

Training on Gender Mainstreaming in Agricultural Research

Gondar, Ethiopia

March 24 – 26, 2014

Summary Report



RESEARCH
PROGRAM ON
Water, Land and
Ecosystems



Final report to WLE Gender fund on the project: Mainstreaming WLE gender activities in the Gondar watershed in Ethiopia

This project sought to mainstream gender into the 'Reducing land degradation and farmers' vulnerability to climate change in the highland dry areas of north-western Ethiopia', a large, multi-partner watershed project with WLE links and activities.

An initial scoping mission to the Ethiopian highlands, 10-14 November 2013, was conducted by Wondimu Bayu (Local project coordinator - ICARDA), Debra Turner (Soil Scientist - ICARDA) and Bezaiet Dessalegn (Livelihoods and development specialist - ICARDA). The purpose of the mission was to meet with project team members from the NARES, women from the communities in the Gumara-Maksegnit watershed in the Ethiopian highlands (study area), local NGOs, Government Ministries and local Institutions to inform and discuss with them our plans to mainstream gender into our Ethiopian project's research activities. It was agreed that a gender mainstreaming workshop would be held in Ethiopia to include researchers from ICARDA, the NARES, local universities and NGOs and be facilitated by staff from ICARDA with the help of a gender consultant, Kuleni Berhanu, who is based in Addis. A report by Kuleni Berhanu on the workshop follows (from page 3).

The second aim of the scoping mission was to identify and begin implementing technologies aligned with the research goals of the project that would also benefit women in the communities as they had been identified as a group with heavy labor burdens. A meeting with the women from the communities resulted in the identification of the need for a well in one of the villages to reduce the labor of carrying fresh water from distant sources. This was followed up with World Vision, who organized the digging of a well for this village. The community meeting also identified the need for fuel-saving technologies as the women spend a large portion of their time collecting fuel wood and manure, activities that contribute to landscape degradation in the watershed, with increased soil erosion and run off associated with tree and shrub removal, and loss of organic matter normally returned to the soil in the form of dung from grazing animals. In meetings with the local World Vision Office, local institutions and Ministries we learned of a range of fuel-saving stoves that have

already been tested and used in other areas of Ethiopia. We identified the 'mirt' stove as the initial fuel-saving technology to introduce into the communities in the watershed to reduce the amount of wood removed from the landscape and labor of women. An activity is currently being implemented where a group of women in the community have been trained to produce the mirt stoves, and community members will obtain the stoves through a 'work for a stove' program where they perform land rehabilitation activities in exchange for a stove. This activity is being funded with monies from CCAFS.

Though this particular gender project was a short-term activity, the gender mainstreaming in the watershed project will live-on through funding from the monies of WLE and other CRPs that operate within the project. It is foreseen that a smaller follow-up workshop will be conducted later in the year where researchers with project activities can receive more specific help with gender in their activities.

A broader aim of the gender project was to raise the agenda and profile of mainstreaming gender across other WLE-related programs within ICARDA. Due to the success of the gender in agriculture workshop there is interest in, and talk of, doing similar workshops for other WLE activities, particularly those in Pakistan and Central Asia, which will be tailored to those specific projects and regions. In the past six months or so, there has been a noticeable change in the attitude of the scientists in the Integrated Water and Land Management Program (IWLMP) within ICARDA to 'gender'. Scientists appear to me much more aware that gender needs to be incorporated into their activities and thinking, demonstrated by the frequent use of the word and talk on the concepts of 'gender' during discussions and meetings. Though this is likely mostly due to the encouragement, i.e. 'stick' from the Consortium Office in enforcing appropriate attention to 'gender' through compulsory spending on gender and proper reporting mechanisms, we believe that the encouragement (carrot) provided by WLE; firstly with the opportunity for two of our staff to attend the WLE Gender workshop in Sri Lanka and secondly the Gender Fund grant for the mainstreaming activity, has had both direct and indirect contributions to this attitudinal change.

We are most grateful to and sincerely thank WLE for their support and we hope to continue to collaborate with WLE and their associated networks and build on the great successes achieved so far.

Debra Turner, Senior Soil Fertility Specialist, IWLMP-ICARDA

Summary Report

Introduction

International Centre for Agricultural Research in the dry Areas' (ICARDA's) Gumera-Maksegnit Watershed Project in Gondar works towards reducing land degradation and farmers vulnerability to climate change in the highland dry areas of north- western Ethiopia. Funded by the Water, Land and Ecosystems (WLE) and organized by ICARDA in close collaboration with the Amhara Regional Agricultural Research Institute (ARARI), the gender mainstreaming training was conducted to sensitize and equip 58 researchers (12 of whom were female participants) from partnering institutions including the Gondar Agricultural Research Center (GARC), ARARI, the Ethiopian Institute of Agricultural Research (EIAR), and the International Water Management Institute (IWMI) with basic skills of gender mainstreaming and to integrate gender considerations into their research activities.

The 3 day workshop was geared towards providing a comprehensive coverage of the practical, technical and analytical aspects of gender mainstreaming and as such included presentations, group works, discussions, as well as a field trip to test some of the gender analysis tools covered in the workshop. A considerable amount of time was allocated for group work to allow for in depth discussion of concepts and applications and the field trip proved invaluable as it allowed participants to see gender relations at play in the day to day lives of farmers in the watershed.

According to the Food and Agriculture Organization's (FAO's) 2001 report¹ about 47% of the world's farmers are women. Women also play a critical role along the entire agricultural value chain. As a staunch patriarchal society, Ethiopia, particularly rural Ethiopia, gender issues are still seen as contentious. In the Ethiopian context, women are the backbone of agriculture yet their input, contributions, priorities and challenges have not been reflected in the research, limiting the impact of the research, and the possibilities of improving livelihoods. Trainings in gender mainstreaming are of paramount importance to address these deep rooted social issues that affect rural livelihoods because it allows researchers

¹ FAO 2001

and practitioners to probe, ask unconventional questions, explore the social dynamics in culture, tradition etc. as it plays out in agricultural communities. Towards this end, this gender mainstreaming training set out to provide the basic skills so that researchers are able to put on the 'gender lens' while engaging in their work. This summary report provides a brief synopsis of the various topics covered in the training and will offer some lessons learned for consideration in future trainings.

Summary report

The training began with a quick assessment of the expectations of the participants and their level of engagement with gender issues. This was done through a brief exercise where participants were handed note cards and asked to write their expectations from the training and also to rate their knowledge/exposure to gender mainstreaming on a scale of 1-10. The trainers were able to see that the participants' expectations were inline with the objectives of the training and that the majority of participants rated their gender mainstreaming knowledge and exposure between 1-5 on a scale of 1-10 with the exception of 2 individuals who rated themselves at 8 and 9 and also stated that they currently work as gender experts in their respective organizations. This finding allowed the trainers to gauge and modify delivery mechanisms to make sure that all important concepts and tools covered in the workshop will be grasped by all.

This session was then followed by elaborations on basic terminology and concepts in gender mainstreaming. This was supported with examples from the presenters and participants and served as a good foundation on which the rest of the training was built. The participants then broke into 6 groups and worked on two different group activities that allowed for in depth discussions and understanding of important concepts such as sex, gender, equity, and equality. The discussions were then followed by a session that explored and highlighted the importance of mainstreaming gender in agricultural research. The need to look beyond the biological and chemical processes to consider the social, institutional,

and cultural context within which they exist was emphasized. Researchers were encouraged to base their research on sex-disaggregated data that identifies the different roles of men and women in agriculture, recognize existing gender based constraints, and foster their engagement both as clients and actors in agriculture through targeted research that could help close the gender gap.

The session was followed by discussions on *Gender Mainstreaming and Gender Analysis Tools* which provided participants with information on how gender analysis is done. Various research methods including those used to explore the different roles and activities of men and women, their respective access and control of resources, influencing factors etc. Participants were given the opportunity to use one of the most popular gender analysis tools, “The 24 Hour day – The Use of Time”. This activity is reported to have been among their most eye opening exercises done in terms of observing the division of labor within the household and in the agricultural sector.

This was followed by a presentation and a group exercise on *Understanding Gender Roles and the Valuation of Labor*. Through this session, the different type of roles of men and women as well as the value placed on them (monitory or otherwise) were explored. Trainees were able to identify and compare schedules, workloads, rewards/value of the various activities women and men do in the 24 hour day. The exercise also allowed them to see the gender based biases that tend to favor men despite the clear evidence that women do a lot of burdensome and time consuming work.

Other tools considered in the training include focus group discussions, and problem and solution tree analysis. Trainees used these tools to identify core development challenges in the project area, their causes and effects or consequences from both women’s and men’s perspective. This was done through field visits to the project site where the trainees were divided into three groups that met with an exclusively women group, an exclusively men group, and a group comprising of both men and women. The exercise allowed participants to practice their newly learned skills in conducting “focus group discussions”, observe the different dynamics within each group, and understand the differences in priorities and

perspectives between men and women. The role of women in the agricultural value chain was also highlighted and broadly discussed to emphasize the need to capture the multidimensional roles of men and women within the agricultural sector. Researchers were encouraged to look beyond the activities at the farm level and consider the bigger picture including their roles as input providers, processors, as middle men/women, suppliers to different markets, etc. in formulating their research questions and designing their projects.

The training also included a presentation by a guest speaker, Dr. Tracy Baker of IWMI on “Integrating gender in biophysical modeling”. Dr. Tracy used her research work in Kenya and Ethiopia that involved both men and women in various mapping exercises to demonstrate the benefits of gender sensitive research. Various resource maps as drawn by men and women were presented to show the difference in perspective and the wealth of information that can be gleaned by engaging both sexes and the community at large. Dr. Tracy used the maps drawn by different members of the community to enhance her understanding of the issues on the ground including the different cultural and socio-economic values attached to the different ecosystem services. She emphasized the invaluable contribution of such comprehensive understanding of the ecosystem to make the best use of the satellite images that researchers often download to use in their models. Participants found this session very useful as it offered them a practical example of how gender can be mainstreamed in agricultural research. Dr. Tracy’s presentation was followed by a session on *Monitoring and Evaluation: Ensuring Effective Integration of Gender Considerations*. This elaborated on how to integrate gender into M&E, how to develop gender sensitive indicators to monitor performance levels, data collection tools, etc. The training ended with an overview of the *Ethiopian Legal Framework for Gender Equality* that elaborated on the formal institutional context, policy and legislative frameworks, agriculture and land tenure, poverty, income inequality and food security, etc. to provide an insight into the policy environment, progresses made, and current challenges in the country.

Conclusion

The training was successful in clearing researchers' doubts in the benefits of mainstreaming gender in agricultural research. Researchers' belief in using the household as the smallest unit of analysis was questioned, debated and resolved by demonstrating the invaluable information that can be revealed by collecting and using sex-disaggregated data to inform research questions. The mix of lectures and practical exercises allowed participants to grasp important concepts and unearth deep rooted gender based constraints and opportunities that they had not previously considered in their respective research. The field visit allowed them to see for themselves the differences in perspectives and priority settings when comparing results from the different group meetings. For instance the women's group was more concerned about the youth and access to credit than the men. Trainees were also able to see the group dynamics in the various group discussions but particularly with the one held with a mix of men and women farmers. They learned that women's opinions and concerns were not voiced as clearly in this group where the discussion was mostly dominated by men. Researchers were thus encouraged to create a safe and conducive environment to foster women's participation throughout the life of the research – starting with problem identification, through its implementation, monitoring, and final impact assessment.

Lessons Learnt:

- Increase the number of days - the training covered a lot of materials within the three days allotted for the workshop. While all the concepts introduced were critical to have a comprehensive and sound understanding of gender related issues and the tools provide basic abilities to mainstream gender, it was indeed a lot to digest in three days. The participants could have benefited from more exercises and examples as to how the concepts and tools introduced at the training inform research questions and projects.

- Allow more time for exercises – the trainers had tried to provide as much opportunities for group exercises as possible considering the duration of the training. But the time allotted for each exercise was not sufficient to have in-depth discussions of issues identified during the group sessions.
- Opt for a lesser group of trainees. While all 54 trainees attended all sessions of the training and participated in all group activities, it was difficult to engage all participants in discussions in the larger forum. Questions and comments on presentations were thus not as forthcoming as one would hope.

Annex A: Workshop Agenda



Gender Mainstreaming in Agricultural Research

AG Hotel, Gondar, Ethiopia

March 24 – 26, 2014

Monday - March 24, 2014

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|---------------|--|
| 8:30 – 9:00 | Arrival and registration |
| 9:00 – 9:15 | Opening remarks
Dr. Abraham Abiyu, Director GARC
Dr. Wondimu Bayu, ICARDA – Integrated Water and Land Management Program (IWLMP)
Dr. Debra Turner, ICARDA - IWLMP
Ms Bezalet Dessalegn, ICARDA-IWLMP |
| 9:15 – 9:45 | Introductions
<i>Ms Kuleni Berhanu</i> |
| 9:45 – 10:30 | Gender: Terminology and Basic Concepts
<i>Ms Kuleni Berhanu</i> |
| 10:30 – 11:00 | Tea break and group photo |
| 11:00 – 11:30 | Group activity: Sex & Gender and equity and equality
<i>Ms Kuleni Berhanu</i> |
| 11:30 – 12:00 | Gender mainstreaming in Agricultural research: Why should we care?
<i>Ms Bezalet Dessalegn</i> |
| 12:00 -12:30 | The Ethiopian Context: Legal framework for gender equality <i>Ms Kuleni Berhanu</i> |
| 12:30- 1:30pm | Lunch |
| 1:30 - 2:00 | Gender mainstreaming and Gender analysis tools
<i>Ms Kuleni Berhanu</i> |
| 2:00 -2:30 | Group activity: the 24 hour day – the use of time
<i>Ms Kuleni Berhanu</i> |
| 2:30 – 3:00 | Group presentation |
| 3:00 – 3:30 | Tea Break |
| 3:30- 3:50 | Gender mainstreaming and Gender analysis tools
<i>Ms Bezalet Dessalegn</i> |
| 3:50 – 4:20 | Group activity
<i>Ms Bezalet Dessalegn</i> |

4:20 – 4:30 Preparation for field trip, wrap up and general comments
Ms Bezaiet Dessalegn

Tuesday - March 25, 2014

8:00 – 12:30 Field visit and group activity

12:30 – 2:30pm Lunch

2:30 – 3:00 Presentation of findings and discussion
Group leaders

3:00 – 3:20 Gender in value chain analysis
Ms Bezaiet Dessalegn

3:20 -3:30 Wrap up and general comments
Ms Kuleni Berhanu and Ms Bezaiet Dessalegn

3:20 - 3:50 Tea break

Group Dinner

Wednesday – March 26, 2014

8:30 – 9:15 Understanding gender roles and the valuation of labor, and group activity
Ms Kuleni Berhanu

9:15 – 9:45 Integrating gender in biophysical modeling
Dr. Tracy Baker, IWMI

9:45 - 10:00 Discussions

10:00 – 10:30 Tea break

10:30 -11:00 Building gender into research design and implementation
Ms Bezaiet Dessalegn

11:00 – 11:30 Monitoring and Evaluation: Ensuring effective integration of gender considerations
Ms Kuleni Berhanu

11:30 – 12:00 Mainstreaming gender in our agricultural research programs
Ms Bezaiet Dessalegn

12:00 – 1:30 Lunch

1:30 - 2:00 Training Evaluation
Ms Bezaiet Dessalegn

2:00- 2:30 Closing Remarks
Dr. Wondimu Bayu and Dr. Debra Turner

Annex B: List of training participants and their affiliations

Gender Mainstreaming in Agricultural Research/IWLM 24-26 March 2014 held in Gondar, Ethiopia

Sponsored by the CGIAR Research Program on Water, Land and Ecosystems

1. Abate Tsegaye Demissia, Gondar Agricultural Research Center (GARC)
2. Abby Waldorf/American, International Water Management Institute (IWMI)
3. Abiyou Mesfin Tabeje, ICARDA – Gondar project
4. Abrham Abiyu Hailu, GARC -Director
5. Agraw Amane Abde, Ethiopian Institute of Agricultural Research (EIAR)
6. Ahmed Hiyaru Yassin, GARC
7. Atikilt Abera Alemayehu, GARC
8. Alayu Kidane Solomon, GARC
9. Alemu Tarkegn Tiruneh, GARC
10. Amare Tsehay Kidea, GARC
11. Ayalew Addis Alene, GARC
12. Asaye Birhanu Wubie, GARC
13. Ansha Ahmed Ali, GARC
14. Asmamaw Endablhatu Abitew, Agricultural Mechanization Research Center, Bahir Dar
15. Behonew Akalu Engida, _____
16. Belete Shimelash Abebe, GARC
17. Berhanu Fentie Belay, GARC
18. Betelhem Tesfaselassie Senay, ARARI
19. Beyadegie Wubie Worku, GARC
20. Biazen Endalamaw Mekonnen, GARC
21. Birhane Gete Alem, GARC
22. Brehan Mohammed Yesuf, Amhara Regional Agricultural Research Institute (ARARI)
23. Dagninet Amare Aysheshim, ARARI
24. Daniel Tilahun Woldegiorgis, ARARI
25. Debra Ann Turner/Australia, ICARDA
26. Desalegn Bayew Tebeje, GARC
27. Endalkachew Aklilu Teumelsan, GARC
28. Erkie Asmare Beyene, ARARI
29. Ertiban Wondifraw Woldegebriel, GARC
30. Eshetu Melese Legese, GARC
31. Fenta Tsegaye Tebaye, GARC
32. Fikrte Shewatatek Getachew, GARC
33. Getenet Kendie Lakew, GARC
34. Gubegna Ambachew Eshetu, GARC

35. Kinfemichael Abraha Feleke, GARC
36. Lijalem Abebaw Elimnh, EIAR
37. Markos Haile Tiruneh, Gondar College – Office of Livestock Improvement through Sustainable Resource Management
38. Melaku Azanaw Legesse, GARC
39. Melkamu Adane Mulat, GARC
40. Melle Tilahun Tagele, GARC
41. Meron Lakew Tefera, GARC
42. Mesfin Fenta Wale, GARC
43. Mulunesh Abate Adella, GARC
44. Nigus Demelash Melaku, GARC
45. Sisay Ambachew Mekonnen, GARC
46. Solomon Abegaz Guangul, GARC
47. Taye Mitiku Agenghu, GARC
48. Teshome Wondie Alemu, GARC
49. Tirunesh Zelalem Abebe, GARC
50. Tracy Jean Baker/American, IWMI
51. Wondimu Bayu Muluye, ICARDA
52. Yihenew Awoke Kebede, Adet Agricultural Research Center
53. Yimer Abeje Tazeze, GARC
54. Yismaw Degenet Moges,
55. Yohannes Azene Alemu, GARC
56. Yohannes Ebabuye Andargie, GARC
57. Zeynu Tahir Suafi, GARC
58. Zina Demessie Bezabhe, Adet Agricultural Research Center