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| **WORKSHOP REPORT** | **Promoting Transformative and Impactful Research on Gender and Social Equity in the Context of Climate Change**  Support to IDRC partners on Gender and Climate Change  Virtual Peer Learning Meeting  December 7-9, 2021 |

# Background

For the past three years [Gender at Work](http://genderatwork.org/) (G@W) has been working with six research teams who are engaged in climate change research projects supported by IDRC.

* Nigeria: Centre for Population and Environmental Development (CPED)
* Benin: Centre de Recherche et d’Expertise pour le Développement Local (CREDEL)
* DRC: Centre de Recherche en Eau du Bassin du Congo, (CRREBaC)
* Argentina: Reconquista
* Bangladesh: Bangladesh Centre for Advanced Studies with three partners, the University of Manitoba, International Centre for Climate Change and Development (ICCAD) and the Government of Bangladesh, Department for Women’s Affairs
* Nepal: Nepal Water Conservation Foundation, International Water Management Institute and Policy Entrepreneurs Incorporated

The IDRC programme under which these projects are being implemented has an explicit focus on responding to the realities and needs of women and marginalised groups and empowering them to deal with the challenges of climate change.

G@W joined this project with a mandate to support research teams through Gender Action Learning initiatives. Covid19, the global lockdown and the personal and professional ups and downs of the last two years derailed the original intention of intensive face-to-face engagements with each team in their own locations. We were therefore confronted with the challenge of designing online learning spaces and learning processes that would allow teams to build the perspectives and acquire the tools for implementing gender-transformative approaches in their research work.

Despite these constraints, this project has led to some significant methodological innovations and conceptual breakthroughs for all those involved. G@W facilitators provided intensive mentoring to each team and created structured spaces for critical reflections on the findings and insights from the field. Teams shared their experiences and insights and honed their approaches at annual peer learning meetings – starting with a face-to-face workshop in Nairobi (November 2019), an online event in December 2020 and a final gathering (again online), 7-9 December 2021.

This report is a summary of the proceedings of the final peer learning meeting. The reports of the earlier meetings may be accessed [here](https://www.dropbox.com/sh/hihow7odi1b6e6y/AABeQGNa_0XjEaIYxL-rPqova?dl=0).

# Objectives of the meeting

* To create a safe, equal and generative space where participants can share their learning and insights from this project;
* To map the outcomes of this project and identify the actions/activities that led to these outcomes;
* To identify and share lessons learned on doing gender transformative research on climate change;
* To reflect on how the lessons from this project can be carried forward into other projects.

Participants included 5 to 8 members of each research team, the G@W facilitators and the IDRC team – a total of 52 participants. The list of participants is found in Annex 1.

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| **NOTE**  All workshop related documents, participants list, research teams’ and panelists’ presentations are available in a Dropbox folder from the event – click [here](https://www.dropbox.com/sh/hau45c85jjrkmn3/AABk5HgdTw_xxtn6Mt3jx5uoa?dl=0)**.** |

# DAY 1

The focus of **Day 1** was:

* Reconnecting with each other and with the IDRC and G@W teams;
* Identifying and consolidating the gender-related outcomes from the various teams.

As always in G@W meetings, we started the day with "bodywork" exercises, designed to help participants bring their "whole selves" into the learning space. These simple but powerful exercises were even more relevant and useful in the virtual context, where we were called on to work together and develop collegial relationships despite being widely separated in time and space.

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In the lead-up to the meeting, we had invited participants to identify what they saw as the most important gender-related outcomes of their project at different levels: the research team, the community, and national policies.

Team presentations can be found in the [Dropbox](https://www.dropbox.com/sh/hau45c85jjrkmn3/AABk5HgdTw_xxtn6Mt3jx5uoa?dl=0) under the folder for Day 1. Highlights are summarised below, in the words of the presenters.

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| **CPED, Nigeria** (Mercy Omuero)  *The research team has a new understanding of gender concepts and how to use and work with power. Before, I thought gender was about women. I now understand that it goes beyond that. Other members of the teams have shared how it has changed the way they relate with other people. One team member shared how he involves his wife more in decision-making, and that he also helps with household chores. Another member has shared that he has started training girls to play drums in his church, which was reserved for boys alone before.*  *For me too, it has improved my confidence. Sharing power has also changed among the research members. For example, top management now assigns tasks to some that ordinarily do not carry out research tasks. It is an opportunity for staff to showcase their skills. This has empowered the staff, including for the female staff.*  *There is now a deeper knowledge of gender issues and differences between and gender sensitive research agenda, transformative research, and gender responsive research.*  *At the community level we have noticed that community members did not wait for us. They have taken ownership of the project and act as agents of change. Women are carrying out this role for the first time. Some men are gradually doing away with the gender bias. They help wives with household chores, farm work, etc.*  *Policymakers now understand the realities of gender inequalities in communities because they interact directly with women and girls from the communities. These voice their problems and concerns, so policy-makers receive first hand evidence. They understand the differential vulnerabilities to climate change. These policymakers have expressed willingness to profile the research findings across levels of government.* |

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| ***CREDEL from Benin (****Imarath Adeoti).*  *The research team better understands the various concepts linked to gender and integrate them into their daily lives. Several men on the team mentioned that they were now more involved in their household, in domestic and reproductive activities.*  *Community women participated in the same way as men during the “Climate Vulnerability and Capacity Analysis-CVCA”, a process of several sessions. They participate more freely, they understand that they have potential.*  *Gender aspects are taken into account more when CREDEL is developing projects. The gender trainings helped to strengthen the awareness of the project team on the participation of men and women during the facilitation sessions. The data collected is more gender-specific.*  *The team worked with different women's groups in 8 municipalities in the country. At first it was difficult for them to talk about their feelings in front of the men. There has been a real change since the start of the project. The men used to say they used to go out with their friends, now they come home and help the women, in the kitchen, etc. They started giving gifts to their wives. Men educate their peers in the community about the importance of their participation in reproductive tasks. Children are better supervised by both parents.*  *The involvement of women's civil society organizations is greater, several of these organizations are on the CC steering committee. They are involved in mainstreaming gender issues into policy documents.*  *Local authorities have become aware of the lack of consideration of gender-specific needs in CC and adaptation planning documents. They have a better understanding of gender issues and have made firm commitments to consider Community Adaptation Action Plans (PACA), which include gender-specific measures, in the preparation of 4th generation of Communal Development Plans.*  *We were able to validate the community adaptation action plans which take into account all gender-specific strategies. Authorities testified that they have a better understanding of why gender issues need to be better integrated.* |

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| **CRREBaC, DRC** (Maguy Nzuzi Kenge).  *At the level of the research team, the capacities of researchers have been really strengthened with a better understanding of the concept of gender thanks to the various training activities. The team understood how to use this concept in research and how to use the tools to obtain gender-specific data. The research team learned to use gendered vulnerability analysis tools, gender-based socio-economic analysis tools, and the Gender at Work framework.*  *Within the team, the collaboration and the distribution of tasks among members have been improved. At the beginning of the project, the team was composed mostly of men; today we have more women researchers on board, and women and men really contribute in the different activities. At institutional level, the CRREBaC elaborated its Gender Strategy, including the revision of the Research’s Ethical and Deontology Code to integrate a gender perspective into all research and concrete measures to increase women’s participation in all CRREBaC activities.*  *The capacities of 48 institutions involved in natural resource management and gender issues in the DRC (public administration, private sector, civil society, higher education and academic-research institutions, specialized state services) have been strengthened on the use of gender-specific tools in the development of strategies and programs for the management of natural resources and the fight against gender discrimination.*  *The CRREBaC is influencing the gender policy at the national level. For example, our research organization contributed to DRC’s first event on Positive Masculinity leaded by the republic president, in November 2021.* |

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| **NWCF, PEI and IWMI, Nepal** (Kribina Pathak).  *After the training we have built and expanded knowledge on feminist methodologies. We have moved from gender mainstreaming to a gender transformative approach. This project made the research team more inclusive and diverse. In our household survey we had included 28 enumerators and we tried to include more of the female participants, and among them there are more emerging researchers too. Likewise, we tried to make the research team more inclusive with researchers from different generations and youth researchers.*  *Feminist philosophy was explicitly introduced in the design and operation of the project.*  *The feminist research methodology was also used to analyze a few policies. This has generated uncomfortable knowledge and brought into the light questions and engaged team members beyond conventional learning. The research generated was also used in other projects.*  *In the research, we also tried to include women from marginalized communities and highly vulnerable communities. Women from diverse social categories were included in the disaster risk reduction management trainings. We identified 20 women champions of whom three are actively working as trainers. These include a woman who is herself a disaster victim - she asked to be included in the training and she is now a successful TOT trainer herself. They teach other women to reduce their vulnerabilities and cope with such disasters, including women from indigenous Chepang communities, one of the most marginalized groups in Nepal. Women voiced their needs during interaction programs, but also about their specific needs for preparedness against thunderbolts. Usually, males are the trainers on disaster rescue. We identified that we needed women trainers and rescuers who could rescue you at a time of disaster.*  *The project has aimed to change local policy scenarios. From this project we have developed drafts of local disaster and climate resilient plans of two local government units. They were led by women champions trained by the project. This improved ownership and enhanced urgency by ward level representatives to make DRRM plans more inclusive, intersectional and women-led. At the national level, with the women champions, we try to promote this approach. Women were able to revise the plans*. |

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| **BCAS, Bangladesh (Sharmind Neelormi)**.  *With the help of Gender at Work, we have tried to infuse feminist approaches throughout research and the project cycle. First, when we designed our baseline and household surveys we consulted Gender at Work. They provided insights about using a feminist approach. As the project went along, our researchers integrated male and female members.*  *This body of researchers has become a collective force that understands a feminist approach to climate change research and now have respect for this approach. Earlier, it was primarily perceived as an issue of participation, training and capacity building. Now it goes beyond that.*  *The team lived the concept of resilience: even during COVID, our trainers and officers made connections, tried to connect local communities with social services, local women and authorities on food security, building relationships based on trust with these communities.*  *It’s not only a project, but also a continuum of relationships.*  *We had two training modules and training sessions on adaptation technologies on water and agriculture, income-generating activities for poor women, and local stakeholders in the context of coast and Haor regions.*  *We primarily got engaged with local policymakers, but also we collaborated with the national assessment of gender and climate change process of the Bangladesh Bureau of Statistics, where we shared our experiences on sex-disaggregated data.* |

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| **Reconquista, Argentina (Natalia Gavazzo)**.  *In our work, first we discussed how feminist methodologies lead us to start thinking in non-binary ways. For example, thinking about of “feminine identities” instead of women, (including LGBTQ). We include the perspective of intersectionality which led to a focus on migrants.*  *We also were trying to think about the concept of migration and try to decolonize some of these categories and translate them for ourselves. This was a way of continuing translating the concept of climate change for local realities: talking about health, water, food, wetlands.*  *Another key outcome was the interdisciplinary work which brought together academic units of the university that do not usually work together on the same research. We are social scientists and we have been working with biologists, physicists.*  *We also highlight that resilience is a misleading concept which could place greater burden of responsibility on women, when the state evades its responsibilities. We point this out and help build capacity and tools for public accountability.*  *At the community level, there are changes in the way the community engages with the research questions and findings: advances in environmentalism and feminism in our country. There are changes in the way the community and local stakeholders understand gender issues. This includes how environmental justice must be considered alongside geo-economics and gender inequalities.*  *At the level of the policies, we’ve been seeing increased participation of women in decision-making, also promoted by the new government which has more women in power. We have now a ministry of women and diversity that deploys a wide range of projects to assess gender violence, abortion etc. during the COVID-19 pandemic.*  *We have been consulted by local, provincial, and national governments on gender perspective, migrants, access to rights, minimum salaries, etc. We’ve been lobbying for an environmental education law implemented during our project. Finally, there are changes in policy frameworks: increased participation of migrants in local governments that increase consciousness about political rights for migrants, citizenship rights, etc.* |

In the discussions following the presentations, participants spoke of personal and organizational takeaways from the project. Some common themes emerged.

1. A broader and more nuanced understanding of gender concepts and strengthened ability to translate concepts into actions in the field. As one person put it, “*This project showed us the how women and climate change are connected. Inequality is a brake on resilience.”*
2. Greater voice and visibility for women in the research teams and in the community. Many of the women in the group shared their experiences of claiming their space in the team, speaking up and expressing their views, and becoming pro-active in shaping the research process. These journeys were often mirrored in the communities who participated in the research. This also led to greater collegiality and trust within teams.
3. Increased familiarity with gender tools and methodologies for gender-responsive research. Participants acknowledged the role of G@W facilitators in introducing them to new tools and providing support for testing and adapting them to local situations. Participants spoke of ways in which these tools brought “invisible exclusions” sharply to the fore. To quote one participant, “*The process awakened us to the tools we use and opened our attention to “the other”: women, indigenous people, migrants…”*
4. Each of the teams cited significant expansion in access to policy spaces, and changes in their relationships with policymakers. Participants spoke of having deeper and more transformative engagements with institutions of local governance. In several instances, interactions with local leaders and implementers on gender questions have opened the door to the transformative possibilities of women’s empowerment.
5. Members of all the research teams shared stories of personal epiphanies and transformation in their ways of engaging with gender questions in their personal and professional lives. Several people spoke of significant changes in the sharing of care responsibilities between women and men in their families and in the communities they work with.

A visual synthesis of the cross-cutting changes emerging from the country presentations and discussions was prepared and presented by G@W.

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# DAY 2

The discussions on Day 2 focused on the **learning** **outcomes** of this project. Teams reflected on the innovative methodologies and practices they have developed and tested during the partnership with G@W.

Team presentations may be seen accessed in the [Dropbox](https://www.dropbox.com/sh/hau45c85jjrkmn3/AABk5HgdTw_xxtn6Mt3jx5uoa?dl=0) Day 2 folder. The highlights are summarised below.

**Innovations in methodologies and tools**

* Using art and stories to recover and showcase women’s knowledge (Reconquista).
* A toolbox on cross-cutting gender issues related to the nexus between climate, water, migration and conflict (CRREBaC).
* CARE CVCA toolkit is tested and adapted, a nine-step sequence of tools for gendered investigation of climate vulnerability and adaptation capacities at the community levels (CREDEL).
* Gender-responsive participatory assessment of climate change adaptation technologies (BCAS).
* Tools for structured interactions between researchers, women leaders and policy-makers through local women’s groups (CPED).
* “Appreciative enquiry” methods to motivate men to examine their own gendered perspectives and practices ([link](https://www.dropbox.com/s/43altb8qvdsxgzp/VIDEO%20%20Nigeria%20CPED%20final%20slide-.mp4?dl=0) video clip) (CPED).

**Innovations in data management**

* An integrated and interactive information platform on the nexus between climate, water, migration and conflict in the Congo Basin (CRREBaC).
* “Data democratisation” – sharing climate data through radio programmes, training school students to collect and monitor rainfall data using rain gauges (NWCF/PEI/IWMI).

**Redefining concepts/categories**

* Redefining the notion of “knowledge” in a way that counters the silencing and invisibilising of forms of knowing that challenge patriarchy (Reconquista).
* A conceptual framework to show the relationship between gender equality/inequality and the nexus of climate, water, migration and conflict (CRREBaC).

**Innovations in pedagogies and practices**

* Challenging and decolonising the “idea of the university” - co-creation of curricula and joint teaching of courses by academics and women from marginalised communities (Reconquista).
* Training of Trainers (ToT) for enabling women from marginalised and vulnerable communities to become Master Trainers on disaster management (NWCF/PEI/IWMI)
* Introducing gender concepts at the local level through preparation of gendered Community Adaptation Action Plans in partnership with local communities and local decision-makers (CREDEL).
* Sensitising field researchers and students to new concepts such as the Capabilities Framework and feminist approaches (BCAS/Univ of Manitoba).
* Gender-responsive training modules on adaptation technologies and resilient livelihoods (BCAS).
* Training modules based on validation of indigenous knowledge and practices of agricultural diversification, with women leaders as trainers (CPED).
* Establishing the practice of critical reflection and dialogue as an integral element of the research process. (NWCF/PEI/IWMI)

An invited panel of experts brought their insights on gender-transformative research to bear on the reflections of the country teams. Presentations are available in [Dropbox](https://www.dropbox.com/sh/hau45c85jjrkmn3/AABk5HgdTw_xxtn6Mt3jx5uoa?dl=0) Day 2 folder.

Dr Nanci Lee of Sisters Ink summarized the findings of her review of gender transformative initiatives in 42 IDRC supported projects (*White Paper on Gender Transformative Research, 2017).* She highlighted some key characteristics of gender-transformative research.

* + **Addresses root causes.**  Uncovers underlying gendered power relations and norms including how gender connects to other issues and aspects of identity.
  + **Engages systemic partners.** Transformative research projects are platforms for bringing into the system actors and partners who are located at crucial intersections of change processes, and who can exert influence at multiple levels. These may include university partners, policymakers, women and men from vulnerable groups, movements, organizations, community elders and media including social media.
  + **Changes in local gender relations are embedded through the process of the research.** Early influence in the local context becomes possible when research is embedded in dialogue, action and solid evidence that can increase collective negotiating power.

Heidi Braun, Senior Project Officer at IDRC overseeing this project and a member of a committee at IDRC that has been working on promoting gender transformative research, shared an overview of current thinking at IDRC.Heidi affirmed IDRC’s commitment to funding gender transformative research as part of the “Strategy 2030”.

*“The current thinking within IDRC is that to address inequalities we need to move beyond individuals to look at structural barriers to equality. Therefore, we have this commitment to support gender transformative research through all our programming. We can’t go ahead with business as usual. It requires that we rethink the research commissioning process, team composition, kind of expertise and partnerships required, what timeline is realistic… It also means bringing other research donor partners to support this agenda. We need to support the capacity internally and within the research community.”*

Dr Sophia Huyer, a long-time gender advisor to the Climate Change program, shared her impressions of how partners have moved from gender-responsive to gender-transformative in their approach.

*“Projects are not only talking about relations between women and men, but the wider structures that are influencing opportunities and equalities for women and men. Engaging with women’s leadership, development of collective action in the communities (important for women to get more agency, stronger sense of confidence, ability and agency), their connection with the policy level around these issues…that is for me the really transformative aspect of what these projects have been doing.”*

All speakers agreed that while “gender responsive research” addresses the manifestations of inequality, “gender transformative research” digs deeper to address root causes and structural factors that create sustain inequality, including how research is carried out. As a result, the process of gender transformative research is itself transformative.

Reflecting on the expert presentations, country teams shared evidence of researchers and research participants having experienced changes in their ways of being and doing during the project.

*“The gender action learning process (created) safe spaces for reflection and knowledge building where field researchers, senior researchers could discuss about their experience, and difficulties about conducting gender transformative work. It was a very reflective exercise to recognize our biases, but also internalize the values individually and as organization. It reflected the transformation of our mindsets, attitudes, behaviors, and made us think in broader perspectives.” (Nepal)*

*The peer learning has really shown that we have come a long way since the meeting in Nairobi. What we have gained will not be lost. The project allowed us to train others, making sure that the transformative research can be sustained.”(Nigeria)*

*“Desarrollamos actividades de co-aprendizaje con mujeres migrantes en sus barrios a través de talleres o capacitaciones. También apuntamos a la transferencia de conocimiento donde no solo investigadores sino también mujeres migrantes fueron las que dieron charlas y clases en la universidad.” (Argentina)*

**Day 3**

The final day of the meeting focused on **consolidating learning** from the research projects, both for the teams and for individual researchers. Introducing the first session of the day, David Kelleher made the point that, “*Typically we say we learn from experience. That is partially true. We learn from experience* ***and*** *reflection*.”

Research teams were invited to reflect on the following questions in their country groups: *Given what you have learned over the last three years, what are three ways you would design your project differently if you were to start again?*

The consolidated Jamboard reflections on distilling lessons are shared below. These reflections pointed to at least four areas where research teams would do things differently:.

1. Timeline

   Description automatically generatedBetter inclusion of local communities in the research, including directly in the project team.
2. More direct engagement with specific sets of stakeholders such as community leaders, including guardians of tradition, local authorities, NGOs, women’s and feminist organizations, educational institutions, and the private sector.
3. More intentional integration of gender as a cross-cutting theme in the research, including the interface of climate vulnerability and GBV.
4. Greater promotion of women’s leadership both in research institutions and in communities.

The remainder of the day provided an opportunity to learn about reflective writing as a tool to crystallize personal learning. Ethan Gilsdorf, a writer and writing coach, led this session. Ethan began by describing personal writing, told a personal story of his own, and then shared an overview of the features of good personal writing. The resources he shared can be found in the [Dropbox](https://www.dropbox.com/sh/hau45c85jjrkmn3/AABk5HgdTw_xxtn6Mt3jx5uoa?dl=0) folder for Day 3, and the blog series that emerged from a writeshop led by Ethan and G@W for another IDRC project can be found [here](https://genderatwork.org/thinktanks-and-gender/).

For the writing exercise during the session, Ethan asked participants to:

*“Reflect on any single moment when you learned something significant about gender equality, or gender roles, or identity, or gender disparity, or about climate change. Think about something personal. Maybe from your past. You could capture a conversation. Try to focus on the moments of learning or understanding. You can step away from your computer. Write as much as you can. Enjoy!”.*

Following the personal writing exercise, participants shared their stories and reflections in small groups and then in plenary. They described very moving stories, often about family experiences related to gender norms that affected them in important ways, while other stories were testimony to experiences of discrimination and harassment that women researchers encountered in the academic world.

A few reflections from workshop participants on the experience of doing personal writing are shared below:

*So useful and insightful! We are familiar with writing reports and journal articles with fact and figures and with scientific rigor, but you are talking about how to make the story emotional with a human touch*. Dwijen, Bangladesh

*Écrire, c'est faire ressortir les sentiments, les émotions et essayer de les traduire par écrit. Pas facile.* Imarath, Bénin

A person carrying a child on the back

Description automatically generated with low confidence*Écrire, c'est relater sans voix votre plus grand sentiment que votre bouche ne peut directement exprimer.*  Génie, RDC

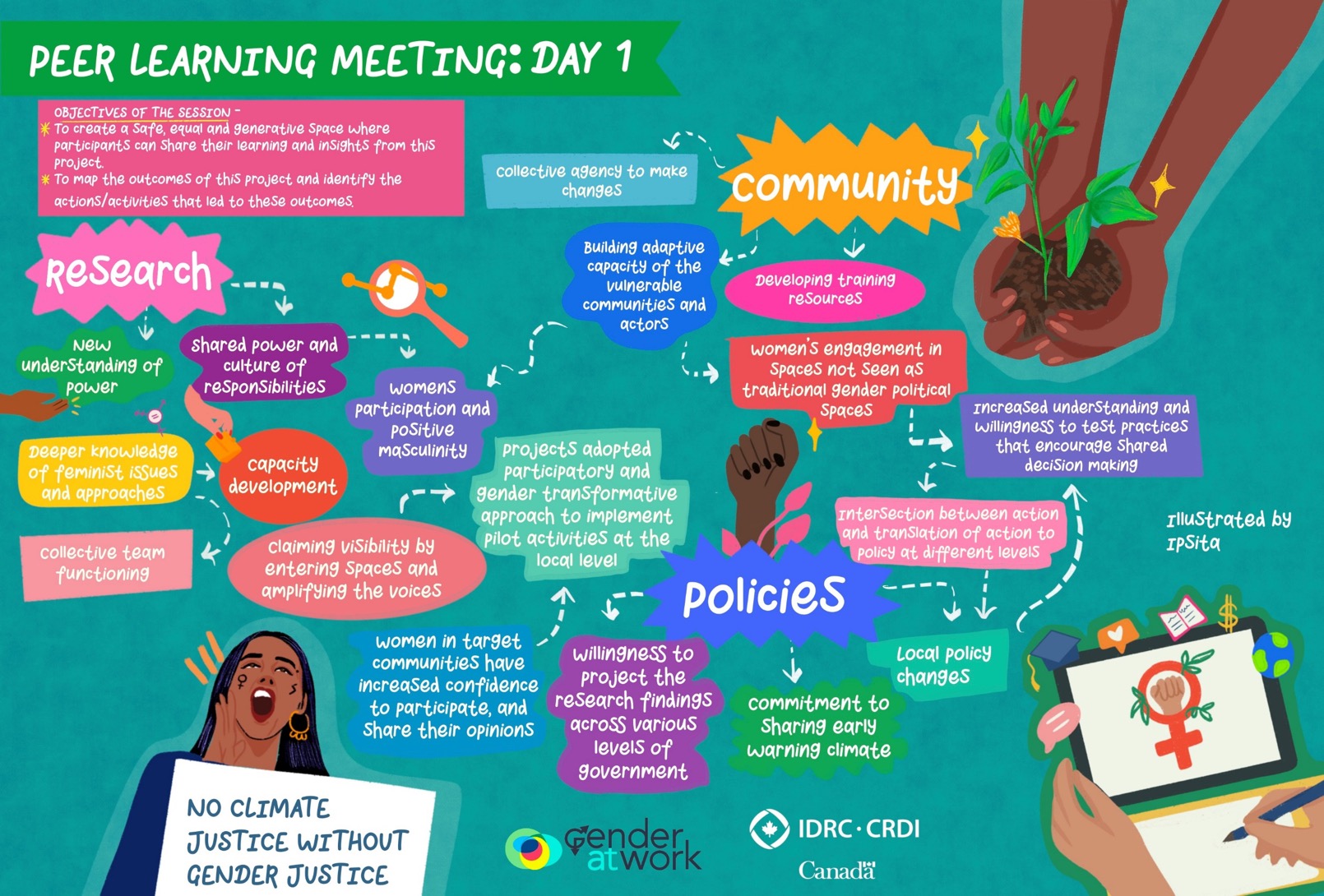
A highlight of the discussion was an image shared by Parfait, from CREDEL, Benin of « une image de la femme aux mille bras » related to the story he shared, reminding us of the truth to the old adage “a picture says a thousand words”.

At the end of the day, the participants received a ‘special gift’ in memory of this event: Ipsita’s wonderful graphics that synthesized our discussions over the 3 days of the workshop (shared at the end of the report). The meeting closed with thanks from Carol Miller and Heidi Braun and many good wishes from the participants.

A summary of the workshop evaluation is found in Annex 2.

In the aftermath of the workshop, the G@W also took some time to reflect on changes they had observed across the research projects. These are presented in the graphic below.

## G@W Facilitators’ Reflections on Changes in researchers, research teams and research methods







# ANNEX 1: FINAL VIRTUAL PEER LEARNING WORKSHOP, DECEMBER 7,8, 9, 2021

## Participant List

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| **DRC TEAM** | **BENIN TEAM** |
| Nicole Nsambi | Parfait Blalogoe |
| Anaclet Kombayi | Arsène Akognongbe |
| Emmanuel-Tsadok N. Mihaha | Imarath Adeoti |
| Genie Spirou Lutonadio Kiala | Maurice Koutangni |
| Maguy Nzuzi Kenge | Aziz Yolou |
| Lisette Bonso Muswaswa | Zoulkifouli Alapini |
| Nana Kabujenda | Ernestine Denami Goundete |
| Raphael Tshimanga | Bonaventure Agboton |
| **ARGENTINA TEAM** | **NEPAL TEAM** |
| Natalia Gavazzo | Gitta Shrestha Thapa |
| Lucila Nejamkis | Dipak Gyawali |
| Santiago Canevaro | Sanju Koirala |
| Belen Lopez | Shristi Shakya |
| Sofia Espul | Kribina Pathak |
| Débora Gerbaudo Suárez | Saumitra Neupane |
| **NIGERIA TEAM** | Manohara Khadka |
| Dicta Ogisi | **BANGLADESH TEAM** |
| Job Eronmhonsele | Dwijen Mallick |
| Mercy Omuero | Sharmind Neelormi |
| Osagie Aitokhuehi | Syeda Amirun Nuzhat |
| Ernest Imongan | Monowarul Islam |
| **GENDER AT WORK TEAM** | Shohail Bin Saifullah |
| Kalyani Menon-Sen | Somaiya Binte Selim |
| Carol Miller | Asma Ul Husna |
| Nkechi Odinukwe | **IDRC TEAM** |
| Tania Principe | Bruce Currie-Alder |
| Sylvie Desautels | Heidi Braun |
| David Kelleher | Mélanie Robertson |
| Aayushi Aggarwal | Walter Ubal |
| Atlas Portal | Bhim Adhikari |
| **GUESTS** | Erika Malich |
| Sophia Huyer- Gender Specialist-CGAIR |  |
| Nancy Lee- Gender Specialist |  |

# ANNEX 2: WORKSHOP EVALUATION RESULTS

A short evaluation survey was shared in the final session of the meeting to which 24 participants responded. A summary of feedback is found below. The full set of survey responses is available in the Dropbox folder.

A few words from participants on what they appreciated/what went well:

* *Les expériences partagées ont été très riches et ont éclairées ma compréhension*
* *Les échanges sont très riches d'un pays à un autre, assez d'innovation*
* *Seeing everybody, knowing that the projects grew so much, G@W vision for gender analysis, IDRC support and commitment*
* *Great structure to the presentations and amazing time keeping! (Day 1)*
* *Très bien organisée, chaque pays a eu l'opportunité de présenter ses résultats*
* *Great to engage people personally and invite them in a different way to reflect and share their experiences (reflective writing). Ethan was a wonderful facilitator. (Day 3)*
* *Apprentissage d'une communication sur les expériences positives (écriture) (Day 3)*
* *Histoire de la vie est importante et comment écrire (Day 3)*

Overall, people appreciated the opportunity to share ideas, methodologies and innovations and to exchange with other teams directly on their research. They also appreciated the expert panel.

There was consensus that we needed *more time for the workshop*, more opportunities to deepen the learning and analysis, more time for group work and more time for each team to present the results of their research. There was also a call for more case studies on sexual violence and for participants to think about arranging a session on Gender and Climate Change in the COP27 in Africa.