

**REPORT OF WORKSHOP ON ANALYZING GENDER AND INTEREST  
GROUPS IN AGRICULTURAL AND NATURAL RESOURCES  
MANAGEMENT RESEARCH**

**Hanoi, Vietnam**

**CIP-Hanoi, UPWARD, CIAT-Asia/FSP and SWP PRGA Program**

**March 20 - 25, 2000**

**SECTION 1: INTRODUCTION (Day 1 - 20 March, 2000)**

**1. Workshop schedule**

<b>Date</b>	<b>Time</b>	<b>Activities</b>	<b>Facilitator</b>
<b>Day 1 (Mar 20)</b>		<b><i>Opening session</i></b>	
	08:30	Welcoming remarks	Dai Peters
	08:35 - 08:45	Opening address	Nguyen Van Bo
	08:45 - 09:00	Introduction of Participants	Dai Peters
	09:00 - 09:15	Rationale and background	Peter Kerridge
	09:15 - 09:30	Overview of workshop	Barun/Olaf
	09:30 - 10:00	Coffee break/administrative matters	
		<b><i>Gender Analysis</i></b>	
	10:00 - 10:30	Ice breaker exercise	Jeanette Denholm
	10:30 - 12:00	Expectation and norm setting intro to gender in project cycle	Barun Gurung
	12:00 - 13:30	Lunch	
	13:30 - 13:45	Diagnosis stage	Barun Gurung
	13:45 - 15:00	Sex and Gender(exercise)	Jeanette Denholm
	15:00 - 15:30	Coffee break	
15:30 - 17:00	Social origin of gender (exercise) Gender roles (exercise)		
19:00 - 21:00	Opening Dinner		
<b>Day 2 (Mar 21)</b>	08:30 - 12:00	* Gender division of labor (exercise) * Access and control, decision - making, influencing factors, conditions and positions (exercise) * Practical needs and strategic interest (exercise)	Jeanette Denholm
	10:00 - 10:30	Coffee break	
	13:30 - 15:00	Review of gender concepts Gender analysis of 3 different groups of stakeholders (Part I exercise)	Barun Gurung
	15:00 - 15:30	Coffee Break	
	15:30 - 17:00	Gender analysis of 3 different groups of stakeholders (Part II)	Barun Gurung

<b>Date</b>	<b>Time</b>	<b>Content</b>	<b>Facilitator</b>
<b>Day 3 (Mar 22)</b>	08:30 -09: 00	Recap	Barun Gurung
	09:00 - 10:00	Introduction to project design and implementation( M&E)	Barun Gurung
	10:00 - 10:30	Coffee break	
	10:30 - 11:30	Discussion	Barun Gurung
	11:30 - 12:00	Gender analysis and stakeholder relationship	Barun Gurung & Olaf Westermann
	12:00 - 12:30	Lunch	
		<b>Stakeholder Analysis</b>	
	12:30 - 15:00	Stakeholder analysis	Olaf Westermann
	15:00 - 15:30	Coffee break	
15:30 - 17:00	Stakeholder analysis	Olaf Westermann	
<b>Day 4 (Mar 23)</b>	08:30 - 10:00	Stakeholder analysis	Olaf Westermann
	10:00 - 10:30	Coffee break	
	10:30 - 12:00	Stakeholder analysis	Olaf Westermann
	12:00 - 13:30	Lunch	
	13:30 - 15:00	Stakeholder analysis	Olaf Westermann
	15:00 - 15:30	Coffee break	
	15:30 - 16:30	Stakeholder analysis	Olaf Westermann
	16:30 - 17:00	Preparation for field exercises	Barun Gurung
<b>Day 5 (Mar 24)</b>		<b>Field Visit</b>	
	07:00 - 08:30	Travel to My Luong	Dai Peters & Barun Gurung
	08:30 - 12:30	Field exercises	
	12:30 - 14:00	Travel back to Hanoi	
	14:00 - 15:00	Prepare for presentation (coffee break)	
	15:00 - 17:00	Presentation and discussion	
19:00 - 21:00	Closing Dinner		
<b>Day 6 (Mar 25)</b>	08:30 - 09:30	Discussion on integrating training with project	Dai Peters & Peter Kerridge
	90:30 - 10:30	Workshop evaluation	
	10:30 - 11:00	Certificate award	
	afternoon	Closing Program Optional tour	

## 2. List of Participants

### CIAT Participants

### Participants' Address

- |                                 |  |
|---------------------------------|--|
| 1. Mr. Soulivanh Novaha         | Provincial Agriculture and Forestry Office<br>Xieng Khouang Province, Laos                               |
| 2. Mr. Phonepaseuth Phengsavanh | National Agriculture and Forestry Research<br>Institute<br>(NAFRI)<br>Vientiane, Laos                    |
| 3. Mr. Linkham Douangsavanh     | National Agriculture and Forestry Research<br>Institute<br>(NAFRI)<br>Vientiane, Laos                    |
| 4. Mr. Chanphone Keoboualapheth | National Agriculture and Forestry Research<br>Institute<br>(NAFRI)<br>Vientiane, Laos                    |
| 5. Mr. Wilawan Vongkasem        | Rice and Field Crops Promotion Division<br>Department Agricultural Extension (DOAE)<br>Bangkok, Thailand |
| 6. Mr. Kaival Klakhaeng         | Rice and Field Crops Promotion Division<br>Department Agricultural Extension (DOAE)<br>Bangkok, Thailand |
| 7. Ms. Ganda Nakamanee          | Pakchong Animal Nutrition Research Center<br>Nakornratchasima, Thailand                                  |
| 8. Mr. Ibrahim                  | Dinas Peternakan<br>East Kalimantan, Indonesia   |
| 9. Mr. Francisco Gabunada       | CIAT<br>C/O: IRRI<br>Makati, The Philippines   |
| 10. Mr. Hoang Kim               | Hung Loc Agricultural Research Center<br>Dong Nai, Vietnam   |
| 11. Mr. Tran Ngoc Ngoan         | Thai Nguyen University<br>Thai Nguyen, Vietnam   |
| 12. Nguyen The Dang             | Thai Nguyen University<br>Thai Nguyen, Vietnam   |
| 13. Mr. Bui Xuan An             | Thu Duc Agro-Forestry University<br>Thu Duc, HCMC, Vietnam   |
| 14. Mr. Le Hoa Binh             | National Institute of Animal Husbandry<br>Tu Liem, Hanoi, Vietnam  |
| 15. Mr. Truong Tan Khanh        | Tay Nguyen University<br>Buon Me Thuot, Daklak, Vietnam  |
| 16. Mr. Le Van An               | Hue Agro-Forestry University<br>Hue, Vietnam   |
| 17. Ms. Nguyen Thi Cach         | Hue Agro-Forestry University<br>Hue, Vietnam   |

## **CIP Participants**

- |                             |   |
|-----------------------------|---|
| 18. Mr. Tran Dang Hoa       | Hue Agro-Forestry University<br>Hue, Vietnam                        |
| 19. Ms. Nguyen Thi Kim Oanh | Hanoi Agricultural University<br>Gia Lam, Hanoi, Vietnam            |
| 20. Mr. Phan Huu Ton        | Hanoi Agricultural University<br>Gia Lam, Hanoi, Vietnam            |
| 21. Mr. Pham Ngoc Thach     | Hanoi Agricultural University<br>Gia Lam, Hanoi, Vietnam            |
| 22. Mr. Nguyen The Yen      | Food Crops Research Institute<br>Gia Loc, Hai Duong, Vietnam        |
| 23. Mr. Truong Cong Tuyen   | Food Crops Research Institute<br>Gia Loc, Hai Duong, Vietnam        |
| 24. Ms. Quach Thi Que       | Food Crops Research Institute<br>Gia Loc, Hai Duong, Vietnam        |
| 25. Ms. Nguyen Thi Tinh     | National Institute of Animal Husbandry<br>Tu Liem, Hanoi, Vietnam   |
| 26. Mr. Mai Thach Hoanh     | Vietnam Agricultural Science Institute<br>Thanh Tri, Hanoi, Vietnam |
| 27. Ms. Do Bich Nga         | Vietnam Agricultural Science Institute<br>Thanh Tri, Hanoi, Vietnam |
| 28. Ms. Tran Thanh Thuy     | Vietnam Agricultural Science Institute<br>Thanh Tri, Hanoi, Vietnam |
| 29. Ms. Nguyen Thi Lan      | Hong Duc University<br>Thanh Hoa city, Vietnam                      |
| 30. Ms. Thai Minh           | CIP - Hanoi<br>Cong Vi, Ba Dinh, Hanoi, Vietnam                     |

## **3. List of Facilitators**

- |                        |  |
|------------------------|--|
| 1. Dr. Dindo Campilan  | <b>UPWARD</b><br>Manila, The Philippines               |
| 2. Dr. Dai Peters      | <b>CIP - Hanoi</b><br>Cong Vi, Ba Dinh, Hanoi, Vietnam |
| 3. Dr. Peter Kerridge  | <b>CIAT</b><br>C/O: IRRI<br>Makati, The Philippines    |
| 4. Dr. Ralph Roothaert | <b>CIAT</b><br>C/O: IRRI<br>Makati, The Philippines    |
| 5. Dr. Barun Gurung    | <b>PRGA-Nepal</b>                                      |
| 6. Dr. Olaf Westermann | <b>CIAT</b><br>Cali, Colombia                          |
| 7. Jeanette Gurung     | <b>PRGA-Nepal</b>                                      |

#### 4. Training participants self assessment

How much experience do you have with:	A LOT	SOME	A LITTLE	NONE
<b>Participatory Research</b>				
- Concepts of Participatory Research	11	12	4	
- The design of PR projects	6	13	6	1
- The application of tools in the field	10	15	2	
- The analysis of data using tools	8	11	6	1
<b>Gender and Gender Analysis</b>				
- Concepts of Gender and Gender Analysis	3	4	9	5
- The design of projects targeted to men & women and their specific interests		6	6	9
- The application of tools in the field	2	3	9	8
- The analysis of data using tools	2	2	4	8
<b>Stakeholders and Stakeholder Analysis</b>				
- Concepts of stakeholders and networks	1	4	9	9
- The design of stakeholder/network analysis			9	11
- The application of tools in the field		2	7	12
- The analysis of data using tools		1	8	11
<b>Impact assessment</b>				
- Concepts of monitoring and evaluation	3	6	11	2
- The design of M&E for PR projects	1	6	8	6
- The application of tools in the field	3	4	11	3
- The analysis of data using tools	1	2	11	5

#### 5. Opening address Dr. Nguyen van Bo / MARD - Vietnam

#### OPENING REMARKS OF THE WORKSHOP ON ANALYZING GENDER AND INTEREST GROUPS IN AGRICULTURAL AND NATURAL RESOURCE MANAGEMENT RESEARCH

Dr. Nguyen Van Bo  
Director, Department of Science, Technology, and Product Quality  
Ministry of Agriculture and Rural Development, Vietnam

Ladies and gentlemen, it is my proud privilege and pleasure to welcome you to Vietnam and specifically to this workshop on analyzing gender and interest groups in agricultural and natural resource management research. It is very gratifying to all of us in Vietnam to see that important issues that are fundamental to the success of agricultural research and development and natural resources management will be addressed in this workshop. CIP, CIAT, and the PRGA have come together to draw

on their collective experience and expertise on this subject to make the training workshop a success. The Ministry of Agriculture and Rural Development, particularly the Department of Science, Technology, and Product Quality, has always been supportive of CIP's and CIAT's approach to agricultural development and natural resources management in Vietnam. The Department is pleased that this approach will be imparted to the Vietnamese colleagues, as well as other researchers in Southeast Asia, through this workshop.

Agricultural development and natural resources management are of utmost importance for the general economic development of Vietnam and other Southeast Asian countries. The alternative approach of farmer participatory research ensures that the research and development activities take into consideration the constraints and opportunities of farmer conditions. This approach can produce more relevant results to the farmers' needs and the variation that exists under farm conditions than the traditional top-down research-extension approach. Moreover, results may immediately be adopted by the farmer. Incorporating gender and equity issues into the process of the farmer participatory research process acknowledges the important role of women in agricultural development and natural resources management. Traditional approaches often neglect women's real and potential contributions, as well as women's welfare, resulting in unequal development.

Finally, the workshop will address the significant issue of multiple interests in natural resources management in order to facilitate a process through which interest groups can negotiate openly, reach agreements and make proposals on how to improve the management of natural resources. This is very relevant to the research CIAT is leading on community involvement in overcoming food insecurity and improving natural resource management.

CIP, CIAT, and PRGA are leading international agricultural research centers and initiatives on farmer participatory research, gender analysis, and interest group analysis. CIP's research on integrated sweetpotato-pig system improvement, integrated pest management for potato and sweetpotato, and the potato seed system in Vietnam has long employed the farmer participatory approach to ensure the relevance of research for development. CIAT's Forages for Smallholders Project in Vietnam and other Southeast Asian countries has used farmer participatory approaches to introduce improved grasses and legumes to farmers who in turn have experimented with different ways of integrating them in their farming system for both livestock feeding and soil improvement. The CIAT-led research on cassava improvement is now using farmer participatory research to introduce improved soil management practices such as inter-cropping and soil erosion barriers into the farming system. PRGA, the CGIAR system-wide initiative of Participatory Research and Gender Analysis, continues to provide the expert knowledge and methodology for incorporating gender analysis in each component of a farmer participatory project. We are delighted to see CIP, CIAT, and PRGA joining their efforts by providing this unique opportunity to train national researchers in Southeast Asia in this holistic approach to agricultural development and natural resources management.

The Ministry of Agriculture and Rural Development, in its commitment and dedication to agricultural research and development for Vietnam, would like to welcome all the participants to this international workshop. We look forward to productive and

successful learning sessions and the subsequent application of these useful skills in each researcher's field of work. We wish you all success in this important workshop.

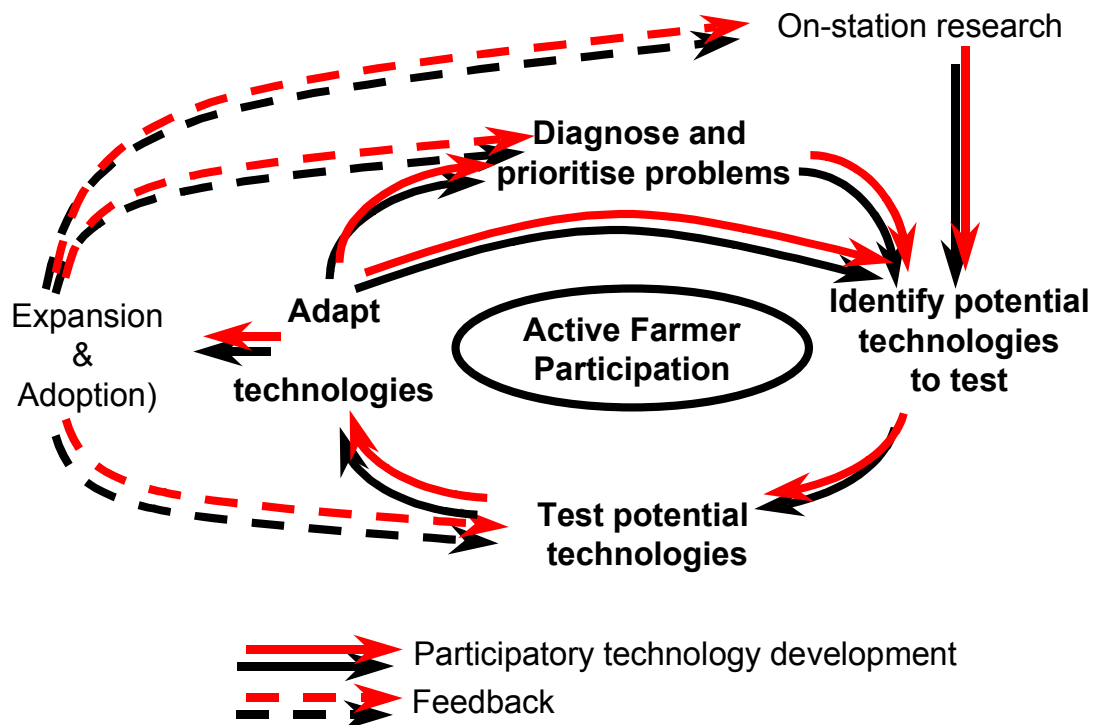
**6. Rationale and Background**  
**Dr. Peter Kerridge/CIAT-Asia**

**Farmer Participatory Research**

Most participants at the course are familiar with the participatory research model for agricultural research (Figure 1). It is a form of demand driven research where problems, possible solutions and priorities are set together with farmers. Then we work with farmers to evaluate the various options that might provide a solution to a particular problem or a set of problems. On-station research might provide potentially useful technologies but these are then evaluated and adapted by farmers to suit their particular conditions.

This approach provides relevant solutions to farmers and what some of us call adoptable technologies. Adoptable technologies can be readily disseminated and adopted by other farmers. Researchers develop credibility with farmers and in turn farmers are empowered to seek solutions to other problems that they might have.

Figure 1. The Participatory Research Model



## **Mission of the International Agricultural Centers**

The International Centers such as CIP and CIAT operate under the umbrella of the Consultative Group of International Agricultural Research (CGIAR). The CGIAR system is supported by a group of donors from developed and developing countries and different international foundations. The CGIAR sets guidelines under which the Centers operate. At the time when the first Centers such as IRRI, CIMMYT, CIAT and IITA were formed in the 1960's, the main goal was to increase food supplies in developing countries to avert an anticipated global food shortage. However, now that the threat of a global food shortage has diminished, the mission of the International Centers has become broader than increasing productivity.

The CGIAR system now focuses on:

- eliminating poverty and
- improving the management of natural resources

through partnerships with national organizations in addition to increasing productivity.

## **Poverty and equity**

We now need to ask:

Are we achieving the goal of eliminating poverty?

Who benefits from the results of our research?

Are outputs shared equally?

That is, are the benefits being shared among all members of the family (gender equity) and among different wealth classes. If not, then we need to target particular groups to ensure that

- i) there is equity (gender, wealth, among ethnic groups)
- ii) that we are working with all participants who have a interest in the results (i.e. stakeholders) and thus can influence the outcome

## **Productivity and Natural Resource Management**

Participants at this workshop are working in a variety of research and development areas, from crop improvement which is relatively straightforward to natural resource management which is much more complex.

Management of natural resources (soil, water, and forest ) involves many stakeholder groups. There are the scientists who seek technical solutions. Then there are the political groups such as the government which passes laws about resource use and the administrators who attempt to enforce laws on resource use. The (farming)

community which is expected to obey such regulations often have not been consulted in the process and do not have the capital resource to change their form of land use into one that is more sustainable.

In other cases, natural resource management may only involve the farming community itself, e.g. in the application of integrated pest management and erosion control at a watershed level.

The result is often conflict, between society and the community in the first instance and within the community itself in the second instance.

How do we resolve this conflict? The answer is by a better understanding of both the issues involved and who are the interest groups.

In this workshop we will learn new methodologies that will allow us to:

- i) diagnose and implement a strategy to better achieve gender (and wealth) equity and
- ii) implement a strategy in which interest groups in particular NRM outcomes can negotiate and reach agreements on how to improve the management of natural resources.

In closing some reflections from my colleagues, Werner Stur and Peter Horne.

## • Central source model



## Community model



## **7. Overview of Workshop** **Dr. Barun Gurung/PRGA & Dr. Olaf Westermann/CIAT**

Hopes and worries of training course's participants, using card method.

### **Hopes of This training workshop:**

How to analyze the gender issue in the agricultural sector  
Stakeholder analysis own situation  
Inter - change of ideals and experiences  
The main points in Gender analysis\*  
Gender activities in the agriculture and natural resources management  
Field visit  
Share knowledge and experiences  
To know who is stakeholder in the field  
To know gender and gender analysis  
Using gender analysis to collect and analyze data  
Relationship between gender and stakeholder\*  
To know how gender contribution  
Methodology on Gender research and development  
Write project  
Get knowledge and I can adapt/use for my work/family/friends  
Need environmental protection with gender.  
Gender analysis tools  
Sharing experiences on gender study\*  
How to desegregate gender  
Integrate gender in resources and development\*  
Documents / handouts of training\*  
Study methods and tools for gender and stakeholder analysis  
To know how to implementing in the field of Gender and stakeholder  
How to make and work in interest groups  
Getting more experience in gender and stakeholder analysis  
How to get women involve in PR  
Practical methodology  
Understanding of the situation of man and women  
How to reduce labor of ethnic women  
Concepts, gender tools, gender analysis\*  
Analyzing gender, PRA, IPM, ICM\*  
Meet friends, make friends, enjoy and learn\*  
How to work with different interest groups\*  
Stakeholder analysis methods and tools\*  
What is gender analysis\*  
What is stakeholder analysis\*  
Stakeholder analysis tool\*  
How to analyze gender in different cultures\*  
Participatory of woman  
How to work with woman  
How can we organize participatory workshop

## **Worries of this training workshop**

Less experience on gender analysis\*  
Should speech by microphone/ no working at night/no good food  
More washing a cooking after the course  
Not enough: money, time, material for researching.  
Please, speak slowly as Jeanette (other facilitators)\*  
Documents for training\*  
Limitation of English knowledge to share experiences  
Limited knowledge of English  
Weather  
How to translate what I learned when I return  
After workshop, what should apply to Gender research  
We will develop “professional” workshop, training, participants, instead of participate  
research practitioners  
Understanding the concepts in the real situation  
Limitation of time to understand all the tools  
Sufficient understanding to “train” others  
Language constraint\*  
I hope discussion a lot experience in the country  
Training/thinking/applying  
Please, provide presentation document to participants  
How to learn the most out of the training  
Need some materials to refer later in case I forget...  
Not have documentation  
To try to learn to the best.  
Go in to be assent one day  
Training materials\*  
More laundry when I return...  
I worries of development group crop in the agriculture

## **SECTION 2: GENDER ANALYSIS** **(Day 1 & 2- 20 & 21 March, 2000)**

### **1. Introduction to gender in project cycle -- Diagnosis stage** **Dr. Barun Gurung/PRGA and Jeaneatte Barung**

*Handout from Dr. Barun Gurung*

Incorporating gender into the diagnosis  
Incorporating gender into the design phase  
Implementation phase  
Purpose of Monitoring and Evaluation  
Steps in introducing M & E  
Incorporating gender into the M & E system  
Tools / Methods for M & E

**2. Sex and Gender (exercise)**  
**Dr. Barun Gurung/PRGA and Jeaneatte Barung**

*Key structure of exercise:* Write down all Characteristics of men and women and then identify which characteristics women have but men can not have, which men have but women can not have, which both men and women have.

**Characteristics which women have but men can not have**

Woman are beautiful, strong  
Woman undergo pregnancy  
Women are mothers

***Characteristics of woman***

Strong family commitment  
Love for children  
As diverse as men  
No right at their house  
Sweetly

Subsequent  
Mystery  
Save money  
Housewife  
Illogical  
Hard working; careful, talkative  
Faithful  
Charming  
Leader in the family  
Don't drink alcohol  
Perceptive  
Responsible  
Lion at home  
Jealous  
Woman in biological difference with man and have the big responsibility if compare with man  
Can do everything  
Always hardworking  
Decision depend on feeling  
Always believe husband  
Hard working  
They enjoy going to the market  
Compassionate  
Laborious  
Patient  
Polite  
Beautiful, not strong, sweet. Play important role in take care children  
Home works  
Economic  
Sweet  
Often be shy/ ashamed

Working hard in house  
Particular/ meticulous  
Articulate/ express their emotions  
Tender but firm  
Caring  
Sensitive  
Industrious  
Don't like drink so much.  
Like to take care children and husband  
Hard working  
Modest  
Make all minor decisions  
Love flowers  
Like intelligent men  
Take care of kids carefully  
High duty with her family

### ***Characteristics of men***

Like to take care family  
Vigorous/ work hard  
Smoke  
Less faithful  
Easy to get angry  
A tiger at home  
Have difficulty in communicating emotions  
Wake up very late  
Prefer social life  
As "rabbit" at home  
Addictive tendency  
Like drinking wine  
Like promotion  
Don't like doing home works; less careful than women  
Head of household and chief bread-winner  
Easy to convince  
Sharp and responsibility to family  
Do heavy work  
Protect family  
Provider  
Active  
Strong man  
Smoke so much  
Fear of house works  
Decision often depend on thinking  
Do hard works  
Make decision  
Earn money  
Do as they like  
Like to drink, smoke...more than their wife  
work hard

Responsible for family  
Earn more money than women  
Leader of the family  
Leader  
Waste money  
Like young and beautiful secretary  
Like sport activities  
Strong, hot temp  
Like to be importance person  
Arrogant  
Easily to make promises  
Attractive and aggressive  
Holistic thinking/ less detail  
Less emotional

Alcohol and cigarettes  
Work hard than women  
Always love their wife and children; always have big program. Strong in his head.  
Get money more and more.  
Spend more than earn  
Impulsive. Act before thinking  
Play as head of the household  
Like social work than at home  
Brave  
Vigorous  
Strong/power  
Like beautiful girl  
Learn and research  
Very lazy  
Low responsibility to family  
Do not know how to communicate their emotions in a civilized manner.

### **3. Definition of sex and gender Transparencies from Dr. Barun Gurung**

Gender refers to the social differences between men and women that are learned, changeable over time and have wide variations within and between cultures. Gender is socio-economic variable to analysis roles, responsibilities, constraints, opportunities and needs of men and women in any context. Gender is changeable.

Sex refers to the biologically determined differences between men and women that are universal. The term "Sex" should be used whenever reference is made to women and men and different physical categories. Sex can not be changed.

### **4. Social origin of gender -- Gender roles (Exercise with 6 groups) Documentation from Dr. Barun Gurung**

*Key structure of exercise:*

There are 3 parts of the tree. Let's say: Leaves are gender differences; trunk is institution / values and roots are causes of gender changes. Do exercise of gender

differences / changes in society, economics, culture, political ... into 6 groups. Select someone in each group to do the presentation.

**Group1: Thai, Laos group**

1. Decision making - Society -Culture
2. Wages rate for the man is higher than woman - Society - man is strong - belief culture
3. Most of the woman have less opportunity in the society and responsibility(working) than men(Laos) - Culture(education)
4. Only men can be monk - Society - religion
5. Most of the women take care of children more than men - Society - culture - physical

**Group 2: English speaking group**

Gender difference	Institution values	Roots (= cause)
Men being bread-winner is given better educational opportunity	Society, government	Cultural belief
Men plough	Society	Cultural/ biological
Men become soldiers	Society	Cultural
Men make major decisions	Society	Cultural
Men don't communicate easily about their problems	Society	Cultural
Woman take care of house "mother"	Society	Religion culture
Man represent/ head of family	Society	Religion, law, culture

**Group 3: Vietnamese group**

Gender difference	Institutions/values	Causes
Sharing (Groom and Bride)	Family planning (one or two children only)	Have sons for keeping generation
Son or daughter	High living standard, improve awareness	All wedding expenses from room
Social activities	Women's right law education	Home work for women only

**Group 4: Vietnamese group**

Differences	Causes	Opportunities
-Women have low education, position, income, right than men. But women have to do most of home works. -Women have less opportunities to do social works	-Traditional customs(society) -Social psychological condition(society) -Economic condition (society) -Political system(government) -Legal (ex. Non women protected law) (government, society) -ethnic	

**Group 5: Vietnamese group**

<b>Gender difference</b>	<b>Institutions/values</b>	<b>Causes</b>
<b><i>Less opportunities of education for women (rural)</i></b>	Awareness of parents Educational law Schools	<b>Culture</b> Respect to the men Women do house work
<b><i>Girls not sent to school</i></b>		<b>Economic</b> Girls help parents Poverty
		<b>Social</b> Role of women in society Schools, Educational law

**Group 6: Vietnamese group**

<b>Gender difference</b>	<b>Institutions/values</b>	<b>Causes</b>
<b>SON VALUE LOWER THAN DAUGHTER</b>		
Keeping family ever and ever Look after parents Inherit Make offering Do hard work	Policies of Government Activities of social-economic	Religions(Taoism) Traditional culture Economics

**5. Gender division of labor (exercise)  
Dr. Barun Gurung - Jeaneatte Gurung / PRGA**

*Handout 1 from Dr. Barun Gurung*

*Triple role of Women*

1. *Reproductive: give birth taking care of household, collecting water/fuel/wood.*
2. *Productive: income earning, field work, home industry taking care of livestock*
3. *Socio-cultural community*
4. *Leisure:*

*Key structure of exercise:*

Identify triple role of women and men in a day life.

Do exercise into 6 groups and Select someone in each group to do the presentation.

**Group 1: Thai, Laos group**

Time	Women	Type of role	Men	Type of role
05:00-06:00	cooking and prepare going to work	P	sleeping	L
06:00-07:00	send + take children to school, go to work	P	wake up, breakfast, open work, play	P
07:00-10:00	work in office	P	play game	L
10:00-10:30	coffee, tea break	L	work	P
10:30-12:00	work	P		
12:00-13:00	lunch	R		
13:00-16:30	work	P	lunch	L
16:30-17:30	pick up children from school, shop, go home	P+S	work	P
17:30-18:30	cooking	R	finishing work, close shop, go home ,watching TV,	P
		R	take care son	
18:30-19:30	dinner	L+R	Dinner	L
19:30-21:00	watching TV, help children to do homework	L	Reading and play with son	L
22:00	sleep	L	sleep and go out (sometime)	L
				L+S

L: Leisure, P: productive, R: reproductive, S: social-cultural

**Group 2: Vietnam Group**

Time	Women	Type of role	Men	Type of role
05:00-06:00	sleeping untill 6:00	L	Morning exercise	L
06:00-07:00	Wake up. Prepare for breakfast	R	Have breakfast	L
07:00-08:00	breakfast	P	To office by car	P
08:00-12:00	To office by motorbike	P	Attend meeting	P+S
12:00-13:30	Work at office	L	Lunch at restaurant	S
13:30-16:30	Lunch, rest	P	Work at office	P
16:30-17:30	Work at office	R	Tennis	L+S
17:30-18:30	Shopping on the way home	R	Drinking	S+L
18:30-19:30	Cooking	R+S	Dinner	R+S
19:30-20:00	Dinner	S	Watching TV	S
20:00-22:00	Watching TV	P	Reading, computer	P
22:00-06:00	Reading	L	Sleeping	L
	Sleeping			

L: Leisure, P: productive, R: reproductive, S: social-cultural

### Group 3: Vietnamese group

Time	women	Type of role	men	Type of role
05:00	-Get up	R	Sleeping	R
06:00	-food preparation, Washing	R	Get up	R
	-Take care of children	R	Have breakfast	R
	-Have breakfast	R	Drinking tea and	R+S
07:00	Take children to school and go to office- reproduction	R	watching TV	
			Go to office	P
			May be take children to school	
08:00-12:00	Working in the office	P	Working in the office	
12:00-13:00	Lunch time	R	Lunch time	P
13:00-17:00	Working in the office	P	Working	R
17:00-19:00	Shopping and cooking	R	Take children to home	P
19:00-19:30	Dinner	R	Dinner	R
19:30-22:00	Teach for children and clean house	R	Drink something(may be go out)	R
			Sleeping	S
22:00	Sleeping	R		L

L: Leisure, P: productive, R: reproductive, S: social-cultural

### Group4: English-speaking Group

Time	Women	Type of role	Men	Type of role
5:00	Sleep - wake up	L	Prayer	R
6:00			Sport/gardening	L+P
7:00	Exercise	L	Breakfast	R
8:00			Office/field	P
9:00	Office/field	P	Tea break	
10:00			Office	L
11:00			Prayer	P
12:00	Lunch	L	Lunch	R
13:00	Vietnamese lesson	P+L	Office/field	P
14:00			Office/field	P
15:00			Prayer/go home/family	R+P
16:00	Office/field	P	Take care	P+L+R
17:00			flower/gardening/family	
18:00			Prayer/family time	P
19:00				
20:00	Dinner	P	Prayer/dinner	R
21:00	Office	P	Make concepts	P
22:00			Make concepts	P
23:00	Sleep	L	Watching TV/Newspaper	L
24:00				

L: Leisure, P: productive, R: reproductive, S: social-cultural

**Group 5: Vietnamese group**

Time	Women	Type of role	Men	Type of role
05:00-06:00	Get up and breakfast	R	Wake up/ tea drink	L
06:00-07:00	Preparing	P	having breakfast	L
07:00-08:00	Bring children to school	R	TV watching	L
08:00-12:00	Office	P	Office	P
12:00-13:00	Home work, lunch	R	Lunch/drinking	R
13:00-16:30	Office work	P	Office work	P
16:30-19:00	Shopping, get children home	R	Sport	L
	dinner preparing	R	Drinking	L
	House work	R	Washing	R
19:00-20:00	Dinner	R	Dinner	R
20:00-23:00	Washing	R	TV watching	L
	Laundry	R	Reading	P
	Take care of children	R	Home study	P
	Leisure	L		
23:00-5:00	Go to bed and go on	L		

L: Leisure, P: productive, R: reproductive, S: social-cultural

**Group 6: Vietnamese Group**

Time	Women	Type of role	Men	Type of role
05:00	Get up	R		
05:30			Get up	R
06:00	Shopping , take of household	R	drill exercise	R
07:00			Have breakfast	R
07:30	Working	P	Go to work	S
08:00			Have tea and working	P
11:00			Have lunch	L
12:00	Take care of HH, have sort break	R+L	Have nap	L
13:30	Working	P	Working	P
17:00	Take care of household	R	Go home, waching Tivi,	L+S
19:00	Waching Tivi, take care children	R+L+S	reading...	
	Some time have meeting			
22:30	Sleeping	L	Sleeping	L

L: Leisure, P: productive, R: reproductive, S: social-cultural

**6. Access and control, decision making, influencing factors, conditions and positions**

*Handout 2 from Dr. Barun Gurung/ PRGA*

**7. Decision making (Exercise)**  
**Dr. Barun Gurung - Jeaneatte Gurung**

*Key structure of exercise:*

Divide the role of women and men in decision making into 5 types: Women alone, Women dominant, men and women jointly, men alone, men dominant. Identify of participation of men and women in decision making in their family. Do this exercise into 6 groups Select someone in each group to do the presentation.

**Group 1: Laos/Thai**

Participation in decision making	who makes decision				
	Women alone	Women dominant	Jointly (Men and women)	Men dominant	Men alone
<b>House hold</b> -Buy car -Build a house -Sell products -Cooking <b>In community</b> -Donation -Meeting <b>In large society</b> -Election		H	H	H	

H: high

**Group 2: Vietnamese group**

Participation decision making	Who makes decision				
	Women alone	Women dominant	Family (men and women)	Men dominated	Men alone
<b>1) In house hold</b> -Build house -Buy food -Buy clothes -Pesticides -Money-Keep decide <b>2) Community</b> -Meeting -wedding <b>3) In large society</b> -Looking for job -Religion	H H	H	H	H H	H H

H: high

**Group 3: Vietnamese group**

Participation in decision making	Who makes decision				
	Women alone	Women dominant	Both (men and women)	Men dominant	Men alone
<b>1) In house hold</b> -Take care of children -Do home work -Buy motorcycle, house -Selling, buying agricultural products/facilities <b>2)Community</b> -Ceremony activities -Community work(labor, money...) -Participate in community/organization <b>3) In society</b> -Social organizations -Promotion -Education	H	H		H	

H: high

**Group 4: Vietnamese group**

Participation in decision making	Who makes decision				
	Women alone	Women dominant	Jointly ( Women and men)	Men alone	Men dominant
<b>1) In house hold</b> -Construction -Sell animals -Buy motorcycle -Cook <b>2)Community</b> -Working plan in villages -Festival <b>3) In large society</b> -Public construction	H		H		H

**Group 5: Vietnamese Group**

Participation in decision making	Who makes decisions				
	Women alone	Women dominant	Jointly (Men and Women)	Men alone	Men dominant
<b>1) In household</b> -Cooking -Cleaning house -Helping children(learning) -Building house -Going to market -Place of living <b>2) In community</b> -Meeting -Attending ceremony -Visiting <b>2) In large society</b> -Education -Election	H	H	H H H H	H	H H
	H	H	HHHH	H	HHH

H: high

**Group 6: English speaking group**

Participation in decision making	Who makes decisions				
	Women alone	Women dominant	Jointly (W &M)	Men dominant	Men alone
<b>a) House hold</b> House improvement Menu Return from office Routine of House hold activities Service car <b>b)Community</b> ARISAN: -schedule - food - decision Communal farming activities(Africa) Election of Village Head <b>c)Large society</b> Elect president Village political gatherings teachers, assistant(education)	H	H	H H H	H	H H H

H: high

## Summary of exercise

Participation in decision making	Who makes decisions				
	Women alone	Women dominant	Jointly (Women and Men)	Men dominant	Men alone
<b>In the household</b>					
Daily budget		H			
Investments				H	
Education of children			H		
Family planning					
Health services			H	H	
Etc.					
<b>In community</b>					
Representation				H	
Organization				H	
<b>Society at large</b>					
Political sphere				H	
Economic sphere			H		
Religious sphere					

- 6. Practical needs and strategic needs  
(Day 2 - 21 March, 2000)  
Dr. Barun Gurung - Jeaneatte Gurung / PRGA**

*Handout 1 & 2 from Dr. Barun Gurung*

- 8. Review of gender concepts -  
(Day 2 - 21 March, 2000)  
Dr. Barun Gurung - Jeaneatte Gurung / PRGA**

*Handout 1 & 2 from Dr. Barun Gurung*

- 9. Gender analysis of 3 different groups of stakeholder (exercise / case study - Tobagoon) -  
(Day 2 and 3 - 21 and 22 March, 2000)**

*Document from Dr. Barun Gurung*

Exercise has 3 parts:

- **Case study I:** Gender analysis (Activities, sources, level of income, access and control over resources, participation in institution of local level, role in decision making at household and community level.)
- **Case study II:** Identification of problems, expectations and potential
- **Case study III:** Identification of practical and strategic needs

Do exercise into 6 groups and Select someone in each group to do the presentation.

## Group 1: Vietnamese group

### Women farmer

#### *Case study I*

Gender analysis	Access		Control		Decision	
	Women	Men	Women	Men	Women	Men
<b>1) Activities</b>						
-sowing	H	L	H	H		H
-harvesting (cotton)	H	L	H	H	H	H
-weeding		H	H	H	H	H
-transplanting	L	H	H	H	H	H
-rice, peanuts, vegetable			H	H	H	
-keeping small animal			L	H		H
-land preparing			H	H		
-loans				H	H	H
-selling and buying						
<b>2) Income level</b>						
-women's income						
-men's income						
<b>3) Participation</b>						
-Extension officer						

H: high, L: low

#### *Case study II*

Problems	Expectation	Potential
<ul style="list-style-type: none"> <li>-Many kids ( 6 )</li> <li>-Illiterate ( 95%)</li> <li>-No opportunity on agricultural training and go out</li> <li>-Less decision making</li> <li>-Lack of information</li> <li>-Lack of land and animal</li> </ul>	<ul style="list-style-type: none"> <li>-water supply</li> <li>-Protect their land</li> <li>-Buy a transportation cart</li> <li>-Credit project</li> </ul>	<ul style="list-style-type: none"> <li>-Reducing working time</li> <li>-Increasing income</li> </ul>

#### *Case study III*

Practical needs	Strategic needs
<ul style="list-style-type: none"> <li>Water</li> <li>land Protection</li> <li>Cart</li> <li>Money</li> <li>Land</li> <li>Animals</li> <li>Market</li> <li>Projects from NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Training / Education</li> <li>Modern working methods</li> <li>Communication</li> <li>Family plan</li> <li>Woman's right law</li> </ul>

## Group 2: Thai/Laos

### Women farmer

#### Case study I

Activities	Sources of income	level
1. Household keeping 2. Take care of children 3. Agriculture works • sowing • weeding • transplanting • harvesting 4. Crafted articles 5. Small animals	H     H H	H     H H

H: has income from this activity

Resources	Access		Control	
	Women	Men	Women	Men
I) • Land • Capital • Tools • Production inputs	H - H H	H H H H	- - - -	H H H H
II) • Labor market • Commodity product				H H
III) • Education				

H: high; - = 0

Participation in decision making	Who makes decision	
	Women	Men
<b>1. Income earning</b> -Main income -Minor income		H
<b>2. Expenditure</b> -Household expenditure -Health care -School -For agricultural activities -Son's labor	H H H H	H H

H: high

### Case study II

Problem	Expectation	Potential
1) Low education	1) Capital	-Teaching the modern working method
2) Work load	2) Freedom	
3) Land limitation infertile	Cut off some work	Small scale loans
4) Lack of money	-Well drilled	
5) Small quantity of product for selling	-Put some more dung and more fertilizer	-Give greater freedom from husband for loaning
6) Animal break into crop area	-Poultry	-High laser
	-Get to gather buy a cart for transportation	
	-Tense their land to protect animal	

### Case study III

	Practical	Strategic
<ul style="list-style-type: none"> <li>• More educated</li> <li>• Cutting work load</li> <li>• Well near rice field</li> <li>• Freedom from husband</li> <li>• Fence</li> </ul>	<p>*</p> <p>*</p> <p>*</p>	<p>*</p>

### Group 3: English speaking group -Young Farmer

#### Case study I

#### Background information Participation in institutions at local level

- See the extension service offering information and opportunities
- No apparent interaction with the NGO's

	Men	Women
<b>1)Activities</b>		
-Help mothers		
-Take care of young children		H
-Processing food		H
-Market their produce	H	H
-Work on common field(sow, weed, transplant, harvest)	H	H
-Other tasks		H
-Work on own fields	HH(more time)	H
<b>2)Sources and level income</b>		
Produce from own field	HHH (cotton, millet,yarm)	H

H: high

Participation in decision making	Old		Young	
	Man	Women	Men	Women
<b>1)House hold level</b>				
-land allocation	+	-	-	-
-use of time(y m)	+++		+	
-use of time(y w)		+++		-
-own income		++ (for young women)	+++	+
<b>2)In the community</b>				
-social activity			+	-

- = 0    + = little    ++ = average    +++ = much

Resources	Access		Control	
	Man	Women	Men	Women
<b>1)Natural/material</b>				
-land	+	+	-	-
-crop	++	+	+	+
-fertilizer	+	+	limited	
-seed	+	+		control
-livestock	-	-		
-capital	+	+	limited	control
-loan(credit)	-	-		
-income	+	+	++	+
<b>2)Market</b>				
-labor	-	-		
-commodity				
as buyer	-	-		
as seller	+	+	++	+
<b>3)Socio-cultural resources</b>				
-information	+	+		
-information	?	?		
-education	-	-		
-training	+	+		
-public services				

(- = 0    + = little    ++ = average    +++ = much)

### **Case study II**

#### **1) Problems:**

- Lack of independence
- Control of land
- Social pressure
- Lack of capital(and income)
- No fun
- Access to production resources

#### **2) Expectation and hopes for development activities:**

- Education
- Response to young people's request for credit/loan
- Provision for information
- Mediation for resource allocation

### 3) Potential and resources

- Limited money
- Interested extension workers (support from)

### Group 4: Vietnamese group - Young farmers

#### *Case study II*

Activities and income profile	Income		Access		Control		Decision	
	Woman	men	Woman	men	Woman	men	Woman	men
<b>Productive work</b>								
Financially attractive crops	N	N	H	H	N	N	N	N
Other crops	L	L	H	H	L	H	N	N
Animals	N	L	H	H	N	N	N	N
Selling products (own)	L	H	H	N	L	H	L	H
<b>Reproitive work</b>								
House work	N	N	H	N	L	N	N	N
<b>Socio-cultural activities</b>								
<b>Leisure</b>								

N: non ; H: high; L: low

#### *Case study II*

	Women	Men
<b>Problem</b>		
No land possession	H	H
No access of fertilizer, seeds, animal	H	H
No access of capital	H	H
No decision making	H	H
No cultural services	H	H
<b>Expectation</b>		
Have own land	H	H
Access credit	H	H
Decision making	H	H
Cultural activities	H	H
<b>Potentials</b>		
have own land	N	L
Access of credit, tools, fertilizer, seeds	L	L
Decision making	L	H
Cultural activities	L	L

N: non ; H: high; L: low

#### *Case study III*

Practical needs	Strategic needs
Access of credit, tools, fertilizer, seeds Cultural activities	own land Access of resources Decision making Cultural activities

**Group 5: Vietnamese group - Head of household**

**Case study I**

Activities	Access		Control		Decision	
	Women	Men	Women	Men	Women	Men
Allocation of field		H		H		H
Inputs purchased		H		H		H
Crops growing	H	H		H		H
Animal keeping		H		H		H
Allocation of man power		H		H		H
Ploughing		H		H		H
Household expenditure	H		H		H	
House work	H		H		H	
Resources						
Land "common land"	H	H		H		H
Individual land	H			H	H	H
Money (income)		H		H		H
Labors		H		H		H
Meeting	H	H	H		H	H

H: High

**Case study II**

Problems	Expectation	Potential
<ul style="list-style-type: none"> <li>-Farmers do not have money to buy fertilizers</li> <li>-Farmers do not trust on STODA officers</li> <li>-Drop in cotton prices</li> <li>-STODA officers do not treat all farmers equally(information)</li> <li>-STODA officers are not interested in possible alternatives from farmers</li> <li>-Lack of knowledge about animal husbandry</li> <li>-Poor health women</li> <li>-Lack of irrigation</li> <li>-Land allocation for women</li> </ul>	<ul style="list-style-type: none"> <li>Green manure</li> <li>Improving of animals production</li> <li>Fencing land</li> <li>Modern Procedure</li> <li>-Drilling wells</li> </ul>	<ul style="list-style-type: none"> <li>Loan(money)</li> <li>Organization of extension with STODA</li> <li>Farmer training on animal husbandry</li> <li>Vegetable grows in dry season</li> </ul>

**Case study III**

Practical	Strategic
<ul style="list-style-type: none"> <li>Money</li> <li>Extension model</li> <li>Irrigation</li> <li>Training</li> <li>Land location</li> <li>Animal sheds</li> <li>Cooperation between farmers and extensionist</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Extension model</li> <li>Irrigation</li> <li>Training</li> <li>Land location</li> </ul>

## Group 6: Vietnamese group - Head of household

### **Case study I**

Gender analysis	Access		Control		Decision	
	Women	Men	Women	Men	Women	Men
<b>1. Activity</b>						
-Planning for culture		H		H		H
-Plugging		H		H		H
-Planting	H					H
-Weeding	H		H		H	
-Harvesting	H			H		
-Animal raising	H	H	H			H
-House works	H	-	H			H
-Market				H		H
-Information		H		H		H
<b>2. Resources</b>						
-“Common land”- cotton	H	H		H		H
-Animals						H
-Fertilizers/seeds	H	H		H		H
-Rest land	+			H		H
-Capital		H		H		H
<b>3. Income</b>						
-Animals		H		H		H
-Cash crops		H		H		H

H: high; + = little; - = 0

### **Case study II**

Problems	Expectations	Potentials
-Population increase highly -Agricultural-based -Soil fertility decrease -Lack of water -Illiteracy -Lack of labor -Lack of capital investment -Farmers do not trust extensionists -Lack of information -Women have to work 15-16 hours/day -Poor health women	-Drilling well closely -Irrigation improvement -Improving animal production -New knowledge on raising animals (small ruminants, poultry...) -Increasing food crops	-Supports from outside (GTZ) -Young men unhappy with dependence to the heads

### **Case study II**

#### **Practical and strategic needs are**

- Family planning
- Irrigation improving
- Credit
- Farming system improved

- Education/training
- Health care service
- Enhancing social groups(young men, women)
- Better agricultural services

**Summary of Exercise**

Exercise	Young farmers	HH Heads	Women
1)Activity Participation Access/control Decision making	high low high - low low	low - medium medium - high high high	better to die than be a women
2)Problem/potential	no independence labor (high)	suspicion/outsider power	work education children
3)Practical/ Strategic Needs	resources \$ autonomy	education ??	reduce education family planning woman rights

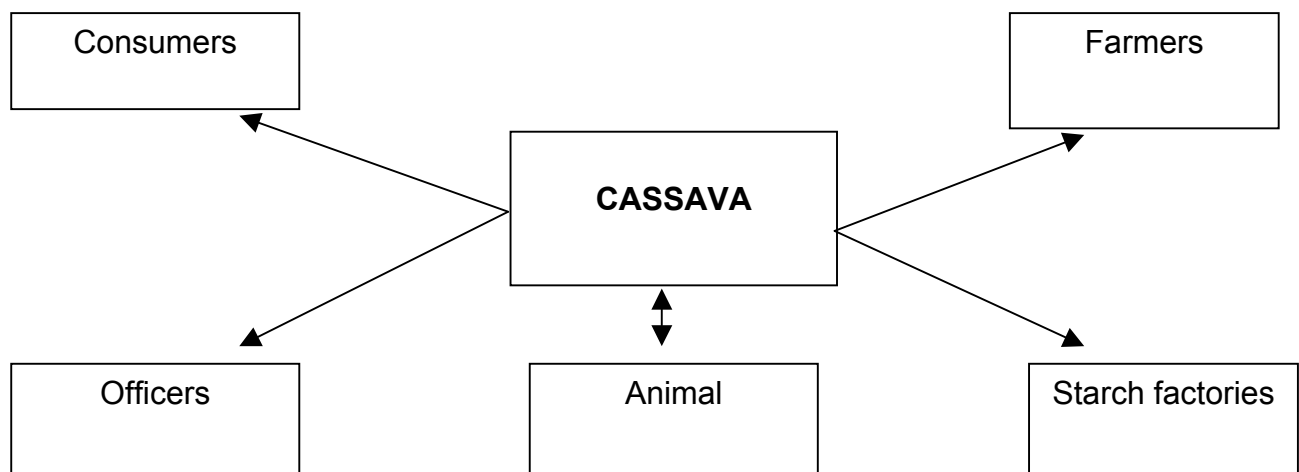
**SECTION III: STAKEHOLDER ANALYSIS  
(Day 4 & 5 - 23 & 24 March, 2000)**

1. **Presentation / structure of presentation - Agenda and Gender/stakeholder inter phase.**  
**Dr. Olaf Westermann / CIAT, Cali**

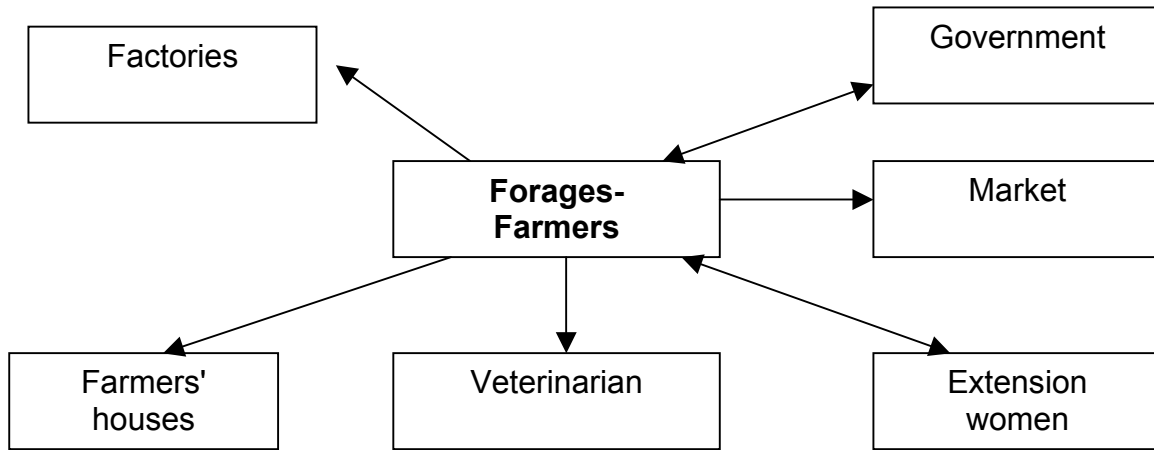
*Handout and Documentation from Dr. Olaf Westermann (Specific objectives, Stakeholder and stakeholder analysis, stakeholder and gender analysis, example( possible situation in a watershed, interdependency in the control of ants, collective management of pests- the case of ants, collective management of soils - erosion control), Stakeholder analysis in natural resources management, agenda)*

*Exercise of stakeholder analysis: do in to 6 groups, each group give one example of stakeholders groups and make presentation.*

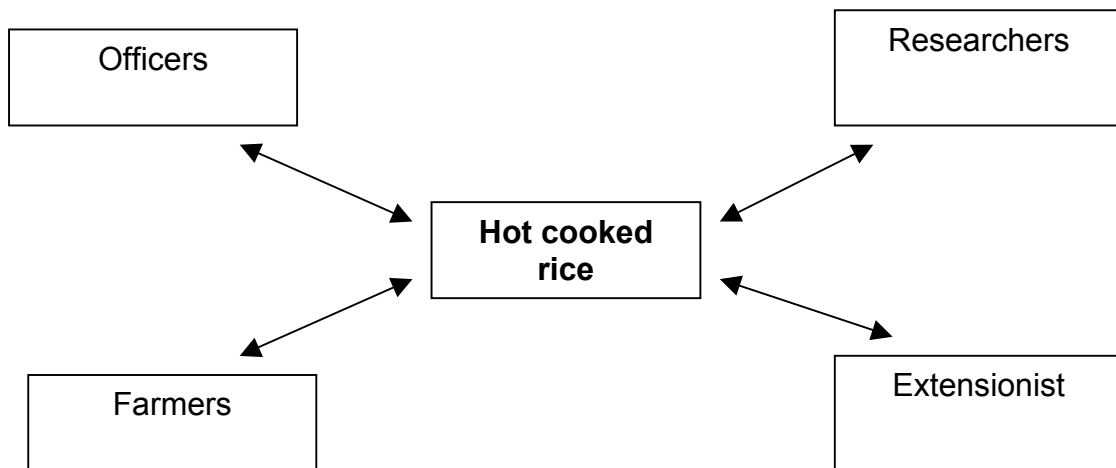
**group 1: Thai - laos group**



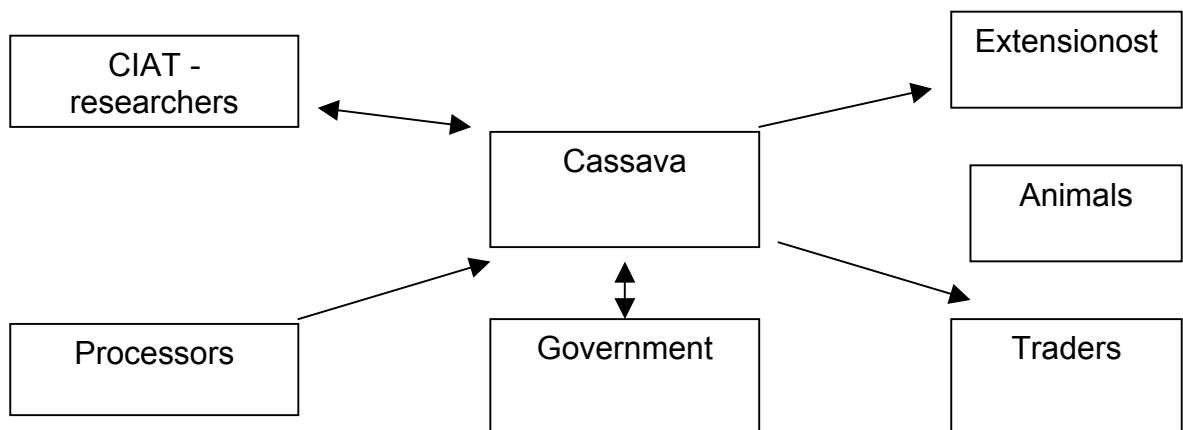
**Group 2: English speaking group**



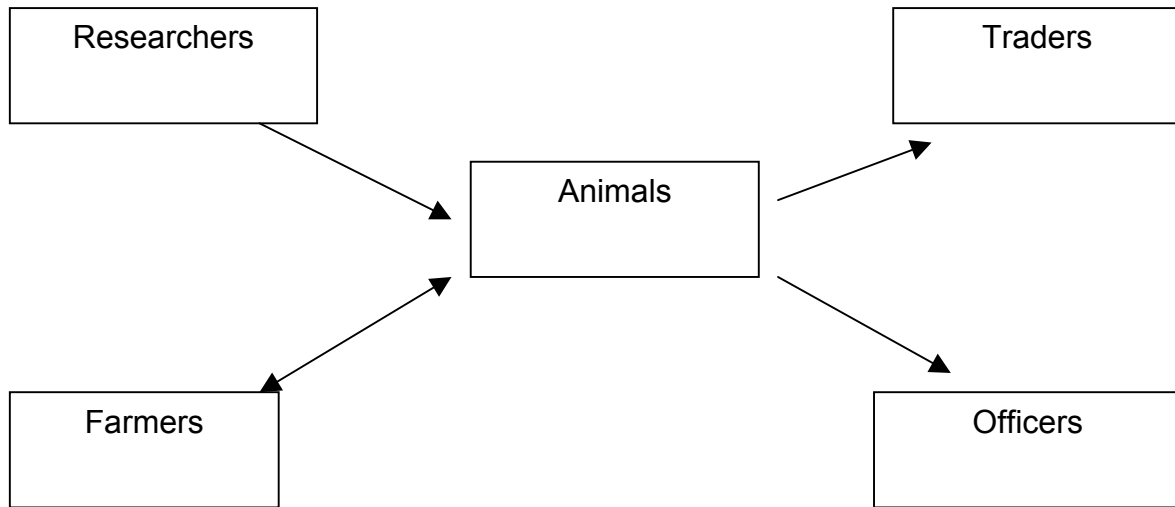
**Group 3: Vietnamese group**



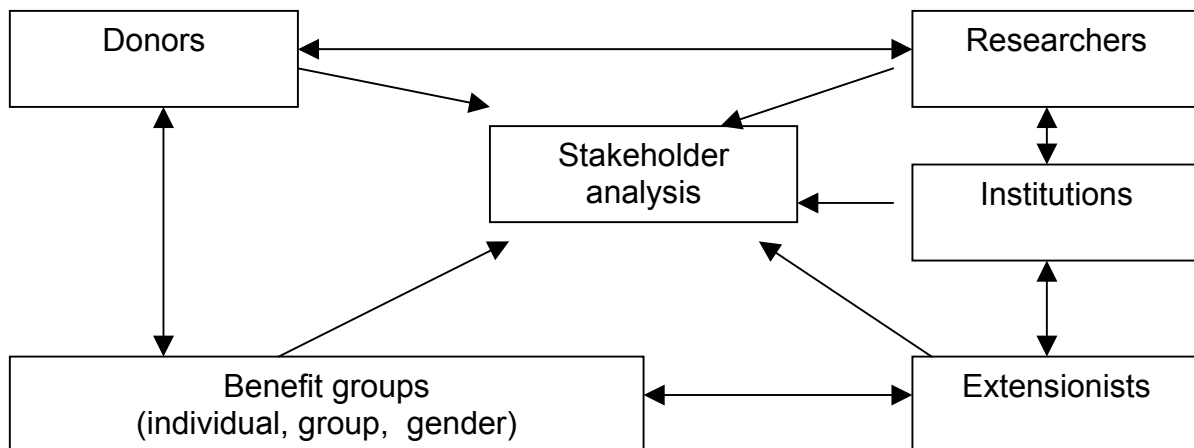
**Group 4: Vietnamese group**



**Group 5: Vietnamese groups**



**Group 6: Vietnamese group**

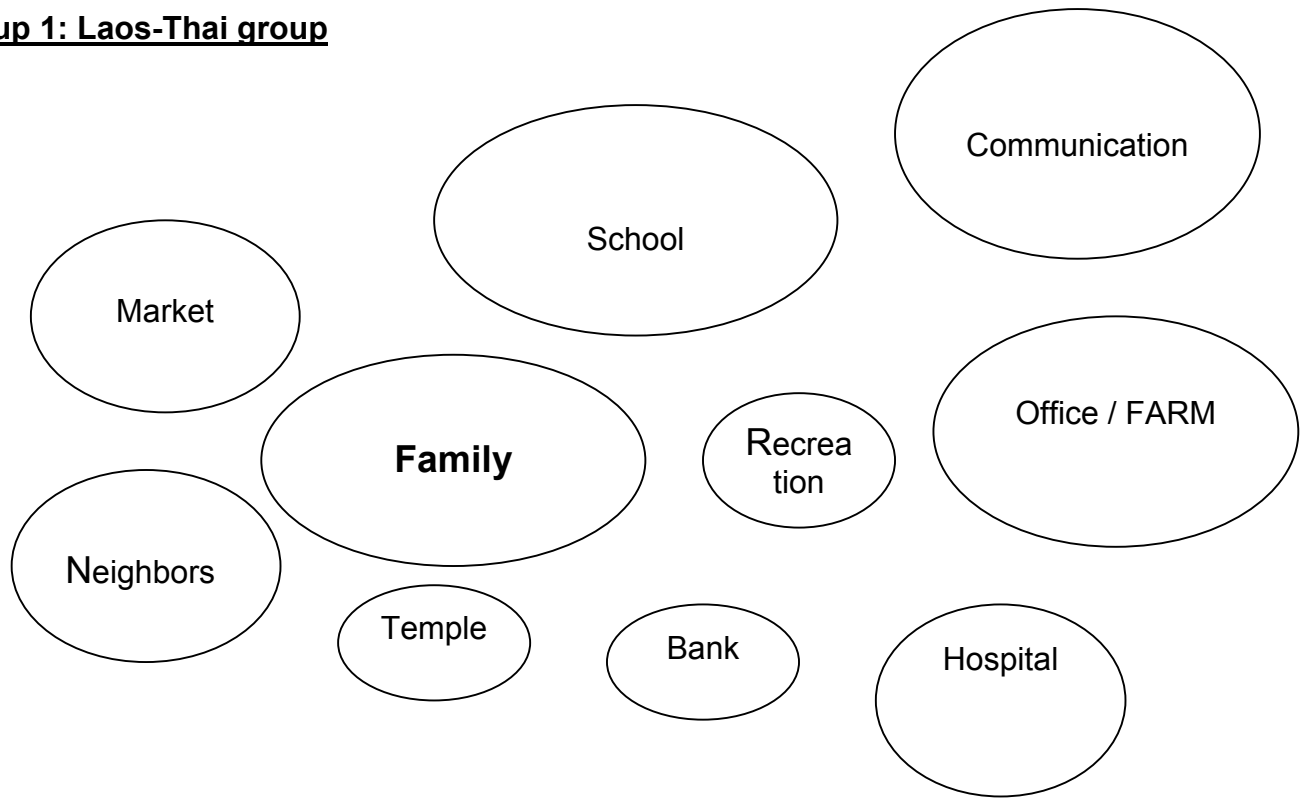


**2. Venn Diagram (Exercise)**  
**Dr. Olaf Westermann / CIAT, Cali**

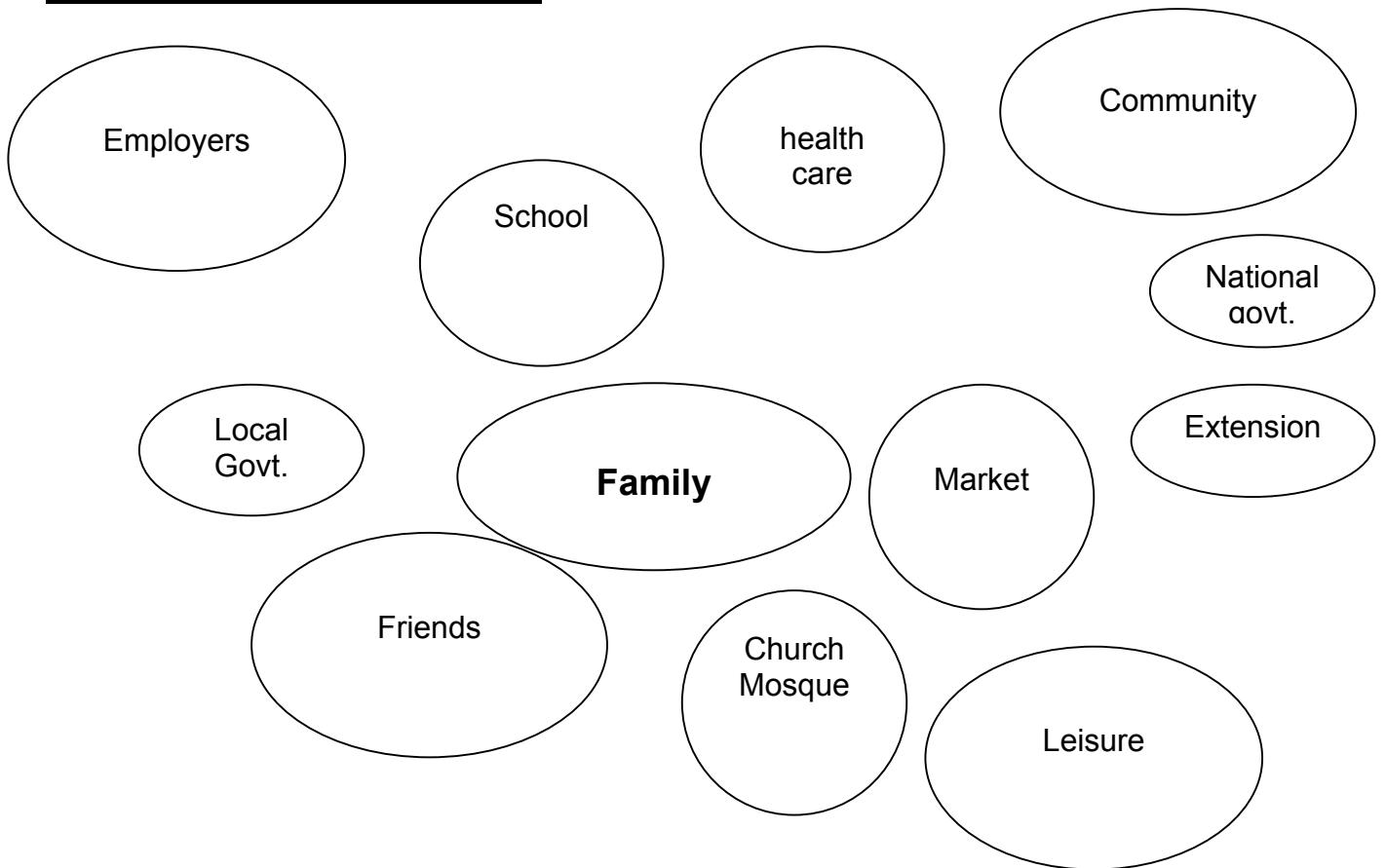
Do the exercise in 4 groups: Vietnamese women, Vietnamese men, English speaking group and Thai-laos group.

This exercise will identify all institution which are important to the family, divide in 3 types: very important, important and less important by 3 types of circle. Big circle: very important , medium circle: important, small circle: less important. Which has important effect to family can put near family. Which are most accessible, best "inter-relation". Select someone in each group to do the presentation.

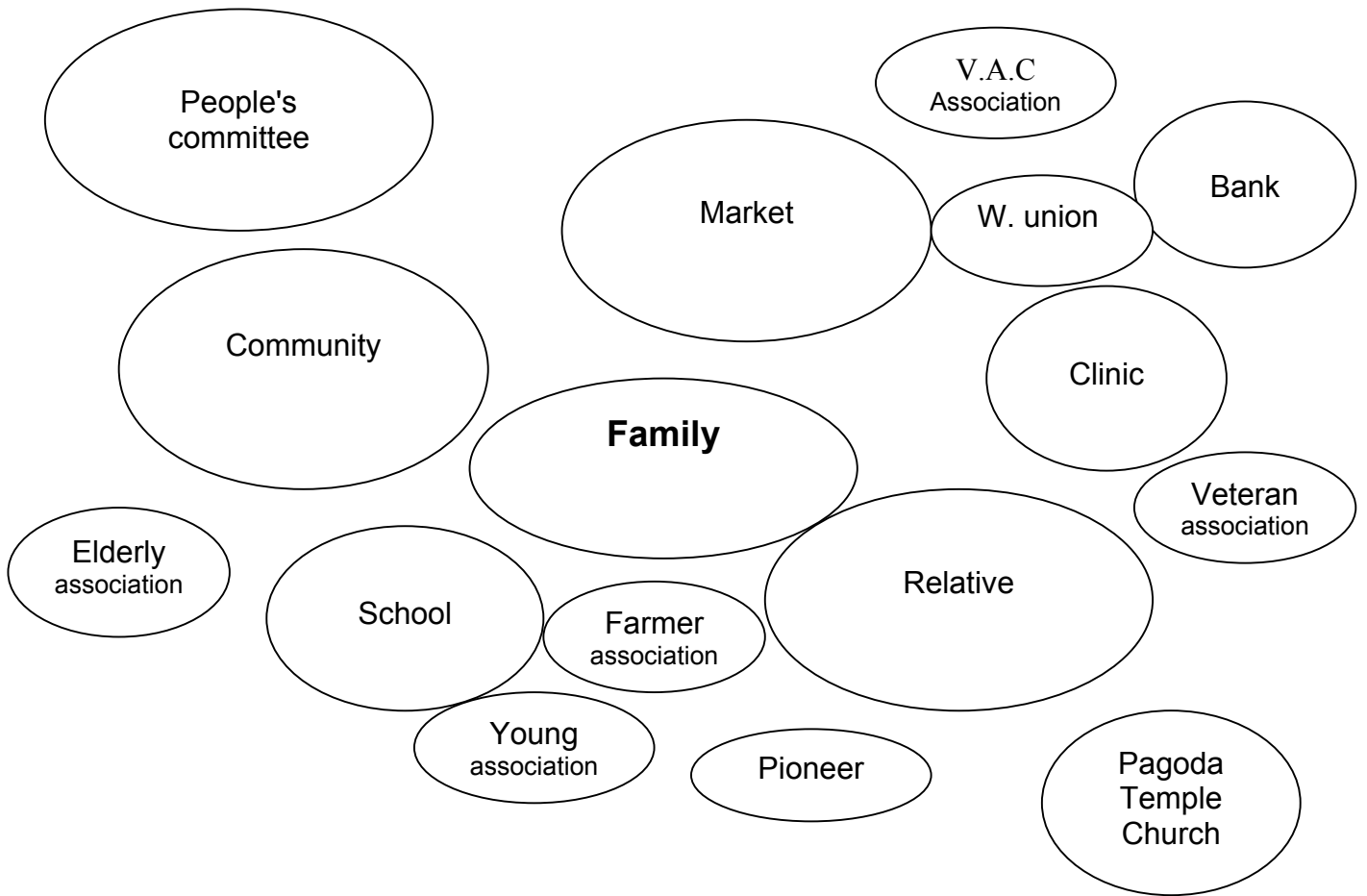
**Group 1: Laos-Thai group**



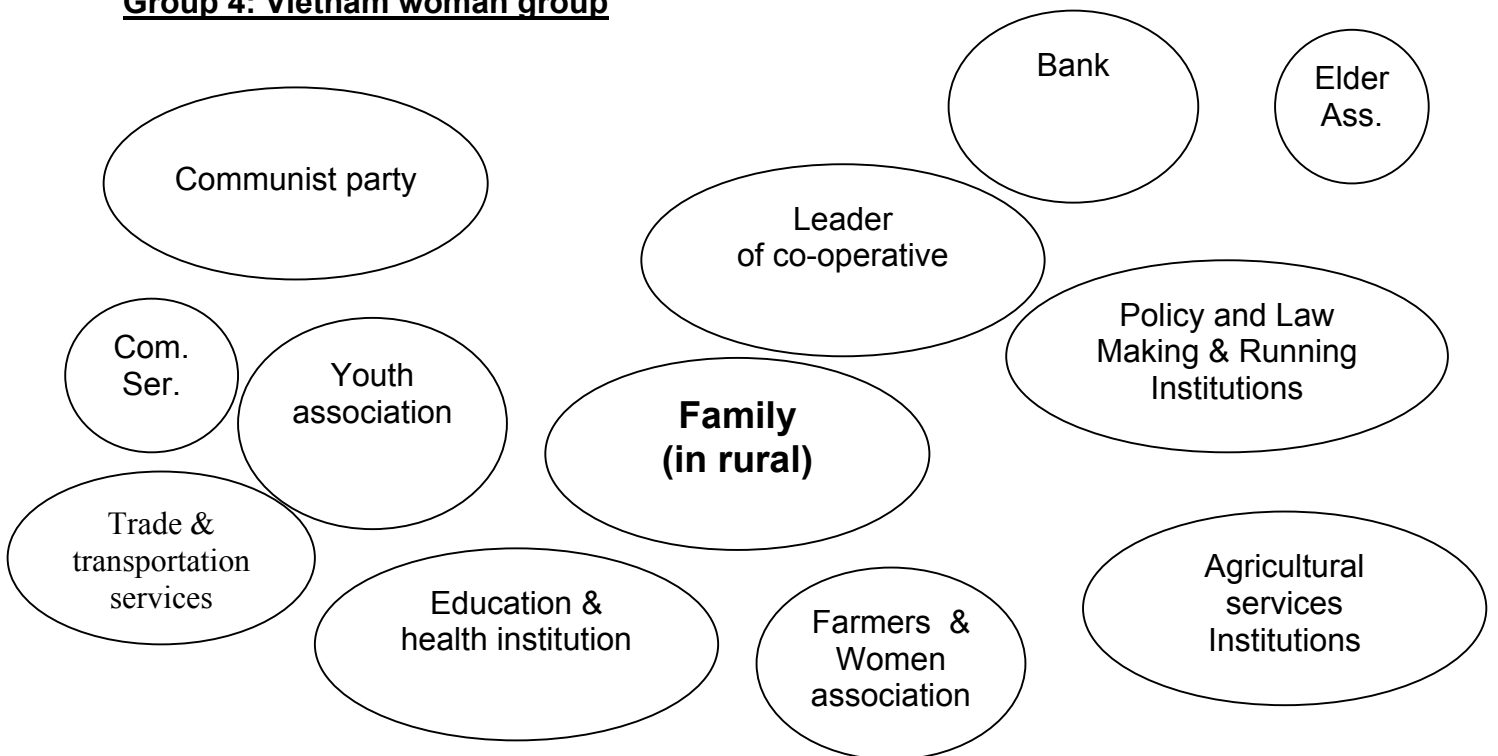
**Group 2: English Speaking group**



**Group 3: Vietnamese Men Group**



**Group 4: Vietnam woman group**



**3. Participants relation to key concepts.**  
**Dr. Olaf Westermann / CIAT, Cali**

- Stakeholder group
- Conservation  
Natural resources / crops: Soil, water, vegetable, air, forest, minerals, wildlife  
Management: use, conservation
- Collective action: Group action, work together to achieve some end, protest

**4. Exercise 2.1: Identification of themes related to collective NRM**  
**Dr. Olaf Westermann / CIAT, Cali**

*Document and instructions from Dr. Olaf Westermann*

**5. Exercise: The tower**  
**Dr. Olaf Westermann / CIAT, Cali**

Why collective management of natural resources

*Document and instructions from Dr. Olaf Westermann*

**6. Structure and logic of the methodology - How to identify stakeholder groups in natural resources management.**  
**Dr. Olaf Westermann / CIAT, Cali**

*Handout and document from Dr. Olaf Westermann (General objective: astimulate collective action and identify the groups that may have differing opinions about natural resources management. Types of interview, types of questions)*

- Step 1: Selection of work area
- Step 2: First meeting
- Step 3: The individual interview
- Step 4: Constructive interpretation (exercise :semi structured interviews: do with 3 people in one group. 1 interviewer, 1 interviewed and one observer. and then change the roles. Make 3 interviews of 5 minutes using respectively only open-ended, leading and closed questions. The interviewer select the topic. Feedback in plenary )
- Step 5: Towards negotiation and action plans

**6. The square exercise (Rope exercise)**  
**Dr. Olaf Westermann / CIAT, Cali**

*Key structure of exercise:*

- Used rope and asked participants to make a square, triangle, circle. In this case participants can not communicate with each other . Divide participants

into 3 groups and each group chose each figure. Form the figure you have chosen.

- Used rope and asked participants to forma square. In this case participants have to blind their eyes but they can told with each other.

**7. Exercise 3.1: Analysis and interpretation of interest groups - Role play**  
**Dr. Olaf Westermann / CIAT, Cali**

*Document from Olaf Westermann*

*Key structure of exercise:*

4 people play 4 different roles: Indigenous women, Mestizo man, Large scale farmer and Mestizo women.

Divided participant into 4 groups: Thai-Laos group, English speaking group and 2 Vietnamese groups.

Each group will make interview two types of farmers (as per instruction). Make a graphic presentation of your analysis and select someone to do the presentation in plenary.

**Group 1: Thai - Laos group**

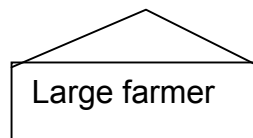
**Large scale farmers (White)**

**Problems**

Cut tree before  
 Not enough water in dry season

**Solution**

Stop cutting the tree and plant



**Mestizo farmers**

**Problems**

Soil erosion  
 Lack of clear water  
 Less income  
 Cut tree  
 Gender conflict  
 Health, own land

**Solution**

Knowledge of soil conserve  
 New technology



**Group 2: English speaking group**

<b>Problem</b>	<b>Solutions</b>	<b>Conflicts</b>	<b>Interest group</b>
Lack of fresh water	Soil erosion control by barrier	Defferent on resources control for water and land	Water source management
Soil erosion and degradation	Fresh water supply systems	Benecificier	
	Reforestation in the watershed area		

### Group 3: Vietnamese group

	<b>Mestizo man</b>	<b>Large scale farmer</b>
<b>Problems</b>	Lack of water Small land Poor soil	Lack of water in summer (dry season)
<b>Solutions</b>	Rich farmer shares water indigenous give land back	Better use of water plant tree Set up working group
<b>Conflicts</b>	Rich man don't like to share water	Mestizo man use water ineffectively
<b>Interest group</b>	Water resources management group <ul style="list-style-type: none"> <li>• Share water</li> <li>• Use water in effective manner</li> <li>• Plant tree</li> </ul>	

### Group 4: Vietnamese group



<b>Problems</b>	Lack of water Low productivity of crops less cultivation land	Lack of clear water Soil erosion
<b>Solutions</b>	Expecting from the white : land and water	Water pipe systems barrier to prevent erosion
<b>Interest group</b>	Non	Yes

## **SECTION 4: FIELD TRIP - GENDER ANALYSIS EXERCISE (Day 5 - 24 March, 2000)**

**Location: My Luong commune, Chuong My District, Ha Tay province**

Documentation and instructions from Dr. Barun Gurung.

4 contents in exercise:

- Part 1: Activities of all members in household
- Part 2: Access and control of resources
- Part 3: Decision making
- Part 4: Problem, practical needs, strategic needs

Do exercise of gender analysis into 5 groups. Make interview of all members in family based on instructions. Make a graphic presentation of your analysis and select someone to do the presentation.

**Group 1:**

**Household general information:**

house head name: Nguyen phuong Van

Total of people: 10 persons ( 7 children, husband, wife, grandfather)

Live stock: pig, chicken

**Part 1:**

Activities	Women	Men	Young farmers
<b>1. House work:</b>			
-Cooking	H	N	H
-Washing clothes	H	M	H
-Take care of children	H	N	H
-Shopping	H	N	N
<b>2. Farming work</b>			
-Feeding animal	H	L	H
-Preparing land	H	N	N
-Planting and weeding	H	N	M
-Harvesting		H	H
<b>3. Socio-cultural activities</b>			
-Participation in local	L	H	N
-Social activities	L		L
-Religious activities	N	H	N
-Leisure time	L	M	L
<b>4. Income</b>			
-From crop	L	N	N
production(cassava, SP, Rice)		H	
-From pigs, chicken	M	L	N
-Participation in local	M	M	
community (salary)	N	M	N
		L	
		(60,000VND/mont h)	

L : Low M: Medium H: High N: No

**Part 2**

Resources	Access			Control		
	Women	Men	Young	Women	Men	Young
-Land(411m2/person)	H	L	H	L	L	L
-Capital	H	H	L	M	H	N
-Tools	H	L	H	M	H	N
-Production inputs	H	H	H	H	H	N
-Vehicle(bike)	H	H	H	L	H	N
-Market	M	L	L	H	L	N
Socio-cultural resources	H	H	H	M	H	L
-Information	N	H	N	N	H	N
-Training	L	L	M	L	H	N
-Education						

L: Low M: Medium H: High N: No

### Part 3

	Women along	Men dominant	Jointly Men and Women	Men dominant	Women along
<b>In household</b> -Daily budget -Investments -Education of children -Family planning -Health services			H	H H H H	H H H H
In the community In the society at large			H	H	

H: high

### Part 4

#### Problems of household

1. Very small land
2. High cost for children education(they have 7 children)
3. Bad transportation system, health care services...
4. Lack of technology

#### Practical needs:

- New technology(new variety new cultivation methods, raising pig)
- Reduce the price of fertilizer (N,P,K)

#### Strategic needs

- Improve transportation system, health care services
- Reduce the cost for children education
- More land

#### Group 2:

#### **Time table**

Time	Women	Men
5:30 - 6:30	Wake up/ preparing breakfast Feeding pig	Sleep/ wake up Having breakfast
6:30 - 11:30	Working in the field	Take care house/children
11:30-13:30	Lunch/feeding pig, chicken	Cooking lunch
13:30-18:00	Working in the field	Same works in the morning Cooking dinner
18:00-20:00	Dinner/feed pig, chicken	Dinner/take care of children
20:00-22:00	Take care children	Watching TV visit around/ neighbor

## Part 1 and 2

Activities	Women		Men	
	Access	Control	Access	Control
<b>Productive</b> (Rice/cassava/other field crop)				
-Land preparation	L		H	H
-Transfer seedling	L		H	
-Planting	L	H		
-Weeding	L	H		
-Apply fertilizer	L	H		
-Harvesting(other crop-women)	H	H	H	H
-Transportation home				H
-Milling	L		H	H
-Selling			H	H
-Collecting money	L			H
Pig broiler			H	
-Buy(pig let 4 chicken)				
-Feeding			H	H
-Cleaning	H	H	M	H
-Selling	H	H	M	H
-Collecting money	H		M	H
Miller service			M	H
<b>2. Reproductive work</b>				
-Shopping	L	H	H	H
-Cooking	L			H
-Take care of children	L	H		
-Laundry	L			
<b>3. Socio-cultural</b>				
-Religious activities	L	H		H
-Village group	H	H	H	
-Training	M	H		
<b>4. Recreation</b>				
-Social visits	L	H	H	
-Watching TV	L		H	
-Sleep	L		H	

L: low M: medium H: high

### Group 3:

General information

Name: Mr. Xuan and Mrs. phuong

Number of people: 4 people (2 children)

### Part 1

Activities and income	Household members							
	Women				Men			
	hour/day		Income		hour/day		Income	
	Adult	Child	Adult	Child	Adult	Child	Adult	Child

I. <u>Productive work</u>								
-Rice and Cassava	3	0	7 MD/Y	0	0	0	0	0
-Animal breeding								
Chicken		3'				3'		
Pig	2,5		10 MD		30'			
-Trade	2	4	1,8 MD		20'	4		
-Public services					3,3			
II. <u>Reproductive work</u>								
-House work	2	30'			1			
-Shopping and others	10'				20'			
III. <u>Socio-cultural activities</u>	3k/m				5 h/d			
-Village groups(women union)	1k/w	1k/w			1k/w	80k/m	1k/w	
-Religious activities		4k/d			10d/yr		4k/d	
-Education activities	10d/yr				1 hour			
-Relative neighbors	1k/d							
IV. <u>Leisure time/recreation</u>	1d/yr	30'			1 day/yr	30'		
-Hygiene and body care	7h/day	1d/y			7 hours			
-Social visits (temple)		7 hours				7 hours		
-Rest/ sleep		1 hours				1 hour		
-Watching TV								

## Part 2

Resources	Access		Control	
	Women	Men	Women	Men
<b>1. Natural resources</b>				
• Land	H	L	L	L
• Capital	H	H	H	H
• Tools	H	L	H	L
• Production inputs	H	H	H	H
• Vehicles	L	H	L	H
<b>2. Markets</b>				
• Labor market				
• Commodity market				
+ as buyer	M	H	M	H
+ as seller	H	H	H	H
<b>3. Socio-cultural resources</b>				
• Information	H	H	H	H
• Education	L	H	L	H
• Training	L	H	L	H
• Public services	L	H	H	H

L: low M: medium H: high

### Part 3

Participation in decision making	Who make decisions				
	Women alone	Women dominant	Jointly Women +Men	Men dominant	Men alone
<b>A. In the household</b> <ul style="list-style-type: none"> <li>• daily budget</li> <li>• investments</li> <li>• education of children</li> <li>• family planning</li> <li>• health services</li> <li>• etc</li> </ul>		H	H	H	
<b>B. In community</b> <ul style="list-style-type: none"> <li>• representation</li> <li>• organization</li> </ul>				H H	
<b>C. Society at large</b> <ul style="list-style-type: none"> <li>• political sphere</li> <li>• economical sphere</li> <li>• religious sphere</li> </ul>			H	H	

H: high

### Group 4:

#### *Household general information*

Name of farmer: Cao Dinh Nham

Number of member: 6

Area of rice : 360m<sup>2</sup>

Area of cassava: 80 m<sup>2</sup>

Animal : 6 pigs and 2 cows

### Part 1

Raising pigs activities	Men			Women		
	Men	Women	Children	Men	Women	Children
-Buying breed	H			H		
-Building animal house	H	L	L	H		
-SP silo	H	L	L	H		
-Feeding	H	L	L	H	H	
-Buying feed	H	L		H		
-Cleaning	H	L		H	H	
-Animal manure silo	L	H				
-Disease control	H			H		
-Selling pigs	H			H		

L: low H: high

Cassava planting activities	Men			Women		
	Men	Women	Children	Men	Women	Children
1. Soil preparation	H				H	
2. Planting material		H	L	H	H	H
3. Planting	L	H	L	H	H	
4. Fertilization		H		H	H	
5. Weeding		H	L		H	
6. Hilling up	L	H			H	
7. Harvesting	H	H	L	H	H	L
8. Cut and dry chip.	H	L	L	H	H	L
9. Conservation	H	L			H	

## Part 2

Resources	Access		Control	
	Men	Women	Men	Women
<b>1. Natural resources</b>				
• Land	H	H	H	H
• Capital	H	H	H	H
• Tools	H	H	H	H
• Production input	H	H	H	H
• Vehicle	H	H	H	H
<b>2. Markets</b>				
• Labor market	N	H	N	H
• Commodity market	H	H	H	H
<b>3. Socio-cultural</b>				
• Information	H	H	H	H
• Education	H	H	H	H
• Training				
• Public services	L	L	L	L

## Group 5:

### Part 1

Rice planting activities	Men			Women		
	Men	Women	Children	Men	Women	Children
Rice production:						
1. Soil preparation for seeding.	L	H		-	H	
	L			-		
2. Seeding		H		-	H	
3. Transplanting		H		-	H	
4. Soil preparation for transplanting	H	L		-	H	
				-		
5. Fertilizer		H			H	
6. Weeding		H	L		H	
7. Pesticides spray	H				H	

8. Irrigation		H	L	H	H	L
9. Harvesting	L	H	L	H	H	L
10. Conservation		H	H	L	H	-
11. Buying seed	H	L		H	-	
12. Selling products	H	L		H	L	

- = 0, low , H: high

Household activities	Men			Women		
	Men	Women	Children	Men	Women	Children
1. Cleaning house			H		H	H
2. Washing clothes		H	L		H	L
3. Cooking	L	L	H		L	H
4. Take care of Children	H	L	H	H	L	H
5. Children teaching	N			H		
6. Buying food		H				

L: low M: medium H: high N: No

### Income resource ranking

	Rice	Pig	Cassava	Salary
Man	17	14	7	4

## SECTION V: WORKSHOP EVALUATION

(Day 6 - 25 March, 2000)

### 1. Purpose of gender analysis Dr. Barung Gurung

Needs assessment for our project planning

### 2. Relationship between Gender concepts Dr. Barung Gurung

Activity



Access:

- Who has access?
- Who has benefit?



Control

- Who has control?
- 3 responsibilities: Person has access, person get benefits, joint both of them

Decision making

- In order to understand who has control



Question?

- Does question at control mean: Decision maker?  
Decision made jointly
- How the decision have been made?

## **Problems**

- High work load (women)
- Low property rights(women)
- Small land(women/men)
- High cost of inputs(women/men)
- Lack of capital

## **Potential**

- +Hard work
- +Literacy/education

## **Needs assessment, strategic**

Drudgery reducing technology  
Education  
off farm

### **3. Hopes and worries evaluation Dr. Barun Gurung**

#### **Hopes evaluated**

The main points in Gender analysis\*  
Relationship between gender and stakeholder\*  
Sharing experiences on gender study\*  
Integrate gender in resources and development\*  
Documents / handouts of training\*  
Concepts, gender tolls, gender analysis\*  
Analyzing gender, PRA, IPM, ICM\*  
Meet friends, make friends, enjoy and learn\*  
How to work with different interest groups\*  
Stakeholder analysis methods and tools\*  
What is gender analysis\*  
What is stakeholder analysis\*  
Stakeholder analysis tool\*  
How to analyze gender in different cultures\*

#### **Worries evaluated**

Less experience on gender analysis\*  
Please, speak slowly as Jeanette (other facilitators)\*  
Documents for training\*  
Understanding the concepts in the real situation\*  
Language constraint\*  
Training materials\*

### **4. Exercise : Gender Related to Project Example of women's role and potential contribution to the project**

Do into 3 groups. Select one person in each group and make presentation.

### Group 1: Thai-Laos group

	Women's role and potential contribution to the project	Design project contribution women's well - being	
		Direct	Indirect
Forages	<ul style="list-style-type: none"> <li>• Women cut and carry feed for animals</li> <li>• Forages planted</li> <li>• Feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Drudgery</li> </ul>	<ul style="list-style-type: none"> <li>• More feed and better animal production</li> <li>• Improve income for family</li> </ul>

### Group 2: English speaking group

Activities	Women's role and potential	Direct benefit	Indirect Benefit
Livestock	<ul style="list-style-type: none"> <li>• Feeding pigs</li> </ul>		High growth rate High HH income Increased wealth
Forage Production	<ul style="list-style-type: none"> <li>• Collecting forages for cattle / goats</li> <li>• Legume species</li> </ul>	Reduced labor in dry season for collect forages	<ul style="list-style-type: none"> <li>• Better condition of labors - high price</li> <li>• Idem</li> </ul>
Raising local chicken	<ul style="list-style-type: none"> <li>• Daily management</li> </ul>	<ul style="list-style-type: none"> <li>• sales of eggs - More money</li> </ul>	<ul style="list-style-type: none"> <li>• Availability for family</li> </ul>
Forage conservation	<ul style="list-style-type: none"> <li>• Making hay</li> </ul>	<ul style="list-style-type: none"> <li>• Saving money for buying feeds</li> </ul>	<ul style="list-style-type: none"> <li>• More income</li> </ul>

### Group 3: Vietnamese group

	Women's role and potential contribution to the project	Design project contribution women's well - being	
		Direct	Indirect
Crop Improvement	<p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Low yield and quality of SP fresh Root</li> <li>• Low benefit of women labor</li> <li>• SP weevil (and vine bore)</li> </ul> <p><b>Potentials</b></p> <ul style="list-style-type: none"> <li>• Quality and yield varieties of SP</li> </ul>	<ul style="list-style-type: none"> <li>• More income for women when selling fresh roots</li> <li>• Good health</li> </ul>	<ul style="list-style-type: none"> <li>• New varieties (less demand on labor)</li> <li>• IPM (information)</li> <li>• Post harvest (information)</li> </ul>