

GENDER EQUALITY

AND

SOCIAL INCLUSION IN AGRICULTURE

RESEARCH FOR DEVELOPMENT GUIDELINES



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ABOUT THIS GUIDELINE

The purpose of this guideline is to help scientists from the Ethiopian Institute of Agricultural Research (EIAR) deliver gender-responsive and inclusive research that meets the Sustainable Development Goals and the Growth and Transformation Plan (GTP) II objectives. The guideline is a series of checklists, tools and memory devices to help scientists think through the gender and inclusion implications of their work at different stages of the research cycle.

Gender Equality and Social Inclusion (GESI) is important for research for development (R4D) in the simplest terms. Agricultural research that considers GESI will ensure all citizens benefit from new innovations and development. The Ethiopian government signed the Sustainable Development Goals in 2015, which aim to “leave no one behind” by 2030 as well as achieve zero hunger. This means that all citizens — men and women, boys and girls, differently abled, people from the north to the south, Christian or Muslim — should be able to benefit from agriculture research. All ministries are directed by proclamation to address women’s and youth affairs when preparing policies, laws and development programs and projects.¹ The policy imperative and mandate is in place to deliver inclusive research for development within EIAR.

The national GTP II also outlines the need to consider women, youth and the differently abled. The youth² and adolescent populations accounted for 41 percent of Ethiopia’s total population in 2011.³ Many young people do a lot of agricultural labor, but not as household heads. There are approximately 15 million people, or 17.6 percent of the population, living with disabilities in Ethiopia.⁴ Many of these people reside in rural areas and live in poverty.⁵

Gender equality has proven important for sustainability, to decrease unintended consequences of development projects and to improve agricultural productivity⁶. However, women’s roles in the agricultural sector are recorded inconsistently and many studies contradict each other.⁷ Gender-

¹ Federal Democratic Republic of Ethiopia (2015). Definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia Proclamation (No. 916/2015). Addis Ababa, Ethiopia: Federal Democratic Republic of Ethiopia.

² The UN defines youth as persons in the age group 15 to 24; The African Youth Charter defines youth as persons in the age group 15 to 35; Ethiopia’s 2012 national land use survey defines youth as people who are 18 to 29 years old.

³ Central Statistical Agency of Ethiopia (2012). Household income, consumption and expenditure (HICE) survey 2010/11: Analytical report. Statistical Bulletin. Ethiopia: Central Statistical Agency of Ethiopia.

⁴ World Health Organization (2011). World Report on Disability. Malta: World Health Organization.

⁵ International Labor Organization (n.d) Inclusion of People with Disabilities in Ethiopia, Fact Sheet. Ethiopia: International Labor Organization and Irish Aid Partnership Program PROPEL Project.

⁶ FAO (Food and Agriculture Organization of the United Nations) (2011). State of food and agriculture 2010–2011: Women in agriculture - closing the gender gap for development. Rome: FAO; World Bank (2011). World Development Report: Gender Equality and development. Washington, DC; IMF (2011). Inequality and Economic Outcomes in sub-Saharan Africa, Chapter 3 in Regional Economic Outlook: sub-Saharan Africa.

⁷ Belay, F. and Oljira, A. (2016). Gender Role in Agricultural Activities in Ethiopia: Country Review. *Journal of Culture, Society and Development*, 22.

sensitive adoption studies are also rare. Those that do exist show a gender gap⁸ and argue that women's empowerment (including access to knowledge) is positively correlated with the adoption of improved varieties.⁹ Hence, it is vitally important to the nation's growth and development that accurate data on women is collected and analyzed.

A 2018 gender audit of EIAR¹⁰ revealed researchers within the national agriculture research system do not know how to mainstream gender and diversity. The collection of sex-disaggregated data and analysis is not routine. It is also not common practice to deliberately target excluded and marginalized groups. The production of these guidelines is a recommendation from the gender audit of EIAR. This guide was developed by CIMMYT for EIAR scientists as requested by EIAR to help national scientists overcome their limited capacity to target and address women, youth and marginalized population segments so that Ethiopia can meet its development goals.

More sustainable, less risky, and financially sound decisions are made when competent people who come from a range of perspectives and backgrounds work together.¹¹ The Lehman Brothers Centre for Women in Business found that a diverse group (of men and women) is more likely to experiment, share knowledge and complete tasks, all of which drive innovation.¹² Diversity helps manage the risk of over-familiarity and 'group-think' and other forms of bias.¹³ We need diversity to understand social issues and come up with more sustainable and far reaching solutions.

This guide defines the terms scientists should be considering and provides checklists for different stages of the research process. The goal of these guidelines is for scientists to read them and then know how to propose/produce GESI research.

⁸ Kasa, L., Abate, G.T., Warner, J., and Kieran, C. (2015). Patterns of agricultural production among male and female holders: Evidence from agricultural sample surveys in Ethiopia. Washington, D.C. and Addis Ababa, Ethiopia: International Food Policy Research Institute.

⁹ Seymour, G. Doss, C., Marennya, P., Meinzen-Dick, R., Suseela, S., and Passarelli, S. (2016, August). Women's empowerment and the adoption of improved maize varieties: Evidence from Ethiopia, Kenya, and Tanzania. Paper presentation at the Agricultural & Applied Economics Association's Annual Meeting, Boston, MA.

¹⁰ Drucza et al (2018). Ethiopian Institute of Agricultural Research: Gender audit. Retrieved from <https://repository.cimmyt.org/handle/10883/19679>.

¹¹ See: Lord Davies (2011). Women on boards. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/31480/11-745-women-on-boards.pdf; McKinsey & Company (2008). McKinsey & Company 2008. Retrieved from: https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Organization/Our%20Insights/Women%20matter/Women_matter_oct2008_english.ashx

¹² LBCWIB (2007). Innovative Potential: Men and women in teams, The Lehman Brothers Centre for Women in Business. London: London Business School.

¹³ Halvorson, H. and David Rock, D., 2015. "Beyond Bias," *Strategy + Business* (July 13); Wolf, R.W. 2012. How to minimize your biases when making decisions. *HBR Blog Network* (September 24); Lord, C., Lepper, M., and Preston, E., 1984. "Considering the Opposite: A Corrective Strategy for Social Judgment," *Journal of Personality and Social Psychology* 47(6): 1231-43.

DEFINITIONS

| Term | Definition |
|--|---|
| GESI | GESI is a lens that can be used to view research so that the strengths in all people are recognized. GESI values diversity and affirms that everyone has something to contribute to the development process. GESI is used as a way to ensure all citizens benefit from growth and development. GESI requires developing a strategy or an approach to achieve more inclusion. The approach requires understanding the dynamics and differences in a society that mean some people are included and can contribute to their maximum capacity while others are excluded or marginalized. |
| Gender equal and socially inclusive research | <ol style="list-style-type: none">1. GESI research is designed to meet the needs of diverse citizens.2. It asks specific research questions that aim to enhance the understanding of exclusion and marginalization.3. It encourages inclusion and diverse participation. GESI-research considers how broad systems such as migration and social structures might impact the citizens it is trying to reach. |

ACRONYMS

| | |
|------|--|
| EIAR | Ethiopian Institute of Agricultural Research |
| GESI | Gender Equality and Social Inclusion |
| GTP | Growth and Transformation Plan |
| R4D | Research for Development |

1. HOW TO IDENTIFY INCLUSIVE RESEARCH QUESTIONS/ENTRY POINTS¹⁴

This guideline will help you identify appropriate research questions worthy of empirical analysis.

1. Identify the central problem that women (or a marginalized group) face in the sector, e.g. female-headed households do not own any mechanized agriculture equipment.
2. Turn this problem into a question and brainstorm three to four potential answers. Then, ask “why” three to four times for each answer (See Table 1).

Table 1: The “Five Why” Conversation

| | | | |
|---|---|---|--|
| Why don't female-headed households own any mechanized agriculture equipment? | <i>Answer 1:</i> They cannot afford it. | <i>Answer 2:</i> They do not know the benefits of mechanization. | <i>Answer 3:</i> Female heads of household do not want to mechanize. |
| <i>Why does this happen?</i> | They do not have access to assets or credit/finance. | Most extension workers are men and the community will gossip about extra-marital affairs if a man is seen talking to a single lady. | Women lack the confidence to innovate. |
| <i>Why does this happen?</i> | Banks and financial institutions do not see them as a safe investment. | Many men have extra-marital affairs in Ethiopia. | Local officials do not feel that female heads of household are as productive as men, so they do not educate or reach them. |
| <i>Why does this happen?</i> | There are no local savings and credit groups for women. | Men are not raised to respect women. | Data on the situation of women is scant and/or does not reach central planners. |
| <i>Why does this happen?</i> | There is prejudice in a male-dominated society and male-dominated institutions. | There is a lack of exposure to new ideas, such as gender equality and women's empowerment. | Scientists do not disaggregate their data by sex and prefer experiments with high-yielding male farmers. |

¹⁴ Adapted from Table 7.2 page 151 in Andrews, M., Pritchett, L., and Woolcock, M. (2015). *Doing Problem Driven Work*, Cambridge, MA: Harvard Kennedy School. Retrieved from https://bsc.cid.harvard.edu/files/bsc/files/doing_problem_driven_work_wp_307.pdf

From this process you can then identify what your project can address and what additional information is required to address the problem. This can be turned into a research question. When this process is done as a team, all members begin to understand the need to address gender in this way.

N.B. the “Five Why” conversation can be done before or after a gender and exclusion analysis.

What happens if I don’t know what to put into the five whys?

If you are not sure where to begin, ask your team the following questions to narrow down the options. Choose the most relevant issue and begin the five why process.

- a) What do you currently know about different social categories? What else do you need to know to maximize the project/research’s reach?
- b) What assumptions have you made about the roles and responsibilities, access and control of resources, decision making, dependency/independence and abilities that you should check through research?
- c) Aside from social norms and laws, how do governance systems and the local social structures (interests and power relationships) shape gender relations and inequitable opportunities?
- d) How will your research change the relationship/status of marginalized people within households, markets and communities?
- e) Do you understand how different social categories have different degrees of autonomy and different access to opportunities, or do you need to do specific research on this?
- f) Do you understand how consumption patterns and agriculture-related choices may be different for different social categories?
- g) Have you analyzed power relationships, and do you understand what perpetuates exclusion and inequality?
- h) Do you understand how and why poverty and inequality effect social categories differently and how this might shape innovation and production? Do your partners also know this?
- i) How has the functioning of communities limited the inclusiveness of past research and outreach efforts?
- j) What questions about exclusion dynamics would lead to more robust research designs and methods?
- k) What questions about exclusion dynamics would help your partners reach more citizens?
- l) What pathways exist to change norms that perpetuate exclusion and disadvantage? Do you want to test a new pathway to equality and inclusion?
- m) What exploitation exists in the sector you’re working in that disadvantages certain groups?

2. DOES YOUR RESEARCH ENCOURAGE DIVERSE PARTICIPATION AND THE INCLUSION OF ALL?

Ask yourself the following questions to make sure you have appropriately considered the needs of women and men, boys and girls, different religions, abilities, locations, etc., when designing your research.

Household considerations:

- 2.1 Do you understand time use by women and households, and what time burden your research will place on different household members living in different kinds of households?

Gender considerations:

- 2.2 Have you assessed mobility issues for women? Do you understand their security and safety concerns as well as who gives them permission to attend your event?
- 2.3 Have you planned how to reach different groups/types of women and men? Do you know how ethnic groups, religion, distance from town, age, etc., affect women's accessibility to mobile phones, literature, their confidence, their attendance at community meetings/public gatherings and with whom they network with? Do you know how this affects the way you should reach them?
- 2.4 Have you considered how gender interacts with other social categories (such as religion, marital status, wealth and age) and defined which categories you will aim to reach and in what way?

Ability considerations:

- 2.5 Have you assessed mobility issues for the differently-abled? Do you understand their accessibility, and safety concerns as well as who gives them permission to attend your event?
- 2.6 Do you understand the differences in the main livelihoods and income earning potential for different groups of women and men with different incomes, abilities and age? And how this might affect expenditure and decision-making about agriculture and resource allocation in and outside of households?

Time considerations:

- 2.7 Are you arranging your events and research to be at times and locations suitable for all citizens by providing multiple locations and times?

Activities to consider:

- 2.8 Have you held community meetings about the important role all citizens play in agriculture, why their participation is necessary and why exploitation should cease?
- 2.9 Have you allocated at least 10 percent of your budget to inclusion activities?

Organization considerations:

- 2.10 Are your research teams diverse and do they include people of different ages, marital statuses, religions, abilities, etc.?
- 2.11 Are leadership roles taken by diverse people?
- 2.12 Do you invite groups, associations and NGOs that serve the interests of marginalized people to partner with you, and do you consult them throughout your research?
- 2.13 Do working conditions allow enumerators and other staff to feel safe, included, balance work, family arrangements and ability (e.g. does anyone have special needs or is anyone differently abled)?
- 2.14 Have you assessed the inclusive research skills of your partners and sub-contractors and whether they understand the value of diversity and encourage it?

Research conduct considerations:

- 2.15 Have you taken steps to ensure that your beneficiaries include diverse social categories?
- 2.16 Are tasks within the project allocated based upon the principles of diversity and equal opportunity?
- 2.17 Have you conducted an analysis to identify the poorest and most excluded community segments and have you used the results to inform your other research activities?
- 2.18 Has your research team collectively thought about the root causes of exclusion and marginalization and how power differences might affect your research?
- 2.19 Have you identified what you want to learn about exclusion processes and included this as an objective and outcome in your project?
- 2.20 Have you included diversity categories in any capacity development plan and catered to what different groups might need (e.g. less technical language, pictorial resources or as it relates to the time, cost and location of training)?
- 2.21 Have you tested your research tools with people of different ages, sexes, religions, locations, marital statuses, household sizes, abilities, poverty statuses and education levels?
- 2.22 Have you included hard-to-reach locations that tend to miss out on extension or market services in your research and literature analysis?
- 2.23 Have you considered some of the common beliefs/norms or stereotypes that relate to excluded population segments (e.g. they won't want to participate) and how this might affect equitable participation and benefit sharing?

Data collection considerations:

- 2.24 Do you collect data disaggregated by age, sex, religion, location, marital status, household size, ability, poverty status, education level, etc.?

- 2.25 Have you considered purposively sampling marginalized population segments?
- 2.26 Have you planned a mixed-method approach to data collection that includes qualitative and quantitative methods?
- 2.27 Have you consulted diverse population segments about how to make working conditions more inclusive, equitable and safe?

Outcome considerations:

- 2.28 Have you determined how excluded and marginalized people and the young or old might benefit differently from the research? Have you considered how their roles and responsibilities, access to and control of resources, level of education or decision-making, and level of independence reduce their opportunity to benefit from or participate in the research?

Tip: There should be a critical analysis of gender dynamics. Men and women should not be represented in isolation from social relationships that affect their well-being, social roles and ability to participate and benefit.¹⁵

For more information on collecting sex-disaggregated data please see:

Standards for collecting sex-disaggregated data for gender analysis: a guide for CGIAR researchers. <https://www.pim.cgiar.org/files/2012/05/Standards-for-Collecting-Sex-Disaggregated-Data-for-Gender-Analysis.pdf>

¹⁵ Hinds, R. (2013). Tools for participatory analysis of poverty, social exclusion and vulnerability. Birmingham, UK: GSDRC.

3. CHECKLIST: GENDER EQUALITY AND SOCIAL INCLUSION PROPOSAL

This checklist is meant to help at the proposal writing stage. If all these criteria are completed, the project is likely to end up being GESI. Please have your supervisor approve this form for submission to the gender directorate.

| Project name and identifier: | | |
|---|-------------------------------|---------------------------|
| Criteria | Comments/justification | Supervisor checked |
| 1. If your research involves humans, have you budgeted for a GESI analysis and/or GESI activities and/or will you develop a GESI action plan? 2. If your research does not involve humans, have you thought about how diversity might affect and/or enhance your science/experiment? | | |
| 3. Do you have an outcome and output that include GESI? | | |
| 4. Do you have an indicator to measure GESI impacts in your monitoring and evaluation plan? | | |
| 5. Have you described how your research will benefit different social categories and defined which categories you will target? | | |
| 6. Have you planned to train your staff, partners and beneficiaries on GESI? | | |
| 7. Have you included reaching or partnering with groups and organizations that work with diverse social categories? | | |
| 8. Are your research methods “GESI sensitive” and context specific? | | |
| 9. Have you described how you will collect data disaggregated by social categories? | | |
| 10. Do you have diverse research teams? | | |
| 11. Have you planned a specific deliverable, event or publication to share GESI findings? | | |

4. GENDER EQUAL AND SOCIALLY-INCLUSIVE COMMUNICATION AND DISSEMINATION

Consider these questions on how to disseminate information about your research.

- 4.1 Do you monitor your GESI indicators and outcomes and report on them?
- 4.2 Have you reflected on your GESI questions and what you have learned about doing GESI research? Have you shared this with local and national stakeholders and in journal articles/glossy publications?
- 4.3 Do you include GESI-sensitive literature in your reviews (e.g. do you quote male *and* female African researchers as well as white male researchers?)
- 4.4 Do you discuss GESI in your publications?
- 4.5 If you use images, are you encouraging stereotypes or challenging them?
- 4.6 Do you use neutral language?

| Avoid these words or phrases | Replace with |
|------------------------------|--|
| "Disabled" | "Differently abled" |
| "Youth" | "Young men and women," "recent graduates" |
| "Widow," "Widower" | "Single woman," "man whose spouse died," "a woman whose spouse died" |
| "Wife" | "Spouse in male-headed household" |
| "You guys" | "everyone," "all of you," "team" |
| "He" | "He/she," "they," "men and women" |
| "Congressman" | "Member of Congress," "legislator," "representative" |
| "Mankind" | "humankind," "humans," "people" |
| "Manpower" | "personnel," "staff" |
| "Salesman," "middleman" | "salesperson," "broker," "reseller" |
| "Farmer" | "male and female farmers" |

- 4.7 Do you report your data in a GESI-sensitive way, which means not just reporting differences between social categories but also discussing the reasons for those differences?
- 4.8 If you are reporting only one social category, do you justify why and include this as a limitation in the paper/report?

5.9 Do you promote GESI with policymakers and share GESI-disaggregated results?

5.10 Do you invite groups that represent marginalized social groups to information dissemination events?

For more information see:

Analyzing how sex and gender interact:

<http://genderedinnovations.stanford.edu/methods/how.html>

Rethinking standards and reference models: <http://genderedinnovations.stanford.edu/methods/standards.html>

Gendered language and representations:

<http://genderedinnovations.stanford.edu/methods/language.html>

Gender:

<http://genderedinnovations.stanford.edu/terms/gender.html>

Sex:

<http://genderedinnovations.stanford.edu/terms/sex.html>

See also:

- Elias, M. and Hermanowicz, E. (2016). Practical tips for communicating research findings in a gender-responsive way. Rome, Italy: Bioversity International.
https://www.bioversityinternational.org/fileadmin/user_upload/online_library/publications/pdfs/Practical_tips_for_communicating_research_findings_in_a_gender-responsive_way_2051.pdf
- Fischer, G and Odhong, J. (2017). Seeing through the gender lens: Capturing gender-sensitive stories in agricultural research and development. Africa Rising.
https://cgspace.cgiar.org/bitstream/handle/10568/81212/AR_gender_stories_lowres.PDF?sequence=2&isAllowed=y
- Ramsak, A. (n.d). Guidelines for Gender Sensitive Reporting. Slovenia: Republic of Slovenia Ministry of Foreign Affairs.
http://www.ekvilib.org/wp-content/uploads/2017/06/en_GUIDELINES_FOR_GENDER_SENSITIVE_REPORTING.pdf

5. GENDER IN JOURNAL ARTICLES

Use these recommendations to consider gender in journal articles resulting from your research.

| SECTION | RECOMMENDATION |
|---------------------------|---|
| Title and Abstract | If only one sex is included in the study, or if the results of the study are applicable to only one sex and gender, the title and abstract should specify the sex of animals or any cells, tissues or other material derived from them as well as the sex/gender of human participants. |
| Introduction | Authors should report, where relevant, whether sex and/or gender differences may be expected. |
| Methods | Authors should report how sex and gender were taken into account in the design of the study, whether they ensured adequate representation of males and females and justify the reasons for any exclusion of males or females. |
| Results | Where appropriate, data should be routinely presented disaggregated by sex and gender. Sex and gender-based analyses should be reported regardless of positive or negative outcomes. In clinical trials, data on withdrawals and dropouts should also be reported disaggregated by sex. |
| Discussion | The potential implications of sex and gender on the study results/analyses should be discussed. If a gender analysis was not conducted, the rationale should be explained. Authors should further discuss the implications of the lack of such analysis on the interpretation of the results. |

Source: Sex and Gender Equity in Research (SAGER) recommendations.

6. GENDER EQUAL AND SOCIALLY INCLUSIVE LEADERSHIP GUIDELINES

For leaders and supervisors, the following questions are designed to help you think about leadership that encourages diversity and inclusion.

- 6.1 Do you have diversity of age, gender and location on your team?
- 6.2 Have you asked the women on your team about their career plans and the work they want to do on your team?
- 6.3 Are opportunities on your team allocated fairly and do you provide justification for these decisions?
- 6.4 Do you give women the chance to lead projects?
- 6.5 After senior management meetings, do you make sure women are as informed as men about the team's values, the team's mission and changes?
- 6.6 If you have religious or other minorities on your team, have you asked what you can do to help them feel more included and appreciated?
- 6.7 Do you encourage team work and trust rather than reward individuals?
- 6.8 Do you network with women and minorities during informal events and breaks?
- 6.9 Do you encourage all team members to take annual leave and offer them flexibility to take time off for family care roles, medical appointments, etc.?
- 6.10 Do you discourage after-hours work, and working longer hours at short notice?
- 6.11 Do you make sure men do not interrupt women when they are speaking?
- 6.12 Do you actively seek women's opinion during meetings and planning events and do you thank them for their input?
- 6.13 Do you mentor or sponsor a woman, or someone from a minority group?
- 6.14 In line with the GTP indicator, do you aim to have 50 percent female beneficiaries in all your activities and on research teams? Have you set a time frame and strategy for achieving this?
- 6.15 Do you share what you have learned about gender and reaching a gender balance to a wider audience?
- 6.16 Have you allocated 10 percent of your budget for GESI-focused learning/events?
- 6.17 Do you make sure women are visible and given credit for their work?
- 6.18 When you give feedback to women, do you use the structure of a "feedback sandwich" (one compliment about her potential, followed by one thing that needs to improve and one thing she should do more because it is good/useful)?
- 6.19 Have you included GESI in job descriptions and performance appraisals?
- 6.20 Do you ask a question to demonstrate GESI competence during recruitment processes?

7. INCLUSIVE TRAINING/WORKSHOPS

GESI-sensitive training takes into account the needs, priorities and expectations of women and men and other social categories (illiterate, differently abled, old, young, etc.) to ensure everyone benefits evenly from the learning process.¹⁶ Incorporate GESI while planning, implementing and evaluating training activities. It may be necessary sometimes to have a specific training or workshop with a particular social group to understand its unique needs and how to meet them better.

A gender-sensitive and inclusive approach aims to empower marginalized groups by enabling them to participate in reflection, analysis, planning, defining priorities, bargaining, negotiation and debating.¹⁷ A facilitator should adopt a style that involves empowering participants to understand the need to change what they are doing. This can be done in various ways and should not involve directing or commanding them to change. Power and conflict also need to be carefully managed, or it may limit knowledge transfer.

GESI-sensitive facilitators are role models who promote inclusion at all times. Their goal should be to have everyone participate in their workshop by asking a question, demonstrating or speaking during discussions. They need to know how to respond to different people and personalities. Learn to identify your own bias and preference for certain people. Plan strategies to mitigate this. Learn to stretch yourself and to try and change your natural instincts to be more inclusive and respectful of diversity.

GESI-sensitive training does not have to specifically teach about gender; however, reflecting on gender roles, relationships and stereotypes may be necessary to achieve different objectives.

Tip: When training, be mindful of the fact that some participants may suggest particular problems are gender related when they may be about different personality types. If participants raise issues and suggest they are related to gender, ask yourself if the issues are about men and women or just occur in one gender.

Content

When designing content, think about the points of view of all participant groups and their starting knowledge. What are the respective roles, skills and experiences of women and men related to the topic of the workshop? How might the actions and capacities, or lack of knowledge and opportunity, of women and men affect the problems that EIAR interventions are designed to solve? Check the literacy and numeracy skills of participants. Ask if people need anything in order

¹⁶ Gurung, M. and Leduc, B. (2009). Guidelines for a Gender Sensitive and Participatory Approach. Patan, Nepal: ICIMOD. www.icimod.org/resource/1288.

¹⁷ Akerkar, S. (2001). Gender and participation: Overview Report. Institute of Development Studies. <http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/CEP-part-rep.pdf>.

for them to fully participate, or if they have any particular requirements. Develop your content and training structure based upon the education level of the different target groups.

Materials

People learn differently, and it is important to use a range of materials and visual tools. Materials used in teaching (documents, pictures, case studies, etc.) must always be checked to see whether they include stereotypes or elements of unequal gender and power relationships. That may include women as mothers, men as authority figures or those belonging to certain social or ethnic groups as traditionally-minded or “backward.” Materials should help promote equality and try to change unhelpful stereotypes.

Participants

If using a community leader or agriculture officer to pick participants for you, put guidelines and specifications about who you want in your training and why. You may need to run a GESI-specific workshop for community leaders who are questioning your inclusive approach and do not understand the value of diversity. You may also need to speak with the husbands of women or have the leader do this for you to ensure you get enough female participants. Women may need childcare arranged in order for them to participate.

Time and Duration

You may need to structure the workshop in different ways according to your participants. For example, men may prefer whole day sessions, or women may have to leave the workshop when the school day ends. If having a mixed gender/sex workshop, you need to factor in women’s ability to attend so they do not miss important information.

Active and Full Participation

Use methods and techniques that increase the active participation of both women and men and address different learning capacities. Make a special effort to help women and marginalized social groups speak up and be understood. For example:

- Do not allow vocal people to monopolize the discussion.
- Seek multiple answers or perspectives to questions.
- Accept what women say.
- Encourage women to express their opinions.

- Don't mock or laugh or over-criticize.
- If other participants are noisy or whispering together when a woman is speaking, ask that they show respect by listening.
- Directly ask some women (or shy people) to share. Show that you value women's experiences.
- Sit with shy participants during breaks and get to know them.
- Ask people individually if they have anything to contribute.
- Smile more at shy participants and women
- Challenge men when they speak (in a sensitive, inquisitive way) but only do so gently to very strong and vocal women.

2. Complete the following statements:

a. I selected participants by...

(E.g. asking the local agriculture officer to pick men and women)

b. I realized during the training that ...

(Reflect on the mix of people in attendance, location, duration, power dynamics, etc.)

c. Summarize the feedback you received, and any gender differences observed.

d. What methods and materials would you use again and what would you change?

3. Please fill in this template and attach to your field trip/training report using the codes below

| Topic | Description | Code 0-3 | Comments |
|----------------------|---|----------|----------|
| Assess and prepare | Do you understand how the learning needs, interests and capacities of men and women and other social categories (e.g. elderly, differently-abled) are different? Did you plan for these differences in the content of training? | | |
| Materials | Did you use gender-sensitive language during the training? Did pictures, diagrams or illustrations show both women and men as key players in the sector? Did you use visual images for illiterate or differently-abled people? | | |
| Gender | Have you included gender or gender differences as a topic to discuss? Are your trainers gender balanced? | | |
| Participants | Did you provide equal opportunity to participate for both women and men and other social groups? If you did not get an equal ratio of women to men, did you hold a separate session for only women? | | |
| Venue | Did you choose a venue in a safe location that was close to women's homes? | | |
| Time and duration | Did you make training schedules and duration flexible enough to suit women participants and those with unique needs? | | |
| Diversity strategies | Did you create an enabling training environment for all participants, including women and men and old and young people? Did everyone speak and ask questions, or were there only a few vocal people? | | |
| Evaluate | Did you seek feedback from all participants on the training and what can be done differently next time? | | |
| Report | Does your report comment on what you learned/observed about GESI during your training and disaggregate data by sex & age? | | |
| Follow up | Have you developed a plan to provide additional assistance to women and marginalized groups and ensure they are able to implement what they learned during the training? | | |
| Total score | | | |

- **Code 0** - There are **no** signs that GESI issues are considered.
- **Code 1** - Some efforts are being made to include GESI issues, but it is not comprehensive or only appears in isolated elements.
- **Code 2** - GESI was **significantly considered**. The topic may not necessarily be related to GESI, but the training design or tools used will ensure meaningful advancement of GESI.
- **Code 3** – GESI or women’s participation is **specifically and principally** considered (e.g. you may only be training women and/or members of marginalized, poorer communities).¹⁸

¹⁸ Adapted from the United Nations Development Programme’s gender marker

9. GENDER EQUALITY AND SOCIAL INCLUSION MONITORING GUIDE

When travelling to the field to check on a crop or project, the list below includes things to think about to ensure your research will benefit men and women and diverse groups.

- 10.1 Have you visited female-headed and remote households and asked them their perspectives on the sector/project and their needs?
- 10.2 Have sex-disaggregated data and indicators (qualitative or quantitative) been collected or compiled?
- 10.3 Are research ethics and the appropriate use of data implemented?
- 10.4 Have all project partners been trained in GESI, and do they have a level of GESI sensitivity/awareness?
- 10.5 Does analysis and data collection enable gender differences and the following variables to be assessed (where relevant):
 - Age, ability, education, employment/socioeconomic status, ethnic background, residence status, religion, sex, mother tongue?
- 10.6 Have women or any sub-groups of women been affected differently than men during the implementation process, e.g. eligibility or availability of support facilities; personal safety/security?
- 10.7 Is the representation/participation of marginalized and disadvantaged groups balanced at the project's decision making/planning and resource-allocation levels?
- 10.8 Is women's participation limited by male attitudes or their reproductive and family caring roles? How has the project addressed these barriers?
- 10.9 Have there been any other special measures to address women's needs during the implementation process?
- 10.10 Has the project valued women's and men's work equally?
- 10.11 Are workloads being increased as a result of the project and does this affect women and men in the same way?
- 10.12 Has the content of the work/research used GESI-sensitive images and phrases?
- 10.13 Are all stakeholders who are affected by your work listened to and given an active role in decision-making throughout the project's implementation?
- 10.14 Is there an anonymous feedback and complaints procedure so that beneficiaries, partners and staff can report any untoward behavior?
- 10.15 Have historically marginalized and excluded populations been connected to those in power?
- 10.16 Have you consulted/informed gender specialists from the ministry of women, women's associations, NGOs, volunteer health workers, or other relevant bodies about the project and/or women's needs?
- 10.17 Have you reported back to those who participated in the project or a related past project/earlier phase?

- 10.18 Have you considered what your project is doing to remove barriers to inclusion, mitigate unintended consequences, and provide pathways to inclusion? Do you know if it is reinforcing inequality or perpetuating stereotypes?
- 10.19 How do power structures benefit certain people while marginalizing or excluding others?
- 10.20 Have you spoken separately with women and men from the same household?
- 10.21 Do you consult diverse people?
- 10.22 Did you have informal conversations with women and ensure they feel invited to special events?

10. CONCLUSION

GESI is critical to agriculture research for development. A strategy or approach is required to achieve more inclusion. Each stage of the research process includes room for GESI considerations. By following this guide, scientists can move toward research that ensures more equitable benefits for everyone their projects impact.

GESI is particularly important for scientists from the EIAR who are trying to meet the policy mandates that require they address women's and youth affairs. A 2018 gender audit of EIAR shows significant room for improvement in considering women, youth and marginalized populations.

In Ethiopia, universities have been increasing female enrolment via their own institutional changes, including more rigorous anti-sexual harassment policies, life-skills and tutorial classes.¹⁹ As of October 16th 2018, 50% of Ethiopia's cabinet will be female. The groundwork has been laid and Ethiopians are ready for inclusive gender parity reform.

For more information on these guidelines or for further support please contact:

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¹⁹ UNwomen (2014). Preliminary Gender Profile of Ethiopia. P31. Retrieved from <https://www.usaid.gov/sites/default/files/documents/1860/Preliminary%20Gender%20Profile%20of%20Ethiopia%20Nov%202017%20final.pdf>