

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

**By Ms. Mercy Omuero Adejehwro**

## **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 three 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 one’s 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 the national context and challenges, research questions, objectives of the 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 TRANSFORMATIVE 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 include:

- 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.





# **REPORT ON PEER 2 VIRTUAL LEARNING WORKSHOP ON IDRC CLIMATE CHANGE PROJECT December 1-3, 2020**

*By Ernest Imogan and Edejeghwro Mercy Omuero*

## **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**

The meeting had in attendance IDRC Project Officers, Gender @Work Facilitators as well as Representatives from the Six participating research groups. In all, about 52 participants were in attendance.

---

## **OBJECTIVES**

The objectives of the Workshop are:

- To create a safe, equal and generative space where participants can share their learning on gender and climate change resilience in a way that builds their sense of being part of a collegial community
- To understand how the work on gender and climate change will lead to development outcomes such as policy change that is gender responsive/transformational.
- Identify and share lessons learned regarding how gender affects people’s vulnerability to climate change
- Begin a reflection on implications of the meeting on action for each team for the next six months (while working closely with their G@W facilitator/POs during the peer learning meet).

## **DAY 1**

The opening remarks were made by Heidei Brawn, IDRC project officer, enjoining all participants to participate fully. The meeting gave opportunity to participants to share stories about progress as well as challenges encountered during the course of implementing the Climate Change Project through presentations made by research teams as well as personal reflections.

## **Key highlights from team Nigeria Presentation**

### Methodology Adopted to Influence Change:

- The mobilization of social groups during project implementation
- Key leaders invited to attend several stakeholders meeting
- Selecting of 25 members (CPIC) made up of women, girls and from
- Between 65-70 percent in CPIC were mostly women and girls.

### Changes Observed:

- That the men are beginning to recognize women as supportive groups
- Women and girls have acquired skills in recognition of the power within
- Both women and men show readiness to work together in developing family and the community.
- women are now given opportunity to acquire more lands for farming activities.

### Sustainability of Project

- Having the backing of the men in supporting this change initiative
- Leaders are part of the structure advocating for women to be part of decision-making process.
- women are given opportunity to acquire more lands for farming activities
- As father, husband and elders are part of change process has motivated to continue the cause.

### Questions/Reflections

- The Project has good integration of men, women, boys and girls as shown in the pictures on the slides.
- How does the team know that transformation has indeed taken place or is it just a perception because it takes time for change to take place?
- The Team Nigeria was commended for involving men in a women's Project.
- What are the challenges posed by Covid 19 during the course of implementing the project and how was the team able to overcome it?

## **Key Highlights from Team Benin Presentation**

- That the women are more vulnerable to climate change disaster risk
- Women do not have access to land hence they are marginalized (injustice)
- That women do not participate in decision making
- There is need to create an enabling environment for men to be involved and support the change initiative in project implementation. This is the only way the project can be sustainable.

## Questions/Reflections

- How does the decision making of women differ in the various regions(8) of the project for example the North and South?
- What are the plans by the team to increase women decision with regards to disaster preparedness?

### **DAY 2**

#### **Key Highlights from DRC Presentation**

- Congo basin is endowed in water resources and this zone is prone to conflict and militia activities.
- The basin provides fishing activities in the region as the women are in most times involved in Agricultural activities. However, climate change affects the availability of the resources and production of women and their income generated activities.
- Due to climate change issues, women trek long distances to get natural resources like wood and water, becoming victims of rape.
- In order for them to overcome these challenges the women need improved water techniques were as can also be motivated and supported by the men to assist them.

#### Methodology

- Participation of leaders and stakeholders in project.
- Giving women the same voice
- Strengthening the education of women

#### Questions/Reflections

- How does the project seek to provide solution for the rape of women and conflict?
- How does the team plan to include men in the Project?

### **Key Highlights from Team Argentina presentation**

- Intersectionality of climate change, gender and migration

#### Methodology Adopted

- Expansion of Climate Change Knowledge
- Reinforcement of Institutional Network
- Strengthening the transformative roles of Migrants.

## EMERGING DIRECTIONS IN GENDER AND CLIMATE CHANGE RESEARCH BY Dr.HUYER

### **Four Gender In/equality Dimensions of Climate Resilience**

- Participation in decision making at different levels (Intra-household and community)
- Workloads: Agricultural technologies and practices for adaptation that reduces workloads and negative impacts on women.
- Access and use of productive resources such as agro-climatic information, technology, livelihood incomes and credit.
- Collective actions that involve women's group as platform for access.

#### **Productive Techniques**

**The Senegal Example:** Desertification induced by climate change increased the workloads of women as they have to trek long distances to get forage for their horses. The women were also not involved in decision making. To solve this problem, a project was implemented. The Project involved setting up groups of women, replanting of trees and processing of fruits from the trees. The project thus eliminated the non-availability of forage for the horses, reduced women's workload and provided income from sales of the processed fruit.

**The Nepal Example:** Installation of solar panels to power irrigation pumps. Women were assigned to manage the group in charge of the solar pump irrigation. This led to reduced workload for women and increased productivity as they moved from 1 crop per year to 3 crops per year.

**The Vietnam Example:** Participatory agro-information services. Women and men were involved in the Project. Women seeing other women as leaders in Climate Change meetings serve as role models to them. Drip irrigation with low evaporation capacity and reduced exposure to sunlight, increasing their productivity.

### **Questions/Reflections**

- To what extent do these local strategies have on a broader level(national) to support a gender responsive or transformative adaptation?
- How are projects of these nature sustainable especially that of Nepal that involves installation of solar panels. What happens when the solar panels go bad?

### **DAY3**

#### **Key Highlights of Team Bangladesh Presentation**

- Multiple hazard salinity affecting agriculture and drinking water
- Clogging Cyclone

### Methodology Adopted

Community Based Adaptation such as planting of slab mound hanging vegetables, Saline tolerant cash crops, Cage fish culture, Crab fattening in small saline ponds and saline tolerant paddy.

### **Key highlights of Team Nepal Presentation**

- Action research with specific focus on those left behind such as women, girls and elderly from disadvantaged and marginalized communities
- Challenging the dominating way of presenting women issues in literature, policies, field data and general discussions.

### **INSIGHTS/LEARNINGS AND WAY FORWARD**

- Provision of Climate information on early warnings from NIMET to benefiting communities and link such communities up on how to get the information from Government agencies.
- Creation of peer-learning networks in a way that links the 10 benefiting communities and allow them to share information and productive resources as a result of this project
- Strengthening the capacity of men in families and communities (particularly their advocacy skills) in order to build stronger support for women around Climate Change adaptation