

FC – Female adult

MC –Male Child

FC –Female Child

Summary: women do most of the reproductive work

- Reproductive work is almost solely a responsibility for women and girls reproductive.
- Men and boys have minimal participation in reproductive work.

Table 4: Productive work

This table demonstrates gender-based sharing of productive work in the agricultural sector.

Type of work	MA	FA	MC	FC
Land preparation	X			
Planting	X	x		
Weeding		x		
Harvesting	X	x	X	X
Preparing grains for storage		x		X
Cattle herding	X		X	
Selling milk	X	x		
Milking	X	x	X	
Purchase of inputs for cattle	X		X	
Dipping cattle	X		X	

Summary

- Both men and women are involved in productive work but men participate in more tasks than women.
- Boys participate in more tasks than girls.

Table 5: Community work

Type of work	MA	FA	MC	FC
Serve in the local government	X	x		
Socialization	X			
Funerals	X	x		
Weddings	X	x		
Community organizations groups		x		
Other rituals	X	x		

Summary

- Both men and women are equally involved in community work

Daily Time Use

Time of day	Women's activities	Men's activities
Sunrise	Wake up	Sleeping/in bed
6.00 AM	Prepare breakfast	In bed
7.00 AM	Cleans house	Wakes up
8.00 AM	Fetches water	Takes breakfast
9.00 AM	Milks cows and goes to farm	Gets to the farm
10.00 AM	In the farm	In the farm
11.00 AM	In the farm	In the farm
12.00 PM	In the farm	In the farm
1.00 PM	Collects firewood on way home	In the farm
2.00 PM	Prepares food	In the farm
3.00PM	Goes to market/collects grass	Returns home for lunch
4.00PM	Fetches water	Takes lunch
5.00 PM		Goes to the market/visits neighbors

6.00 PM	Prepares dinner	
7.00 PM		
8.00PM		
9.00PM		
10.00PM	Goes to bed	Goes to bed

Summary:

Men work for 5 hours compared to women's over 10 hours.

b) Access to and control over resources

	Resource	ACCESS				CONTROL			
		MA	FA	MC	FC	MA	FA	MC	FC
1.	Land	X	X			X			
2.	Hoes and oxen-drawn plans	X				X			

Summary

Men have the greatest access to resources and virtually control all the benefits.

c) Access to and control over benefits

	<u>Enterprise</u>	<u>Who markets</u>	<u>Who collects payment</u>	<u>Who controls income</u>
1.	Grains and fruits	MA	MA	MA
2.	Vegetables	FA	FA	FA
3.	Selling milk	MA&FA	MA&FA	MA&FA

3.2.1 Importance of Gender Analysis in Research:

- a) Groups with heavy workloads are unlikely to effectively participate in research activities.
- b) Adoption of technologies is greatly influenced by levels of access to and control over resources.
- c) Researchers need to take care of those with limited resources.

3.2.2 Important issues raised:

- a) How do you measure the intensity and energy requirements for different tasks? It is important that appropriate and credible tools are developed to measure this index.
- b) In mixed farming, where you have more than one crop, how do you account for inputs into different crops?

3.3 Important Gender Concepts

3.3.1 Sex and Gender

The statement that gender is not synonymous with sex is now widely accepted if not wholly understood. **Sex** refers to the biological characteristics that define males and females primarily (but not exclusively) according to reproductive capabilities or potentialities. **Gender** refers to ‘the economic, social, political and cultural attributes and opportunities associated with being male and female....The nature of gender definition (what it means to be male and female) and patterns of inequality vary, among cultures and change over time.’¹

Sex is therefore a universal and unchanging set of categories while gender is a socially defined category that changes over time and that expresses characteristics and roles associated with certain groups of people with reference to their sex and sexuality.

The implication of this distinction is that gender differences and the categories that they correspond to should not be assumed but investigated, since they will vary both from one context to another as well as one time period to another. Investigation does not necessarily require primary data collection. A vast literature and network of experts exists, largely but not solely in the social sciences, documenting gender relations in most cultural settings and identifying key gender constraints for development.

<i>Summary of characteristics</i>	
<i>Gender</i>	<i>Sex</i>
<ul style="list-style-type: none">• Societal roles of each sex• Culturally determined• Varies from society to society, generations to generations• Changeable-temporal, space, culture	<ul style="list-style-type: none">• Biological• Unchangeable• Universal

3.3.2 Gender relations are the social relationships between men and women. Gender relations are simultaneously relations of cooperation, connection and mutual support and of conflict, separation and competition of difference and inequality. The relations are concerned with how resources and power are distributed between men and women. These relations vary according to time, culture, place, class, race, ethnicity, and so on. Gender relations also refer to ways that a culture or society defines rights and responsibilities and identities of men and women in relation to one another.

3.3.3 Practical gender needs. These refer to socially ascribed obligations and responsibilities. They do not challenge the gender divisions of labor or women’s subordinate position in society. They are practical, for example, where women are responsible for reproductive roles such as fetching water, firewood and health care, their needs will revolve around those roles.

¹ OECD: Paris. 1998. DAC Guidelines for Gender Equality and Women’s Empowerment in Development Co-operation, page 12-13.

3.3.4 Strategic gender interests. These are interests to question, resist, transform and defend norms, practices and rules that sustain inequalities between men and women. They relate to gender divisions of labor, power and control. Those who benefit from the rules will defend them while those disadvantaged will fight to have them changed.

3.3.5 Gender Analysis and Gender Assessments

Gender Analysis refers to the socio-economic methodologies that identify and interpret the consequences of gender differences and relations for achieving development objectives as well as the implications of development interventions for changing relations of power between women and men. It describes the process of collecting data on gender issues and analyzing that data. An examination of gender differences and relations cannot be isolated from the broader social context.

3.3.6 A **Gender Assessment** is a term that is often used synonymously with gender analysis. While it ordinarily involves carrying out a gender analysis on one or more specific topic, it has also recently, been used to describe the process of reviewing the institutional capabilities of an organization to identify the need for and carry out gender analyses within its programs, and the organization's ability to monitor gender issues throughout the program cycle.

3.3.7 Gender-Based Constraints

Gender-based constraints are factors that inhibit either men or women's access to resources or opportunities of any type. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic). Customary laws, dictating that men can own land, is a gender-based constraint on agricultural production and/or economic growth since it can prevent women from producing and/or marketing crops or obtaining credit for other enterprises when land is required as collateral. Laws that prevent pregnant teenagers from attending school are a gender-based constraint since it disadvantages girls relative to boys in obtaining education, thus lowering their chances of gaining employment. An HIV/AIDS program that is located in an ante-natal clinic could be a gender-based constraint that inhibits men from getting tested, if a man would be embarrassed by being seen among pregnant women to whom he was neither married nor related.

3.3.8 Gender Equality. Gender Equality² refers to the ability of men and women to have equal opportunities and life chances. A recent World Bank policy report on gender identifies three dimensions as "equality under the law, equality of opportunity... and equality of voice (the ability to influence and contribute to the development process)" (2001: 3). As stated in the Development Assistance Committee (DAC)[r1] guidelines on gender (1998), the emphasis on gender equality ...does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that women and men have equal opportunities to make choices about what gender equality means and work in partnership to achieve it.³

² Gender equity is sometimes used synonymously with gender equality, but the latter term has become increasingly preferred.

³ OECD: Paris. 1998. DAC Guidelines for Gender Equality and Women's Empowerment in Development Co-operation, page 13.



3.3.9 Tools for gender analysis

Through brainstorming, the participants generated the following approaches, methods and tools for gender analysis. Some examples:

- a) Rapid Rural Appraisal (RRA)
- b) Participatory Rural Appraisal (PRA)
- c) Participatory Technology Development (PTD)
- d) Participatory Research for Improved Agroecosystem Management (PRIAM)
- e) [r2]Farming Systems Research and Extension (FSRE)

[r3]NB. Participation is the common denominator in all these methods.

3.4 Tools for Gender Analysis

- a) Focus Group Discussion  (FGDs)
- b) Key informants
- c) Semi-structured interviews
- d) Checklists
- e) Structured groups 
- f) Oral history
- g) Wealth ranking
- h) Resource Mapping
- i) Transects
- j) Social mapping
- k) Stories
- l) Songs
- m) Activity calendar
- n) Seasonal calendar
- o) Ranking-matrix and pair-wise
- p) Venn diagrams
- q) Observation

3.4.1 Group Exercise: What tools would you use to gather these kinds of data?

Matching categories and participation

<u>Categories of data</u>	<u>Reproductive work</u>	<u>Productive work</u>	<u>Community work</u>	<u>Resources</u>	<u>Benefits</u>	<u>Access and control</u>
Tools	Semi-structured Interviews (SSI)	Seasonal calendar	Social mapping	Venn diagrams	Venn diagrams	SSI
	Activity profile	SSI	Transect walk			Resource mapping
	Seasonal calendar	Resource mapping	SSI			Matrix mapping
	Checklist	Matrix ranking	Venn diagrams	Matrix ranking	Profit analysis	Piling
	Participatory Poverty Assessment (PPA)	Village mapping	Seasonal calendar	Resource Mapping	Market mapping	Pairwise ranking
	PRA	Activity profile	Transects			Access and control profile
	Social mapping	Activity calendar	Village mapping			Pairwise ranking
	Observation	Time analysis				Observation
		Observation				
		Venn diagrams				
		PRA				

3.4.2 Practice with participatory tools

Results of group work

- Most benefits go to men, followed by women, boys, girls and relatives.
- Control. Most of the control by men, followed by women, boys and girls.
- Questions asked:
 - who owns the land?
 - who grows the beans?
 - who sells the beans?
 - who keeps the money?

Observations/Comments

- Since different families have different experiences, how do we get into a consensus?

- It is important to create good rapport. Good relationships influence the quality of information we get. Also cross-check through observation etc
- How does one deal with farmers' individual problems-hunger etc?
- What are the origins of gender? Where did it come from? Is it relevant to African situation?
- Participatory research.
 - Why is participatory research only in the developing and not in developed countries?
 - What has been the impact of participatory research-as compared to conventional methods?
 - methods?
 - How was participatory research developed and who participated? How participatory was the process of developing participatory research?

4. ORGANIZATIONAL DEVELOPMENT

This session demonstrated the role of institutions in mainstreaming gender in agricultural research.

4.1 What is an organization? (Exercise)

To understand organizations, the participants carried out the following exercise (using family as analogy for an organization).

This exercise is aimed at helping you to work out roles, responsibilities, and power and authority relations of family members in your households. The intention is to draw an analogy of the way the household operate with your own organizations function. The information you provide will be used in completing an initial planning tool. The exercises should be carried out in groups trying to answer all the questions below by reaching consensus, assuming that the group members are all members of a household.

- a) Describe through text and illustrations (charts), the structure of your household; who does what?
- b) Who is/are responsible for making important (policy/strategic) decisions?
- c) The role and responsibilities of all adult members of your home (including children over 12 years).
 - Mother
 - Father
 - Daughters
 - Sons
 - Maids and Servants
 - Others
- d) What skills/attributes are required for performing the tasks above?
- e) Who initiates changes in the family/Organisation?
- f) Who implements these changes?
- g) Describe the attitude of family members who attempt to resist these changes?
- h) What happens if a member of the family, who is not the change initiator, proposes changes in the organisation?

- i) Describe the Influence of Grandparents in running the household if they live with you. Whether or not they are supportive of transformational changes in the household.
- j) How do other family members (outside the immediate family) influence fundamental changes in your household?

NB: Complete the exercise by slotting your answers under three categories below if you are collecting information for a real organisational analysis. Consider your household's long-term plans, the structure/tasks and responsibilities, levels of motivation for working and attitude of household members towards their tasks and other members of the family. Reflect also on who wields real power in the household and who performs the most challenging tasks skills needed to run the household.

The Technical/structure (including systems and processes; guidelines, plans, role/tasks)
 Behavioural (decision-making, relationships, motivation rewards etc.)
 Cultural (norms, values, beliefs, attitude)

Finally think through how you will facilitate change and improvements in the Household with you acting as the Change Agent

4.1.1 Group Results

a) **Rural household: father, mother, sons, daughters,**

What are the real gender issues in the family/organization? (Analogy of family-organization)

Character/structure	Organization
Father	Chief Executive Officer (CEO) -not much regard for woman
Grandfather	Chairperson of organization-too powerful, renders Director Gender (DG[r4]) impotent

Summary

- **Structures.** In terms of decisions, structures are indicative
- Differences in where power lies. Some families and organizations are democratic while the others are autocratic
- Decisions are made at household level but influenced from outside-broad consultations-influence extends beyond those in the circle
- Implementation of family decisions-also influenced from elsewhere



4.2 Framework for analysis of Organizational Development

Organization	Organizational Characteristics
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al dimensions	Mission/Mandate	Structure	Human Resources
Technical dimension	<p><u>I: Policies and Actions:</u></p> <p>The guiding policy and its operationalization in action plans, strategies/approaches and monitoring and evaluation systems.</p>	<p><u>II: Tasks and Responsibilities</u></p> <p>The way people are positioned and the way tasks and responsibilities are allocated and related to each other through procedures, information and co-ordinating</p>	<p><u>III: Expertise</u></p> <p>The number of staff and the requirements and conditions to allow them to work, such as job description, appraisal, facilities, training etc.</p>
Behavioral	<p><u>IV: Policy Influence:</u></p> <p>The way and extent, and management, people from within the organization and people from outside the organization influence policy and the running of the organization</p>	<p><u>V: Decision-making</u></p> <p>The patterns of formal and informal decision-making processes. The way diversity and conflicts are dealt with.</p>	<p><u>VI: Room for Maneuver</u></p> <p>The space and incentives provided to staff to give shape to their work, such as the rewards, career possibilities, and variety of working styles.</p>
Cultural	<p><u>VII: Symbols</u></p> <p>The symbols, rituals and traditions. The norms and values underlying the running of the organization and the behavior of the staff. The social and economic standards set.</p>	<p><u>VIII: Cooperation</u></p> <p>The way the work relations between staff and outsiders are organized, such as working in teams, networking. The norms and values underlying these arrangements.</p>	<p><u>IX: Attitude</u></p> <p>The way staff feels and thinks about their work, their working environment and about other (categories of) employees. The extent to which staff stereotype other staff. The extent to which staff identifies him/herself with the culture of the organization.</p>

[r5]4.3 **Issues and challenges**

- How to use approaches/guidelines for gender equity/mainstreaming.
- How to develop intervention strategies.
- Links between different boxes-technical, behavior, attitudes
- How to get the target groups involved and own the process.
- Developing improved understanding of 'culture'.
- Time duration-six months for assessment considered too short.

4.4 **Discussions on challenges**

- Convince the management and peers that participatory research and gender are important through presentation of results of projects that have mainstreamed gender and participation.
- Institutional environment. Is it enabling? Who gets rewarded? Not those doing the innovative things such as PRGA but breeders.
- Symbols. Depending on the mission of the organization, these might include poverty, involvement of stakeholders, and biotechnology-latest technology for the benefit of the poor.
- Cooperation. Yes, but only when time is paid for. Cooperation is random and often between social groups—tennis players-social networks lead to professional linkages. Nothing formal.
- Attitudes. Varied but participation a useful tool for extension. Organizations pushing participation like religion. Participation for efficiency accepted but not for empowerment

5. PROPOSAL DEVELOPMENT

Gender assessment of institutions and programs provides a strong basis for mainstreaming participatory research and gender. These assessments reveal constraints and opportunities which form the basis for development of appropriate mainstreaming strategies. It is on the basis of this acknowledgement that the workshop participants are expected to spend the first six months of 2005 carrying out gender assessments in their respective organizations. The proposals presented here reflect areas of focus for different countries.

5.1 Kenya

5.1.1 **Title: Progress, Challenges and Prospects of Participatory Research and Gender Analysis in Kenya's Agricultural Research System: An Institutional Change: A Case of Kenya Agricultural Research Institute (KARI)**

5.1.2 **Problem statement:**

KARI formally launched a strategy to mainstream gender into agricultural research in 1995 through establishment of a Gender Task Force (GTF). The GTF was entrusted with the role of facilitating the incorporation of gender issues into all KARI's programmes of applied research and development (Curry, et al., 1998). A large number of researchers were trained on gender analysis to help them engender many of the participatory tools used to generate baselines. Despite this great effort, an impact study carried out in the year 2000, showed that real incorporation of gender issues in the technology development and transfer (TDT) process remained very low (Ngugi and Odera 2002). This may be attributed to the fact that no organisational analysis was carried out although identification of institutional issues with respect to integration of gender issues in the institute and other relevant institutions in agricultural development was one of the four GTF terms of reference (Ngugi, 2000).

5.1.3 **Research Objectives**

The development objective of this study is to document KARI's experiences (progress, achievements and challenges) with regard to participatory research and integration of the gender factor to enable KARI to plan further strategies towards mainstreaming PR and GA in all its programmes. More specifically, the project will:

- a) Assess progress, challenges and prospects made by KARI in its efforts to mainstream PR and GA in its programmes and projects.
- b) Identify both institutional and farmer-related issues that may have impacted on the incorporation of PR and GA in KARI from implemented projects.
- c) Assess the existing skills, knowledge and commitment towards mainstreaming PR and GA in projects among the KARI scientists and managers.
- d) Develop further strategies and action plans towards enhancing the use of PR and GA in the Research system under KAPP.

5.1.4: Research Questions

- a) How has PR and GA been institutionalised in KARI since its inception?
- b) What is KARI's experience in regard to PR and GA?
- c) What is the impact of PR and GA in KARI's Projects and Programmes?
- d) What are the organisational prospects for PR and GA in KARI?
- e) How has the decision-making-power process, the balance of men and women staff, organisational style and culture, and the day-to-day running of the organisation impacted on the PR and the GA?

5.2 Sudan

5.2.1 Title: The current situation and future prospect of participatory research and gender analysis (PR&GA) and its implication on the Agricultural Research Corporation of Sudan

5.2.2 Problem Statement

Progress and development requires sustained engagement and commitment from all stakeholders. Marginalization or exclusion, intentionally or accidentally of potential stakeholders impedes the process of development and likely to create obstacles and constraints disfavoring the whole community. Gender biased or synonymously gender blind interventions render attainment of the goal of the engagement impossible or if it happens, it is at a very high cost and effort. Gender awareness leading to gender sensitive interventions has been advocated strongly by many development actors and has been shown to pay off quickly. This indicates the need and importance of carryout gender analysis as a prerequisite in the development paradigm, whether research or other forms of interventions. Women generally play many roles, namely, productive, reproductive and community management but are often poorly represented in or even overlooked from development interventions and strategies until very recent when gender and gender-related issues have increasingly shown up in development strategies and plans. The situation might be even worse in case of agricultural research institutions because of existing setup and mechanisms of doing applied research in almost all countries of the region. Research institutions in the region are commonly classified as gender blind and at best gender less sensitive.

5.2.3 Research Objectives

The objective of this research/engagement is two fold; to increase understanding and importance of participatory research and gender analysis among stakeholders of agricultural technology generation, dissemination and adoption; and to set forth and execute a plan that enhances sensitization of the two concepts in the agricultural research system of Sudan, including the required organizational change.

Importance and impact of PR&GA through drawing on documented experiences from round the globe where PR&GA have been properly applied. As part of the understanding and information sharing process, the study will examine the gender-based constraints in the two important production domains to the ARC, in the Gazera scheme and Kordofan region. Integral to the sensitization process, the study will carryout institutional assessment of the Agricultural Research Corporation (ARC) from the view point of PR&GA and will provide suggestions for required organizational development necessary for informed and proper PR&GA.

5.2.4 Research Questions

- a) Why is PR&GA important and what is the status of PR&GA in the ARC of Sudan?
- b) What are the opportunities and constraints for integrating PR &GA in the ARC?
- c) What are some of the common gender-based constraints that affect the selection cropping pattern, crop mix and production technologies and implication on household, which entail gender-sensitive interventions or further research in the production domain of Kordofan and Gazera of Sudan?
- d) What is the implication of gender biased cropping pattern, crop mix and technologies on the way the ARC does its applied research?
- e) What needs to be done in order to sensitize the ARC with respect to PR & GA?

5.3 Rwanda

5.3.1 Title: Gender Analysis in Participatory Promotion of Climbing Beans Production and Marketing in Rwanda: Case study in Musasu and Runyinya, Butare.

5.3.2 Problem Statement

Bean (*Phaseolus vulgaris*) is the most important source of protein in Rwanda, contributing about 65% of protein needs. In addition to source of farmers' income, bean also provides a significant proportion of calorie requirements which constitute 32% in Rwanda (MINIPLAN 1988). According to MINAGRI (1989). Rwanda is one of the highest consumers of beans in world with an average annual consumption rate of 60kg per capita. Generally 97% of farmers grow beans and contribute 87.4% of total production of leguminous.

However, much of the research effort for development systems to address the needs and demands of clients or farmers groups particular of bean small holders, is critically constrained by a limiting capacity to conduct Gender sensitive participatory research (PR) in developing technologies for development. Therefore, this study aims scaling out the delivery of ISAR technologies focusing on promotion of climbing beans in the rural areas of Rwanda, starting from Musasu and Runyinya in Butare province (medium altitude).The study will particularly analyze the gender issues in the working force participation.

General objective:

Promote clients' demand –driven research through Participatory Research and Gender Analysis

5.3.3 Specific objectives:

- a) Multiply and disseminate varieties of climbing beans to small holders and other clients;
- b) Scale out and accelerate the transfer of climbing bean technology to small holders and other clients;
- c) Analysis of the role of gender participation in research design, crop management, participatory variety selection and income distribution system;
- d) Strengthen efforts for PR in the promotion of climbing beans with balanced gender roles ;
- e) Provide future direction for the National bean program to the breeding varieties and agronomic practices to address both biotic and abiotic **constraints**;

5.3.4 Research questions:

- a) How do ISAR authorities understand participatory research and gender issues?
- b) How do women and men researchers understand / perceive and use participatory research and gender analysis?
- c) What are the constraints in scaling out and accelerating the transfer of climbing bean technologies and varieties?
- d) What are farmers and researchers criteria for bean varieties selection?
- e) How the is the Gender participation in the ISAR research cycle?

5.3.5 Activities

- a) To asses current ISAR policy on Participatory research and gender issues;
- b) To find out ISAR authorities, researchers/Farmers comprehension on Gender and Participatory research
- c) To create awareness on Gender analysis and PR approaches
- d) To formalize and strengthen gender based network between farmers and Researchers
- e) To conduct survey on farmers and researchers bean selection criteria
- f) To identify among existing varieties as per farmers criteria for income and food
- g) To conduct on farm and/or station trials
- h) To scaling out the results

5.4 Ethiopia

5.4.1 Title: Organizational assessment of gender issues: the case of Ethiopian Agricultural Research Organization.

5.4.2 Problem Statement

Participatory research approach dates back to the mid eighties in EARO. Since then, participatory research approach has been used at different stages and with differing levels of participation of stakeholders. The recent research strategy of EARO specifically recognizes the need to make research more participatory and demand driven. With regard to gender, EARO began to recognize its importance since the late nineties. Consequently, the first gender sensitization workshop was facilitated by EARO to create awareness for the management and limited research staff. This did not however result in concrete efforts to incorporate the gender factor in the research activities. In the early 2000's, EARO established a Gender Focal Unit at Head Quarters level. The unit was expected to create awareness on gender among agricultural researchers and to develop a strategy to integrate gender in agricultural research systems. Even with the unit, problems of gender mainstreaming remain.

Little or no evidence is available in identifying challenges and constraints that hindered the issue of mainstreaming gender in the research systems. On the other hand, gender issues are acknowledged as crucial in improving the efficiency of research. Several evidences in other countries indicate that gender incorporation could help facilitate the generation and transfer of appropriate technologies for both women and men. Hence, there is a strong need to mainstream gender in the research systems of EARO. This calls for the assessment of the existing scenario with respect to gender issues in the research organization from the point of view of the following organizational dimensions: the technical dimension, the political dimension and the cultural dimension. No such kind of analysis has been conducted and information regarding these issues is not available.

Goal

To contribute to improved efficiency of research processes in the generation and transfer of appropriate technologies through incorporation of the gender issues.

5.4.3 Objectives

The specific objectives of the study include:

- a) To investigate the gender issues with respect to technical, behavioral and cultural dimensions of EARO
- b) To assess evolution of gender (historical background of gender) in agricultural research system in EARO
- c) To analyze major challenges and opportunities in institutionalizing gender in the agricultural research system of Ethiopia.
- d) To draw possible options for gender mainstreaming strategies

5.4.4 Research Questions

There are a number of research questions that this study will try to address from the point of view of the nine analytical elements of an organization. The first set of questions is concerned with the technical dimension of an organization. Under this dimension, there are three elements that need to be considered: policies and action, tasks and responsibilities, and expertise. Some of the key questions that need to be asked under:

i) Policies and action:

- Is a gender sensitive approach incorporated in the policy/research strategy of EARO?
- What is the extent of implementation of gender sensitive research approach in EARO?
- How well is gender integrated in participatory monitoring and evaluation techniques?
-

ii) Tasks and responsibilities:

- Is the new Gender Focal Unit (GFU) under the structure of EARO approved by the government?
- Are the tasks and responsibilities of gender focal unit clearly defined under EARO?
- Does EARO allocate sufficient budget for the gender focal unit?
- Does the staff of EARO know about the tasks and responsibilities of the gender focal unit?

iii) Expertise:

- Is there gender expertise in EARO?
- Is the staff of EARO trained about gender and gender analysis techniques?
- To what extent does the research staff in EARO incorporate gender issues in their research agenda?

The second dimension of EARO is its behavioral framework and there are three elements that need to be assessed: policy influence, decision making and room to innovate/maneuver). The major questions that will be asked under each element include:

iv) Policy influence:

- Does the management of EARO support the gender focal unit adequately in terms of logistics, facilities, etc?
- Are there organizations outside EARO that influence gender responsive research?

v) Decision making

- Are gender issues taken into account in the decision to fund a research activity?
- How is the decision making power of gender focal unit with respect to either approving or rejecting gender responsive research activities?

vi) Room to innovate/maneuver

- What incentives are there to encourage researchers to plan and implement gender responsive research?
- Does the policy of EARO encourage investing in gender sensitive research processes?

The third dimension of EARO is its cultural framework and there are three elements that need to be assessed: policy influence, decision-making and room to innovate/maneuver). The major questions that will be asked under each element include:

vii) symbols

- How is doing gender responsive research viewed by insiders and outsiders of EARO?
- Are gender sensitive ideologies reflected on the logo of EARO?

viii) Cooperation

- Is there networking between EARO and other organizations with respect to experience sharing and working together on gender responsive researches?
- How is the collaboration between research programs within EARO in strengthening gender sensitive research approaches?

ix) Attitude

- How is the commitment of EARO management in strengthening the planning and implementation of gender sensitive participatory research approach?
- How is the commitment of research staff in EARO in incorporating the gender factor in their research agenda?
- What are the attitudes of research staff towards gender issues?

The other important questions that need to be answered during the study include:

- How was the historical background/evolution of gender in EARO?
- What are the major challenges and opportunities in institutionalizing gender in the agricultural research system of Ethiopia?
- What are the possible options and approaches for mainstreaming gender in EARO?

5.5 Madagascar

5.5.1 TITLE: Analysis of FOFIFA's activities for integrating gender analysis and research participatory approach

5.5.2 Problem Statement

Among NARs, FOFIFA, the National Center of Research Applied to Rural Development, can be considered as the biggest one in Madagascar. Created in 1974 to replace the French institutions specialised into various crops, FOFIFA's mission was to continue and adapt research activities according to research environment. In fact, due to financial problems, its main task was primarily to preserve the existing germplasm and to prioritise the activities to be carried out.

From 1991 to 1997, a big project funded by World Bank "P.N.R.A" or National Program of Agricultural Research, was focused on research capacity strengthening in terms of capacity building and Institution equipping so that the research results could address the rural population 's needs. The Research was decentralised to the six regions delimited by the ecological characteristics (soil and climate).according to multidisciplinary approach. There was a strong linkage between research Institution and Extension Service, the mission of which is to contribute directly to rural development through disseminating the improved technologies get by Research. A monthly meeting was held for information exchanging and

training, between scientists and extensionists (AMRT or Atelier Mensuel de Revue Technologique). Unfortunately, the monitoring and evaluation of the system showed that the objective of the project was not reached because most of the crops productivity stayed very low, resulting in an increased poverty of the population. The question raised up was: *Is the research not adapted and cannot respond to real population's needs? Or, if there were results, was the dissemination way of them not appropriate?*

Justification

Research is more and more linked with NGOs in order to ensure better dissemination of results to beneficiaries, mainly the farmers but up to now its is difficult to feel a real success. It is the reason why it is useful to test a new approach by integrating gender analysis and participatory research approach in order to involve much more stakeholders in activity development. This case has to be studied to view how to institutionalise these two approaches.

The first step of the study is to identify the Institution background/status (constraints and opportunities), which explains the project title: DIAGNOSIS of FOFIFA' S ACTIVITIES FOR INTEGRATING OF GENDER ANALYSIS AND PARTICIPATORY RESEARCH APPROACH. We remind that FOFIFA's Annual Plan of work for 2005 (PTA) comports 223 activities.

The majority of them are funded by "PSDR" and partially by FOFIFA's partners precisely NGOs who have to carry out about twenty activities.

5.5.3 Objective

The main objective of the project is to get all the data about the activities, to know how each one is carried out under usual techniques (scientist, approach, and partner) and what result can be expected .How integrating gender issues will result in better appropriation of research results

5.5.4 Methodology

Based on diagnosis method, questionnaires are to be asked about activities. This implies some methodologies particularly the sampling of the activities to be considered (which one among all these activities is the most suitable) and the questionnaires: who, what, where, when, and how an activity is done but also what sorts of results are expected.

5.6 Tanzania

5.6.1 Title:

5.6.2 Institutional Analysis

Department of Research and Development (DRD) experience in gender and participatory research:

- a) Policy
- b) Expertise
- c) Capacity building

- d) Approaches
- e) External influence

5.6.3 Gender analysis (programs)

Gender analysis will be done in a community receiving research interventions in Southern highlands, specifically in Mbeya region. The region produces maize for cash and household consumption.

5.6.3.1 Tools

- a) Participatory Rural Appraisal
- b) Focus Group Discussions
- c) Individual interviews

5.6.3.2 Questions will focus on:

- a) Time and task allocation
- b) Access to and control over resources
- c) Decision-making and power
- d) Community activities

5.6.3.3 Respondents

- a) Director Research Development (DRD)
- b) Assistant Director Research and Development (A/DRD)
- c) Program Leaders
- d) Projects

5.6.3.4 Tools

- a) Individual interview
- b) Focus Group

5.7 Democratic Republic of Congo

5.7.1 Title: Constraints and Opportunities for introducing Participatory Research and Gender Analysis in NARS

5.7.2 Research Questions

- a) Are there constraints (weaknesses) in NARS with regard to introduction of Participatory Research and Gender Analysis?
- b) Are there strengths in NARS that would support introduction of Participatory Research and Gender?
- c) What opportunities and threats are within NARS that would support or undermine introduction of Participatory Research and Gender Analysis?
- d) What strategies would be effective in implementation of PR and Gender Analysis within NARS?
- e) What changes (outputs and outcomes) are likely to emerge from integration of PR and Gender Analysis in NARS?

5.8 Uganda

5.8.1 National Agricultural Research Organization (NARO)

5.8.1.1: Title: Status, Experiences and Future Prospects for Participatory Research and Gender Analysis in National Agricultural Research Organization of Uganda

5.8.1.2 Problem Statement

Uganda's national gender policy was formulated in 1997 under the auspices of Ministry of Gender, Labor and Social development (MOLGSD). This policy emphasizes the need for different sectors and institutions to address gender issues relevant to their own specific situations (NARO Medium Term Plan 2001-2005). As a result of the overall gender policy framework, a gender policy on agriculture was developed with the help of MOLGSD to support the gender mainstreaming efforts within the sector. However, this has been overcome by recent structural changes within the sector. The Poverty Eradication Action Plan (PEAP) and Plan for Modernization of Agriculture (PMA) in compliance with the overall policy framework for gender mainstreaming, recognize that persistent gender disparities hamper agricultural productivity, economic efficiency and growth, and that public policy can make a difference in closing the gender gap through public sector investments in advisory services, among others.

In response to the national policies, National Agricultural and Research Organization (NARO) in its ten year strategy for research (2000-2010) planned to ensure that the gender concerns are routinely and adequately addressed in all its activities including needs assessment and planning, technology development, dissemination, monitoring and evaluation, as well as in capacity building (recruitment and promotion, including training), and overall management (NARO Medium Term Plan 2001-2005). In NARO, gender is seen as a developmental concept that will facilitate the promotion of social equity in organization's activities. Gender analysis is expected to support the articulation of different needs, priorities and constraints of the targeted clientele. Some of the challenges that NARO faces include inadequate capacity and negative attitudes and perceptions about gender, among others. This study will address these conflicting perceptions which have hampered institutional efforts in mainstreaming gender into research, technology development and dissemination despite awareness creation in participatory research and gender analysis.

5.8.1.3 Objectives

The overall objective of this study is to identify constraints and opportunities for improving gender mainstreaming and participatory research, and their institutionalization in NARO. This can be achieved through the following specific objectives:

- a) To establish the variance in gender perceptions among scientific, administrative and support staff in NARO
- b) To carry out a baseline study to what extent NARO projects integrate gender analysis and participatory research

- c) To identify gaps and strategies of mainstreaming gender in research planning and management of research projects in NARO
- d) To link gender analysis with organizational development
- e) To develop gender specific monitoring and evaluation indicators for impact assessment
- f) To derive lessons learnt in the gender mainstreaming in research and development in Uganda

5.8.1.4 Research questions

NARO has in the past had several trainings and awareness seminars on gender (Kabutha per comm.). However the integration of gender in national research system is still weak. Similarly there are inadequate participatory approaches in implementation of gender in the NARS. It is therefore true that there is weak integration of gender and participatory research implementation in the national agricultural research system despite several trainings. Main questions at this stage include the following:

How is gender perceived in NARO?

- a) How is gender perceived in NARO?
- b) How has the gender perception been actualized in the vision, mission and mandate of NARO at organizational and institutional levels?
- c) How does gender concerns influence the participatory research processes in NARO?
- d) What are the individual and shared attitudes of the scientists towards gender mainstreaming in participatory research?
- e) Are there policies on gender analysis and participatory research in the organization? If yes are there external influences on policies as regards gender and participatory research?
- f) What is the institutional and organizational capacity of NARO to address gender in participatory research?
- g) How and who makes decisions concerning gender and participatory research in the organization?
- h) What are the opportunities for improvement of gender in research administration and operations in NARO?

5.8.2: The Eastern African Sub-Regional Support Initiative for the Advancement of Women (EASSI)

5.8.2.1 Problem statement:

Research conducted by EASSI in Kenya, Uganda, Eritrea and Ethiopia on women's land rights in 2000/2001 showed that despite progress made in women's advancement, attributed to African women's mobilization, advocacy and increased representation in governance at regional level, normative gains are not yet reflected in substantial changes in women's lives. African women, especially those living in rural communities and those with disabilities, still face daunting challenges. Women's limited access to productive resources including land, water, energy credit, means of communication, education and training, health and adequately

remunerated employment has contributed to the situation where more African women live in absolute poverty today than 10 years ago. The cumulative effects of HIV/AIDS, TB and malaria, food insecurity low economic productivity, low levels of education and the upsurge of sexual violence have left African women and girls vulnerable and with considerable challenges.

It has been instrumental in improving the status of women through research and documentation, networking and information sharing, Advocacy and capacity building. EASSI has facilitated a wide range of programme activities in line with the strategic objectives set at its formation. Its monitoring role has enabled it to take the lead in processes aimed at evaluating the implementation of the PFAs by both NGOs and governments within Eastern Africa sub-region.

This calls for concerted efforts at lobby and advocacy that will enable EASSI and other like minded organizations to lobby and advocate for more gender sensitive agricultural policies. This calls for competent and skilled staff that can analyze issues and advocate for policy change accordingly. EASSI not only works with its staff but also with the key Focal Point Partners who act as point persons in the implementation of the lobby and advocacy processes. Their capacities need to be built equipped with necessary skills in advocacy, lobbying, gender analysis and mainstreaming.

It is against this background that EASSI seeks assistance from ECAPAPA to facilitate enhancement of its capacity in lobby, advocacy, gender analysis and mainstreaming, so that it can effectively and efficiently deal with the challenges that lie ahead of it.

5.8.2 .2 Purpose of the project.

To enhance EASSI's capacity in gender analysis and mainstreaming, so that it can competently handle women's issues with better analytical lobby and Advocacy skills.

5.8.2.3 Objectives of the project

- a) To enhance EASSI's capacity in lobby, advocacy, and gender analysis and mainstreaming.
- b) To facilitate EASSI and its partners to influence policy in favor of women and girls in the Eastern Africa sub-region.

5.8.2.4 Expected outputs

- a) Improved capacity of EASSI and its partners in lobby, advocacy, and gender analysis and mainstreaming.
- b) Improved engendered poverty and agricultural policies in the sub region, thus improved women's lives.

5.8.2.5 Activities

a) (Training needs assessment

To ensure coherence and focus, EASSI will conduct a training Needs Assessment (TNA) before embarking on the training.

b) (Training on Lobby, Advocacy, gender analysis and mainstreaming

This will be a residential training held in Uganda for a period of six (6) days in April 2005. A total of twelve persons will be trained from both EASSI and UWONET. Should EASSI be successful in raising funds for a similar training of its Focal Points it shall endeavor to combine the training and account to ECAPAPA and other donors accordingly. The training will be intensive including the development and analysis of various gender monitoring tools. Two resource persons will be sourced from Uganda. As part of the follow up, Action plans will be developed by the participants and time frame set for implementation of activities.

c) **Report writing.**

At the end of the workshop, a comprehensive report will be produced reflecting the outcome of the training.

5.9 Burundi

5.9.1 **Title:** Incorporation of GA&PR in Bean Development

5.9.2 **Problem:** no incorporation of GA&PR in the research

5.9.3 **Major Research Questions**

- a) Is baseline information on gender and agricultural sector available?
- b) Are stakeholders sensitized on GA&PR
- c) Are GA&PR integrated in bean: selection, dissemination, impact creation

5.9.4 **Organizational Analysis**

How can gender and PR be integrated in ISABU five-year work plan?

5.9.5 **General format**

- a) Research problem/justification
- b) Research objectives
- c) Research questions
- d) Methodology
- e) Activities-stages

5.10 Project Plan (PR&GA)

Some of the building blocks of this project include:

5.10.1 Activity plan

Activity	Time-frame
Workshop I: The PR&GA project first workshop	November 2004
Establishment of a list serve	November-December 2004
Submission of proposals on assessment of PR&GA in institutions	31 December 2004
Review of proposals	Jan-Feb 2005
Release of funds to support	By 31 March 2005
Institutional assessments (country teams)	April-June 2005
Workshop II: sharing experiences and results of assessments, capacity building	July 2005
Workshop III	To be determined in July 2005

5.10.2 Proposals

Preliminary proposals were developed during the workshop.

5.10.3 Focus

The proposals/projects will focus on gender analysis of both programs and the institutional environment. These results will inform overall institutional and national strategies

5.12 Budget (s)

- a) Total allocation: USD 20,000.00 per institution.
- b) Phase I: USD 3000.00-for gender analysis. Not for institutional gender analysis. It is needs assessment. Important to talk about the linkages between institutions and program level work.
- c) Phase II: 17,000.00 (depending on quality of proposal-amount to be decided on--).

6. WORKSHOP EVALUATION

On the whole, the participants gave the workshop a good rating.

I: What, specifically was of most and least value to me in the content and process of the workshop? (Questions 1-3)

<i>What was of most value</i>		<i>What was of least value</i>
<i>Content –better understanding</i>	<i>Process</i>	
Gender	Good environment- accommodation, facilities and learning	Inconsistency in administration and decisions
Gender analysis	Group exercises and case studies	Inadequate feedback on group work presentations
Stakeholder analysis	Sharing of experiences	Workshop program/timetable not clear when to start and end

Framework for Organizational Development	Experiential learning, adult learning approach	Program too tight-should end at 2pm
Institutional evaluation	Flexibility	Absence of French translation
Participation and its different levels	Participants' introduction process	Not enough time for discussions on concepts
Useful group exercises	Energizers	Inadequate focus on concepts and importance of gender in agricultural research for those new to gender
Difference between Participatory Research and Participatory Rural Appraisal	Interaction between participants and facilitators	Harassing people for money
	Good facilitation	Hilton hotel as a venue
		No field visit
		Workshop program and logistics not well clarified at the beginning
		Facilitators inaudible at times
		Time not well used

II: What I learnt on Participatory Research, Gender Analysis and Organizational Development (questions 4, 5 &7)

<i>What I learnt about the following</i>		
<i>Participatory Research</i>	<i>Gender Analysis</i>	<i>Institutional Analysis</i>
Everything was important	Tools and methods of Gender Analysis. Main components of gender analysis-division of labor (reproductive, productive and community work, access to and control over resources and benefits	Framework of institutional analysis and how all components affect efficiency of research
Participatory Research and Gender Analysis should go hand in hand	How roles are divided within households-division of labor, calendar of activities	Importance of behavioral and cultural dimensions of institutions and how to analyze these components
Different methods and tools for Participatory Research	That gender analysis is an important dimension of participatory research	The links between institutional analysis and Participatory Research and Gender Analysis.
Framework of analysis	Linkage between Gender and Organizational Development	Similarities between households and institutions-complex and with similar forms of decision-making and different people with

		different stakes
That there are different types of participation	How PRA tools can be used in gender analysis	
Stakeholder analysis	The main components	
Identification and importance of stakeholder analysis-now know how, when and where to involve stakeholders in research	That gender includes all members of the households, from the young to the old	
That participation should be at all levels of project		

III: What will be difficult to apply was of least value in the workshop and other comments (questions 6, 8, 9).

<i>Difficult to apply</i>	<i>Of least value in the workshop</i>	<i>Other comments</i>
Gender analysis-doing it for the first time	Failing to go for field trip	Important that the facilitators continue to provide technical support to country teams (and visit projects)
Analysis of culture, behavior issues, especially attitudes in institutions	Participatory diagnosis	Workshop was comprehensive and it is up to participants to apply what was learnt
Institutionalization of gender in agricultural research	Participatory monitoring and evaluation	There is need to produce practical case studies, reflecting success as a result of use of PR&GA-for advocacy
Bringing about organizational change, particularly in male-dominated environment (biophysical scientists)		The issue of being a change agent needs to be clarified further during the next workshop-e.g. what are the qualities of change agent?
Analysis of language		Important to have sustained communication between participants and facilitators
Linking gender to OD-needed more time		It is important to have translation and interpretation services-French to English and vice versa
Creating gender awareness		Two years too short for a project of this nature

Gender mainstreaming-difficult at this stage		Facilitation made sharing and interaction easy
Evaluation of organization-with regard to PR&GA		It is important to sensitize Research Directors on PR&GA
		I need to better understand gender mainstreaming in agricultural research

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