CCAFS Gender Training and Strategizing Workshop Report

CGIAR RESEARCH PROGRAM ON Climate Change, Agriculture and Food Security CCAFS World Agroforestry Centre

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CGIAR Research Program on Climate Change,
Agriculture and Food Security (CCAFS)

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EXECUTIVE SUMMARY

The research programme on Climate Change, Agriculture and Food Security (CCAFS) is a major research partnership between the CGIAR and the global environmental change community. It started with three initial regions (South Asia, East Africa and West Africa), and in 2013 two new regions (Latin America and Southeast Asia) were added. The programme emphasizes linking research knowledge to action through outcomes that are measurable as changes in behaviour and practice in next and end-users. It is testing innovative approaches to participatory research, decision-support, communication, social learning and empowerment, particularly for achieving gender equity.

The CCAFS Gender Training and Strategizing Workshop was designed for National Research Agricultural Systems (NARS), Non-governmental Organisations (NGO) and CGIAR partners working on gender and equity, as part of theme 4.1. The workshop objectives were to:

1. Support the gender research of CCAFS' public, NGO and CGIAR partners by reviewing research tools available through CCAFS and its partners, and best practices in planning research and identifying tools and partners based on study objectives.
2. Help partners develop and/or improve their organisational gender research strategies.
3. Develop a plan with partners for achieving CCAFS' gender development outcome targets through research in the CCAFS regions.

The main theme of the first two days was quantitative and qualitative approaches to research that combines gender and climate change. The focus was on study design and identifying the right research tools and partners, as well as on developing organizational gender research strategies.

The training was divided into three tracks. The quantitative research methods track focussed on definitions, statistics, sample gender questions, research design and methods of data collection. Other topics highlighted were sampling procedures (probability and non-probability) and data analysis using descriptive or inferential statistics.

The qualitative research methods track looked at strengths and limitations of qualitative research, types of qualitative research, validity, research design cycle and conceptual framework for mixed method study. This track also focussed on elements of basic and experimental research and field research methods.

The organizational gender research strategies track focussed on working definitions of various gender concepts, elements of an effective transformative organizational gender research strategy, CCAFS Gender Strategy, building and implementing a transformative strategy and good practices for facilitating organizational strategy development. An organizational assessment tool from InterAction was presented covering political will, technical capacity, organisational culture and accountability. A scanning tool was also discussed showing movement from gender blind, gender neutral, gender aware to gender redistributive or transformative policies and interventions. This was noted to be an effective tool for initiating conversations on the status of gender in organisations.

In a world cafe format, participants discussed integrating gender analysis into tools for adaptation, modelling approaches for analyzing quantitative gender and climate change data, and changing cultures of organizations, research communities and other sectors in order to understand the value and validity of using qualitative approaches in gender and climate change.

The last two days looked at the future of gender and climate change research in CCAFS' five regions, as well as co-developing plans for research that contributes to CCAFS' impact pathway and achievement of gender development outcome targets. This resulted in the elaboration of gender-specific impact pathways for each of the five regions. The regional impacts identified were:

- **Latin America:** balance in power among members of different social units.
- **East Africa:** balance in power and access to resources.
- **South Asia:** men's voices are not dominant; women and other marginalised groups have equal voice in decision-making.
- **Southeast Asia:** confident women who are free to make decisions.
- **West Africa:** increased and equal control by women and youth to land, markets, information, extension services, etc.; women and youth have equality in control of livelihood support systems.

1.0 BACKGROUND

The research programme on Climate Change, Agriculture and Food Security (CCAFS) is a major research partnership between the CGIAR and the global environmental change community. It started with three initial regions (South Asia, East Africa and West Africa), with two regions (Latin America and Southeast Asia) added in 2013.

The CCAFS programme emphasizes linking research knowledge to action through outcomes measurable as changes in behaviour and practice in next and end-users. It is testing innovative approaches to participatory research, decision-support, communication, social learning and empowerment, particularly for achieving gender equity.

The CCAFS Gender Training and Strategizing Workshop was designed for National Research Agricultural Systems (NARS), Non-governmental Organisations (NGO) and CGIAR partners working on gender and equity and focused on gender research training and strategizing. The workshop took place between the 22nd and 25th of October 2013 at the World Agroforestry Centre in Nairobi, Kenya. The first two days were organized around qualitative and quantitative approaches to gender and climate change research with a focus on study design and identifying the right research tools and partners, as well as on developing organisational gender research strategies. The last two days looked at the future of gender and climate change research in CCAFS' five regions, co-developing plans for research that will contribute to CCAFS' impact pathways and achievement of gender development outcome targets. The workshop objectives were to:

1. Support the gender research of CCAFS' public, NGO and CGIAR partners by reviewing research tools available through CCAFS and its partners, and how to plan research and identify tools and partners based on study objectives;
2. Help partners develop and/or improve their organisational gender research strategies;
3. Develop a plan with partners for achieving CCAFS' gender development outcome targets through research in the CCAFS regions.

The facilitation team consisted of Christine Jost and Patti Kristjanson (ICRAF organizers), Apondi Nyang'aya (lead facilitator), Crystal Kiarie (assistant facilitator), Agnes Otzelberger and Marie-Katherine Waller (Organizational Gender Research Strategies track), Maria Nassuna-Musoke and Monica Kapiriri Namumbya (Quantitative Research Methods track) and Carla Roncoli and Nafisa Ferdous (Qualitative Research Methods track).

2.0 UNPACKING GENDER CONCEPTS

During a plenary session participants discussed how they first learnt that they were either girls or boys. The following narratives were told:

> "*I was born with a twin sister. To play a trick on my grandfather, he was told that my mother had been given birth to twin boys. My grandfather bought drinks for the whole village to celebrate. However, when he was told the truth, he became glum. I learnt from this that boys were celebrated more."*

> "*I was born in a big extended family where we were treated the same. In my early school days, I went to a girls' only school. Then I was later transferred to a co-educational school where I was suddenly told that I should not fight with boys, raise my voice, play soccer or compete with boys. Considering that I had been socialised differently earlier, I thought I no longer wanted to be a girl!"*

> "*I was born in a family of three sisters. I never interacted with boys until I was four years of age. At this time, I learnt that I was different because boys urinated standing while I had to squat."*

> "*I grew up with three sisters and had freedom to do whatever we wished. At teenage, I learnt that boys did not appreciate my assertive behaviour. I was required to change my behaviour to be accommodated by boys."*

"*I am the first born in my family. I grew up in an extended family where I learnt that there were roles specified for boys and others for girls."*

Using these anecdotes, sex (natural, biological and hormonal characteristics) and gender (socially constructed identities which are contextual, change with time and differ with communities) were differentiated. The facilitator then put up cards with statements and had participants slot them as sexual or gender characteristics (figure 1):

SN	Statement	Category
1	Boys are celebrated, wear trousers, urinate standing, fight, protect, herd sheep	Gender
2	Penis	Sex
3	Girls are gentle, wear skirts, speak softly, cry, are tidy, cook	Gender
4	Girls have periods	Sex
5	Men have deep voices	Debatable
6	Women have breasts	Sex
7	Vagina	Sex
8	Boys are strong	Debatable
9	Male	Sex
10	Female	Sex
11	Girl	Gender
12	Boy	Gender

Figure 1: statements categorized by either gender or sex.

A distinction was made between Women in Development (WID) and Gender and Development (GAD). WID sought to integrate women into development based on the concern that women were absent or invisible from mainstream agendas. This gave rise to initiatives focusing exclusively on women. The shortcomings of WID and its skewed assumptions led to the emergence of GAD, which focuses on unequal power relations between men and women.

3.0 UNPACKING CLIMATE CONCEPTS

Climate change concepts were clarified. The summary of these concepts can be found below.

Weather versus climate: the difference between weather and climate is a measure of time. Weather consists of the short-term (minutes to months) changes in the atmosphere, including temperature, humidity, precipitation, cloudiness, brightness, visibility, wind, etc. Climate, however, is the long-term pattern of weather in a particular area. Climate is what you expect, like a rainy season from October to December. Weather is what you get, like an unusually hot day with thunderstorms.

Climate change: in various parts of the world, people have noticed that springtime comes earlier now than it did 30 years ago. An earlier springtime is indicative of a possible change in the climate. In addition to long-term climate change, there are shorter-term climate variations. This so-called climate variability can be represented by periodic or intermittent changes related to phenomena like El Niño, La Niña, volcanic eruptions or other manifestations of changes in the earth system.

Climate change adaptation: this refers to measures to protect against actual and expected harmful effects of climate change, to exploit any opportunities it may generate and to ensure sustainability of investment and development interventions in spite of more difficult conditions. It aims to reduce sensitivity to effects of climate change.

Climate change mitigation: activities and interventions that aim to reduce greenhouse gas emissions and/or enhancing the capacity of 'sinks' for greenhouse gas for the ultimate purpose of stabilising their concentration in the atmosphere; reducing global exposure to effects of climate change.

Vulnerability to climate change: the extent to which a system, individual or group of people is susceptible to and unable to cope with the adverse effects of climate change. Vulnerability to climate change depends on *exposure* to climate change, *sensitivity* to its effects and *adaptive capacity*.

Resilience: the ability of a system, individual or group to absorb disturbances and adapt to stress and change (basically the opposite of vulnerability).

Adaptive capacity: the vulnerability of an agricultural production system to climate change hazards depends on how this system is exposed to hazards and how sensitive it is to those hazards. This will influence the impact that that hazard can have on the agricultural system. That potential impact, combined with the capacity of systems to adapt to hazards and its impacts, determines the vulnerability of agricultural systems. Traditional knowledge about a location and how to produce and care for crops, livestock, trees, water, soil and other resources contributes to adaptive capacity.

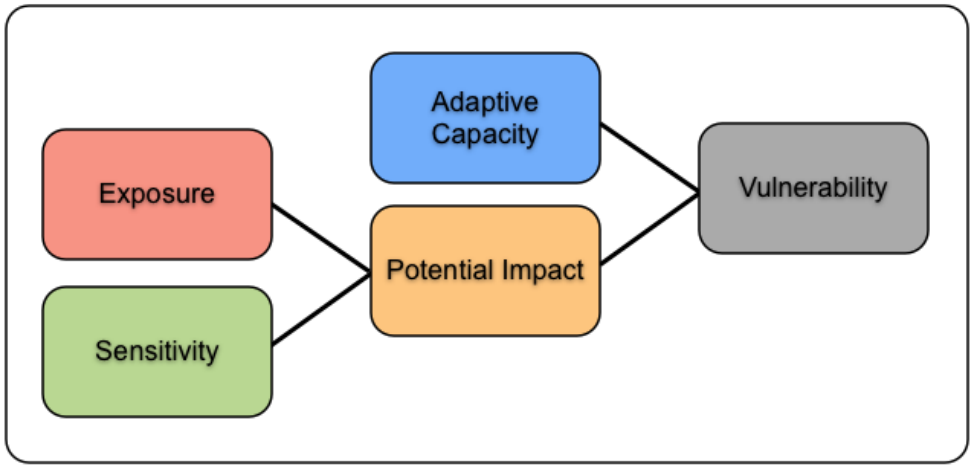


Figure 2: summary of the climate change concepts mentioned above.

CARE International has a local adaptive capacity framework that describes the factors influencing adaptive capacity as:

- Access and control over assets
- Institutions and entitlements
- Knowledge and information
- Innovation
- Flexible forward-looking decision-making and governance

For more details, see: Christine C. Jost. 2011. Livestock and Climate Change in the Pacific Island Region Workshop Report. Secretariat of the Pacific Community, Nabua, Suva, Fiji, 22-25 August, 115 pp. Other climate change terms and definitions can be found in the CCAFS/FAO 'Gender and CC Research in Agriculture and Food Security for Rural Development' Training Manual, at: http://www.fao.org/climatechange/micca/gender/en/

4.0 WORKSHOP TRACKS

4.1 QUANTITATIVE RESEARCH METHODS

The Quantitative Research Methods track set off with the introduction of various terms used in quantitative research methods. Gender statistics, gender analysis, gender indicators and gender issues were some of the terms that were discussed. Different users like development organizations, government institutions, policy-makers, research institutions and program evaluators, and uses of quantitative gender statistics were described.

The starting point for quantitative research is identifying variables or issues to be assessed using statistics. One of the tools commonly used is the Harvard model. The model generates gender issues in terms of the overall gender situation, problems and opportunities, and the feasibility of options for different gender groups. Two key components for the Harvard Model are:

1. *Work profile*

- Household (reproductive) roles: affect day-to-day well-being of the household
- Productive roles: generate resources for the household
- Community roles: representation and participation in community events

2. *Resources profile*

- Access rights: freedom to use a resource
- Control rights: freedom to determine how a resource is used
- Ownership rights: freedom to dispose of a resource and use the income/benefits accruing from the disposal

Samples of the Harvard Model in use can be found below. Four topics were listed and participants were asked to select one for discussion. Then they had to list the key gender questions for these topics. The options were:

1. Access to agricultural productive resources
2. Reconciliation of work and family life
3. Household income level/consumption
4. Intra-household allocation of resources

The participants were advised to note that at times it is good to unpack the "gender" label and identify who really is affected (often women and youths need to have equal focus). Also, although we set up research 'experiments' to answer research questions, those questions should be reflected on during the research process and as a result sometimes change once a research team begins to collecting data. The critical-thinking process also involves definitions, statistics, generating gender issues, clarifying the gender question and stating the objectives and hypotheses.

a) Sample one

Big question: What are gender-sensitive climate change adaptation and risk management strategies for marginalized smallholders at the household and intra-household levels?

Objective: To enhance adaptive capacity and increase resilience of smallholders to cope with climate-related production shocks and to provide evidence-based policy recommendations.

Research questions
1. How do different gender groups perceive climate change?
2. What are gender-differentiated past experiences, exposures and severity of climate-related production shocks?
3. How do different gender groups anticipate climate-related production risks?

Definitions: Different gender groups refer to male vs. female-headed households and male vs. female household members.

Hypotheses: Each gender group has different perceptions, exposures and ways to adapt to climate-related production shocks and each adaptation and risk management strategy has different impacts on each gender group.

b) Sample two

Big question: How do gender relations affect patterns of access and distribution in biodiversity research on climate change adaptation?

Hypothesis: People who have better access and more equal distribution to biodiversity have more options for adapting to climate change.

Research questions
1. Who decides which crops to plant, which varieties and where the crops will be put?
2. Who decides how the decisions taken are put into action?
3. What are the different roles and responsibilities in terms of land management?

c) Sample three

Big question: Identify gender appropriate and equity enhancing climate smart agriculture (CSA) technologies and practices.

Hypothesis: We can improve gender equity by targeting CSA to the needs of vulnerable groups.

Research questions
1. What are gender norms and beliefs regarding adaptation and mitigation?
2. Are there gender constraints to adoption of CSA?
3. What are gender determinants of adoption of CSA?
4. Which CSAs are more attractive to women?
5. What needs to be done to achieve gender equity (to include CSA technologies, practices, extensions, etc.)?

Quantitative data collection

When one is designing a quantitative research process, it is important to examine each stage and determine how gender can be applied (figure 3). Consider how to formulate the research design and identify the sampling methods so as to pull out gender issues. Keep in mind that it is useful to combine qualitative and quantitative methods in analysis and interpretation.

The research process can involve a series of observations (over a long time or single period), experiments and case studies (in-depth follow up of the selected subject).

Figure 3: summary of the research process.

Figure 3 refers to the manner in which a series of observational and experimental studies are arranged in order to achieved desired objectives. This is a method that can be used to organize different types of research designs, like experiments, longitudinal studies, cross-sectional studies and case studies into a single program of research. Each design comes with specific methods of data collection like questionnaires, interviews, observations, surveys, document analyses and secondary data analyses (figure 4).

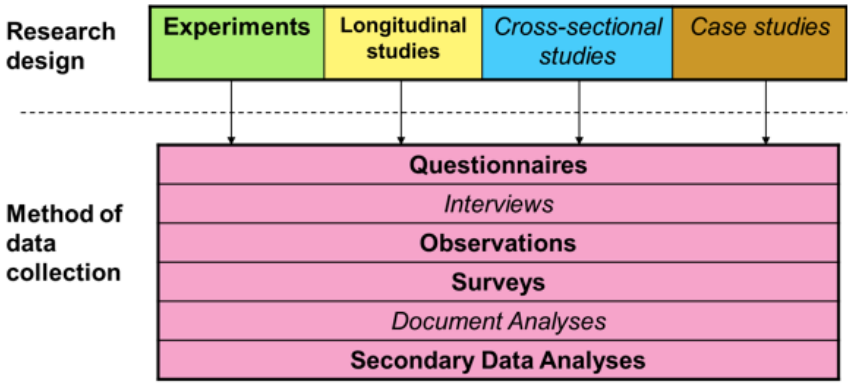


Figure 4: methods of data collection.

Participants discussed what they would consider in developing a research design for gender and climate change and outlined the following: study area, socially-differentiated groups of interest, respondents, data collection tools, secondary data, the big question in mind, sample size, time and financial resources, data type (level of detail) and a model to help inform answers. The facilitator elaborated on these ideas by outlining the considerations (figure 5).

Focus	Components
Wat is the research intention?	• Description of gender situation • Comparison of issues by gender groups • Classification of the gender issues • Explanation of gender issues on the ground
Target population and research units	• Gender considerations
Time dimension	• Longitudinal or cross-sectional • Prospective or retrospective: typically relies on numbers; if retrospective, there is need to be sure you can get the required information; prospective is normally based on experiments or observations
What number of measurements will you make?	• The amount has implications on the sample size • Cost implications are based on your measurements
Interventions/experiments/trials	• What format will experimental trials take? Humans? Manual data collection? Surveys?
Is there a need for greater generalization?	• Do you need to generalize the findings for policy-making decisions? This also has sample size implications when it is quantitative
What are the methods of data collection?	• Do you have the resources? What resources do you need? Local, on the ground expertise, especially for specific data collection methods (e.g. taking blood samples)
What are the tradeoffs?	• Without diluting the research rigor and scientific accuracy, what do you sacrifice in your data collection in order to answer the question, taking time and funding into account?

Figure 5: considerations in research designs of the workshop participants.

The considerations are very important for quantitative research because they guide the numbers of measurements. Also, knowing the audience for the final product and what the research will be informing will

be helpful when considering a research design. Think about how much you want to involve stakeholders in the whole process. Another important step is to identify, according to the research questions, what the most crucial areas of the research are and keep in mind, or identify, the gender issue beginning with a basic question.

Types of studies

There are three broad categories of studies that can be used for gender-based quantitative research projects. First there are observational or descriptive studies. These types of studies are characterized by non-interference with the subjects by the researcher, and can be either longitudinal or cross-sectional. They consider the different gender groups and observe them separately. Observational studies can be used as a baseline for information to describe resources, tasks, existing stresses and to evaluate impact.

The second category is experimental study. The researcher intentionally interferes with the subjects through treatment, procedure or program and observes the results. Researchers consider the different gender groups and treat them separately. An experimental study can be both qualitative and quantitative. Experimental studies can be used to determine how or which technologies get introduced when there is an intervention.

The third category is the case study. This is an in-depth study of a specific individual, group of subjects or topic, e.g. effects of fish export on fish consumption by female-headed households in Kisumu. Case studies are more useful after data is collected. They can be used to inform the research design process as a justification for the use of certain methods, to give an in-depth understanding of the community and the key issues to tailor the study to.

Sampling procedures

Different types of sampling procedures can be used for quantitative research projects. For instance, probability sampling is a type of procedure that gives a representative sample, ensures that relevant gender groups are represented, and is mandatory in quantitative research. It is used to reduce bias in sample selection and ensure gender-responsiveness. It may involve simple random sampling, systematic sampling, stratified random sampling, multi-stage random sampling and cluster sampling.

Another type of sampling procedure is non-probability sampling. This procedure includes snowball, purposive, judgmental, quota and convenience sampling. It is also useful in qualitative research. Sampling methods can be random, systematic, snowballing, quarter sampling, cluster, incidental and convenience. The choice depends on the analysis and approach. One has to be exact to make sure the sample is representative.

Through quantitative studies, people can generate confidence in their results. Some challenges that researchers might face when collecting gender-disaggregated data include lack of female researchers to speak to women, writing a good questionnaire and identifying the right questions to generate the required responses.

Once a sampling procedure has been chosen, the next step is to determine sample size. This involves looking at the information required for sample size calculation and confidence level (significance level) or t-value. Other aspects that need to be taken into account are minimum differences expected to be detected by the study (d), measure of variation expected (standard deviation - s) and the expected power of the study in detecting significant differences.

When one is collecting data, the following checklist may be useful:

- What data collection methods are you going to use? (survey, interview, records review, physiological assessments, biological tests, ICT based data collection - crowd sourcing, data loggers etc.)
- How will you collect gender disaggregated data?
- Will the tools and methods used generate data on gender outcomes and impacts?
- Is there need for baseline data?

4.2 QUALITATIVE RESEARCH METHODS

Different types of qualitative research require different levels of researchers' control and participants' involvement. Ethnographic and participatory research require a large amount of time to be invested, and therefore it is important to be conscious of the strengths and the limitations of different types of qualitative research (figure 6).

Strengths of qualitative research	Limitations of qualitative research
• Captures perception of local people. • Details why people do certain things. • Is interactive. • Makes it easier for people to understand the findings. • Allows researchers to use different senses and look at non-verbal dimensions. • Responsive to field conditions hence flexibility of research design. • Develops partnerships with communities. • Effective in exploring sensitive issues. • Gives voice to participants. • Captures diversity of experiences and perceptions that are segmented according to different lines of social differentiation. • Conveys the complexity, ambiguity and dynamic nature of loved experience of women and men, how they themselves make sense of their own experience, what meanings they attribute to work, food, etc. • Elucidates complex processes (e.g. how men and women make decisions, negotiate resources, manage risk differently). • Identify contextual influences, causalities and drivers of vulnerability.	• Influenced by researcher's perceptions hence subjective. • Criticized for selection bias. • It is difficult to generalize findings because of small samples and context specificity. • Scope is limited by the methods used. • Not easy to sell. • Not perceived as "scientific" or rigorous. • Perceived as not requiring a specific set of skills. • Used "instrumentally" in a research cycle. • May raise expectations (e.g. participatory research), confusion of roles (e.g. ethnographic research). • Produces large quantities of data that is difficult and time-consuming to aggregate and analyze.

Figure 6: strengths and limitations of qualitative research as mentioned during the workshop.

Validity and quality

How do gender equity considerations relate to issues of validity in qualitative research? Validity is affected by subjectivity (theories, beliefs, values, goals, commitment and expectations of researchers) and reactivity (what participants say is influenced by the researcher's reactions). These can be managed through long-term relationships, use of triangulation across methods and participants' validation. The reflexivity of the researcher (understanding one's own research position and evaluating the researcher rather than the participants) plays an important part. The following questions can be useful for self-reflexivity in qualitative research projects:

- What kind of relationships will you establish with people in the study site? How do you plan to initiate or negotiate these relationships?
- How do you expect to be perceived by participants in your study? How will such perceptions be influenced by gender, social status and power differences?
- What can you do to ensure that these perceptions do not negatively affect the research?

Research design for gender and climate change

The research design cycle and conceptual framework for mixed method studies below (figures 7 and 8) can be helpful when one is designing a qualitative research project.

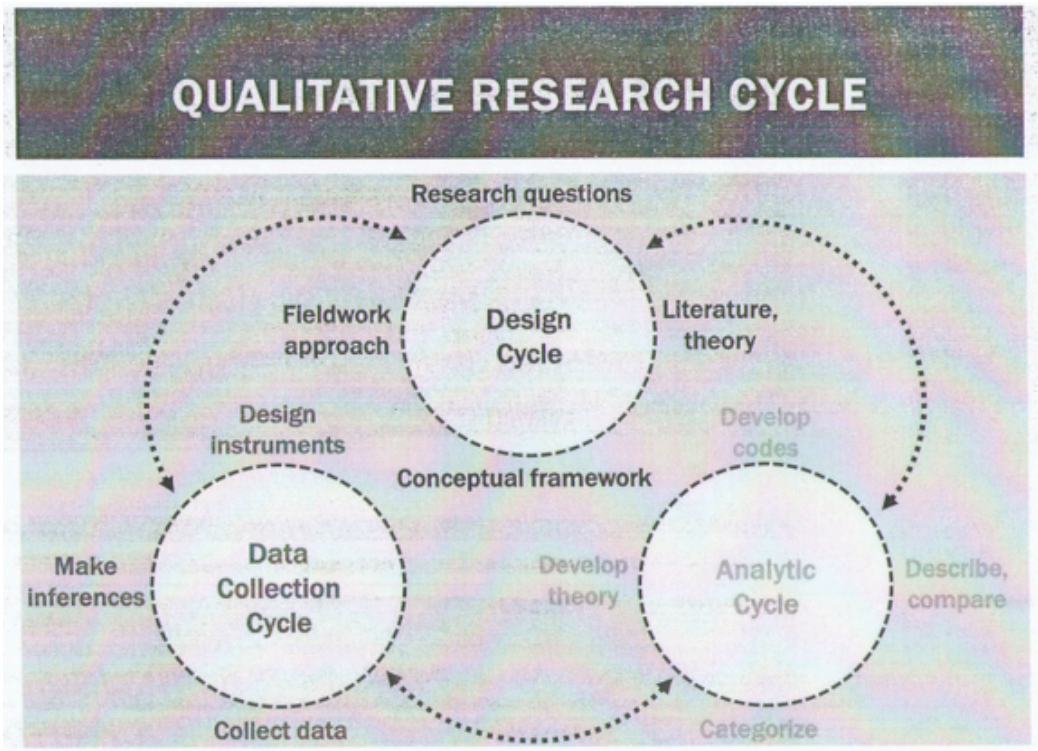


Figure 7: qualitative research cycle. Source: Hennink, M., I. Hutte, A. Bailey. 2011. *Qualitative Research Methods*. Sage, Los Angeles, US.Figure 8: conceptual framework for mixed method study.

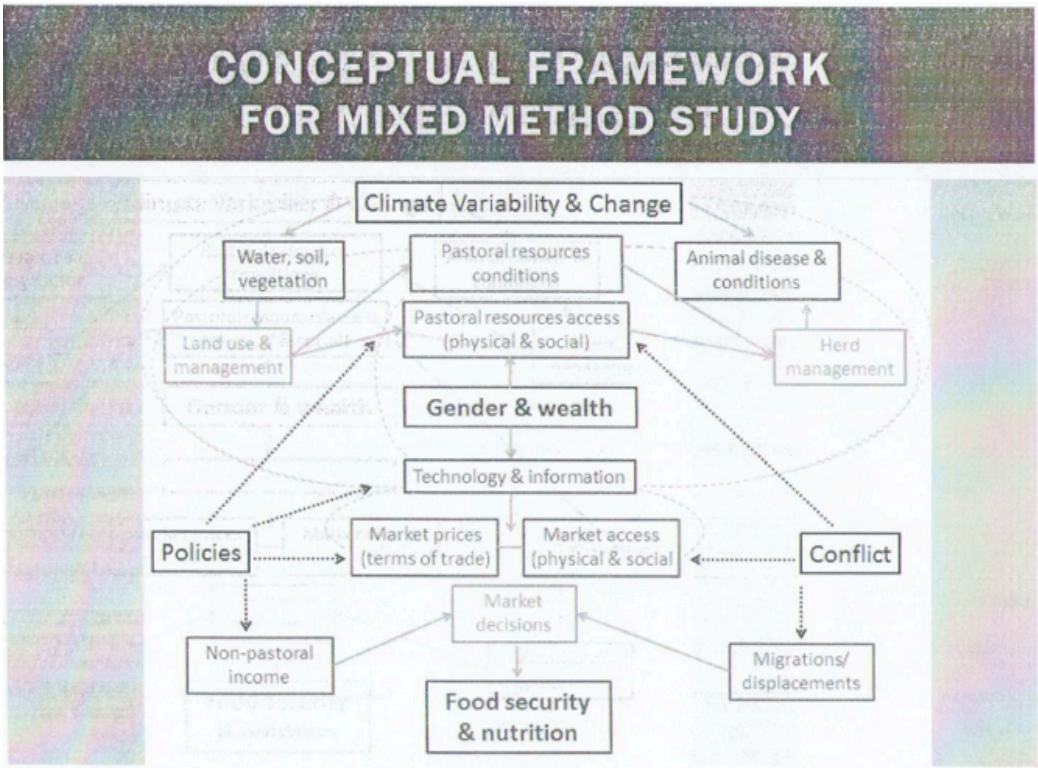


Figure 8: conceptual framework for mixed method study. Source: Hennink, M., I. Hutte, A. Bailey. 2011. *Qualitative Research Methods*. Sage, Los Angeles, US.

With the two conceptual frameworks (figure 7 and 8) in mind, think about the next example - a qualitative research project on climate forecasting and agricultural resources and the following questions (see figure 9).

1. How do farmers think about climate and how do they formulate expectations about it? How do these differ across genders?
2. How do farmers manage climate risk? How do they cope with climate shocks? What kinds of adaptive options do they have (or don't have)? What kinds of barriers do they face?
3. How do farmers get information and what sources do they trust?

Phase 1 - Basic research

How do the farmers obtain information? What sources of information do they trust? How does information circulate in the community?

The underlying theory is that information can be used as an instrument to reinforce privilege and marginalize certain groups.

Phase 2 - Experimental research

Explicit theory: Attitudes and responses to messages about risk (e.g. climate forecasts) are shaped by how information is communicated.

Research question: How do participatory processes (e.g. farmer workshops) affect understanding and use of climate information?

Hypothesis: Farmers who participated in workshops had a better understanding and made greater use of climate forecasts.

Specific questions
- Did the farmer receive the forecast? How?
- What did he/she understand?
- Who did he/she share it with?
- How did he/she use it?
- How did he/she assess the results?

Community participation and fieldwork affect research design in two significant ways:
- elimination of control villages (all research villages were included in the workshop).
- less emphasis on extension agents (because lack of resources hinders their outreach capacity).

Method Selection: The methods that can be used include: PRA, focus group discussions, in-depth interviews, panel surveys and semi-structured interviews.

Figure 9: examples of questions addressed by different types of research.

When developing a gender responsive research project using the provided conceptual framework of climate change vulnerability and case studies for context, make sure to include research goals (what you are trying to accomplish), research questions (what you need to know) and participant recruitment strategies (who will be involved). Also involve methods to address those questions (how will you know it), justification of why these methods are the most suitable, and team composition and roles (who will do what).

Field research methods

The 'Cheat sheets' on field research methods below (figure 10-14) can be useful when designing a qualitative research project.

Figure 10: cheat sheet for the focus group discussion method.

In-dept interviews

Definition
- A meaning-making partnership
- A knowledge producing interaction
- Capturing people's own *stories* and *voices*

Limitations
- No feedback from others
- Need skills to establish rapport
- Dependent on interviewer's personality
- Requires flexibility to change topic and follow participant's logic
- A lot of transcription is needed

Purposes: to capture
- How people make decisions
- People's own beliefs and perceptions
- Motivation for certain behaviors
- Meaning people attach to experiences
- Personal story of a participant
- In-depth information on sensitive issues
- Context surrounding people's lives

How to start

Processes
- Developing an interview guide
- Questions must operationalize concepts from the study questions and conceptual framework
- About specifics rather than generalities - using past form: what happened (not "happens")
- Guide may be more or less structured.
- Depending on objectives, questions may not be asked in order
- It should remain the same, but small changes are allowed to refine a question or add a probe
- TEST IT !!!!

Introduction
- Explain project/purpose, obtain consent and establish rapport
- Opening questions: broad about topic, goal is to make participant comfortable talking about the subject
- Key questions: aimed to produce essential data, use probing for greater nuance and detail
- Closing questions: recreate "distance" by referring to project, what will be done with the data and whether team will come back
- Note what happens after you switch off recorder

Rapport
- Appropriate dress
- Culturally appropriate demeanor (e.g. eye contact, touching)
- Awareness of seating arrangements
- Relaxed and open posture
- Make small talk at the onset
- Greetings in local language
- Introduce yourself (but keep your opinions out of the interview)
- Start with open, non-threatening questions
- Show interest, empathy and active listening
- Show awareness of surroundings (children, farm)

Asking questions

Questions to ask after field testing
- Can the research questions be answered by the information gathered?
- Did the interviewee understand the questions easily?
- Do some questions need to be rephrased?
- Were concepts and wording adapted to the context?
- Was the order of the questions logical?
- Was the interview guide too long/short?
- Are more probes needed?

Probing
- Use probing to catalyze interaction/reflection
- Topical: reminders to ask about specific topics
- Motivational: *"aha", really? is it?, how is that?*
- Expansive*: can you tell me more about this?*
- Explanatory: *why is that? how come?*
- Clarifying: *what do you mean by..?*
- Reflective*: oh, so what you are saying is … correct?*
- Silence: use to give space, allow reflection, topic shift

Tricky terminology
- Weather/climate - some cultures don't have equivalent terms
- Year – some cultures don't organize time by years
- Drought – could mean dry spell, dry season or lack of rain
- Good/bad rains/season – meaning is highly contextual
- Rain - some cultures have many terms
- Predict – may be translated deterministically or as "guess"
- Normal/average – has variable interpretations
- Likelihood/probability – can lead to misunderstanding
- Accuracy – farmers and scientists understand them in different ways

Sensitive topics

- Households may be presented as male headed despite the absence of husbands due to illness, death, or conflict because of the shame or taboos single women face
- Understanding access to resources for women may require probing. If women access a resource, do they go alone? Do they need permission to go? Do they go in secret?
- Be cognizant of seemingly unrelated issues. For example, as women travel farther distances to collect water, firewood or fodder, they may be exposed to sexual harassment or rape.
- How to capture change over time, what prompts, enables, hinder change? Who plays what role?
- How to capture household negotiations? Trade-offs over technology adoption (adoption has implication for women and other marginal members)
- Who controls what aspect of crops (redefining the meaning of women's and men's crops)?
- Who actually receives the remittances, or gifts?
- Multifunctional nature of resource use: What does "ownership" actually mean? For example people may own different rights or at different times or ownership has a temporal dimension.
- Not only who does what, but also what is the meaning of different types of work, resources, etc.
- Consider intuitive aspect of decision making

Figure 11: cheat sheet for the in-depth interview method.

Method	Target group	Type of information
PRAs	Community and groups	Community resource maps, seasonal calendars, historical timelines, wealth ranking
Focus groups	Specific groups (women, men, pastoralists, etc.)	Shared knowledge of climate, local forecasts, farming systems and practices, adaptive options (e.g. seed varieties)
In-depth interviews	Key informants, elders, experts,	Detailed knowledge of natural resources, climate, farm practices, agricultural decision making
Panel surveys	Households (stratified by wealth levels)	Baseline information on household asset endowment, agricultural and livelihoods strategies, climate shocks and other stresses, sources and use of information
Semi-structured interviews	Workshop participants and non-participants	Individual access to, understanding, and use of climate forecasts, sharing of forecast, farmer evaluation of forecast response outcomes

Figure 12: examples of method selection

Sampling Challenges

There are certain challenges that come into play when dealing with sampling (figure 13). Common trade-offs and uncommon pitfalls for instance are distance, accessibility and participants' availability (daily, seasonal). Names of participants can also cause confusion: are they fixed or fluid?

Sample	Definition	Examples
Purposive	Researcher chooses respondents, trying to obtain as wide a representation as possible	Specific groups for PRAs and focus groups
Quota	Uses information about target population to determine units to be included; individual units who fit those characteristics are sought	Stratified by wealth levels – for panel household survey
Snowball	Start with one or two respondents and ask them to refer you to others	Recruitment of cultural experts and resource persons for ethnographic interviews
Matched	To compare two sub-groups similar in some ways. Units are matched to share as many relevant characteristics as possible	Workshop participants and non-participants - for evaluation of forecast use
Convenience	Includes whoever happens to be around or willing to be interviewed	---

Figure 13: methods for non-random samples.

It is also important to take the meaning a researched group gives to certain words into account. For instance: what is a "household" in this specific context? Does the male household head not speak for everyone in the household (may not know what's going on)? Does it include not only women heads of households, but also women in different roles within the household? Women's roles and gender relations within households are dynamic and sampling must account for this fluidity. So reconsider the notion of "headship" (who counts as a "household head"? On what basis? The notion of "farmer" (include laboring, processing, marketing of products etc.) can also be fluid. Also do not assume that "ownership" or "access" to resources equates with "management" or "decision-making."

Another example is the word community. People's social identities are multiplex (e.g. someone may be both a farmer and a fisherman) and dynamic. The boundaries of the system may also vary in time, be contested or

manipulated to exclude some groups. Communities are highly heterogeneous; leaders and gatekeepers do not represent everyone. Identities, boundaries and allegiances are highly situational and may shift over time.

Recording, coding and analysing data

Qualitative data analysis is both a science and an art (figure 14). As a science, it requires deductive reasoning, evidence-based, empirical and scientific rigour. As an art, it requires inductive reasoning, interpretation, processual creativity and intuition. There are two strategies for code development. Deductive coding derives from research design, questions and instruments e.g. information sources, forecast use. Inductive codes (in vivo) emerge from the data and listens to local voices e.g. moral responsibility associated with forecast and intensifying effort due to forecasted good rains.

Qualitative research in practice

While in the field

- Audio-record and take notes during interviews
- Complete and transcribe notes as soon as possible
- Keep a notebook of observations and ideas
- Keep original flipcharts, maps, lists, etc
- Photograph what you cannot remove

After return from the field

- Ensure anonymity and ethical handling of data
- Decide whether and how to transcribe
- Enter data into an organizing system
- Immerse in the data by reading it over and over again
- Annotate as you read, query the data (it helps identifying codes)

Qualitative data analysis coding

- Codes are markers for labelling or indexing text; they segment text into analytical units
- Read through a sub-set of your data to identify initial codes (choose a diverse set)
- A theme must recur in the data more than once to be a code
- Codes are usually modified and may be split or merged
- Codes must be defined in terms of what they include and exclude

Limitations of computer-assisted qualitative data analysis

- Fractures the narrative and tends to obfuscate what is not covered by codes
- Focuses almost entirely on coding, pushing the analysis towards categorizing strategies
- Frames the analysis in terms of comparison rather than processes and contexts

Figure 14: tips for qualitative research in practice.

4.3 ORGANIZATIONAL GENDER RESEARCH STRATEGIES

The gender research strategies in organizations track explored some of key concepts, effective elements and steps for developing a strategy for gender and climate change in an organization. After 20 years of work on gender mainstreaming, integrating gender into research is still largely piecemeal. A good gender strategy is one way of getting an organization and its research agenda on the right track. It can show partners that gender is important to your organization. The actual process of developing an organizational gender research strategy can be as important as the document itself. It should engage staff and partners in learning on the links between gender and climate change as a relevant and exciting topic. It can build staff gender knowledge, capacity and ownership of the issues, and provide a master plan that clearly defines the organization's internal commitments, research agenda and what steps will be taken to address gender issues in climate change adaptation and mitigation. Recognize that organizations use gender terms and concepts with different shades of meanings and so it is advisable to come up with working definitions. For example, in terms of what concepts like gender mainstreaming/women's empowerment, gender justice, gender equity and gender equality mean and what the difference is between them.

Opinion continuum

Participants were asked to take positions according to their level of agreement or disagreement with the statements below (figure 15). They had to explain why they took that particular stand. This exercise can be used to challenge prevalent assumptions.

Statement 1: Gender equality means women's empowerment

Agree	• Women's empowerment is a big element of working towards gender equality • It is women who are mostly marginalised
Middle	• Gender equality is about power sharing • Women's empowerment is wider and there are other approaches to empowerment
Disagree	• Men should be engaged in the process as well • Marginalisation is not always a gender issue • Gender is about transforming the social construct
Facilitator	• We need to think about everybody • Both women and men need to be empowered • A researcher should challenge assumptions

Statement 2: Women are natural protectors of mother nature

Agree	• Women are totally dependent on nature and are held responsible for protecting nature • By feminising nature, we assume women are more spiritually connected to it than men • Linking women to nature is an avenue to grant them the right to own land
Middle	• Both women and men survive on nature
Disagree	• Responsibility for nature is not biogenic • It is everybody's responsibility
Facilitator	• Is it a stereotype to perceive women as the natural protectors of the environment?

Statement 3: Women do most of agricultural labour in Africa

Agree	• In most contexts, women do most of the farm work • Agriculture mostly depends on family labour hence women's heavy involvement in it • Most men seek formal employment
Middle	• None
Disagree	• We need to specify type of agricultural work; livestock and fishing are done mostly by men • In livestock, pattern differs with type of animals kept
Facilitator	• It is important to look at the context • Agriculture is a big word and we need to think about the whole process (from production to consumption and marketing)

Statement 4: Women produce 80% in Africa	
Agree	• None
Middle	• None
Disagree	• How is this quantified? • It is an oversimplification and a generalisation
Facilitator	• Gender and climate change articles often start with this kind of statement; there is a need to unpack it

Statement 5: Women are more likely to survive natural disasters than men	
Agree	• In case of floods, men are better swimmers • Men have easier access to resources to deal with a disaster • Men are more mobile hence may be absent when disasters occur
Middle	• It depends on how the natural disaster affects men and women
Disagree	• Disasters are unpredictable and do not choose their victims • Survival must be looked at from different perspectives: reaction to immediate shock or long term ability to cope • Men may be predisposed to disaster because of risky behaviour • Should we not be concerned with gender gaps with regard to survival and what explains them? • Men are expected to stay and rescue everyone so they are exposed
Facilitator	• Initially survival was seen as biologically determined. But research disproves the assumptions • We need to think in terms of social relations approach

Figure 15: responses of participants to statements concerning gender and climate change.

CCAFS Gender strategy

The CGIAR has developed its gender strategy for the consortium (see http://www.cgiar.org/resources/overarching-documents/). It says that each collaborative research project, like CCAFS, must have a gender strategy, and it provides guidelines on how to develop a strategy within a research context.

The CCAFS' gender and climate change strategy focuses on research themes built around core flagships, namely:

1. Linking knowledge to action in member centres and partners.
2. Doing research in a different way to put gender at the centre of the research.
3. Measuring the impact of gender work (thus CCAFS has included gender as one of its outcomes).
4. Using strategies that include gender disaggregated data and include women and other marginalised groups.

A starting point for an organization's gender research strategy can be a vision statement or goal supported by a justification: why is gender important to climate change and food security? Think of an approach, e.g. GAD and a theory of change. The CGIAR's gender transformative strategy has an outcome pathway for its gender research agenda. Concrete interventions in existing organizational and programming arrangements ensure internal gender capacity, skills, commitment and systems, and gender sensitive programming. Think about a communications strategy, roles & responsibilities, and M&E and a learning system. Action plans, gender targets and indicators of success for tracking progress and of course a budget should be part of the strategy.

Building and implementing a transformative strategy

Before developing a strategy (figure 16), there is need to gain buy-in and understand gaps, strengths, opportunities and threats. It is better to create lots of discussion space first to find out what staff members really think gender is about, and learning spaces for them to understand that their commitment to gender is needed. It may be necessary to conduct a gender audit/assessment as part of the strategy. Also set up cross-organizational working groups or teams with senior management representation. The goal is for gender to be part of everyday work as well as big events. Gender should be fully integrated into regular internal and research programming, but also be addressed by a specific gender research agenda. A strong facilitator could be brought in to lead discussions and influence thinking. Use could also be made of internal experts and gender champions, especially from the leadership levels of the organization. What is working and not

working on gender should be documented; the strategy should be based on what has worked. Organize a participatory consultative process to engage staff, research partners and research participants in defining what the key issues are.

Important steps and good practices for facilitating organizational strategy development

- Follow-up after strategy development, staff training and development of tools
- Coaching and mentoring within the organization or with experts outside the organization
- Training of trainers to multiply impact
- Building of gender capacity across the organization by engaging women and men to be gender champions
- Ensuring gender balance within the organization
- Including gender in staff terms of reference and performance reviews
- Bringing in gender champions to introduce/help develop the strategy
- Strategies to build political will among senior staff/research staff
- Being a gender champion advocate
- Engaging senior managers to be champions
- Conducting gender and diversity trainings for leaders
- Clarity on burning issues/questions on gender and climate change
- Devising gender analysis/gender mainstreaming tools specifically for climate change
- Ensuring that tools are useful to a range of climate change researchers
- Ensuring gender analysis at research/program design
- Ensuring the timing of the gender analysis fits with researchers

Figure 16: important steps and good practices for facilitating organizational strategy development.

It is also important to constantly engage your staff in the process, emphasizing internal communication. Men need to be purposefully included. It is important to have a meeting with the organization before facilitating any workshop/training; and engaging in mentorship after the workshop is also very useful to make sure there is continuity. For large organizations consider a cascade approach to awareness and capacity building. One project in Nepal reported having first trained lead women, and then gaving them a duty to conduct training in their respective districts. This model can be replicated. Working with women's groups and in cooperatives has also been effective

Areas for strategic action

Gender is a latecomer to the climate change discourse. Now it is accepted that gender dimensions have to be considered. The first adaptation approaches were in infrastructure. But original solutions were quite superficial, e.g. just mentioning women in statements was considered gender mainstreaming. What followed were debates and gender side event. The Conference of Parties to the United Nations Framework Convention on Climate Change (UNFCCC) has now made gender part and parcel of the agenda. Today, gender is increasingly visible and is demanded by donors. The Global Gender and Climate Change Alliance is thus pushing the gender agenda. CCAFS joined it recently. But where are we?

The article "Of virtue and vulnerability" by Arora-Jonsson (2011) looks at the narrative on gender and climate change and reveals that there are basically two discourses: one of women as virtuous and the other of women as vulnerable (green house heroines, engineers, nurtures, careers). One particular iconic picture has been popularized around the world of the later discourse using the picture of an Indian girl fixing a solar panel. But even these kinds of projections limit women to village level actions. When we start thinking about strategies, how can we move beyond these two narratives?

Okali and Naess (2013) point out the need to challenge the tokenistic approaches e.g. thinking we are addressing gender by stating "particularly women" in strategies without doing analysis. We must avoid static reporting of "women did this" and "men did this" without asking why and how.

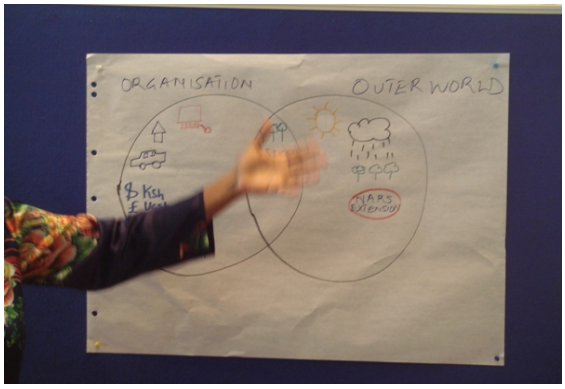
A 2010/11 review of the organisational mechanics of integrating gender into climate change work revealed that reasons why gender mainstreaming has not worked include: fatigue and disillusionment, disconnect in

the programme cycle, assumptions that policy is enough, lack of capacity, superficial approaches of ticking boxes, varying models, dependence on champions with lack of continuity when the champions leave, and restricting gender mainstreaming to increasing the number of women in institutions without changing institutional cultures.

Visualizing gender equality

In an exercise meant to generate a common destiny and commonality in purpose, participants were divided into four groups and asked to visualise what it would look like for them, their organisations and the broader world to have equitable climate change adaptation and mitigation (see results below).

Group one: gender equality means leadership and political will, interdisciplinary team membership, availability of resources, evidence, research and extension, communication network, interaction with the outer world, access to and control of resources, distribution of benefits and women and men working together.



Group two: gender equality means bridging the gaps between knowledge, action and policy, including having everyone at the table and reflecting on gender balance within the organisation.

Group three: gender means creating impact, sustainability and happiness.

Group four: gender equality means reversing the current top down situation to a bottom-up approach and including gender within the system.

- There is an inter-dependence and interaction between communities of men and women with the outer world and research organisations. This effect can be positive or negative.
- Research organisations have a responsibility to promote gender equality for climate change adaptation and sustainable environment.
- If the climate and environment are sustainable, both men and women benefit.
- Gender equality is good for the environment.

Motivations, research questions and assumptions to challenge

In order to tease out the means of achieving the visions outlined in the foregoing visioning exercise, participants were issued with cards and individually asked to respond to the following questions.

1. What excites you most about working on gender and climate change?
2. What are the most burning issues you want to research on gender and climate change? What are your research questions, things you do not know and want to find out?
3. Are there any particular assumptions we are making now about gender and climate change that we would like to challenge?

The responses are captured in figure 17-19.

Motivations for working on gender and climate change

Mainstreaming
- Gender links with all aspects of environment and agriculture
- Ensure principles of gender are incorporated in life and action

Natural/Other resources
- Gender deals with real situation
- Providing gender response in our work
- Understanding sustainable use of resources
- Improve livelihoods

Holistic approaches
- Gender aspects need to be integrated due to climate change complexity and specific contexts.
- Climate change affects the primary sector where women are the most affected
- Giving climate change a face
- Gender is now in focus because of climate change
- Need to reduce economic shock
- Effects are different for societies
- To get people together

Build evidence
- Create new evidence for a different approach to gender
- Gender and climate change is a new field of study
- Real understanding of the issues
- Local problem with global focus

Gender balance
- Bringing women and men together in institutions and communities in response to climate change
- The role of everyone is clear

Opportunities
- Learning new concepts is always exciting
- Improved innovations
- New opportunity to go deeper into climate change study and actions

None
- Not excited at all about gender

Figure 17: motivations expressed by workshop participants.

Burning research questions on gender and climate change

Engendering Climate Adaptation

- Mitigation and adaptation strategies that are gendered
- Proper analysis of gender
- Connection between policy, knowledge and action
- Perception of policy level on issues of gender and climate
- Creating evidence for climate change impacts on women
- Research the institutions for cases of success in gender mainstreaming
- Identifying women farmer-friendly climate smart technology
- How to integrate indigenous and scientific knowledge in gender and climate change
- Climate change and its effects on livestock and gender roles
- How to integrate gender into successful agricultural research for appropriate solutions for local context.
- How do we bring gender into technology to improve livestock and crop yields?

Strategies and Tools

- How do we involve the graduate youth on climate change issues?
- How do we ensure that the farmer is informed on climate change?
- How do people deal with climate risk in their gendered roles?
- How do we implement gender and climate change at the community level?
- How do we talk about gender to men?
- How to involve leadership in solving gender inequality?
- What strategies can we use to ensure that young people (plus 5 years) start thinking and acting on climate change?
- Community involvement in gender and climate change
- Use of comprehensive tools in training on gender analysis
- How are men and women farmers being affected by climate change and how are they reacting, adapting and mitigating?
- What are the best ways to incorporate intersectionality in our climate change research?
- Gender integration as a cross-cutting issue
- How to sensitise policy markers on gender under climate change context
- Involvement of women in the chain

Practice and Impact

- How are men and women farmers working together? What are the synergies?
- Evidence of the effects of more gender-balanced and diverse climate change institutions
- Climate smart agriculture addressing workload of women and men
- Communication to women about new adaptation and mitigation strategies

Information Sharing

- Consolidation of existing best practices
- Linking climate change with gender
- What is really happening on the ground?

Figure 18: questions on gender and climate change expressed by workshop participants.

Assumptions to challenge in research on gender and climate change

Misconception

- Gender is equal to balance between women and men
- We know women's needs
- Gender is about women
- Women need special care about climate change
- Women as virtuous or vulnerable
- It is mostly women who are adversely affected by climate change
- Men and women respond differently to natural disasters

Disciplines

- Only bio-sciences can address climate change
- Climate change has nothing to do with livelihoods
- It is difficult to integrate gender into climate change issues
- Gender is not an issue by itself but part of a holistic approach

Organisations

- Availability of budget
- We are only targeting adults and not starting from elementary and high school
- Gender focal champion is not a solution
- Technology leads to free time and opportunity to fill time with more productive work for women

Figure 19: assumptions in research on gender and climate change that need to be challenged.

Researchers tend to work so much in boxes that we don't see the connection between the physical and social sciences. But if we do not allocate resources for gender, we will not succeed in either science. But if gender is to be part and parcel of everything, then how do we get it funded so it is not lost? It is easy to do gender as an addition, but when you want to do a cross cutting topic it becomes complicated because it cannot have a budget on its own. We need evidence (data and knowledge) to challenge assumptions and think differently. We often think about women and men separately and don't look at the relations/synergies that exist between them in adapting and coping with climate change. We need to challenge the notion that gender is primarily about women.

Gender as a standalone issue is not the focus; rather, the focus is on how it is addressed across sectors. We can generate specific research questions to tackle the synergies. And with more research we can create a motion and interest on gender. But the question is how to integrate gender into climate change issues and sub-issues while keeping both gender and these issues as priorities? We need to consolidate existing research and knowledge to inform current and new research, and we need case studies of success. Partners that have a big commitment to gender (like CCAFS) are extremely important.

Organizational assessment tools

To assess the current situation in an organization, there are audit tools that can be used. These include SWOT analysis and gender and diversity assessments. The tool in figure 20, developed by InterAction, is a sample tool that can be used.

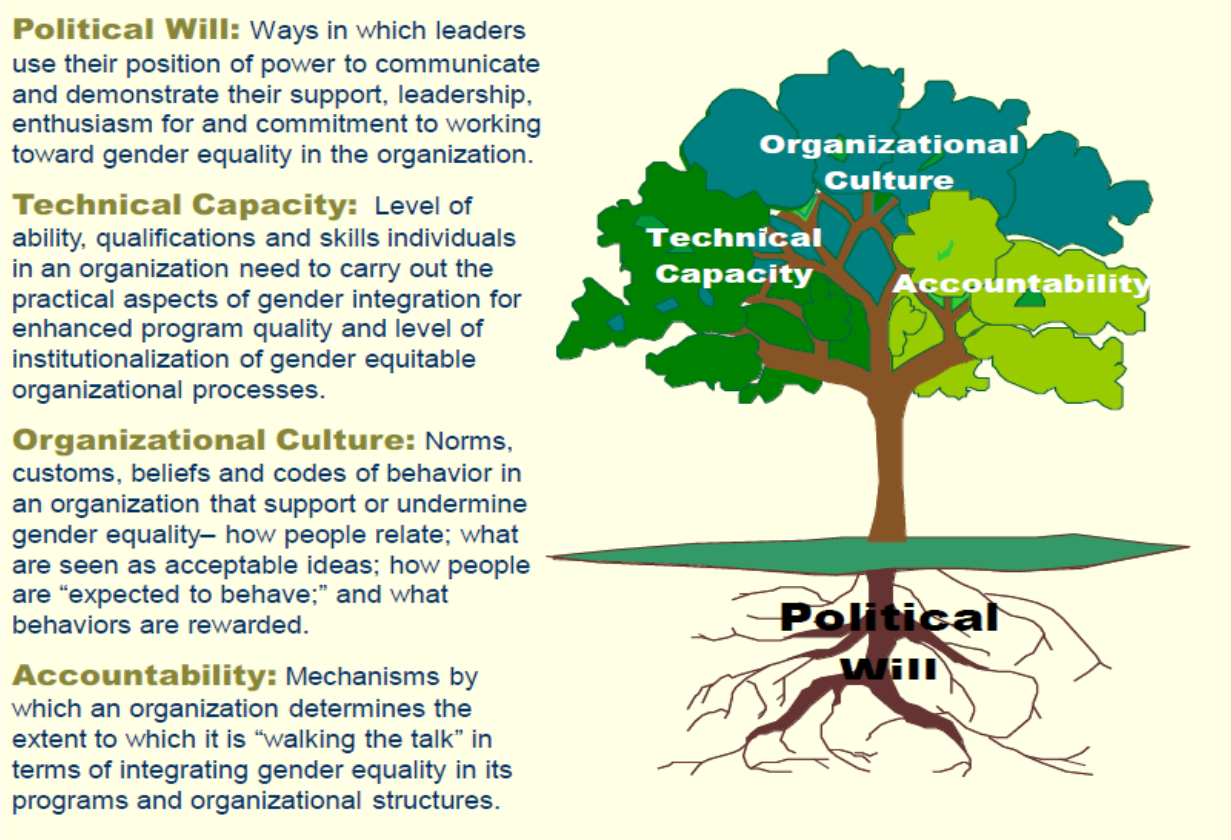


Figure 20: tool for gender and diversity assessments developed by InterAction.

According to this tool, organizations first need to have a 'political will'. From there you can start working on technical capacity, organizational culture and accountability. Gender must be present in everything that an organization does.

Scanning the organization and its programmes

To move from stock taking to identifying activities that would fit into a gender strategy, there is need for specific scanning. Concepts with particular focus on the types of policies (gender blind, gender neutral, gender aware to gender redistributive or transformative) can be used as a way of scanning the status of an organisation. These concepts can be plotted on an incremental table where ideally an organisation should move from a gender blind to a gender transformative situation. The progression would look like this.

This template (figure 21) can be used for different purposes. For example, it can be used to assess the extent of gender mainstreaming in your organization's internal operations and/or programming as part of developing a gender and climate change research strategy. As a second step, you can use it to plan out what your team or organization wants to aim for as an improved score from its current scoring and what might be the priorities. You may choose to use a traffic light colour coding in the marked boxes with gender-blind and neutral being red. Gender sensitive to gender transformative may be marked green but with different shading from lighter to darker.

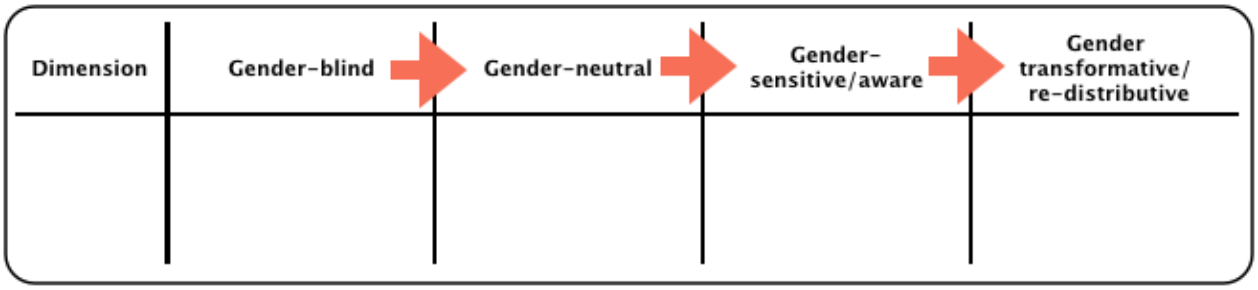


Figure 21: a template for the assessment of gender mainstreaming in organizations.

Rating	Description
Gender-blind	Do not explicitly recognize existing gender differences and assume there are no differences between women and men. They are based on male-centric experiences as the 'norm' and on the assumption that everyone affected by them has the same needs and preferences (Kabeer 2003, 243). Generic terms will be used such as children, adolescents, youth, families etc.
Gender-neutral	Mention gender as an issue and gender differential needs of women & girls and men & boys are acknowledged in the context but not in the response and thus not followed through in the rest of the project or program. They distinguish little between the needs of men and women, neither reinforcing nor questioning gender roles. They work within the existing gender division of resources and responsibilities.
Gender-aware or sensitive policies	Recognize that within a society, actors are women, men and boys and girls, that they are constrained in different and often unequal ways, and that they may consequently have differing and sometimes conflicting needs, interests and priorities. They recognize the specific needs and realities of men and women based on the social construction of gender roles. They may aim to address the above but without necessarily challenging or changing dominant structures for real transformation. The response is more likely to focus on women and girls' practical needs such as providing women with fuel-efficient cooking stoves. Gender is apparent in the language and sex disaggregated data is used.
Gender-specific	Use the knowledge of gender differences in a given context to respond to the practical gender needs and/or strategic interests of a specific gender working to support women/girls and or men/boys to be able to make decisions and choices previously denied to them.
Gender-transformative or redistributive	Intend to transform existing distributions to create a more balanced relationship between men and women and boys and girls; they may target both women and men or one of the two according to the situation. Gender role stereotypes are challenged. The main objective is to transform unequal power relations between and among men and women through changes in roles, status and through the redistribution of resources. Gender is built into the response and the causes of inequality are addressed head on.

Figure 22: definitions of rating categories.

Dimension	Gender-blind	Gender-neutral	Gender-sensitive/aware	Gender transformative/ re-distributive
Organisational Strategy	Job advertisements for scientists and technicians focus on qualifications		Proposal approval and funding based on inclusion of gender. Some criteria set for the committee. Gender analysis required to inform proposal. Research outcomes must include ultimate user.	Mentoring and scholarship for women to join scientific careers. There is an organisational gender policy with clear targets e.g. on recruitment.
Programme Strategy				Generate evidence that gender equality adds value.

Figure 23: an example developed in during one of the plenary sessions.

5.0 WORLD CAFE

Three topics were considered during the World Café:

- Integrating gender analysis tools for adaptation: what are your priorities?
- What modelling approaches are most appropriate for analysing quantitative gender and climate change data?
- How do we change the culture of organizations, research communities and different sectors to understand the value and validity of using qualitative approaches in gender and climate change research?

The resulting discussions are summarized in figures 24-26.

Integrating gender analysis into tools for adaptation: what are your priorities?

Participants' notes

- Depends on the level of the problem
- Geographical region e.g. agricultural vs. urban/industrial
- Understand priorities for adaptation
- Should be done before and after
- Do tools for planning adaptation exist? If they do, they should be customised to incorporate gender analysis
- Inherent needs of women and men of different ages
- Gendered perceptions
- Tools for empowered communities in analysing and innovation to adaptation
- More on quantitative tools to complement existing qualitative tools e.g. multi-variate regression, household bio economic modelling, household index of gender characteristics etc.
- Different coping mechanisms of gender groups to climate change stresses

Hostess' notes

- Are there tools for adaptation? Where are they?
- Most tools available are qualitative
- What is the target?
- Make available/share already existing tools

Figure 24 shows responses expressed during the world cafe.

What modelling approaches are most appropriate to analysing quantitative gender and climate change data?

Participants' notes

- Why use modelling?
- Why new models when old statistical models can do?
- Interdisciplinary triangulation of methods and different sources of information
- Focus on what they do
- Specification of the tools would be a problem and there is no guideline
- Quantitative approaches
- Used to please donors
- Scientific method of induction
- Challenge to incorporate gender into the model

Hostess' notes

- Have not used modelling but maybe we have to change the questions
- The level of analysis in the field
- Standard statistical models
- Economic models
- Detailed information from household surveys
- It requires cross cutting analysis
- Have maps, talk to communities and give back where we got information from
- Two to three hours household characterisation
- No standard model
- Objectives and question will determine method

Figure 25 shows responses expressed during the world cafe.

How do we change the culture of organisations, the research communities and different sectors to understand the value and validity of using qualitative approaches in gender and climate change?

Participants' notes

- Perception of gender by doing qualitative research
- Shortcomings of understanding empowerment or vulnerability
- Problem of arrogance
- Equip them with the right tools
- Assurance that they do not need to be experts
- Start with ourselves
- Speak the audience's language
- Qualitative and quantitative are complementary but have different epistemologies that should be assessed according to their own logic and goals
- Cost-benefit of qualitative methods
- Convincing sceptics must be participatory
- Champions
- Clear methods
- Valorising data and numbers
- Innovation in analysis

Hostess' notes

- Speak their language. Give us the business case. What sells? How to replicate it?
- Multiple ways of coming to a decision
- Change in organisational culture starts with us
- Proposal development
- Be familiar with limitations of all methods
- Quantitative is not enough for complexity
- Personal journey: exposure visits

Figure 26 shows responses expressed during the World Cafe.

The following three tools were shared during the World Cafe.

Tool 1: IMPACT-LITE (International Livestock Research Institute)

The Integrated Modelling Platform for Mixed Animal Crop Systems (IMPACT, Herrero et al., 2007) is a generic tool for characterizing agricultural systems for climate and global change studies. It is a data collection protocol and linked computer software designed to gather minimum datasets in smallholder crop-livestock systems, and allows for gender-disaggregated data. The protocol collects information ranging from household composition to crop and livestock production, to household food consumption and household assets. The objective of the survey is to capture within-site variability on key livelihood indicators that could be used for a range of analysis, including impact modelling of adaptation and mitigation strategies on livelihoods, food security and the environment. Furthermore, the collection of standard indicators across sites could derive suitable parameters for regional integrated assessments. This survey has been carried out in all the CCAFS sites and provides a value baseline database for monitoring the impact of CCAFS interventions. The questionnaire is currently available on request to CCAFS, and all materials as well as the data will be freely available on the DATAVERSE in early 2014: http://dvn.iq.harvard.edu/dvn/dv/CCAFSbaseline

There is a complementary 'gender module' that builds upon the IMPACT-LITE survey, also to be available on DATAVERSE in early 2014. Being implemented with local partners, this approach aims to empirically and systemically assess gender-differentiated climate change adaptation strategies and preferences. This intra-household survey, implemented in CCAFS sites in Senegal, Uganda, Kenya, and Bangladesh in 2013, includes detailed information on household plot ownership, decision-making, agricultural practices, assets, sources of information, credit, insurance, group membership, perceptions, and personal values, collected from the primary male and primary female decision-makers. The following questions guided the development of the survey:

- How might men and women be (differentially) affected by long-run climate change and short-term climate shocks? Do men and women adapt differently to climate change?
- What are the characteristics and causes of gender differentials in vulnerability/resilience to weather-related risk (e.g. assets, information, empowerment in decision-making, rights, etc.)?
- What are the adaptation options, strategies, and approaches (individual, household, or collective) that are available to and preferred by men and women?
- Do men and women have different perceptions of climate change and climate risk? How do perceptions of climate change, climate risk, and personal values shape adaptation decisions and approaches?

These results provide useful information for a wide range of audiences, from communities on the ground to implementers and to policy makers.

Tool 2: Training Manual on Gender and Climate Change Research in Agriculture and Food Security For Rural Development (CCAFS & FAO)

Both women and men play a significant role in safeguarding food security, and their respective roles and responsibilities need to be well understood to ensure that men and women benefit equally from climate-smart agriculture practices. Little research, however, has been undertaken to understand how men and women are adapting to climate change, mitigating emissions and maintaining food security. As one of many steps toward addressing this gap, the Food and Agriculture Organization of the United Nations (FAO) and CCAFS have developed this training guide "Gender and Climate Change Issues in Agriculture and Food Security Research and Rural Development". It provides a clear understanding of the concepts related to gender and climate-smart agriculture; describes participatory methods for conducting gender-sensitive research on the impacts of climate change; and offers guidance on different ways of reporting research findings so that they can be properly analysed. Using the guide will ensure that critical information on gender and climate change is collected, allowing researchers and development workers to formulate appropriate gender-sensitive policies and programmes for rural development. The training guide is available at: http://www.fao.org/climatechange/micca/75949/en/

Tool 3: Women's Empowerment Index in Rice-based Agriculture (International Rice Research Institute)

This is a tool to determine the participation of farmwomen in decision making regarding agricultural, investment and domestic (e.g. education of children) matters. It is a very simple tool that enables straight forward calculation of the index that informs us about the areas where women are the major decision makers as well as in what areas we can help women rice farmers become more empowered.

6.0 CCAFS THEORY OF CHANGE

CCAFS considers that there is a lot of research on the important role that women play in agriculture and food security. Therefore the organization it does not prioritize research to address whether this is important: the evidence is there. Based on this evidence, CCAFS assumes that by targeting women and youths they will achieve faster, more significant, positive impacts on the adaptive capacity of smallholder farmers to climate change, food security in emerging economies, mitigation of climate change, enabling institutional environments for adaptation and mitigation at local to international levels, and transforming gender. The basic question then is how best to do this in relation to climate smart agriculture (CSA) or mitigation-focused strategies. The last two days of the workshop focussed on people's research questions and how they relate to the CCAFS framework.

A theory of change is an explicit documentation of the assumptions we make about how impact comes about. It includes the strategies we have for getting outputs, outcomes and impact. The entry points for CCAFS are:

1. Climate–smart agricultural practices
2. Climate–information services and climate-informed safety nets
3. Low emissions development
4. Policies and institutions for climate resilient food systems

Six strategies have been identified by CCAFS, namely focus on gender, capacity building, open access to information, monitoring and evaluation, communication and engagement, and partnerships. The overall CCAFS impact pathway outlines the vision that the entire CGIAR is working towards, which is "a healthy food secure world". The global gender impact that the CGIAR is trying to achieve is "increased control by women and other marginalised groups of assets, inputs, decision making and benefits". Figure 27 shows the pathway from the four research themes and outputs through to this outcome, and some of the key partnerships and strategies for achieving those outcomes.

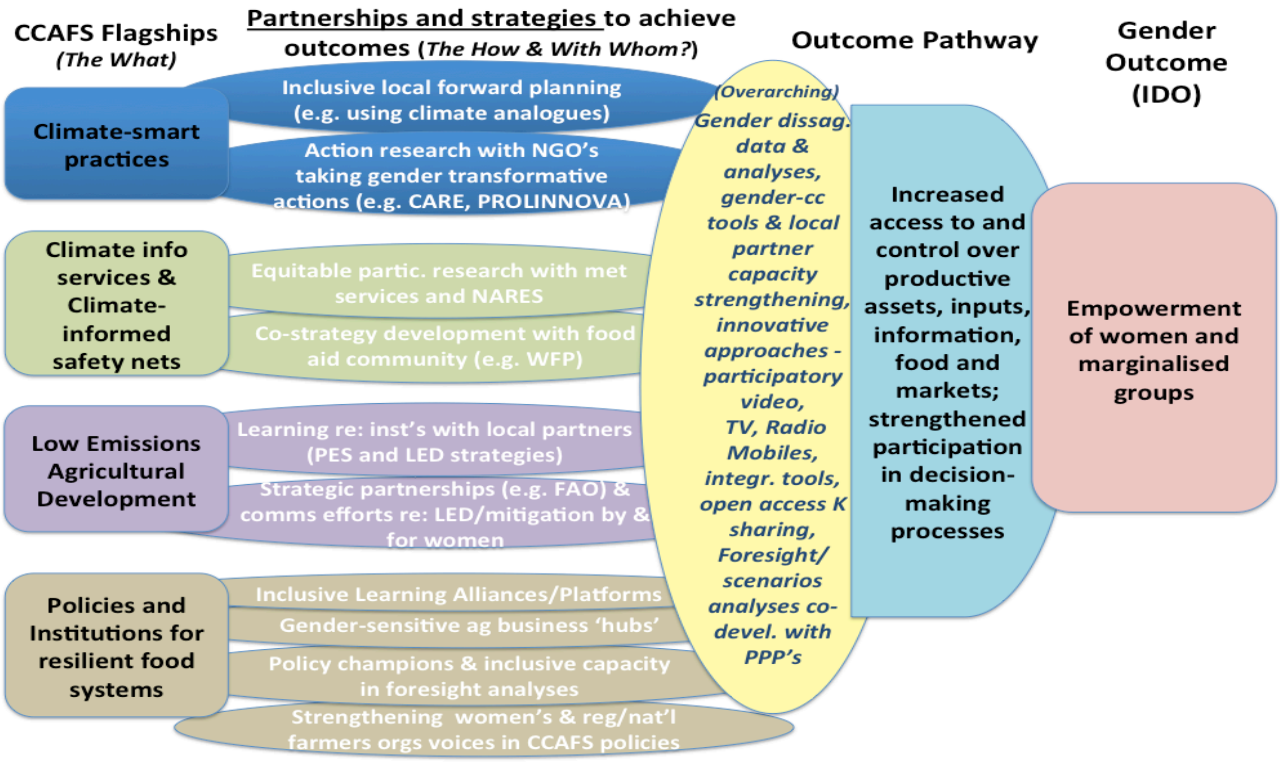


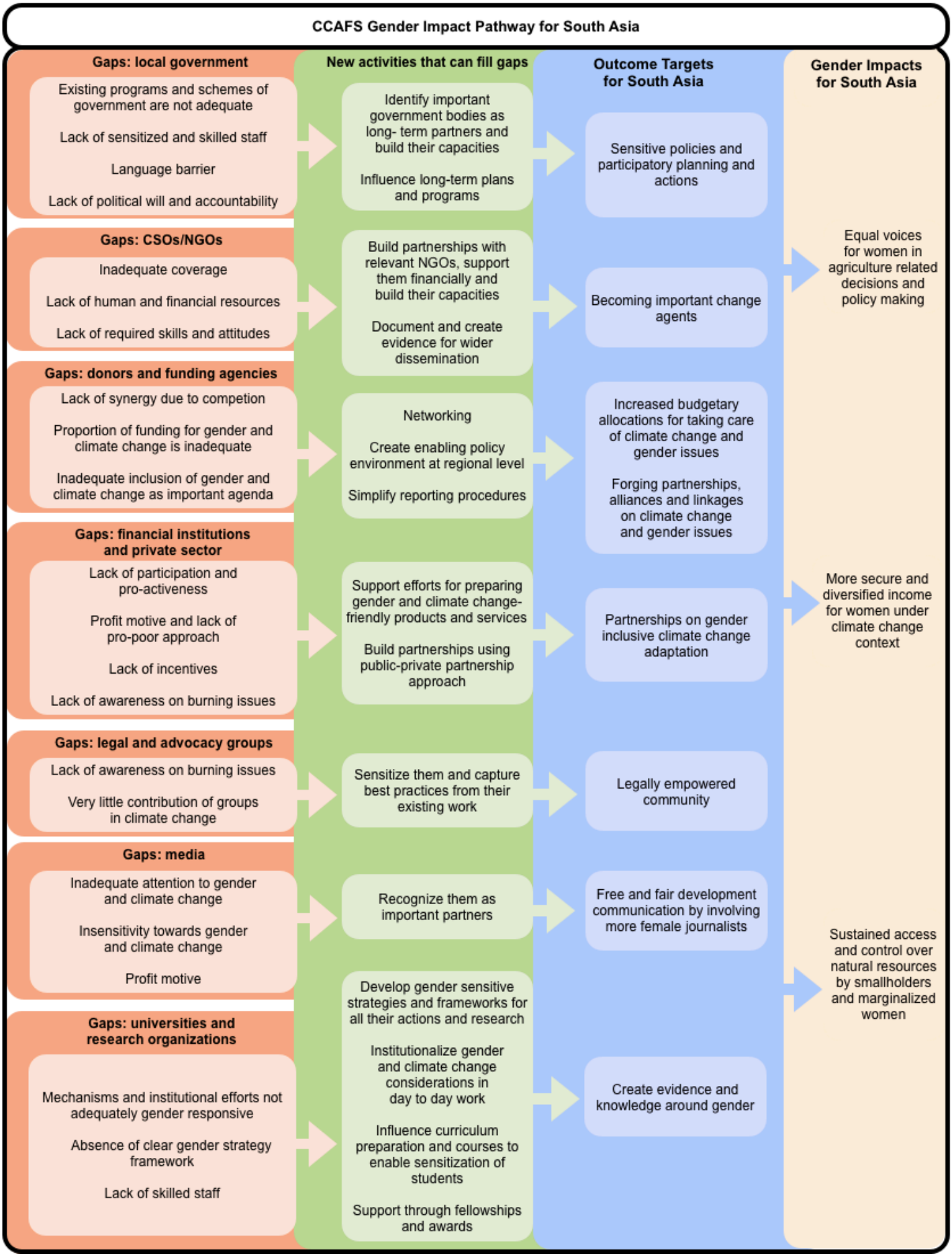
Figure 27: Pathway from CCAFS research themes and outputs to the gender outcome

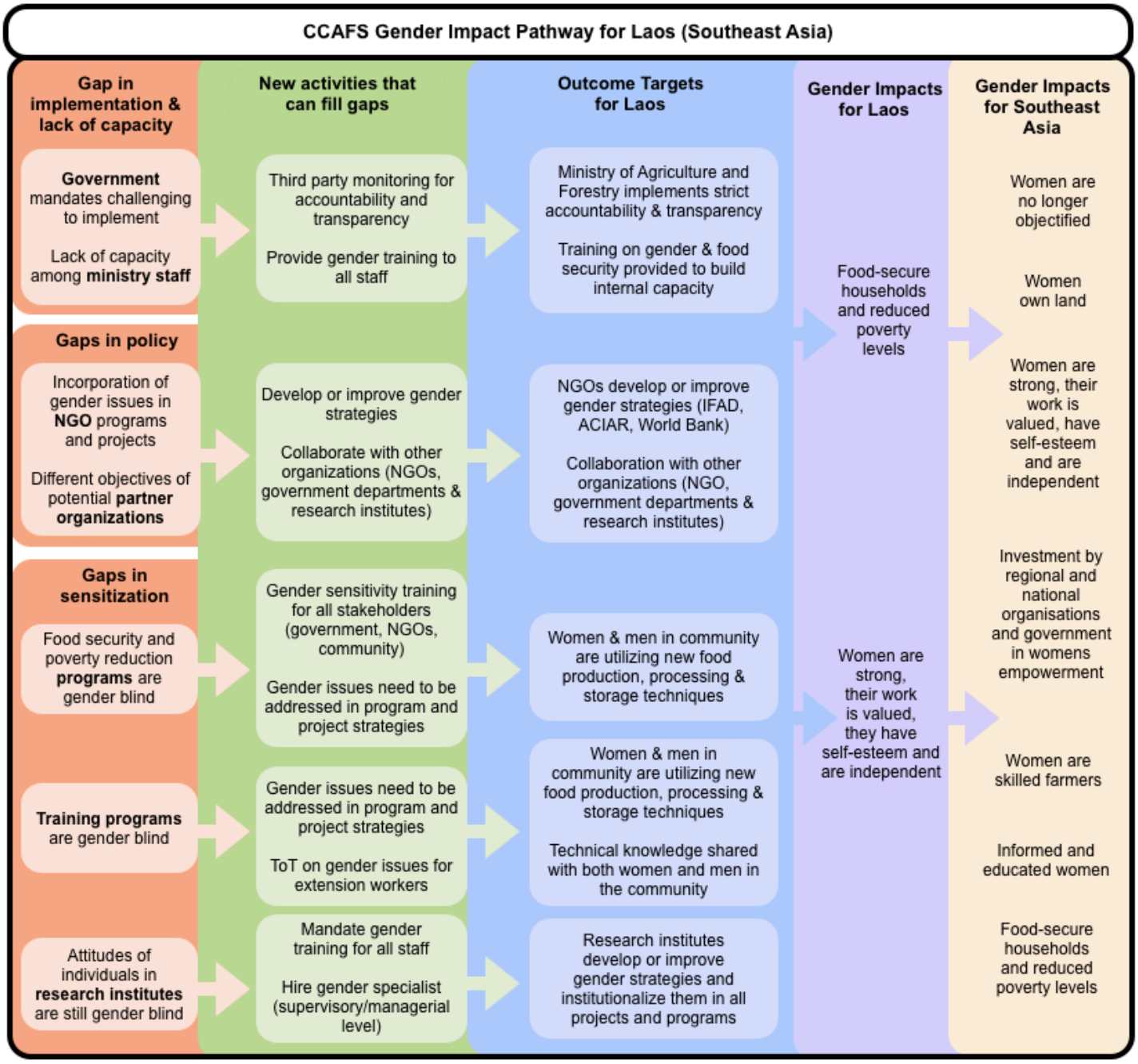
7.0 CCAFS REGIONAL GENDER IMPACT PATHWAYS

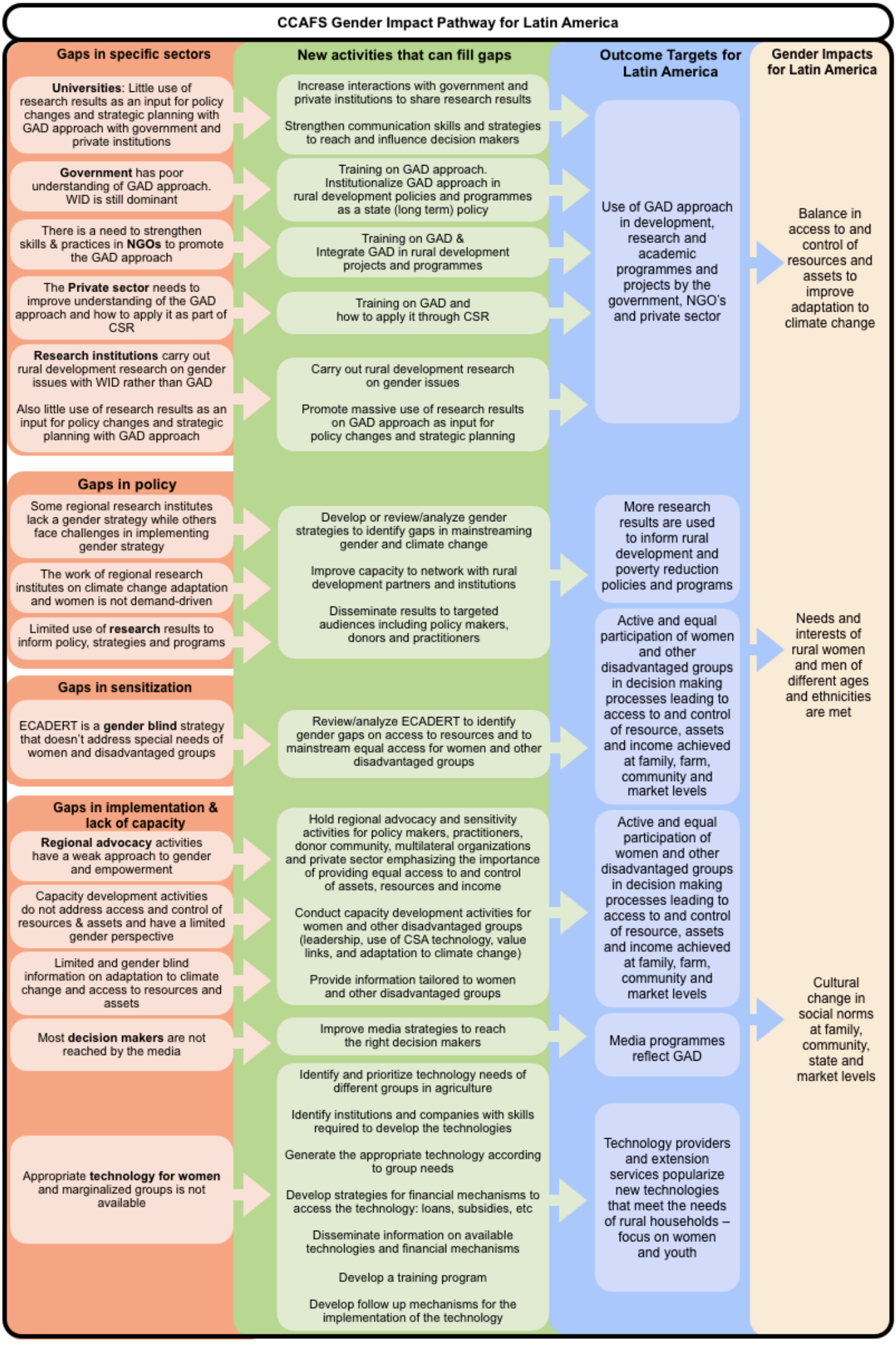
After the introduction, participants were assigned in their five regional groups to identify the kind of gender impacts that are needed in order to reach the target CGIAR global gender impact considering norms, beliefs, rules and values that regulate gender and what kinds of transformations need to occur. These were identified as:

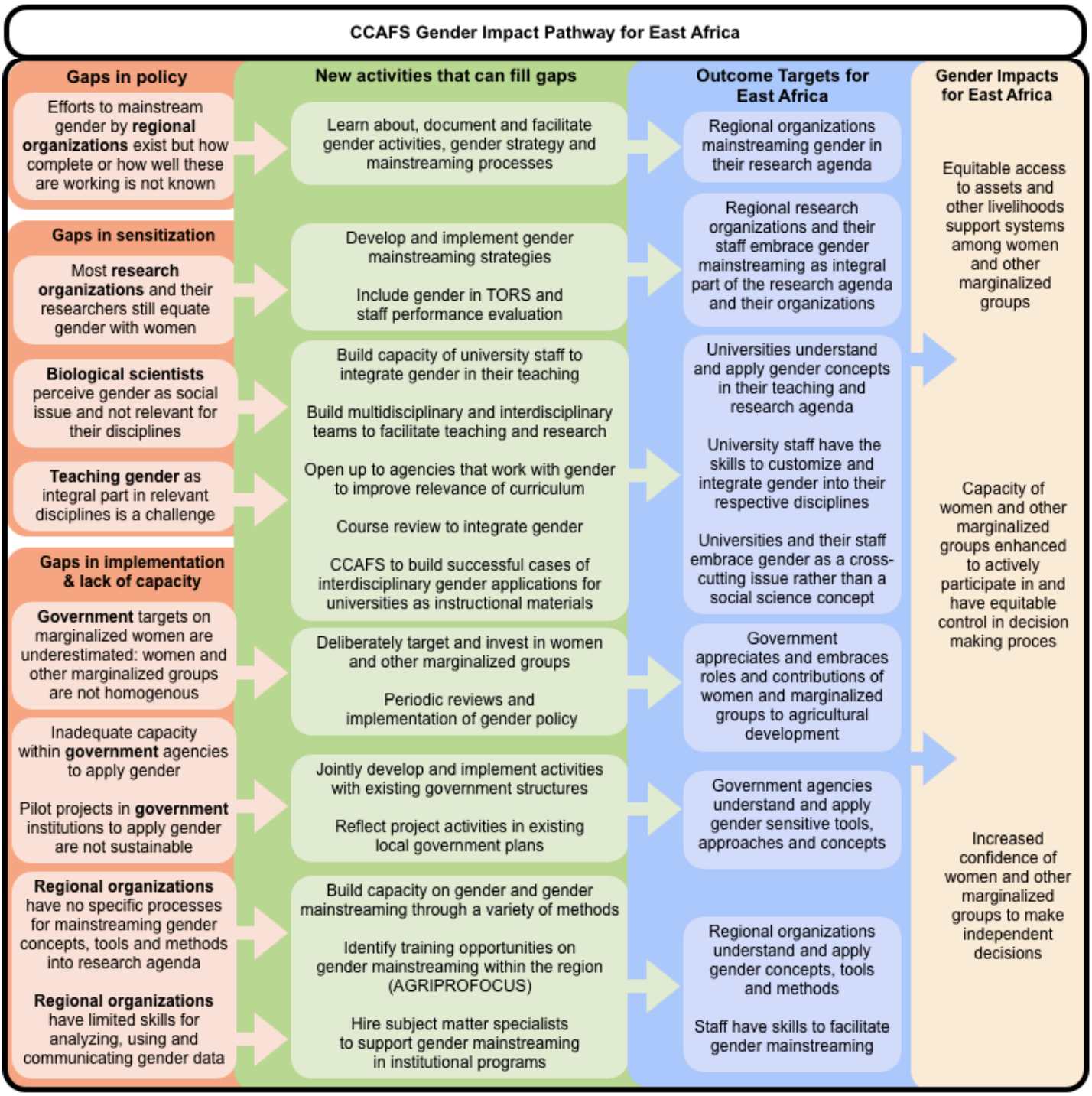
- *Latin America:* Balance in power among members of different social units.
- *East Africa:* Balance in power and access to resources.
- *South Asia:* Men's voices are not dominant. Women and other marginalised groups have equal voice in decision making.
- *Southeast Asia:* Confident women that are free to make decisions.
- *West Africa:* Increased and equal control by women and youth to land, markets, information, extension services etc. Women and youth have equality in control of livelihood support systems.

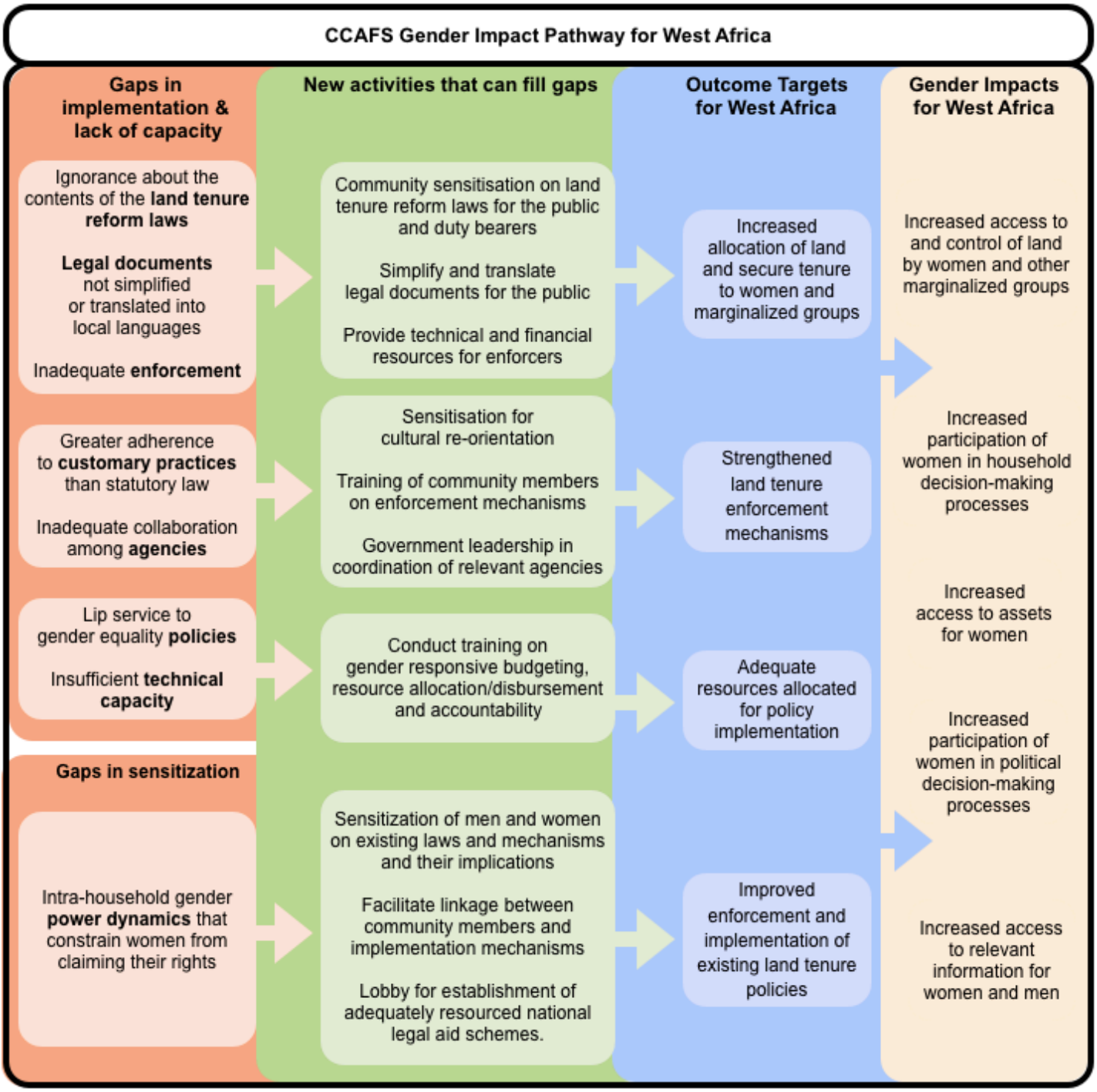
The participants worked in regional groups and generated the following regional gender impact pathways for achieving these impacts. The detailed information behind these regional gender impact pathways can be found in Annex 1.


CCAFS Gender Impact Pathway for South Asia
Gaps: local government
Existing programs and schemes of government are not adequate
Lack of sensitized and skilled staff
Language barrier
Lack of political will and accountability
Gaps: CSOs/NGOs
Inadequate coverage
Lack of human and financial resources
Lack of required skills and attitudes
Gaps: donors and funding agencies
Lack of synergy due to competion
Proportion of funding for gender and climate change is inadequate
Inadequate inclusion of gender and climate change as important agenda
Gaps: financial institutions and private sector
Lack of participation and pro-activeness
Profit motive and lack of pro-poor approach
Lack of incentives
Lack of awareness on burning issues
Gaps: legal and advocacy groups
Lack of awareness on burning issues
Very little contribution of groups in climate change
Gaps: media
Inadequate attention to gender and climate change
Insensitivity towards gender and climate change
Profit motive
Gaps: universities and research organizations
Mechanisms and institutional efforts not adequately gender responsive
Absence of clear gender strategy framework
Lack of skilled staff
New activities that can fill gaps
Identify important government bodies as long- term partners and build their capacities
Influence long-term plans and programs
Build partnerships with relevant NGOs, support them financially and build their capacities
Document and create evidence for wider dissemination
Networking
Create enabling policy environment at regional level
Simplify reporting procedures
Support efforts for preparing gender and climate change-friendly products and services
Build partnerships using public-private partnership approach
Sensitize them and capture best practices from their existing work
Recognize them as important partners
Develop gender sensitive strategies and frameworks for all their actions and research
Institutionalize gender and climate change considerations in day to day work
Influence curriculum preparation and courses to enable sensitization of students
Support through fellowships and awards
Outcome Targets for South Asia
Sensitive policies and participatory planning and actions
Becoming important change agents
Increased budgetary allocations for taking care of climate change and gender issues
Forging partnerships, alliances and linkages on climate change and gender issues
Partnerships on gender inclusive climate change adaptation
Legally empowered community
Free and fair development communication by involving more female journalists
Create evidence and knowledge around gender
Gender Impacts for South Asia
Equal voices for women in agriculture related decisions and policy making
More secure and diversified income for women under climate change context
Sustained access and control over natural resources by smallholders and marginalized women


CCAFS Gender Impact Pathway for Laos (Southeast Asia)
Gap in implementation & lack of capacity
New activities that can fill gaps
Outcome Targets for Laos
Gender Impacts for Laos
Gender Impacts for Southeast Asia
Government mandates challenging to implement
Lack of capacity among ministry staff
Third party monitoring for accountability and transparency
Provide gender training to all staff
Ministry of Agriculture and Forestry implements strict accountability & transparency
Training on gender & food security provided to build internal capacity
Gaps in policy
Incorporation of gender issues in NGO programs and projects
Different objectives of potential partner organizations
Develop or improve gender strategies
Collaborate with other organizations (NGOs, government departments & research institutes)
NGOs develop or improve gender strategies (IFAD, ACIAR, World Bank)
Collaboration with other organizations (NGO, government departments & research institutes)
Food-secure households and reduced poverty levels
Women are no longer objectified
Women own land
Women are strong, their work is valued, have self-esteem and are independent
Gaps in sensitization
Food security and poverty reduction programs are gender blind
Gender sensitivity training for all stakeholders (government, NGOs, community)
Gender issues need to be addressed in program and project strategies
Women & men in community are utilizing new food production, processing & storage techniques
Women are strong, their work is valued, they have self-esteem and are independent
Investment by regional and national organisations and government in womens empowerment
Training programs are gender blind
Gender issues need to be addressed in program and project strategies
ToT on gender issues for extension workers
Women & men in community are utilizing new food production, processing & storage techniques
Technical knowledge shared with both women and men in the community
Women are skilled farmers
Informed and educated women
Attitudes of individuals in research institutes are still gender blind
Mandate gender training for all staff
Hire gender specialist (supervisory/managerial level)
Research institutes develop or improve gender strategies and institutionalize them in all projects and programs
Food-secure households and reduced poverty levels


CCAFS Gender Impact Pathway for Latin America
Gaps in specific sectors
Universities: Little use of research results as an input for policy changes and strategic planning with GAD approach with government and private institutions
Government has poor understanding of GAD approach. WID is still dominant
There is a need to strengthen skills & practices in NGOs to promote the GAD approach
The Private sector needs to improve understanding of the GAD approach and how to apply it as part of CSR
Research institutions carry out rural development research on gender issues with WID rather than GAD
Also little use of research results as an input for policy changes and strategic planning with GAD approach
Gaps in policy
Some regional research institutes lack a gender strategy while others face challenges in implementing gender strategy
The work of regional research institutes on climate change adaptation and women is not demand-driven
Limited use of research results to inform policy, strategies and programs
Gaps in sensitization
ECADERT is a gender blind strategy that doesn't address special needs of women and disadvantaged groups
Gaps in implementation & lack of capacity
Regional advocacy activities have a weak approach to gender and empowerment
Capacity development activities do not address access and control of resources & assets and have a limited gender perspective
Limited and gender blind information on adaptation to climate change and access to resources and assets
Most decision makers are not reached by the media
Appropriate technology for women and marginalized groups is not available
New activities that can fill gaps
Increase interactions with government and private institutions to share research results
Strengthen communication skills and strategies to reach and influence decision makers
Training on GAD approach. Institutionalize GAD approach in rural development policies and programmes as a state (long term) policy
Training on GAD & Integrate GAD in rural development projects and programmes
Training on GAD and how to apply it through CSR
Carry out rural development research on gender issues
Promote massive use of research results on GAD approach as input for policy changes and strategic planning
Develop or review/analyze gender strategies to identify gaps in mainstreaming gender and climate change
Improve capacity to network with rural development partners and institutions
Disseminate results to targeted audiences including policy makers, donors and practitioners
Review/analyze ECADERT to identify gender gaps on access to resources and to mainstream equal access for women and other disadvantaged groups
Hold regional advocacy and sensitivity activities for policy makers, practitioners, donor community, multilateral organizations and private sector emphasizing the importance of providing equal access to and control of assets, resources and income
Conduct capacity development activities for women and other disadvantaged groups (leadership, use of CSA technology, value links, and adaptation to climate change)
Provide information tailored to women and other disadvantaged groups
Improve media strategies to reach the right decision makers
Identify and prioritize technology needs of different groups in agriculture
Identify institutions and companies with skills required to develop the technologies
Generate the appropriate technology according to group needs
Develop strategies for financial mechanisms to access the technology: loans, subsidies, etc
Disseminate information on available technologies and financial mechanisms
Develop a training program
Develop follow up mechanisms for the implementation of the technology
Outcome Targets for Latin America
Use of GAD approach in development, research and academic programmes and projects by the government, NGO's and private sector
More research results are used to inform rural development and poverty reduction policies and programs
Active and equal participation of women and other disadvantaged groups in decision making processes leading to access to and control of resource, assets and income achieved at family, farm, community and market levels
Active and equal participation of women and other disadvantaged groups in decision making processes leading to access to and control of resource, assets and income achieved at family, farm, community and market levels
Media programmes reflect GAD
Technology providers and extension services popularize new technologies that meet the needs of rural households – focus on women and youth
Gender Impacts for Latin America
Balance in access to and control of resources and assets to improve adaptation to climate change
Needs and interests of rural women and men of different ages and ethnicities are met
Cultural change in social norms at family, community, state and market levels


CCAFS Gender Impact Pathway for East Africa
Gaps in policy
Efforts to mainstream gender by regional organizations exist but how complete or how well these are working is not known
Gaps in sensitization
Most research organizations and their researchers still equate gender with women
Biological scientists perceive gender as social issue and not relevant for their disciplines
Teaching gender as integral part in relevant disciplines is a challenge
Gaps in implementation & lack of capacity
Government targets on marginalized women are underestimated: women and other marginalized groups are not homogenous
Inadequate capacity within government agencies to apply gender
Pilot projects in government institutions to apply gender are not sustainable
Regional organizations have no specific processes for mainstreaming gender concepts, tools and methods into research agenda
Regional organizations have limited skills for analyzing, using and communicating gender data
New activities that can fill gaps
Learn about, document and facilitate gender activities, gender strategy and mainstreaming processes
Develop and implement gender mainstreaming strategies
Include gender in TORS and staff performance evaluation
Build capacity of university staff to integrate gender in their teaching
Build multidisciplinary and interdisciplinary teams to facilitate teaching and research
Open up to agencies that work with gender to improve relevance of curriculum
Course review to integrate gender
CCAFS to build successful cases of interdisciplinary gender applications for universities as instructional materials
Deliberately target and invest in women and other marginalized groups
Periodic reviews and implementation of gender policy
Jointly develop and implement activities with existing government structures
Reflect project activities in existing local government plans
Build capacity on gender and gender mainstreaming through a variety of methods
Identify training opportunities on gender mainstreaming within the region (AGRIPROFOCUS)
Hire subject matter specialists to support gender mainstreaming in institutional programs
Outcome Targets for East Africa
Regional organizations mainstreaming gender in their research agenda
Regional research organizations and their staff embrace gender mainstreaming as integral part of the research agenda and their organizations
Universities understand and apply gender concepts in their teaching and research agenda
University staff have the skills to customize and integrate gender into their respective disciplines
Universities and their staff embrace gender as a cross-cutting issue rather than a social science concept
Government appreciates and embraces roles and contributions of women and marginalized groups to agricultural development
Government agencies understand and apply gender sensitive tools, approaches and concepts
Regional organizations understand and apply gender concepts, tools and methods
Staff have skills to facilitate gender mainstreaming
Gender Impacts for East Africa
Equitable access to assets and other livelihoods support systems among women and other marginalized groups
Capacity of women and other marginalized groups enhanced to actively participate in and have equitable control in decision making proces
Increased confidence of women and other marginalized groups to make independent decisions


CCAFS Gender Impact Pathway for West Africa
Gaps in implementation & lack of capacity
New activities that can fill gaps
Outcome Targets for West Africa
Gender Impacts for West Africa
Ignorance about the contents of the land tenure reform laws
Legal documents not simplified or translated into local languages
Inadequate enforcement
Community sensitisation on land tenure reform laws for the public and duty bearers
Simplify and translate legal documents for the public
Provide technical and financial resources for enforcers
Increased allocation of land and secure tenure to women and marginalized groups
Increased access to and control of land by women and other marginalized groups
Greater adherence to customary practices than statutory law
Inadequate collaboration among agencies
Sensitisation for cultural re-orientation
Training of community members on enforcement mechanisms
Government leadership in coordination of relevant agencies
Strengthened land tenure enforcement mechanisms
Increased participation of women in household decision-making processes
Lip service to gender equality policies
Insufficient technical capacity
Conduct training on gender responsive budgeting, resource allocation/disbursement and accountability
Adequate resources allocated for policy implementation
Increased access to assets for women
Gaps in sensitization
Intra-household gender power dynamics that constrain women from claiming their rights
Sensitization of men and women on existing laws and mechanisms and their implications
Facilitate linkage between community members and implementation mechanisms
Lobby for establishment of adequately resourced national legal aid schemes.
Improved enforcement and implementation of existing land tenure policies
Increased participation of women in political decision-making processes
Increased access to relevant information for women and men

ANNEX ONE

PLANNING TABLE SOUTH ASIA

Gate Keepers: Local government bodies; influential religious, political and traditional leaders, like-minded development organizations of national and international repute; policy makers; and mass media.

Country: Nepal		
Gender Impact	**Next Users**	**Barriers**
1. Equal voices for women in agriculture related decisions and policy making.	• National Planning Commission. • Government departments. • Agriculture University Research Council (NARC). • Civil society organizations. • Community based organization (CBOs). • Media.	• Low representation of women in policy and local level organizations. • Existing belief system. • Lack of demand-based programmes. • Inadequate capacity.
1. More secured and diversified income options for women under climate change context.	• Ministry of Agriculture and Development. • Youth self-employment. • Ministry of Labor and Employment. • Ministry of Forestry and Soil Conservation. • Agriculture University. • Poverty Alleviation Fund (PAF). • Unilateral and multi-lateral organizations.	• Huge gap between policy and practice. • Low coverage. • Poor access by women and marginalized groups. • Existing beliefs and value systems.
1. Sustained access and control over natural resources by small holders and marginalized women.	• Ministry of Forestry and Social Conservation. • Agriculture University. • Ministry of Agriculture and Development.	• Poor access by women and marginalized groups. • Existing belief and value systems. • Inadequate awareness and knowledge. • Weak voices of women and marginalized groups.

Gender Impacts	**Next user**	**Knowledge**	**Skills**	**Attitude**	**Practice**
1. Equal voices for women in agriculture related decisions and policy making. 2. More secured and diversified income options for women under climate change context. 3. Sustained access and control over natural resources by small holders and marginalized	Local government bodies.	• Sensitization of official and local body representatives on gender and climate change issues.	• Participatory planning and decision making processes and tools.	• Respecting women's contribution and views of marginalized groups.	• Sensitive policies and participatory planning and actions.
	CSOs/NGOs.	• Sensitization on gender aspects and issues in the context of climate change.	• Fund raising and communication.	• Openness to partnership.	• NGOs becoming important change agents.

women.	Media.	• Sensitization on gender aspects and issues in the context of climate change.	• Innovative use of ICT, wide dissemination and participatory development communication.	• Openness to cover livelihood issues.	• Free and fair development communication by involving more female journalists (Nepal).
	University and academic /research Institutes.	• Sensitization and participatory identification of burning issues around climate change and gender.	• Development of gender responsive curricula and research projects. • Tools for participatory qualitative and quantitative research.	• Gender as an important aspect of interdisciplinary research.	• Create evidence and knowledge around gender.
	Financial institutions, private sector, market providers and processing service providers.	• Sensitization on gender needs and climate change.	• Customizing products and services for vulnerable groups.	• Corporate social responsibility (CSR).	• Partnerships on gender inclusive climate change adaptation.
	Legal and advocacy groups.	• Sensitization on gender inequality, social injustice and climate change.	• Legal advocacy and communication tools to safe guard interests of the marginalized.	• Adopting pro poor standpoints with gender and climate perspectives.	• Legally empowered community.
	Donors.	• Sensitization about climate change vulnerability, insecurity and gender.	• Participatory budgeting and project planning.	• Change from competition to collaboration.	• Increased budgetary allocations for climate change and gender issues.

Next Users	**Outcome target**	**Activities contributing to outcomes target**	**Gaps that need to be addressed**	**New activities that can fill the gaps**
Local government bodies.	• Sensitive policies and participatory planning and actions.		• Existing programmes and schemes of government are not adequate. • Lack of sensitized and skilled staff. • Language barrier. • Lack of political will and accountability	• Identify important government bodies as long term partners and build their capacities. • Influence long-term plans and programmes.

Next Users	Outcome target	Activities contributing to outcomes target	Gaps that need to be addressed	New activities that can fill the gaps
CSOs/NGOs.	• Becoming important change agents.	• NGOs are actively involved in this work.	• Inadequate coverage. • Lack of human and financial resources. • Lack of required skills and attitudes.	• Build partnerships with relevant NGOs, support them financially and build their capacities. • Document and create evidence for wider dissemination.
• Donors and funding agencies.	• Increased budgetary allocations for taking care of climate change and gender issues. • Forging partnerships, alliances and linkages on climate change and gender issues.	• Some funds are given.	• Lack of synergy due to competition. • Proportion of funding for gender and climate change is inadequate. • Inadequate inclusion of gender and climate change as important agenda.	• Networking. • Create enabling policy environment at regional level. • Simplify reporting procedures.
Financial institutions, private sector, market providers and processing service providers.	• Partnerships on gender inclusive climate change adaptation.	•	• Lack of participation and pro-activeness. • Profit motive and lack of pro-poor approach. • Lack of incentives. • Less of awareness on burning issues.	• Support efforts for preparing gender and climate change-friendly products and services. • Build partnerships using public-private partnership approach.
Legal and advocacy groups.	• Legally empowered community.	• There is support for gender issues	• Lack of skills and awareness on burning issues. • Very little contribution of groups in climate change.	• Sensitize them and capture best practices from their existing work.
Universities and research organisations.	• Create evidence and knowledge around gender.	• Growing awareness but lack of implementation.	• Mechanisms and institutional efforts not adequately gender responsive. • Absence of clear gender strategy framework. • Lack of skilled staff.	• Develop gender sensitive strategies and frameworks for all their actions and research. • Institutionalize the gender and climate change considerations in day to day work. • Influence curriculum preparation and courses to enable sensitization of students. • Support efforts through fellowships and awards.

Next Users	Outcome target	Activities contributing to outcomes target	Gaps that need to be addressed	New activities that can fill the gaps
Media	• Free and fair development communication by involving more female journalists (Nepal).		• Inadequate attention to gender and climate change. • Insensitivity towards gender and climate change. • Profit motive.	• Recognize them as important partners.

Partnership Synergies

Partners	Roles
1. Local government and ministries in India and Nepal and Bangladesh –Department of Science and Technology, NABARD.	• Enablers providing links to local networks and groups of beneficiaries.
1. NGOs of national repute focusing on climate change, gender actions and research – BAIF,PRADAN, NDRI etc.	• Achieving CCAFS mandate through field actions and research. • Creating field evidences to influence policy. • Documenting outputs and outcomes from interventions.
1. Premier research and technical organizations like NARC, ICAR institutes, technology providers & meteorology departments.	• Providing required linkages and field outreach. • Providing required climate smart technologies in agriculture. • Knowledge back up and climate data services.
1. Private businesses such as ICT services, financial service providers (banks, insurance agencies) and private meteorology services.	• Safeguarding interests of marginalized groups. • Creating products and services on gender and climate change.
1. Likeminded funders like GiZ, Swiss Aid , World Bank, Oxfam etc.	• Creating alliances for common goals and achieving synergy e.g. SATNET.
1. Academic institutes focusing on development.	• Skill, knowledge and attitude building. • Influencing curriculum to include gender and climate change issues.
1. Media.	• Forging key contacts with local, national and regional journalists. • Communicating research findings to the media
1. Consultants /experts on gender and climate change.	

PLANNING TABLE SOUTHEAST ASIA

Gate keepers: Women themselves, men in the household, family, society, local and central government, women's unions, local government officials, ministries and governors (provincial, district).

Gender impacts	Next-users	Barriers
Women are no longer objectified.	Older women	• Protectors of culture and social status.
	Men	• Masculinity, power, household responsibility, respect and fear of losing face.
	Media	• Focus on what sells/is popular, not being socially conscious and being controlled by higher powers.
	Religion	• Blind devotion and uncritical attitude.
	Social services	• Biased and discriminative policy.
Women own land.	Land policies	• Lack of gender-sensitive policy makers.
	Culture	• Belief that women cannot own land due to tradition.
Women are strong, their work is valued, have self-esteem and are independent.	Older women	• Protectors of culture, social status and closed-mindedness.
	Men	• Masculinity, power, household responsibility, respect and fear of losing face.
	Women themselves	• Low status, socialization, limited exposure and low self-esteem.
	Culture	• Gender-insensitive practices.
	Religion	• Blind devotion and uncritical attitude.
	Policies	• Discrimination in labour and remuneration.
Women are skilled farmers.	Women themselves	• Belief that farming is a domestic role and that trainings are for men. • Lack of confidence and time.
	Men	• Masculinity, power, household responsibility, respect and fear of losing face.
	Extension services	• Gender-blindness, no acknowledgement of women's contribution, lack of policy.
	Family members	• Devaluing women's capacities.
	Society/Culture	• Devaluing women's capacities.
Regional and national organizations and government are investing in women's empowerment.	Local authorities	• Resistance to change from the current system.
	Government	• Resistance to change from the current system.
	ASEAN	• Gender equality not a priority.
	Academic institutions	• Lack of funds, suitable women candidates, organizational will and support services for women to apply for jobs.
	NGOs	• Lack of funds, gender not a priority, deficient expertise and being donor driven.
	Donors	• Gender-blindness and gender not a priority.
	Private sector	• Gender-blindness and gender not a priority.
Food-secure households and reduced poverty levels.	Households	• Lack of knowledge, technology, resources, opportunity, access to market and information.
	Communities	• Lack of knowledge, technology, resources, opportunity, access to market and information.
	Local and national government	• Lack of funds and comprehensive strategies. • Corruption and poor accountability and transparency.
	NGOs	• Lack of support from the government, comprehensive strategies and collaboration.

Gender impacts	Next-users	Barriers
	Development institutions	• Lack of comprehensive strategies, collaboration and context-specificity.
Informed and educated women.	Women themselves	• Lack of respect for women's capacities. • No recognition of the value of education.
	Family	• Limited resources and male preference.
	Society/culture	• Belief that there is no need to educate women.
	Educational services	• Not gender transformative.
	Local and national government	• Lack of gender-sensitive dissemination of information and knowledge.
	NGOs	• Lack of educational priorities.
	Donors	• Gender-blindness and gender not a priority.
	Academic institutions	• Not gender transformative.

Country: Vietnam & Laos		
Gender impact	**Next-users**	**Barriers**
Food-secure households and reduced poverty levels.	• Households	• Lack of knowledge, technology, resources, opportunity, access to market and information.
	• Communities	• Lack of knowledge, technology, resources, opportunity, access to market and information.
	• Ministry of Agriculture and Rural Development (Vietnam). • Ministry of Agriculture and Forestry (Laos).	• Lack of funds and comprehensive strategies. • Corruption and poor accountability and transparency.
	• NGOs.	• Lack of support from the government, comprehensive strategies and collaboration.
	• Research institutes (local & regional).	• Lack of gender strategies. • Gender-blind research groups.

Region: Southeast Asia					
Gender impacts	**Next User**	**Knowledge** (*Able to explain*)	**Skills** (*Able to demonstrate*)	**Attitude** (*mindset*)	**Practice** (*Performance*)
Women are no longer objectified.	Older women	• Culture can survive without objectifying women. • Women are human beings and should not be objectified.	• Leadership.	• Women are equal to men.	• Change without compromising culture. • Support and encourage women.

	Men	• Acknowledge that women should not be objectified.		• Women and men should support each other.	• Support and encourage women. • Encourage other men not to objectify women.
	Media	• Objectifying women is unethical.	• Gender sensitive media skills.	• Women are equal to men.	• Stop using women as sex symbols. • Promote women as leaders.
	Religion	• Women are human beings and should not be objectified.	• Communication.	• Women are equal to men.	• Encourage leading female personalities. • Discourage discriminatory practices.
	Social services				
Women own land.	Land policies	• Both women and men have equal access to & control of land.			• Land titles issued to male and female regardless of marital status.
	Culture	• Women can own land. • Culture can only survive if one adapts to change.			• Allow women to own land.
Women are strong, their work is valued, have self-esteem and are independent.	Older women	• Culture will be stronger if women are empowered.		• Strong, independent women are ideal.	• Encourage, support and respect women.
	Men	• Women are capable and can work independently.		• It is cool to have independent and strong female partners.	• Encourage, support and respect women.
	Women themselves	• Realize their potential and capability.		• Belief in themselves.	• Assertiveness.
	Culture			• Gender-insensitive practices are wrong.	• Encourage, support and respect women.
	Religion				• Provide platforms for constructive critiques and dialogue.

	Policies	• Women and men should be equally valued for doing the same work.			• Encourage female employment and ensure non-discriminatory wage structure.
Women are skilled farmers.	Women themselves		• More advanced and diverse farming skills.	• Believe that they have time to do it.	• Get training and apply it in farming.
	Men	• Women having more farming skills is beneficial to the household.			• Encourage female participation and development of farming skills. • Include females in decision making on farming.
	Extension services		• Gender-sensitive policy development and implementation skills.		• Customize training to needs of female farmers. • Establish quota system for female participation in training. • Increase internal capacity on gender-sensitive training. • Consider gender when developing new technology.
	Family members	• Women's farming skills are valuable.			• Encourage women to participate in training and acknowledge their skills.
	Society/Culture	• Women's farming skills are valuable			• Encourage women to participate in training and acknowledge their skills.
Regional and national organizations and government are investing in	Local authorities	• Adaptation and modernization are key to development.			• Invest more in programmes and projects to empower women.

are investing in women's empowerment.	Government	• Adaptation and modernization is key to development			• Invest more in programmes and projects to empower women.
	ASEAN	• Gender equality and equity is one of the key strategies for regional development.	• Mainstreaming gender in ASEAN strategies.		• Promote women's empowerment programmes and projects.
	Academic institutions				
	NGOs				
	Donors				
	Private sector				
Food-secure households and reduced poverty levels.	Households	• Diversify livelihood and farming systems. • Efficient resource management and production techniques. • Market information.			
	Communities				
	Local and national government				
	NGOs				
	Development institutions				
Informed and educated women.	Women themselves				
	Family				
	Society/culture				
	Educational services				
	Local and National government				
	NGOs				
	Donors				
	Academic institutions				

Country: LAOS					
Gender impacts	**Next User**	**Knowledge** (*Able to explain*)	**Skills** (*Able to demonstrate*)	**Attitude** (*mindset*)	**Practice** (*Performance*)
Food secure households and reduced poverty levels.	Households	• Women & men have nutritional knowledge, food production techniques, and processing & storage techniques.	• Food production techniques, processing & storage techniques.		• Utilize new food production, processing & storage techniques.
	Communities	• Women & men have nutritional knowledge, food production techniques, and processing & storage techniques.	• Food production techniques, processing & storage techniques.		• Utilize new food production, processing & storage techniques. • Share technical knowledge to both women and men in the community.
	Ministry of Agriculture and Forestry.	• Comprehensive context-specific knowledge on food security.	• Develop internal capacity on food security.		• Implement strict accountability & transparency. • Provide training on food security.
	NGOs	• Gender strategies should be integrated in projects and programs.	• Develop internal capacity on gender equality.		• Develop or improve gender strategies. • Collaborate with other organizations (NGOs, government departments & research institutes).
	Research institutes	• Gender strategies should be integrated in projects and programs.	• Develop internal capacity on gender equality.	• Gender is an important issue for food security and poverty reduction.	• Develop or improve gender strategies. • Institutionalize gender strategies in all projects and programs.
Women are strong, their work is valued, they	Older women	• Culture will be stronger if women are empowered.		• Strong, independent women are ideal.	• Encourage, support and respect women.

have self-esteem and are independent.	Men	• Women are capable and can work independently.		• It is fashionable to have independent and strong female partners.	• Encourage, support and respect women.
	Women themselves	• Realize their potential and capability.		• Belief that they can do it.	• Assertiveness.
	Culture			• Gender-insensitive practices are wrong.	• Encourage, support and respect women.
	Religion				• Provide platforms for constructive critique and dialogue.
	Policies				

Country: LAOS			
Outcome target	**Activities contributing to the outcome target**	**Gaps that need to be addressed**	**New activities that can fill the gaps**
• Women & men in households are utilizing new food production, processing & storage techniques	• Food security and poverty reduction programs in the poorest districts are implemented by government and NGOs.	• The programs and projects are gender blind.	• Gender sensitivity training for all stakeholders (government, NGOs, community). • Gender issues need to be addressed in program & project strategies.
• Women & men in the community are utilizing new food production, processing & storage techniques. • Technical knowledge shared to both women and men in the community.	• Projects & programs are providing training to the community.	• The training programs are gender blind.	• Gender issues need to be addressed in program & project strategies. • ToT on gender issues for extension workers.
• Ministry of Agriculture and Forestry implements strict accountability & transparency. • Training on gender & food security provided to build internal capacity.	• New regulations mandated by Ministry of Finance for accountability and transparency. • Some gender training provided for sensitizing ministry staff.	• It is challenging to implement the mandate. • Lack of capacity among ministry staff.	• Third party monitoring for accountability and transparency. • Provide gender training to all staff.

• NGOs develop or improve gender strategies (IFAD, ACIAR, World Bank). • Collaboration with other organizations (NGO, government departments & research institutes).	• Gender issues are in organizational strategies/ mandates. • Some partnership exists (with NGOs, government departments & research institutes).	• Incorporation of gender issues in all programs and projects. • Different objectives of potential partner organizations.	• Develop or improve gender strategies. • Collaborate with other organizations (NGOs, government departments & research institutes).
• Research institutes develop or improve gender strategies and institutionalize them in all projects and programs.	• Gender issues are in the organizational strategies/ mandates.	• Attitudes of individuals are still gender blind.	• Mandate gender training for all staff. • Hire gender specialist (supervisory/ managerial level).

Partnership Synergies

Partner	Role
WOCAN	• Capacity building on gender integrated planning and women's leadership.
IRRI	• Provide advanced analysis/modeling which incorporates gender.
National University of Laos/ Faculty of Agriculture	• Research on agriculture and organize meeting for sharing knowledge. • Provide training to local authorities and communities (women and men).
Can Tho University of Vietnam/ School of Economics and Business/ Dept. of Agricultural Economics and Natural Resources and Environmental Economics	• Research and training for local government officials in agricultural economics, natural resources and environmental economics.

PLANNING TABLE LATIN AMERICA

Gate keepers: Policy makers, local authorities, teachers, donors, private sector, current laws, churches and media.

REGION: LATIN AMERICA		
Gender impacts	**Next-users**	**Barriers**
Balance in access to and control of resources and assets to improve adaptation to climate change.	Ministry of Agriculture	Gender imbalance and resistance to change.
	Ministry of Planning	Lack of gender sensitivity / not female friendly.
	Farmers organizations	Male dominated and lack of gender perspective.
	Local government	Gender imbalance, resistance to change, not female-friendly
	Men	*Machismo*.
	Women	*Machismo*.
	Donors	WID approach.
	Local communities	Gender imbalance and resistance to change.
	Educational organizations	Lack of gender sensitivity in academic programmes.
	NGOs	WID approach.
	Research organizations	WID approach and lack of gender sensitivity.
	Technology providers	Male-oriented.
Needs and interests of rural women and men of different ages and ethnicities are met.	Social welfare government institutions (health, education, family, etc)	WID approach / lack of equality perspective.
	Local government	Gender imbalance, resistance to change, lack of gender sensitivity.
	Donors	WID approach.
	Civil society (women and gender organizations)	WID approach.
	NGOs	WID approach.
	Producers organizations	Exclusion of women's interests.
	Family	*Machismo*.
	Churches	Perpetuates gender stereotypes.
	Extension service organizations	Male-oriented / resistance of change.
Cultural change in social norms at family, community, state and market levels.	Educational institutions	Perpetuate gender stereotypes.
	Private sector	Unequal access to markets / opportunities.
	Value chain actors (traders, consumers, producers etc)	Unequal access to markets / opportunities.
	Churches	Perpetuate gender stereotypes.
	Family	*Machismo*.
	Media	Perpetuates gender stereotypes.
	Men	*Machismo*.
	Women	*Machismo*.

	Donors	WID approach
	Native communities	Gender imbalance and resistance to change.
	NGOs	WID approach.

Region: LATIN AMERICA					
Gender impacts	**Next User**	**Knowledge**	**Skills**	**Attitude**	**Practice**
Balance in access and control of resources and assets to improve adaptation to climate change.	• Sistema de Integracion Centroamericana SICA • Consejo Agropecuario Centroamericano (CAC) • PRAT – Technical advisory support group • ECADERT	• Improve understanding of the importance of ensuring equal distribution of assets in poverty reduction. • Understand the economic gains of ensuring that women access and control resources.	• Manage tools and methods that facilitate review of policies and strategies to identify gender gaps in distribution of resources. • Manage financial instruments to provide incentives to ensure women access rural financial services. • Capacity to mainstream gender issues within development frameworks	• Acknowledge unequal access to resources and assets and the effects this has on women and other marginalized groups.	• Implement actions that ensure equal access and distribution of resources and assets (land tenure reform, natural resources property rights allocation). • National budgets are allocated to finance land reforms to benefit women and other marginalized groups.
	• Farmers organizations				
	• Local government				
	• Men	• To understand the social construction of gender.		• A mindful attitude towards the role of the different members of the family.	• Equal distribution on decision making both at the family and farm levels.

Women and youth	• To understand the social construction of gender.	Trained on managing resources and assets.	• Women and youth empowered.	Equal and active participation in decision making processes.
Donors				
Native communities	• Understand how current policies and legal frameworks affect their access to assets and resources. • Community leaders understand how current power structure excludes women and youth on decision making process regarding community´s resources and land allocation.	• Capacity to change community´s power structures in order to open opportunities in equal conditions to women and other gender groups. • Women possess leadership skills.		• Community´s land and resources are allocated in equal basis independently of gender.
Educational organizations				
NGOs				
Research organizations	• Understand better how to use research results to inform policy development and implementation.	• Capacity to network with rural development partners and institutions.	• Research with development dimension (GAD)	• More research results are used to inform rural development and poverty reduction policies and programs.
Technology providers	• Identify and develop technologies that are accessible to women and youth for productive activities.	• Train women and youth in the use of productive technologies.	• Take into account special needs of women and youth.	• Make available new technologies that meet the needs of women and youth.
Private sector			• Gender sensitive attitude.	• Create equal conditions for women and men to access and control the markets.

	Value chain actors (traders, consumers, producers etc)	• Improved understanding of GAD approach.	• How to manage the GAD approach.	• Gender sensitive attitude.	• Create equal conditions for women and men to access and control the income and benefits from the value chain.
Needs and interests of rural women and men of different ages and ethnicities are met.	Social welfare government institutions (health, education, family, etc).	• Medium change: From WID and GAD.	• Low change: narrowing skills towards GAD.		• Changes in policy. • Changes in budget.
	Local government	• High change: Cross-level training in GAD.	• Medium change: Ability to design policy with GAD.	• High change: Be receptive and open minded.	• Changes in local policy within the institutions.
	Donors		• High change: Develop GAD-oriented guidelines to project funding.	• High: gender sensitivity.	• Increase approval projects based on GAD.
	Civil society (women and gender organizations)	• High change: cross-level training in GAD.	• High: including GAD within the organizations.	• High: Inclusion of other marginalized groups.	• Equality in funding all groups.
	NGOs				• Increase of number of development projects using GAD.
	Producers organizations	• High change: GAD training.	• High change: women empowerment in leadership skills.	• High change: open-minded receptive.	• Increase number of women as members and in positions of leadership. • Change of by-laws of farmer organizations.
	Family		• Low change: Develop skills on basic household tasks	• High change: open-minded • Willingness • Recognition of women's work.	• Share household roles.

	Churches	• Change in educational programs for church leaders including GAD projects			• Include equality in churches' actions.
	Extension service organizations	• GAD training		• High change: Farmer acknowledgment	• Change in policies related to role of government in providing extension services.
Cultural change in social norms at family, community, state and market levels	Educational institutions	• Understanding of GAD approach	• How to use GAD approach		• Gender sensitive curriculum adapted
	Churches	• Understand that women and men have equal rights.		• Gender sensitive attitude	• To include women in decision making process.
	Family	• Understand that women and men have equal rights.		• Gender sensitive attitude • Joint household headship	• Balance in roles, responsibilities, access and control of assets.
	Media	• Better understanding of gender issues.		• Not treat women as objects. • Sharing in domestic chores by men and women.	• Communication strategies based on women's and men's needs and interests. • Gender-oriented media programmes • Promote media programmes related to GAD
	Men			• Gender sensitive attitude	• Balance in relationships.
	Women			• Gender sensitive attitude	• Balance in relationships.
	Donors	• Understanding of GAD approach.	• How to use GAD approach.		• Promote the • GAD approach in programmes and projects.
	Native communities			• Gender sensitive attitude.	• Balance in roles, responsibilities, access and control of assets.
	NGOs	• Understanding of GAD approach.	• How to use the GAD approach.		• Promote the • GAD approach in programmes and projects.
	Local government	• Understanding of GAD approach.	• How to use the GAD approach.	• Gender sensitive attitude.	• Promote the GAD approach in programmes and projects.

REGION: LATIN AMERICA			
Outcome target	**Current activities contributing to outcome target**	**Gaps that need to be addressed**	**New activities that can fill the gaps**
Active and equal participation of women and other disadvantaged groups in decision making processes leading to access to and control of resource, assets and income achieved at family, farm, community and market levels.	• Rural development strategy for Central America (ECADERT) (2010-2030) under implementation. • Regional advocacy activities taking place to mainstream adaptation to climate change with some gender approach. • Capacity development activities with WID approach. • Information activities address some issues related to adaptation to climate change and women.	• ECADERT is a gender blind strategy that doesn't address special needs of women and disadvantaged groups. • Regional advocacy activities have a weak approach to gender and empowerment. • Capacity development activities don't address access to and control of resources and assets and have a limited gender perspective. • Limited and gender blind information on adaptation to climate change and access to resources and assets.	• Review/analyze ECADERT to identify gender gaps on access to resources and to mainstream equal access for women and other disadvantaged groups. • Hold regional advocacy and sensitivity activities for policy makers, practitioners, donor community, multilateral organizations and private sector emphasizing the importance of providing equal access to and control of assets, resources and income. • Conduct capacity development activities for women and other disadvantaged groups (leadership, use of CSA technology, value links, and adaptation to climate change). • Provide information tailored to women and other disadvantaged groups.
More research results are used to inform rural development and poverty reduction policies and programs.	• Some regional research institutes have a gender strategy. • Different regional research institutes work on climate change adaptation and women. • Some research results are used to inform policy.	• Some regional research institutes lack a gender strategy while others face challenges in implementing gender strategy. • The work of regional research institutes on climate change adaptation and women is not demand-driven. • Limited use of research results to inform policy, strategies and programs.	• Develop or review/ analyze gender strategies to identify gaps in mainstreaming gender and climate change. • Improve capacity to network with rural development partners and institutions. • Disseminate results to targeted audiences including policy makers, donors and practitioners.

Technology providers and extension services popularize new technologies that meet the needs of rural households – focus on women and youth (CIAT, BIOVERSITY, CIP, IICA, GIZ, ITDG, OXFAM, COSUDE, SNV, CARE INTERNATIONAL).	• Research and training for smallholders. • Capacity building for smallholders, extensionists and technical staff of government institutions. • Upscaling research results to influence policy making. • Technology upscaling.	• Appropriate technology for women and marginalized groups is not available.	• Identify and prioritize the technology needs of different groups in agriculture. • Identify the institutions and companies with the skills required to develop the technologies. • Generate the appropriate technology according to group needs. • Develop financial mechanisms to access the technology: loans, subsidies, etc. • Develop strategies to enable access to the financial mechanisms. • Disseminate information on the available technologies and financial mechanisms. • Develop a training program considering: time availability, tasks, needs and cultural requirements. • Develop follow up mechanisms for the implementation of the technology.

Use of GAD approach in development, research and academic programmes and projects by the government, NGO's and private sector.	**Javeriana University and other universities (Col)**: • Training & degree programmes with GAD approach. • Researches on rural and environment issues considering GAD approach. **NGO's (VECO MA /GIZ)** • There are efforts to promote GAD. **Government** • Gender-inclusive laws access to assets in general, civil rights (HN & NI, Col☺, care economy law (Col). • Efforts to have a gender perspective in rural development policies and programmes (Col). **Private sector** • Some activities with gender sensitivity (NI: Wal-mart: develops projects to empower women). • CSR on gender and environment. **Research institutions** • Carry out rural development researches on gender issues.	**Government** • Poor understanding of GAD approach. • No GAD approach in the rural policy. • COL: Efforts to have a gender perspective in rural development policies and programmes but WID is still dominant. **NGO's** (VECO MA /GIZ) • There are efforts to promote the GAD approach, but there is a need to strengthen skills & practices. **Private Sector** • Need to improve understanding of the GAD approach and how to apply it as part of CSR. **Universities** • Inadequate sharing of information with government and private institutions. • Little use of research results as an input for policy changes and strategic planning with GAD approach. **Research institutions** • Carry out rural development research on gender issues with WID rather than GAD. • Little use of research results as an input for policy changes and strategic planning with GAD approach.	**Government** • Training on GAD approach. • Institutionalize GAD approach in rural development as a state policy (not as short term policy). • Integrate GAD approach in rural development policies and programmes. **NGO's** (VECO MA /GIZ) • Training on GAD. • Integrate GAD in rural development projects and programmes. **Private Sector** • Training on GAD and how to apply it through CSR. **Universities** • Increase interactions with government and private institutions to share research results. • Strengthen communication skills and strategies to reach and influence decision makers. **Research institutions** • Carry out rural development researches on gender issues. • Promote massive use of research results on GAD approach as an input for policy changes and strategic planning.

Media programmes reflect GAD	**Government** • Agriculture & Livestock Ministry (HN) has a T.V. programme and Face book page that promotes the inclusion of women in the sector as a key actor. • NGO's use different media channels (videos, websites, radio & TV programmes, newspaper articles, brochures, etc) to reflect on gender issues in rural areas. • Universities sometimes disseminate their research results though media channels: electronic letters, forum, websites, radio programmes, magazines, newspaper articles, etc.	• Most decision makers are not reached by the media.	• Improve media strategies to reach the right decision makers.

Partnership Synergies

Partner	**Role**
Consejo Agropecuario Centroamericano (CAC)-SICA	• Regional policy making – agreement on regional priorities that are reflected at the national level.
PRAT – ECADERT – SICA	• Technical advisory group to support ECADERT implementation.
Regional business groups	• Promote markets .
CGIAR Prog CCAFS	• Facilitate alliances and collaborative work with international, regional and national institutions. • Support fund raising.
CGIAR (CIAT, BIOVERSITY, CIP ICRAF), IICA – National research and academic agricultural institutions.	• Support the development of technology.
CATIE,	• Research, education and technical advice.
GIZ, ITDG, OXFAM, COSUDE, SNV, CARE INTERNATIONAL – local NGOs and development agencies.	• Ensure that target groups have access to and training on the new technologies with gender focus.
VECO MA (HN/NI)	• Share information about GAD approach in knowledge alliances, government and private sector in Central America. • Build up evidence on GAD approach in Sustainable Agriculture Chains (SACD) • Financial support to researchers on GAD approach related to SACD.

Partner	Role
Javeriana University (Colombia)	• Training on GAD approach applied to rural and environment issues. • Carry out research activities on rural development and environment issues with GAD approach. • Promote (with other partners) academic events/workshop/seminaries on GAD approach applied to rural and environment issues. • Share research results about GAD approach in rural and environmental issues with other partners.

Additional Notes

1. There is need for a partnership on climate information among research institutions, local governments, civil local organizations and institutions to:

- Identify the level of climate information needed (local).
- Demonstrate the need for local climate information (production and analysis).
- Identify the gaps related to climate information at different levels and for different actors (small, medium and big farmers; women and men of different ages and ethnicity, for instance).
- Demonstrate the need of having climate data that is understandable to different actors.

All this has to be produced and analyzed with local people (men and women of different ages) in a participatory way.

2. There is need to work with local people about vulnerability related to climate variability in order to:

- Have enough information on how the national or regional climate variability events have specific consequences at very local level.
- Link national data with specific local events and people (men and women of different ages) living in local settings.

PLANNING TABLE EAST AFRICA

Gate keepers: Local government administration and local leadership, funding agencies, men and government.

Gender impacts	Next-users	Barriers
1. Capacity of women and other marginalized groups enhanced to actively participate in and have equitable control in decision making process.	ASARECA	Limited target on gender in their research agenda.
	UN/FAO	
	CGIAR	Commodity-based, and some lack gender mandate.
	East African Community	No specific target on gender and agriculture as a priority.
	ROFORUM University Forum	Limited capacity to influence the curriculum to include gender.
	EA GRAIN COUNCIL	
	AGRA	
	NARS	
1. Equitable access to assets and other livelihoods support systems among women and other marginalized groups.	EAFF	High level policy but not grassroots-oriented.
	EAC	
	FAO/IFAD	
	Private sector (seed, insurance, credit)	
	GORTTA	
	International NGOs (World Vision, CARE, CRS, Prolinnova)	
1. Increased confidence of women and other marginalized groups to make independent decisions.		Capacity

Country: Kenya; Gate keepers: Local government administration and local leadership; funding agencies; men; and government.		
Gender impact	**Next-users**	**Barriers**
1. Capacity of women and other marginalized groups enhanced to actively participate in and have equitable control in decision making process. 2. Equitable access to assets and other livelihoods support systems among women and	KARI	• Gender is not inter-sectional. • Funding limitations.
	KENFAP	
	PROLINNOVA KENYA	
	Nairobi and Egerton University	• Curriculum content?

other marginalized groups. 3. Increased confidence of women and other marginalized groups to make independent decisions.	MOALF	• Staff constraint (numbers and technical knowhow on gender spread and gender balance).
	KASDP	
	International NGOs (IEWM-gender, WN-livestock, CARE-carbon credit, Vi Agroforestry),	
	CCAFF East Africa NCST Farmer groups	
Country: Uganda; Gate keepers: Landlords.		
As above.	NARO	• Gender not a priority in the research agenda. • Lack of gender strategy.
	NAADS	• No capacity to articulate gender issues in its work.
	Makerere University	• Gender is not an integral part of the curriculum but taught as an independent discipline.
	CIAT & IITA	• Discipline focused. • Gender is not a priority.
	World Vision	• Limited coverage and capacity for gender.
	Local NGOs	• Lack funding, have limited coverage and lack gender strategy.
	UNFFE	• Lack funds and staff and gender is not a priority.
	Government administrator (CAO, RDC, DAO)	• More political than development agenda.
	Local leadership (local councils 1-5)	
Country: Tanzania; Gate keepers: Credit institutions; local government leaders; government; and men.		
As above.	NARS	No clear policy on gender.
	SUA, Nelson Mandela and Mount Meru University	No clear policy on gender.
	MVIWATA	Lack of funds and capacity.
	CARE International, World Vision	Lack of technical capacity.
	MOLG	Conflict of interest.
	Crop board	Lack capacity and funding.
	FAO, GORTTA, AGRA, NORAD	No specific focus on gender.
Country: Ethiopia; Gate keepers: Government; local women's affairs office; local leadership (formal and informal).		
As above.	NGOs and other international agencies (SCF, CARE, AFD, SOS Sahel, GAYO, PANOS)	Limited capacity and low coverage.
	Government (ARI, regional research, MOA)	Limited capacity.
	Local institutions (formal and informal).	Limited capacity and low coverage.

Region: EAST AFRICA

Gender impacts	Next User	Knowledge	Skills	Attitude	Practice
Capacity of women and other marginalized groups enhanced to actively participate in and have equitable control in decision making process.	Research organizations	Gender guidelines.	Facilitation skills.	Institutions and programs embrace gender.	Mainstreaming gender in research agenda.
	Universities	Gender concepts.	Customization of skills to integrate disciplines.	Acceptance that gender also applies to biological sciences. Deconstruct belief that gender is synonym for "women".	Gender injected into all disciplines.
	Government institutions	Gender sensitive tools, approaches and concepts.	Use of gender sensitive tools.	Appreciate the role and contribution of women and marginalized groups.	Periodic review and ensure implementation of gender policy.
	International and local NGOs	WID and GAD frameworks.	Utilization of GAD framework.	Shift in thinking from WID to GAD.	Increase coverage to reach more women and marginalized farmers.
	Farmer organizations	Governance and group/ gender dynamics.	Mobilization, lobbying and advocacy skills.	Women and marginalized groups as equal partners in development. Appreciation of the role of women and marginalized community in development.	Active participation of women and marginalized groups in rural development.
Equitable access to assets and other livelihoods support systems among women and other marginalized groups.					
Increased confidence of women and other marginalized groups to make independent decisions.					

Region: East Africa			
Outcome target	**Current activities contributing to the outcome target**	**Gaps that need to be addressed**	**New activities that can fill the gaps**

Regional organizations mainstreaming gender in their research agenda (ASARECA, CIAT, ILRI, ICRAF)	• Some have gender strategies and are targeting to mainstream.	• Efforts to mainstream gender but how complete or how well it is working is not known.	• Document and learn about gender activities, gender strategy and mainstreaming. • Facilitate a gender strategy and mainstreaming process.
Regional organizations understand and apply gender concepts, tools and methods.	• Some research programs have some knowledge on how to mainstream gender in their research.	• No specific processes for mainstreaming it into the research agenda.	• Build capacity on gender and gender mainstreaming through a variety of methods. • Identify the training opportunities on gender mainstreaming within the region (AGRIPROFOCUS). • Hire subject matter specialists to support gender mainstreaming in institutional programs.
Regional staff have skills to facilitate gender mainstreaming.	• Some research organizations have hired a gender specialist who supports the different research programs or have someone who has gender facilitation skills.	• Limited skills for analyzing, using and communicating gender data.	
Regional organizations and their staff embrace gender mainstreaming as an integral part of their research agenda and their organizations.	• Some research organizations have mainstreamed gender in their research agenda.	• Most research organizations and their researchers still equate gender with women.	• Develop and implement gender mainstreaming strategies. • Include gender in TORS and staff performance evaluation.
Universities understand and apply gender concepts in their teaching and research agenda.	• Some universities are teaching gender as independent disciplines.	• Teaching gender as integral part in relevant disciplines is a challenge. • Biological scientists perceive gender as a social issue and therefore not relevant for their disciplines.	• Build capacity of university staff to integrate gender in their teaching. • Build multidisciplinary and interdisciplinary teams to facilitate teaching and research. • Open up to agencies that work with gender to improve relevance of curriculum.
University staff have the skills to customize and integrate gender into their respective disciplines.	• Some staff especially from the social sciences have some skills of integrating gender into their teaching.		

Universities and their staff embrace gender as a cross-cutting issue rather than a social science concept.	• Some universities have specific gender units or gender personnel but these are few. • Some universities have staff that are embracing gender as a crossing cutting issue.		• Course review to integrate gender. • Methods of instructions for gender courses to apply examples from other disciplines. • CCFAS to build successful cases that have interdisciplinary gender applications and share with universities as instructional materials.
Government agencies understand and apply gender sensitive tools, approaches and concepts.	• Some government institutions understand and apply gender concepts, tools and approaches in their work.	• Pilot projects in government institutions to apply gender are not sustainable (they are localized and tailored to meet donor satisfaction); inadequate capacity within the government agencies to apply gender.	• Jointly develop and implement activities with existing government structures. • Reflect project activities in existing local government plans.
Government appreciates and embraces the role and contribution of women and marginalized groups to agricultural development.	• Strategies to embrace the roles and contributions of women to development are available but not functional.	• Women and other marginalized groups are sometimes aggregated together as small-holder farmers and this makes them invisible as a special need group. • Women and their groups are not homogenous and therefore government targets on marginalized women are underestimated.	• Deliberately target and invest in women and other marginalized groups. • Periodic reviews and implementation of gender policy.

Partnership Synergies

Partner	**Role**
International research organizations	Capacity building of NARs and extension; fund local research; deliver and disseminate research findings at international, regional and national levels.
Universities	Capacity building; research and dissemination; knowledge sharing and outreach.
Government institutions	Provide the environment and institutional framework to operationalise implementation and sustainability.
International and local NGOs	Capacity building; advisory services; lobbying and advocacy.
Farmer organizations	Lobbying and advocacy; farmer mobilization and co-ordination; capacity building.

PLANNING TABLE WEST AFRICA

Gate keepers: Traditional leaders, heads of households, local and national governments and religious leaders.

Region: West Africa		
Gender impacts	**Next-users**	**Barriers**
1. Increased access to and control of land by women and other marginalized groups.	Traditional rulers	Protocols and hierarchies.
		Customs and social norms.
	National government officials	Provision of incentives.
		Demand for incentives.
		Lack of resources.
	NGOs in partnership with government	Lack of coordination with other NGOs.
	Local government officials	Provision of incentives.
		Demand for incentives.
		Lack of resources.
	Local associations	Lack of experience.
		Weak capacities.
1. Increased participation of women in household decision-making processes.	NGOs	Poor understanding of gender concepts.
	Heads of households	Traditional and religious norms and beliefs.
	Government women's officers	Poor understanding of gender concepts.
	Women's and men's local associations	Lack of women's leadership.
	Religious leaders	Religious norms and beliefs.
1. Increased access to assets for women.	Heads of households	Fear of losing control.
		Lack of resources.
		Lack of women's leadership.
	Microfinance institutions	Fear of penalties for defaulting.
		Lack of flexibility in lending terms.
		Risk/uncertainties of agricultural production.
1. Increased access to relevant information for women and men.	Extension services (NGOs, governments)	Limited resources.
		Weak capacities
		Top-down authority structure.
	Media providers	Business incentives.
		Technical capacities.
		Few rural community radios.
	Heads of households	Fear of losing control.
		Lack of resources.
		Lack of women's leadership.
	National Meteorological Services	Technical capacity.
		Lack of resources.
	National agricultural research institutes	Technical capacity.
		Lack of resources.
1. Increased participation of women in political decision-making processes	NGOs	Poor understanding of gender concepts.
	Heads of households	Traditional and religious norms and beliefs.
	Government officers	Poor understanding of gender concepts.

	Women's and men's local associations	Lack of women's leadership.
	Religious leaders	Religious norms and beliefs.
	Male political leaders	Fear of losing control.
		Patriarchy.
	Community at large	Social norms.

Country: Niger		
Gender impact	**Next-users**	**Barriers**
Increased control of land by women and other marginalized groups (access already achieved).	Traditional rulers	Protocols and hierarchies.
		Customs and social norms.
	Land commissions at national and local levels	Lack of resources.
	CARE Int'l, FIDA	Lack of coordination with other NGOs.
	Local associations	Lack of resources.
		Lack of experience.
		Weak capacities.
Country: Burkina Faso		
Increased control of land by women and other marginalized groups (access already achieved).	Traditional rulers	Protocols and hierarchies.
		Customs and social norms.
	Central governments	Overcommitted agenda.
	Regional governments	Overcommitted agenda
	Local governments	Overcommitted agenda.
	National research institutes	Insufficient resources.
		Externally driven agenda.
	NGOs in partnership with government.	Insufficient coordination among NGOs.
	CREDO, Intervida, other local NGOs, IUCN	Overcommitted agenda.
	Village development committees	Lack of capacity.
	Male farmers' associations	Lack of capacity.
	Female farmers' associations	Lack of capacity.

Region: West Africa					
Gender impacts	**Next User**	**Knowledge**	**Skills**	**Attitude**	**Practice**
Increased access to and control of land by women and other	Traditional rulers	• Be informed about existing land related policies.		• Believe that women can have access to and control land.	• Allocate land and ensure security of tenure.

other marginalized groups	National government officials			• Internalise the responsibility to include gender issues in their agenda.	• Enforce implementation of existing policies. • Allocate resources for policy implementation.
	NGOs in partnership with government	• Migration from WID to GAD.	• Understanding of gender concepts.		• Increased collaboration. • Share information and communication for cross-fertilisation. • Correctly apply GAD concepts. • Document success stories.
	Local government officials	• Migration from WID to GAD.	• Understanding of gender concepts.	• Internalise the responsibility to include gender issues in their agenda.	• Enforce implementation of existing policies. • Allocate resources for policy implementation.
	Local associations	• Recognize opportunities available to them.	• Enhanced capacity for organizational & financial management.	• Proactively seek extension and potential external partners.	• Increased interaction among the associations.
Increased participation of women in household decision-making processes.	NGOs	• Migration from WID to GAD.	• Understanding of gender concepts.		• Increased collaboration. • Share information and communication for cross-fertilisation. • Correctly apply GAD concepts. • Document success stories.

	Head s of households	• Be informed about existing family codes and related policies.		• Believe that women can participate in household decision making.	• Allow women to participate in household decision making.
	Government women's officers	• Migration from WID to GAD.	• Understanding of gender concepts.	• Internalise the responsibility to include gender issues in their agenda.	• Enforce implementation of family codes and existing policies.
	Women and men local associations	• Recognize opportunities available to them.	• Enhanced capacity for organizational & financial management.		• Prioritise gender equality in their programmes. • Lobby for implementation of family codes.
	Religious leaders	• Be informed about existing family codes and related policies.		• Believe that women can have equal rights within the household.	• Lobby and sensitise on the need for equal rights within the household.
Increased access to assets for women e.g. equipment, household assets.	Head of household	• Recognition of the value added by equitable allocation of assets.	• Equitable resource management skills.	• Believe in the inherent equality of women and men, boys and girls.	• Allocation of household assets equitably to both males and females.
	Microfinance institutions	• Recognition of women's productive roles and capacities.	• Gender responsive profiling & identification of target groups.	• Change in the belief about credit-worthiness and bankability of women including assets without direct financial returns.	• Develop equitable financial products & services. • Develop specific programmes targeting women. • Not lose focus of original mission as microfinance institutions.

Increased access to relevant information for women and men.	Extension services (NGOs, governments)	• Understanding of women's roles in the value chain.	• Compilation of gender disaggregated data & information.		• Innovative packaging of information. • Extend reach out to women and men in rural areas. • Improved conditions of service for extensionists.
	Media providers	• Improved understating of gender and climate change issues.	• Gender responsive information gathering & treatment.	• Appreciate the nexus of climate change and gender.	• Seek information on gender and climate change (move from supply driven to demand driven). • Mainstream gender & climate change in communicatio n.
	Heads of household	• Identification of sources of reliable information on gender.	• Improved literacy among all household members.	• Increased pro-activity among women in the types of information they seek.	• Allow direct access to information for all members of the household regardless of gender.
	National Meteorological Services	• Know information users and their management options.		• Increased value attachment to partners in other sectors and at different levels including their knowledge.	• Take greater responsibility on the way information is packaged, disseminated & interpreted including diversification of channels & presentation. • Strengthen integration of indigenous and contemporary meteorologica l knowledge.

	National agricultural research institutions				
Increased participation of women in political decision-making processes	NGOs				
	Heads of households				
	Government officers				
	Women's and men's local associations				
	Religious leaders				
	Male political leaders				
	Community at large				

Region: West Africa			
Outcome target	**Activities contributing to the outcome target**	**Gaps that need to be addressed**	**New activities that can fill the gaps**
1. Increased allocation of land and secure tenure to women and marginalized groups.	• Existence of land tenure reform laws and implementation mechanisms. • Clear religious, customary and civil laws on property rights (which include land rights).	• Ignorance about the contents of the land tenure reform laws. • Legal documents not simplified or translated into local languages. • Inadequate enforcement.	• Community sensitisation on land tenure reform laws for the public and duty bearers. • Simplify and translate legal documents for the public. • Provide technical and financial resources for enforcers.
1. Improved enforcement and implementation of existing land tenure policies.	• Family courts. • Family lawyers. • Traditional dispute resolution mechanisms/local land commissions.	• Intra-household gender power dynamics that constrain women from claiming their rights.	• Sensitisation of men and women on existing laws and mechanisms and their implications. • Facilitate linkage between community members and implementation mechanisms. • Lobby for establishment of adequately resourced national legal aid schemes.

1. Strengthened land tenure enforcement mechanisms.	• National government agencies e.g. land commissions. • One stop shop for land-related transactions.	• Greater adherence to customary practices than statutory law. • Inadequate collaboration among the agencies.	• Sensitisation for cultural re-orientation. • Training of community members on enforcement mechanisms. • Government leadership in coordination of relevant agencies.
1. Adequate resources allocated for policy implementation.	• None	• Lip service to gender equality policies. • Insufficient technical capacity.	• Conduct training on gender responsive budgeting, resource allocation/ disbursement and accountability.

Partnership Synergies

Partner	**Role**
Government	• Develop gender sensitive laws and policies. • Disseminate f laws and policies. • Enforcement of laws and policies. • Monitor and evaluate. • Allocate resources. • Coordinate various actors. • Establish legal aid and other necessary structures and services. • Provide national level data.
NGOs	• Disseminate laws and policies in simplified versions. • Train and sensitize. • Research. • Advocacy. • Experience sharing.
Local women's and men's associations	• Sensitize communities and popularize laws and policies. • Advocacy. • Role modeling. • Partner with government on monitoring & evaluation.
Research institutions	• Mainstream gender in the research agenda. • Disseminate research findings to influence policy and legislation. • Popularise gender mainstreaming among partners.
Religious leaders	• Advocacy. • Role modelling. • Enforce religious laws. • Conduct training and cultural re-orientation.
Traditional rulers	• Advocacy. • Role modelling. • Enforce gender responsive customary laws and practices. • Discourage discriminatory cultural laws and practices. • Conduct training and cultural re-orientation.
Household heads	• Sensitisation. • Role modelling. • Practise gender responsive customary laws and practices. • Discourage discriminatory cultural laws and practices. •

ANNEX TWO: FINAL WORKSHOP EVALUATION

Participants were issued with three different cards on which they were to capture what they liked, did not like and would like to suggest for the future. The responses are summarised below.

What Participants Liked

Participation
- Spirit of open exchange
- A camaraderie among all the participants.
- Everyone was so involved in group work they didn't want to stop.
- Interest, attention, expertise and openness.
- High interaction between facilitators and participants.

Facilitation
- Cultural interaction.
- Facilitator's attire.
- Interactive fun.
- Engaging participants in creative ideas around the topic of the workshop.
- Varied exercises.

Networking and Diversity
- Meeting and learning from and with new people/partners.
- All participants were involved in the discussion and work.
- Got to know colleagues who are doing similar work.
- Got to know interesting people with different experiences from various parts of the world.
- Multi-cultural group.
- Diversity of experiences and institutions.

Content
- Loved the qualitative track.
- Wind of change to a new thinking on gender in climate change and agriculture.
- Understanding gender practices and strategies.
- The gender impacts and the roles different partners come together to play to make the impact happen.
- Challenging assumptions about gender.
- Balance of theory and practice.
- New terminology or/and concepts.
- Guidelines/formats in developing gender strategy.
- Strategic planning.
- Better knowledge on gender and climate change active participation.
- The planning framework was very informative.
- Practical perspective of content covered.
- From WID to GAD.

What Participants Did Not Like

Logistics
- The long trip and jet lag.
- No coffee after lunch.
- No wine after 6 pm work.
- Hotel was very far from venue.
- Guests split among hotels.
- Lack of advance quantitative methods/tools to analyse gender and climate change.
- Holding the conference in a different venue from the hotel of residence.

Content

- Not learning about the other two tracks.
- The content of the training partly appeared not adopted to the level/background of the participants.
- Limited sharing of content covered by each of the other two tracks.
- Quantitative track planning and structure was not communicated with participants. The track should have considered backgrounds and expectations from participants. I expected much more advanced and practical/relevant content.

Session Management

- Too many group sessions and very short duration for some of them.
- World cafe lacked wine, candles and flowers.
- 1st two days could have been more productive if better organized.
- Complexity of tables.
- No gender balance.
- Time not enough for group work and to discuss outcomes in detail.
- Some of the consultants were not up to the level of the participants hence some participants' expectations were not fulfilled.
- Not enough region-specific partners for planning.
- Exercises involved too much thinking and were confusing.
- Very long days.

Suggestions

Preparations and Logistics

- Gather information on the participants' background in order to better design the training.
- Consult and seek input from participants on workshop/track design.
- Arrange for participants to arrive a day before start of the workshop.
- More chocolate.
- Provide enough time.
- Increase participation of men.

Content and Coverage

- Cover all tracks.
- Split the training into two periods.
- More periods of plenary to capitalize on inter-regional similarities/differences.
- Include field visit and experience sharing.
- More communication about CCAFS (what it is, does, how it works).
- Work more in gender and climate change: the connection is still weak.
- Advanced quantitative methods.
- Combine online with face to face interactions: prior to conference (online), workshop (face to face) and follow up (online).
- Invite consultants who are expert on modelling climate change and gender.
- How to put data on gender issues into action.
- Improve the interactions among partners within the CCAFS EA sites.
- Have explicit tools plus practice.

Follow-up

- Consider a gender workshop in a Latin American country.
- Hold regional gender climate change workshops (led by regional program leaders of CCAFS).
- Devise some way for participants to stay connected and share experiences and lessons e.g. face book page.
- Follow up workshop to assess progress and re-plan.
- Develop action plans on what participants would do after the training.
- Design similar programmes for each country in the near future.

ANNEX THREE: WORKSHOP PROGRAMME

DAY 1

TIME	ACTIVITY	Who
08 - 09:00	• Welcome remarks • Workshop scene setting	ICRAF DG Lead Facilitators
09-10:00	• Un-packaging of Gender concepts • Un-packaging of climate change concepts	• Apondi • Patti
10:00 – 10:30	BREAK	
10:30 – 01:00	Track breakouts session	Track Facilitators
01:00 – 02:00	LUNCH	
02:00 – 04:00	Track breakouts session	Track Facilitators
04:00 – 05:00	Plenary report back and integration of track findings	Lead Facilitators
05:00 – 05:30	TEA/COFFEE	

DAY 2

TIME	ACTIVITY	Who
09-10:00	• Recap • Plenary report back and integration of track findings	Lead Facilitators
10:00 – 10:30	BREAK	
10:30 – 01:00	Track breakouts session	Track Facilitators
01:00 – 02:00	LUNCH	
02:00 – 04:00	Track breakouts session	Track Facilitators
04:00 – 05:00	Plenary report back and integration of track findings	Lead Facilitators
05:00 – 05:30	TEA/COFFEE	

DAY 3

TIME	ACTIVITY	Who
09-10:00	• Introduction to the CCAFS theory of change • CCAFS impact pathway and gender development outcome targets	CCAFS
10:00 – 10:30	BREAK	
10:30 – 01:00	Communication	Cecilia
01:00 – 02:00	LUNCH	
02:00 – 04:00	Regional planning sessions	Regional Facilitators
04:00 – 05:00	Plenary report back and integration of track findings	Lead Facilitators
05:00 – 05:30	TEA/COFFEE	

DAY 4

TIME	ACTIVITY	Who
09-10:00	• Recap • Regional planning sessions	• Lead Facilitators • Regional Facilitators
10:00 – 10:30	BREAK	
10:30 – 01:00	Regional planning session	Regional Facilitators

01:00 – 02:00	LUNCH	
02:00 – 04:00	Plenary report back and integration of track findings	Lead Facilitator
04:00 – 05:00	Wrap up and workshop closing activities	Lead Facilitator
05:00 – 05:30	TEA/COFFEE	

ANNEX FOUR: LIST OF PARTICIPANTS

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