

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

SUSTAINABLE USE OF BIODIVERSITY
PROGRAM INITIATIVE

GENDER, ETHNICITY, AND
AGROBIODIVERSITY WORKSHOP

ECONICHE, 13 -14 JULY, 1998

Report Prepared by:

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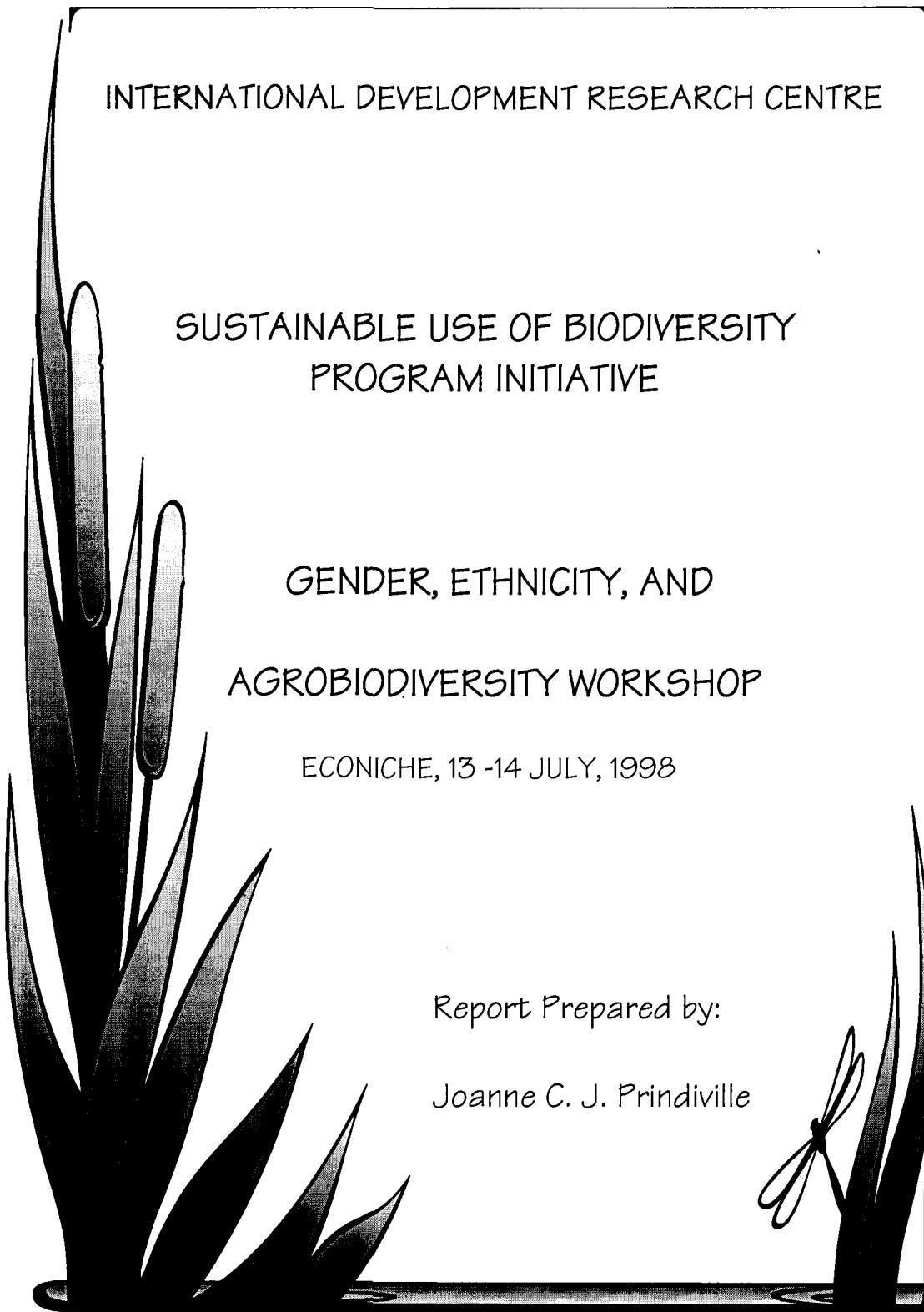


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1.0 THE WORKSHOP

1.1 PREPARATION

A small number of carefully selected participants was invited (see Annex A), mainly representing the Sustainable Use of Biodiversity Program Initiative and SUB projects. While participants brought different expertise and interests to the workshop, all were familiar with the fundamentals of gender analysis and were committed to exploring the incorporation of gender and ethnicity into agrobiodiversity research.

Participants were provided in advance with a draft agenda and background readings (see Annex B). In addition, several were asked to prepare short presentations introducing specific topics.

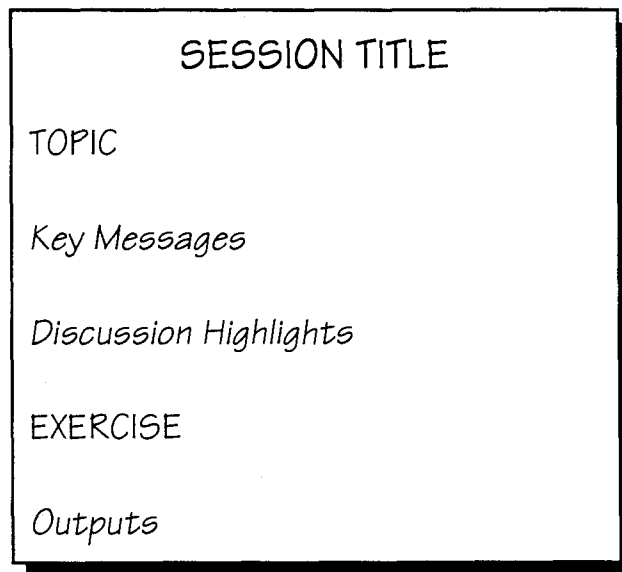
1.2 PROCESS

The agenda established a logical flow from: Establishing Trends & Key Concepts in Gender Analysis → Identifying Challenges of Linking Gender, Ethnicity & Biodiversity → Linking the Domains by Twos → Conceptually Linking the Three → Discussing the Range of Practical Applications → Exploring Applications to Two Cases → Identifying Follow-up Activities

A time frame and activities were established for each element, but not adhered to rigidly. Some activities were combined or omitted and the schedule was adjusted in response to the participants' expertise level and the content and dynamics of the discussions. Each element included a mix of conceptual and applied activities, with the applications being based wherever possible on SUB projects or agrobiodiversity research methods/tools. Participants were pre-assigned to groups for break-out activities to ensure maximum relevance and productiveness of these exercises.

2.0 HOW THIS DOCUMENT IS ORGANISED

The Workshop sessions contained two types of activities: (1) presentation and discussion of thematic material, and (2) exercises. With minor variations, reporting of each session is structured as follows:



Related materials generally are either integrated into the text or presented at the end of the relevant topic or exercise report.

Since this is a report on the workshop rather than a transcript, only the main points of presentations and discussions are included.

3.0 INTRODUCTIONS AND WORKSHOP OVERVIEW

3.1 INTRODUCTIONS

3.1.1 *Key Messages*

- ▶ in addition to identifying themselves, participants were asked to indicate what issues or problems relevant to the workshop theme particularly interested them as well as their expectations of the workshop

3.1.2 *Discussion Highlights*

Issues:

- ▶ double marginalisation of ethnic minority/indigenous women
- ▶ similar problems of women an ethnic minorities
- ▶ lack of data on mountain women
- ▶ male orientation of biodiversity
- ▶ how to use gender analysis but not be restricted - maintain creativity
- ▶ importance of advocacy
- ▶ mainstreaming in IDRC Program Initiatives and projects
- ▶ political sensitivity of ethnicity
- ▶ role of cultural analysis
- ▶ how to keep gender in at the policy level
- ▶ operationalising gender
- ▶ power
- ▶ indigenous methods
- ▶ political, historical context

Expectations:

- ▶ in-depth look at specific project
- ▶ critical perspective
- ▶ tools, approaches, theoretical frameworks
- ▶ input to projects

- ▶ learn what works
- ▶ learn how to convince partners
- ▶ methods accessible to researchers with a variety of needs

3.2 WORKSHOP OVERVIEW

3.2.1 *Key Messages*

- ▶ Workshop Objectives
 - identify questions, issues, methods, and problems entailed in incorporating gender and ethnicity into agrobiodiversity research
 - provide input to the Gender, Ethnicity and Agrobiodiversity in the Eastern Himalayas Project team
 - identify approaches to engendering and 'ethnicising' other SUB projects
- ▶ a fourth objective emerging during the participants' introductions is identifying opportunities for engendering and ethnicising other aspects of the SUB Program Initiative

GENDER, ETHNICITY, AND AGROBIODIVERSITY WORKSHOP AGENDA

Monday 13 July 1998

08:45 - 09:15 INTRODUCTIONS AND WORKSHOP OVERVIEW

Activities:

- Introductions (20 min.)
- Overview (10 min.)

Materials:

- Agenda
- Workshop Objectives
- Groups List

09:15 - 10:30 GENDER ANALYSIS: KEY CONCEPTS AND ISSUES

Activities:

- Gender Analysis: Evolution & State of the Art (10 min.)
- Visioning Exercise (40 min.)
- Gender Analysis: Key Concepts & Issues (15 min.)
- Discussion (10 min.)

Materials:

- WID/GAD Handout
- Visioning Exercise Outline
- Gender Blind/Gender Responsive Handout
- Practical Needs/Strategic Interests Handout
- Gender Mainstreaming Handout

10:30 - 10:45 Break

10:45 - 12:00 CHALLENGES OF LINKING GENDER, ETHNICITY, and BIODIVERSITY

Activities:

- Challenges & Concerns for the Eastern Himalayas Project (20 min.)
- Three Challenges: A Typology (15 min.)
- Group Identification of Challenges (25 min.)
- Brainstorming on Potential Linkages (20 min.)

Materials:

- Gender, Ethnicity and Agrobiodiversity Management in the Eastern Himalayas Proposal
- Work Plan for the Documentation of Indigenous Knowledge and Gender Analysis within the Agrobiodiversity Project in Malawi

12:00 - 13:00 Lunch

13:00 - 14:45 LINKING GENDER AND BIODIVERSITY: ISSUES AND METHODS

Activities:

- State of the Art and Challenges (10 min.)
- Discussion of SUB Gender Methodology document (50 min.)
- Engendering Biodiversity Research Exercise (45 min.)

Materials:

- Draft Methodology for Gender Analysis in Agrobiodiversity and Medicinal Plants Research
- Engendering Biodiversity Research Exercise Outline

14:45 - 15:00 Break

15:00 - 17:00 LINKING GENDER AND ETHNICITY: ISSUES AND METHODS

Activities:

- State of the Art and Challenges (20 min.)
- Additive Approaches: Principles (10 min.)
- Additive Approaches: Adding Ethnicity to Gender Sensitive Tools (10 min.)
- Transformative Approaches: Principles and Parameters (35 min.)
- Transformative Approaches: Applications (45 min.)

Materials:

- Gender, Ethnicity and Agrobiodiversity Management in the Eastern Himalayas Proposal
- Gender and Ethnicity Exercise Outline

Tuesday 14 July 1998

08:45 - 09:15 RECAP OF DAY ONE/TRANSITION TO DAY TWO

Activities:

- Participants' Reflections (20 min.)
- Recap and Bridge (10 min.)

09:15 - 10:30 LINKING GENDER, ETHNICITY, AND BIODIVERSITY: CONCEPTUAL LINKAGES

Activities:

- Nodes and Linkages: Two Possibilities (10 min.)
- Nodes and Linkages: Brainstorming and Discussion (30 min.)
- Research and Analysis Implications Exercise (35 min.)

Materials:

- Research and Analysis Implications Exercise Outline

10:30 - 10:45 Break

10:45 - 12:00 LINKING GENDER, ETHNICITY, AND BIODIVERSITY: PRACTICAL LINKAGES

Activities:

- Action: Modalities and Levels (20 min.)
- Strategies and Policy Implications (25 min.)
- Alliances and Networks (20 min.)
- Review (10 min.)

Materials:

- Gender Equality Frameworks and Mechanisms Checklist

12:00 - 13:00 Lunch

13:00 - 14:30 CASE STUDY: ENGENDERING & ETHNICISING PARTICIPATORY PLANT BREEDING

Activities:

- Introduction to Participatory Plant Breeding (20 min.)
- Engendering and Ethnicising PPB: Additive Approaches (25 min.)
- Transformative Approaches (45 min.)

Materials:

- Participatory Plant Breeding (Definitions, Types, Why do it?)
- Designing Participatory Plant Breeding Programs: Critical Steps
- Goals of Participatory Plant Breeding
- Participatory Plant Breeding: Where Do I Stand?

14:30 - 14:45 Break

4:45 - 16:15 CASE STUDY: ENGENDERING & ETHNICISING COMMUNITY BIODIVERSITY REGISTERS

Activities:

- Introduction to Community Biodiversity Registers (20 min.)
- Engendering and Ethnicising Community Biodiversity Registers: Additive Approaches (25 min.)
- Transformative Approaches (45 min.)

16:15 - 17:00 FOLLOW-UP AND SUMMARY

Activities:

- ▶ Follow-up Brainstorming & Planning (35 min.)
- Summary (10 min.)

Materials:

- Resource List
- Gender Responsiveness Handouts
- Follow-up Brainstorming and Planning Outline and Grids

17:00 - 17:15 EVALUATION

Materials:

- Evaluation Form

4.0 GENDER ANALYSIS: KEY CONCEPTS AND ISSUES

4.1 GENDER ANALYSIS: EVOLUTION AND STATE OF THE ART

4.1.1 *Key Messages*

- ▶ gender analysis began as a micro-level, project-oriented, women-focused tool, but has developed into a method focusing on gender roles and relations at the micro-, meso-, and macro-levels and in policy, planning, programming, and project contexts (see WID/GAD handout)
- ▶ from a focus on women as beneficiaries (and service providers to family and community), gender analysis has progressed first to addressing women as agents and then to emphasising women's empowerment and the need for structural change to promote gender equity
- ▶ current emphases include: gender equality, responsiveness, and mainstreaming
- ▶ the origin of gender analysis in the planning, implementation, and monitoring and evaluation of development projects contributes to both its potential and its limitations in a development research context
- ▶ while gender analysis has focused on limited dimensions of gender roles and relations, the conceptualisation of gender has been much broader within university-based Women's/Gender Studies, including not only a more comprehensive understanding of gender as an attribute of persons but also the metaphoric use of gender to define other dimensions of the social and natural world
- ▶ given its broader analysis of gendered persons and relationships as well as genderised domains, Women's/Gender studies may offer useful conceptual and analytic tools for researching the interfaces between gender, ethnicity, and biodiversity

WID	GAD
Focuses on women	Focuses on <i>gender relations</i>
Stresses <i>practical needs</i>	Stresses <i>strategic interests</i>
Rationale is <i>effectiveness</i> &/or <i>efficiency</i>	Goal is <i>equality</i>
Aims to <i>enable</i>	Is <i>empowering</i>
Improves the condition of women	Changes the position of women
Enhances women's participation	Mainstreams <i>gender equality</i>
Treats women primarily as <i>beneficiaries</i>	Assumes women are <i>agents</i>

VISIONING EXERCISE

OBJECTIVE:

- To envision the incorporation of gender equality principles into agrobiodiversity, ethnicity, and research by visualising an ideal situation for women and men in each of these contexts.

PROCEDURE:

1. Brainstorm on possible elements of gender equitable agrobiodiversity/ethnicity/research. Explore as many possibilities and angles as you can think of.
2. Collectively decide what you want to include in your vision for gender equality in your assigned domain. Draw your vision. (Focus on communicating content rather than on the artistic merit of the product.)
3. Explain your vision to the other workshop participants.

DURATION:

Brainstorming	10 minutes
Visioning/Drawing	15 minutes
Presenting	5 minutes/group

GROUND RULES:

1. Do not be constrained by reality. Present what you would like to see, not what you think is realistic or possible.
2. Your vision must be presented in the form of a picture. Avoid using text.
3. Every member's vision must be treated as equally valid and incorporated into your picture.

4.2 VISIONING EXERCISE

4.2.1 *Exercise Outputs*

- ▶ the major output took the form of drawings not reproduced in this report
- ▶ overall, the visions focused on strategic interests, rather than simply practical needs (see 4.3 Gender Analysis: Key Concepts and Issues)
- ▶ Biodiversity Group:
 - healthy environment - diverse ecologies/environment
 - women/relating in an egalitarian way to the environment (division of labour/power) and each other
 - place for gendered spaces
 - collective decision making
 - urban-rural integration; communication critical for non-hierarchical integration
 - spiritual spaces (without necessity for human presence)
 - balance- self/community
- ▶ Ethnicity Group
 - cultivate, celebrate diversity
 - layers of influence to/from a gender neutral self
 - surrounded by household
 - surrounded by community; ecological health, agricultural diversity, harmony between ethnic groups; women not burdened with work - time available
 - outer circle - outside influences: legislation, finance, information, etc.
- all have a voice in institutions of power; influence, cooperation
- ▶ Research Group
 - researchers limited by assumptions, invisibility of important considerations
 - relationship to state institutions one-way
 - in perfect world, researchers (women and men) see how cultural

elements are constructed and question own assumptions; integration of research and action: integrate people into research process, researchers mediate relationship with policy makers; role of civil society redefined: knowledge sector, rest of society, institutional edifice not segregated but enmeshed

4.3 GENDER ANALYSIS: KEY CONCEPTS AND ISSUES

4.3.1 *Key Messages*

- ▶ this session focuses on three key concepts: gender responsiveness, strategic interests, and gender mainstreaming, all of which begin with an awareness of gender differences and inequalities and a commitment to addressing them
- ▶ gender analysis identifies differences that ‘make a difference,’ i.e. it distinguishes between those that are ‘merely different’ and those that are significant either because they are likely to contribute to differential impacts or because they represent structural gender inequalities
- ▶ gender responsiveness in any context, e.g. policy, planning, or research, entails a consistent and systematic response to gender inequalities and differences with the objective of achieving gender equality in access and results (see Gender Blind/Gender Responsive handout)
- ▶ two concepts that are helpful in operationalising gender responsiveness are strategic interests and mainstreaming
- ▶ while gender analysis also responds to women’s practical needs, currently emphasis is placed on women’s strategic interests in the context of unequal gender relations and on the promotion of structural change to improve the position of women (see Practical Needs/Strategic Interests handout)
- ▶ if a strategic interests approach identifies inequalities and addresses the need for structural change, then gender mainstreaming institutionalises

ideas and practices that are based on gender equality as a fundamental value (see Gender Mainstreaming handout)

- ▶ responsiveness, strategic interests, and mainstreaming can be applied not only to gender but also to research and action concerning power relations and inequalities in other social domains such as ethnicity

4.3.2 Discussion Highlights

- ▶ resistance to structural change by partners; invoking of “culture” as means to reinforce existing gender norms; should researchers be setting “ultimate goals”? researchers need to be transparent: upfront about goals/funding/research priorities
- ▶ integration of gender into research goals; working within local concepts of gender, adopting local terminology
- ▶ identifying local gender initiatives/strategies
- ▶ identifying linkages between gender and other issues; entry point

	GENDER BLIND	GENDER RESPONSIVE
AWARENESS	No awareness	Aware of gender differences and inequalities
	Treats differences as idiosyncratic	Assumes inequalities are systemic and systematic
	Unexamined masculist assumptions	Systematically exposes and examines assumptions
COMMITMENT	Sees no grounds for systemic accountability or action	Assumes a systemic responsibility to respond to gender differences and inequalities
ANALYSIS	Makes no effort to examine gender dimensions or question gendered assumptions	Identifies significant gender differences and structural gender inequalities and their impacts
		Defines strategic responses
ACTION	Takes no action to address gender dimensions or ensure equitable outcomes	Takes action to achieve and sustain equality of access and results

PRACTICAL NEEDS	STRATEGIC INTERESTS
Take <i>structural inequalities as given</i>	Arise from <i>analysis of gender inequality</i>
Focus on <i>women</i>	Focus on <i>gender relations</i>
Address <i>immediate needs</i>	Promote <i>structural change</i>
Are <i>easily identifiable</i>	Are <i>difficult to articulate</i>
Seek to improve the <i>condition</i> of women	Seek to change the <i>position</i> of women relative to men
Address the conditions of <i>specific sub-groups</i>	Address the position of women as a <i>category</i>
Are <i>enabling</i>	Are <i>empowering</i>

GENDER MAINSTREAMING

GOAL

- ▶ progress toward gender *equality*

WHAT IS THE MAINSTREAM?

- ▶ Interrelated set of *dominant ideas and development directions*, and the *decisions or actions* taken in accordance with those ideas and directions
- ▶ Two aspects: Ideas (theories and assumptions)
Practices (decisions and actions)
- ▶ Mainstream Ideas and Practices
 - ▶ **Determine** who gets what
 - ▶ Provide a **rationale** for the **allocation of resources**

WHAT IS BEING MAINSTREAMED?

- ▶ The legitimacy of gender equality as a **fundamental value** that should be reflected in **development choices and institutional practices**
- ▶ gender equality that is recognised not just as "women's issue" but as a **social issue**
- ▶ gender equality goals influence mainstream **economic and social policies** that deliver **major resources**
- ▶ gender equality pursued from the **centre** rather than from the margins
- ▶ women as **decision-makers** about social values and development directions
- ▶ women as well as men in a position to influence the **entire agenda and basic priorities**
- ▶ collective efforts by women to **redefine the development agenda**

Adapted from the UNDP Gender in Development Programme Capacity Development for Gender Mainstreaming Topic Module.

5.0 CHALLENGES OF LINKING GENDER, ETHNICITY, and BIODIVERSITY

5.1. CHALLENGES AND CONCERNS FOR THE EASTERN HIMALAYAS PROJECT

5.1.1 Key Messages: (Presented by Barun Gurung, Resources Nepal)

GENDER AND BIODIVERSITY

Why focus on gender and biodiversity management?

- ▶ Mountain women live closest to the natural world - they are primary farmers and managers of natural resources
- ▶ Their indigenous knowledge of the environment has been devalued and disregarded by Western science and development agendas
- ▶ Women are more affected than men by changes such as:
 1. Commercialization of agriculture
 2. Declining ability of small farmers to support families
 3. Degradation of forests and soils.

GENDER AND ETHNICITY

Dominant Ideologies and Relations of Power

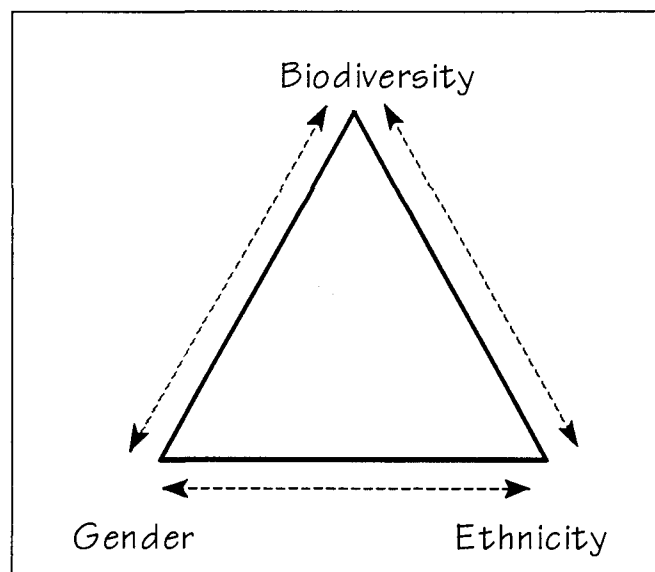
- ▶ ideology closely linked to indigenous conceptions of ethnicity
- ▶ dominant ideologies affect gender relations in that they often support patriarchal authority and privileges
- ▶ women's heavy work reinforces their subordination to men
- ▶ women internalize these dominant ideologies that control their labour

- ▶ ideologies have different ideals for men and women

ETHNICITY AND BIODIVERSITY

Indigenous Knowledge and Practices

- ▶ Marginalized ethnic groups in mountains often rely exclusively on their own knowledge and management strategies
- ▶ Diverse farming systems
 - use of several ecozones
 - maintenance of dendritic diversity in crops
- ▶ Knowledge as indigenous discourse
 - environment is symbolically reproduced/represented in the cultural human/environment relationship sacred



CHALLENGES

1. Methodological

- ▶ how to design methodologies so that indigenous paradigms are fully represented; training researchers in idiom of Western paradigm inherently problematic
- ▶ problem of theoretical linkages between three concepts (biodiversity, ethnicity, gender): linkage tends to be more at practical level, but the three are linked more fundamentally in the symbolic idiom and continuously reinforced through ritual action; linkages made are often the result of external analysis - how to evoke the same degree of analysis amongst indigenous researchers without imposing our ideas on them

2. Advocacy

- ▶ how to translate research into action programs in communities and policy institutions at the national and regional levels
- ▶ how to represent these 'symbolic' linkages in action and policy: experience suggests focusing on the ethnicity and gender concepts as key components to emphasize while considering action programs and emphasizing biodiversity in terms of advocacy

5.2 THREE CHALLENGES: A TYPOLOGY

5.2.1 Key Messages

- ▶ the challenges entailed in linking gender, ethnicity, and agrobiodiversity within one coherent research framework can be classified broadly as those of scope, orientation, and complexity

Scope

- ▶ gender, ethnicity, and biodiversity are each broad and diverse in terms of content and research methodologies
- ▶ while gender is a broad category, gender analysis is a relatively focused methodology devised for analysis of gender as a cross-cutting issue in development theory and practice that tends to broaden the scope of biodiversity research and reorient that of research on ethnicity
- ▶ ethnicity, generally understood in terms of ethnic identity and/or relations but in usage sometimes coterminous with culture, is characterised by a multiplicity of definitions (folk, official, social scientific, political) and of definers
- ▶ while the scope of biodiversity research and the range of relevant methodologies are both broad, gender and to a lesser degree ethnicity have been incorporated in fairly narrow terms

Orientation

- ▶ there are three variations on the theme of differences in orientation
- ▶ first, research within and between these three domains is conducted by many types of researchers using a wide range of methods
- second, and importantly for the present discussion, there is a difference between additive and transformative research approaches in each of these fields
 - additive approaches entail the simple addition of gender or ethnicity as a category for data collection or a variable for analysis, a process that tends to yield a descriptive snapshot that does not challenge current structures or possess great explanatory value, though it can serve to document existing differences and inequalities and identify questions for further research
 - transformative approaches view ethnicity and gender from a different angle analysing relationships in terms of power and identifying

systemic inequalities and imbalances that require proactive analysis and action, thus offering far more explanatory value and strategic direction than additive approaches

- ▶ third, the transformative/political agenda for gender/ethnicity responsive research on biodiversity may entail differences in orientation insofar as the analysis identifies action imperatives running in contrary directions, e.g., sustaining indigenous systems of biodiversity management may seem to require maintaining gender inequalities, or women as members of ethnic minorities may find their priorities and interests in biodiversity management in conflict with those of other women

Complexity

- ▶ given all of the above, it is apparent that in attempting to bring the multiplicity and diversity of research questions and methods within biodiversity, ethnicity, and gender within one framework researchers are compounding the challenge, piling complexity on complexity on complexity
- ▶ faced with this complexity, researchers attempting to conduct research encompassing these three domains must look for conceptual and practical hooks from which to hang their research and analysis efforts

Challenges for SUB

- ▶ based on a reading of the SUB Program Initiative Program Summary, it seems that SUB faces at least two substantial challenges in attempting to link gender, ethnicity, and biodiversity
- ▶ first is the challenge of focusing more on strategic interests and introducing more transformative approaches into its own work and that of its partners
- ▶ second is identification of opportunities to introduce this integrated and transformative approach into programme activities such as policy research

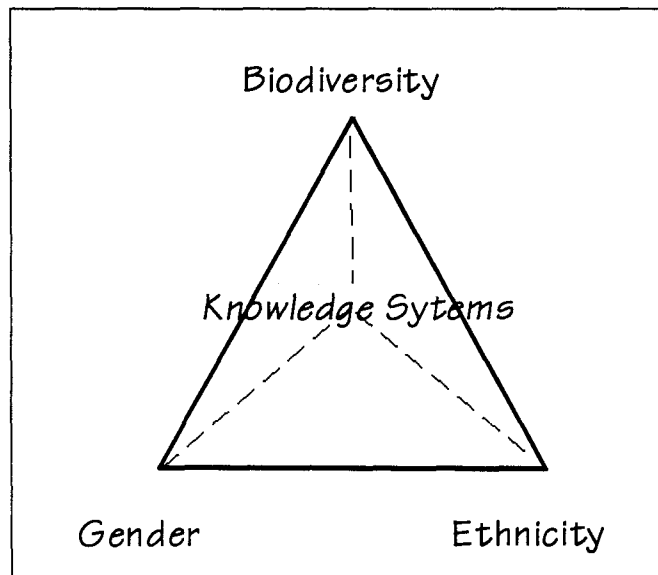
and networking where it has yet to be effectively incorporated

- ▶ third, is mainstreaming gender and ethnicity responsiveness in the SUB program and the organisations/institutions of its partners

5.3 GROUP IDENTIFICATION OF CHALLENGES and BRAINSTORMING ON POTENTIAL LINKAGES

5.3.1 *Discussion Highlights* (includes discussions of 5.1 and 5.2)

- ▶ importance of considering questions of historical change and process, particularly when considering ethnicity (including culture, ethnic identity, and ethnic relations), and the need for methods that allow researchers to examine processes of change; political and historical aspects of gender, ethnicity, and agrobiodiversity
- ▶ need to focus on outcomes and processes
- ▶ need to keep gender at forefront of policy; issues of translation of gender issues into policy
- ▶ issues of power/marginality in mountain communities where ethnicity is critical and power relations are important both with the state/policy level and at household level; women marginalised on two fronts: in terms of mainstream ethnicity and government and in terms of household; ethnic ideals/constructs define and give practical meaning to gender roles and relations
- ▶ discussion of the three concepts (biodiversity, ethnicity, and gender) proceeds more easily if they are taken in pairs, as in 5.1; how to see/think about all three together perhaps by not drawing arrows between them in pairs as in the figure above but by seeing all three as linked to knowledge systems



6.0 LINKING GENDER AND BIODIVERSITY: ISSUES AND METHODS

6.1 STATE OF THE ART AND CHALLENGES

6.1.1 *Key Messages*

- ▶ it is noteworthy that there is a limited literature specifically linking gender and biodiversity although much relevant research appears under other rubrics such as environment, natural resource management, sustainable development, and agriculture
- ▶ in terms of **research**, it appears that the majority of gender and biodiversity research occurs at the micro-level, focusing particularly on gender differences in knowledge and in roles/responsibilities with respect to biodiversity management
- ▶ there is at the same time relatively less attention to analysis of gender relations, of power, and of structural inequalities, that is, there is far more additive than transformative research
- ▶ there are numerous references to the need to prove the relevance of gender analysis in biodiversity research, and to respond to scepticism about the value of addressing equality and empowerment issues
- ▶ in terms of **policy**, there has been some attention to linking gender and biodiversity at the global level in response to lobbying by women's groups, particularly in Agenda 21 (although very little in the Convention on Biodiversity), and to a lesser degree at the regional or national level
- ▶ concerns of women, particularly marginalised women, relevant at all levels of research include: (1) visibility, i.e. recognition of their knowledge and roles; (2) rights, such as intellectual property rights; (3) access to decision-making; and (4) certain gender-specific interests in terms of biodiversity utilisation and intervention impacts

6.1.2 Discussion Highlights

- ▶ need to link micro- and macro-level research and advocacy
- ▶ resistance; defensive attitudes toward structural change, resistance toward structural change promoted by outsiders, from other countries or other communities
- ▶ need to translate research into advocacy
- ▶ difficulties getting/keeping gender issues on agenda in terms of biodiversity policy discussions, especially at the global level

6.2 DISCUSSION OF SUSTAINABLE USE OF BIODIVERSITY METHODOLOGY DOCUMENT

6.2.1 Key Messages (Presented by Abra Adamo, IDRC Intern)

- ▶ handbook based on a recently completed document by Alice Hovorka with the Cities Feeding People Program Initiative
- ▶ the SUB PI wished to incorporate a similar approach for integrating **GENDER & GENDER ANALYSIS** into **BIODIVERSITY RESEARCH**
- ▶ the sustainable use of biodiversity is an issue with significant gender dimensions, particularly among the poor
- ▶ the purpose of this document is to introduce aspects of gender analysis to researchers engaged in biodiversity research
- ▶ it emphasises gender analysis, and research more generally, as a process - an iterative, rather than linear, process where data collection, interpretation, and analysis are closely linked and mutually reinforcing and synergistic

- ▶ the document tries to get away from mechanical approaches to gender analysis; it is not just a tool kit but takes researchers through the stages of gender analysis
- ▶ an important question about the document is the extent to which it will meet the needs of difference researchers wishing to explore gender issues in biodiversity research
- ▶ perhaps the most important thing the document stresses is that gender analysis does not necessarily require that researchers reorganize their work by substituting one set of methods for another since many existing methods can be adapted or *engendered* to explore issues of gender & biodiversity
- ▶ this message will hopefully put at ease researchers who wish to incorporate gender analysis into their research
- ▶ this being said, existing methods will take researchers only so far
- ▶ a weakness of the document is that it does not explore other qualitative methods (e.g. participant observation, semi-structured interviewing, and life histories) in enough detail

6.2.2 Discussion Highlights

- ▶ document resembles guidelines more than a methodology; limit to what can be provided in such a document
- ▶ place key issues at beginning
- ▶ role of local community, research as collaborative effort - may require some reorganisation of document
- ▶ skill sets within communities (women's/men's) which may be beneficial for community researchers; how do people learn about the environment?

- ▶ importance of change, historical processes; methods for capturing these, e.g. life histories and personal narratives
- ▶ sites of analysis: rituals and practices - reflective of gender roles and relations, as well as use of resources, etc.
- ▶ sites of research and analysis (gender and ethnicity):
language/expressions/taxonomies - linguistic analysis of terms, phrases, poems, songs, stories; socialisation practices for boys/girls, changes over time; social rules/customs - manipulation of culture;
perception/classification of environments, spaces, resources; ethnicity - recreating/reinventing culture/custom, roles, responsibilities, identities
- ▶ indigenous ways of knowing/research skills and knowledge: understanding environment, spaces, resources and their changes over time
- ▶ networks of CBOs and community researchers - information exchange; collaborative research efforts
- ▶ claims of quantitative research: what do numbers really mean? what can be done with qualitative research?
- ▶ research: means of validating local gendered/ethnic knowledge, skills, practices; juxtaposing what is said versus what is experienced - methods such as observation and interviews/discussions

6.3 ENGENDERING BIODIVERSITY RESEARCH EXERCISE

6.3.1. Exercise Outputs

- ▶ due to time constraints and the participants' level of expertise, it was agreed that completion of this exercise was unnecessary

7.0 LINKING GENDER AND ETHNICITY: ISSUES AND METHODS

7.1 STATE OF THE ART AND CHALLENGES

7.1.1 *Key Messages*

State of the Art

- ▶ there are four main research and/or action contexts in which gender and ethnicity are brought within the same framework
- ▶ first is the *gendered or gender analysis* of particular ethnic groups, a context in which academic research often explores the subject in greater breadth and depth, but may ignore power relations and structural inequalities
- ▶ in the same context, gender analysis and applied research often treat ethnicity (or its surrogate, culture) primarily as a constraint on gender equality rather than seeing creative possibilities or positive dynamics
- ▶ second, in multi-/inter-ethnic research settings, gender and ethnicity may appear as variables, though often without being systematically linked
- ▶ third is the context of issue-oriented research, policy analysis, and action in which the focus is on particular controversial associations of gender and ethnicity, as in the case of female genital mutilation, that constitute strongly contested territory
- ▶ fourth is the macro-level where the consideration of gender and ethnicity linkages is present, as in the Beijing Platform for Action or Agenda 21, but extremely inconsistent and difficult, not least because gender is much more consistently 'present,' clearly defined, and validated at that level

ENGENDERING BIODIVERSITY RESEARCH EXERCISE

OBJECTIVE:

- To identify mechanisms for and to practise and reflect on the process of engendering biodiversity research methods.

PROCEDURE:

3. Resource person briefly describes use of specific tool/s in biodiversity research (Group 1: Mapping; Group 2: Questionnaire, Focus Group, & Botanical Collection).
4. Group identifies means of engendering the tool/s, exploring as many approaches as possible.
3. Each group presents its results, including reflections on the process of engendering their specific tool/s.
4. All participants discuss the process of engendering biodiversity research methods.

DURATION:

Explanation of Tool/s	10 minutes
Engendering the Tool/s	20 minutes
Presentation	5 minutes/group
Discussion of Process	5 minutes

Challenges

- ▶ first, bringing gender and ethnicity within the same conceptual framework faces the challenge that the concept of gender is more readily operationalised in research, being conceptually clearer and the locus of more consensus than ethnicity (and ethnic identity, sometimes equated with culture, ethnic group, and ethnic relations), the definition of which depends on who is defining it, for what purpose, and in what context
- ▶ second, while globally the concept of gender equality has made considerable gains in terms of both recognition and practice, the value of and right to ethnic/cultural diversity is still very much in question, sometimes not even visible/acknowledged and often devalued or suppressed, e.g. part of the 'project' of building a national identity/culture may be the trivialisation or commodification of minority ethnicity or the domination of marginalised ethnic groups
- ▶ when ethnicity becomes the locus for struggle and resistance, the links between ethnicity and gender may take various directions, with possibilities on the negative side including gender equality becoming subordinated to ethnic self-determination as men articulate and negotiate ethnic identity and relations, and, on the positive side, including women participating in the process are decision-makers or negotiators, or ethnic autonomy becoming identified with the autonomy of women
- ▶ third, although problems remain, considerable strides have been made in the collection and analysis of gender disaggregated data at the same time that data disaggregated by ethnicity may be difficult or impossible to obtain, e.g. national statistics often are not collected or disaggregated by ethnicity, making impossible macro-level analyses of some particularly relevant interfaces with gender such as the definitions of households and property rights
- ▶ fourth, efforts by development researchers to link ethnicity and gender can be plagued by a history of questionable assumptions and bad habits, with

“cultural sensitivity” still being used widely by many parties as a rationale for not addressing gender inequality, and culture/ethnicity being scapegoated by its use as an all-purpose explanation for gender inequalities in the absence of any effort at cultural analysis on the apparent assumption that laying any and all examples of gender inequality at its doorstep is an acceptable practice - an all too common version of the ‘label it and leave it’ syndrome

7.2 ADDITIVE APPROACHES: PRINCIPLES and ADDING ETHNICITY TO GENDER SENSITIVE TOOLS

7.2.1 *Key Messages*

- ▶ additive approaches, since they just add gender and ethnicity to the list of categories for data collection and variables for analysis, tend to accept, rather than question, gender and ethnic relations and tend to accept ethnic identity as given rather than seeing it and ethnic relations as contested territory
- ▶ ethnicising research tools and methods in additive ways is as straightforward and accessible as similar approaches to engendering them, and may be a good place to start for researchers just beginning to explore links between the two, though, given the limitations of these approaches, the scope of the links that can be made will be similarly limited

7.2.2 *Discussion Highlights*

- ▶ additive approaches, despite their obvious limitations, make a valuable contribution by documenting certain aspects of gender and ethnicity and form a good starting point for further research and analysis
- ▶ also, these approaches are the most accessible to researchers just beginning to consider ethnic and gender dimensions and evoke less resistance than approaches that challenge the status quo

7.3 TRANSFORMATIVE APPROACHES: PRINCIPLES AND PARAMETERS

7.3.1 Key Messages

- ▶ approaches to gender and ethnicity can be transformative in two ways, the first of which is to focus on gender and ethnic relations, and on power dimensions and strategic interests in each case
- ▶ the second is to challenge the notion that either category is 'natural' and therefore impervious to change by recognising that, not only is each socially and culturally constructed but also each is made use of in constructing the other, e.g., ethnic identity and relations may be defined and represented in genderised terms, as when dominant and subordinate ethnic groups characterise their relationship in the language of male/female power relations

7.4 TRANSFORMATIVE APPROACHES: APPLICATIONS (includes GENDER AND ETHNICITY EXERCISE)

7.4.1 Key Messages

- ▶ applications of the first type of transformative approach indicated above develop from a focus on the relational and political dimensions of gender and ethnicity, identifying similar or identical core concepts and principles at work in structuring inequalities and then analysing their dynamics, an approach that can illuminate phenomena such as the targeting of women in the context of inter-ethnic hostility
- ▶ growing out of the second transformative approach above are applications that examine how gender is used for thinking about ethnicity and vice versa, which can deepen researchers' understanding of their dynamic interrelations and inform analyses of power relations and inequalities
- ▶ such applications necessarily involve a broader notion of gender than that offered by gender analysis (see comments in 4.1.1 on the conceptual and

practical limitations of gender analysis)

7.4.2 *Discussion Highlights*

- ▶ highly political nature of ethnic identity/ethnic relations; emphasis on power relations, as with gender, especially for marginalised ethnic groups where women can be doubly marginalised

GENDER AND ETHNICITY EXERCISE

OBJECTIVES:

- To reflect on research and analysis links between gender and ethnicity.
- To apply those reflections to the case of the Eastern Himalayas.

PROCEDURE:

5. Brainstorm on possibilities for linking ethnicity and gender in research on the Eastern Himalayas. What issues or questions could be addressed particularly effectively in this way?
2. Identify research methods and analytic frameworks that could be used to link ethnicity and gender in this case.
3. Present the results to the other workshop participants.
4. Discuss the opportunities and challenges entailed in linking gender and ethnicity.

DURATION:

Brainstorming	15 minutes
Identifying methods	20 minutes
Presentation	5 minutes/group
Discussion	5 minutes

7.4.3 Exercise Outputs

- ▶ possibilities for research linking gender and ethnicity: rituals and practices, linguistic analysis, ideologies, life histories, gendered spaces and categories of biodiversity; factors changing lives of women: economics, migration, political change; issue of self-esteem
- ▶ how can the advisory group use research at policy level; how to link research network to national/regional networks
- ▶ effect of political environment/repression on ability to analyse and address ethnicity and gender
- ▶ community-based researchers part of group they are researching, looking at themselves, recognising their own worth and self-identity
- ▶ do women researchers see ethnicity differently
- ▶ solidarity of ethnic group - stronger than internal power relations; both horizontal and vertical grids of power internally and externally (external, mainly vertical)
- ▶ from local perspective, gender is a “given,” “natural,” while ethnicity in terms of relations with the outside is “contested”
- ▶ ethnicity - political agenda: local control over resources vis-à-vis hegemony

8.0 RECAP OF DAY ONE/TRANSITION TO DAY TWO

8.1 PARTICIPANTS' REFLECTIONS and RECAP AND BRIDGE

8.1.1 *Key Messages*

- ▶ participants were asked to identify what aspects of the discussion on Day One caught their attention or struck them as most important or problematic

8.1.2 *Discussion Highlights*

Participants' Reflections

- ▶ moving toward integration of all three elements (biodiversity, ethnicity, gender) - need to get away from linking in twos, though this is ok as a stage
- ▶ SUB methodology paper very useful; demystified process; tools section - applicability, tendency of minimum to become maximum
- ▶ frustrating not to get to practical details, looking forward to more discussion of two projects
- ▶ theme of interrelatedness, question of applications, limitations of methodologies
- ▶ Day One useful for developing conceptual clarity, discussions of additive/transformational and linkages between elements and the conceptual/practical useful
- ▶ have thought less about ethnicity than gender
- ▶ need to move beyond pedestrian linkages of three concepts - need for more abstract theorising; linking the three both simple and difficult

- ▶ utilisation of results (research and action), situating research within transformative organisations, research as a learning process
- ▶ complexity, personal level/experience in construction of gender and ethnicity - how ideas are lived
- ▶ conceptual link between gender and ethnicity made, looking for links to biodiversity
- ▶ importance of linking research and advocacy
- ▶ process of conceptualising problems, issues; translation of conceptual maps to research process; developing working definitions
- ▶ concepts, transformative approaches

Facilitator's Comments

- ▶ two pervasive themes running through the discussions on Day One were **resistance** (both **by researchers** to gender/ethnic analysis, particularly transformative forms, and **of ethnic minorities**) and **advocacy**, i.e. the translation of research into action
- ▶ on Day One participants examined both conceptual and practical dimensions of gender and the links between the three domains of gender, ethnicity, and biodiversity in sets of two
- ▶ on Day Two, the focus is on linking all three - gender, ethnicity, and biodiversity - and applying them in research, using participatory plant breeding and community biodiversity registers as examples
- ▶ the other major task for Day Two is identifying, both individually and in the participants' collective or institutional contexts, follow-up steps to translate the workshop insights into practice

9.0 LINKING GENDER, ETHNICITY, AND BIODIVERSITY: CONCEPTUAL LINKAGES

9.1 NODES AND LINKAGES: TWO POSSIBILITIES and BRAINSTORMING AND DISCUSSION

9.1.1 *Key Messages*

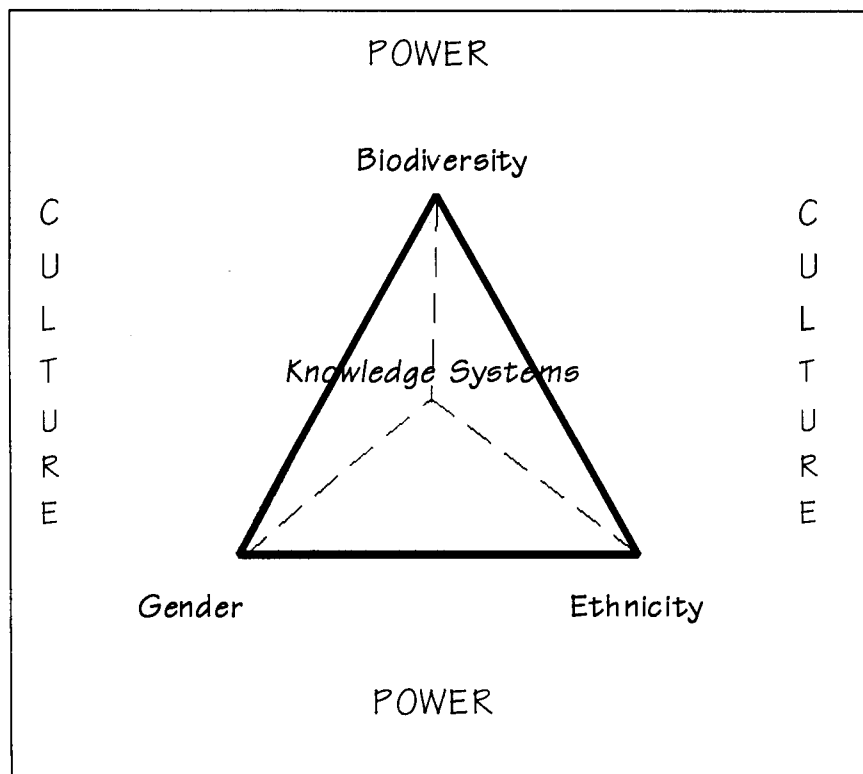
- ▶ one possible node, identified on Day One, for linking gender, ethnicity, and biodiversity is indigenous knowledge or knowledge systems, particularly when analysis includes not only cultural dimensions but also social and political relations
- ▶ a second possibility is the notion of strategic interests, which frames research, analysis, and action in terms of power relations, structural inequalities, and change

9.1.2 *Discussion Highlights*

- ▶ IK - linking technical knowledge to cultural knowledge - awareness of relationship between ethnicity and biodiversity
- ▶ how to involve community in authentic ways in research they haven't imagined, how to introduce element of self-consciousness to be better able to participate; process of research - understanding marginality
- ▶ links between research and livelihoods/income: what to maximise/optimize, what constraints; this is already a transformative approach, is it too early to be deciding? community participation in research: desire for immediate results; how much do community and researcher each determine the research agenda?
- ▶ CBD hijacked; biodiversity makes good entry point - good point for organising/reflection that can lead to consideration of gender/ethnicity as well; biodiversity less politically charged than gender; can help to identify/focus research problems; as an entry point, biodiversity acts as an

entry point, an analytical prism that can be looked through

- discussion of Version 2 of Biodiversity, Ethnicity, and Gender figure - if considered 3-dimensionally, can be turned on any side, viewed as a prism from any angle, while knowledge systems form a useful node, figure doesn't show relationship to dominant culture - power relations are missing



- how to blend science and social science; biodiversity agenda seems scientific/technical; social dimensions - political agenda can emerge - strategic possibilities
- political nature of research; research as an analytical tool, as entry point, rather than conceptual framework; factors that can be explained by

resistance and those that can't; not just institutional changes; is resistance an entry point for biodiversity research? political nature - implications for utilisation of results - role of IDRC in terms of research support

9.2 RESEARCH AND ANALYSIS IMPLICATIONS EXERCISE

RESEARCH AND ANALYSIS IMPLICATIONS EXERCISE

OBJECTIVES:

- To practise linking gender, ethnicity, and biodiversity.
- To identify the micro/meso/macro level opportunities and challenges for research and analysis of linking the three domains through specific nodes.

PROCEDURE:

5. Select one or two possible nodes for linking gender, ethnicity, and biodiversity.
6. Work out in as much detail as possible the micro/meso or meso/macro level research and analysis implications (e.g. appropriate research topics and questions, methods, etc.).
7. Report the results to the other workshop participants.
8. Discuss the possibilities and challenges involved in the exercise.

DURATION:

Select and work through implications	20 minutes
Presentation	5 minutes/group
Discussion	5 minutes

9.2.1 Exercise Outputs

- ▶ Micro-/Meso-Level Group
 - self-awareness - gender and ethnicity (meaning and value change)
 - how are things being constructed? how are different people thinking about gender, ethnicity, biodiversity?
 - identify enabling conditions, look for: oddballs and eccentrics, local leaders, sources of innovation and utilisation of traditional knowledge

- ▶ Meso-/Macro-Level Group
 - example of Malawi project: conscious effort to link micro-, meso-, macro-levels; e.g. policy makers involved in research at community level, community researchers involved at national level; linking CBO to national plan at various levels, conscious effort to integrate/bridge; much more difficult to influence policy at global level
 - links between community/country and global levels in both directions: results at community level inform policy, especially through comparison, exchanges, analysis; policy research on implications and options at global level taken up at country level
 - in this context, researchers often work with combinations of two of the three elements (biodiversity, ethnicity, gender) - e.g. IK programme - but haven't integrated all three
 - question of invoking gender equality as conditionality - not done in practice

10.0 LINKING GENDER, ETHNICITY, AND BIODIVERSITY: PRACTICAL LINKAGES

10.1 ACTION: MODALITIES AND LEVELS; STRATEGIES AND POLICY IMPLICATIONS; and ALLIANCES AND NETWORKS

10.1.1 *Key Messages*

- ▶ research and supporting research partners involve many modalities, including not only the research itself but also capacity development, communications, applications, and so on
- ▶ given that these modalities are operationalised somewhat differently at the micro-, meso-, and macro-levels, there are many possibilities for practical linkages between gender, ethnicity, and biodiversity in research
- ▶ in terms of strategies and policies these can include advocacy and mainstreaming at all levels
- ▶ alliances offer possibilities for more effective advocacy and networks for interdisciplinary information exchange and cooperation, etc.
- ▶ compiling a gender equality frameworks and mechanisms checklist both suggests the range of modalities and alliances that can be invoked in promoting gender equality and raises the questions of whether equivalent lists could be prepared for ethnicity and biodiversity, what significant gaps might be evident, and how research and action might make use of such frameworks and mechanisms in linking gender, ethnicity, and biodiversity

10.1.2 *Discussion Highlights*

- ▶ Eastern Himalayas Advisory Committee: consider strategic interventions; committee members are power brokers, will they engage in process of self-awareness?

- ▶ project methodology: biological and social will merge; participatory approach
- ▶ small country/big country
- ▶ where are IDRC resources most effective?
- ▶ sensitivities around ethnicity
- ▶ ICTs: potential for information sharing, pooling resources; sets of IDRC networks within regions; need for capacity building at multiple levels, inter-level communication and information exchange
- ▶ where are IDRC networking energies going (around gender, ethnicity, biodiversity): outward (globally) or down the hall to link/coordinate within IDRC?
- ▶ information loss as goes up to policy level (and not enough to begin with at lowest level); work at policy level only as sound as work on the ground; potential for work at community level on policy issues; need not just to inform policy, but to monitor impact - especially at community level; both gender and ethnicity generally thought of as local, not global, issues
- ▶ feed strategically into global policy level; bring research results to representatives from obscure countries seeking an issue to champion

GENDER EQUALITY FRAMEWORKS AND MECHANISMS CHECKLIST

POLICY COMMITMENTS

- CEDAW (UN Convention on the Elimination of All Forms of Discrimination Against Women)
- Beijing Platform for Action and National Plans of Action
- UN Declaration on the Elimination of Violence Against Women
- National Policies on and/or Plans for Women
- Sectoral plans or policies
- Agenda 21, particularly Chapter 24

MACHINERIES AND MECHANISMS

- national and sub-national machineries for women
- focal points (government ministries and agencies)
- national/regional CEDAW monitoring committees
- Gender/WID units/programmes of regional associations (e.g. ASEAN, APEC)

NETWORKS AND ALLIES

- national, regional, global women's advocacy NGOs
- Women's/Gender Studies Centres/Programmes
- Gender/WID units of UN agencies, IFIs, donors

11.0 CASE STUDY: ENGENDERING & ETHNICISING PARTICIPATORY PLANT BREEDING

11.1 INTRODUCTION TO PARTICIPATORY PLANT BREEDING (PPB) (Presented by Monica Malusi, Carleton University)

11.1.1 Key Messages

Objectives of the PPB Presentation

The presentation is based on experience gained while attending a PPB workshop in Malawi. The aim of the case is to provide an overview of PPB as well as approaches for integrating gender and ethnicity.

This overview looks at what constitutes participatory plant breeding (PPB), the key issues, and strategies for integrating gender and ethnicity. We start with the definition, types, and goals of PPB. Then we look at the reasons and ways of integrating gender and ethnicity.

1. What is PPB?

a) Definition and types of PPB.

PPB = collaborative research done by various groups/users
 = participatory plant breeding biodiversity conservation
 = participatory plant varietal selection and experimentation

Types of PPB

- * Formal-led PPB - initiated by researchers
- * Farmer-community initiated (participatory)
- * Community farmer-led PPB (e.g. tree growing)

b) PPB steps - Why do it?

DESIGNING PARTICIPATORY PLANT BREEDING PROGRAMS: CRITICAL STEPS

SETTING OBJECTIVES:

- ▶ Overall diagnosis: is PPB necessary
- ▶ Definition of objectives of PPB
- ▶ Diagnosis among users: what do they want?

TECHNOLOGY GENERATION/CONSERVATION

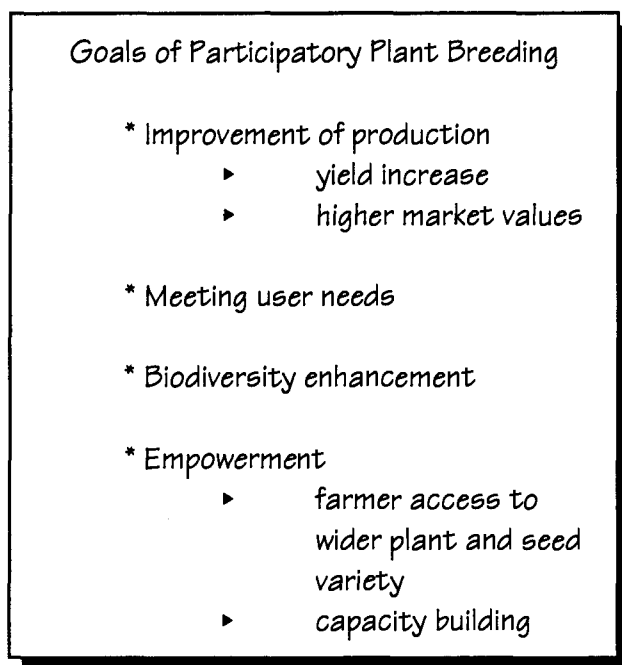
- ▶ Who will participate: institutions
- ▶ Where/Sites
- ▶ Who will participate: farmers/communities/users
- ▶ What is on offer
- ▶ Who does what in the breeding/screening process: divisions of labour
- ▶ Evaluation
- ▶ Feedback
- ▶ Seed Systems Issues

CAPACITY BUILDING/SCALING UP

PPB steps = = Why do it?

- ▶ can PPB solve the problem(s)?
- ▶ at what stage do farmers become involved?
- ▶ what do farmers want?
- ▶ who is going to do what?
- ▶ which group of farmers is going to be involved?
- ▶ should materials be released or tested with farmers?
- ▶ number of farmers involved in selecting materials
- ▶ number of farmers involved in using material for trial

c) Articulation of goals



PARTICIPATORY PLANT BREEDING: WHERE DO I STAND?

INSTRUCTIONS:

Please read the following statements about researchers and farmers in agriculture. Indicate on the scale provided whether you:

- Agree (A)
- Partially agree (PA)
- Neither agree nor disagree (N)
- Disagree (D)

N.B. There are no right or wrong answers.

STATEMENTS		SCALE				
		D	PD	N	PA	A
1	Experience shows that, if you give too much importance to the farmer's wishes in an experiment, the farmer loses confidence in you.					
2	It's better to negotiate with farmers about what they are going to do in a program (crop priorities, experimental design) than to instruct them in the required practices.					
3	Even when farmers' ideas seem self-contradictory and superstitious, it's still important to take them into account when making decisions about one's research.					
4	When farmers intervene in an experiment, it creates conflict because they usually don't understand what one is trying to accomplish.					
5	Establishing a relationship of trust and confidence with a farmer doesn't require intimate knowledge of his farm.					
6	The on-farm researcher needs to be prepared to change his workplan in the face of the farmer's objections.					
7	Collaborative trials with farmers need to be based on the researcher's expectations of what has to be done, because the researcher has the necessary expertise.					
8	Sometimes you have to help the farmer think the way you do.					
9	The knowledge, ideas and experience of the farmer should be given the same respect as those of the researcher.					
10	A professional on-farm researcher has enough knowledge to understand the problems farmers commonly experience.					
11	Before teaching them about new practices, we need to convince farmers that we value their traditional ways of farming.					

		D	PD	N	PA	A
12	Farmers' own priorities should help guide the research agenda.					
13	One should not be afraid to say to farmers that one doesn't understand something.					
14	When you are working with a large number of farmers it is difficult to remember who is who...but that is no problem if you are polite and friendly to everyone.					
15	It is easy to be mistaken about what it is a farmer means to say.					
16	In order to generate confidence among farmers one should not talk about the failure or mistakes that sometimes occur in experiments.					
17	It is important that the farmer learns to handle some of the technical terms used by researchers.					
18	All farmers have equal knowledge to share with researchers..					
19	When drawing conclusions from on-farm research, one's own concepts can produce erroneous conclusions.					
20	It is important for the farmer to express her opinions, but the final evaluation of research results and program strategy has to be done by the researcher and his supervisor.					
21	Too much familiarity with a farmer can create a type of relationship that no longer guarantees respect for the researcher.					
22	It is important for the farmer to realize that the success of a trial depends on the researcher obtaining accurate data.					
23	Any open-minded friendly person can talk to farmers and understand their problems in a relatively short time.					
24	Research has to be conducted with the head of the household, usually a man, as he makes the decisions.					

RESULTS: PARTICIPATORY PLANT BREEDING: WHERE DO I STAND?

- workshop participants completed the exercise individually and then reported and discussed their answers to several statements selected by the resource person, Monicah Malusis

STATEMENTS		SCALE				
		D	PD	N	PA	A
1	Experience shows that, if you give too much importance to the farmer's wishes in an experiment, the farmer loses confidence in you.	6	3	2	0	0
6	The on-farm researcher needs to be prepared to change his workplan in the face of the farmer's objections.	0	0	0	2	9
12	Farmers' own priorities should help guide the research agenda.	0	0	0	0	11
18	All farmers have equal knowledge to share with researchers.	7	1	0	1	2
21	Too much familiarity with a farmer can create a type of relationship that no longer guarantees respect for the researcher.	6	4	0	1	0

2. INTEGRATING GENDER AND ETHNICITY: KEY ISSUES

a) Different perceptions , uses and management of resources.

Throughout Africa,. men and women have always actively used and managed plant resources, e.g. collecting seeds, planing, transplanting, protecting, storing, etc. But men's and women's perceptions and uses of plant resources are different and therefore men's and women's distinct knowledge of agricultural and forest plant species as well as gender-specific knowledge about the existing ecosystem and landuse practices.

DIFFERENT PERCEPTIONS, USES AND MANAGEMENT OF PLANT RESOURCES
MEANS MEN AND WOMEN ACQUIRE AND POSSESS DIFFERENT TYPES OF
KNOWLEGE

e.g. Women's extensive knowledge of wild vegetables that spring up after the rains and men's knowledge of traditional house reeds.

SIMILARLY: Some cultural taboos about women planting trees:

One man in Kenya noted: "Whoever heard of a woman planting a tree when the husband is still alive?"

A woman also observed: "I cannot plant trees because, according to tradition, my husband might die, I may not give birth, and I will lose the respect of the community."

Another woman from Cameroon noted: "If my husband repudiates me, will I take the trees with me?"

BUT MORE POSITIVELY:

El Sheffa Khalafalla from Sudan says: "I remember in the past there were big trees near the river, but now the land has been cleared for crops. It used to be easy to collect firewood, but now I have to pay for it. I am sorry for these changes and I want to plant trees to stop the sand."

Source: Women, Trees and Forests in Africa, 1992

b) Gender-based inequalities in resource distribution

Interest in gender issues also derives from the fact that African societies are differentiated by sex and ethnicity. This in turn results in gender--based inequalities in resource distribution, especially land. Women in Africa own less than 1 percent of land. Resource ownership and control are central to plant breeding activities and have to be considered in gender-based terms. Who has rights of use and control over land and trees?

c) Gender division of labour

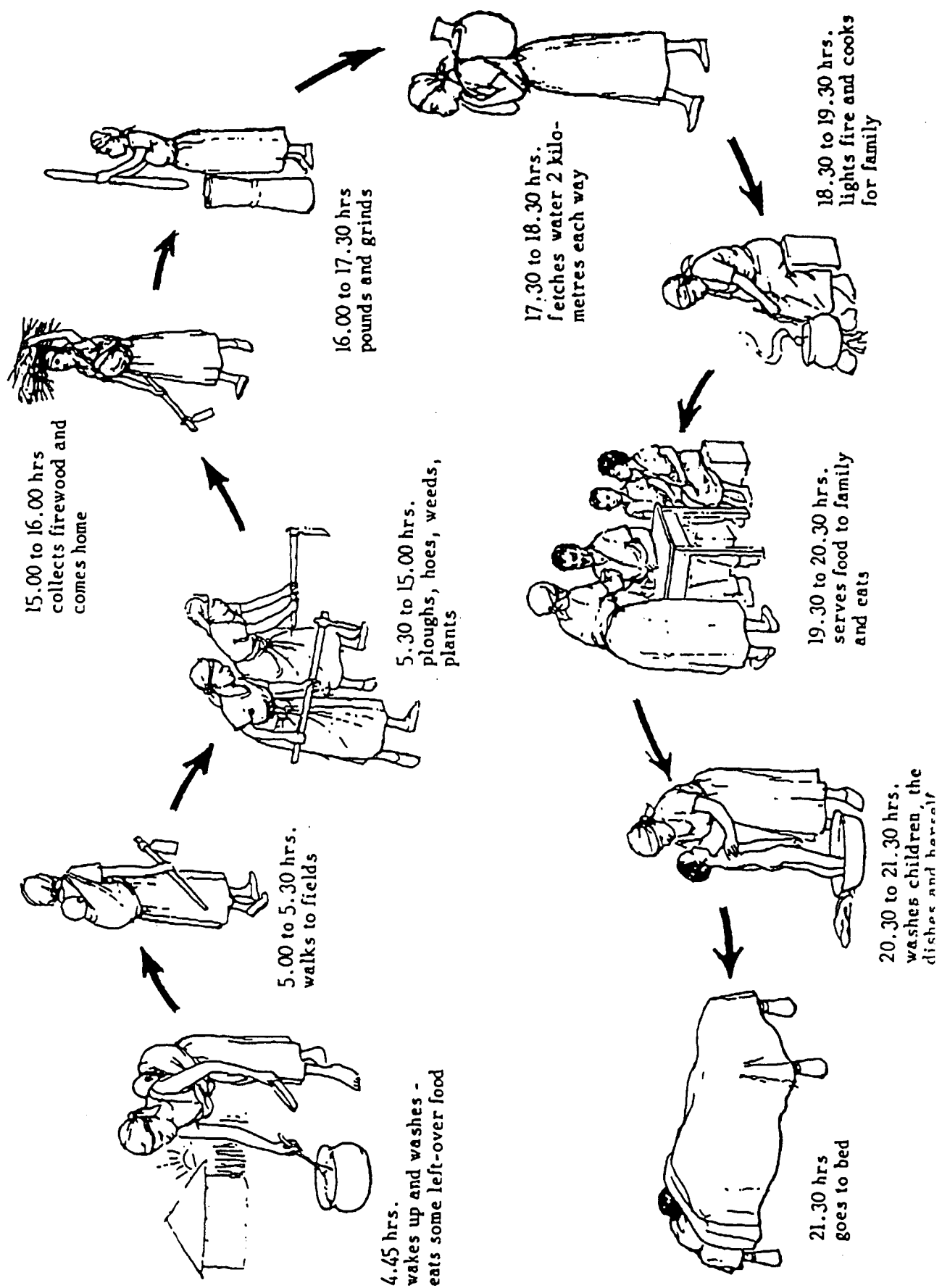
The prevailing patterns of labour have important implications for participatory plant breeding activities.

(i) See “A rural woman’s day”



(ii) Agricultural tasks for men and women - See “Division of Labour into Tasks for Men and Women”

The significance of these daily routines or schedules is in helping to assess whether plant breeding activities might overburden women and/or whether to introduce activities that might lessen the burden, e.g. plant species that supply firewood.

Although the order in which her tasks are performed may vary, the day for a rural woman during the busy agricultural seasons is likely to be along the following lines:



Division of Labour into Tasks for Men and Women

		<u>% of total labour</u> <u>in hours</u>	
			
Cuts down the forest; stakes out the fields	→	95	5
Turns the soil	→	70	30
Plants the seeds and cuttings	→	50	50
Hoes and weeds	→	30	70
Harvests	→	40	60
Transports crops home from the fields	→	20	80
Stores the crops	→	20	80
Processes the food crops	→	10	90
Markets the excess (including transport to market)	→	40	60
Trims the tree crops	→	90	10
Carries the water and the fuel	→	10	90
Cares for the domestic animals and cleans the stables	→	50	50
Hunts	→	90	10
Feeds and cares for the young, the men and the aged	→	5	95

This division of labour shows that men are almost universally responsible for the initial heavy clearing of the new fields. But from that time, women progressively share or more often take over the work of sowing, weeding, harvesting, storage, processing and marketing.

3. WHAT GENDER-RELATED APPROACHES/INFORMATION SHOULD BE SOUGHT?

a) Why should women participate in these activities?

(i) Definition of participation and (ii) Some criteria to help in the definition

WOMEN SHOULD RECEIVE BENEFITS FOR THEIR PARTICIPATION (IN PLANT BREEDING ACTIVITIES) DEFINED AS.....

~~~~~

SOME CRITERIA TO HELP IN DEFINITION:

- ▶ Helping women identify trees they need, collect seeds, grow seedlings and establish reserves
- ▶ Income generation from sale of seedlings
- ▶ Planting species that help lessen tasks like firewood collection
- ▶ Building on and strengthening existing women's group activities

\*\* A meaning of participation has to be articulated. This meaning will help determine the strategies of how to communicate the idea of participation and to whom.

b) The process of community empowerment

The goal of participation should go beyond that of merely seeking women's involvement as labourers in plant breeding activities to actual empowerment of women.

(i) Definition of empowerment

### EMPOWERMENT

“to give power or authority to, to give ability; to enable, to permit”

[Webster's New World Dictionary]

Another suggestion:

### COMMUNITY EMPOWERMENT

Recognize community people as experts in their own social situation who have vested interest in becoming skilled users and producers of plant breeding knowledge. Therefore participatory methods are skills and techniques that community people can learn and replicate for future use. Our role is then to facilitate the application of these skills and techniques within the community.

#### 11.1.2 Discussion Highlights

- ▶ overall, the group found it easier to integrate gender equality issues and much more difficult to either integrate ethnicity or interrelate all three elements
- ▶ importance of recognising community/farmer power relations
- ▶ relationship of community knowledge and outside scientific knowledge
- ▶ potential and benefits of PPB: definition - technical in terms of seed selection and breeding, participatory in terms of involving farmers; offers relatively low-cost approach with potentially high benefits; can be incorporated into existing efforts to enhance effectiveness and can serve as basis for new initiatives to improve and conserve biodiversity
- ▶ definition of farmer: lies at the centre of PPB: who is a farmer, who should

participate, how should farmers be selected, how to ensure farmers' priorities are met, is it better to work with some groups of farmers? complexities in defining a "farmer" are indication of problems in perceptions of farmers as male (excluding women); ethnicity also a factor in definitions of "farmer"

- ▶ recognition of different levels/categories of farmers: women and men, differentiated by ethnicity, having different kinds of knowledge, some expert on specific crops or medicinal plants, some non-experts but having different perspectives that are equally valid and useful
- ▶ participation should yield benefits, including increased access to/control over resources, especially land for women
- ▶ information/approaches sought by integrating gender and ethnicity in PPB activities: importance of focusing on gender and ethnicity to make up for past exclusions, to ensure that previously neglected gender and ethnicity issues given proper attention in future
- ▶ constraints to women's participation: in Africa, lack of land ownership, need for access to land and forest resources
- ▶ importance of understanding ethnic and cultural influences and how to work with or around them; explaining ethnic diversity is a complex problem
- ▶ recommendations on incorporating results into SUB guidelines document: awareness of biases in research methods, constraints to participation, role of gender and ethnic differentiation, monitoring effects

## 11.2 ENGENDERING AND ETHNICISING PARTICIPATORY PLANT BREEDING: ADDITIVE APPROACHES

### 11.2.1. Discussion Highlights

- ▶ focusing on initiatives that build on women's activities, experiences, and knowledge: efforts to deal with firewood problems by growing certain trees; income generating activities

- ▶ increasing choice of crops/subsistence strategies of different ethnic groups; facilitating farmer exchange of seeds and knowledge about crops and nutrition; holding farmer field days for awareness raising and information sharing

### 11.3 ENGENDERING AND ETHNICISING PARTICIPATORY PLANT BREEDING: TRANSFORMATIVE APPROACHES

#### 11.3.1 *Discussion Highlights*

- ▶ addressing constraints to resources such as land, trees; focusing on socio-cultural constraints such as the gender division of labour
- ▶ focusing on impact of PPB activities on current systems, e.g. cropping patterns and policies; identifying systems in place to address issues such as land resources, market opportunities; addressing issues such as population movements and settlement by different ethnic groups in new ecological zones and long-term implications for PPB activities
- ▶ measures to ensure PPB contributes to empowerment - should go beyond involvement of local people towards community empowerment and capacity building; need to be cautious and sensitive to biases inherent in all research methodologies
- ▶ identifying and acknowledging gender and ethnic variation and inequalities within groups and impact on participation and benefits; direct involvement of farmers in monitoring gender and ethnic differentiated effects of PPB e.g. introducing new seeds or resource management practices, can determine and provide solid evidence of beneficial and/or unexpected effects of integration gender and ethnic issues

## 12.0 CASE STUDY: ENGENDERING & ETHNICISING COMMUNITY BIODIVERSITY REGISTERS

### 12.1 INTRODUCTION TO COMMUNITY BIODIVERSITY REGISTERS

#### 12.1.1 *Key Messages (Presented by Jean Christie, Rural Advancement Foundation International)*

*Note:* I preface the following comments with the caveat that I am no expert on Community Biodiversity Registers. I approach the subject from the perspective of community-based biodiversity conservation and related questions of intellectual property rights, which are the focus of much of RAFI's work. I should also add that I am not an expert on matters of gender or ethnicity either, though I have thought about, and tried to practice the inclusion of gender considerations in development for twenty years. I have thought quite a lot about culture and biodiversity, but less about questions of ethnicity, except in relation to political power. This paper should therefore be read as a contribution by an informed observer, rather than as comment by an expert.

#### **Context for the Consideration of Community Biodiversity Registers**

Community Biodiversity Registers are now being debated, proposed and set up, in a variety of settings, and for a variety of reasons. It would be difficult to consider their value and potential weaknesses without looking, at least briefly, at the context into which the debate and emerging practice fits. I will focus on just four points, though of course there are others.

- **There has been a tradition of “free exchange” of seeds in virtually all rural cultures of the world.** In my view, this was and still is essentially a good thing - both for rural communities and for agricultural biodiversity. The “problem” with free exchange arose when industry began to privatize plants (or to enclose the genetic commons). By asserting intellectual property over plant genetic resources - first in the form of plant breeder's rights (PBR), and more recently as patents, they asserted private monopolies over plant varieties developed by “scientific” breeders, while leaving those bred by generations of farmers in the “public domain”, and free for the taking. This has led (quite correctly) to efforts to protect farmers, and farmers' varieties in the face of predatory intellectual property claims. The effect has been to draw farmers, as relatively weak players, into the world of intellectual property rights.

- Intellectual property over plants has led to “biopiracy”, and a growing recognition of biopiracy among indigenous and other rural peoples, and governments of the South. (Biopiracy is the appropriation of genetic resources, and knowledge about them, via intellectual property rights.) There are many examples of biopiracy - especially in the pharmaceutical industry, where ethnobotanists are combing the world in search of plants that people use as medicines. The life industries (often in cooperation with university or other public sector researchers) are going directly to traditional healers, and/or to colonial and post-colonial ethnobotanical records, to identify plants which people use to cure different human ailments and diseases. They use both the biological resources and knowledge about them in their research, and then patent the results, with little or no recognition or compensation to the peoples’ whose resources and knowledge they have appropriated. RAFI has documented many cases of biopiracy, and has prepared a detailed table which lists the companies and institutions that are “bioprospecting”; in what regions or countries of the world; what they are looking for; and whose knowledge they are using. We have worked to make civil society organizations and governments aware of biopiracy, so it can be addressed , and ultimately stopped.
- It goes almost without saying that both biodiversity and traditional or indigenous knowledge about it are being lost at an alarming rate - as a result of many pressures and trends, including modern (monoculture) agriculture, urban expansion and the urbanization of rural peoples, cultural homogenization, the erosion of traditional cultures, and the loss of local languages. These processes have been well documented. Efforts are now underway to conserve, use and revitalize both the biological diversity and knowledge about it - before they are irretrievably lost.
- The Biodiversity Convention (CBD) presents a major new dynamic in the world of biodiversity, and has a profound impact on all three points above. At best the CBD can be viewed as a mixed blessing. It has fundamentally changed the notion of “free exchange” of germplasm. It has asserted national sovereignty over biodiversity, which raises a range of concerns about the relationship between nation states and their people(s), and in particular the relationship between states and (often minority) ethnic groups whose knowledge and resources are in highest demand. On one hand the CBD has signaled the

importance of indigenous knowledge in biodiversity conservation. On the other hand, it has affirmed that prevailing IPR regimes will be respected. As many see it, what one hand gives, the other takes away. Lastly, the Biodiversity Convention has established the framework for discussions about “sharing the benefits of biodiversity” (often read as “compensation”). It has thus formally introduced the concept of ascribing a commodity value to indigenous knowledge and resources.

The fact that “free exchange” of germplasm is no longer a given; that biopiracy is an increasingly common phenomenon globally; that biodiversity and biodiversity-related knowledge are being lost; and that the CBD fundamentally changes and shapes the debate about biodiversity conservation and use, are all important considerations in a discussion of “Community Biodiversity Registers”.

### What Are Community Biodiversity Registers?

I will define a “Community Biodiversity Register” as an “effort by a ‘community’ to document and conserve both the biodiversity that is used within a given area, and relevant knowledge about it”. (I will return to the word “relevant” in my comments on gender and ethnicity). I emphasize the distinction between efforts “by” a community and efforts “for” or “with” a community, because in my definition, the community (however conceived) ought to be in control of designing the key features of the Register, maintaining the Register itself, and deciding how it is used, including who shall have access to it, and for what purposes.

Using this definition, a Community Register for agricultural biodiversity would be an initiative by which a community documents the uses, and all knowledge deemed by the community to be relevant, about all (or some) cultivated crops and livestock breeds, and perhaps also food that is harvested from the “wild”. It is likely to be maintained in the local language. It could be “housed” in, supported and maintained by any of a number of possible community-based institutions, ranging from schools, to women’s groups, to farmers’ cooperatives, to indigenous peoples’ organizations. It could include, but need not be a formal database. It could use a range of innovative, popular methods (eg. songs, dances, recipe books etc.) to record local biodiversity use and knowledge. In most circumstances that I can contemplate, it would be established in conjunction with community efforts to conserve and use local agricultural diversity.

## Why Set Up a Community Biodiversity Register?

A number of motivations may drive efforts to establish a Community Biodiversity Register. In large measure, a community's motivation will determine what it chooses to do (and not do), and the methods it adopts. I have listed below a range of possible motivations, any of which might apply in a given community. Some of them might be:

- to conserve agricultural biodiversity within a community, in the face of changing agricultural practices (eg. monoculture). This would almost certainly be coupled with an *in situ* conservation initiative, community seed bank (or “seed wealth” centre, to use the language of Bangladeshi NGO UBINIG)
- to prepare for possible future emergencies (eg. famine, drought etc)
- to document knowledge that is being lost (for historic interest)
- to validate or affirm the value of local knowledge and agricultural practices, and to promote their continued use
- to actively engage community people in biodiversity conservation
- to facilitate continued seed exchange
- to provide the basis for local plant breeding (and hence local control of the food supply)
- to protect a community from biopiracy of genetic resources and knowledge
- to provide a basis for asserting ownership (and maybe IPR claims) by the community itself

There is a range of possible motivations behind Community Biodiversity Registers, from documentation, to biodiversity conservation and use, to commercial exploitation by the community itself, to defense against piracy, to benefits sharing in the event of commercial exploitation by others. Many of these are clearly compatible with one another. Some, however, may be incompatible with others. Before embarking on a Community Biodiversity Register project, it would be important to know what a community's motivations were, whether they were compatible with one another, whether there were differences by gender or ethnicity, and whether they changed as the initiative evolved.

I have emphasized the issue of motivation, because I have heard Biodiversity Registers promoted as a first line of community defense against biopiracy. While I support their establishment for many of the reasons above, and can see the value



of Community Registers to bring home to people the value of the resources and knowledge they possess, I am not convinced that they are the most effective defense against biopiracy, which I believe must be addressed at a wider political level. (Serious biopirates will simply go to a neighbouring community, or country). Though RAFI has documented significant examples of agricultural biopiracy, I am not convinced that biopiracy of individual varieties in agriculture represents the same kind of threat that it does with medicinal plants, where the picture is quite different. Medicinal plants are being pirated to a significant extent. There are multi-million profits to be made from knowledge directly traceable to specific knowledge and plants. I think it is less likely that single traits or varieties, traceable to specific communities will become profit-spinners for industry, and I wonder if, in agriculture, the fear of biopiracy may not undermine the positive value of free exchange of seeds among communities. While Community Biodiversity Registers can establish prior use of plants, which is some defense against piracy, I believe they should be designed primarily to encourage seed exchange and use of local varieties, for local food security.

#### Methodological questions raised by gender division of labour, and ethnicity

My definition of a Community Biodiversity Register talked about “relevant knowledge”. A thorough gender analysis will be essential in determining what is deemed to be relevant, and ultimately will determine the quality of the data that a community records. An analysis will have to be done, which breaks down how men and women relate to the production and use cycle of each crop and livestock species, in order to decide what is relevant to record in a Biodiversity Register. The same is true for different ethnic groups (and social classes), if there are different ethnic groups and classes in a community, who use different plants, or use the same plants in different ways. All representative groups will have to be involved, if information relevant to all sectors of the community is to be registered. In short, your Register will only be as good and as useful as its design, which should be based on an analysis of biodiversity use by gender, ethnic group, and (social class).

To illustrate this point, Tim Reeves, Director General CIMMYT (the International Centre for the Improvement of Corn and Wheat) recently told a story about CIMMYT researchers asking Mexican men and women to select the “best” corn. Men, he reported, selected almost entirely on the basis of yield. Women selected

on the basis of many factors, only one of which was yield.

To establishing an accurate and complete Biodiversity Register, its designers would have to know, for each crop (and crop variety), who has the most comprehensive knowledge about (for instance): germination time, weeding requirements, ease of harvesting, uses for fodder as well as food, vulnerability to pests and diseases, time demands of pest control, cooking and storage qualities, taste, etc. One could generate a similar list for the types of knowledge that are relevant for different livestock species, and breeds. One needn't be "essentialist" in this analysis. Most men and most women will likely have some knowledge of all these things. But it will be important to know who in the community has the most complete, accurate, and nuanced knowledge of each characteristic. A gender analysis of the division of labour in agriculture and food processing will be critical to achieve this. Then the community as a whole will have to decide which characteristics should be recorded.

Though I suspect the most significant differences will emerge from a gender analysis, the ethnic (and class) diversity of the community will also have to be reflected in the design of the Register. What is food to one group may not be food to another - and not only on the basis of obvious religious and cultural practices. Poor people may eat things that middle class and rich people don't eat. People in Thailand, for instance, eat vegetables that Filipinos don't eat, though they are available in both places. I am reminded of a day at the beach with Port Moresby Teachers College students from all over Papua New Guinea, in the early 1970's. Someone said "let's dive for edible seaweed". "Fine", said I, the real foreigner in the group. "But first someone will have to show me what it looks like". Several students went under, and eventually came up again, each clutching a fistful of seaweed. And then ensued a great debate, as we began to examine the specimens. Someone said, "but that one isn't edible", and someone else said, "but of course it is. You cook it with ...". Whether skeptics remained in the group, I don't know. What we all discovered was that different people(s) ate different seaweeds.

Before ending my comments on the question of ethnicity, I would add, simply, that we must firmly grasp the connection between "culture" and agri-cultural practice. On a global level, we will never conserve agricultural diversity if we don't preserve the cultural diversity with which it is so inextricably entwined.

## Some Lingerin Questions

In closing, I raise a number of random questions, which go beyond the scope of this seminar, but which emerged as I thought about the role of Community Biodiversity Registers. No doubt they reflect my biases. I leave them on the table....

- Is the fear of biopiracy destroying (or will it destroy) a long tradition of seed exchange in agriculture?
- Is it possible to assert “prior use” without limiting the exchange of agricultural germplasm among farmers, and claiming ownership?
- Can Community Biodiversity Registers help protect communities from biopiracy, while still facilitating exchange?
- What’s the appropriate balance between protecting (and maybe privatizing) the “resource”, and exchanging it?

## 12.2 ENGENDERING AND ETHNICISING COMMUNITY BIODIVERSITY REGISTERS: ADDITIVE APPROACHES and TRANSFORMATIVE APPROACHES

### 12.2.1 Discussion Highlights

- ▶ easy to conceptualise additive approaches to CBRs, imagining transformative approaches more difficult
- ▶ affirmation of value of knowledge can be transformative for specific categories of people (ethnicity and gender); also issue of transmission of knowledge
- ▶ different consequences for ethnicity and gender of state-driven versus participatory approaches; gender/ethnic implications of commodification of knowledge
- ▶ class is clearly an important factor: CBRs may favour the wealthy and literate (therefore, also gender/ethnicity dimensions cross-cutting class differences); link between CBRs and status enhancement
- ▶ do CBRs transform how people think about environment, biodiversity, knowledge - and different categories of people?

## 13.0 FOLLOW-UP AND SUMMARY

### 13.1 FOLLOW-UP BRAINSTORMING AND PLANNING

#### 13.1.1 *Key Messages*

- ▶ in considering possible follow-up action, participants should consider not only the range practical approaches to linking gender, ethnicity, and biodiversity (see 10.1) but also the gender analysis concepts of responsiveness, mainstreaming, and strategic interests as they apply to all three domains
- ▶ one way of approaching the question is to consider four dimensions of responsiveness: awareness, commitment, analysis, and action, and then identify strategic entry points related to each one (see Gender Responsiveness handouts)
- ▶ planning for follow-up action can be undertaken in terms of both individual responsibilities/opportunities and institutional/programme mainstreaming

### 13.2 BRAINSTORMING AND PLANNING EXERCISE

## FOLLOW-UP BRAINSTORMING AND PLANNING

### OBJECTIVES:

- To identify possibilities and priorities for follow-up action.

### PROCEDURE:

4. Brainstorm about potential follow-up activities, making use of the brainstorming grid if it proves helpful.
5. Select one or two high priority activities and plan its/their implementation, making use of the planning grid if it proves helpful.
6. Representatives of the Eastern Himalayas Project and SUB present their plans.
7. Comment on plans and discuss individual plans.

### DURATION:

|               |                 |
|---------------|-----------------|
| Brainstorming | 10 minutes      |
| Planning      | 15 minutes      |
| Presentation  | 5 minutes/group |
| Discussion    | 5 minutes       |

## BRAINSTORMING GRID

|            | MEASURES | PRIORITY<br>RANKING |
|------------|----------|---------------------|
| AWARENESS  |          |                     |
| COMMITMENT |          |                     |
| ANALYSIS   |          |                     |
| ACTION     |          |                     |

# PLANNING GRID

| MEASURE | RATIONALE | ACTIONS | OUTCOMES | INDICATORS | RESPONSIBILITY |
|---------|-----------|---------|----------|------------|----------------|
|         |           |         |          |            |                |
|         |           |         |          |            |                |
|         |           |         |          |            |                |

### 13.2.1 Exercise Outputs

- ▶ the SUB and Eastern Himalayas Project groups each identified and partially developed several follow-up measures

## SUB PLANNING GRID

| MEASURE                                                                                                                                                                                                                                         | RATIONALE                                                                                                                  | ACTIONS                                                                                                              | OUTCOMES                                                                                                  | INDICATORS                                                                                                   | RESPONSIBILITY |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------|
| <ul style="list-style-type: none"> <li>▶ Integration into existing gender initiatives</li> <li>▶ Integrate Gender/Ethnicity approach into existing Networks (Medicinal plants, CBDC, etc.)</li> <li>▶ Using Diversity</li> <li>▶ IKP</li> </ul> | <ul style="list-style-type: none"> <li>▶ Improve equity/efficiency of the Networks</li> </ul>                              | <ul style="list-style-type: none"> <li>▶ Well planned/facilitated sessions at Network meetings</li> </ul>            | <ul style="list-style-type: none"> <li>▶ Improved capacity</li> <li>▶ Priorities/Policy change</li> </ul> |                                                                                                              |                |
| <ul style="list-style-type: none"> <li>▶ Revise, disseminate, assess guidelines document</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>▶ Have a useful tool for capacity building and internal screening tool??</li> </ul> | <ul style="list-style-type: none"> <li>▶ Publish text</li> <li>▶ Disseminate</li> <li>▶ Awareness raising</li> </ul> | <ul style="list-style-type: none"> <li>▶ Revised document</li> </ul>                                      | <ul style="list-style-type: none"> <li>▶ Use of document</li> <li>▶ Impact on project design</li> </ul>      |                |
| <ul style="list-style-type: none"> <li>▶ Influence Canadian and international initiatives, e.g. BDO</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>▶ Get the gender issues on the agenda</li> </ul>                                    | <ul style="list-style-type: none"> <li>▶ Workshop?</li> <li>▶ Link with farmers' rights?</li> </ul>                  |                                                                                                           | <ul style="list-style-type: none"> <li>▶ Discussion</li> <li>▶ Tools</li> <li>▶ Resolution passed</li> </ul> |                |



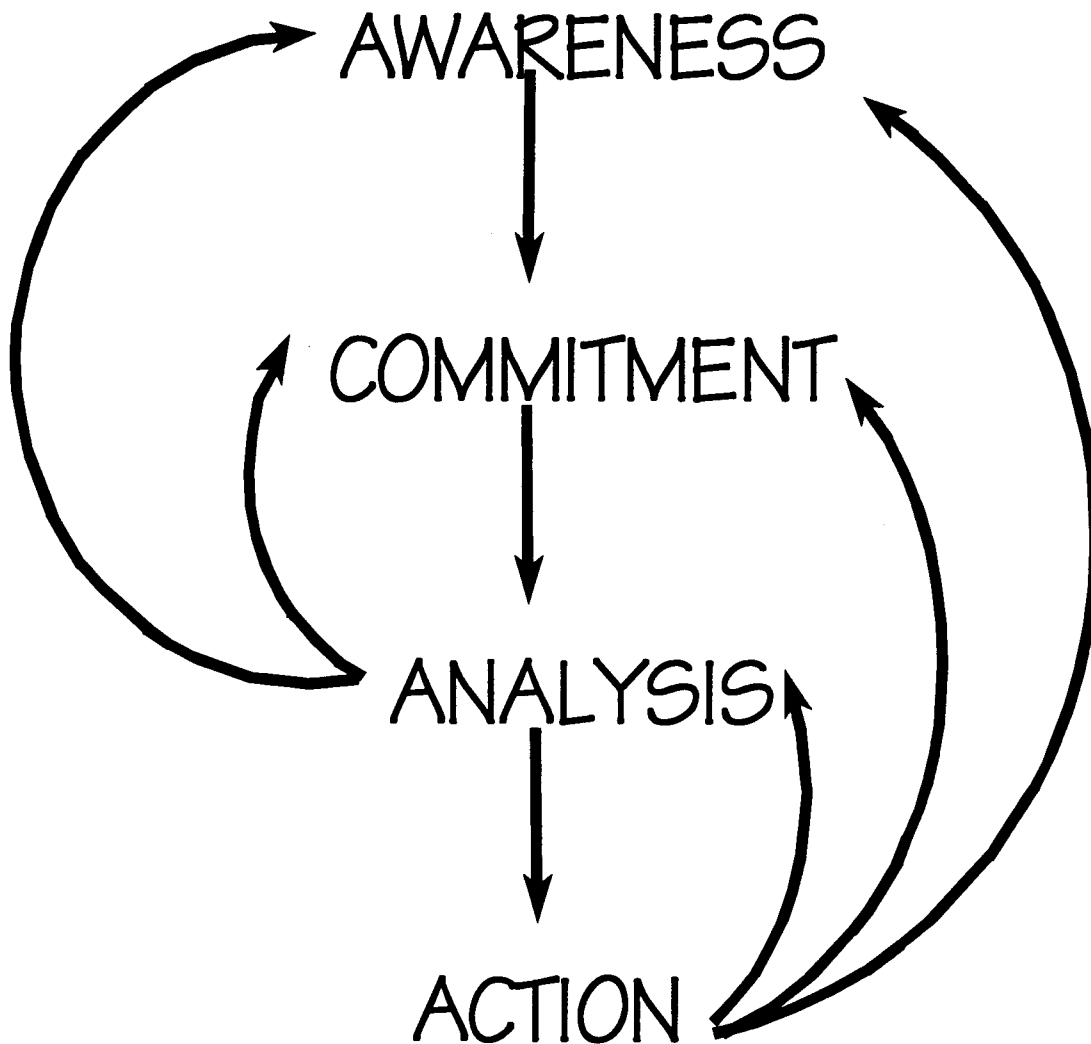
## EASTERN HIMALAYAS PROJECT BRAINSTORMING GRID

|                                                                                                                                                                                                      | MEASURES                                                                                                                                                                                                                                                                                                                                            | PRIORITY RANKING |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>AWARENESS</b> <ul style="list-style-type: none"> <li>▶ of links between gender, ethnicity &amp; biodiversity</li> <li>▶ of gender construction</li> <li>▶ of construction of ethnicity</li> </ul> | <ul style="list-style-type: none"> <li>▶ to bring about awareness amongst:               <ol style="list-style-type: none"> <li>1. researchers</li> <li>2. community</li> </ol> </li> <li>• Orientation</li> <li>• Research</li> <li>• Networking</li> <li>• Exposure (exchanges)</li> <li>• Dissemination through video, advisory group</li> </ul> |                  |
| <b>COMMITMENT</b> <ul style="list-style-type: none"> <li>▶ to maintaining biodiversity &amp; gender equity</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>▶ incentives</li> <li>• affirmation of value of women/ ethnic IK</li> <li>• appeal to ethnic pride</li> </ul>                                                                                                                                                                                                |                  |
| <b>ANALYSIS</b> <ul style="list-style-type: none"> <li>▶ by researchers and community and advisory group</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>▶ self-analysis of biases</li> <li>▶ gender analysis</li> <li>▶ cultural analysis (identifying practical &amp; symbolic links between the 3 concepts)</li> <li>▶ knowledge analysis</li> </ul>                                                                                                               |                  |
| <b>ACTION</b>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>▶ PPB</li> <li>▶ seed banks/register</li> <li>▶ alliances with international networks, national groups</li> </ul>                                                                                                                                                                                            |                  |

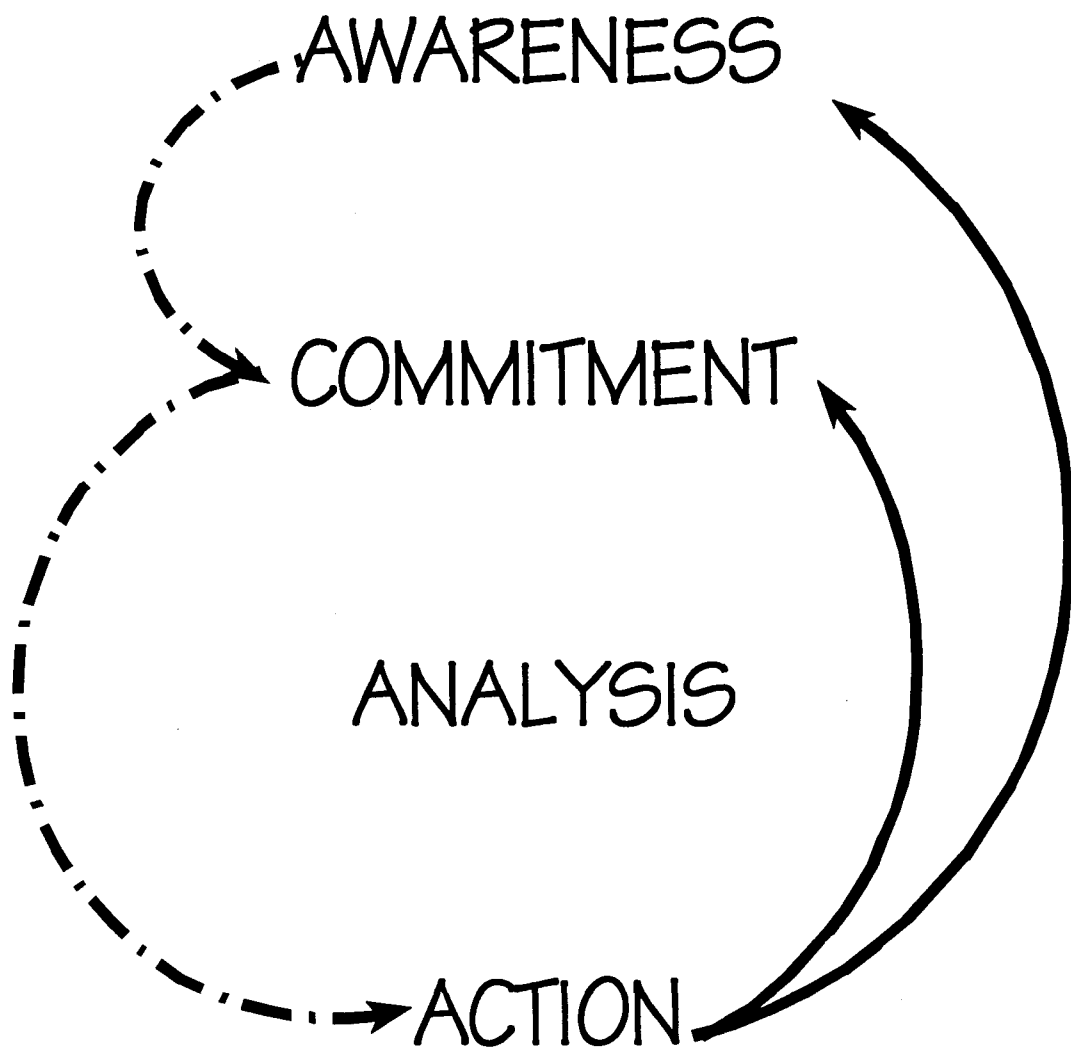
## EASTERN HIMALAYAS PROJECT PLANNING GRID

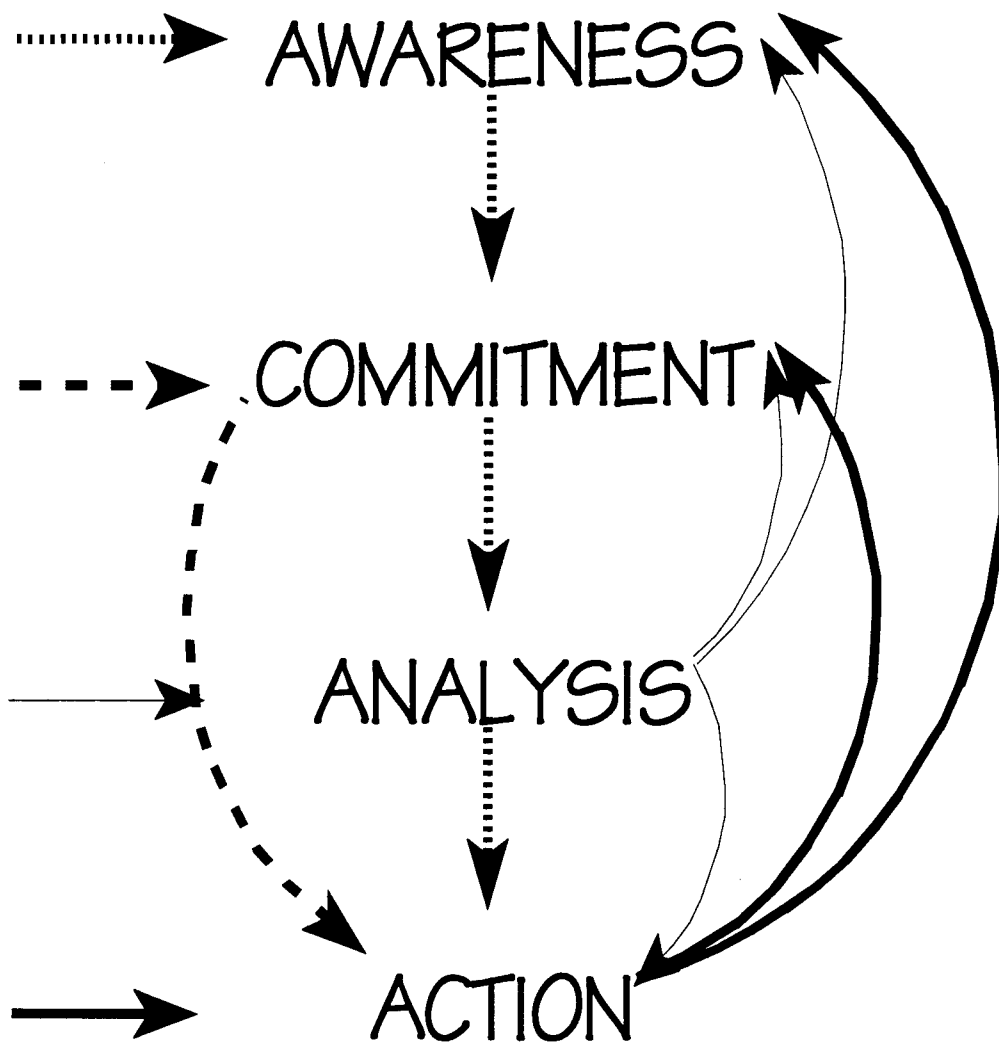
| MEASURE                                                 | RATIONALE                                                                                                                                                 | ACTIONS                                                                                                                                                | OUTCOMES | INDICATORS | RESPONSIBILITY |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------------|
| ➤ Set up seed bank/<br>register for<br>agrobiodiversity | ➤ To affirm value of<br>women and ethnic<br>groups<br>➤ To facilitate seed<br>exchanges<br>➤ To provide a locus for<br>new information on<br>biodiversity | ➤ Explore existing<br>institutions for<br>placement in<br>community<br>➤ Researchers visit other<br>seed banks (India?)<br>➤ Set up one site initially |          |            |                |
|                                                         |                                                                                                                                                           |                                                                                                                                                        |          |            |                |

GENDER RESPONSIVENESS: THE IDEAL WORLD



## GENDER RESPONSIVENESS: THE REAL WORLD



*GENDER RESPONSIVENESS: STRATEGIC APPROACHES*

## RESOURCES

### GENDER AND BIODIVERSITY (OR ENVIRONMENT, NATURAL RESOURCE MANAGEMENT, SUSTAINABLE DEVELOPMENT)

#### Culture and Biodiversity

<http://www.wri.org/biodiv/cult-div.html>

#### Environmental Policy (Bridge: Development and Gender in Brief)

<http://www.ids.ac.uk/ids/research/bridge/dgb1.html>

#### Gender and Agenda 21

<http://iisd1.iisd.ca/women/a2124.htm>

<http://iisd1.iisd.ca/women/unifema.htm>

#### Gender, Environment and Development Guide (GED)

<http://nt1.ids.ac.uk/cgi-bin/dbtcgi.exe>

#### Indigenous Women and Biodiversity

<http://www.ibin.org/women.htm>

#### Integrating Women into Environmental Research and Policy

<http://nt1.ids.ac.uk/eldis/gender/gender.htm> (Click on Gender in Development Cooperation for the list including this paper.)

#### New Thinking on Gender and the Environment

<http://www.ids.susx.ac.uk/ids/publicat/briefs/brief5.html>

#### Selected Sources: Women, Environment and Development

<http://iisd1.iisd.ca/ic/info/ss9509.htm>

### **Women and Biodiversity**

<http://www.igc.org/wri/biodiv/women-01.html>

### **Women, Equity and Sustainable Development**

<http://www.igc.org/wri/enved/women/index.html>

### **Women and Forestry**

<http://www.igc.org/wri/biodiv/women-02.html>

## **CONCEPTS AND DEFINITIONS**

### **DAC Source Book on Concepts and Approaches Linked to Gender Equality**

<http://www.oecd.org/dac/htm/pubs/p-gendsr.htm>

### **From WID to GAD: Conceptual Shifts in the Women in Development Discourse**

<http://www.unrisd.org/engindex/publ/opb/opb1/toc.htm>

## **CONVENTIONS, CONFERENCES, AND PLANS OF ACTION**

### **Beijing World Conference on Women Platform for Action**

<http://www.un.org/womenwatch/daw/beijing/platform>

## Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

<http://www.un.org/womenwatch/daw/cedaw/conven.htm>

## National Plans of Action.

<http://www.un.org/womenwatch/followup/national/natplans.htm>

## Paragraphs Related to Indigenous Women in the Draft Declaration and Platform of Action for Beijing

<http://www.ecouncil.ac.cr/about/contrib/women/indig/english>

## Putting Gender on the Agenda: A Guide to Participating in UN World Conferences. UNIFEM, 1995.

## Summaries of National Action Plans and Strategies for Implementation of the Platform for Action.

<http://www.un.org/womenwatch/followup/national/africsum.htm>

## WEDO's Methodology for Winning Inclusion of Women's Demands in the Earth Summit Agenda 21

<gopher://gopher.igc.apc.org:70/00/orgs/wedo/guide/wedo2>

## MAINSTREAMING

## Approaches to Institutionalising Gender (Bridge: Development and Gender in Brief)

<http://www.ids.ac.uk/ids/research/bridge/dgb5.html>

## BRIDGELIST (September 1997) [focus on gender mainstreaming]



<http://www.ids.ac.uk/ids/research/bridge/list.html>

*Capacity Building for Gender Mainstreaming Topic Model (UNDP).*

<http://www.undp.org/undp/gender/>

*Follow-up to the Fourth World Conference on Women: Review of Mainstreaming in the Organizations of the United Nations System*

<gopher://gopher.un.org/00/esc/cn6/1998/official/98cn6-2.en>

*Gender Mainstreaming, A Handbook for Local Development Workers.* National Commission on the Role of Filipino Women (NCRFW)\*, 1997.

*Gender Mainstreaming: A Study of Efforts by the UNDP, the World Bank and the ILO to Institutionalize Gender Issues*

<http://www.unrisd.org/engindex/publ/list/opb/opb4/toc.htm>

*Guidance Note on Gender Mainstreaming (UNDP)*

<http://www.undp.org/undp/gender/policy/guidance.htm#appendix1>

*Institutional Mainstreaming, UNESCAP.*

<http://www.unescap.org/wid/docs/article19.htm>

\* NCRFW can be reached at: [ncrfw@mnl.sequel.net](mailto:ncrfw@mnl.sequel.net)

## POLICY ANALYSIS

*Gender-Based Analysis: A Guide for Policy Making.* Status of Women Canada, 1996.

<http://www.swc-cfc.gc.ca/publish/gbagid-e.html>

*Gender Lens: A Guide to Gender-Inclusive Policy and Program Development.* British Columbia Ministry of Women's Equality.

[http://www.weq.gov.bc.ca/GENERAL/Gender\\_Lens/indexgl.html](http://www.weq.gov.bc.ca/GENERAL/Gender_Lens/indexgl.html)

## PROGRAMMES AND PROJECTS

*DAC Guidelines on Gender Equality and Women's Empowerment in Development Cooperation.*

<http://www.oecd.org/dac/htm/pubs/p-gendsr.htm>

*Discussion Paper on Approaches to Consultation*

<http://www.swc-cfc.gc.ca/consult/toc-e.htm>

*Gender Equality: Moving Towards Sustainable, People-Centred Development.*

<http://www.oecd.org/dac/htm/gender.htm>

*Guidelines for Developing and Implementing Gender-Responsive Programs and Projects,* National Commission on the Role of Filipino Women\*, 1993.

*Gender and Development: Making the Bureaucracy Gender-Responsive.* UNIFEM and the National Commission on the Role of Filipino Women, 1994.

SEAGA (Socioeconomic and Gender Analysis Programme) (Field, Intermediate,

and Macro Handbooks)

<http://www.fao.org/sd/seaga/>

\* NCRFW can be reached at: [ncrfw@mnf.sequel.net](mailto:ncrfw@mnf.sequel.net)

## TRAINING

*Gender and Sustainable Development: A Training Manual.* Office of Women in Development, USAID.

International Women's Tribune Center

<http://www.womenink.org>

*Women, Conservation and Agriculture: A Manual for Trainers.* Women and Development Programme, Commonwealth Secretariat, 1992.

## 14.0 EVALUATION

### Participant's Evaluation of Workshop: Gender, Ethnicity and Agricultural Biodiversity

#### Content

1. Which aspects of the content of the discussion were the most relevant or useful for your work, and in what ways?
  - The conceptualization of issues and how these link to practice and methods for doing.
  - conceptual exercises in linking key concepts\*
  - issues of the importance of networks and alliances for mainstreaming gender\*
  - these (see \* above) are critical areas for the SUB PI
  - the discussion centered on the E. Himalayas proposal and Community Biodiversity Registers because these concretized abstract concepts
  - Building the conceptual link between gender + ethnicity + biodiversity. These links will also help in explaining other areas, for instance race, minority identities and cultural analysis
  - transformative approaches - to give research more impact
  - community biodiversity registers - new idea for our project
  - all
  - Exploring the theoretical linkages between biodiversity, gender + ethnicity
  - conceptual linkages between biodiversity, ethnicity & gender discussed & methodological approaches, though it would have been helpful to me to discuss methodologies & practical implementation & implications in more depth
  - ethnicity as politically constructed
  - action research issues
  - all of it was useful. No doubt day 1 was necessary for day 2 - but day 1 seemed scattered & day 2 more focused
  - Methodological aspects as applied to the projects at hand, which is where I have more need in practical terms
  
2. What aspects of the content of the discussions were the least relevant or useful for your work, and in what ways?
  - All were useful
  - I don't feel anything was irrelevant. Good job everyone.
  - None.
  - participation in PPB - already familiar with this
  - none

- Not much really!
- More emphasis on implementation on Day 1, I think.
- all was relevant
- some of the more theoretical aspects with which I am more familiar, or are not so essential in conceiving how to move into action

3. Were the cases selected for review and discussion appropriate/not appropriate? Why/why not?

- The focus on techniques and how they can be used to integrate gender and ethnicity into biodiversity.
- The cases were very appropriate as they offered concrete examples of gender and its integration into research methods and allowed participants to engage these issues both practically and conceptually.
- Very appropriate because they were concrete examples of actual or potential IDRC projects, presented by specialists in the field.
- Appropriate and useful. They are part of "contentious terrain" & discussing them was useful.
- very appropriate for use, of course, as Eastern Him. project was often referred to - very helpful to us (thanks!)
- yes - our projects!
- Yes! They were appropriate to the things being discussed.
- Yes - the projects in pipeline which are practically attempting to link these - important, I think, that they represent 2 regions
- yes, range of issues/methods broad enough to give sense of options
- yes - more detail on both would have been helpful. Theoretical discussion in the (relative) abstract, with relative strangers, is difficult
- yes. they are appropriate

*Format*

4. Was the case study approach helpful/not helpful? Why or why not?

- Yes, it helped in creating a focused (contextual) way of addressing specific issues
- Very helpful. Encouraged me & other participants to integrate conceptual ideas & dilemmas into practical/operational forms
- Yes, for reasons given in 1 and 3 above.
- It was helpful. Gave a practical hand on conceptual issues
- See above [very appropriate]
- Yes -our projects
- Yes - gave grounding to conceptual discussion. It is difficult to discuss gender, biodiversity, ethnicity in abstract. Useful to look at specific & practical methodologies.
- Yes, concrete, bring discussions back to needs-based assessment

- Yes - but as above - more detail would have made them richer & discussion more grounded
- Yes - case study is helpful - we could have gone into more depth

5. Were the small group exercises useful/not useful? Why or why not?

- Those provided were adequate.
- The small group exercises were very useful - allowing participants to brainstorm &, again, engage with many of these issues on both a practical, operational, and conceptual level!
- Not very - probably not enough time and focus, and lack of integration into the larger agenda of the meeting
- Useful. Gave an opportunity to explore dimensions in detail & from different perspectives.
- Yes - good ideas generated from these.
- They were useful.
- The group (total) was small enough in itself.
- Yes - always good to have opportunities to break into smaller groups for more intensive discussion.
- Yes.
- They were - but sometimes seemed disruptive of the flow.
- Yes. Small groups allow for more participation and focus.

*Duration*

6. Was the two-day session too long/too short/of the right timeframe?

- Two days not adequate to cover many of the issues that came up. At times the discussion had to be cut short due to time constraints
- PERFECT! Of course the more time the better.
- Just right.
- Right time frame.
- Maybe a bit too short, as some fruitful discussions had to be cut off.
- too short
- It may have been useful to have one more additional day.
- Just right.
- fine
- OK - could have done with more time
- It was about right, but could change the emphasis

7. Was there any portion of the two-day session that was too long/short?

- No.

- No. Time was arranged quite well.
- No.
- No.
- No.
- better to do lunch at 1 pm instead of noon - afternoon not so long then
- no
- no
- more time could have been used on discussing the linkages between the three issues, perhaps with a simulation exercise to bring out the practical aspects

### Size

#### 8. Was the group size too big/small/the right size?

- It was ok for the type of issues being addressed.
- PERFECT. I only wished that other PIs could have been involved but a brown bag seminar for IDRC staff will overcome this limitation.
- Right
- Right size
- Perfect.
- the right size
- Right size
- the right size
- right size
- good size - and good dynamics
- Fine

### Other

#### 9. Please provide any comments and/or suggestions that you consider pertinent or useful for planning future activities.

- More time for the workshop. The provision of background material ahead of time was useful. Mix of participants from various backgrounds and responsibilities.
- Very good endeavour; let's work on follow up and keep in touch.
- I very much enjoyed this workshop - found the level of intellectual abstraction & discussion stimulating & useful. Impressed with the ability of each member of the group to contribute to discussion at this level. Thanks for the opportunity to sit around the table with these people for 2 days. Looking forward to future collaborations. Oh, and facilitation was excellent - good guidance!
- The important thing I think is that such a small group is especially appropriate for intensive discussions. Additionally, if logistics permit more may be held periodically -

- even organized regionally i.e. meeting/brainstorming sessions of interested people.
- more on reflection
- more background orientation and time for preparation
- facilitation on day 1 was a bit loose. I sometimes lost track of what we were doing. Paper handouts were generally useful, but there were a lot of them - not sure the level of "direction" was necessary. Very good group of people. Very rich experience. Thanks for inviting me!
- The facilitator acted more as an expert (on gender, which she is) than as a dynamic force moving the discussion forward.



## ANNEX A: PARTICIPANTS

## IDRC

Abra Adamo  
Daniel Buckles  
Liz Fajber  
Chusa Gines  
Rohinton Medhora  
Erin O'Manique  
Navsharan Singh  
Joachim Voss (Day Two)

## PROJECT RESEARCHERS

Jean Christie (Rural Advancement Foundation International, RAFI)  
Barun Gurung (Resources Nepal)  
Jeannette Gurung (International Centre for Integrated Mountain Development,  
ICIMOD)  
Monicah Malusi (Carleton University)

## FACILITATOR

Joanne Prindiville

## ANNEX B: BACKGROUND MATERIALS

1. Gender, Ethnicity and Agrobiodiversity Management in the Eastern Himalayas. Proposal submitted to IDRC by Barun Gurung.
2. Workplan for the Documentation of Indigenous Knowledge and Gender Analysis within the Agrobiodiversity Project in Malawa. Submitted to IDRC by Monicah Malusi.
3. Abstract of the Agrobiodiversity Project in Malaw.i
4. Methodology for Gender Analysis in Agrobiodiversity and Medicinal Plants Research. Draft prepared by Abra Adamo for the Sustainable Use of Biodiversity Program Initiative.
5. Issues Concerning Gender and Biodiversity. Note by P. V. Satheesh on the draft Sustainable Use of Biodiversity Program Initiative Program Summary 1997-2000.
6. Including Gender in Sustainable Use of Biodiversity: Guidelines for Researchers and Guidelines for Programme Officers. Prepared by Yianna Lambrou.