



GEM Digest of the Month for July 1, 2014

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Note the new address!



Woman using technology for removing rice husks at Rupla village model farm, Nepal. Photo courtesy of D. Ceplis.

The Gender Equality Mainstreaming (GEM) Working Group of the Agricultural Institute of Canada (AIC) gathers information and articles on an ongoing basis on gender equality mainstreaming within agriculture, scientific research, rural development, climate change and organizational development. Information is shared with members, partners, scientific societies and member organizations. The views and opinions presented are not necessarily representative of AIC.

If you have information to share, please send it to dinah.ceplis@gmail.com to compile and re-distribute once a month. Back issues of the GEM Digest are available at <http://www.aic.ca/gender/resources.cfm>.

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Opportunities and Upcoming Events

1. Calls for Proposals from DFATD

<http://www.international.gc.ca/development-developpement/partners-partenaires/calls-appels/index.aspx?lang=eng>

Canada’s Department of Foreign Affairs, Trade and Development (DFATD) currently has issued four calls for proposals. This includes:

- African Leaders of Tomorrow Scholarships Fund. Deadline is **July 8**, 2014.
- International Aboriginal Youth Internships initiative. Deadline is **July 9**, 2014.
- International Youth Internship Program. Deadline is **July 9**, 2014.
- Volunteer Cooperation Program. Deadline is **July 16**, 2014.

In a webcast held on June 11, staff members mentioned that a call for proposals related to Maternal Health will be issued in September 2014.

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2. Summer Camp on Charcoal Stoves

<http://us3.campaign-archive2.com/?u=6024c1562ffc2660833c676cf&id=ff87e0916c&e=4082cf4f7f>

Aprovecho Research Center's Summer Stove Camp is running from **July 21st through 25th, 2014!** This is an opportunity to conduct lots of emissions testing of stoves “under the hood” in the lab and in a Test Kitchen. The best Top Lit Up Draft stove team wins \$250!!

Dr. TLUD will be leading workshops and sharing the current state-of-the-art of natural draft and forced-air TLUDs. A second course of study will focus on building improved ovens. Teams will build both low mass rocket ovens and high mass ovens and compare performance.

Stove Camp is open to everyone, and is regularly attended by – designers, producers, program implementers/ administrators, folks interested in environmental issues, women’s advocates, student interns, and some amazing inventors. We all share the goal of serving humanity – particularly in the developing world – by finding viable solutions.

Stove Camp encourages participants, and shows them how, to solve stove problems. One year NASA participated and we combined emissions equipment to do experiments on Black Carbon. Working with GIZ the participants at Stove Camp 2012 revisited and did further exploration and analysis of charcoal stoves. Folks have open access to the emissions hoods and sometimes spend the whole week tuning their stove.

Tuition is \$400, and people have the option of camping out by the river at our new beautiful campus at Blue Mountain or choosing one of several affordable motels in the small, Oregon town of Cottage Grove.

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3. African Women in Agricultural Research and Development (AWARD) -- Fellowships 2015

<http://www.awardfellowships.org/the-award-fellowship/applicants/faq>

AWARD is a program of two-year fellowships to strengthen the research and leadership skills of African women in agricultural sciences. The program is intended for women in the agricultural disciplines and related life sciences broadly defined. Eligibility extends to women agricultural scientists who are citizens of Ethiopia, Ghana, Kenya, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda, and Zambia. There is no age restriction. The application period is **07 July 2014 through 08 August 2014**.

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4. Canadian International Development Research Center (IDRC) -- IDRC Research Awards 2015

<http://www.idrc.ca/EN/Funding/Competitions/Pages/CompetitionDetails.aspx?CompetitionID=81>

IDRC makes research awards to citizens and permanent residents of Canada, and to citizens of developing countries. The award provides for a one-year paid program of research in addition to hands-on experience in research management, grant administration, and the use of knowledge from an international perspective. Program areas include agriculture and food security; climate change and water; and several others. Applicants should be enrolled, or have previously completed, their masters or doctoral degrees at recognized universities. IDRC identifies countries not eligible for awards, as well as countries requiring prior approval. The deadline for applications is **06 August 2014**.

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5. Organization for Women in Science for the Developing World (OWSD) - - Postgraduate Fellowships in Natural Sciences

<http://owsdw.ictp.it/activities/postgraduate-training-fellowships>

OWSD supports female scientists in Sub-Saharan Africa and Least Developed Countries (LDCs) with doctoral fellowships in the natural sciences. The fellowships are for the pursuit of a doctoral degree at a host institution in a developing country, but not in the applicant's home country. Applicants should be qualified young women science graduates (generally below 40 years of age), who have an M.Sc. degree or outstanding B.Sc. in the natural sciences. The application deadline is **15 August 2014**.

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6. L'Oréal and UNESCO -- Fellowships for Women Scientists in Sub-Saharan Africa 2014

<http://www.ansti.org/index.php/fellowships/l-oreal-unesco>

Women scientists who are nationals or permanent residents of any country in Sub-Saharan Africa can apply for the 2014 L'Oréal-UNESCO regional fellowships. The program offers five fellowships of €5 thousand each to African Ph.D. students, and another five fellowships of €10 thousand each to African postdoctoral researchers. The age limit for applicants is 40 years for Ph.D students, and 45 years for post-doc researchers. The application deadline is **21 August 2014**.

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7. Orskov Foundation -- Training for University Students in Animal Agriculture

<http://www.orskovfoundation.org/apply>

Orskov makes grants to support animal agriculture in developing countries, including for agricultural studies related to poverty alleviation and environmental sustainability. Grants up to £2,500 support the costs of training at a university or similar organization other than the university/college in which the applicant is registered. Applications are invited from individuals in lower-income and lower middle-income countries. The application period is **01 October through 31 December** of each year.

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8. Associated Country Women of the World (ACWW) -- Grants in Support of Women and Children

[http://www.acww.org.uk/what we do/projects apply for funding](http://www.acww.org.uk/what_we_do/projects_apply_for_funding)

The ACWW makes small grants that directly benefit women and/or children in subject areas that include agricultural training and development, water and sanitation, and several others. AWCC's member organizations can submit applications at any time; non-members should apply during **January or June** of each year.

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Reports, Publications and Resources

1. Gender in the Green Climate Fund

<http://boell.org/web/index-1267.html>

An Update on Efforts to Operationalize a Fund-wide Gender-Sensitive Approach after the 7th GCF Board Meeting

Climate Change is not gender-neutral. The Intergovernmental Panel Climate Change in its latest 2014 working group II report on climate change impacts, adaptation and vulnerability stressed that people who are socially, economically, culturally, politically, institutionally, or otherwise marginalized are especially vulnerable to climate change and also to some adaptation and mitigation responses. This is the case for many women in developing countries already severely affected by climate change. Persistent discrimination and inequality on the basis of gender, along with other factors such as class, ethnicity, age and (dis)ability, heightens vulnerability and affects men and women's differently in their capacity to adapt to and address climate change challenges. The UN Framework Convention on Climate Change (UNFCCC) in several decisions by its Conference of Parties (COP) over the years likewise acknowledged and affirmed that gender equality and the full participation of women are important for effective action on all aspects of climate change with gender-responsive climate policy needed in national and local contexts.

The Green Climate Fund (GCF) was established by a UNFCCC decision in 2010 as part of the convention's financing mechanism to "promote the paradigm shift towards low-carbon and climate resilient development pathways" in developing countries in the context of sustainable development

With the GCF getting close to full operationalization – and presumably ready to start funding projects and programs in 2015 – it is timely to take stock of the advances by the GCF Board and the Fund’s independent Secretariat toward fulfilling the promise of the GCF charter of a gender-sensitive approach to its funding.

This analysis looks at some of the specific decisions taken at the 7th GCF Board meeting in Songdo in May to address those questions and provide recommendations for strengthening the full operationalization of a GCF-wide gender-sensitive approach.

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2. Producing Gender-Sensitive Materials for Open and Distance Learning

http://www.col.org/PublicationDocuments/pub_KS2005_Gender.pdf

Sensitivity to someone’s gender is crucial, not only in life but also in learning. In developing countries where the opportunities for face-to-face education are often limited, open and distance learning (ODL) can provide basic education, skills training and lifelong learning. Appropriate ODL materials are especially important for women who live in countries where they are seen principally as homemakers and carers of children, and where their social and cultural norms make attending face-to-face classes difficult. ODL can provide such women, their partners and their children with the key to the world of learning. Producers of ODL materials must ensure that this key works for both sexes.

To produce successful ODL resources, you must make assumptions about learners’ background knowledge, experience and skills, that paints a picture of the learners you are targeting. When that picture is either predominantly male or female, problems occur that can result in barriers to access and participation by one sex or the other. Women’s and men’s learning styles can be different. They can respond differently and with different degrees of success to the various ODL modes of delivery. They can bring to the learning task different life experiences, expectations, skill bases and time available for study.

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3. Producing Gender Sensitive Learning Materials: A Handbook for Educators

<http://www.col.org/resources/publications/Pages/detail.aspx?PID=147>

This unique resource book is designed to be used by those developing distance learning materials to assist in identifying gender bias concerns and improving capacity for addressing them. Discussion and case studies cover not only course materials, but also the manner in which educational issues are approached. For example, course calendars and brochures are examined to find ways in which opportunities for education and training can be "advertised" so that it is clear that women are encouraged to take part. The handbook can be used for self-study purposes, as a policy guide for administrators, or as a resource for workshops in course writing and instructional design. (86 pages)

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4. Does climate change aggravate gender inequalities? Empirical assessment from South India

Available online at: <http://www.eldis.org/cf/rdr/?doc=68347>

<http://www.bioforsk.no/ikbViewer/Content/110648/Bioforsk%20RAPPORT%209%20%2886%29.pdf>

This study comes from Bioforsk / Norwegian Institute for Agricultural and Environmental Research (2014). The effects of climate change are unequally distributed between female and male gender in agrarian communities, particularly in developing countries. The agrarian regions of South India offer some representative examples where extreme events such as drought and floods influence gender inequalities. This study assesses the potential effects of climate change as reflected through weather extremes to gender in agricultural communities of Andhra Pradesh state in South India.

The study results suggest that no major gender inequalities were found in the current ownership patterns of property including house and land in the study areas. However, it became apparent that each gender takes different initiatives against climate change and this may trigger forthcoming inequalities. Lack of awareness about climate variability and the linkage to weather extremes may also impact as to how men and women respond to such extreme weather conditions.

The findings are in full accordance with similar studies which also acknowledge the fear of gender inequality when each gender takes different initiatives against weather extremes.

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