

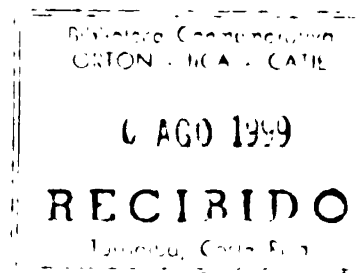
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*Evaluation of
CATIE's Gender
Policy:
Two-and-a-half
years of steady
progress*

CATIE

Tropical Agricultural Research and Higher Education Center

Institutional Series. Miscellaneous publication N° 8



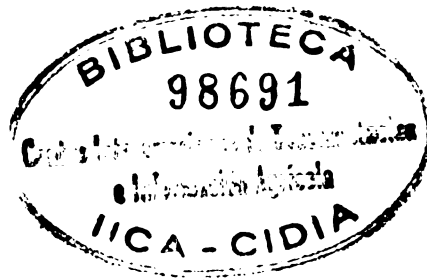
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TROPICAL AGRICULTURE RESEARCH AND HIGHER EDUCATION CENTER
Turrialba, Costa Rica
1999

CATIE
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CATIE's Mission

To improve the well-being of humankind by applying scientific research and higher education to the development, conservation and sustainable use of natural resources in the American Tropics.

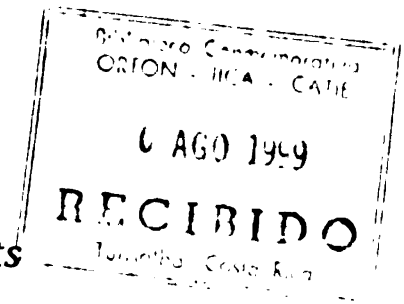


This document contains information presented to the Board of Directors in April 1998.



The picture on the cover was painted by the Costa Rican artist Oscar Salazar, and was kindly loaned by the "Galería de Arte Latino" for this purpose.

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Preface

In 1995, CATIE formulated its Gender Policy, based on a need felt at various levels of the organization. The Office of the Director General brought the proposal to the attention of the Board of Directors which, after its deliberations, issued Resolution 7-93/V ROJD, "Approval of the Strategic Plan" on October 5, 1993, approving a set of institutional policies. The specific issues addressed in this Gender Policy were included in CATIE's Strategic Plan: Agenda for a Critical Decade.

Two-and-a-half years after implementation of the policy was begun, it is worthwhile to review what has, or has not, been achieved and then to modify the strategies based on these experiences. With this in mind, Cecile Fassaert, CATIE's gender issues expert, was commissioned by CATIE to prepare this progress report, which evaluates all the measures proposed in the Gender Policy and includes recommendations for continuing and improving application thereof.

Introduction

During the last two years, CATIE has undergone many changes, one of the most important of which was the creation, in 1996, of the Outreach Program, whose purpose is to disseminate technical and scientific information generated by CATIE's programs, offer technical cooperation to CATIE's partner institutions, market the Center's services and products, and oversee institutional promotion. CATIE's National Technical Offices, which help coordinate technical assistance at the member country level –including giving advice on gender-related issues– were established or strengthened through this Program.

New staff members with fresh ideas and visions were hired and CATIE's structure was changed. Recently, new initiatives were developed to blend technical and scientific results with social science knowledge about human decision-making. Because intellectual diversity is necessary for addressing complex problems, one goal of the process was to diversify CATIE's staff, both in terms of gender and specialization. Female staff members may contribute different perspectives, experiences, ways of interacting, etc., than their male colleagues and thereby provide alternative solutions to problems being faced. By diversifying its staff, CATIE can more effectively accomplish its Mission in an increasingly diverse world.

To analyze the effectiveness of the Gender Policy, the following has been evaluated: the impact of the policy in CATIE's member countries; at CATIE itself; and in its external relations. Within CATIE, the policy addresses personnel recruitment, student recruitment, and gender issues in CATIE's graduate education programs; it also aims to bring CATIE staff up-to-date on gender issues. In the member countries, the policy concentrates on cooperating institutions, clients (of training and education), research and validation activities, and CATIE's beneficiaries.

The policy proposes a strategy for each of the aforementioned focal points, and suggests appropriate measures to be taken in order to achieve the expected results. This evaluation discusses the overall results achieved. The appendices contain detailed tables that illustrate specific results.

In order to conduct this evaluation, questionnaires were distributed to Project Leaders, Program Heads, and National Technical Coordinators; interviews were conducted with some Heads of offices; data from CATIE's monitoring system (SIGUE) was analyzed; and personal observations were made by the gender issues expert.



Regional Impact

Cooperating institutions and clients

This section analyzes the degree to which CATIE's gender program has influenced partner institutions in the member countries. Two major achievements were the following:

- The President of Nicaragua, Violeta Chamorro, adopted a country-wide gender policy in 1995; CATIE and other organizations advised the leader throughout the adoption process.
- El Salvador's Ministry of Agriculture and Livestock (MAG) and the State Secretariat for the Environment (SEMA, which became the Ministry of Natural Resources and the Environment in November, 1997) also adopted a gender policy on CATIE's advice. It will take time to fully implement and develop the policy, as is the case in many Latin American countries.

Training, including in-service training, short courses at CATIE, and events in the member countries, is an important way to influence member country institutions. CATIE has put its Gender Policy in operation by increasing the number of women participating in such events. Table 1 shows that participation of women in training activities is very high overall but that women participate more in certain areas than in others.

More specifically, training activities include in-service training, courses, strategic courses, short presentations, field-days, technical meetings, seminars and workshops. In 1997, 38% of those participating in these activities were women. This figure is relatively high when one considers that a mere 20-30% of the members of professional

agronomists' or foresters' organizations in the region are women.

There is a notable difference between the level of women's participation in training activities at CATIE's Turrialba headquarters and in the member countries. Women account for 58% of the participants in Turrialba, while they represent only 35% of those in the member countries.

These figures indicate that CATIE's headquarters' staff are taking positive steps to increase women's participation but that additional efforts are needed to accomplish the same in cooperating institutions in the member countries.

Since much of CATIE's external contacts take place through projects with counterpart institutions, the gender focus is also being transmitted internationally in this way. Projects such as the CIDA-financed "Agrosilvopastoral Project in the Dry Tropics" and the USAID-financed "Madelena: Silviculture for Multipurpose Trees in Central America" have contributed to this process. Madelena, for example, organized six courses on gender issues during 1995 for its member institutions in their respective countries. A COSUDE-financed project "TRANSFORMA: Forest Management Transference" is planning gender-training activities in the countries where it operates. The GTZ-Agroforestry Project participates in the GAP (Gender, Self-Improvement and Participation) Network, providing training for women community and group leaders.

Table 1: Percentage of women participating in training activities per area in 1997*

Area	Men		Women		Total
	N°	%	N°	%	
Protected Area Management	103	84	20	16	123
Library Sciences	3	23	10	77	13
Training Area	134	73	50	27	184
Watershed Management	187	82	46	18	233
Economics & Sociology	220	65	116	35	336
Plant Protection	333	71	136	29	469
Guatemala's Development Projects	1386	74	499	26	1885
Information Systems	133	44	171	56	304
Biodiversity Management and Conservation	156	33	33	17	189
Forest Management and Conservation	207	83	42	17	249
Tropical Forests Management and Silviculture	42	81	10	19	52
REDCA Network	119	57	89	43	208
Silviculture of Plantations	150	91	15	9	165
Agroforestry Systems	266	22	966	78	1232
External Cooperation	37	70	16	30	53
MIP-Nicaragua	441	74	156	26	597
TOTAL	3917	62	2375	38	6292

*Includes in-service training, short courses and external training, workshops, short presentations, etc.

Source: Training Department

The annual, two-week Strategic Course on gender issues trains professionals from national institutions on gender issues, the environment and development. It is given at CATIE headquarters in Turrialba, Costa Rica. Seven of the 18 strategic short courses, including a specific course on gender issues, dedicate part of their program to gender issues: Planning Extension Strategies in Forestry; Natural Forests Management and Silviculture; Agroforestry; Protected Areas; Community Forestry (until 1996); and Rural Development based on Natural Ecosystems Management. Courses and short talks are generally based on local experiences, fostering, in that way, an exchange of information among institutions.

A two-day workshop aimed at Costa Rican institutions was given on gender stereotypes in training and extension materials, in a joint effort with the RUTA III project. Similarly, the

CATIE/INTA/NORAD Integrated Pest Management (IPM) Project organized and promoted the National Dialogue on Gender and IPM in Nicaragua. Madelena also supported the inclusion of the topic in national and regional forestry and agroforestry extension congresses and seminars. Presentations on gender-related issues were given at seminars, congresses and symposia in Honduras and Belize.

An important mechanism through which CATIE relates to outside institutions is the REDCA network, which brings together more than 200 national institutions in 11 different countries. The first course on gender issues directed at members of the network was carried out in El Salvador in 1997.

CATIE maintains close contact with networks in order to stay updated and to offer its views on gender issues and natural resources management.

Examples of these are the FAO network of institutions and organizations of technical cooperation for rural women; the Central American Advisory Committee on Gender Issues and Forestry of the Tropical Forestry Action Plan; the CGIAR Gender Program; and research institutions with gender programs.

In addition, scientists and technical staff from all over Latin America and the Caribbean regularly visit CATIE, a number of whom request assistance on gender-related problems; similar requests reach CATIE by e-mail. Also, information is disseminated internationally to institutions and individuals through articles in CATIE's journals. Two articles have been published on women or gender in the Central-American Forestry Journal since 1995. Moreover, Agroforestry in the Americas dedicated a special issue to home gardens, an agroecosystem with high participation of women. This same journal published an article on gender differences in local knowledge about medicinal and nutritional plants in small farms. Additionally, national technical offices have documents on gender which are readily available to national institutions and to individuals.

CATIE's Orton Memorial Library makes a special effort to obtain literature on gender-related issues. The library's quarterly Bulletin on New Documents, which is distributed to a wide reading public, contains a list of gender-related documents available.

Research and validation activities in the countries

Gender issues have formed part of CATIE's Research Lines since 1996. Efforts have been made to incorporate gender issues laterally into

the Lines, and discussions are taking place on gender-related research activities.

Some projects have also touched on gender issues. In the past, research projects addressing topics such as agrosilvopastoral systems and home gardens included research with a strong gender-oriented perspective. More recently, the Integrated Pest Management (IPM) project in Nicaragua conducted a study on women and IPM in tomato production, and is conducting a study on decision-making for IPM at the household level. In addition, a CATIE student with a scholarship from that project carried out a gender study in 1998. One of CATIE's forestry projects (PROSIBONA) conducted a gender analysis in a rural community near its field site. An agroforestry project, financed by GTZ, contracted a consultant to analyze the effect of agroforestry systems on women. The OLAFO project did research on indicators of well-being, which included a strong gender component. The TRANSFORMA (forestry extension) project will conduct a biophysical and socio-economic diagnosis with a gender component.

The principal means through which gender research or research with a gender component has been implemented in CATIE's research program is through students' theses. As of today, three students have conducted theses focusing on gender or on women-related topics. The first dealt with the division of labor in home-gardening; the second, with gender differences in knowledge about the management and use of medicinal and nutritional plants in small farms; and the third addressed factors that contribute to or limit the success of small forest-based businesses run by women. Protected Areas and Agroforestry have also supported the incorporation of gender issues into their students' theses.

Two visiting students conducted research on the role of women in agroindustry at the University of Wageningen/CATIE Cooperative Program in Costa Rica's Atlantic Zone.

Efforts will soon be made to increase the human factor in research, so that more theses on gender issues or women can be carried out, as well as theses with a gender component.

Outreach and CATIE's beneficiaries

In three projects, women farmers are receiving special attention. The GTZ-financed agroforestry project and the OLAFO project are conducting special activities for women's groups, in collaboration with national institutions. The IPM project in Nicaragua is working with a women's coffee cooperative and has promoted small women-managed businesses for entomo-pathogen production. In this way, women are beginning to overcome the structural roadblocks that have, for decades, limited their access to technology. Nevertheless, it is equally important to increase women's access to extension services by facilitating their participation in mixed groups.

Projects that work with farmers should apply a gender approach in their field work. Several projects including the CATIE/INTA/NORAD Integrated Pest Management Project, OLAFO, and the Agroforestry Project have, to some extent, used a gender focus in their field work. Others, such as the former Madelena Project, PROSIBONA and TRANSFORMA have solicited support from CATIE's gender issues expert.

The gender approach, briefly described as "taking into account differences in needs and interests of men and women," is impossible unless it uses a participatory approach that empowers beneficiaries. Likewise, it will have little value

unless a participatory approach is used to identify these differences. In May 1997, CATIE staff members of different backgrounds discussed this idea during a one-day workshop on integrating the participatory approach into research activities; follow up is planned for 1998. This supports activities being carried out to understand and apply the gender approach.

The Gender Perspective at CATIE

Updating CATIE staff awareness on gender issues

An important starting point for integrating an awareness of gender issues into the institution is to involve everyone in the process through seminars, workshops, and short courses. By training staff and making them more conscious of gender issues, change can be achieved in their work and inter-personal relations.

Some project professionals and National Technical Coordinators have participated in meetings organized, to a large extent, by donors to evaluate or promote a gender focus within the projects and at CATIE.

The IPM project in Nicaragua (CATIE/INTA/NORAD) held several internal discussions on the meaning of the gender perspective and how to apply it in project activities. Three project staff helped organize and conduct a national dialogue on gender and IPM, and one staff person participated in the two-week strategic course on gender at CATIE, Turrialba. Other professionals participated in a study on gender relations. These excellent examples of a "hands-on" approach to training professionals are especially important in helping to develop a

common language and mutual understanding, essential elements for integrating new elements into a project.

One CATIE professional took a specialized gender course, and there are currently several workshops planned for staff within the different Areas, Units and Projects. At present, they are planned as stand-alone activities, but staff feedback may result in a more continuous approach. A two-day workshop on the use of stereotypes in education and extension materials was carried out at the CATIE Headquarters. Five professionals (four women and one man) participated.

The President of the Women's Commission of the Organization of American States recently gave a talk on gender to a large group of CATIE's professional staff. The talk, which helped sensitize many CATIE staff members to gender issues, was proposed by the Director General. It is significant that the Director General shows his support for gender issues in this positive way.

Approximately ten people at CATIE have had previous formal or informal education on gender issues and apply it in their work. Others are interested in learning more and would like to apply the gender perspective in their work. This latter group has great potential and should receive support through training and motivation.

Printed materials are also useful for informing staff and others about gender issues. To that end, an attractive, color booklet was produced on the Gender Policy. Some 2,000 copies were printed and distributed to donors and cooperating institutions and made available to all staff. The booklet was announced in CATIE's internal newsletter and presented at several international meetings.

Although little systematic training has taken place at CATIE, some sectors of the institution have had interesting encounters that have raised consciousness on gender issues, clarified gender concepts and contributed to an exchange of experiences among different sectors of CATIE's staff.

Personnel recruitment and promotion

CATIE has made considerable efforts to meet its gender policy objectives in personnel recruitment. Job opportunity announcements at CATIE now carry the phrase "CATIE is an equal opportunity employer and wishes to further diversify its staff in terms of both gender and nationality." In addition, Chapter II, Article 8, section c. of the staff regulations on recruitment, selection and assignment, states that CATIE "will not discriminate as to sex, race, color, religion or political preferences." Of course, printed words are not enough to increase the percentage of female professionals at CATIE, but the commitment of CATIE's Director General and Human Resources Manager (herself a woman) has resulted in a special effort to hire qualified women.

While networks of professional women are not being directly approached with position vacancy information, female professionals that visit CATIE are always encouraged to apply for jobs at the institution.

Although CATIE's selection procedure ensures that all candidates interviewed meet technical requirements, women are being put first on the interview lists. A real effort is being made to evaluate applicants on their technical merits regardless of their gender, instead of automatically discounting applicants because they are women.



These efforts resulted in the appointment of a high-level woman professional on September 1, 1997 as Head of the Tropical Forestry and Biodiversity Conservation Area. She is the first woman Area Head at CATIE of the ten existing Areas in the organization.

The absolute and relative number of women with different academic degrees working at CATIE since October 1995 is shown in the following table:

Table 2: Female vs. male professionals working at CATIE, by university degree (1995 to 1998)

Degree	1995		1996		1997		1998	
	Male	Female	Male	Female	Male	Female	Male	Female
Ph.D.	41 (93%)	3 (7%)	40 (89%)	5 (11%)	40 (87%)	6 (13%)	41 (85%)	7 (15%)
M.Sc.	60 (81%)	14 (19%)	36 (78%)	10 (22%)	34 (79%)	9 (21%)	34 (79%)	12 (21%)
Lic. and B.S.	18 (69%)	8 (31%)	22 (67%)	11 (33%)	21 (66%)	11 (34%)	22 (63%)	12 (37%)
TOTAL	101 (86%)	17 (14%)	98 (79%)	26 (21%)	95 (78%)	26 (22%)	97 (76%)	31 (24%)
Academic level *	147		176		183		197	

* Indicator of average academic level of women professionals at CATIE
Source: Human Resources Area (September 1997)

Most importantly, the percentage of women with Ph.D.s has increased, as has the percentage with Master's and Licentiate or Bachelor's degrees, the latter showing the largest growth. The total result is an increase in the percentage of women at CATIE with a university degree from 14% in 1995 to 24% in 1998.

If we assign a value of 4, 3 and 2 to Ph.D., M.Sc. and Licenciante/Bachelors levels, respectively, multiply this by the corresponding percentages, and add up these values for each year, we get an indicator for the average level of women professionals at CATIE. This has risen from 147 in 1995 to 183 in 1997, a substantial increase in the average number of women with university degrees.

According to CATIE's Human Resources Officer, women have some flexibility in working hours, and are afforded some leeway for health problems in their families or maternity leave. It would be

worthwhile to study these practices in more detail, including how they affect the women's professional responsibilities. While CATIE regulations do allow for part-time contracts, they have not been widely requested and there is no active policy to publicize the possibility. Regulations for part-time workers, such as those that deal with with diplomatic status (for international staff), holidays, maternity leave, contract extension, overtime, etc., are unclear. Nonetheless, one international staff member has a 30 hour-per-week contract.

Highly qualified husbands holding jobs in their home countries are a serious limitation to women applying for jobs at CATIE because the men are reluctant to leave their jobs in order to accompany their spouses. The agreement between CATIE and the Costa Rican Government does not allow spouses of CATIE employees to obtain work permits. CATIE does, however, hire some

spouses on a contract basis for specific products or services, such as translating or editing. Some spouses also work for associates of CATIE based in Turrialba or at CATIE's Inter-American School, an elementary school operating on CATIE grounds.

According to new staff recruitment regulations (Article 13), spouses may be hired, in exceptional cases, with authorization from the Director General. The minimum academic degree in this case is a Master's degree, although a Ph.D. is preferred.

Several Project Leaders and Heads of Departments allow their female (and male) staff, including administrative personnel, to study during working hours. Moreover, CATIE is

financing the university degree studies of 12 men and 3 women (20%). In addition, many CATIE staff take English classes and computer software courses during working hours. At this time, 40 (36%) women and 69 (64%) men are taking advantage of this opportunity. Those participating in English courses are mainly from the administrative level, while computer software courses are taken by staff from all levels. A more detailed study on course participation with relation to professional level could be revealing.

An important way to value and recognize women's contributions, and to promote their capabilities as managers, is to have them participate in administrative committees. CATIE has many such groups, and the representation of women in them has developed as follows:

Table 3: Percentage participation of women in CATIE's top management, administrative and technical bodies (1993-1998)

	1993		1994		1995		1996		1997		1998	
	M	F	M	F	M	F	M	F	M	F	M	F
Board of Directors	10 (100%)	0 (0%)	10 (100%)	0 (0%)	9 (90%)	1 (10%)	8 (80%)	2* (20%)	8 (80%)	2* (20%)	7 (70%)	3 (30%)
Scientific – Academic Committee ¹	5 (100%)	0 (0%)	5 (100%)	0 (0%)	4 (86%)	1 (20%)	4 (20%)	1 (24%)	4 (80%)	1 (20%)	3 (60%)	2 (40%)
Executive Committee	5 (100%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)	0 (0%)	4 (80%)	1 (20%)
Nominations Committee	-	-	3 (100%)	0 (0%)	3 (100%)	0 (0%)	2 (66%)	1 (33%)	2 (66%)	1 (33%)	2 (66%)	1 (33%)
Administrative Committee ²	10 (100%)	0 (0%)	10 (100%)	0 (0%)	10 (100%)	0 (0%)	10 (100%)	0 (0%)	9 (90%)	1 (10%)	8 (80%)	2 (20%)
Graduate Studies Committee ³	-	-	-	-	-	-	7 (100%)	0 (0%)	3 (75%)	1 (25%)	3 (75%)	1 (25%)
Editorial Committee	9 (90%)	1 (10%)	9 (90%)	1 (10%)	9 (90%)	1 (10%)	7 (70%)	3 (30%)	7 (70%)	3 (30%)	6 (60%)	4 (40%)
Training Committee ³	-	-	-	-	-	-	-	-	7 (78%)	2 (22%)	6 (67%)	3 (33%)
Ed. Committee RFCA ⁴ Journal	2 (67%)	1 (33%)	2 (67%)	1 (33%)	2 (67%)	1 (33%)	3 (60%)	2 (40%)	3 (60%)	2 (40%)	3 (60%)	2 (40%)
Ed. Committee Agroforestry Journal	-	-	-	-	-	-	3 (60%)	2 (40%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Ed. Committee MIP Journal	-	-	-	-	-	-	7 (100%)	0 (0%)	7 (100%)	0 (0%)	6 (86%)	1 (14%)
TOTAL	41 (95%)	2 (5%)	44 (95%)	2 (5%)	33 (91%)	4 (9%)	55 (83%)	11 (17%)	59 (81%)	14 (19%)	52 (71%)	21 (29%)

¹ This Committee of the Board is chaired by a woman.

² Including the Technical Secretary (a man). Since March 15, 1998, the Technical Secretary has been a woman.

³ Alternate delegates to the Committee not included.

⁴ Alternate delegates to the Committee included.

Source: Office Communications with Board of Directors Secretariat, Chairs of different Committees, Office of the Director General

The presence of women on CATIE's Board of Directors is of particular interest. In 1995, the Board was still a male-dominated structure, but the situation changed after 1996; forecasts for 1998 show the female to male ratio to be three to seven (30% women). The three Committees of the Board of Directors have a good representation of women, and this is improving. The most important achievement, however, was the election of a woman as Chairperson of the Board in April 1998.

It is important to note that a woman has held a seat on the Administrative Committee since 1996, and a second one joined in 1998. The Administrative Committee is an important advisory body of the General Directorate.

CATIE's publications' committees have a high representation of women compared to the percentage of female staff at the institution (see Table 1). CATIE's Editorial Committee has shown improvements over time (from 10% to 40%), the Editorial Committee of the Central American Forestry Journal (RFCA) has always had a very high percentage of women (the leader of the journal has always been a woman), whereas

the Editorial Committee of the Integrated Pest Management Journal has a low rate of women members (0-14%), although the editor is a woman. The Agroforestry in the Americas journal has a representative number of women on its committee.

There has been a general increase in the number of women on CATIE's committees, especially since 1995, the year in which the gender policy was initiated.

With regard to staff recruitment and promotion, it may be concluded that real progress has been made in increasing the number of women in high-level posts, at lower professional levels, and in CATIE's management structure.

Student recruitment

Since implementation of the gender policy at CATIE, the number of women entering the Graduate School has increased considerably (Table 4), and the number of women participating in doctoral studies at CATIE has also shown an increase (Table 5).

Table 4: Number and percentage of female graduate students in CATIE's Master's degree program (1993-1999)

	93/94 (N=42)	94/95 (N=50)	95/96 (N=43)	96/97 (N=60)	97/98 (N=55)	98/99 (N=41)
<i>Number of Female Students</i>	8%	10%	7%	17%	21%	20%
<i>Percentage Female Students</i>	19%	20%	16%	29%	38%	49%

(N= total number of students, male and female).
Source: Graduate School

Table 5: Number and percentage of women doing doctoral studies at CATIE (1995-1998)

	1995	1996	1997	1998
	N = 1	N = 2	N = 6	N = 9
Visiting doctorate students	0	0	1	3
Students in CATIE's doctorate Program	0	0	1	2
TOTAL	0	0	2	5
Percentage	0%	0%	33%	56%

(N= total number of doctoral students, male and female)

Source: Graduate School and Doctorate program

The following factors have most influenced this growth:

- Formerly, both men and women had to meet the prerequisite of having two years of professional experience in their field of specialization in order to be accepted into CATIE's Master's degree program. Women were exempted from this requirement in 1995, and this policy will continue until the year 2000. Men continue to have to fulfill this requirement, although exceptions are made.
- A current rule stipulates that scholarships for women continue to be full scholarships, while men receive only half or quarter scholarships.
- Another first occurred in 1997 when two couples (husband and wife) were admitted to the 1997-1998 class. One of the couples received a one-and-a-half scholarship; the other has one full scholarship for both. This policy to promote entrance of couples sharing scholarships continues to be applied.
- According to the Head of the Graduate Studies Area, the opening of the Master's of Science specialization in Environmental Economics and Sociology has attracted many women to CATIE's master's degree program.
- The passing mark for the admissions exam was five points lower for women than for men for two consecutive years. Although the measure improves women's chances of admittance, it may have had a reverse effect on the valorization of female students once they arrived at CATIE. As a result, the practice was discontinued in 1997 (for the 1998-1999 class).
- As CATIE's admission exams are administered in the member countries, National Technical Coordinators play a role in motivating women to take the exam. Some Coordinators have made great efforts to encourage women applicants and others are beginning to do so now, for example, by emphasizing in the newspaper advertisements announcing the exams CATIE's interest in attracting women, and in their contacts with different institutions to solicit applicants.
- An important factor that has prevented more women from coming to CATIE to study is the fact that their husbands generally hold jobs in their home countries, and have few opportunities at CATIE to work or to further develop their professional skills. Although



CATIE makes an effort to hire spouses temporarily during the students' tenure at the Center, this is more problematic for husbands than for wives as men tend to have a more specialized (higher) educational level than women. The spouses fill out a questionnaire on their skills and experience. Some wives are hired (about 4 per year), but husbands rarely are. CATIE also allows wives to sell baked goods at the Graduate School, and will soon install a booth for this purpose. The limited professional options for husbands at CATIE deter many women with partners from submitting applications to study there.

- An alternative for husbands could be the possibility of auditing CATIE courses. Until now there has been a rather strict policy regarding the auditing of postgraduate courses which depends almost completely on the goodwill of the professors. Moreover, there is no formal recognition of audited courses. Some CATIE departments have been more open to including students' spouses in courses or, for example, as laboratory staff (e.g., Graduate School, IPM).
- Study and living conditions for women students, as well as for single parents, may improve when childcare facilities are opened and the schedules of some services are adjusted. Promoting these improved conditions might attract more women students (as well as professionals applying for jobs). Presently, efforts are being made to organize childcare with student spouses, and funding is being sought. It may be necessary to hire professional staff for this purpose, given the highly diverse cultural backgrounds of CATIE staff and students.

Gender focus in CATIE's graduate education program

A course on gender, environment and development has been offered at the Graduate School since 1995. It is a required course for students in the Environmental Economics and Sociology Master's program, and optional for other students. Two other courses in this program have a gender focus ("Environmental Sociology" and "Participatory Communication and Community Organization"). In three of the courses taught in the biophysical Master's programs (IPM, Diagnostics and Design of Agroforestry Systems, and Plant Protection Economics), some attention is being paid to gender by means of short talks by the gender issues expert.

With regard to research through M.Sc. theses, in 1997 two theses had gender related themes, and three had a gender perspective (for a total of five out of 45 theses). In 1996, these figures were one and zero, respectively; one thesis on gender is being planned for 1998.

Monitoring and Evaluation

SIGUE, an internal monitoring system functioning since 1996, monitors CATIE's principal activities and products, gathers information and breaks it down by gender. This means that since it was launched in 1996, data on the following topics have been available: women farmers involved in technology development, evaluation and adaptation; women receiving in-service training (by category: extensionist, researcher, student or professor); women trained in short courses at CATIE and in member countries; information requests from women participants (by category: extensionist, researcher, student or professor); women presenting papers at

scientific meetings; and women participating in technical committee meetings (see Table 3). This information gives some indicators for evaluating the participation of women in the Center's activities.

Some donors draw attention to gender issues when evaluating the projects they finance, but, generally speaking, if gender was not addressed in the project proposal, little emphasis is placed on it in the evaluations. The mid-term evaluation of the NORAD-financed IPM project placed considerable emphasis on the gender question, while the GTZ-financed agroforestry project participates in a network of all GTZ-financed projects in Costa Rica that regularly reviews progress made in integrating a gender focus into participating projects. Gender issues in the Swiss-financed PROSIBONA project were reviewed by a special consultant. However, no systematic monitoring and evaluation has taken place at the institutional level.

All CATIE projects have their own monitoring and evaluation system, which, at most, has separate categories for males and females where participation in training or extension activities is concerned. None of these systems evaluates indicators to measure gender impact.

Although the SIGUE system may constitute a tool for monitoring at least some progress in gender issues, at this time not all Area Heads provide all the gender-related information requested.

Advances in the Implementation of the Gender Policy

Human resources

As mentioned in the Gender Policy Paper, the most important starting point is CATIE's staff. If the professionals working on CATIE's projects and areas are not convinced or have not been trained to apply the gender focus in their daily work, it will be very difficult to implement the measures and activities proposed in the policy paper. For example, if the staff teaching in the postgraduate program do not see the relevance of gender issues in their work, they won't make an effort to address the subject in the courses they teach. This could be done by discussing gender-related issues in class or by inviting the gender issues expert to conduct a class on gender as pertains to the course. This would have the immediate effect of a farther-reaching implementation of the Gender Policy in the Postgraduate program. A more systematic approach is necessary to raise consciousness and train CATIE's staff.

Recruitment

The way women are motivated to apply for jobs at CATIE, particularly at higher-level posts, is on the right track but needs further improvement. A case in point is the selection procedure, which does not fully take into account gender differences. For example, it is important that the composition of interviewing panels reflect the diversity of existing staff both in terms of gender and of nationality. If panel members represent a range of views and experience, there is a better chance that each candidate will get a fair hearing.

Work relations and promotion

CATIE has a policy to promote women to higher positions through special consideration in job openings. As far as this evaluation is concerned, the work relations between women and men at the institution are very good. However, it is recommended that a study be carried out to document this observation systematically.

Work environment

One way to create equal opportunities for men and women at CATIE is to increase the recruitment of female professionals and students. A second way is to create a working environment where women staff can fully develop their skills. The gender policy must focus on this area in its next revision.

When sexual harassment is part of the work environment, it may hinder the positive professional development of male and female staff and students; however, this topic is not covered by the gender policy. Nevertheless, complaints continue to be received about cases of sexual harassment among students, which makes it necessary to bring this topic to light, generate discussion, and begin to address it.

Project proposals

Project implementation starts with the drafting of a project proposal. If it is considered important to execute projects with a gender perspective, it should be included in the proposals, so that those implementing the projects must take gender into account from the start. This will also supply an instrument for monitoring and evaluating progress on the gender issue. The gender policy does not mention or propose actions to include the

gender approach in all projects; as a result, new proposals and projects without a gender focus are being proposed and approved.

Master's and Ph.D. programs

The search for female applicants for the Master's and Ph.D. programs has been excellent, but there is still room for improvement. Services offered to female students in the domestic sphere are limited and should be addressed in more depth when the gender policy is revised.

Research at CATIE

This is the best time to include gender issues in all lines of research at CATIE. The planning process for the lines of research could produce a considerable change at CATIE with regard to this issue.

External relations

Another area where gender policy application fell short was in the area of external relations. Few courses, seminars or special events on the subject have been offered in member countries and information has been disseminated mainly on request. However, as limited as it may be, CATIE is the only institution addressing the issue at the regional level.

Publications

It has been impossible to publish the series on rural women called for in the Gender Policy because donors have not been found to fund this effort.

Recommendations

Human resources

- Start a series of workshops on gender for CATIE staff, grouped by type of work (administrative, research, training, and support).

Staff recruitment

- Intensify the search for female staff. Female professionals can be encouraged to apply for jobs at CATIE by directly contacting professional organizations and networks of female professionals.
- To improve the selection procedure: Job vacancy advertisements should promote improved living conditions and possibilities for spouses. The composition of interviewing panels should reflect the diversity of existing staff, both in terms of gender and of nationality; specific problem-solving questions should be asked; only one person should be delegated to talk to each candidate about her home and family situation.

Work relations and promotion

- Conduct a study on work relations and promotion at CATIE leading to a plan of action for addressing the situation. This study should be based on fact as much as possible.

Work environment

- Consult with different CATIE personnel groups regarding the quality of their work environments, with a view to detecting factors that might limit the full professional development of women. Serious efforts should be made to improve this situation,

including improving part-time job possibilities and the possibilities for developing managerial skills; some degree of preference should continue to be given to women when considering promotions.

The Human Resources Department is the target of the aforementioned recommendations.

Project proposals

- Establish a mechanism to ensure that all proposals submitted by CATIE for financing are screened by a gender issues specialist, who would, as far as possible and relevant, include a gender focus in each.

The Office of Strategic Planning and External Cooperation is the focal point of this action.

Master's and Ph.D. programs

- Intensify the search for female applicants for the Master's and Ph.D. programs.
- Make an inventory, with student participation, of factors in the service sphere that limit women's possibilities; improve those services where possible.

Research

- Increase the number of theses focusing on gender, or having gender as a component, by ensuring that a fully qualified gender issues expert is included on the Graduate School Faculty.

External relations

- Begin the planning process with the Technical Coordinators in the member countries in order to draft a detailed plan of action for those countries. For example, efforts should

be made to increase the number of female professionals participating in short courses in the member countries; increase the number of courses on gender issues being taught in the countries; and promote the possibility of augmenting the frequency of technical advisory missions to national institutions and organizations.

Publications

- Publish a series of motivating booklets on gender issues as related to CATIE's different biophysical areas. External funds will be required for this purpose.

Monitoring and evaluation

- Improve the SIGUE system in order to be able to monitor more desegregated gender indicators.

Concluding Remarks

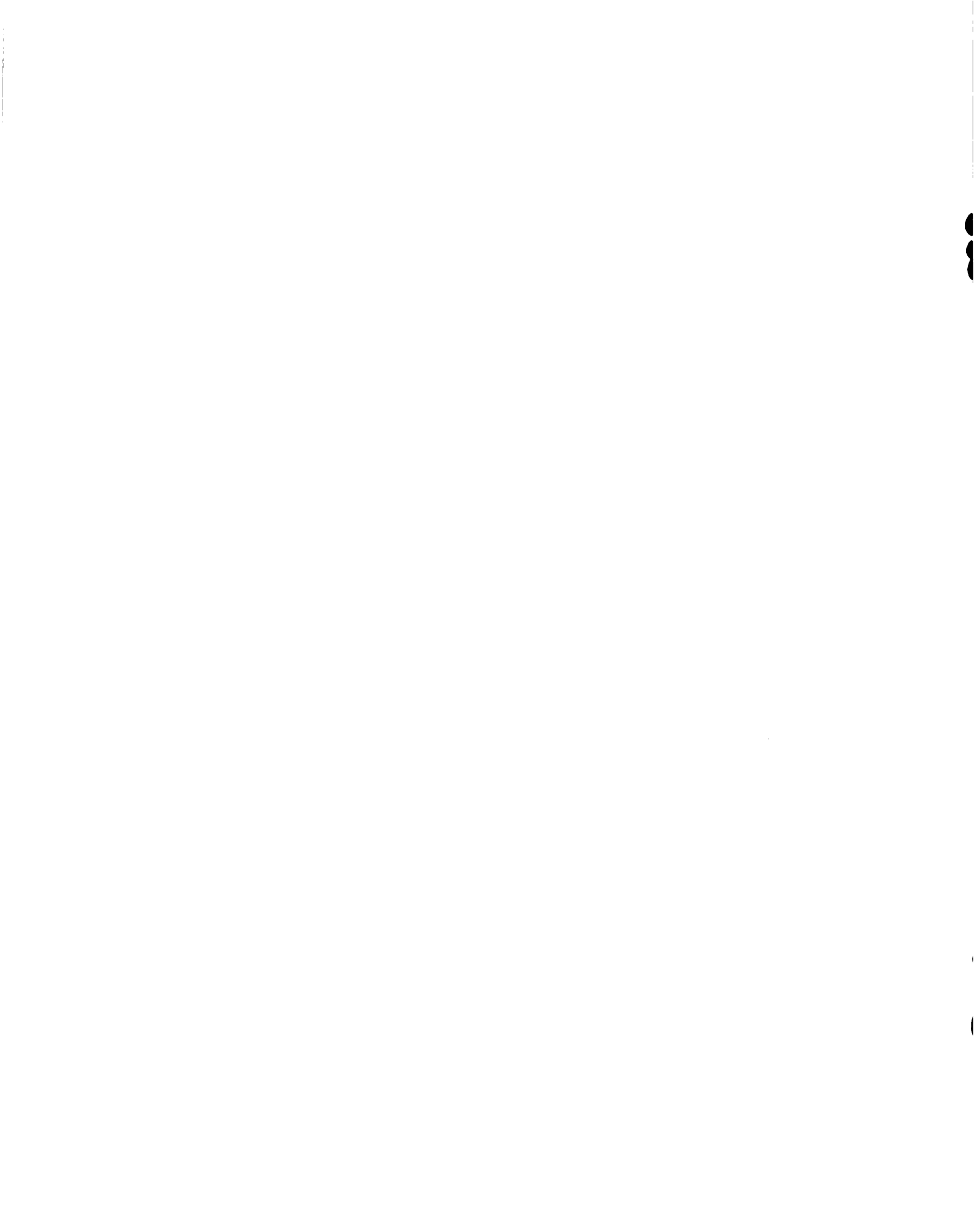
CATIE has clearly made progress in integrating gender issues into the institution: in staffing, work content and outreach. Within the organization, the Gender Policy is being implemented almost universally. On the other hand, as described

above, there is room for improvement in many elements inside and outside the institution.

CATIE can contribute to improving gender relations in the region by empowering women in Latin America. To this end, it is necessary to work at the international and national levels on policies and regulations, and at the regional and local levels, by empowering women through training and improving their capacity to control their environment in a sustainable way. Fortunately, CATIE is in a position to contribute at all levels through training and lobbying at international and national levels; in meetings and congresses; and, most importantly, by providing training to government and university staffs in many countries. Similarly, several projects executed by CATIE and its counterparts at the local level are in the position to have an impact on women at the grassroots level. CATIE should fully exploit these possibilities.

Continuing the efforts that have been made over the past two years will surely improve gender relations inside and outside the organization, at both the macro- and micro- levels. This will contribute to building a better living environment for all Latin Americans.

TABLES



Compilation of Results on Specific Gender Policies

Table 1. Updating CATIE staff awareness on gender issues

Measure	Completed	Observations
Workshop for staff	Some	Five workshops in preparation, MIP-Nicaragua did
In plans of action of Programs	No	In Strategic Plan and Development Plan
Distribute information leaflet to all staff	Yes	Not received by all staff
Include gender information in internal newsletter	Yes	In <i>CATIE en ACCION</i> and <i>Noticias del CATIE</i>
Include "experience with gender" in recruitment	Yes	
Include "gender sensitivity" in interview	Some	Gender expert participated in some selection committees and interviews
Use available human resources with gender expertise	Yes	R Lok in GTZ project, JO Rivera in OLAFO
Monitor and evaluate	Yes	SIGUE; some projects; this evaluation

Table 2. Personnel recruitment and promotion

Measure	Completed	Observations
In case of equal qualifications, preference for women	Yes	In regulations for PPP, "no discrimination for reasons of sexual differences"
Active head hunting	Some	Several leaders of offices, departments and projects have done so.
Formulate terms of reference that encourage recruitment of women	Some	
Value work of women professionals	Some	
Affirmative action in the recruitment of professionals with experience in gender	Some	In several cases (IPM project Nicaragua, GTZ project)
Improve working environment for women professionals	Some	
Provide women staff with training, especially in management	Yes	CATIE finances university studies.
In each project proposal, include clause that every attempt will be made to recruit women	No	
Develop gender projects within each program	Some	
Obtain full commitment from Program Directors and Heads of Areas to implement measures	Yes	Activities are being planned.



Table 3. Student recruitment

Measure	Completed	Observations
Actively seek female students for entrance exams	Yes	Efforts by NTCs (national offices)
Give priority to women for scholarships	Yes	Women full scholarships; men half
Promote organization of student spouses for childcare programs	Some	Discussions and possibilities are being explored; first plans made by CATIE
Actively promote postgraduate studies and training opportunities for female candidates	Yes	Efforts by NTCs (national offices)
Organize training activities for student spouses	Some	

Table 4. Gender focus in CATIE's graduate education programs

Measure	Completed	Observations
Compulsory course on gender in graduate education and gender in research proposals encouraged	Yes	Compulsory course for students of graduate program on environmental economy and sociology; theses on gender
Include a gender focus in all training activities	Some	Short talks regularly programmed for technical courses.
Promote theses with a gender component	Yes	In 1997, two theses focused on gender and three had a gender component (of a total of 45 theses)
Include a gender focus in the plan of action of the Education Program	Some	

Table 5. Cooperating institutions

Measures	Completed	Observations
Establish exchange within REDCA	Some	Three-day gender course for members of REDCA
Establish agreements with institutions with broad gender experience	Some	Contacts established with ICRW, INDRA, IUCN, CGIAR; agreements not signed
Establish relations with networks	Yes	FAO Network, CCCAPAF
Promote and coordinate conferences, seminars and/or workshops on gender-related topics	Yes	One at CATIE on stereotypes in educational and extension materials; one in Nicaragua on gender and IPM
Short courses or consultancies in member countries	Yes	Six courses in six countries (Madeleña); presentations in Belize, El Salvador, Nicaragua; consultancy in Nicaragua
Dissemination of appropriate materials	Yes	Ongoing response to requests from the countries. NTOs supplied with materials
Encourage professionals in the region to publish in CATIE's journals	Yes	Articles in <i>Agroforestería en las Américas</i> and <i>Revista Forestal Centroamericana</i>
Obtain funding for publishing a series on "Women and Rural Development"	Some	Plans exist to publish small booklets on gender-related issues for different technical areas.
Produce a folder with information on the gender policy and disseminate worldwide	Yes	A color publication of the gender policy has been disseminated on a large scale.

Table 6. Development of a strong gender component in higher education, training and outreach activities

Measures	Completed	Observations
Develop a strategic course on gender and natural resource management	Yes	Two-week course offered annually
Integrate gender issues into strategic courses	Yes	Five courses (excluding gender course) address gender
Encourage gender acceptance at all levels with training activities for all levels	Some	See other training activities
Utilize the gender experience in the region and transmit it through short courses, seminars, etc.	Yes	In all courses, local experiences are incorporated.
Monitor progress in integrating gender into training and education activities	Some	In an informal but systematic manner.





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