

SUMMARY REPORT OF THE G@W - IDRC FIRST PEER-LEARNING WORKSHOP HELD AT BOMA INN, NAIROBI, KENYA, NOVEMBER 26-28, 2019.

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INTRODUCTION

The three-day workshop was organized by IDRC in conjunction with Gender at work as part of the project “Accelerating Climate Action: Social Equity and Empowerment of Women and Girls” currently being implemented in six countries namely, Argentina, Benin, Bangladesh, DRC, Nepal and Nigeria through collaborating organizations.

PARTICIPANTS

At least, three representatives from each Research team were in attendance. Also in attendance were IDRC Project officers Heidi Brawn, Edith Ofwana and Melanie Robertson as well as 3 Gender at work facilitators. In all, 25 persons were in attendance.

OBJECTIVES

The objectives of the workshop are:

- Participants come to a common understanding of action-learning and feminist methodologies and collectively explore their relevance for the IDRC CC research projects.
- A safe space is created for country teams to interact, share and learn from each other.
- Research Teams identify potential gender transformative experiments and design preliminary action plans.
- G@W, research teams and IDRC agree on parameters, modalities and next steps for collaboration and learning.

METHODOLOGY

World Café, an emergent learning tool that involves participants dialoging about critical issues in a relaxed manner as though participants were in a Café with friends was used in the workshop. Such discussions were done in groups with each group having a representative from each research team and moderated by IDRC Programme officers or Gender at work facilitators.

FEATURES OF WORLD CAFÉ

- A way to break tyranny of consensus
- An open and informal space
- A way to explore an issue from multiple perspective
- A chance to explore new ideas and insights
- A route to broadening and deepening ones understanding

DAY I: BUILDING A LEARNING COMMUNITY ON GENDER AND CLIMATE CHANGE

The workshop Kick- started with welcome addresses by IDRC Project Officers. This was shortly followed by introduction of participants. Thereafter, participants were divided into six groups with each group having a member from the research teams for the **linkage between gender and climate change session**, in a world café format. This session climaxed by consolidation of insights by each participant.

INSIGHTS BY PARTICIPANTS ON THE LINKAGE BETWEEN GENDER AND CLIMATE CHANGE

- Research from around the world shows that gender inequality exacerbates the impact of climate change for women and communities, yet policy responses in most countries focus on addressing differentiated risks and vulnerabilities rather than on transformative actions to eradicate inequality and exclusion.
- Women are not just victims – they are on the frontlines of climate action, yet their experiences and insights are not taken into account by policy-makers. Women’s exclusion from decision-making and policy-making spaces is a prime cause of gender-blind or gender unresponsive policy-making.
- Climate action and economic policies occupy different spaces within governments and are driven by very different priorities. National governments continue to promote resource intensive growth despite a stated commitment to action on climate change.
- Connections between issues - such as climate change and violence - are clearly perceived by the women for whom this is a daily reality, but a coordinated policy response is still lacking.
- A major concern is the failure to recognize the role of women’s unpaid work in sustaining families, communities and ecosystems. This is a gap at both theoretical and policy levels.
- Change is difficult and requires action at multiple levels. We need to also change ourselves and our ways of working – we can’t separate ourselves from the systems we are trying to change.

THE SHOW AND TELL SESSION

Each Project team presented their project, stating their national context and challenges, research questions, objectives of their project ,what has been done so far in the project and what each of the team members brings to the project in a “5 in 10” formats.

Team Bangladesh (Bangladesh Centre for Advanced Studies (BCAS))

Project Title: Scaling up Climate Change Adaptation Knowledge and Technology for Women's Empowerment, and Enhancing Social Equity and Disaster Resilience in Bangladesh.

Team Nigeria (Center for Population and Environmental Development (CPED))

Project Title: Empowering women as key leaders in promoting community-based climate change adaptation and disaster risk reduction initiatives in the Niger Delta region.

Team Benin (Centre de Recherche et d Expertise Pour Le Development Local (CREDEL)
Project Title: Developing Inclusive Climate and Disaster Resilience in Benin

Team Democratic Republic of Congo (Congo River Water Resources Research Centre (CRREBAC)

Project Title: Addressing climate and water driven migration and conflict inter linkages to build Community Resilience in the Congo Basin

Team Nepal (National Water Conservation Foundation)

Project Title: From Vulnerability to Resilience of the Disenfranchised: Empowering women, children and the elderly in the Mid-Hills and Tarai regions of Nepal to cope with water-related disasters

Team Argentina (Universidad Nacional de San Martin (UNSAM)

Project Title: Socio-environmental strategies to strengthen the resilience of women migrant workers in the Reconquista River Basin, Buenos Aires, Argentina.

Upon presentation of projects by all project teams, participants highlighted the similarities and differences between the various projects, and identified some conceptual and methodological issues that call for critical reflection.

QUESTIONS FOR REFLECTION

- What is the connection between the process and content of research? For instance, how does the composition of the research team impact the findings? Can a research team that does not have adequate representation of women carry out gender-responsive research?
- Do we need to revisit and re-define concepts like “resilience” and “adaptation” through a gender lens? What would it take to bring a gender-responsive climate analysis into national policy dialogues?
- Do our research designs adequately reflect the dual intentions of policy change as well as change on the ground? How can we strengthen the intersection between these two elements of the project?
- How effective is the focus on gender-differentiated roles and vulnerabilities in terms of promoting gender equality on the ground? For instance, to what extent does vulnerability analysis make visible and capture intersectional gender and power hierarchies?

DEEPEN UNDERSTANDING OF GENDER AND CLIMATE CHANGE WITH KENYA GUEST SPEAKERS

Dr. Jemimah Njuki , an IDRC Programme specialist and gender expert working in the field of agriculture and food systems, one of the guest speakers in her **Gender Transformative Programming in research** stated that for gender transformation to be achieved, the underlying causes of gender inequalities and not just the effects of such inequalities needs to be addressed. She shared her experience of integrating gender transformative processes into the curricula of Farmer Field Schools through “gender dialogues” at the community level. She added that these dialogues used feminist methods and tools to create a safe space for women and men to critically

examine inequalities issues such as care work, land ownership and decision-making using a series of questions: Is this practice fair? Where did it come from? Who does it benefit? Who does it harm? What can we do to change it? Furthermore, she pointed out three steps in gender transformative research namely:

- Formative research to identify the root causes of inequality
- Action-research to address root causes
- Evaluative research to assess the impacts of actions.

Edna Odiambo, a climate change lawyer with experience in climate policy, climate finance, and clean energy, also one of the guest speakers presented a case-study of the urban transport sector, revealing the hidden issues that a gender analysis can reveal, and demonstrating how gender-responsive transport systems are also more climate-responsive.

Agnes Leina, a feminist activist working with women from Samburu pastoral communities in Northern Kenya narrated her experience of protecting teenage girls from Female genital mutilation and child marriage that has been exacerbated by climate change induced livelihood disruption spoke about her own life to highlight how climate change is threatening not just the livelihood but the culture and way of life of pastoralist groups. She further stated that Women pastoralists are bearing the brunt of climate change as they trek long distances to get water for their households while combining that to other reproductive roles assigned to women.

DAY 2: UNDERSTANDING GENDER TRANSFORMATIVE APPROACHES AND THEIR APPLICATION TO RESEARCH PROJECT

Gender Action Learning Process

The GAL is based on the recognition of learning as a process that involves both cognition and emotion, leading to new ways of seeing, relating and doing things.

Gender Action Learning Cycles

The action learning cycles involves

- Review of change action plans
- Hearing and sharing change stories
- Experiment and implement change actions
- Reflect on our practice and learn new knowledge

THE GENDER TRANSFORMATORY POTENTIAL OF IDRC CC PROJECT

IDRC shared the results of an assessment of the transformative potential of the six research projects by an independent expert (Dr Sophia Huyer). All projects were found to have some gender-transformative elements. However, the assessment reveals that more could be done by some teams to better achieve transformation. Thus, ways to further strengthen the gender transformative potentials were suggested. Suggestions included:

- Moving from gender analysis to action for empowerment of women and girls;
- Supporting women's leadership for climate actions;
- Engaging with and influencing policy-makers
- Mainstreaming gender perspectives into policy-making.

As a result of the expert analysis, participants revisited re-evaluated their proposals and expressed their visions of transformation.

VISIONS OF TRANSFORMATION

DRC Vision: Women get control of resources, become financial managers, become empowered, gain capacity and participate fully in development. Strategy: Support collaboration between women's organisations, build networks and strengthen capacities to identify and address barriers to transformation.

Nepal Vision: Women-led policy change for greater resilience. Strategy: Identify and support women champions and women researchers; support women to articulate their own vision of transformation; build on women's presence in panchayats to ensure that policy intentions are realised on the ground.

Nigeria Vision: Women get in touch with "power within" and work for total well-being of family and community. Strategy: Support to community leaders and networks for peer learning; mobilisation of girls and youth; engaging with men and policy-makers to change mindsets; public outreach and up-scaling through social media.

Bangladesh Vision: Women farmers take the lead in action for adaptation, gender equity and resilience. Strategy: Transformation of mindsets for equal sharing of care work and freeing up women's creative capacities and productive power; expanding women's access to information, services, credit; supporting women to gain formal recognition as farmers in their own right; leverage existing institutional capacities and access to policy spaces.

Benin Vision: Women are empowered to negotiate directly with policy makers at various levels.

DAY 3: PLANNING FOR GENDER TRANSFORMATIVE ACTION LEARNING EXPERIMENT

TRANSFORMATION FOR GENDER EQUALITY

Kalyani Menon, a Gender at work facilitator who gave the presentation revealed a frame work for understanding gender transformation. She pointed out that for transformation to truly take place, all quadrants of transformation must be meant.

THE FOUR QUADRANT OF TRANSFORMATION

- There must be changes in the mindset and attitudes of individuals.
- Changes in behavior and actions.

- Changes in culture and social norms.
- Changes in laws, rules, and institutional systems.

She added that the “change in social culture and social norms” is the most crucial of all the quadrants yet the most difficult to achieve. She buttressed her point with the example of maternal and paternal leave introduced in India, simply a change in policy which however did not achieve expected results because the culture and social norms on parenting remained the same.

GENDER TRANSFORMATIVE INDICATORS FOR CC PROJECTS

NEPAL: Change of culture of research team

DRC: Women actively participate on adaptation measure

BANGLADESH: Government ownership of knowledge products from programme

NIGERIA: Percentage change of women holding leadership positions in CC-related committees and Government ownership of process and scale up

BENIN: Reduction of workloads for women

ARGENTINA: Quantity of organisations linked to project through women

FEMINIST RESEARCH PRACTICE

The feminist research practice acts as a critique of dominant paradigms

Benefit of Feminist Research Practice

- Analytical attention to one’s own roles as the researcher.
- Exploring how one’s own social and political location influences research practice.
- Dissolving patriarchal binaries such as mind/body, personal/private/ subjective/objective.
- Challenging and rethinking assumptions and paradigms.

Feminist Research Approaches

- Dialogic methods which involves use of both quantitative and qualitative survey as well asking research subjects questions that are meant to achieve goals
- Data disaggregation including gender, caste, class and sexual Identity.
- Impact mapping through individual and collective change stories.
- Feminist Ethnographies: Experiences of women as door into larger social relations.

