

# **2<sup>nd</sup> International Social Analysis/Gender Analysis Learning Studies/Stories Workshop**

**Ulaanbatar, Mongolia, October 6-10, 2003**

**Synthesis report**

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# 1. Introduction

The 2<sup>nd</sup> international workshop of the SA/GA Learning studies/stories project took place in Ulaanbatar, Mongolia, from October 6-10, 2004. The workshop was hosted by the Ministry for Nature and the Environment (MNE) of Mongolia, and co-organized by the MNE and CCAP-China.

Participants included the 6 study teams, two IDRC program staff, and Ms. Bhaswati Chakravorty (see Annex 1 for the list of participants). Ms. Bhaswati is joining the network to support the teams and the IDRC program staff involved in the systematic reflection and documentation of the capacity building and learning experiences. This has been made possible thanks to additional financial support provided by IDRC's Gender Unit. Welcome Bhas!

Annex 2 shows the detailed workshop program. In the following sections the main results of the workshop are presented.

## 2. Workshop objectives, dynamics, and outputs

The group identified *seven* different workshop objectives. These are presented in connection to the *four* main workshop sessions or “exercises” that were designed to address them (i.e., the program and dynamics), as well as to the outputs that resulted from the work done. This workshop followed in the footsteps of the first international workshop (May 2003, Beijing, China): use was made of a participatory approach with space for individual contributions, in both plenary sessions and in small group work. The facilitation was provided by “in-house” resource persons.

### Main workshop sessions:

Session 1: Presentation of case studies and feedback (“market day”)

Session 2: Identification of common issues

Session 3: Writing our studies/stories

Session 4: Planning ahead

**Table: Objectives-dynamics-outputs (realized)**

<b>Objective</b>	<b>Dynamics</b>	<b>Outputs</b>
Sharing of (fieldwork) experiences	Sessions 1 and 2	- Insights in each others' work; - Draft reports and feedback (comments)
Finding common issues for integrating and mainstreaming SAGA	Session 2	9 common issues (see Section 3 of this report)
Identification of successful strategies for empowering women (economically, politically)	Sessions 1 and 2	Various strategies identified (see reports, see also Section 3)
Learning to document systematically	Sessions 1 and 3	Tool for drafting of a writing plan presented (see Section 4)
Improve our networking	Session 4	Various activities identified (see Section 5)
Improve SAGA knowledge and research capacities	All sessions	- Conceptual, methodological and practical insights gained from each others' work; - - Case study review and analysis skills improved; - Cross-case analysis skills improved
Enjoy Mongolia and "SAGA" company	Workshop (including excursion)	Better knowledge of each other

For a quick participatory evaluation of the workshop, see Section 7.

### **3. Case study presentations**

The presentation of the six case studies was done by means of a combination of

- a) Preparation of a draft report (see the CBNRM Virtual Resource Centre for the 6 drafts, <http://www.cbnrmasia.org>),
- b) A powerpoint presentation (for the 6 presentations, see Annex 3),
- c) "Photo-albums" (NEPED, China, Viet Nam), and posters (Mongolia, China, Viet Nam),
- d) A video (Mongolia),
- e) A "community corner" (Mongolia).

Based on the workshop discussions, additional work will be done on the draft reports; illustrations and photos will also be selected (for more details, see the section on "Writing our studies/stories").

## 4. Common issues

Through the process of individual case studies reviews, and the synthesising of the most striking things *and* missing or under-lighted elements, nine common, “SA/GA integration in NRM” issues emerged (see Annex 4 for the country specific observations and the detailed comments for each issue). These are:

- Stakeholder analysis
- Gender roles: description and explanation
- Initiating and fostering multi-stakeholder collaboration
- Diversified empowerment strategies
- Disempowerment
- Scaling up and scaling out
- Impact assessment (appropriate methods and tools)
- Sustainability (ecological, socio-economic)
- Systematic documentation

It was recognized that in any given context most if not all of these nine issues are interrelated. For example, the initiation of multi-stakeholder collaboration requires doing a sound stakeholder analysis. Another example, developing an empowerment strategy for poor women requires an understanding of culturally defined gender roles concerning issues such as the division of labour, access to land, water, crops and animals, access to services such as credit, training, and extension, and women’s organization.

Four of the nine issues were selected as priorities (by means of a simple, individual voting exercise) for further discussion. Four small groups were formed to elaborate on these issues conceptually and methodologically. The groups also assessed what the studies have achieved to date and asked the question if more work would be required in order to improve quality and rigour. A summary of these discussions (produced by the four small groups) is presented below:

### Gender roles

Gender roles and analysis were further analysed through the lens of five elements:

- Concepts: Men’s and women’s views on “men’s” and “women’s” roles and their relationships
- Methods and tools: contextually and culturally appropriate, and an eye for historical changes
- Why do gender-based differences exist? (e.g., as expressed through conflicts) Or, from description to explanation.
- Documentation of roles (and “voices” from women and men)
- Gender-based views and roles in research (a relatively new topic)

The overall assessment was that the cases have done a good job concerning the first 2 elements, but that more work is required for the last 3 (see also the paragraph on “Documentation” below). The following table illustrates this.

**Table: Gender roles across the cases**

	<b>China</b>	<b>Nagaland</b>	<b>Viet Nam</b>	<b>LI-BIRD</b>	<b>SIKKIM</b>	<b>Mongolia</b>
<b>Concepts</b>	Feminization of agriculture and poverty	Women in marketing	Women roles in rural development	Women and men roles in seed production and marketing	Men and women roles in ginger production and disease management	Men and women roles in livestock management
<b>Methods</b>	Women maize breeders and seed producers	Engendered producer to consumer analysis	Women's needs analysis (training, services)	Engendered nature of seeds	Engendered nature of ginger	Women's needs analysis and action research
<b>Why?</b>	Macro-economic changes	To be examined	Cultural questions, Policies	Access questions, Policies	Cultural questions	Cultural questions
<b>Documentation</b>						
<b>Research</b>	Women farmers have gained respect as researchers					

### **Multistakeholder collaboration**

This issue was synthesized in the form of the following chain of steps:

Process must start by involving stakeholders ⇒ Detailed stakeholder analysis (roles and responsibilities; common goal setting) ⇒ Voluntary participation ⇒ Developing strong common interest (“ownerships”) ⇒ “Signing” of formal agreements is an option (e.g., the co-management agreement in Mongolia) ⇒ Continuous review and adaptive process ⇒ Building wider partnerships and networking

In order to know if collaboration goes in the right direction it is critical to systematically document the process: Who is (actually) collaborating? And how? are 2 of the key questions to address.

The overall assessment of this issue was that the six teams have made good progress in terms of following these steps. In a number of cases, stronger “attention” could be paid to specific stakeholders.

In terms of documentation, the overall assessment was that there is scope for improvement.

## **Empowerment**

The key parameters for empowerment are access, control, and (a say in) decision-making. The cases represent a variety of empowerment strategies:

- through the organization of women's groups (e.g., Mongolia) and/or interest groups (e.g., Viet Nam)
- capacity building: locally, and via networking (e.g., Viet Nam, China, LI-BIRD)
- building partnerships with stakeholders at other levels (e.g., Mongolia, China, LI-BIRD)
- linking sustainable livelihoods with NRM, through the attention paid to marketing and strengthening marketing links (e.g., NEPED, China, LI-BIRD, Mongolia)
- linking to policymaking and policymakers (e.g., Mongolia, China)
- bridging between disciplines (all cases)

Capacity building was further discussed, and the following steps were identified:

1. Identification of disadvantaged groups, according to one or more social variables (class, caste, ethnicity, landholding, wealth, animal holding).
2. Identification of social motivators or animators (women and men).
3. Needs assessment: identifying not only needs but also confidence building opportunities.
4. Participatory action planning: who, what, how, where, when?
5. Implementation of action plan.
6. Participatory monitoring and evaluation (indicators, local ownership, multi-stakeholders based, intra-household relations and roles).
7. Participatory impact assessment: if desired results are not achieved, adapt the plan and process.
8. Documentation and dissemination: success stories; mistakes and failures; constraining and enabling factors; community "voices."

Whose empowerment strategy? is a key question. It was noted that empowerment strategies, similar to research strategies, can vary considerably in terms of the nature of participation: from consultative to collaborative; from researcher driven to farmer/herder driven.

Empowerment is a work in progress. The cases vary in many ways, but there are also a number of similarities to be seen (e.g., strengthening seed marketing, in particular by women, in the China and LI-BIRD cases; see more examples above).

The “whose empowerment?” and “whose knowledge generation?” questions require further consideration by all cases.

## **Impact assessment**

The following “framework” was elaborated for doing “before-after” assessments of two major expected impacts: empowerment and sustainability.

Economics	- family income - cost-effectiveness - alternative income sources
Decision-making	- ownership - participation - accessibility
Capacity building	- knowledge - skills - practice
Control of benefits	- income distribution - access to resources
Self-esteem	
Environment	-ecological capacity

In terms of methods, participatory monitoring and evaluation was identified as very useful. PM&E also allows capturing the “voices” from the various stakeholders

The overall assessment was that the teams should pay more attention to impact assessment.

Another task to be done more systematically concerns doing an assessment of the Learning Studies/Stories initiative as an action experiment in collective capacity building. Bhaswati will be working with the group on this task.

## **Documentation**

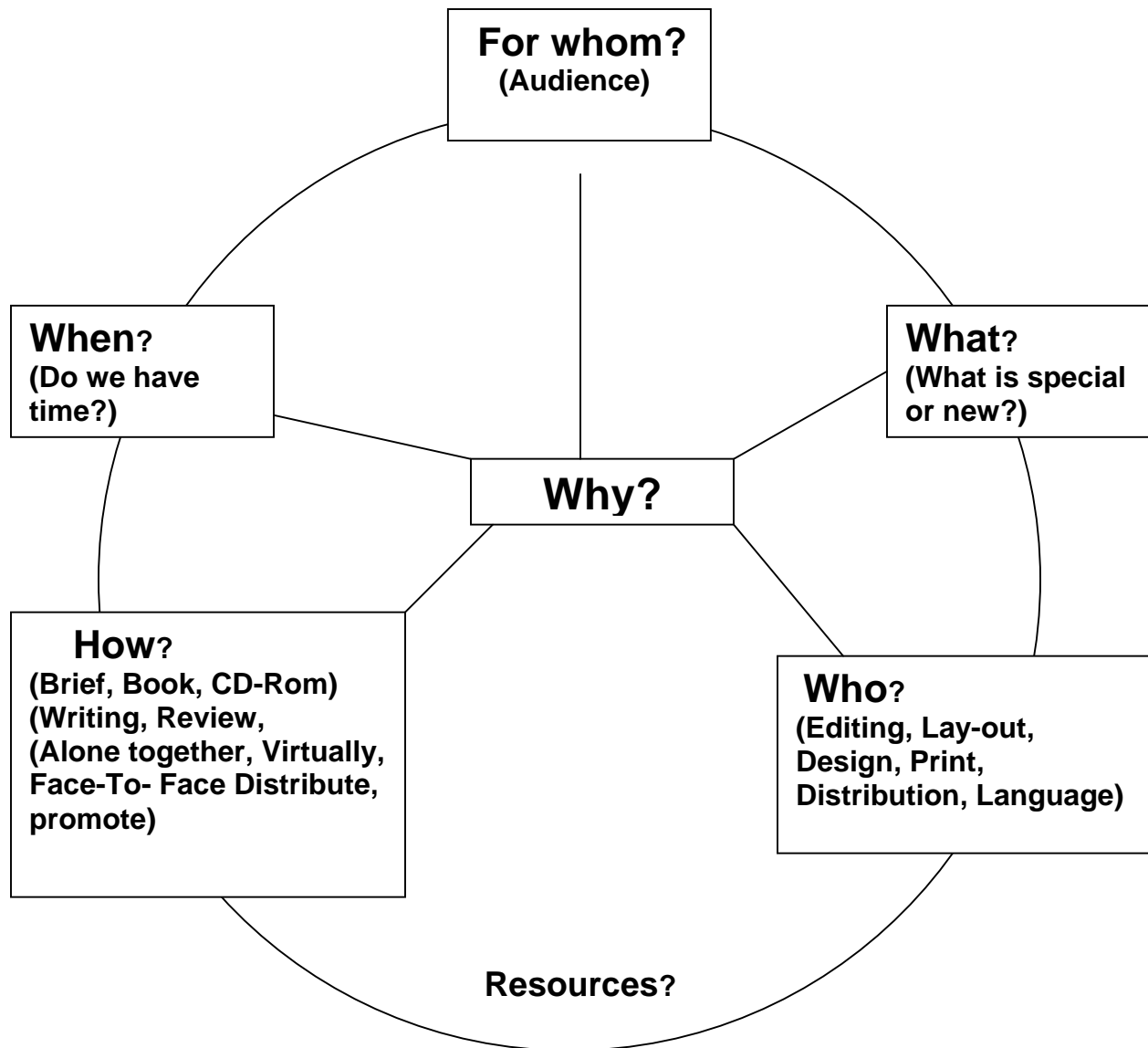
A fifth issue discussed in more detail in the second step of the synthesising process was documentation. Although progress has been made, the group concluded that more work is required by each of the case studies. Given the relevance of this issue for the 3<sup>rd</sup> workshop output (writing and dissemination plan), the results of the discussion are presented here.



- historical overview (e.g., the Sikkim study on the gendered nature of ginger production)
- description of context (ecological, political, socio-economic)
- methods and tools (selection, use, challenges)
- well presented and analysed sex disaggregated data
- research process documentation and analysis
- inclusion of the “voices” from the social actors of the study (quotes, stories, perspectives, critiques)
- use of visuals, not just plain text.

## 5. Writing up our case studies/stories

The group used 6 basic questions to discuss ideas for writing and dissemination as represented in the wheel. In addition, resource requirements were identified. Preliminary ideas were formulated and are summarized here.



**Why?** The following reasons were identified. The six different countries have different methodologies and different experiences on social and gender analysis. Documenting these six different case-stories would help to share and learn about the different experiences and methodologies used by the different countries among all the partners. These insights would help the partners in enhancing the effectiveness of SAGA work in the future. There will also be an improvement in the partners' self-capacity in writing and documenting through the systematic synthesising and documenting of their case studies.

Social and Gender analysis is a new topic and an innovative to others so documentation would help in the dissemination of the reality of SAGA work in a broader arena. Documentation and publication of the case studies would also aid in peer assessment of the individual(s) by their organisations.

- Share and learn with all partners
- Improve effectiveness of SAGA work
- Share more broadly
- Learning by writing (doing) and building team capacity
- Innovative and “new” to others
- Peer assessment

**For whom?** The format (content and the type of documentation) depends upon the audience for whom we are documenting. The final product or products should be tailor-made to the interests and needs of the users.

Given the multi-stakeholder approach of our work, the potential audience include development workers, researchers, policy makers (local and others), and communities. However, targeting all these audiences at the same time may not be possible. The group identified as priority audience research partners and development workers, and as secondary audience, policy makers.

It was noted that several of the teams are already producing materials for use by local communities.

The question of language (s) was raised, and discussed as part of the HOW? question (see below).

**What?** The subject matter to be documented depends upon the audience to be targeted. It was suggested that a combination of the six case studies and cross-cutting issues (topics) would be of most interest. The group proposes the inclusion of the following “chapters” in the documentation.

- Key issues addressed
- SAGA approach by the network
- Field studies, including the voices of the people (farmers' and herders' perceptions towards the projects)
- Cross case analysis (comparisons across countries, common issues, variance due to cultural or other factors)
- Good practices
- Insights about constraining and enabling factors
- Future challenges and opportunities

However, depending upon the target audience, focus should be given to different parts of the publication. For the researchers and the development workers the concepts and methodology, good practices, insights, and challenges and opportunities could be elaborated in more detail. For the policy makers, an emphasis on the gaps, constraints and enabling factors, and opportunities and challenges for social and gender analysis would be more appropriate.

**Who?** It was agreed that the case studies should be prepared by the project teams. The compilation and the editing parts will follow later (see the “Proposed next steps” at the end of this section).

**How?** How should the case studies be published? The type and the format of the publication depend upon the target population. The group decided upon having two types of publications: one for the researchers and development workers, and the other for the policy makers. A synthesis of the write-ups of all six cases with the comparison across countries should be the initial step for the publication.

A book with not more than 100 pages with the details on methodologies, concepts, findings, best practices, constraints and enabling opportunities, maybe with some photographs of the different cases, could be attractive for the researchers and the development workers. Two page country briefs with a summary of the main case country findings, plus the constraints and enabling factors, and opportunities and challenges could be more attractive and useful for the policy makers.

To maximize both international and national reach, the publication(s) should be in English, Chinese, Vietnamese, Mongolian, Nepalese and a Nagaland local language. This has obvious resource implications (time, effort, money).

## Proposed next steps

Task	Responsible	Timing	How (process)
Completing the case study writing	All teams	April 1, 2004	Teamwork with support from Bhas, John, Liz, Ronnie
Agreeing on overall publication content and writing process (coordination, authorship, review, and editing)	All	November 15, 2003	Through e-mail discussion  Formation of coordination team (3-4 persons)
Agreeing on production process (publishing agreement, design, printing, distribution and promotion)	All	December 15, 2003	Through e-mail discussion; then to be coordinated by small team
Agreeing on cross-analysis topics	All	November 15, 2003	Through e-mail discussion
Drafting of cross-analysis chapters	2 persons/chapter	April 1, 2004	
Drafting of introduction	2 persons	April 1, 2004	By e-mail
Completing the cross-analysis chapters	Review by all, completion by 2 persons-teams	June 1, 2004	By e-mail
Final review and technical editing	Coordination team plus technical editor	June 1-August 31, 2004	Face to face meeting of coordination team
Review by publishers, design, printing, distribution and promotion	Coordination team	September 1-November 1, 2004	Coordination team
Translations	To be decided	2005	Additional resources required

## 6. Future networking activities

Based on the fieldwork done to date and the results generated during the 2<sup>nd</sup> workshop, the group discussed about future activities, both at the case study level and at the level of the network. The group reiterated the decentralized nature of the SAGA Learning Studies initiative. Networking takes places without a coordinating unit; whilst various partners provide a service role when the need arises (e.g., the organization of the international workshops).

Proposed activities are presented in the table. The table should be seen as a work in progress.

	What next?	Who responsible	When	Resources required	Feasible
1	Complete fieldwork including impact assessment	Teams themselves	Within 6 months (May 2004)	NEPED SIKKIM	Yes
2	Give feedback to partners about work done so far	Teams	On-going	NEPED	Yes
3	Complete writing up	See section 3 of this report	See section 3	Editing, design, printing, translations, dissemination, promotion	To be determined
4	Strengthened networking: a) Learning from each other  b) Information exchange	CCAP-LI-BIRD exchanges  Everybody	To be defined.  On-going	To be defined.  Materials, references, functional list-serve and VRC	To be defined.  Yes
5	IDRC support to the initiative: a) Project level support  b) Providing of materials, references  c) Assessment of learning	Ronnie, Liz, John, Bhas	On-going	Reading materials, functional list-serve, travel funds	Yes

## 7. Workshop evaluation

A quick and simple evaluation was carried out to assess the degree to which objectives were achieved. Numbers represent individual votes.

Objective	OK	SO-SO	POOR
Sharing of (fieldwork) experiences	ALL		
Finding common issues for integrating and mainstreaming SAGA	ALL		
Identification of successful strategies for empowering women (economically, politically)	10	6	
Learning to document systematically	7	9	
Improve our networking	ALL		
Improve SAGA knowledge and research capacities	ALL		
Enjoy Mongolia and “SAGA” company	ALL x 2		

**ISANG BAGSAK!**

**and Thank YOU to the Mongolian team and CCAP!!!**

## **ANNEX 1.**

### **LIST OF PARTICIPANTS in “Social /Gender Analysis in Natural Resource Management”, 2<sup>nd</sup> Learning Studies Project Workshop, 6-11 October, 2003**

	Name	Country	Project	Organization	Title	Email
1.	Dr. Le Van An	Vietnam	Upland	Hue University of Agriculture and Forestry	Head of the International Rel. Department	<a href="mailto:upland@dng.vnn.vn">upland@dng.vnn.vn</a>
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3.	Ms. Chozhule Kickhi	India	NEPED	NEPED		<a href="mailto:nepedkhn@yahoo.co.in">nepedkhn@yahoo.co.in</a>
4.	Mr. Vengota Nakro	India	NEPED	NEPED		<a href="mailto:nepedkhn@yahoo.co.in">nepedkhn@yahoo.co.in</a>
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14.	Ms. Bhaswati Chakravorty	India	Researcher, consultant			<a href="mailto:bhaswati_c@hotmail.com">bhaswati_c@hotmail.com</a>
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18.	Dr. B. Biniye	Mongolia	SUMCNR	MFoA, Head of Policy Planning Dept.	SUMCNR project researcher	<a href="mailto:Biniye99@yahoo.com">Biniye99@yahoo.com</a>
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## ANNEX 2.



**MNE**

Ministry for Nature and Environment



**IDRC  
CRDI**



**CANADA**

International Development Research Centre

### **Program of the 2<sup>nd</sup> Social Analysis/Gender Analysis Learning Stories Project Workshop 6-11 October, 2003, Ulaanbaatar, Mongolia**

#### **6 October, Monday**

11:45                      Arrival  
until 18:00              Free afternoon  
19:00                      *Informal dinner*

#### **7 October, Tuesday**

9:00-18:00pm              *Sightseeing tour to Terelj*

#### **8 October, Wednesday**

**Session 1. Results of the first year study and fieldwork experiences on SA/GA in the different countries of Asia (Facilitators: Dr. H. Ykhanbai and Dr. Ronnie Vernooy)**

9:30-11:00am Welcome and Introduction to the *Learning Stories* roadmap

10:00 *Market day*: Introductions of six case studies: Work progress and good practices, questions and comments (Comments to all group based on the questions: 1. *What are the most striking research findings?* 2. *Which research findings are under-lighted/what are the gaps?*)

1. 11:00-11:50 CCAP (China)

11:50-12:00      Comments

12:00-12:35      Tea/coffee break

2. 12:35-13:35 Upland project (Vietnam)

13:35-14:00      Comments

14:00-15:30      Lunch

- 3. 15:30-16:20 Network project (India)
- 4. 16:20-17:00 NEPED (India)
- 17:00-17:20 Q & A
- 17:20-17:30 Overview of first day of Workshop

*19:00 Welcome dinner/ cultural performance*

### **9 October, Thursday**

- 5. 9:00-9:50 LIBIRD (Nepal)
- 9:50-10:00 Comments
- 6. 10:00-10:50 SUMCNR (Mongolia)
- 10:50-11:00 Comments
- 11:00-11:15 Tea/coffee break

### **Session 2. Common questions and common issues - Learning from each other (Facilitators: Dr. Linxiu Zhang and Dr. John Graham)**

- 11:15-13:00pm Small groups discussion: Common questions and common issues
- 13:00-14:30pm Lunch
- 14:30-15:30pm Plenary group discussion: Common questions and common issues
- 15:30-15:45 Tea/coffee break

### **Session 3. Documentation and dissemination (How to present our studies/stories; building on Sessions 1 and 2) (Facilitator: Dr. Ronnie Vernooy)**

- 15:45-16:30pm Agreeing on the documentation and dissemination of the experiences
- 16:30-17:00 Video show (Mongolia project)
- 19:00 Dinner

### **10 October, Friday**

9:00-11:00pm	Agreeing on the documentation and dissemination of the experiences
11:00-11:15	Tea/coffee break
11:15-12:30pm	Agreeing on the documentation and dissemination of the experiences
12:30-14:00pm	Lunch

### **Session 4. Future networking activities (Facilitators: Dr. John Graham and Ms. E. Bulgan)**

14:00-14:30 pm	Community “Sustainable Livelihoods” show (small exhibition)
14:30-15:45 pm	Next step: fieldwork, support, and project coordination, 3 <sup>rd</sup> workshop
15:45-16:00	Tea/coffee break
16:00-16:30 pm	Discussions and recommendations
16:30-17:00 pm	Workshop evaluation
	Closing
17:00 pm	Dinner

### **11 October, Saturday**

7:00am	Departure
10:00-18:00pm	<i>Sightseeing tour around Ulaanbaatar (For the participants that will depart on 12<sup>th</sup> October)</i>

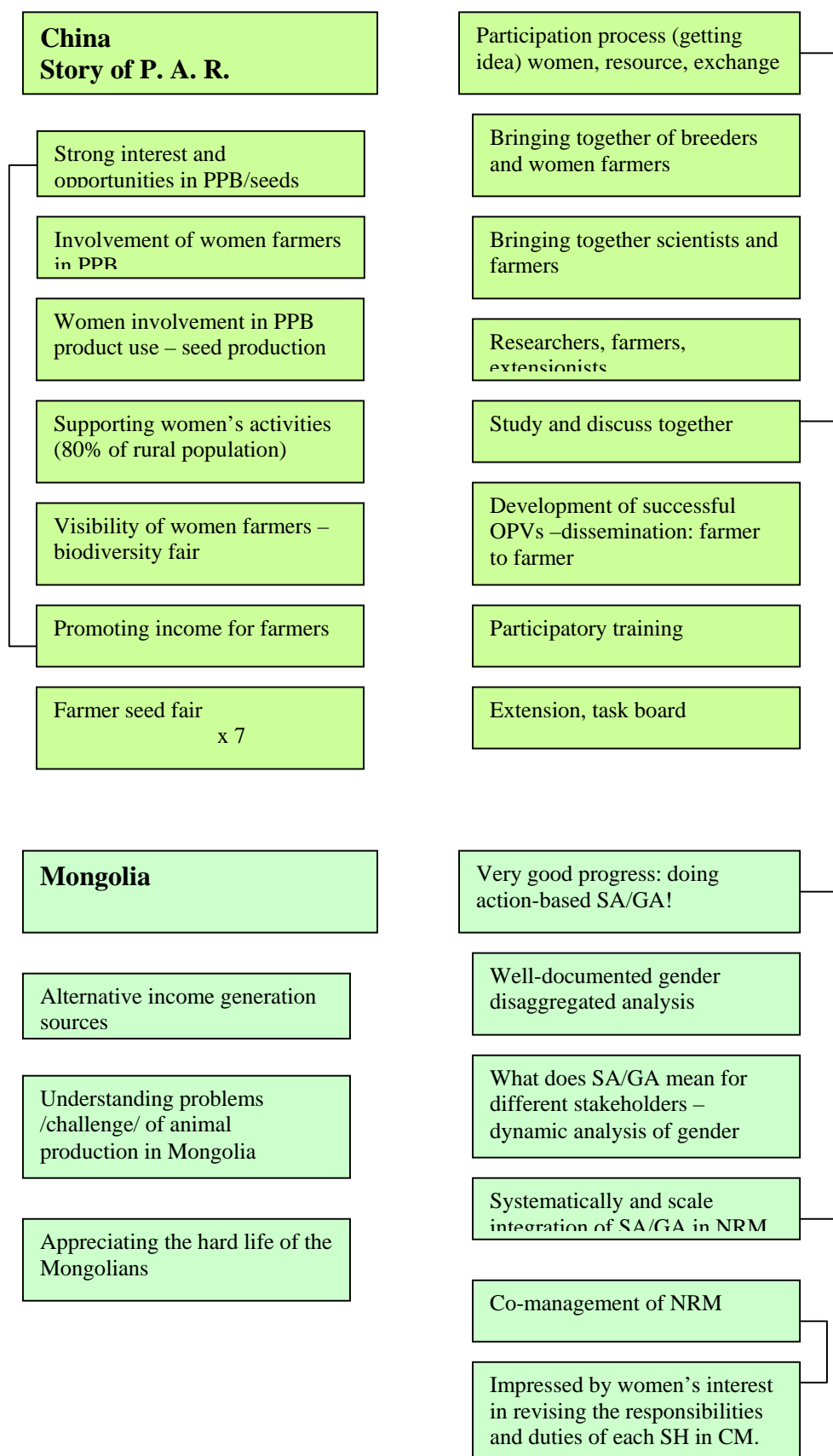
### **12 October, Sunday**

7:00am	Departure of some other participants
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## ANNEX 4.

### CASE STUDY REVIEW COMMENTS

#### 1) What was the most striking thing?



## Vietnam

Very good problem analysis –  
macro to communities. Also  
gender disaggregated data

Clear explanation on supporting  
activities other than SA/GA

Good impact assessment  
Convincing study

Farming interdisciplinary  
research team is good idea

Improving capacity of  
researchers to work with  
women and the poor

Forming interest groups  
Own regulations & planning &  
implementing activities

Forming interest groups: rice,  
fishery, piggery, etc. among  
women

Form into interested groups  
Right skill training for needed  
farmer

Loans for interest groups

Study of training contents and its  
relevancy

Need & advantages of training  
less realized by poor

Variety of approaches used in  
training

I think it is an important work  
for the Vietnam researchers to  
do the project.  
I will remember the activities  
and the training.

Women more involved in  
training

Traditional method of training  
*criticized*

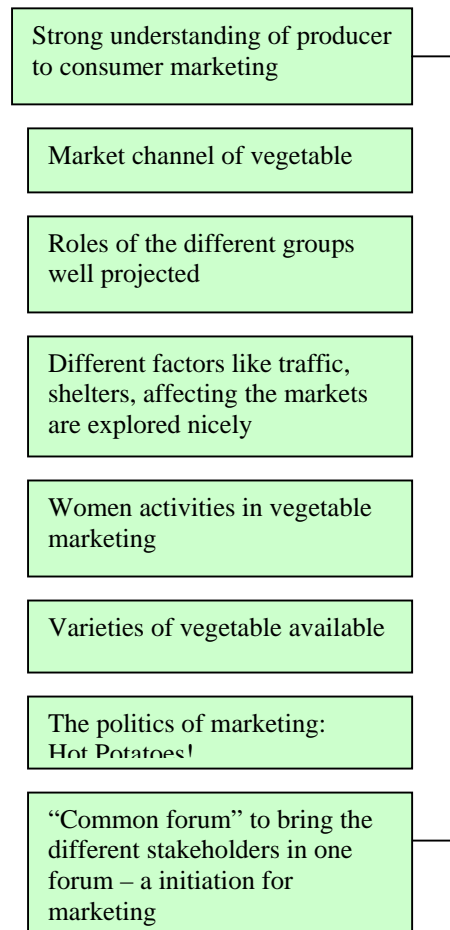
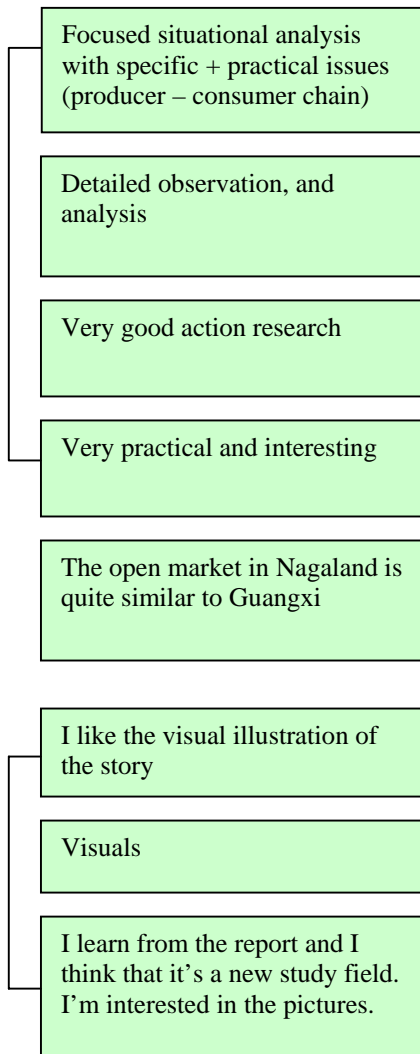
Training for women,  
researchers and for governors

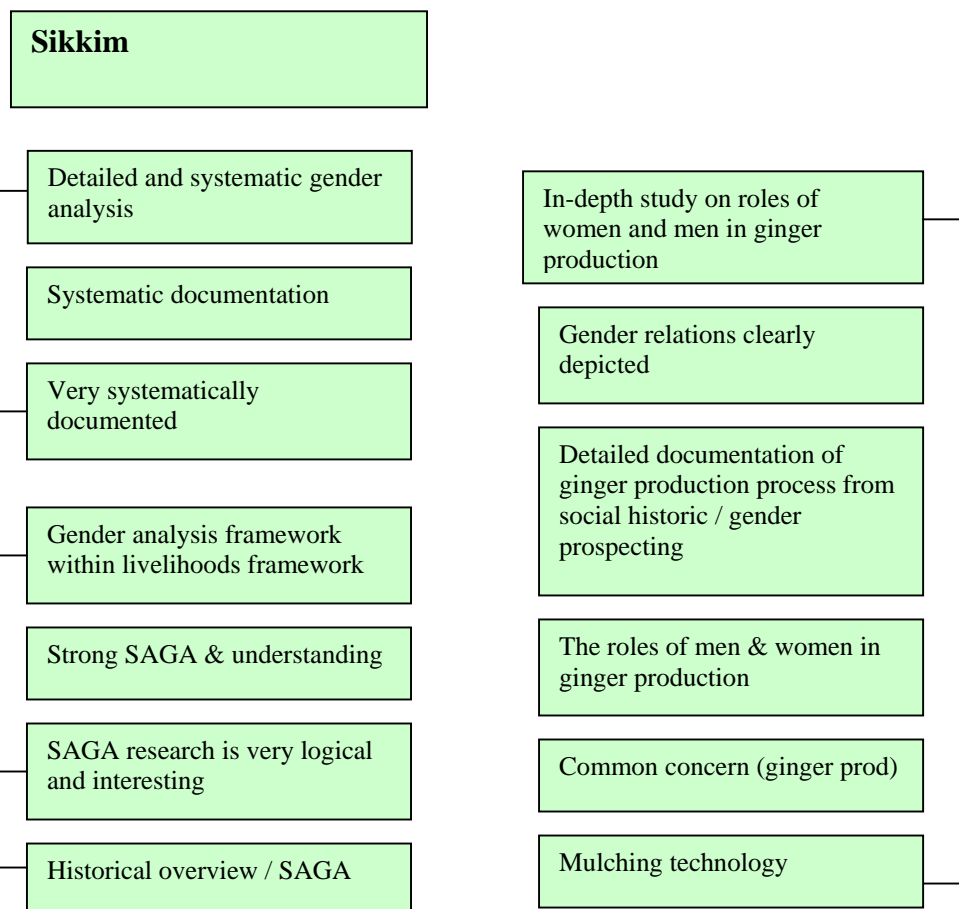
Offering menu of options for  
experimentation

Technology access– good ways  
to mobilize poor women

Increasing information  
availability to women

## Nagaland





## LI-BIRD

The documentation was very good

Amount of data – information available with LI-BIRD

Clear indicators and systematic documentation of the whole seed system

Interesting analysis of seed marketing and gender differences

Engendered nature of seeds: strong evidence

The report discusses deeply the SAGAnalysis from three kinds of farmers and seed selection processes

Gender based division of labour (prod-marketing)

Understanding seed system from producers to marketers

Clear picture of response of different category on seed prod.

Bio-diversity management of (landraces) seeds

Seed network

Impressive documentation of seed networks

Social and gender sensitive research at 3 levels

Gender component at the 3 levels

Analysis at policy, implementation, & M&E levels

Mulching technology

Quite similar to our project, I would like to visit Li-Bird site someday!

See very much similarity & complementarities between China and Nepal cases.



## 2) What was missing?

### 1. Disempowerment

China:  
Strategies for addressing  
disempowerment

Vietnam:  
How about men's participation?

### 2. Documentation

Nepal, LI-BIRD:  
More detailed documentation  
on strengthening the informal  
seed exchange system: existing  
and proposed

Mongolia:  
Make presentation (figures)  
more self-explanatory

Mongolia:  
More women's stories

China:  
Proper documentation of  
project experiments

China:  
What have been the problems?  
Learning agenda?

### 3. Multi-stakeholder collaboration

Vietnam:  
Coalition with the agencies  
- Based on what? (Relations)

Vietnam:  
How to encourage local  
government?

Vietnam:  
Elaboration on what was done  
about creating awareness on  
SAGA at district level

Mongolia:  
What's the response of high  
level policy makers to your  
project?

Mongolia:  
How to define/select  
responsibilities of different  
stakeholders in CM?

China:  
Gap between local reality and  
breeders knowledge or  
perception about varieties

China:  
How do you co-ordinate  
relation between women  
farmers and the formal breeders  
and capacity building of  
women farmers?

#### 4. Women empowerment

Sikkim, India:  
Any difficulties in findings- in terms of increased mob./ dec. mkg. for female headed household?

Sikkim:  
How to empower women in production process/ community

Sikkim:  
What are the best solutions to women there?

Sikkim:  
How do you involve women in the dec. making?

#### Poor + women empowerment (4)

China:  
Poor women into process?

China:  
Process to reach the poor?

China:  
Strategies/ approaches used/ found to empower women farmers?

China:  
Problems of women and their needs?

#### 5. Gender roles

LI-BIRD:  
Why gender differences exist?  
Use and access to seeds

LI-BIRD:  
Roles and responsibilities of all stakeholders

LI-BIRD:  
What are the conflicts between traditional varieties & modern varieties in seed prod. system?

Nepal:  
Seed market – network of various stakeholders – conflicts of interests?

Sikkim:  
More details of social and gender relations

Sikkim:  
How this commercialization and shift of roles & involvement from men to women affected the men's roles

Sikkim:  
Intra-HH gender equity analysis should be different in different intra household stage

Mongolia:  
How many women in agricultural labor?

Sikkim:  
Self-image is it important as GA indicator?

Sikkim:  
What reason do you ascribe to where younger women have higher self-esteem? Where do they get more information?

## 6. Sustainability

Vietnam:  
Strategy of sustainability of the  
interest groups?

Vietnam:  
Sustainability of interest group?

Sikkim:  
Is there life after ginger?

## 7. Scaling up /out

LI-BIRD:  
How to apply the results?

LI-BIRD, Nepal:  
Gender component at 3 levels.  
Policy implementation & M&E  
– this link between LI-BIRD –  
NARC – why? Differences?

LI-BIRD:  
Policy on seed prod? (Rich &  
Poor adaptation => gap?)

What are the incentives for  
poor farmers to maintain  
landraces & how to encourage  
them?

How do you motivate the  
farmers?

LI-BIRD:  
How do we motivate our  
farmers to conserve endangered  
landraces?

Nepal:  
Innovative approach in bio-  
diversity – any idea how to  
institutionalize? (SA/GA)

Vietnam: Scaling-up  
Policy on access to land  
Cultivated land vs. forest

Vietnam:  
What about the forest: use,  
access, and benefits?

## 8. Impact assessment

China:  
Impact assessment?

China:  
Benefits for women?

China:  
Control of benefits?

China:  
Have you done the cost benefit analysis? If so, what is the level of the benefit of new variety over the old?

China:  
More details on who empowered and how measured. (Impact assessment & indicators)

China:  
Acceptance of the New Mexico 1 by local farmers?

Nepal, LI-BIRD:  
How do you compare the disadvantages & disadvantages between landraces & modern varieties?

Mongolia:  
How the income of farmers changes in co-mgmt NR?

How to make sure the new technology recommended & trained are really what Farmer need rather than only they Want?

Vietnam:  
How to assess org. CB effort? transition from traditional research method to SA/GA?

Vietnam:  
How do the people who attended trainings disseminate to others who had not attended?

## 9. Stakeholder analysis

NEPED:  
Who benefit more in the market chain?

NEPED:  
What about the KTC?

NEPED:  
Analyze from government side why vendors do not use the marketing facility that they provided

NEPED:  
Main conflicts between part-time and regular vendor?

NEPED:  
What are incentives/constraints for part-time vendors to become a regular vendor?

Nagaland:  
What constraints/potential (success/not success) to be a vendor in that condition?

## Interventions to empower (4)

Nagaland:  
Explore opportunities that exist to build upon & strengthen.

Question: If the city has built up a vegetable market for shortening the way from the vegetable producers to the consumers?

Nagaland:  
Don't close out options for part-time vendors – they fill a need!

Is it possible to open a community shop to sell their vegetables?

Nagaland:  
How to minimize the middlemen (part-time) full time vendors to give max-m profit to women vendors

NEPED:  
How to maximize benefits for full-time regular vendors?

Networking to increase the collective capacity building in bargaining- Sewa Exp.

How to find out and entry point in the market chain to empower poor women farmers?

How to help the poor on seed production?

Strategy for market access for landrace?

Vietnam:  
Funding of small loans?

Vietnam:  
How do you increase information/ services access for women and poor?

## Income generations (4)

China:  
Marketing mechanism of OPV and economic benefit to women farmers

China:  
Integration with income

Sikkim:  
Opportunity for farmers to get good ginger price?

Sikkim:  
Alternate income sources for women except ginger prod?

### Others

China:  
Seed fair: how organized?

### More specific

Our New Mexico 1 is an OPV & liked by Farmers.  
Do you want some for your farmers?

MNE:  
Carrying capacity? How do you increase it?

LI-BIRD:  
How to restore land and NR?

Sikkim:  
How to build on SAGA, i.e. phase 2nd work?

Sikkim:  
More clear synthesis on findings and possible recommendations –follow up?