



ANNUAL REPORT 2006

CGIAR Systemwide Program on Participatory Research and Gender Analysis
for Technology Development and Institutional Innovation



FUTURE
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Annual Report 2006

PRGA Program

**Program on Participatory Research and
Gender Analysis for
Technology Development and
Institutional Innovation**

A CGIAR Systemwide Program

FUTURE
HARVEST



Cali, Colombia

Co-Sponsors:

**CIAT – Centro Internacional de
Agricultura Tropical
(Convening Center)**

**CIMMYT – Centro Internacional
de Mejoramiento de Maiz y Trigo**

**ICARDA – International Center
for Agricultural Research in the Dry Areas**

IRRI – International Rice Research Institute

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Preface

From September 2006 to February 2007, the PRGA Program underwent its first External Review, which looked at the period from the Program's inception in April 1997 to date. Although the final report of the External Review Panel will not be submitted to the CGIAR Science Council until April 2007, the Panel's draft recommendations (*see below*), and discussions at the PRGA Program's Advisory Board meetings in October 2006 and February–March 2007, support the Program's proposal to refocus its efforts.

In terms of the Review itself, the Program was praised for its inclusiveness (about 80 research partnerships over 10 years), and particularly for its work in participatory plant breeding (PPB) and impact assessment—the latter for both developing methods and conducting empirical studies, “[rivaling] the amount and quality of work conducted in some of the better CGIAR Centers (in this area).” Gender-mainstreaming was also recognized as an “emerging area of programmatic impact.”

Draft Recommendations of the External Review Panel (February 2007)

Recommendation 1. The PRGA Program's past performance and its present and future relevance to the Science Council's priorities for the CGIAR warrant its continuation.

Recommendation 2. The PRGA Program should stay the course and maintain its investment in participatory plant breeding.

Recommendation 3. The PRGA Program should strategically reconsider its role and program in participatory natural-resource management.

Recommendation 4. The PRGA Program should accelerate its efforts to introduce gender analysis into the wider CGIAR System.

Recommendation 5. The PRGA Program should renew its search for the funding of a competitive grants initiative to elicit greater cooperation from its partners, particularly those in the CGIAR.

Recommendation 6. The Convening Center (CIAT) should take steps to promote greater interaction with the PRGA Program in the areas of financial management, the PRGA Program Advisory Board, and interdisciplinary research, especially with biological scientists.

Recommendation 7. The PRGA Program should continue to invest in impact assessment with greater emphasis on quantifying the benefits of PPB to different groups in society.

Recommendation 8. The Panel endorsed recent Program efforts to publish more in peer-reviewed journals, to solicit more graduate-student participation in the Program, and to allocate more time to research.

Recommendation 9. The Panel encourages the PRGA Program to publish good-practice manuals for biological and social scientists in specialized areas of the programmatic expertise in participatory research and gender analysis.

Recommendation 10. Management of the Program should become less hands-on and more strategic.

Recommendation 11. The Program should design an effective communications strategy, ensuring that key research findings are published in short policy briefs, written in easily accessible language and made widely available to the donor community, NGOs and others. Effort should also be made to update the website on a regular basis.

Comparing these recommendations with the research highlights of the past few years, renewed investments are recommended in the areas of PPB, gender analysis and to revive the competitive grant scheme; renewed emphasis on mainstreaming in the CG System is recommended, along with impact studies of PPB. The Program is also encouraged to redouble its efforts in communications.

New Strategic Platform

The coming year, 2007, will therefore see the PRGA Program developing a new strategic platform, complete with revised logical framework. This strategic platform will have direct implications on both the program of work and on donor relations. At the time of writing of this Annual Report, the revised strategic platform had been agreed in outline (at the February–March 2007 Advisory Board Meeting).

■ Theme 1: New Developments in Participatory Plant Breeding

- Activity 1.1: Development or application of new methods within PPB for maximizing the use of agro-biodiversity. *The focus is on methodological research that supports the diversification of poor people's livelihoods in agro-food chains.*
- Activity 1.2: PPB to support the broadening of the genetic base of poor people's crops.
- Activity 1.3: PPB as an implementation tool for farmers' rights.

■ Theme 2: Institutional Innovations in Africa's Seed and Seedling Revolution

- Activity 2.1: Learning from women's seed and seedling commercial enterprises. *The aim is to track case histories of successful commercial enterprises and synthesize lessons*

for supporting other women entrepreneurs, in the frame of diversification of agro-based livelihoods.

- Activity 2.2: Integrating the CG's and NARS' public goods outputs in poor people's seed value chains, *exploring how a more effective match can be made between what the formal system offers, and existing seed value chains.*
- Activity 2.3: Development of methodologies for creating and applying 'good fits' among highly diverse soil mosaics, farmers' seeds preferences, and seed supply systems. *This draws on the PRGA Program's experience of multi-stakeholder participation in order to match soil mosaics, farmers' seed preferences and seed supply systems. Previous work on 'recommendation domains' and 'socio-ecological niches' lay the groundwork; spatial analysis (including GIS and imaging systems, and extending to participatory soil management) offers complementary capacity. The expanding coverage and availability of mobile telephony may offer new opportunities for integration.*

■ Theme 3: Re-framing Effective Action

- Activity 3.1: Learning lessons from 'successful' actions. *This builds on ongoing work 'learning from the positive' (see section 3.2.1 – Poverty reduction and social inclusion below).*
- Activity 3.2: Feeding the lessons back into practice.

■ Supporting Actions for Gender Mainstreaming

- Action 1: An annual Gender Research Prize, to stimulate gender research within the CG Centers.
- Action 2: Policy Briefs, covering the main lessons from the PRGA Program and its partners' work.
- Action 3: Short Manuals on participatory research and gender research for key research areas within CG Centers' research portfolios.
- Action 4: Taking stock—carrying out a re-inventory of (a) CG gender research and lessons that can be learned from this; (b) exploring the impact on the research agenda of women scientists in the CG Centers.
- Action 5: Building advanced capacity within the host Center by (a) helping CIAT to establish appropriate gender indicators in project review procedures and research evaluations; (b) together with staff with participatory and gender research capacity, mentoring one of the new Product lines (research themes) on incorporating participatory and gender research in their work.

Output 1: Capacity developed for mainstreaming gender analysis and equitable participatory research—Improved competencies of the CG System and collaborating institutions to mainstream the use of gender-sensitive participatory approaches in plant breeding, and natural-resource management research

Building capacity in gender analysis and gender mainstreaming in the NARS of ASARECA

A workshop was held in June 2006 in Nairobi (fourth in a series of five), at which participants shared their experiences in their efforts to influence change in their home NARS, and in the field research they had undertaken. The workshop included Training of Trainers on gender analysis, aimed at enhancing the participants' capacities to train scientists in their NARS on gender analysis. Participants have subsequently organized and conducted gender training in their respective organizations—for example, the Rwandan team trained 50 personnel in 2 workshops, and the Tanzanian team trained 31 staff in 2 workshops. The intense training of trainers equipped the participants with the necessary skills and confidence to carry out the training of other scientists in gender-sensitive participatory methodologies in agricultural research. In November–December 2006, a (final) leadership workshop was conducted to enhance participants' skills in influencing change in their organizations, where (as gender change agents) they are expected to spearhead the institutionalization of participatory research and gender analysis; areas covered included change agents and leadership, communication skills, influencing and negotiating, team-building and networking; participants also developed personal action-plans for promoting gender mainstreaming in their home organizations. Participants also agreed to develop an edited book on the experiences and lessons of the project—there is currently little literature on gender mainstreaming in African NARS. Around the time of the final workshop, an evaluation of the project was also conducted to assess organizational changes that have occurred in the participating NARS in regard to gender; assess the extent to which knowledge and skills gained under the capacity-building project were being utilized; and inform the PRGA Program and ASARECA on strategies for institutionalizing participatory research and gender analysis in the NARS of East and Central Africa. (*See also* Appendices 2 and 3.)

Gender audit and action plan for mainstreaming gender analysis in ILRI

The gender audit of ILRI comprised a follow-up review of the 1997 gender review (involving eight long-term staff who were at ILRI at the time of the original review); informal discussions (individuals, groups, face-to-face, e-mail); a gender survey (of 58 staff representing a broad spectrum of ILRI as a whole); a strengths, weaknesses, opportunities and threats (SWOT) analysis of policy and management, human expertise, incentives and funding, and culture (based on the earlier elements of the audit, and conducted by a Gender Core Team of ILRI staff); and a literature review of about 20 ILRI publications that mentioned 'gender' (out of more than 50 identified). The gender audit then fed into a 2-day seminar to develop an action plan for mainstreaming gender analysis in ILRI (March 20–21), attended by 17 staff representing each

Research and Development Highlights

of ILRI's research themes and its directorate. The workshop reviewed seven case studies drawn from ILRI's and its partners' work, and drew several generic lessons. The action plan comprises 11 points divided among short-, medium- and long-term actions (Appendix 4). At the end of the project, the gender audit team submitted a set of six recommendations, which drew upon the whole of the audit and the action plan.

Gender audit team's recommendations

1. To allocate resources to identify or recruit a Gender Resource Person (GRP) and provide him/her with public support and endorsement to assist management in integrating gender aspects in policy documents, Medium-Term Plan and logframes; assess knowledge needs and gaps of projects and themes in ILRI and coordinate training activities; lead specific case studies of gender analysis in livestock research; compile existing literature on gender analysis and make it accessible to staff; develop a training manual; develop a detailed plan of action with indicators and timeframes for monitoring and evaluation of progress in gender analysis.
2. To integrate gender criteria in the Center's Total Quality Management process, staff job descriptions and terms of reference, where applicable, and to include gender criteria in performance assessment processes.
3. In the intermediate term, to develop proposals to attract donor funding for gender-related research projects across ILRI's research themes.
4. In the long term, to transform the GRP into a gender expertise team consisting of several gender experts.
5. In the long term, to identify livestock innovations that have a high potential of impacting livelihoods of men, women and children; liaise with stakeholders in relevant innovation systems to enhance dissemination and uptake.
6. In the long term, to continue to improve working conditions for women and female representation at various staff levels in ILRI, in close collaboration with the CGIAR's Gender and Diversity Program.

Institutionalizing gender-responsive research and development in agriculture and natural-resource management through women's networks (eastern Himalayas and Laos)

This project has three objectives: (1) to build the capacities of rural women in the eastern Himalayas and Laos to meet their needs for food security and income-generating opportunities through local organizations and agro-enterprise development; (2) to support partner agricultural and NRM organizations in the eastern Himalayas and Laos to institutionalize a planning and delivery process that is more responsive to the needs of rural women through facilitating organizational change; and (3) to generate a viable set of 'good practices' for mainstreaming gender-sensitive participatory R&D approaches within selected organizations through action research and assessing the impacts of these methodologies for learning and change. The project brings together 10 partners from Bhutan, northeast India, Lao PDR and Nepal, five of which are acting as facilitators, trainers and coaches for the others; the PRGA Program and Women

Organizing for Change in Agriculture and Natural Resource Management (WOCAN) provide overall leadership to the project, with WOCAN looking after coordination and communication. Research questions were identified and project action plans developed at the first planning meeting (October 2005). The first training workshop (Kathmandu, February 2006) covered organizational analysis, gender analysis, gender mainstreaming and organizational change. Subsequently, participants have been conducting organizational analyses of their home institutions (six are completed). In July, participants reconvened in Kathmandu for a research feedback and planning workshop, where they shared the results of their analyses and learned about SWOT analysis and outcome mapping, and participants prepared vision and mission statements, identified partner rural women's groups, identified outcome challenges and graduated progress markers, and developed strategy maps for their own organizations. PRGA Program and WOCAN were able to visit partners in four locations to bolster political support among staff and management. Since the first (planning) workshop, participants have frequently shared their reflections, progress reports, challenges and even personal stories via e-mail.

Strengthening institutional capacity of farmers' research committees in promoting farmer-led participatory maize breeding in the middle hills of western Nepal

This project was funded by the PRGA Program and implemented by the NGO Local Initiatives for Biodiversity, Research and Development (LI-BIRD) in collaboration with farmers' research committees (FRCs). It built on a farmer-led participatory maize breeding project, funded by the PRGA Program for 3 years from 1999, and by the Hill Maize Research Project of CIMMYT since 2001. This project ran from January 2004 to December 2006, with the objective to strengthen the FRCs and their subcommittees in the areas of group mobilization, resource generation, and marketing their expertise and participatory plant breeding (PPB) products. The project area was the villages of Darbar Devasthan and Simichaur in Gulmi district, where maize is the second most important crop. A LI-BIRD study (1999) showed that women were the dominant decision-makers in maize production, so efforts were made to include women farmers throughout the project.

Short (1–3 days) formal training courses were run on Social mobilization and group dynamics (2004); Group dynamics and leadership development (2006); Resource generation and transparent account-keeping systems (2004); and Seed production and marketing (2006). FRC members and LI-BIRD conducted follow-up training in social mobilization and group dynamics for monitoring purposes. A lot of informal training (coaching, mentoring) also went on, including in the breeding technique of Mass selection. A number of 'exposure visits' were organized, so that farmers could observe their colleagues' farms, seed production, and various research and extension activities; there were annual cross-site exposure visits.

An assortment of packages was provided to support (resource-) poor farmers: a revolving fund for each FRC; vegetable seeds (bean, broad-leaf mustard, cauliflower, radish and swisschard) to enable crop diversification; pea seed and potatoes for winter cropping; participatory varietal selection (PVS) of wheat (and maize); and community-based seed production and marketing.

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Shortly after the first training (Social mobilization and group dynamics), the FRCs revised their roles and responsibilities. Later, both FRCs took full control of their own organizations, developed their constitutions, restructured and renamed themselves. Each FRC planned four field-monitoring trips per season, while farmers, extensionists and researchers participated in an annual 2-day evaluation each August. Numerous meetings were held to enable sharing of information and experiences, participatory planning, outreach, and two members from each FRC participated in a broader sharing meeting for farmers and seed entrepreneurs (organized by CIMMYT and LI-BIRD, among others).

LI-BIRD acted as a broker by buying and selling seed, while the farmers themselves conducted mother-and-baby trials, Quality Protein Maize trials, PVS, and informal research and development. The two FRCs pursued the issue of intellectual property rights (IPRs) and farmer-breeder protection, through workshops at local, district and national level. A flyer was produced on the most popular variety to come out of the PVS activities, and a briefing paper on IPRs.

Collaboration with other organizations was enhanced through visits, awareness-raising and funding proposals. Meanwhile, as an incentive, LI-BIRD launched annual awards for most innovative farmer group, individual farmer and individual female farmer, which are contested over a wide geographic area—the project's (former) FRCs have won one award each.

A major impact of the project has been the inclusion of disadvantaged groups (including women and lower castes). Project participants (FRC members) have moved on from a point of polarization to one of full collaboration among and within groups. Other tangible impacts have been: community empowerment; increased participation; raised community awareness of IPR and farmers' rights; increased production and productivity; cash income source; and wider testing of the best variety.

A number of lessons can be drawn from the project, including the following.

- Farmers can take the lead in research, if they are given exposure and provided basic technical backstopping and training on both social and technical aspects as and when needed.
- Creating networks among farmers' groups and other stakeholders from the beginning of the project (empowerment) helps ensure the sustainability of the program.
- Working through a group is effective in achieving the output of the project.
- Practical training and exposure visits at strategic places will have effective impact in group capacity building.
- Self-assessment of the group mid-project would help to identify further gaps, and help and guide both researchers and farmers for further improvements.
- Handing over leadership to the community made the program more effective and successful.
- Voluntary participation is useful for sustainability and effectiveness of the program.

Output 2: Evidence of the impact of participatory research and gender analysis methods assessed, and methods developed to permit impact-assessment results to be effectively integrated into research for development decision-making

The Program's impact-assessment (IA) activities are typically conducted by establishing teams with one or more CG Centers in order to develop IA methods and tools, conduct empirical cases studies, and promote cross-Center learning through IA results.

Empirical studies

Assessing impacts of farmer participatory research approaches—A case study of local agricultural research committees (CIALs) in Colombia

This study is evaluating the changes in the livelihoods of the farmers, and their communities, that are attributable to the CIAL methodology in Colombia. The study assessed the effectiveness of the CIAL methodology, the extent to which the problems addressed by the CIALs are relevant to the communities, and the benefits of CIALs to their members as well as to the communities in terms of the development of appropriate technologies and who benefits from the innovations. Preliminary results were presented at the Impact Assessment Workshop, Mexico 2005 and summarized in last year's *Annual Report* (see also Kaaria *et al.*, 2006). Final analysis of the results is ongoing.

Assessing CIAT experience with learning alliances in Central America¹

Learning Alliances promote a collaborative social learning process among development organizations, international cooperation agencies, policy-makers, research institutions, producer organizations and the private sector. The main objective of Learning Alliances is to identify, systematize, share, adapt, develop and apply (1) more effective development practices, (2) appropriate policies, and (3) demand-led research for development, to promote effective and sustainable processes of change. The goal of the Learning Alliance is to promote institutional innovation that leads to more effective development practices and policies that contribute to the generation of sustainable rural livelihoods in developing countries. This study is assessing and documenting organizational and institutional changes fostered by the Learning Alliance on rural agro-enterprise development, facilitated in Central America since 2003 by CIAT's Rural Agro-enterprise Development Project, and its development impact in selected sites, to learn and reflect on the experience and make the necessary adjustments to improve its effectiveness. The assessment is being conducted simultaneously at the meso and local levels.

For the meso-level assessment (institutional innovation), semi-structured interviews—covering (1) organizational changes, (2) changes in the intervention processes, (3) capacity strengthening, (4) systematization and documentation of new experiences and knowledge, (5) the learning process

¹ Progress Report (November 2006) available on request from the PRGA Program Coordination Office.

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promoted by the alliance, (6) interaction costs vis-à-vis benefits of the learning alliance, and (7) sustainability of the learning alliance and mechanisms to achieve it—were conducted with 40 personnel in El Salvador, Guatemala, Honduras and Nicaragua. Some preliminary conclusions have been drawn, but in-depth and systematic analysis of institutional changes is still in progress.

The local-level assessment (development impact) is based on a complex innovation for sustainable rural livelihoods framework. The five key components of the framework reflect (1) the state of development, (2) the interactive learning for innovation process, (3) the process of change and its underlying livelihood strategies, (4) the livelihood outcomes, and (5) the external intervention and its underlying institutions which mediate access to livelihood resources. Semi-structured interviews, based on these components, were conducted with 18 participants in a case-study project in Honduras. The results of the interviews were used to develop a survey that was then conducted with some 59 participants. The survey results are being analyzed; two more case studies will be conducted following similar procedures, and the project should come to a conclusion in mid-2007.

Poverty reduction and social inclusion: Evidence of effective ways of influencing research policy and practice²

One of the issues recognized at the PRGA–CIMMYT Impact Assessment Workshop (October 2005) was that, in some situations, while planned interventions (such as official policies, program and projects) to reduce poverty and improve social inclusion had not always had the outcomes forecast, there were in among those interventions some elements that had been positive and effective. It was also recognized that positive changes were taking place alongside some of the more formal planned interventions. The research is concentrating on understanding situations (through case-study analysis) where participation gave rise to positive outcomes—‘positive’ here means effectively bringing about changes that made technical and social science research more focused on poverty reduction and social inclusion issues.

Project formulation and methodology development has been completed, one case study (Hill Leasehold Forestry and Forage Development Project, Nepal) has been conducted and two others (Institutional Innovation and Policy Changes in the Rice Innovation System in Nepal, and participatory plant breeding in Syria) have been selected.

Methods development and capacity-building

Development of a network for impact assessors

At the October 2005 Impact Assessment Workshop, it was evident that there was a lot of interesting and innovative research taking place in the Centers. As a result of post-workshop electronic discussion, another meeting of impact assessors and gender specialists was planned, but no activities were developed due to lack of funding. However, SPIA organized a workshop for CG impact-assessment focal points on ‘Advancing Impact Assessment of International

² Progress Report (October 2006) available on request from the PRGA Program Coordination Office.

Agricultural Research' (ICRAF, Nairobi, October 5–7) and the Program was represented at the meeting.³

Follow-up to the Impact Assessment Workshop (14 journal articles)

Members of the organizing committee of the October 2005 Impact Assessment Workshop reviewed all 25 contributed papers and selected 14 papers to be proposed as special issues of *Experimental Agriculture* and *Development in Practice*. Six articles from the Workshop plus an overview article have been peer-reviewed by the editorial board of *Experimental Agriculture* and accepted for publication in a forthcoming special issue of that journal (Volume 44, Nos 1 & 2, January 2008). *Development in Practice* has accepted the proposal for another special issue, which will include six more articles and an overview introductory article from the Workshop.

CGIAR participatory research and gender analysis impact assessment studies website

In preparation for the External Review, the Program developed a sub-website containing links to titles of impact studies conducted by the Program itself and the CGIAR Centers—most titles are supplemented by a summary or abstract (*see also* Appendix 2).

Participatory research and gender analysis in agricultural and natural resource management research: A selected review of the literature

'Version 1' of the Program's 'Annotated Bibliography' finally saw the light of day in 2006 (Averill *et al.*, 2006). The 91 references (with abstracts) are divided into four sections: Impact of PR and GA; Practice of PR and GA; Evaluation of PR and GA methods; and, Use of participatory methods in impact assessment, monitoring and evaluation. The bibliography is completed with author and key-word indexes.

Institutional learning and change session at the PRGA International Seminar

The Program has been in discussion with Bioversity International/ILAC on the possibility of co-organizing a session on institutional learning and change at the Program's 4th International Seminar. A planning meeting was conducted in February 2006, but the activity had to be postponed due to a cut in funding.

³ PRGA report on the SPIA meeting (by S. Biggs) available on request from the PRGA Coordination Office.

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Challenge Program on Water and Food (CPWF)

The CPWF project on water productivity of crops in the Atbara basin of in Eritrea is coordinated by ICARDA. The PRGA Program is providing backstopping to impact assessment and socio-economic monitoring and evaluation activities. The impact-assessment and monitoring and evaluation work-plan was developed during field visit in March 2006 (Appendix 5).

Output 3: Communications—Communication strategies for learning and change with partners: PRGA Program communicates effectively with partners, donors, and other interested parties

(See also Appendix 2)

Audience study

Subscribers to the Program's listservs were asked to complete an on-line questionnaire (10 questions) about their use of and expectations from the website (general, tools and publications), newsletter and listservs. Fifty-five of the 496 subscribers (11%) responded. The main findings were:

- Respondents' major interest is to obtain reliable and up-to-date information—this interest determines how respondents interact with listservs (reading) and website (searching for information) and defines their technical requirements of the site (fast, ease of use, clear layout);
- 'Contribution' for the majority of respondents means reading, and a number discuss the issues with their work colleagues—so, it is inaccurate to assume a lack of interest when there is a lack of listserv activity;
- Accessibility to information when needed is a main motivation for users to remain subscribed even when they don't contribute/interact with the listservs;
- Primary topics of interest to respondents for discussion on the listservs are technical and fieldwork experiences;
- Time is the major constraint preventing subscribers from contributing to the website; in particular, poor and slow connections experienced by many subscribers are a serious disincentive to remain on-line for any length of time (which in itself is also expensive)—consequently, the 'meeting rooms' and 'tools for collaboration' remain unused, and few subscribers contribute resources (documents or websites) or news items to the website;
- Lack of time was also given as a major reason for not interacting with or contributing to listservs—this should be understood as lack of time to send information when subscribers remain active; however, a significant proportion said that they received too many messages, did not have time to read them, and that it takes a long time to reach a conclusion.

The study report makes several recommendations based on literature from 1992 and 1999. The low response itself suggests a potentially high level of inactive members; however, steps can be taken to increase the value of (particularly) the listservs, encouraging subscribers to actively participate and developing a sense of commitment to the community. All this would be easier to achieve with designated facilitators.

Appendix 1. PRGA Program Logical Framework 2006–2008⁴

| Output 1 | Outputs | Intended users | Outcome | Impact |
|-----------------------------------|--|--------------------------------------|---|--|
| <p>Output 1</p> | <p>Capacity developed for mainstreaming gender analysis and equitable participatory research— Improved competencies of the CG System and collaborating institutions to mainstream the use of gender-sensitive participatory approaches in plant breeding, and natural-resource management research</p> | <p>Selected CG Centers and NARS</p> | <p>CG System and collaborating institutions routinely use gender-sensitive participatory approaches in plant breeding, and natural-resource management research</p> | <p>Better-targeted R&D that benefits all end-users, especially poor women (gender groups), in target communities and regions</p> |
| <p>Output Targets 2006</p> | <ul style="list-style-type: none"> Team of 8 trainers, trained in a variety of ‘best practice’ approaches, established and enabled to provide training and technical support on participatory research and gender analysis (PR&GA), and impact assessment (IA) of institutional learning and change (ILAC), to scientists in their institutes; At least 10 collaborative action-research activities undertaken through strategic partnerships | <p>NARS, NGOs, regional networks</p> | <ul style="list-style-type: none"> Collaborating institutions hold their own workshops on PR&GA, and IA of ILAC using their own trainers An internal working group is formed to spearhead and facilitate organizational change and mainstream PR&GA in each participating institution | |

⁴ The logical framework is likely to change significantly under the Program’s new strategic platform (see Preface).

| | | | | |
|-----------------------------------|--|---|---|--|
| <p>Output Targets 2007</p> | <ul style="list-style-type: none"> Field training manual for PR&GA, IA of ILAC, and organizational development (OD) developed and widely disseminated, including a brief review of existing PR&GA, IA, and OD methods, drawing on best practices in developing guidelines | <p>CGIAR, NARS, NGOs, regional networks</p> | <ul style="list-style-type: none"> Scaling up and scaling out effects of publication reaching new audiences | |
| <p>Output Targets 2008</p> | <ul style="list-style-type: none"> Research results published and disseminated on the process of mainstreaming through organizational change | <p>Other CG Centers, IARCs and NARS; other institutions interested in mainstreaming PR&GA</p> | <ul style="list-style-type: none"> Scaling up and scaling out effects of publication reaching new audiences | |
| <p>Output 2</p> | <p>Evidence of the impact of PR&GA methods assessed, and methods developed to permit IA results to be effectively integrated into research for development decision-making</p> | <p>CG Centers, other IARCs, NARS, NGOs</p> | <p>R&D decision-making integrates IA results of PR&GA methods</p> | <p>Better-targeted R&D that benefits all end-users, especially poor women (gender groups), in target communities and regions</p> |
| <p>Output Targets 2006</p> | <ul style="list-style-type: none"> Results of empirical impact studies and of the impact-assessment workshop are published and disseminated; PowerPoint presentations are prepared to highlight the recent evidence on IA of PR&GA in general, and they are widely disseminated to Program collaborators and via web-site | | <ul style="list-style-type: none"> Researchers understand the use of PR&GA methods and have evidence available concerning their impact | |

Appendices

| | Outputs | Intended users | Output | Impact |
|----------------------------|---|--|---|---|
| Output Targets 2007 | <ul style="list-style-type: none"> Collaborative action-research conducted with CG and NARS partners to develop, test, and assess methods for improving information resulting from IA (product and process impacts), and methods for assessing the contribution of IA to ILAC; Results of empirical impact studies are published as working documents and in professional journals | | <ul style="list-style-type: none"> The impact of participatory research, as well as how well R&D organizations have been able to learn and change as a result of their experiences in PR&GA is documented and available to researchers | |
| Output Targets 2008 | <ul style="list-style-type: none"> Discussion paper on methods of IA for ILAC is published and disseminated to Program partners and collaborators; Results of empirical studies on IA for ILAC are analyzed and published as working documents and in professional journals | | <ul style="list-style-type: none"> Researchers have tools and methods available to enable them to assess the impact of gender-sensitive participatory research process, and which contributes to enhanced ILAC | |
| Output 3 | Communication strategies for learning and change with partners—PRGA Program communicates effectively with partners, donors, and other interested parties | CGIAR, IARCs, NARS, donors, anyone interested in PR&GA | Agricultural R&D practitioners utilize appropriate elements of PR&GA in their work thereby generating gender-sensitive results for equitable development | Better-targeted R&D that benefits all end-users, especially poor women (gender groups), in target communities and regions |

| | | | | |
|-----------------------------------|--|--|---|--|
| <p>Output Targets 2006</p> | <ul style="list-style-type: none"> • Program communications strategy is up and running; Website regularly updated with relevant research findings and resources; International workshop held on integrating gender-sensitive participatory research through organizational change | | <ul style="list-style-type: none"> • Partners and web-users are kept abreast of developments in all aspects of PR&GA | |
| <p>Output Targets 2007</p> | <ul style="list-style-type: none"> • Membership of PRGA-Info Listserv reaches 800; Mailing list built • Research results packaged into 1- to 2-page brief forms, and disseminated both as hard copy and in electronic form • Report on feasibility of PRGA Program acting as ‘information hub’ on global agricultural PR&GA | <p>IARC and NARS scientists, NGO practitioners, civil society organizations, policy-makers</p> | | |
| <p>Output Targets 2008</p> | <ul style="list-style-type: none"> • Mechanism set up for PRGA Program to source and redistribute 50% of relevant global agricultural PR&GA results (primarily through listservs and web-site; bibliographic database)—<i>if deemed feasible</i> | <p>All agricultural R&D practitioners</p> | <ul style="list-style-type: none"> • PRGA Program acts as a source for all relevant information on PR&GA for members, partners and other interested parties, particularly through its web-site | |

Appendix 2. Output Targets 2006⁵

Output 1: Capacity developed for mainstreaming gender analysis and equitable participatory research—Improved competencies of the CG System and collaborating institutions to mainstream the use of gender-sensitive participatory approaches in plant breeding, and natural-resource management research

- Team of eight trainers, trained in a variety of ‘best practice’ approaches, established and enabled to provide training and technical support on participatory research and gender analysis (PR&GA), and impact assessment (IA) of institutional learning and change (ILAC), to scientists in their institutes — *Achieved in part*
 - A total of 26 NARS personnel from 12 countries have been trained in gender analysis, mainstreaming, participation and training as trainers.
 - Participants (16 from 8 countries) in the PRGA–ASARECA project *Building Capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA* attended a training-of-trainers course on gender analysis in June 2006. Many of these then went on to conduct gender-analysis training in their home NARS.
 - Earlier in the same project, participants learned institutional assessment techniques for identifying gaps in institutional capacity for gender analysis, and then conducted such assessments on their home NARS. Were they to repeat such assessments, they would have the basis for assessing the impact of the gender-analysis training conducted.
 - Reference: Ssendiwala (2007).
 - Ten participants from 4 countries in the Eastern Himalayas (Bhutan, northeast India, Laos and Nepal) have received similar training (WOCAN, 2006).
- At least 10 collaborative action-research activities undertaken through strategic partnerships — *Achieved in part*
 - Eight collaborative research activities were completed by the participants in the ASARECA mainstreaming project (Ssendiwala, 2007).
 - Six collaborative research activities are in progress in the Eastern Himalayas project (on target for completion in 2008).

Output 2: Evidence of the impact of participatory research and gender analysis methods assessed, and methods developed to permit impact-assessment results to be effectively integrated into research for development decision-making

- Results of empirical impact studies and of the impact-assessment workshop are published and disseminated — *Achieved*
 - Empirical impact studies published and in press—*see* Appendix 6. Publications, specifically:
 - Lilja and Dixon (Ed.) (in press) — comprising seven impact studies
 - Sanginga *et al.* (2006)

⁵ World Bank–CGIAR Performance Indicators Report submitted to CIAT (part).

- Averill *et al.* (2006)
- Dalton *et al.* (in press)
- Kaaria *et al.* (2006)
- SPIA (2006)
- Lilja and Bellon (2006)
- Summary proceedings of the Impact Assessment Workshop published and distributed (Lilja *et al.* (Ed.), 2006, which includes summaries of impact studies presented)
- Empirical impact studies presented at the PRGA–CIMMYT Impact Assessment Workshop, CIMMYT Headquarters, Texcoco, Mexico, October 19–21, 2005 available via PRGA website as abstracts, draft papers and PowerPoint presentations:
<http://www.prgaprogram.org/IAWFTP/IA%20WEB/program.htm>
- PowerPoint presentations are prepared to highlight the recent evidence on IA of PR&GA in general, and they are widely disseminated to Program collaborators and via web-site — *Achieved in part*
 - Presentation prepared in October 2006 for the PRGA Program EPMR — available via the Program website at <http://www.prgaprogram.org/modules.php?op=modload&name=DownloadsPlus&file=index&req=getit&lid=275>.
 - In a change of priority, much of the information that might have gone into PowerPoint presentations was used to construct a special website on IA of PR&GA, with reference to 26 studies from the Program (6 peer-reviewed, 20 other) and 114 studies from elsewhere in the CG System (46 peer-reviewed, 68 other) and links to most of them —
<http://www.prgaprogram.org/External%20Review%20Web/Indextest.htm>.

Output 3: Communications—Communication strategies for learning and change with partners: PRGA Program communicates effectively with partners, donors, and other interested parties

- Program communications strategy is up and running — *Achieved in part*
 - The draft Program Communications Strategy was presented to the Program Advisory Board at its meeting in January 2006. A revised Communications Strategy will be developed during 2007, alongside the Program’s new Strategic Platform.
- Website regularly updated with relevant research findings and resources — *Achieved*
 - Throughout the year, research findings and other resources were added to the Program website, www.prgaprogram.org:
 - PRGA Program publications, 9
 - PRGA research papers, 3
 - CG publication, 1
 - CG research papers, 3
 - PRGA Program newsletters, 12
 - Recommended websites, 11

Appendices

- International workshop held on integrating gender-sensitive participatory research through organizational change — *Not achieved*
 - The PRGA Program's 4th International Seminar was cancelled, because of lack of funds.

Appendix 3. Most Significant Outcome in 2006⁶

Under the definition of an Outcome being what the ‘end-users’ do with project Outputs, the most significant Outcome in 2006 occurred in the project *Building Capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA*.

Participants from the project *Building Capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA* developed action-plans, conducted action research activities, and trained colleagues in gender analysis. Outputs “methods workshops held for gender analysis, participatory research, impact assessment of institutional learning and change, and organizational development, training ... participants in a variety of ‘best practice’ approaches; and follow-up support extended to participants to enable them to continue change process in their respective institutions” and “mentoring and capacity-building provided to partner institutions to guide and lend support to the mainstreaming process” were identified in the Program Phase II (2003–2007) logframe. The work was in support of the participants’ home NARS in the Democratic Republic of Congo, Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania and Uganda, affecting personnel from research support staff to directors. Learning from the workshops was combined with existing knowledge on project management in developing proposals and work-plans at a workshop. Action research was then conducted ‘alone’ with mentoring and feedback at subsequent workshops. After attending a training-of-trainers course, participants went on to conduct training on gender analysis for their home NARS. As an example, the Ugandan team held three 1-day workshops with staff from all levels, followed by a 2-day planning seminar, at which center directors developed action points for gender mainstreaming. The Program Outputs provided capacity that had not existed before. Project evaluation was conducted in late 2006—the evaluator, Elizabeth Ssendiwala (Kampala, Uganda), held face-to-face, in-depth, semi-structured interviews with decision-makers, project country teams, project task force and staff trained by the country teams in four of the NARS, and sent a questionnaire to the remaining four NARS; she also reviewed project and NARS documentation (Ssendiwala, 2007).

⁶ World Bank–CGIAR Performance Indicators Report submitted to CIAT (part).

Appendix 4. ILRI Gender-mainstreaming Action-plan⁷

The action plan presented in this section was developed from the outcomes from the gender audit, recommendations from the gender audit team, and the action-plan workshop. The goals and their related activities have been grouped into short, medium and long term to reflect priority and achievability, and they have been sequenced chronologically (Table A4). The first priority is to adjust ILRI's policy as this is the foundation for mainstreaming.

Short-term goals

1. ILRI to allocate resources for establishing or recruiting a Gender Resource Person (GRP).
2. ILRI to identify or recruit a GRP and provide him/her with institutional and well-communicated support and endorsement to implement the following activities:
 - a. Assist management in integrating gender aspects in policy documents, which are currently reflecting a strategy up to 2010, but might want to be extended beyond 2010;
 - b. Assist management and other staff in integrating gender aspects into MTP and logframes;
 - c. Launch a campaign to increase gender awareness, e.g. seminars, production of brochures, etc.;
 - d. Assess knowledge needs and gaps to implement integration of gender analysis into projects and themes in ILRI;
 - e. Coordinate training activities based on identified needs, liaise with other institutes that can contribute, e.g. University of Nairobi;
 - f. Compile existing literature on gender analysis, organize an information system on gender analysis which will be easily accessible to professional staff, e.g. on the ILRIInet;
 - g. Develop a training manual for integrating gender analysis into the project cycles and impact assessment of research at ILRI;
 - h. Identify one or two existing projects where gender can immediately be integrated and have an impact; assist in planning and conducting case studies;
 - i. Lead specific case studies of gender analysis in livestock research;
 - j. Develop a detailed plan of action with indicators and time frames for monitoring and evaluation of progress in gender analysis.
3. ILRI, with assistance of the GRP, to develop gender criteria for integration in the Total Quality Management process—this ensures gender aspects become part of new proposals where appropriate.

⁷ From Roothaert et al. (2006).

Medium-term goals

4. Add gender analysis responsibilities to job descriptions and terms of reference, where applicable.
5. Include gender criteria in performance assessment processes.
6. Develop a reward mechanism for outstanding research in gender analysis, e.g. during Annual Program Meeting.
7. Include a section on the annual report on achievements in gender analysis.

Long-term goals

8. Develop proposals to attract donor funding for gender-related research projects across different themes of ILRI.
9. ILRI to continue giving the Gender and Diversity team support and financial resources to improve working conditions for women and female representation in various staff levels at ILRI.
10. The concept of GRP will be transformed into a gender expertise team consisting of several scientists with good conceptual knowledge on gender analysis and experience in integrating gender analysis in research—the roles of the team will be:
 - a. Continued responsibilities as mentioned for the GRP;
 - b. To develop and maintain a learning-based monitoring and evaluation system to feed back lessons learned on gender analysis.
11. For the gender expertise team to identify livestock innovations that have a high potential of impacting livelihoods of men, women and children; liaise with stakeholders to enhance dissemination and uptake.

Table A4. Chronological presentation of activities in the action plan for mainstreaming

| | Policy | Accountability | Training | Implementation of research | Culture |
|-------------|--------|----------------|----------|----------------------------|---------|
| Short term | 1 | | | | |
| | 2 | | | | |
| | 2a | 3 | | | |
| | 2b | | 2c | | |
| | | | 2d | 2h | |
| | | 2j | 2e | | |
| | | | 2f | | |
| | | | 2g | | |
| | | | | 2i | |
| Medium term | | 4 | | | |
| | | 5 | | | |
| | | 6 | | | 6 |
| | | | | | 7 |
| Long term | | | | 8 | 9 |
| | 10 | 10 | 10 | 10 | 10 |
| | | | | 11 | |

Appendix 5. Eritrea Water Challenge Project: Tentative Work-plan for Socio-economic Activities⁸

Purpose of socio-economic activities

- (a) Provide socio-economic information to support research activities
- (b) Monitor project progress
- (c) Evaluate project outputs and outcomes
- (d) Document impact of participatory approaches and project outputs
- (e) Gain insights about best practices of working with farmers at large scale
- (f) Strengthen partner institutes' capacity to carry out participatory research and research evaluations.

Expected outputs by February 2007

- Document describing socio-economic characteristics of all villages in five project sub-zobas
- Document summarizing PRRA findings for five project villages and five control villages
- Document summarizing the results of the first farmer-research evaluation focus-group meetings
- Stakeholder monitoring committees are set up in each of the five sub-zobas, and the document which describes the results of their first meetings
- Project management committee is set up, and summary of project management committee's report to the APDD
- A training workshop is conducted on participatory methods and gender analysis.

⁸ From: Eritrea water challenge project, 2006. Tentative Workplan for Socio-economic Activities (Monitoring, evaluation, impact assessment and capacity building). 6p.

I. EVALUATION ACTIVITIES

| Which activity | Why? Description of the activity | Methods used | When | Time required |
|--|--|---|--|--|
| <p>Sub-zoba characterization</p> | <p>Basic data will be collected about the sub-zoba and all the villages in each of the 5 sub-zobas where project sites are located. The purpose of this is to understand the basic characteristics of each project community, and how they compare to other villages in the same sub-zoba. This information will provide socio-economic overview of the project areas, and it will also provide a sampling frame for:</p> <ul style="list-style-type: none"> • selecting a control village for PRRA and impact assessment purposes, • selecting villages for any other project activities, such as FAT and FET trials, seed multiplication activities. | <p>Information about each village in sub-zoba will be collected through <i>key informant interviews</i> at the sub-zoba administration office. If the required information is not available at the sub-zoba office, the secondary source of information will be village administrators. Questionnaire can be sent to the sub-zoba office in advance of the arrival of the project enumerator. The collection of this information can be tied to the seed survey.</p> | <p>April–May 2006 (One time only activity)</p> | <p>10 days for data collection (2 days per sub-zoba); 5 days for data entry; 5 days for preparing results document</p> |
| <p>Participatory rapid rural appraisal (PRRA)</p> | <p>PRRA will be conducted in 5 project villages and 5 control villages in order to evaluate and understand the community dynamics and experience in collective research and development activities.</p> | <p>Given time limitations (1 day per village), the use of all potential PRRA tools is also limited; most likely tools to be used are <i>focus-group discussions and key informant interviews</i>. The PRRA in project communities can start in April, the selection for 5 control villages can only be done after sub-zoba characterization is completed. The control village selected for this purpose should have similar characteristics to the project village.</p> | <p>April–June 15, 2006 (One time only activity)</p> | <p>25 days for data collection; 10 days for preparing results</p> |
| <p>Farmer research evaluation focus groups</p> | <p>In order to gain insights about working with farmers in larger scale, farmers need to <i>evaluate</i> the usefulness of the participatory research methods and process, and research activities. Results are reported at the annual project coordination meeting. This information will also provide feedback to project implementing staff about possible changes that may be needed, as well as provide information to the end-of the project overall impact assessment.</p> | <p>This information will be collected through <i>project participating farmer focus-group discussions</i> held in each of the project villages once a year. This is an activity that can be conducted soon after the farmer selection trials. This activity cannot be conducted at the time of farmer selection trials, because at that time the focus is on the crops, and that is too time-consuming.</p> | <p>October–November 2006 (continuous activity to be conducted once a year)</p> | <p>5 days for data collection; 10 days for writing up the findings; 1 day to report</p> |

II. MONITORING ACTIVITIES

| Which activity | Why? Description of the activity | Methods used | When | Time required |
|---|--|--|---|---|
| Stakeholder monitoring committee | Stakeholder committee is set up (which meets once a year) to provide feedback to project staff about technical aspects of the research in terms of what works and what does not. This will allow project-implementing staff an opportunity to learn from stakeholder feedback, and react by making changes to implementation plan, if necessary. | The stakeholder committee is formed in each of the 5 sub-zobas; the committee should have about 5–10 people and include sub-zoba officials, farmers and extension people. The stakeholder committee will meet once a year, in early December. (In order to provide timely feedback, the stakeholder monitoring committee meetings need to take place before annual project coordination meetings in February.) The method for discussion is a <i>focus-group discussion</i> , facilitated by the extension person. | Early December 2006 (continuous activity to be conducted once a year) | 5 days for meetings (1 day for each sub-zoba); 5 days for preparing the summary of the meetings |
| Project management committee | Project management committee is set up to provide a systematic and regular assessment of project experience in order to: <ul style="list-style-type: none"> • identify best practices and approaches for strengthening agricultural research system; • monitor the progress made toward project milestones. <p>The committee meets once a year to discuss and reports to APDD.</p> | A project management committee is formed which consists of a member from each of the partner organization. The <i>committee meets once a year</i> and reports at the annual project coordination meeting about achievements toward project milestones, and also gives a report of the project progress and findings to the APDD. | February 2007 | 1 day |

III. IMPACT ASSESSMENT ACTIVITIES

| Which activity | Why? Description of the activity | Methods used | When | Time required |
|-----------------------|--|--|------------------------------|--|
| Adoption study | Adoption study will be conducted at the end of the project in order to understand the speed and extent of adoption of improved varieties, including assessment of who is adopting and why. | This will be a quantitative assessment, and a decision was made not to conduct a baseline farmer survey now. The <i>farmer adoption census</i> will be conducted in all project villages and their control villages (sub-zoba characterization provides sampling frame for selection of the control villages). The farmer adoption census will be a short 1-page questionnaire for a large number of farmers, which will assess the adoption based on recall data about the cropping practices before and after the project. | End of the project, in 2008. | 20 days for farmer adoption census (2 days per village); 30 days for data analysis and interpretation. |

| | | | | |
|---------------------|---|---|------------------------------|---------|
| Impact study | <p>Impact assessment will be conducted to understand the overall impact on the project beneficiaries (farmers and researchers). Sources of information for the impact study are:</p> <ul style="list-style-type: none"> • Yearly reports from the farmer research focus groups; • Yearly reports from project stakeholder committee; • Yearly reports of the project monitoring committee to APDD; • Adoption study and farmer adoption census. | <p>Farmer adoption census will include three types of farmers—those who participated in project activities, those who lived in the project villages but did not participate in any of the project activities, and those who lived in the non-project villages. Adoption information per farmer type will allow the calculation of differential impact of project outputs (embodied effects) vs. impact of participation (disembodied effects) in the project using <i>farm-level decision model and estimating a set of simultaneous equations</i>.</p> | End of the project, in 2008. | 30 days |
|---------------------|---|---|------------------------------|---------|

IV. CAPACITY BUILDING ACTIVITIES

| Which activity | Why? Description of the activity | Methods used | When | Time required |
|---|---|---|---------------------|-------------------------|
| Participatory research and gender analysis, and impact assessment training | <p>A training workshop will be conducted to build the partner organization's capacity to use participatory and gender analysis approaches in project implementation. The training will include:</p> <ul style="list-style-type: none"> • 2 days on participatory methods and tools; • 1 day on gender analysis methods and tools; • 1 day on principles of monitoring and evaluation; • 1 day on impact-assessment method (applicable to this project). | <p>The PRGA Program will organize the content of the training and find the trainers, and provide the training materials. Format of the training is <i>workshop</i>. The participants of the workshop will include staff from the project partner organizations that are involved in implementing project socio-economic activities. The training group should not exceed 20 people.</p> | Early December 2006 | 5 days for participants |

Appendix 6. Publications

Refereed journal articles

Lilja N; Dixon J, *in press*. Responding to the challenges of impact assessment of participatory research and gender analysis. *Experimental Agriculture*, *in press*.

Sanginga PC; Tumwine J; Lilja N, 2006. The dynamics of participation in farmers' research groups: Lessons from the highlands of southeastern Uganda. *Agricultural and Human Values* 23(4): 501–512.

Books, monographs and other edited works

Averill D; Lilja N; Manners G, 2006. *Participatory Research and Gender Analysis in Agricultural and Natural Resource Management Research: A Selected Review of the Literature*. Version 1. PRGA Program, Cali, Colombia, 59p.

Lilja N; Dixon J (Ed.), *in press*. Special Issue – Responding to the challenges of impact assessment of participatory research and gender analysis. *Experimental Agriculture* 44(1&2), *in press*.

Lilja N; Dixon J; Manners G; La Rovere R; Hellin J; Feldstein HS (Ed.), 2006. *New Avenues in Impact Assessment of Participatory Research*. Summary proceedings of the impact assessment workshop, CIMMYT Headquarters, Texcoco, Mexico, October 19–21, 2005. PRGA Program, Cali, Colombia; and CIMMYT, Texcoco, Mexico, 63p.

Book chapters

Dalton T; Lilja N; Johnson N; Howeler R, *in press*. Impact of participatory natural resource management research in cassava-based cropping systems in Vietnam and Thailand. In: Zilberman D; Waibel H (ed.) *The Impact of Natural Resource Management Research in the CGIAR*. CAB International, Wallingford, UK, *in press*.

Lilja N; Dixon J; Manners G, 2006. Overview: New avenues in impact assessment of participatory research. In: Lilja N; Dixon J; Manners G; La Rovere R; Hellin J; Feldstein HS (ed.) *New Avenues in Impact Assessment of Participatory Research*. Summary proceedings of the impact assessment workshop, CIMMYT Headquarters, Texcoco, Mexico, October 19–21, 2005. PRGA Program, Cali, Colombia; and CIMMYT, Texcoco, Mexico. Pp. 3–16.

Abstract in proceedings

Kaaria S; Lilja N; Sandoval V; Garcia J; Hincapié F, 2006. Assessing impacts of farmer participatory research approaches: A case study of local agricultural research committees in Colombia [abstract]. In: Lilja N; Dixon J; Manners G; La Rovere R; Hellin J; Feldstein HS (ed.) *New Avenues in Impact Assessment of Participatory Research*. Summary proceedings of the impact assessment workshop,

CIMMYT Headquarters, Texcoco, Mexico, October 19–21, 2005. PRGA Program, Cali, Colombia; and CIMMYT, Texcoco, Mexico. Pp. 45–46.

Brief

SPIA (Standing Panel on Impact Assessment), 2006. Participation Works: Evidence from Thailand and Vietnam. *Science Council Brief* No. 15. CGIAR Science Council, Rome, Italy. 4p.

Reports

Chaves Villegas MdP, 2006. Audience Study on PRGA Program Listservs, PRGA Program Communications Office. Santiago de Cali, Colombia, 41p.

ECAPAPA (Eastern and Central Africa Programme for Agricultural Policy Analysis), 2006. Capacity Building in Participatory Research and Gender Mainstreaming in the NARS of ASARECA, Workshop Report, Leadership Training Workshop, Imperial Resort Beach Hotel, Entebbe, Uganda, 30th November to 4th December 2006. ECAPAPA, Entebbe, Uganda, 30p.

Lilja N; Bellon M, 2006. *Analysis of Participatory Research Projects in the International Maize and Wheat Improvement Center*. CIMMYT, Mexico, DF, 34p.

PRGA Program, 2006. Introduction to the PRGA Program: Major Achievements and Challenges. [Report prepared for the CIAT Center-Commissioned External Review Panel. PRGA Program, Cali, Colombia], 12p.

PRGA Program, 2006. Major Achievements 2002–2005. [Report prepared for the CIAT Center-Commissioned External Review Panel. PRGA Program, Cali, Colombia], 6p.

PRGA Program, 2006. *Phase I (1997–2002) Partnerships*. PRGA Program, Cali, Colombia, 40p.

PRGA Program, 2006. *Phase II (2003–2007) Partnerships*. PRGA Program, Cali, Colombia, 27p.

Roothaert R; Chiche Y; Mulinde M, 2006. Gender Audit and Action Plan for Mainstreaming Gender Analysis at ILRI (Draft). ILRI, Addis Ababa, Ethiopia, 63p.

Ssendiwala EN, 2007. Building Capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA – Project Evaluation Report. Kampala, Uganda, 22p.

WOCAN (Women Organizing For Change In Agriculture and Natural Resource Management), 2006. Interim Progress Report: Institutionalizing Gender-responsive Research & Development in Agriculture and Natural Resource Management through Women's Networks, October 2005 – August 2006. WOCAN, Nepal, 17p.

Appendix 7. Staff List

Senior staff

Barun Gurung, PhD Anthropology, Senior Scientist
Coordinator, PRGA Program (100% PRGA)

Nina Lilja, PhD Agricultural Economics, Senior Scientist
Impact Assessment (100% PRGA)

Ralph Roothaert,* PhD Crop and Weed Ecology, Senior Scientist
Forages for Smallholders Project, Joint appointment PRGA Program and ILRI, Addis Ababa,
Ethiopia (50% PRGA)

Guy Manners, BSc Zoology
Communications Consultant (20% PRGA)

Administrative staff

Juliana Aristizabal, Bachelor's in Social Communication and Journalism
PRGA Communications Assistant (100% PRGA)

Claudia Garcia, BA Production Engineering
PRGA Administrative Assistant (100% PRGA)

Note: * Staff left PRGA in 2006.

Appendix 8. Advisory Board

Current Board members (31 December 2006):

Jacqueline A. Ashby
 Convening Center representative
 Director, Rural Innovation Institute
 CIAT, Cali, Colombia

Andres Laignelet Sierra
 NARS representative
 CORPOICA

Aden A. Aw-Hassan
 PNRM representative
 Coordinator, Dry Land Resources
 Management Project

Annina Lubbock
 IFAD, Technical Advisory Division
 Donor Representative

Louise Fortmann
 Convening Center's Board of Trustees
 representative
 University of California, Natural Resource
 Sociology

Gordon Prain
 CGIAR representative
 CGIAR/SIUPA
 CIP

Janice Jiggins
 Gender representative

Bhuwon Sthapit
 PPB representative
 Agroversity International/Nepal

Monica Kapiriri
 NGO representative
 Kampala, Uganda

Position vacant
 Farmer representative

Appendices

Appendix 9. Budget for 2006

| Contributions | US\$ |
|----------------------|----------------|
| CIDA | 464,014 |
| IDRC | 60,817 |
| Switzerland | 74,297 |
| The Netherlands | 50,000 |
| New Zealand | 44,000 |
| Program Reserve | 246,714 |
| TOTAL | 939,842 |

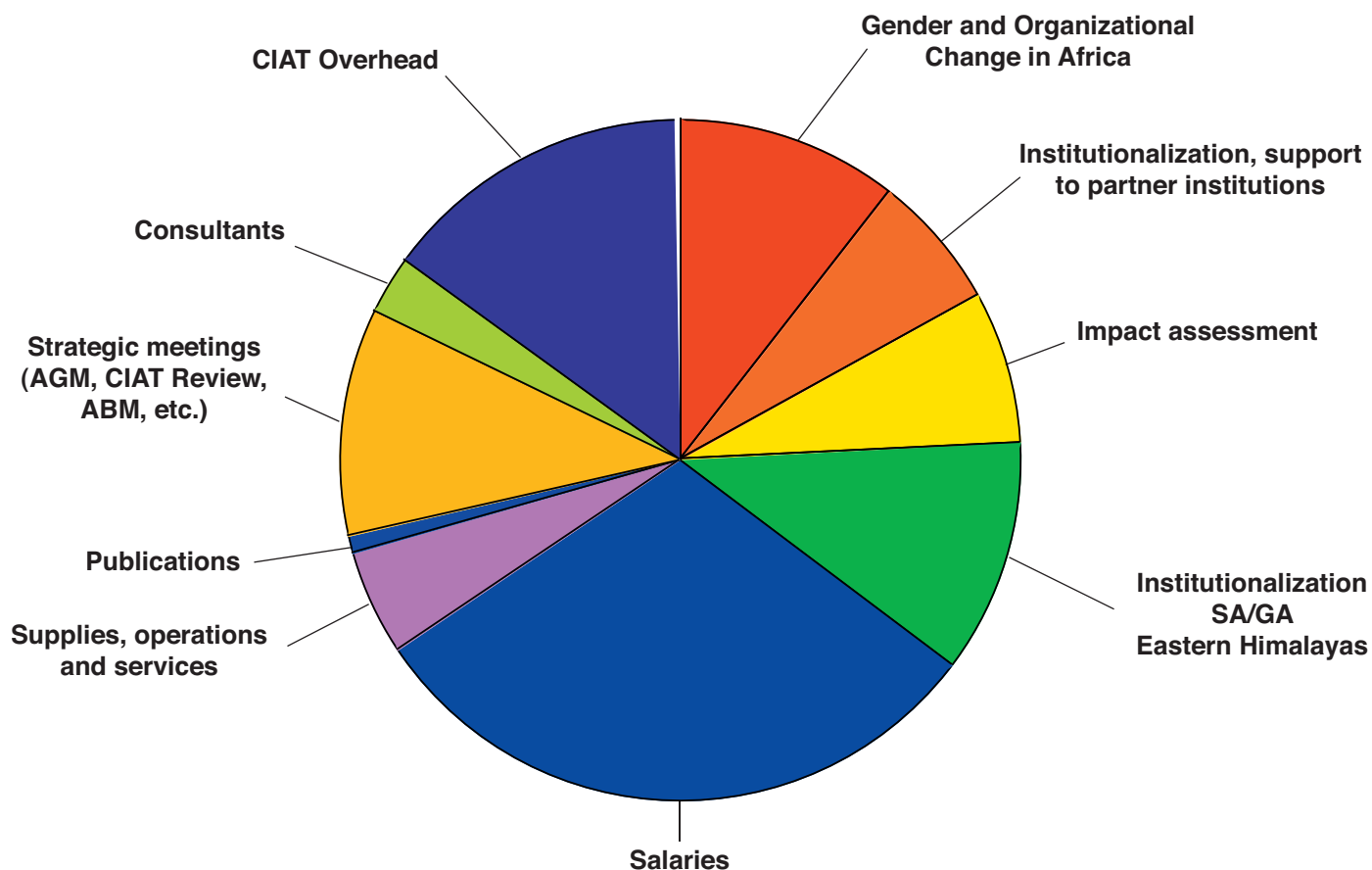
| Expenditures | US\$ |
|---------------------|----------------|
| CIDA | 221,893 |
| IDRC | 77,695 |
| Switzerland | 69,015 |
| The Netherlands | 5,985 |
| New Zealand | 2,033 |
| Program Reserve | 316,055 |
| TOTAL | 692,676 |

| Allocation of funds | US\$ |
|---|----------------|
| <i>Main budget items</i> | 244,210 |
| Gender and Organizational Change in Africa | 73,640 |
| Institutionalization, support to partner institutions | 43,569 |
| Impact assessment | 49,306 |
| Institutionalization SA/GA Eastern Himalayas | 77,695 |
| <i>Other budget items</i> | 448,466 |
| Salaries | 209,230 |
| Supplies, operations and services | 35,899 |
| Publications | 4,898 |
| Strategic meetings (AGM, CIAT Review, ABM, etc.) | 75,455 |
| Consultants | 18,512 |
| CIAT Overhead | 104,472 |
| Total | 692,676 |

* Carryover already committed for 2007 activities

247,166

2006 Budget Allocation



Breakdown of institutionalization, support to partner institutions:

| | US\$ |
|---------------------------------|---------------|
| China Agricultural University | 15,200 |
| Supporting ILRI staff – forages | 15,083 |
| PROINPA | 13,286 |
| Total | 43,569 |

Appendix 10. Abbreviations and Acronyms

| | |
|----------|---|
| ABM | Advisory Board Meeting |
| AGM | Annual General Meeting (<i>of the CGIAR</i>) |
| APDD | Agricultural Promotion and Development Department |
| ASARECA | Association for Strengthening Agricultural Research in Eastern and Central Africa |
| BA | Bachelor of Arts |
| BSc | Bachelor of Science |
| cf. | compare |
| CG | Consultative Group on International Agricultural Research |
| CGIAR | Consultative Group on International Agricultural Research |
| CIAL | Committee for Local Agricultural Research (<i>Comité de Investigación Agrícola Local</i>) |
| CIAT | International Center for Tropical Agriculture (<i>Centro Internacional de Agricultura Tropical</i>), based in Colombia |
| CIDA | Canadian International Development Agency |
| CIMMYT | International Maize and Wheat Improvement Center (<i>Centro Internacional para Mejoramiento de Maíz y Trigo</i>), based in Mexico |
| CIP | International Potato Center (<i>Centro Internacional de la Papa</i>), based in Peru |
| CORPOICA | <i>Corporación Colombiana de Investigación Agropecuaria</i> |
| CPWF | Challenge Program on Water and Food (<i>of the CGIAR</i>) |
| ECAPAPA | Eastern and Central Africa Programme for Agricultural Policy Analysis |
| ed./Ed. | editor(s) |
| EPMR | External Programme and Management Review |
| etc. | <i>etcetera</i> , and so on |
| FAT | Farmer Advanced Trials |
| FET | Farmer Elite Trials |
| FRC | Farmers' Research Committee (Nepal) |
| GA | gender analysis |
| GRP | Gender Resource Person (ILRI) |
| IA | impact assessment |
| IARC | international agricultural research center |
| ICARDA | International Center for Agricultural Research in the Dry Areas, based in Syria |
| ICRAF | World Agroforestry Centre, based in Kenya |
| IDRC | International Development Research Centre, Canada |
| IFAD | International Fund for Agricultural Development, based in Italy |
| ILAC | institutional learning and change CGIAR Pilot Inter-Center Initiative on Institutional Learning and Change |
| ILRI | International Livestock Research Institute, based in Kenya |
| ILRI.net | intranet at ILRI |
| IPGRI | International Plant Genetic Resources Institute, based in Italy |
| IPRs | Intellectual Property Rights |
| IRRI | International Rice Research Institute, based in The Philippines |
| LI-BIRD | Local Initiatives for Biodiversity, Research and Development |
| MTP | Medium-Term Plan |
| NARS | national agricultural research system(s) |
| NGO | non-governmental organization |
| No. | number |
| Nos | Numbers |
| NRM | natural-resource(s) management |
| OD | organizational development |

| | |
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| p. | page(s) |
| PDR | People's Democratic Republic (of Lao) |
| PhD | Doctor of Philosophy (doctorate degree) |
| PNRM | participatory natural-resource(s) management |
| Pp. | pages |
| PPB | participatory plant breeding |
| PR | participatory research |
| PR&GA | participatory research and gender analysis |
| PRGA Program | CGIAR Systemwide Program on Participatory Research and Gender Analysis for Technology Development and Institutional Innovation |
| PROINPA | <i>Fundación PROINPA 'Promoción e Investigación de Productos Andinos,'</i> Bolivia |
| PRRA | participatory rapid rural appraisal |
| PVS | participatory varietal selection |
| R&D | research and development |
| SA | social analysis |
| SIUPA | Strategic Initiative on Urban and Pueri-urban Agriculture (<i>of the</i> CGIAR) |
| SPIA | Standing Panel on Impact Assessment (<i>of the</i> CGIAR) |
| SWOT | strengths, weaknesses, opportunities and threats |
| US\$ | United States dollar(s) |
| vs. | versus |
| WOCAN | Women Organizing for Change in Agriculture and Natural Resource Management |

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