

BUILDING CAPACITIES IN GENDER ANALYSIS AND GENDER MAINSTREAMING IN THE NARS OF ASARECA

WORKSHOP REPORT

TRAINING OF TRAINERS WORKSHOP IN GENDER ANALYSIS



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EXECUTIVE SUMMARY

This report documents the proceedings of the third and final training workshop of the project “**Building Capacities in Gender Mainstreaming and Gender Analysis**”. The workshop was held in Nairobi from 10 to 17 June 2006 and was attended by 16 participants from 8 countries of the ECA region. The project is a collaborative initiative between ASARECA and the CGIAR System-wide Program in Participatory Research and Gender Analysis (PRGA) initiated in 2003 to develop and enhance the capacity of selected participants from the region to utilize gender sensitive participatory research and mainstream such approaches in their respective organizations. The training workshop was officially opened by the DG, KARI, Dr. Ephraim Mukisira who highlighted the need for mainstreaming gender analysis in the agricultural research process.

The workshop commenced with the country teams sharing their experiences in terms of activities covered, lessons learnt, constraints and opportunities, with regard to project activities carried out since the last training workshop (July 2005).

In the Democratic Republic of Congo (DRC), the team had carried out two studies since the inception of the project. In the first one (focused on cassava production), the team found out that the current cassava production system has quite a number of opportunities namely: training, supervision, farmers’ organizations and groups, FFT among others). The major problems in Cassava production include the fact that women are over-burdened by domestic chores and production activities. The women also have little access and control of resources and profits generated in the cassava production system. The second study focused on perception and utilization of PRGA.

In Ethiopia, the two major activities were capacity building and case study. Participants from EARO had trained a team of researchers in participatory research and gender analysis. As a result of this training, gender focused case studies are being carried out in different research centres with funds from other sources. Plans are underway for another training aimed at strengthening the idea of institutionalizing of gender responsive research approaches in EARO. The major lesson learnt was that a ‘one off’ training in gender analysis is not sufficient to convince the researchers of the importance of incorporating gender in the research work.

The Kenyan team followed up on the institutional analysis which showed that 90% of scientists in KARI were gender aware. The team also carried out an assessment of four projects with an aim of demonstrating that gender analysis enhances adoption of technologies. Among the two projects that had been analysed by the time of the workshop, one had incorporated gender and findings indicated that gender roles were beginning to change. This demonstrates that some scientists at KARI have gender skills and can actually incorporate gender in their research work.

One of the activities in Madagascar was an assessment of gender concepts in different gender sensitive services and projects. The team found out that many individuals from different institutions were trained in participatory research and gender concepts but few were integrating gender issues in their work. In FOFIFA, it was found out that researchers lack the capacity to carry out gender-sensitive research. Training is therefore needed.

The team in Rwanda had carried out two major activities namely, gender training in ISAR and case study on promotion of climbing beans. The study on climbing beans was not very successful due to prolonged drought. The team found out that although bean production is mainly women's work, men were ready to participate in weeding when a new method of planting in lines was introduced.

The participants in Sudan had carried out an impact assessment for a project that utilized participatory approaches (a project supported by IFAD) in order to demonstrate the importance and effectiveness of participatory research in enhancing changes of making impact. The team also synthesized the experiences of *four* projects executed by Agricultural Research Corporation (ARC) and followed some kind of participatory approaches to consolidated the importance of participatory research to augment the findings of the impact assessment. The team also carried out a gender training workshop with scientists in Hudiaba Research Station.

In Tanzania, the team carried out two gender training workshop and one case study. The team found out that although researchers in DRT are aware of the need for gender incorporation in research, they lack the skills and knowledge to carry out gender analysis

The team in Uganda had conducted one-day gender training workshops at three NARO institutions. Participants comprised of heads of programmes, project leaders, scientists and support staff. The team found out that project leaders and most scientists are aware of PR and GA methodologies. However, there is a perception that gender analysis tools are only used by socio-economists.

The workshop also focused on Training of Trainers on gender analysis with an aim of enhancing the participant's capacities to train scientists in the respective NARS on gender analysis. This was done through simulation where different groups formulated training modules and presented this to the rest of participants. The presentations were video taped and presenters were able to review their mistakes through the tapes and discussions held by the whole group. Most of the issues arising from this exercise had to do with facilitation methods. By the end of the workshop, most participants acknowledged that simulation of training was one of the most useful sessions in the project.

A four element framework for mainstreaming gender was presented. This inspired the group to come up with recommendations on how ASARECA can catalyze the process of institutionalizing gender sensitive methodologies within the member NARS.

Plans for disseminating the project activities would include publications in an African Journal and an edited book in which each case study (in a country) would constitute a chapter.

1. INTRODUCTION

The third and final workshop for the project '**Building Capacities in Gender Mainstreaming and Gender Analysis**' was held in Nairobi, Kenya from 10th to 17th June 2006. The workshop was attended by 16 participants from 8 countries of the East and Central African (ECA) region namely, Democratic Republic of Congo (DRC), Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania, and Uganda, (list of participants in appendix 1). The workshop's main focus was Training of Trainers in gender analysis. This report is a documentation of the proceeding of the workshop.

1.1 Background

The project is a collaborative initiative between ASARECA and the CGIAR System-wide Program in Participatory Research and Gender Analysis (PRGA) initiated in 2003 to develop and enhance the capacity of selected participants from the region to utilize gender sensitive participatory research and mainstream such approaches in their respective organizations.

The objectives of the project were as follows:

1. To generate a viable set of 'best practices' for mainstreaming gender-sensitive participatory approaches within core programs of selected organizations in the region using a Learning and Change approach;
2. To develop human resources through building capacity in ASARECA participating organizations for mainstreaming gender-sensitive participatory approaches in research.
3. To establish a network of innovators in the eastern and central African region for mainstreaming gender-sensitive participatory approaches in Agricultural R4D.

1.2 Setting the Scene

The workshop started with a warm welcome from the PRGA coordinator Dr. Barun Gurung. He explained that this was the projects' third workshop. In the previous two workshops, facilitators had provided conceptual and methodological details on gender with a special attention to gender analysis. The third workshop would be conducted a little differently as more responsibility would lie on the participants. He further explained that since all the participants have at one time or another conducted a gender training, then the main objective of the workshop was to assess where the participant were in regard to gender training capabilities with a view to enhance these capabilities. Participants would formulate a clear model of training in gender analysis for their organizations. He concluded by informing the participants that they would receive certificates for participating in the project's gender training workshops within the last two years.

1.3 Participants' Introductions

Ms. Colletah Chitsike, one of the facilitators, took lead in the introductions. She noted that being the third time that the group was meeting, participants were already familiar

with each other. The only new person in the team was Ms. Ruth Nankinga of ECAPAPA who was overseeing the workshop logistics. The group therefore introduced themselves by saying their names for Ruth's benefit and for the benefit of the rest, indicated the changes that had happened in their lives since the last meeting at Addis in July 2005. As it turned out some participants had changed stations of their workplace in the same organizations.

1.4 Expectations

The participants cited the following as what they hoped to achieve by the end of the workshop:

1. Input into a roadmap to get to the final destination of gender mainstreaming / ingredients of gender mainstreaming
2. Share experiences and constraints in carrying out activities; learn from best practices on how to overcome those constraints
3. Opportunity to guide each other on how to train scientists on gender analysis through simulation; planing, presenting and correcting each other. The rational for this being that there are lots of gender and development trainers in Africa but there are very few gender trainers in Agricultural research.
4. External evaluation for this programme: generate ideas and indicators for external evaluators.
5. Indicate how ASARECA will take gender mainstreaming forward. What's next for gender mainstreaming in the NARS after this workshop?
6. Presentation on Gender and Advocacy.
7. Have fun

1.5 OPENING REMARKS

1.5.1 Remarks from Dr. Barun Gurung, Coordinator, PRGA

Dr. Gurung started by giving an overview of the project noting that this is a project organized jointly by PRGA and ECAPAPA with the major objective of institutionalizing PR and GA in the NARIs of East and Central Africa. It has been a three years project. The current meeting is aimed at sharing experiences from the various institutions and deciding on a way forward in regard to institutionalization of gender-sensitive participatory approaches in the ECA NARIs. Dr. Gurung mentioned that he has visited KARI twice and that the group was meeting in Nairobi for the second time as the project's first workshop was held in Nairobi in November 2004.

1.5.2 Remarks from Dr. Leonard Oruko, Senior Technical Officer, Monitoring and Evaluation, ASARECA

Dr. Oruko thanked the DG, KARI for accepting to officially open the workshop. He informed participants that he was fairly new in ASARECA. He explained that the planning process of ASARECA follows a certain framework. ASARECA operates with network programme. Monitoring and Evaluation plan follows that framework. It tracks the project implementation by monitoring and evaluating outcomes of ASARECA programmes hence the relevance of this project. He highlighted the need to identify key indicators for the programme given that gender mainstreaming is a process and not just an outcome. He concluded by appreciating the participatory methodologies being used in the training.

1.5.3 Remarks from Dr. Michael Waithaka, Programme Coordinator, ECAPAPA

Dr. Waithaka was happy to have the third project workshop and to have the DG, KARI open the workshop. He explained that the project started three years ago with the first workshop at Nairobi in November 2004 and the second one at Addis Ababa in July 2005. In this particular workshop, participants were going to design training modules in gender analysis. The workshop had already started with sharing of what has been happening in the various NARS. He noted that good progress has been made but a lot needed to be done on gender mainstreaming. He hoped that the collaboration with PRGA would continue.

Dr. Waithaka then welcomed the DG, KARI to give welcome remarks and officially open the training workshop.

1.5.4 Opening Remarks from Dr. Ephraim Mukisira, DG, KARI

Dr. Mukisira thanked Dr. Waithaka for the brief introduction. He noted that KARI has been adopting gender-sensitive research for some time. However, he acknowledged that numbers are not adequate to say that gender has been mainstreamed. He recalled how some people initially laughed off the idea of mainstreaming gender, wondering how it would impact the research process. This left some researchers confused. He highlighted the importance of sensitizing both researchers and managers.

Dr. Mukisira gave a brief background of his encounter with gender. Although he was raised in a family with boys and girls, boys were not allowed to go to the kitchen and chat with the girls who would be cooking. Roles were clearly divided. Boys would look after cattle while girls cooked and did other household chores. It therefore became difficult later on for him to change roles. The first time that he actually cooked was when he traveled to the USA for further studies. Previously his sisters would cook for him. He therefore felt that his family had denied him an opportunity to do such things (like cooking which he finally discovered he was quite good at).

He noted that most African customs are organized in a similar manner. As such transforming scientists to get people adopt the technology means coming up with the best approach to get the message across. When farmers are approached, ladies often say, 'the man of the house has not informed me of your coming to collect data'. In some communities, the lady scientists are not allowed to talk to the men. This kind of

feedback should be fed into the tools for capturing information which means that we have to redesign the tools. For example, questionnaires in Nairobi should be different from those used in the rural areas. Results have to be moderated depending on the scenario; people far away the capital cities feel neglected.

He traced the beginnings of gender at KARI to a big project in the organization which was supported by European Union on how to integrate gender in KARI. This led to the establishment of a gender task force which started evaluating on how scientists had entrenched gender in the research process. Prizes were awarded to the most gender-sensitive paper during a KARI workshop.

Dr. Mukisira was coordinating a program on dairy production in 1987 at Kagera in Tanzania. During one of the program meetings there was a presentation with gender integration. The Kenyan visitors were impressed and they realized what they had missed. On getting back, Dr. Mukisira redesigned the dairy program to incorporate gender issues.

Today, it is amazing that women are actually vaccinating animals. The veterinarians wonder how we had train the rural women. When women were starting to earn more money than men, the men took over the enterprises. Men decided to become part of women groups; mainly monitoring the cash coming in. The aspect of labour is also coming up. Scientists can therefore analyse which technology is most appropriate for which area after analysing the labour demand. Social orientation of target group need to be analysed right from the beginning. There is need to diagnose gender priorities by applying gender analysis tools. There is also need to identify gender impact of research. KARI has been doing all this for the last ten years.

The DG cited the perception of gender as a major challenge. For this reason, gender awareness is an on-going process at KARI through the Gender Coordinating Office which is headed by Mrs. Jane Ngugi (one of the participants). It was also felt that the project needed a man hence the participation of Mr. Dave Nyongesa (another participant). Currently, there are three female centre directors at KARI. It is said that women are good at solving problems. The university has also started engendering its curriculum in agriculture.

Dr. Mukisira then wished participants a good deliberation and thanked everyone for making time for the workshop. He hoped that this would bear another project to carry on from this one. He also took time to give out certificates to the participants.

2.0 COUNTRY EXPERIENCES

During this session, each country team presented their experiences using the following general format:

- list of activities
- lessons learnt
- constraints
- opportunities
- specific constrains in Gender analysis training

2.1 DEMOCRATIC REPUBLIC OF CONGO (INERA)

Presented by: Prof. Kindela Sunda Savy
Mr. Celestin Alinasi Bahandi

First study

Gender analysis in cassava production system: Bateke Plateau, Kinshasa

Over all objective

Technical and socio-economical management of the cassava production system

Specific objectives

- To identify and highlight the roles of different interest groups in the production system of new varieties of cassava;
- To identify who, between men and women, access and control the resources related to production activities;

Summary of Research Findings

This survey has shown that the current cassava production system has a number of opportunities (training, supervision, farmer's organizations and groups, FFS, etc.) based on which its performance can be improved.

- However, there are many challenges, which, if not alleviated or at least mitigated, will stand as major constraints for the blooming of the cassava production system. These include:
- The overload of women in domestic and production activities;
- The near absence of women and the omnipotence of the men on the access and control of resources and profits generated in the cassava production system.
- Enhanced performance of the cassava production system in the Bateke Plateau is possible once the above mentioned challenges are addressed, or at least mitigated. This is the price to pay for a sustainable development of the cassava production system.

Second Study

Baseline on PRGA perception and utilization levels within the national agricultural research system and development organisations in Kinshasa and Bas-Congo provinces

Over all objective

Institutionalization of PRGA within national agricultural research system and development organizations

Specific objectives

- Determine content and planning strategies for PRGA change on individual, group and/or organization
- Introduce change launch on agricultural research and development organizations
- Extend PRGA concepts and tools.

Methodology

Surveys have been conducted at two levels:

- Decision making level: 38 organisations ;
- Executive (programs, projects and services) level: 33 organisations.

Gender analysis has been utilized in some sectors, such as: agriculture, education, health and socio-economic development project and not in agricultural research
The main gender objectives defined by organizations are:

- women participation;
- Women access to production resources
- Women livelihoods
- Women empowerment

Results/Findings

- 40% of development organisations have recently integrated gender issues in policy and activities (since year 2000). This integration has been initiated by donors.
- No gender issue within government services
- Organizations main constraints related to gender issues are:
 - Lack of financial resources;
 - Lack of human resources;
 - Lack of policy, instructions and motivation
 - Inappropriate methods of diagnostic, formulation and monitoring and evaluation
 - Different actors, different gender concepts

Conclusion

Necessity to organise a workshop for sensitization in order to integrate and harmonize the understanding of gender concepts and also to strengthen actors capacity with gender analysis appropriate tools.

Constraints

- Lack of physical address of many NGO's
- No response from government services

Lessons Learnt

- Favorable perception in utilization of gender;
- Government must be involved in institutionalization of PRGA
- DRC Parliament voted gender parity law. This law is causing confusion with gender concept related to socio-economic development.

2.2 ETHIOPIA, Ethiopian Institute of Agric Research (EIAR formerly EARO)

Presented by: Mrs. Yeshe Chiche
Mr. Agajie Tesfaye

Capacity building and gender analysis case study: Ethiopian Experience Progresses, challenges and lessons learnt

1. Capacity building

Training was provided for a team of research staff in participatory research and gender analysis. Based on the training, gender analysis case studies are under way in different research centers with funds from other sources. Monitoring of case studies is also under way. Some research centers are through with data collection and some of them have generated preliminary reports.

A workshop will be organized at the end of case studies to present the findings and share the lessons learnt.

The workshop will also create an opportunity to strengthen awareness levels of research staff (both management and technical staff)

The workshop will strengthen the idea of institutionalizing gender responsive research approach in the research institute.

A proceeding is also expected to be published to share experiences with other organizations

2. Case study

Gender analysis case study was conducted in one of the districts of Holetta Research Center mandate zone

Approaches: Three approaches were used to collect the required data:

Secondary data collection

- Published and unpublished sources
- District profiles and basic information

PRA study

- A team of 10 researchers was formed from different research departments
- PRA tools were used to collect information
- Checklist was also used

Quantitative/Questionnaire survey

A structured questionnaire was developed and pre-tested to collect quantitative Data and respondents (both women and men) were selected randomly from the list of farmers in the selected study sites. Bilingual (national and local languages) enumerators were recruited and trained to fill the questionnaire. The enumerators have also completed their secondary (high school) level education. They were closely supervised by researchers and District Office of Agriculture staff. A total of 305 sample farmers (202 men and 103 women) were interviewed.

Progress:

Data analysis is underway but some preliminary information is available.

Access of public resources to men and women:

Education

Men attended different levels of education = 55%

Women attended different levels of education = 19%

Extension

- Extension services in crop production (men = 48%, women = 3%)
- Extension services in livestock production (men = 51%, women = 5%)
- Credit services
 - 89% of men and 66% women

Participation in productive roles

- Land preparation and planting of field crops is almost the only responsibility of adult men assisted by boys (97% of men, 5% of women)

- Most the men and women have equal responsibility (60%) in weeding of field crops assisted by boys and girls.
- Harvesting and feed collection (78% men, 26% women)
- Feeding cattle (93% men, 74% women)
- Milking (5% men, 72% women)
- Milk processing (100% women assisted by girls)
- Reproductive roles: mostly women's responsibility

Access and control profile

- Men have more access than women in selling and controlling incomes from large quantity of cereals and high value livestock (such as cattle, equines)
- Women have more access to sales and controls of incomes from root crops (potato, false banana)
- In general, a large proportion of household income is controlled by men.

Decision making

- Decision making about farming is mostly equal for men and women.

Dynamism in gender roles

- According to 15% of respondents, there are roles in crop production that have changed from men to women
- According to 11% of respondents, there are roles in crop production that have changed from women to men

Conclusion and recommendations

- Men and women have different levels of participation in farming
- Men have more control over a large proportion of benefits than women
- Men have more access to public resources (such as education, extension, credit) than women
- Decision making system in farming is mostly equal for men and women.
- Technology development and generation process should take into account of the existing gender issues in the society (needs and interests of both men and women)
- Saving systems should be strongly promoted especially for men (establishment of saving associations, etc)
- Women should also be beneficiaries of public resources (more schools in the vicinity of villages, more female extension extents, organizing women for collective action, etc)

3. Challenges

Internalizing gender responsive research is not easy. Even though researchers realize that it is important for technology utilization, they do not show strong intention to apply gender analysis methodologies while collecting the data

A researcher once trained on gender analysis, becomes ignorant of it the next time.

During gender analysis training, the researchers wanted to know actual cases where a project failed because of ignoring gender and succeeded because of incorporating gender.

If a farming system of a particular community is not gender sensitive as such, it will be difficult to convince the importance of gender responsive research.

During PRA survey, women were not able to describe their idea freely in front of men. When they responded, they expressed ideas as if everything happens smoothly (cultural problem).

It was difficult to get adequate numbers of female enumerators who have completed their secondary level education in the locality.

During questionnaire survey, one-to-one interview of a male enumerator with female respondent was not convenient. This is because the husband would sit along with his wife, thus inhibiting her free response.

4. Lessons learnt

- One time training is not adequate to convince researchers of the importance of gender and gender analysis techniques. Some more training on practical applications are required.
- Better approach is that research management should emphasize the importance of gender responsive research for technology up-take. Once the technical staff are aware that it is supported by the higher level management, it is more likely that gender will be internalized.
- Gender mainstreaming modules need to be prepared to help facilitate gender institutionalization processes.
- Success stories of adopting gender responsive research elsewhere need to be compiled to help the trainees better understand the importance of gender.
- During PRA survey, it is better to discuss with groups of women separately if we perceive that they could not express their ideas freely in front of men.
- During questionnaire survey, it is also better to use female enumerators for one-to-one interview with a female respondent. If adequate numbers of female enumerators are not available in the study site, they could also be recruited from neighboring districts, towns, etc.

2.3 KENYA, Kenya Agricultural Research Institute (KARI)

Presented by: Mrs. Jane Ngugi
Mr. Dave Nyongesa

The first activity was to follow-up on the institutional analysis which showed that 90% of scientists are gender aware.

Lessons Learnt

There are skills to attend to gender at KARI. For example, gender advisors are available in all the centres and the gender coordinator gives gender input. In spite of this and the fact that there have been incentives for carrying out gender-sensitive research, gender is still not being incorporated in the research process. The major problems are:

- Lack of budget for gender specific activities
- Lack of mandate for gender advisors
- No emphasis from project managers
- No gender policy (although gender appears in evaluation)

The way forward in this regard should be more training for scientist and managers at KARI.

Case Studies

It is important to have case studies to demonstrate that incorporation of gender analysis enhances adoption of technology. So far, there is no such documented study in KARI. The team therefore decided to assess case studies in this regard.

Four case studies were identified as follows:

1. The improvement of indigenous poultry production in Western Kenya
2. The soil management project in Kitale mandate region
3. Push pool project in Kitale and Western Kenya
4. Use of drought-tolerant forages and forage conservation practices in Mbeere district

Findings

Findings show that incorporation of gender has impact on project adoption. Through the poultry project, it was found that now women and men can sit and plan together, something which was previously foreign. The indigenous chicken was initially for women. Through this project, there are now more birds.

The existing cultural practices were identified as a major challenge. For example, women were not allowed to slaughter chicken or eat some parts of the bird. Women are allowed to sell eggs but the cock belongs to the men. However, the gender relations are changing. Women are getting financially empowered. Some have opened bank accounts. They are now challenging some cultural practices. For instance, they can now slaughter the birds.

Lesson learnt through this case study was that some scientists have gender skills and they can actually implement it.

The soil management project had attempted to incorporate gender but the issue of land ownership hampered participation of women. This is because women do not own land, they only access land through men (mainly husbands). Because of the entitlement, everything was going to the husbands.

The other two projects are still being analysed.

The team is planning to use these cases to show that gender makes a difference. The case studies will also be used during trainings.

Comments and Discussions

How has the thinking of gender mainstreaming at KARI changed since the beginning of the project?

Most people are gender aware; but there is the problem of real practical incorporation. Gender is not considered in recruitment which is done purely on scientific qualifications. However, these problems were said to have been captured in the new human resource strategy and in the five year strategy.

The training experiences show that researchers are convinced that gender is important, although where there are only female trainers; participants tend to see gender as women's only issue. Sensitization of farmers has also had impact. For example, in one village farmers were challenged to recognize the youth and give them resources to carry out farming. The challenged was picked up and the farmers were advising others to include the youth in their projects. During the "orange fresh sweet potato open day", men actually cooked chapatis. Generally, cooking is a woman's role, hence this is an indication of the possibilities in changes in the gender roles

Participants were advised to always link research and mainstreaming conceptually and in practice so that the PR and GA does not depend on individuals but on the system.

Recruitment of gender advisors: While training, some scientists were selected by their directors based on their willingness. They were then taken through a TOT on gender.

At this point, there was a brief debate on whether gender advisors / change agents should be selected because of their willingness or their competence/expertise: The negatives side of bringing in a new 'expert' from outside is that the expert (viewed as an outsider) may ask for new terms. However, an outsider can deal with difficult issues (such as attitude) which the insider may find it difficult to tackle.

One participant enquired on who a gender expert is.

Gender is multidisciplinary. The important thing is to see who can bring change, and then decide the positioning in order to bring change effectively. There advantages and disadvantages of an insider or an outsider.

2.4 MADAGASCAR (FOFIFA)

Presented by: Mrs. Danielle Ramiamanana
Dr. Lea Randriambolanoro

CHALLENGES FOR GENDER MAINSTREAMING IN FOFIFA

Four major components / Activities of this project

1. Understanding the use of gender concepts in different gender sensitive services and projects

Lessons Learnt

- Madagascar already has a National Action Plan on Gender and Development (2004). Implementation period is supposed to be from 2004 to 2008
- Gender network in Madagascar: Many institutions at local and international level as well as individual persons are involved
- Many individuals from different institutions were trained on participatory approaches and gender concept. However, only a few practice or integrate these issues in their work.

2. Complete the gap assessment analysis

A major constraint in carrying out the activities was that some researchers did not give back the questionnaires for the first project

Lessons Learnt (partial analysis)

- According to the stages of the research activity, (upstream and downstream), integrating PR and GA issues is difficult
- Most of the researchers are aware of the concepts but they are not convinced on the importance of the issues
- Training of the researchers for capacity building is necessary
- There is different comprehension / understanding of gender mainstreaming and therefore there is need for clarification

3. Conducting assessment activity in one selected organization where gender analysis

is practiced

- The assessment activity has not yet been carried out. Experiences from other countries will inform the team on how to carry out this activity
- Integrating gender issues in development organizations is slightly different from the research organizations

4. Organize workshop (regional and national)

Objectives:

1. Share experiences
2. Give feedback on the assessment activity
3. Give recommendations on gender mainstreaming in FOFIFA

Participants for the national workshop

- FOFIFA staff
- Some researchers from the different research stations
- Other institutions (donors) like FAO, UNDP, CARE etc

Other Lessons learnt

- Setting a task force for doing such activity helps to do things better
- Training / sensitizations is not enough to ensure integration of gender issues in the activities

Discussions

The team requested for assistance / support to carry out assessment in developmental organizations. Need support on how such an assessment can feed into an agricultural research organization.

Advise:

1. Try to demonstrate that one agency is active in gender and compare with another which is not. In so doing, show the value added by gender consideration.
2. Join with ECAPAPA's impact orientation project which is about to carry out an assessment.
3. May also decide to use existing literature (desk review)

A gender workshop is scheduled for August to give a feed back on the project and recommendation for gender mainstreaming. Expected participants are FOFIFA staff some donors like FAO, CARE etc.

Gender Task force: It was agreed that it is important to consider motivation and position in the organization of the members of the task force.

2.5 RWANDA, Institut des Sciences Agronomique du Rwanda (ISAR)

Presented by: Mr. Leonidas Dusengemungu
Mrs. Solange Mukakalisa

Gender Analysis In Participatory Promotion Of Climbing Beans: Case study in Musasu and Runyinya in Butare province.

Introduction

From October 2005 to January 2006, a multidisciplinary team of scientists (socio-economics and bio physical scientists specializing in beans, agro forestry and soil & water) conducted on-farm trials of climbing beans in Musasu and Runyinya sectors.

These sites are not far from ISAR. The on-farm trials installed *Mamesa* climbing bean variety (G 2331) as per farmers' choice. Normally in the previous time, that period was favourable for climbing beans growers in Rwanda. But, this year, it was not the case due to severe drought which destroyed many crops including beans. As a result farmers were discouraged. This report shows the progress of respective activities done for that period.

General Objective

To analyse gender differentials in climbing beans production and marketing in Rwanda.

Specific Objectives

1. To analyze the role of Gender participation in climbing beans production
2. To accelerate the Scaling out of climbing beans technologies
3. To install climbing beans on-farm trials
4. To provide future direction for the national bean program on breeding varieties and related agronomic practices

Methods and Materials Used Were:

1. Training workshops,
2. Farmers exchange visits,
3. On-farm trials,
4. Data recording forms.

Activities

The following activities were undertaken:

1. Training workshop on climbing beans production, diseases and pests protection
2. Farmers exchange visits on agro forestry family nurseries
3. Installation of 42 on-farm trials of climbing beans
4. Installation of 42 family nurseries
5. Training and installation of tiithonia to farm borders and boundaries
6. Analyzing data from climbing beans trials

Achievements

1. The training workshop was conducted for 42 farmers from Musasu and Runyinya in two rounds. Each round trained 21 farmers in beans production, fertilizing and pests and diseases control. The training program was written on the flip-chart then the summary was participatory and progressively noted on other flip-charts and copied by farmers in their notebooks.
2. A farmers' visit (learn by doing) to Gitarama was conducted on agro forestry family nurseries. Training participants (farmers) were 42 and they learnt planting seeds, potting and transplanting seedlings on farms.
3. The 42 on-farm trials were installed in Musasu and Runyinya sectors. National Bean, Soil and water, and agro forestry programs collaborated technically to achieve the objectives.
4. On the same time, 42 family nurseries were installed, one in each family of chosen farmers.
5. Farmers were trained on thitonia but it could not be installed due to the prolonged drought which happened this year 2005.
6. Data collection has been done and analysis is on-going activity.

Challenges

1. Overlapping of other activities (Staff Meetings, planning activities of Season A 2006, etc.)
2. Some disappointments by farmers during planting activities as planned
3. During the data recording forms, there was a problem of enumeration.
4. Communication problem due to shortage of power and internet connection
5. During the report writing the problem of power-off is usually encountered.

Way Forward

1. For overlapping activities, extra-time work was necessary to achieve activities planned;
2. Persistence and new appointments were proposed;
3. Scientists were obliged to record themselves data to harmonize the incompleteness;
4. The patience was very necessary to uplift the communication and power-off problems;
5. Researchers' team is encouraged to continue with uncompleted activities from the work plan because of their career development.

Conclusion

Mamesa variety (G 2331) was going to solve bean production problems mentioned by farmers from the previous survey. But, the severe drought has been there. The problem of stakes was undertaken and the introduction of agroforestry nurseries into each family with calliandra and leucaena as identified by farmers themselves to be useful as learned from Gitarama farmers. For fertilizer, farmers were encouraged to use inorganic fertilizers together with green and compost manure. Meanwhile, some inorganic fertilizers (such as NPK) were bought to encourage them. Green manure like tithonia will be tried in the trials later; farmers will grow the trees themselves around their plots.

As seen in the data collected on several activities on-farm beans production, women are overloaded by bean production activities. Therefore, as they planted on lines, men have been well involved in weeding (86%) because the use of '*Nyirabunyagwa*' (very small hoe for weeding) has been greatly reduced (23.5%) and replaced by the normal hoe (76.5%). No one man used '*Nyirabunyagwa*' hoe as we saw the results of interviews.

Comments

Climbing beans is a woman's plant, so women should be enticed into it.

The message change agents should send out is a demonstration that there is value for gender and that a lot is missed when gender is not considered.

Note: Data collected must be structured in a way that it makes a certain point that can inform policy.

Challenge: Gender is seen as common sense / as cutting across all areas, therefore no one is really given the responsibility and no-one feels responsible.

Example: In KARI Mr. Dave Nyongesa pushed consideration gender into the strategic plan even after resistance. He is now waiting to see the implementation process.

2.6 SUDAN, Agricultural Research Corporation (ARC)

Presented by: Ms. Ishtiag Faroug Abdalla
Dr. Ibrahim El-Dukheri

The summary for Sudan's experiences covered two areas:

- Reporting on the research activity that has been done so far.
- Reporting on the training carried out and the lessons learnt.

The focus of the action plan developed and shared during the second workshop was to carry out an impact assessment for a project that utilized participatory approaches (a project supported by IFAD) in order to demonstrate the importance and effectiveness of participatory research in enhancing changes of making impact. Furthermore, it was agreed that the team synthesizes the experiences of *four* projects executed by Agricultural Research Corporation (ARC) and followed some kind of participatory approaches to consolidated the importance of participatory research to augment the findings of the impact assessment.

According to the action plan, an impact assessment was done as a collaborative effort with scientists involved in IFAD project, which was executed in the preceding three seasons. The main essence of the project was to enhance farm performance through generation and dissemination of productivity-promoting techniques including varieties and cultural practices in a participatory way. So it was assumed that participatory approaches were used in the implementation of the project and hence the likelihood of enhancing productivity and farm performance was better.

A large survey covering 309 households was executed in the Nile Valley and Northern States. Data was coded, computerized and analyzed. The Analysis has not yet been completed but preliminary findings show that there is hardly any differences in the productivity and farm performance of the participants as opposed to those who didn't take part in the project. The team conducted training on participatory approaches and gender analysis for the scientist in the Hudiaba Research Station to enhance their understanding in the two concepts but also to try to get more information on the way the participatory research was done and where that can be used as explanatory argument for similarity in productivity of participant and non-participant farmers.

The training was a good opportunity that gave an insight into what was done during the implementation of IFAD project. The following reflections or experiences are important.

- There was a mixed understanding to the concept of participatory research as it stands to include the strategic involvement of key stakeholders in the research cycle. In fact clients, farmers in this case, were brought into the process only during the dissemination phase. This phase includes various extension methods like farm days around on-farm trails (whether researcher or farmer managed). A

deep discussion revealed the fact that in no occasion was the proper participatory research practiced. The implication of this is that no claim can be made on the importance of participatory research in enhancing the impact. And since the assumption was to generate teaching material based on the outcome of the impact assessment, which proved to be not encouraging, the team decided to rely on other experiences in the region or in similar environment and to provide, comparatively, those experiences and utilize such comparison in a workshop setting to sensitize scientist more on the importance of PR and GA.

- Similarly, the summary of experiences from the projects run by the ARC, namely the Western Sudan Agricultural Research Project (WSARP), the Nile Valley Project, the Integrated Pest Management Project (IPM) shows varying degree of involvement of key stakeholders particularly farmers. Farmers were mostly involved in later stages during the dissemination of the technologies. The WSARP emphasized very much the farming system approach, which is good in the diagnosis of constraints in a participatory way but usually fails to incorporate farmers at all stages in the research cycle. The IPM project opened a reasonable space for farmers' participation and also catered for the women farmers through the farmers' field schools. But the process of setting the research agenda and executing them remains very much close to the traditional way of doing applied research where clients or farmers come usually at the end or during the dissemination phase.

More about the workshop

The work shop conducted with scientist in Hudiaba Research Station created an atmosphere and space for starting focused sensitization steps. When the proper participatory research method was explained to the participant scientists, an intensive discussion and self-reflection was created and took quite sometimes. Participants were given enough time to review and reflect on the way they were doing participatory research. At the end of the discussion, a conclusion was reached that no one is doing proper PR, rather involvement of farmers in the process of technology dissemination and at best involving them in the process of technology evaluation. The fact is, there is usually little space for considering farmers view in the technology evaluation even if it happens that the technology needs to be taken back for more experimentation as a result of farmers' feedback. This is because scientists have their own interest imposed by the organizational requirement, which often looks for an output before thinking of the impact of that output. In other research stations where there is limited or no outside support for initiatives like the PRGA, only little fund is availed for experimentation, just enough to help scientist carryout their normal experimental work and not for activities that mobilize clients to engage in the technology development process. It is clear that there is lack of capacity in house and also there is institutional constraints that hinder doing PR in the ARC.

By the end of the workshop a demand was created for a more focused PRGA training. The participants even expressed their willingness to take time and arrange a setting for sharing information about PRGA. A strong motive was also demonstrated that PR needs to be tried out in subsequent research engagement in order to improve chances of impact down the road.

Positive developments

There are some positive developments that Sudan team sees at two levels, namely at the organizational level, at the national level. At the organizational level, the ARC has recently established the Center for Agricultural Economic Studies and Policy Analysis, located in capital city (Khartoum). This center is mandated with, among other things, helping in creating a conducive environment for demonstrating impact of the technologies generated by the ARC through taking care of setting up and reflecting upon the socio-economic and policy dimensions in the country. This move helps in reinforcing initiatives like the PRGA. In fact the institute has considered this area as one of 10 strategic research themes to be handled. Proposals have been developed in this area and it is expected that a number of activities will soon be undertaken to consolidate the work of PRGA.

At the ARC level, there is appreciation by the leadership to the PRGA initiative. They advanced money twice for the team to carry the PRGA activities because of delays of the research fund from ASARECA. Furthermore, the leadership wants to see engagement of the ARC on concepts like PRGA at a higher level meaning the ARC should have a contribution in official for dealing with these concepts. The implication is once a capacity is in house there is a likelihood that the leadership will be supportive to individual initiatives.

At national level, there is an increasing concern with gender-related issues and topics. This will open space for more strategic and coordinated work especially to deliver the required training because the capacity is now in house for the ARC. And in the agricultural arena, the ARC is one of the main players and will often be called upon to take lead or participate proactively.

Discussions

1. The PRGA / ASARECA project was started on the premise that PR and GA is done very poorly because:

- lack of capacity
- institutional issues

2. One gap that has emerged is the fact that researchers are getting hooked on participatory research but forgetting gender. In this way, the farmer is seen as a block. It is Important to note that participatory research and gender analysis cannot be separated.

2.7 TANZANIA, Department of Research and Training (DRT)

Presented by: Mrs. Florence Washa
Mrs. Eva Kanyeka

Activities

1. Case Study
2. Gender Training

Case Study

Status and Opportunities for Mainstreaming Gender in National Agricultural Research System in Tanzania

Over all Objective

To assess the status of gender issues incorporation in technology development and adoption for mainstreaming gender in the National Agricultural Research System.

Specific objectives include:

- To assess the extent of incorporating gender issues in research activities in different projects.
- To outline different activities carried out in relation to gender dimensions
- To identify existing opportunities and existing gaps.
- To develop project monitoring and evaluation indicators

Study was carried out in November, 2005 whereby Eastern agro-ecological zone was used as the area of study. Stratified and purposive method was used to select farmers and researchers for interview. Semi-structured questionnaires, observations, key informants interview and documents analysis were followed to collect data for analysis. Appropriate research design was employed, where farmers, researchers and client oriented research projects covering past three years were critically analyzed for gender sensitivity. Descriptive analysis such as proportions, means tables, cross-tabulations and chi-square statistical test were followed.

Summary of Findings

Current status of gender mainstreaming in DRT

The human capacity in the Department of research and Training has always been inadequate and not gender sensitive. For instance, from database available women and men scientists comprise of 23% and 77% respectively, of DRT staff. In the study area of Eastern zone there were only 20% women scientists participating in technology development and transfer.

Gender policy and agricultural research

General observations indicate that the majority of respondents are aware of the gender inclusion in technology development and transfer. Researchers at DRT have varying levels of gender awareness. Moreover, majority lack knowledge and skills on gender analysis and therefore, mainstreaming gender in their research activities remains a problem. At least all agricultural sector policy documents have been emphasizing gender mainstreaming though not adequately, (ASDS, 2001, ASDP 2002 and ASSP 2004). Interviewed researchers (42%) said policy documents have highlighted poverty reduction, lessening the burden to women and involving both men and women in research activities. However the majority of researchers interviewed were not exactly sure whether the Institute has a policy on gender.

Research projects and Gender

One of the conclusions drawn was that there are gender differences to access and or control over resources that could influence research design (43%).

There have been efforts by researchers to incorporate women priorities in the projects particularly in designing, selecting varieties and selecting farmers and timing of projects. However, the findings showed that the needs between men and women do not differ greatly to influence problem identification. About 14% of the respondents said they differ and 57% said there are no differences.

Findings revealed that needs of women and men do not differ greatly to influence problem identification, research design, technological choices and technological adoption.

Further analysis revealed that women were in favor of labor saving and food security technologies such as weed control, oxidization, processing and storage.

However from identified on-going research activities, it was shown that women farmer's priorities were currently not adequately being addressed by researchers in the zone. These include oxidization, dairying, processing and storage. Thus any endeavor in research for development could be successfully if technology preferences are analyzed critically on gender perspective.

Lessons Learned for the Design and Gender Mainstreaming in R4D

Several lessons can be drawn from this study:

- Gender-aware research for development is a valuable tool to identify ways in which women and men are affected by processes of farm-level technological change and also ways in which gender biases in institutions, affect the implementation and outcome of agricultural reform policies.
- Developing labour-saving technologies can particularly enhance major social and economic benefits for women and their families. Thus any endeavor for R4D can be successful only if technology preferences are analyzed critically from a gender perspective.
- The findings shed light on the linkages between gender, poverty and technology demand-responsiveness. Better sustained use of agricultural technological packages are significantly associated with a better gender and poverty sensitivity in the demand-responsiveness of projects, user influence and control over project implementation, sharing of research operational work and benefits during operation, and user (men, women) satisfaction. The current supply-driven agenda of innovations cannot effectively respond to the complex social and environmental realities of vulnerable rural groups.
- Development of agricultural technologies and dissemination are better sustained when research projects offer informed choices to both men and women, poor and better off, thus empowering them to influence the process of R4D.
- The use of multi-method approaches is particularly important for the assessment of variables such as gender sensitive participation, resource control and the extent to which institutions employ gender sensitive planning, policy, management, organization and implementation methods.

Comments

If the problem is not so much the lack of gender skills, then what is the problem?

- lack of sustainable efforts
- Mandates and strategies of institutions which becomes a tradition
- Lack of clear mechanism to effect changes on the ground

2.8 UGANDA, National Agricultural Research Organization (NARO)

Presented by: Mr. Gard Turyamureeba
Dr. Ruth Kabanyoro

Introduction

The status of gender in NARO was conducted in the months of May and June 2005. This was done through interviews and discussions with top management, scientists, technicians and support staff. From the analysis, it was noted that NARO as an organization is gender sensitive. NARO has already appointed gender person to ensure that gender concerns are taken care of. There was a taskforce put in place to ensure incorporation of gender activities in NARO Medium Term Plan (MTP). A lot of gender sensitization workshops were conducted in the outreach directorate in NARO. However, little sensitization was done in Research Institutions where basic/strategic research is conducted.

Overall objective

Incorporation of Participatory Research (PR) and Gender Analysis (GA) in the research technology development/generation in the NARO projects at Research Institutions (RIs)

Specific objectives

- Establish the integration of participatory research and gender analysis in research projects
- Document PR and GA success cases

Outputs

1. Gender team formed
2. Integration of PR & GA in research projects established
3. Researchers sensitized about PR & GA
4. Stakeholders workshop conducted

Formation of the gender group

The first activity was to form the gender team in NARO. The gender focal person in NARO organized a meeting in which the gender team members were identified. The criteria for selecting the members was developed as follows, the member of the team must be;

- A NARO staff
- Gender sensitive/aware
- Willing to sensitize other NARO staff about gender and its concept

The following members were identified to form the NARO gender team:

- Dr. Fina Opio
- Dr. Emily Twinasimasiko
- Engineer Odogola
- Mr. Gard Turyamureeba
- Dr. Imelda Kashaija

- Dr. Ruth Kabanyoro

Gender sensitization workshops

One-day workshops were conducted at three NARO institutions to sensitize the staff on the importance of mainstreaming gender in research and development and ensure gender incorporation in research projects. Three Research Institutes were visited namely, Fisheries research Institute (FIRI), Livestock Research Institute (LIRI), and Serere Agricultural and Animal Research Institute (SAARI). The participants comprised of heads of programmes, project leaders, scientists and support staff. In-depth discussions were held with project leaders to assess level of gender integration in the projects under each Institution.

During the workshops, participants were always given time to give the definition of gender. The following answers commonly featured across institutes;

- Involvement of both men and women in decision making/management
- Gender includes both sexes, that is, women and men
- Gender cuts across men and women in a society
- Women emancipation
- Social construction of roles of men and women
- Something to talk about
- Gender means male and female
- Gender is family affairs
- Male and female roles
- Gender is understanding women and disabled
- Gender refers to the socially stipulated roles of each sex
- Gender is an issue which should be discussed and to understand the meaning
- Not sure of the proper definition but it's to do with welfare of women
- I don't know
- Don't understand

Discussions with Project Leaders

The project leaders whom the team interacted with gave the process which they used to arrive at a project proposal write up. Most of them use participatory approaches/method through conducting needs assessment exercise with the technology end-users/farmers. The scientists allow the farmers to prioritize their constraints. Another approach the scientists use is to conduct visioning exercises with the farmers and other service providers, together they prioritize issues/elements and develop an action plan. Other project leaders use systems analysis by conducting farming systems surveys. In all their participatory approaches the project leaders conduct their discussions with farmer groups that are either mixed (men and women) or separate.

After the farmers or fishermen/women or pastoralists have prioritized the constraints, the scientists are then able to write research proposals to address the prioritized constraints/issues. The key players (farmers, fishermen/women and pastoralists) are involved in the planning, implementation and management of the experiments and resources. The team was informed that gender analysis activity is not separately budgeted for, but at implementation stage part of the general project fund is given to the socio-economist to carry out gender analysis for the entire project (this was noted in one of the Fisheries projects). This socio-economist collects data and analyzes it for the

scientists that are implementing the project. However, in a few cases the team found out that other scientists like the agronomists are able to conduct gender analysis for their projects.

Roles for support staff at project implementation stage

- According to the project leaders, they informed the team that they don't discriminate between female and male support staff, roles are equally distributed among them.
- Special consideration is given to female support staff that are pregnant, they are usually given simpler tasks
- In the field, project leaders try to get good infrastructure that favors female scientists/technicians, for example booking place that have bathrooms, urinal places, clean toilets etc

Constraints/challenges

- Biological scientists still think that gender analysis is used by only socio-economists (there is need for sensitization).
- Time allocated to gender analysis in most projects is not yet enough
- During the project write up, gender can be mentioned, but at implementation stage its given little attention
- Experience/expertise in gender analysis skills are needed

Recommendations

- Offer training to all staff at research institutes in their various disciplines
- Avail funds for conducting gender analysis to all institutes
- Other facilities such as gender desk should be available in the institutes
- TOR for the gender trainers should be clearly stated to enable them train trainers smoothly

Opportunities

- Decentralization of research
- Sensitized staff available
- PMA emphasizes gender analysis and participatory research

Conclusion

Project leaders and the scientists are aware of Participatory Research (PR) and Gender Analysis (GA). Most of them understand these tools and use them to develop their research proposals. However, the scientists still feel that gender analysis tool is only used by socio-economists. In view of this, there is need to sensitize the scientists on the importance of gender analysis in project proposals, and probably present success stories about the biological scientists that have conducted gender analysis elsewhere. Therefore there is need to train scientists in gender analysis.

3.0 GENDER AND ADVOCACY (Marren Akatsa-Bukachi)

Session Objective

To build an understanding of what advocacy is and what the key issues are.

What is advocacy?

- The process of influencing people to generate a policy change.
- An action directed at changing policies, positions or programmes of any type of institution

Thus, advocacy is both about changing specific decisions affecting people's lives and changing the way decision-making happens into a more inclusive and democratic process using PERSUASIVE communication.

What does advocacy entail?

Advocacy entails raising awareness as well as creating a supportive environment through dissemination of information.

Planning advocacy

Key Issues for Planning are:

- What is the problem and what are its causes and solution(s)?
- What are your goals and objectives?
- What are the changes you are trying to bring about through your advocacy campaign?
- What indicators will you use to track progress towards results?
- Who are your key stakeholders?
- Who are your primary stakeholders? How have they been involved in designing the goals, objectives, results and indicators of your strategy? Who are your secondary stakeholders and significant others?
- What research do you need to carry out to test assumptions about knowledge, attitudes, etc.
- What are the key messages that you need to communicate to each group of stakeholders to bring about the desired change
- How will you assess and disseminate the impact of your strategy and the lessons learned from your experiences?
- How will you ensure sustainability of your advocacy strategy?

Basic elements of advocacy

- Objectives
- Coalitions
- Presentation
- Fundraising
- Evaluation
- Data
- Audiences
- Messages

Know what you want to achieve

An advocacy campaign should begin with well-defined and measurable goals and objectives.

What is an advocacy objective?

(Generally the time frame for an advocacy objective is 1-3 years)

An advocacy objective aims to *change* the policies, programmes, or positions of governments, institutions or organizations. Your advocacy objective is WHAT you want to change, WHO will make the change, by HOW MUCH and by WHEN. Time frame is very important.

Identify your audience

Once the issue and goals are selected, advocacy efforts must be directed to;

- a) the people with decision making power, and
- b) ideally to the people who influence the decision makers, such as senior staff and advisors

Who and what influences these decision makers?

Categorize your Audiences

Who is your target?

- Key audiences
- Primary audiences
- Secondary audiences
- Significant others

Key audiences

Key audiences are those who have the power to effect change, but who may need to be persuaded to act. These include in the case of NARS Directors, senior researchers and key people in line ministries, donors

Primary audiences (also called beneficiaries) are those who will benefit from the changes being made.

Secondary audiences (also called partners) are those whose support you can rally. These include fellow researchers and colleagues in the workplace, line ministry officials, the general public.

Significant others include target audiences within the NARS who might oppose the proposed changes. These include researchers and heads of departments for example, other professionals who will have to change their practices to be more conscious of the gender biases and prejudices that influence how they do their work

Creating the right message for the right audience

Good advocacy depends on taking the time to think through how you will work with and influence each of the audiences. One message does not fit all audiences. To persuade an audience, a message must be shaped with that audience in mind.

An effective message should thus be a brief, straightforward statement based on an analysis of what will persuade a particular audience. It must be based on strategic analysis of both a messages content and its context

Do your homework

- Research the issue thoroughly.
- Know all the essential facts, both about the policy involved and the politics of the institution
- Prepare informational material for your allies and supporters to help educate them as well.
- Prepare your arguments and messages.
- Know your opposition's arguments and how to refute them.
- Know their weak spots and how to exploit them.

Some tips for message development and delivery

- Deliver a consistent message to an audience through a variety of channels over an extended period of time.
- Deliver the same message in different ways, using different words so it *does not become boring*
- Make sure that your message is being delivered by a source your audience finds credible.
- The messenger is often as important (or sometimes more important) *than the message itself*.
- Create a message that the audience will understand.

Suggested Message content

- Use the language of your target audience.
- Use positive imaging rather *than negative connotations*

Messages to decision makers should be short, concise and persuasive.

Use subtle persuasion, highlight potential personal benefits to the decision maker such as enhancing their social or political standing. Include general economic or social benefits such as budgetary savings if any.

Suggested message formats

- Formal or informal face to face meetings
- Informal conversations at social gatherings
- Letters:- personal, organizational or coalitions
- Briefing meetings
- Fact sheets
- Pamphlets or brochures
- Graphics or illustrations

Coalition building

The power of advocacy is found in the number of people who support your goal. Therefore, consider your allies and build a coalition. Involving a wide array of stakeholders can significantly increase the level of success of an advocacy effort. The more people that support a goal or advocacy objective, the higher the chances that decision makers will be willing to act.

External-

Outside the organization

Internal

Involving people from different departments within an organization can help build a consensus for action.

Seek to build a coalition which is diverse and which brings together the array of different contacts, skills and resources you'll need.

Resources:

What have we got?

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be build on. This includes past advocacy work that is related, alliances already in place, staff and other people's capacity, information etc.

In short, you don't start from scratch, you start from building on what you've got

Gaps:

What do we need to develop?

After taking stock of the advocacy resources you have, the next step is to identify the advocacy resources you need that are not there yet. This means looking at alliances that need to be built, and capacities such as outreach, media, and research which are crucial to any effort.

Evaluation:

How do we tell if it's working?

As with any long journey, the course needs to be checked along the way.

Strategy needs to be evaluated revisiting each of the questions above (i.e. are we aiming at the right audiences, are we reaching them, etc.) It is important to be able to make mid-course corrections and to discard those elements of a strategy that don't work once they are actually put into practice.

And finally, a word of Caution

What if the formal process simply does not respond to your persistent advocacy?

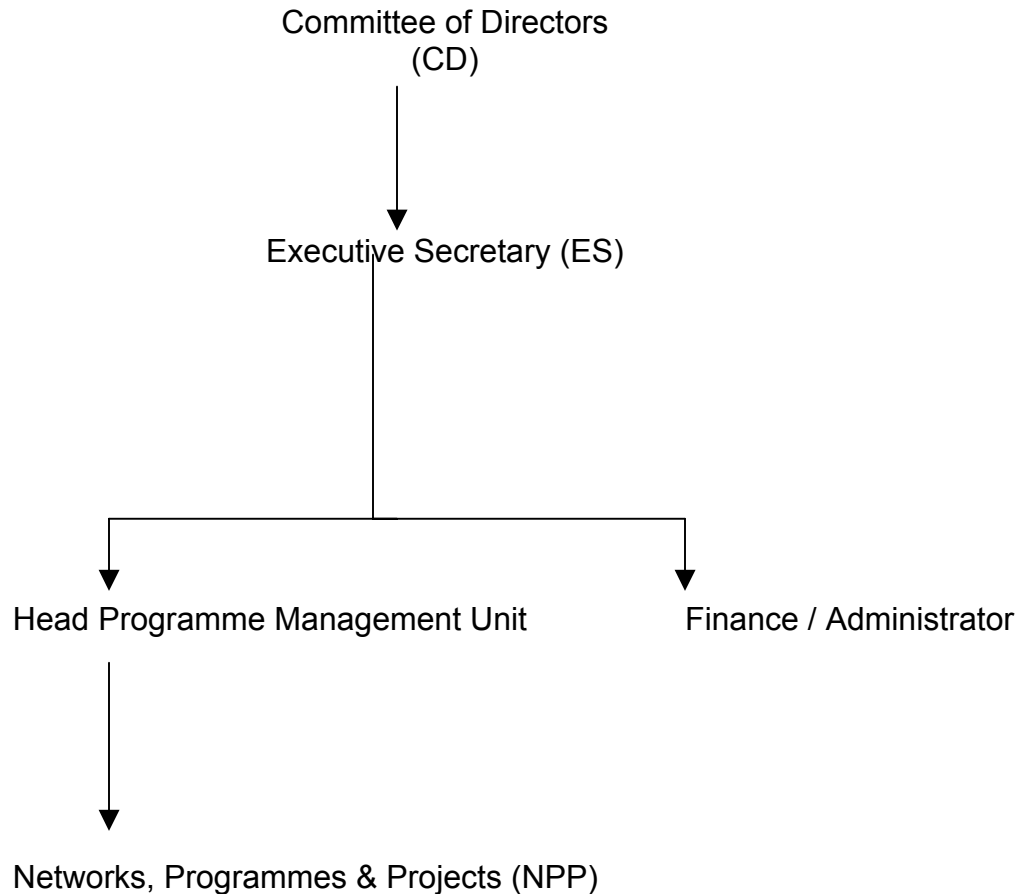
Do not give up on the formal process even if you' are going to try some alternative methods.

Policy and programmatic changes made within the formal structures have the benefit of being more permanent and providing a precedent for future action.

On the other hand, in an informal process, there will be no continuity since there is no official record of the changes. As people leave or retire, the institutional memory will diminish proportionally. Therefore keep working on the formal structure.

4.0 ASARECA - STRUCTURE (Dr. Michael Waithaka)

Dr. Waithaka gave the following broad structure for ASARECA



Decision making in ASARECA starts from NPP level then goes upwards to CD'S who meet once a year to approve medium term plans (3Years), and yearly activities.

New strategy has been proposed for 2005 - 2010 which entails 'doing business unusual'.

The proposed ideas include reducing the 17 NPP's (the actual number is still under consideration).

Plans for 2006 – 2010 are being structured in a new multi-donor funding arrangement involving are USAID (EA), DFID and EU. Gender is implied in the new strategy and since much of the impact of ASARECA work touches on women, then evaluation indicators should therefore capture gender perspective.

5.0 GENDER MAINSTREAMING FRAMEWORK: FOUR ELEMENTS (DR. BARUN GURUNG)

Mainstreaming is about change. Evidence is usually used to justify change. What the PRGA program has learnt for the last six years is that evidence by itself is insufficient for change especially in countries with linear scientific way of doing things. Mainstreaming must have impact at all levels. The four elements framework can help to bring change.

1. POLITICAL COMMITMENT

What the leadership must do

- Make public commitment and organizational mandate for gender mainstreaming
- Realign the organization's mission statement with gender equality, such as viewing it as integral to poverty reduction
- Show support publicly for mainstreaming gender and communicate to all staff a 'new way of doing business'
- Facilitate open discussion among staff, acknowledges discomfort around the issues, and promote a safe environment for discussion

Change Policies, Procedures, & Systems

- Support long term organizational transformation, beginning with assessment and action planning
- Approve the hiring of a Gender Coordinator with significant experience and give him/her public support, endorsement, and clout within the organization
- Form a gender task force or equivalent and support their action plans
- Provide a budget
- Develop a gender action plan that includes the 4 elements of the mainstreaming framework
- Review and revise recruitment practices and personnel policies
- Communicate the gender policy to all partner organizations

Actions to Expand Awareness Externally in Country

- Reach out to other organizations for advocacy for gender approaches
- Decide to become a role model for other organizations
- Promote the link between gender equality and poverty alleviation in public

2. TECHNICAL CAPACITY

Assess capacity, Knowledge & Perception of staff about Gender issues

- Conduct a gender audit to assess the current level of gender awareness, knowledge, and skills in gender issues

Increase Gender expertise on staff

- Assign a gender specialist to coordinate the implementation of a gender action plan
- Employ gender trainers to increase staff capacity at all levels
- Ensure all senior managers are included in training
- Recruit and train women to increase the ranks of women

Produce and Utilise Gender Analysis and Training Materials

- Mainstream gender analysis in long range strategic planning, including all sector plans
- Prepare a gender analysis manual and gender policies for guidance in implementation of gender mainstreaming

Make Changes in Technical or Project approaches

- Disaggregate project data, including participation of women and men, not solely collecting data on women
- Identify how gender factors have hampered achievements of project goals
- Identify women and men most affected by project interventions and ensure their input and full participation (including sex disaggregated focus groups)
- Examine access and control issues regarding resources in projects for gender factors
- Identify harmful cultural practices that might be supported by projects and analyze how organizational policies can be used as a leverage to introduce social change
- Identify and work with opinion leaders especially religious leaders and women elders in communities on gender issues surrounding harmful practices
- Make a concerted effort to identify women for participation and leadership in non-traditional areas of projects
- Extend the gender training to organizational partners
- Partner with other organizations to secure advice and expertise
- Consult with external groups which can assist with strategic planning to change attitudes and increase acceptance

3. ACCOUNTABILITY – Carrot and Sticks

- Require gender indicators for M&E of project processes and outcomes
- Build indicators for demonstrating commitment to gender equality into performance reviews
- Build gender performance into Terms of Reference
- Have gender coordinator screen proposals and reports for including the participation of women and men at equitable levels and examining the impact of results on power relationships between men and women
- Disaggregate data by sex in reports
- Ensure that gender is integrated in annual plans and reports
- Require that all project requests for core funding from organization demonstrate gender integration
- Tie gender integration to funding for partners
- Advise partner organizations on gender equality issues in organizational structures
- Ensure that gender factors are included in all Logical Frameworks or similar project planning documents for projects
- Be clear that the responsibility for gender mainstreaming lies with all the staff
- Identify the gender coordinator or Human Resource Development (HRD) manager to be accountable for assessing the progress on gender plans

4. ORGANIZATIONAL CULTURE – Change in mindsets and Values

- Provide public recognition of staff who are positive gender role models
- Implement systemic changes in policies, contracts and grants to challenge harmful cultural practices
- Disseminate information on success and challenges, including household and

community improvements

- Ensure individual and collective gender action through a personal platform for action in individual performance plans
- Ensure that committees and task forces have equitable membership, such that staff notice when there is an imbalance
- Nurture a safe environment for discussion of misunderstandings, discomfort and lingering biases

After this presentation, participants were divided into two groups to discuss "Activities for mainstreaming gender to provide to ASARECA to clarify to the NARS". It was clarified that groups should come up with realistic things, that is, state what needs to be done and how it should be done. After the plenary session, ideas from both groups were synthesized into summary of recommendation for ASARECA document (see appendix 2).

6.0 SIMULATION OF TRAINING

Any change effort can only succeed if there is:

1. Dissatisfaction with the current situation, in this case, the fact that gender analysis is lacking in research projects
2. Vision: where are we going
3. First steps

These ideas should always come out clearly during gender training.

Group work

Four groups were formed to design training modules as following:

Group 1 and 3: Gender Analysis

Group 2 and 4: Gender Concepts

Each person would be video taped as they made their presentations so that they can view it latter and learn from any mistakes made. As each group made their presentation, the rest were required to critic on the bases of the following:

- Goals and preparation
- Guidelines and plans
- Processing (Training methods)
- Grooming

6.1 Group presentations

Group 1

The systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender. Gender analysis is a valuable descriptive and diagnostic tool for development planners and crucial to gender mainstreaming efforts. The methodology and components of gender analysis are shaped by how gender issues are understood in the institution concerned. There are a number of different approaches to gender analysis.

Gender Analysis Frameworks: Summaries

A: Harvad Framework of Analysis

I: Overview

This is also referred to as Gender Roles Framework or Gender Analysis Framework. It was developed by researchers in Harvard Institute for International Development and published in 1985 (Overholt, Anderson, Austin and Cloud) in Gender Roles in Development projects. It was developed to demonstrate that there was economic case for allocating resources to women as well as men. It was meant to help planners design more efficient project and improve overall productivity. The framework maps the work and resources of men and women and highlights the differences (inequalities) The major argument is that it is inefficient to ignore women in distribution of resources. It aims at creating projects and programmes with the most efficient allocation of resources.

II: Components

Activity profile- Who does what

- a. Gender and age
- b. Time allocation-%of time allocated to each activity and whether carried out daily or seasonally
- c. Where it is done

Access and control profile-resources and benefits

- Access-able to use a resource
- Control-power to decide
- Resources-all resources needed to do the work. Could include time, skills, land, equipment, and money to purchase inputs
- Benefits-all goods and services accruing from the work done. Could include income, food, clothing, education, political power, status.

III: Influencing Factors

- Social/cultural
- Legal
- Policy
- Economic
- Capacity

IV: Project Cycle Analysis

- Project identification
- Assessing Women's Needs
- Project Objective-project Design
- Identifying possible negative effects

Project Design

- Project impact on women's activities
- Project's impact on women's access and control

Women's Dimension in Project Implementation

- Personnel
- Organizational structures
- Operations and logistics

Finances
Flexibility

Women's Dimension in Project Evaluation

Data requirements
Data collection and analysis

The framework is used for data collection and analysis-useful in the project development-location specific. It is often used in conjunction with Moser's framework which includes strategic and practical needs.

Table 1: Strengths and Limitations of Harvard framework

Strengths	Limitations
Practical and hand-on	Efficiency rather equity perspective-not developed to create balance in gender relations but to allocate new resources in such a way as to increase production
Distinguish between access and control	Power dynamics not drawn out-how people bargain, negotiate etc. Threats men and women as separate groups-gender relations not highlighted (dissecting gender relations)
Easily adaptable	Interventions stand the risk of not transformational
Fairly gender-neutral as they rely on facts	Does not include time as variable, nothing on change over time. It is static-does deal with actual and potential changes —
Not threatening	Omits intangible resources-friendship, networks, self-confidence and credibility, status, leadership qualities etc

B: Caroline Moser Gender Framework

I: Background

This framework is aimed at integrating women's issues into development planning and to liberate them from subordinate position for them to realize equality. It was developed in early 1980s in development planning Unit of London University by Caroline Moser and Caren Levy.

It views planning as:

- a. Political and technical task
- b. Assumes conflict in the planning process
- c. Involves transformatory process
- d. Characterizes planning as debate

II: Main Components

1. Women's triples role-productive reproductive and community work
2. Gender Needs Assessment-practical and strategic needs. Practical needs are those related to women's social roles-water, health, income to provide for household, housing, food. Strategic needs are those that can transform existing imbalances of power between women and men. Could include:
 - Challenging division of labour
 - Alleviation of domestic labour
 - Removal of institutional barriers
 - Measures against male violence or subordination
3. Disaggregating control of intra-household resources and decision
 - Who controls what?
 - Who decides what?
 - How?

Links intra-household allocation of resources to bargaining process, which determine this

4. Planning for Balancing the triple role
Looks at potential impact of new projects on women's triple role
5. Distinguishing between different aims in the intervention: The WID/GAD policy Matrix
 - Welfare:* practical needs, women seen as passive beneficiaries
 - Equity:* recognizes women as active participants in development-threatening
 - Anti-poverty:* less threatening WID approach. Poverty seen as factor of under-development not subordination
 - Efficiency approach:* Assumes women's time is elastic and can contribute more in production
 - Empowerment:* to empower women through supporting their own initiatives. Subordination seen as emanating from male domination but from colonial and neo-colonial oppression.
6. Involving women and gender –aware organizations and planners in planning

Table 2: Strengths and Limitations of Caroline Moser Framework

Strengths:	Limitations:
Easily applicable	Gender power relations not well-captured
Moves planning beyond technical concerns	Gender needs-may make men and women appear passive. Needs only for women
Speaks to planner in their own language	Triple role -can have many interpretations-sociologist
Challenges inequality	Men's and women's roles are emphasized -rather than relations
Powerful tools of practical and strategic gender needs	Does not highlight other forms of inequality -e.g. class, race

Triple role-makes all areas of work visible	Autonomy-not overwork or triple role may be women's main concern
Distinguishes policy approaches	Division of practical and strategic artificial-always a continuum
	Ignores men as "gendered beings"

Change over time not reflected
Policy approaches-dichotomies?

C: GENDER ANALYSIS MATRIX

1: Background

This framework was developed by Rani Parker in collaboration with development workers of middle Eastern NGO. It is aimed at helping determine differential impact that development interventions have on women and men.

Principle:

- i. People have knowledge necessary for analysis
- ii. Gender analysis does not require technical expertise of outsiders-just facilitation
- iii. Gender analysis cannot lead to transformation unless carried out by people being analyzed
- iv. Used different stages in project cycle to assess the actual and potential impacts

Main Components

Analysis at four level of society-women, household and community

Analysis of four kinds of impact:

- o Labour-changes in tasks
- o Time-whether more time is now spend
- o Resources-changes in access to resources
- o Socio-cultural factors-changes in social aspects of lives of participants.

Some Key questions:

- o Are the effects desirable and are they consistent with program goal?
- o How is the intervention affecting those who do not participate?
- o Which results are unexpected?

IV: Key:

A plus sign (+) if the project is consistent with the project goals

A minus sign (-) if the project is not consistent with project goals

A question mark (?) if not sure whether consistent or not

Uses and Limitations

Uses

Designed specifically for community-based workers
A participatory planning tool
Considers gender relation relation
Simple and systematic

Transformatory as well as technical
Captures changes over time
Bottom-up
Good for participatory impact assessment
Quick data gathering
Includes men and women as gendered beings

Limitations:

Needs a good facilitator
Does not seek out most vulnerable groups
Excludes macro and institutional analysis
Subordination not explicit

D: WOMEN'S EMPOWERMENT FRAMEWORK (Longwe)

Background

The framework was developed by Sara Longwe of Zambia. It is aimed at helping those in development assess the extent to which a development intervention is empowering the target.

II: Key Components

Levels of Equality

- a. Welfare-material welfare-food medical aid
- b. Access-to factors of production on an equal basis with men-land, labor, credit
- c. Concretization-understanding of the difference between sex and gender-awareness that gender roles are cultural and can be changed
- d. Participation-women's equal participation in decision-making, policy formulation
- e. Control-denotes women's control over decision-making, policy formulation

Level of Recognition of women's Issues

Identifies extent to which the project objectives are concerned with women's development, to establish if women's issues are ignored or recognized. These are issues related to women's equality in any socio-economic role.

- a. Negative level-project objectives makes no reference to women's issues
 - b. Neutral level-project recognizes women's issues but focuses on ensuring that it does not leave women's worse off
- Positive level-objectives explicitly with women's issues and with improving those concerns

III: Strengths and Limitations

Strengths

1. Moves beyond the concept of practical and strategic gender to show them as progression
2. Emphasizes empowerment
3. Strongly ideological-strong political perspective
4. Useful in identifying the gap between rhetoric and reality in intervention.

Potential Limitations

1. Note a complete framework-could be seen as part of a tool-kit
2. Static
3. Only focuses on equality of men and women-not other than aspects or rights, claim—
4. No reference of institutions organizations involved
5. Hierarchy gives a perception and empowerment being liner
6. Defining development only in term of women's empowerment is narrow.

Comments and Discussion

- Good preparations
- Good co-facilitation

However, the group should have asked a decision-making figure to open the workshop as this helps as a venue for political commitment. It was noted that facilitators should never contradict each other.

The content (in the presentation) was good but there was too much of lecture method. The brainstorming method used was good. However, the facilitator accepted all ideas and did not end by tying the ideas together

The power point took time to get ready. It is advisable to set up and test such material and equipment before hand. When using electrical equipment, it is advisable to have an alternative plan especially in areas where electricity is not consistent. Participants were advised to avoid rhetoric questions and to avoid repeating a particular word too frequently.

Eye contact is important despite the African culture.

The facilitator should acknowledge answers after asking a question. This should be done without offending any participant.

Knowledge of content is absolutely important.

Sequence of setting the scene should be as follows:

- Brief background
- Introductions
- Icebreakers
- Expectations
- Objectives (objectives should always come after expectations so that facilitator can explain what can and cannot be covered during the training. This is important in order to avoid leaving some participants feeling cheated when their expectations are not met).

6.2 GROUP TWO

Definitions of Gender Concepts

Sex is the biological difference between men and women. Sex is determined at birth; hence it's unchangeable and universal. It is a biological make up of male and female.

Gender Roles are the different tasks, responsibilities and expectations the society had defined, and allocated to men, women, girls and boys. They are not necessarily determined by biological make up; therefore they change with time and according to the situation.

Gender Blind: This is a conscious or unconscious way of doing or saying things without

recognizing or considering differences in position, needs and feelings based on gender.

Gender Awareness is the recognition that women and men perform different roles in society and therefore have different needs which must be recognized.

Gender Sensitivity: Being gender sensitive is to be aware that women and men perform different roles and have different needs which must be planned for accordingly.

Gender Mainstreaming is an approach used to integrate women's and men's needs and experiences into the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, religious and societal spheres so that women and men benefit equally, and inequality is not perpetuated.

Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. It is therefore the equal valuing by society of the similarities and the differences of men and women, (boys and girls) and the roles they play. It is based on women and men being full partners in their home, community and society.

Gender Equity means 'fairness of treatment for women and men, according to their respective needs which includes equal treatment or that considered equivalent in terms of rights, benefits, obligations and opportunities'. To ensure fairness, measures must often be put in place to compensate for the historical and social demerits that prevent women and men from operating on a level playing field.

Comments and discussions

Facilitators should learn each others' style; they must 'bond' during the planning process.

The 'DG' was struggling to read the speech. It is important to prepare in good time and give the DG relevant material early enough. This is also a method of advocacy.

It is good to give instructions on paper but they must be clear. Instructions on how you expect the participants to use the cards are also very important for example, 'write boldly 3 points in a card'.

6.3 GROUP THREE

The Role of Gender Analysis in Agricultural Research for Development

Key words: gender, analysis, research, development

Research for development whether participatory or top down involves analysis. As biophysical scientists, we analyse soils, pest problems, disease problems, water conservation problems among others. With PRA approaches, we analyse farmers' problems. However, even with all these analysis, we still talk of food insecurity and high poverty levels. Why have we not overcome these problems?

Possible reasons are:

- Involving farmers as a homogenous group
- Failure to understand their gendered constraints, needs, priorities and opportunities

- Failure to consider the cultural practices in projects

All these lead to:

- Lack of gender participation in projects
- Lack of gender targeting of technologies to potential users
- Development of inappropriate technologies (appropriateness can only be judged by the use and users context)
- Low technology adoption levels
- Wrong conclusions at the end of the project, such as, farmers are resistant to change
- Persistent food insecurity and poverty

The use of gender analysis can contribute to addressing these failures.

How?

- Gender analysis gives gender disaggregated data on:
 - Who does what and when?
 - Who has access to what resources and benefits?
 - Who controls what resources / benefits?
 - Existing cultural practices that affect agricultural production
 - Who is affected by a new technology intervention and how?
 - How household decisions are made

How to Organize and Conduct Gender Analysis Training

1. Problem / previous information
 - researchers have no technical skill on how to conduct gender analysis
 - identify needs
2. Plan accordingly depending on the number of staff / qualification, time and duration
3. Identify resources, human / financial
4. Discuss the idea with your immediate boss/dg/cd
5. Fix the date and book the venue
 - depending on the calendar of the year (before submitting research proposal)
6. Make official invitation (written)
7. Prepare sufficient materials (flip charts, markers, cards)
8. Identify and inform a person who will make a welcome address
9. Be at the place ahead of time to make sure that things are arranged properly
10. Computer, secretary, dining place

For this exercise:

Who: fellow colleagues, group of 20 researchers from different discipline with similar level of understanding

Where: in one of the research centers

When: before beginning of writing research proposals

With whom: competent gender experts

Why:

- to create awareness on the role of gender analysis
- equip researchers with skills on carrying out ga

Getting started:

- keep yourself clean
- use simple words
- let others to participate
- listen carefully
- use energizer
- don't fight with co facilitator

What to do:

Day one:

- welcoming remarks
- expectations and fears
- objectives
- do's & don'ts
- eyes and ears (to recap)
- course content (plan with participants)

Day two

- recap
- practical exercise in group

Day three

- recap
- group presentation
- way forward action plan
- evaluation

For the purpose of this exercise we will simulate

- the role of gender analysis
- gender analysis analysis tools by my co-facilitator Gard
- I will be co-facilitator

Discussion

Planning: Each facilitator prepared well but separately hence there was no team work observed. Introductory part was missed out (not advisable).

Content: The linkage between PR and GA was done very well and clearly. It is important to bring in disciplinary examples as was done in this presentation.

Methodology: It is important to learn how to use question and answer technique effectively. Facilitators have to be careful with gestures especially constant pointing at the participants. Pictures are an excellent method but one has to be careful with the interpretations.

Qn. How do you deal with derailing questions? The facilitator must be able to identify the 'teaching moment'. Pay attention to the question, explain briefly or offer to get back

to it (make sure you actually get back). You should manage your timing carefully. Sometimes a question from one person may force the facilitator to engage only with one person hence losing the others. This should be avoided by all means.

6.4 Group Four

Participatory Research Concepts

Definition of Participatory Research (PR)

- PR means taking part, as an individual and as a community in decision making at each step of the research process
- Participation means having linkages with agencies and in-depth knowledge of the problems and characteristics of the specific group and community
- There is overwhelming evidence that to be successful, research and development must address the needs of both women and men

Evolution in PR and Development

- It has become clear, in recent years, that large numbers of resource-poor farmers have gained little from technological advances made so far.
- So that developments in technologies be tailored to suit their circumstances, and so that farmers indigenous technical knowledge (ITK) can be fed in to technology development.
- Public sector and NGOs are increasingly using participatory research to widen the adoption and impact of a range of technology innovations in agriculture.
- The growing scarcity of resources for research places increasing demands on researchers to provide evidence that the costs of participatory methods are justified by the results.

Participatory Research – Key Features

- Client-driven
- Decentralized technology development
- Devolution of major responsibilities to farmers
- Shared accountability

Table 3: Complementary Contributions of Farmers and Scientists

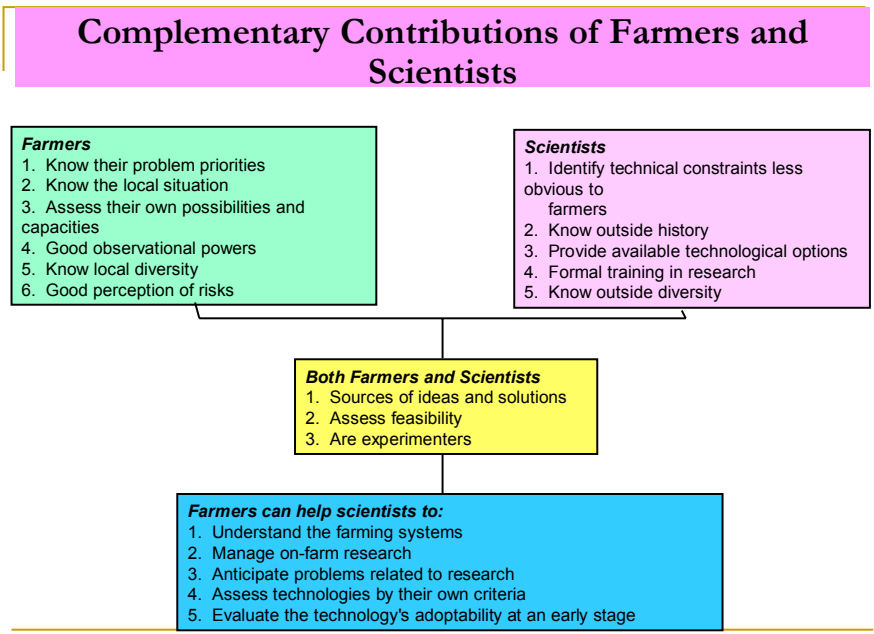
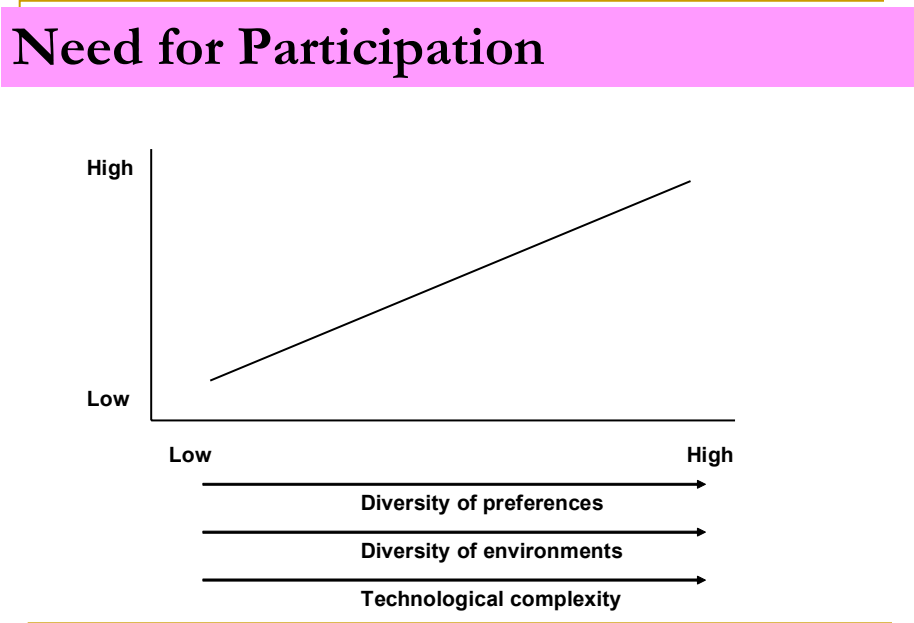


Table 4: Need for Participation



Degree of Farmer Involvement

1. Contractual:

Scientists make the decisions alone with out organized communication with farmers

2. Consultative:

Scientists make decisions alone with organized one-way communication with farmers.

3. Collaborative:

The decision is a shared decision between scientists and farmers involving organized two-way communication with each other.

4. Collegial: Farmers make decisions in organized two-way communication with scientists.

5. Farmer Experimentation: Farmers make decisions without organized communication with scientists

Why does it matter who makes decisions in the participatory process?

The likelihood of:

- Addressing farmers' top priority needs increases
- Generating appropriate technology increases
- Adopting technologies increases
- Obtaining expected impacts of technologies increases

Therefore, participatory research approach needs to be institutionalized in the research processes of NARS.

Observations and Discussions

Good preparations

Some co-facilitator was moving in quickly to answer questions thrown to participants.

During participant's introductions, the facilitators were busy doing other things and were not paying attention. This can put off participants and they will not take you seriously.

Power point usage: One should not just read what is on screen as it gets boring.

The use of cards is meant to save time, hence you should write again on the flip chart what has already been written in the cards.

Sequencing is important: For example,

- Registration
- Self introductions
- Opening remarks
- Expectations
- Objectives

The was good use of abbreviation on the flipchart, however, one should explain the while writing

Qn. Are workshop evaluations important?

Ans: They give feedback to improve for next time (learning)

They should be linked to expectations and objectives

There are important for accountability

Content: The gender concepts should be focused to agricultural research (NRM)
One should contextualize on the subject at hand to avoid being derailed. It also helps not to overwhelm participants which complicate things.
One may introduce gender concepts by asking participants about the concepts why have come across, then generate a discussion around it (them) and then give the proper definition.

Process of acquisition of skills to facilitate

It was observed that participants started the project with anxiety on facilitating, but now a lot has been learnt through simulation.

Facilitators should always

- Avoid over-crowding

- Must go into details of planning

- Good facilitation does not replace good mastery of content

Qn. Could this have been done better?

Although some participants felt that this was a useful process which should have come much earlier in the project, it was agreed that by now, participants know each other quite well and therefore they were comfortable with the simulation. Many TOT's do not simulate which leaves out the practical side. It would have been better if time had been available to for an opportunity to try out the training in the field.

Participants were advised that it is good to practice before the actual facilitation.

7.0 PROPOSED TERMS OF REFERENCE FOR PROJECT EVALUATION

This session was aimed at feeding into the up-coming evaluation of the PRGA partnership with ASARECA. It was conducted through group discussions on the following questions:

a) Reflect on your role in the process of change that has taken place in your organization. In what activity did you take part? What role did you play?

b) Assess whether the activities undertaken and /or approach used:

- is good to continue

- should be improved

- should never have been done / used again

The groups were generally formed according to the organizations represented.

7.1 Plenary

The project has re-awakened the gender process at KARI. Since the end of the EU project in 2003, things had gone down. As a participant in the project, Dave has been able to influence the strategic planning at KARI. Other positive signs include the acceptance of the DG, KARI to officially open the workshop.

The signing of contracts is usually done between ASARECA and the DGs. This is one way of involving them in the project and keeping them aware of the goings on. The case study generated will help in attitude change. The change agents have acquired skills which they will share with scientist, together with the training materials

The approach used in the project was good but it would have been better to identify participants who are at same level in regard to gender. Some participants (who were

already acquainted to PR and GA) would have started right away with the training of trainers.

In DRT, there has not been much change at the organization level, but the change agents have improved on skills on gender analysis and have been able to train some researchers. Because of lack of policy, there should be an approach on organizational analysis. After the training, there was some evident change of attitude on gender. The researchers even suggested an establishment of gender focal unit and formulation of gender policy. There is also need for up scaling capacity change.

In Madagascar, capacity to incorporate gender issues has been created. Donor requirements have made researchers aware about gender. The project has provided the change agents with strategies which they can use to propose changes in the organization.

There is no Gender consideration in agricultural research in DRC although gender has been incorporated in other areas like education. Prof. Kinkela (one of the participants) has been able to feed what he has learnt through the project in to faculty of agronomy where he is a lecturer. He has introduced gender on data collection at the faculty. The new DG of INERA happens to be quite interested in gender.

In NARO, Uganda, gender has been going on through the World Bank programme. The top management has been sensitized. Through the project, the team has been sensitizing the lower cadres of staff. There has not been monitoring and evaluation to measure change. It has not yet been possible to pin down change through this project. The change agents have however gained confidence for change agents as trainers.

In ISAR, Rwanda, authorities have been sensitized. The assessment visit by two mentors in the project had some impact on the DG. Since then, the DG has appointed 2 women as head of centres and women are now considered in recruitment process. The project introduced gender at ISAR and the project is widely known at ISAR. Research proposals for donors have to incorporate gender. Gender is doing well at the national level where about 50% of parliamentarians are women.

8.0 FUTURE PLANS

1. Dissemination Plans: It was agreed that the case studies which have been carried out in each country should be disseminated through an African Journal and an Edited book where each case study would constitute a chapter.

It was agreed that by the end of September, the country teams will have sent their first draft papers for editing. The papers should focus on lessons and experiences.

Suggested overall topic: **Lessons/ Experiences in Mainstreaming PR & GA in the Natural Resource Management in the ECA Region.**

General Outline of the Papers for the edited book

- Topic
- Mainstreaming activities may include;
 1. Field level research
 2. Capacity development

3. Organizational Change
 - Lessons
 - Synthesis
 - Description
 - Implications / so what?
 - either: recommendations
 - or: future directions
 - or: conclusion
 - or: way forward
2. Carrying gender mainstreaming forward: The PRGA will focus to work with ASARECA to develop a joint proposal for funding to carry the work forward. This is important because through the current project, we now have a group of trained researchers in mainstreaming gender in agriculture. These capacities should be up scaled. In the mean-time, the group must show how they are training other researchers in their organizations and demonstrate a level of interest to continue with this work.

9.0 CONCLUSION

The case studies undertaken through this project highlight the need for utilizing gender analysis in the research process. Findings from the institutional assessment carried out in the respective institutions showed that there is need for continuous training on gender analysis. However in order to ensure the 'political will' towards the institutionalization of gender-sensitive participatory approaches, it is important to sensitize the management with regard to gender. It was suggested that ASARECA can act as a catalyst towards this process in the member NARS.

The highlight of the workshop was the simulation of training. Participants felt that this was a very useful exercise as some of them were able to identify and correct mistakes that they have been making while training.

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APPENDIX 2: Mainstreaming Gender-sensitive Participatory Approaches for Enhancing Relevancy in Agricultural Research

Summary of Recommendations submitted to ASARECA

1. Brief Overview of the Mainstreaming Gender in Agricultural Research Project

A collaborative initiative between ASARECA and the CGIAR System-wide Program in Participatory Research and Gender Analysis was initiated in 2003 to develop and enhance the capacity of selected participants from the NARS in the region to utilize gender sensitive participatory research and mainstream such approaches in their respective organizations.

The objectives of the project were as follows:

1. To generate a viable set of 'best practices' for mainstreaming gender-sensitive participatory approaches (PR & GA) within core programs of NARS in the region using a Learning and Change approach;
2. To develop human resources through building capacity in ASARECA participating organizations for mainstreaming gender-sensitive participatory approaches in research.
3. To establish a network of innovators in the eastern and central African region for mainstreaming gender-sensitive participatory approaches in Agricultural Research for Development.

2. Lessons learned

As a result of participation in the project, considerable capacity has been developed in the following areas:

- Enhanced capacity to conduct gender analysis and participatory research
- Skills in mainstreaming gender analysis and participatory research through organizational change
- Skills to train others in the use of gender analysis and participatory research

However, there is also the strong recognition that more needs to be achieved at the institutional level in order to mainstream these approaches. More specifically, for a strategy of mainstreaming to be successful requires the following four components:

- **Political commitment**: this involves top-level leadership publicly providing support for integration of gender sensitive participatory approaches in research by committing staff time and resources, and by instituting needed policies and procedures. The following 3 components grow out of this dimension of political commitment.
- **Technical capacity**: This entails building individual skills and changing organizational procedures. Individuals can take their skills with them when they

leave an organization, but new procedures and systems become basic to how an organization operates.

- **Accountability**: this requires building responsibility for integrating gender sensitive participatory approaches in research into job descriptions, work plans, and performance assessments.
- **Organizational culture**: This deals with the informal norms and embedded attitudes of an organization.

3. Rationale

In the global context, there is now a growing body of evidence that PR and GA approaches generate substantially positive impacts on technology adoption and farmer welfare (see Cornwall, 2003; Farnworth and Jiggins 2002; FARA, 2004; Johnson et al 2001; Lilja and Erenstein 2002; Quisumbing, 2004; Udry, 1996; Weltzein et al.2000) Farmer participation in research and development (R&D) can improve the design of technologies, the speed of adoption, the size and scale of the beneficiary group, and in some cases lead to the development of more appropriate technologies for groups such as poor rural women, who are often marginalized from conventional technology transfer system.

For the poor to benefit from public sector R&D and to access a wide range of agricultural and NRM technologies, a demand-driven approach using gender-sensitive participatory approaches is needed. Over the past five years, the uptake in the use of PR&GA approaches by IARCs and NARS has increased notably. However, broad and effective application is critically constrained by the prevailing organizational structure in the supply-driven approach to research. The proposed solution is to mainstream PR&GA approaches by affecting changes in organization procedures and policies to stimulate demand driven approaches to innovation. This will be achieved by developing innovative mechanisms for interaction with demand constituencies in the R&D system, capacity building for institutional change among existing projects that use PR&GA approaches, and scaling up such approaches as an input to institutional change.

4. Summary of Recommendations for ASARECA

- Development of a regional policy that ensures Gender-sensitive Participation becomes integral to Agricultural Research in the NARS
- ASARECA plays a catalytic leadership role in ensuring that member NARS mainstream gender-sensitive participatory research (PR&GA) by integrating such approaches in their research programs and projects
- Support and enhance the capacity of NARS members in their ability to conduct and mainstream PR&GA approaches
- Provide a regional platform for exchange of experiences and 'best practices' in PR & GA within members countries

- Generate criteria for gender compliance in the ASARECA Competitive Grant System (CGS) concept notes and full proposals that are part of the competitive grants process
- Develop performance indicators for programs that integrate PR and GA approaches common to the NARS in the region so that they become accepted practice

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