



Middle East Water and Livelihoods Initiative (WLI)

Improving Rural Livelihoods through Sustainable Water and Land-use Management in the Middle East: Egypt, Iraq, Jordan, Lebanon, Palestine, Syria & Yemen



WLI Quarterly Progress Report



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Executive Summary

The first quarter of 2010 witnessed the planning and implementation of a number of WLI activities. This included hosting a kick-off workshop in Amman, Jordan, February 4-5, 2010, which brought together WLI stakeholders from across the region and the U.S. Based on the outputs of the workshop, a number of activities are under development, namely the characterization of benchmark sites, further development of the WLI “Wiki”, or shared work space, socio-economic studies for each benchmark site, recruitment of consultants to carry out socio-economic studies at each benchmark site, planning for the educators’ conference scheduled for June 27 – July 2, 2010, and development of training activities, in collaboration with UF.

WLI Kick-off Workshop, February 4-5, Amman, Jordan

A two-day WLI workshop took place in Amman, Jordan to discuss, outline, and “kick-start” new activities under the new funding. The full report, including the agenda and relevant presentations can be accessed at http://www.icarda.org/wli/Kick-Off_Meeting_Intro.htm.

Amman was the chosen venue for the workshop for a number of reasons. It was the site of ICARDA’s international conference on Food Security and Climate Change (FSCC) (http://www.icarda.org/Announcement/2009/IntlConfnc_FoodSecurity/FoodSecurityAndClimateChangeInDryAreas_2009.htm) bringing together a wide range of participants from the agricultural community. As a result, holding the workshop at the same time and venue would highlight the WLI to a larger audience. Secondly, Amman was a convenient destination for American and regional participants due to the number of flights that regularly fly into the city. Because of the broad spectrum of stakeholders involved in the project, as well as the need to discuss the parameters of the new funding (e.g. activities that can be supported with the new funds, allocating the budget to specific activities, convening the project steering committee, etc.) it was necessary to hold a two-day workshop.

The workshop participants represented a broad spectrum of interests from centers and institutions including the following:

- National Agriculture Research and Extension Service (NARES) for the seven participating countries (Egypt, Iraq, Jordan, Lebanon, Palestine, Syria and Yemen)
- Three centers from the Consultative Group for International Agricultural Research (CGIAR): i.e. International Center for Agricultural Research in the Dry Areas (ICARDA), International Food Policy Research Institute (IFPRI), and International Water Management Institute (IWMI)
- US Universities: Texas A&M University (TAMU); University of California – Davis and Riverside (UC-D/R); University of Florida (UF); University of Illinois, Urbana-Champaign (UIUC) and Utah State University (USU)
- Regional Hub University representatives who also represented national Universities within the WLI’s three agro-ecosystems (Fig 1): Irrigation Hub at the American University of Cairo (AUC); Rainfed Hub at the American University of Beirut (AUB); and the Rangeland Hub at the University of Jordan (UJ).

Dr. Scott Christiansen, USAID's Activity Manager for the WLI set the stage with a presentation that showed the relationship between the WLI and the Feed the Future (FTF) Initiative – a new effort on food security and poverty alleviation. The US State Department and USAID want to ensure that all other agricultural funding by the US be allocated in such a way as to complement the FTF. Although no Middle East countries are included in this new initiative, Dr. Christiansen noted that the WLI can play a role in complementing the FTF and in this way demonstrate the common principles and synergies between the FTF and the WLI.

Dr. Fadi Karam gave an overview of the WLI, focusing on the activities to be implemented during the first year of the WLI regional component phase. This was followed by presentations from the WLI focal points in each of the seven participating countries reflecting national priorities issues at the benchmark sites and the assessment of learning and training needs.

The workshop consisted of frank and informal discussions from all participants. Efforts concerned approval of bilateral activities that could qualify as “foundational” under the available funding from USAID. Those activities considered urgent going into the meeting (such as policy studies, state of extension systems, characterization of existing associations and decision support modeling) were debated and prioritized in breakout sessions. It was concluded that updated or new benchmark characterizations be accomplished for all countries. Capacity development activities should be organized to include the Educators' Workshop and organization of training activities at all levels. E-learning methodologies could be used to complement face-to-face training.

Additional discussion centered on the complementary relationship of the Central and West Asia and North Africa (CWANA) Water Benchmark Project, a four year research project whose first phase was recently completed by ICARDA addressing water scarcity and improved water management options at the farm and basin levels within three agro-ecosystems and ten countries. Further presentations were given about other relevant US activities such as planning for the Middle East Center of Excellence on Water and activities of the Citizen's Research and Development Foundation. It was agreed that all stakeholders should contribute to a vigorous resource mobilization effort in 2010. Public awareness materials should be created to assist the country teams for visits to USAID and other donors as soon as possible.

The outputs to the workshop included development of a budget and work plan to serve as the “road map” for WLI activities for the first year. The work plan can be found in Annex 1.

Activities under development

A number of activities are in the planning phases, with the expected dates to be carried out during the second quarter of 2010. This includes further development of the WLI Wiki, benchmark site characterizations, recruitment of national consultants to conduct socio-economic studies, planning for an educators' workshop in June 2010, and partnership with UF to develop education and training-related activities.

Benchmark Site Characterizations

As agreed to at the kick-off workshop in Amman, the WLI project management team developed a set of criteria to aid NARES institutions begin biophysical characterization

and livelihoods assessment of each benchmark site as a first step towards developing baseline studies. Because each benchmark site has varying degrees of characterization already documented, it is necessary to standardize the data among all benchmark sites to ensure consistency and to harmonize the information. The criteria, listed in Annex 2, were also placed on the Wiki to allow input and comment from stakeholders.

Further Development of the WLI Wiki

Based on discussions at the WLI kick-off workshop in February, a number of items related to the WLI Wiki were updated, with an overall goal of strengthening stakeholder participation and streamlining the knowledge-sharing process. The following items were added to the Wiki:

- Thematic groups on Decision Support Modeling, Education, Extension, Policy, and Water Systems were created to list focal points for each group, as well as list training priorities and discussion points.
- Due to the upcoming educators' workshop in June 2010, the Wiki page covering the thematic group on education had a number of additions. A draft agenda page for the educators' workshop was created for comment and discussion. A glossary of educational terms and training priorities were also added for comment and discussion.
- At the request of participants at the kick-off workshop, a detailed step-by-step instruction guide was placed on the home page to help stakeholders navigate the Wiki and upload/download information.
- A number of relevant articles were uploaded onto the Wiki, including a UN-ESCWA report on socio-economic vulnerabilities to drought, an FAO report on gender equity and rural development, the UN-ESCWA glossary of terminologies (English-Arabic), the UNDP Human Development Report (2008), a call for papers for a major international conference on environmental management in Jordan, November 2010, as well as an announcement for a new ICARDA competition for young scientists in wheat improvement.

Socio-economic Studies

The WLI project management team began recruiting experts to conduct a two-month socio-economic study at each WLI benchmark. Because varying levels of socio-economic data exist at each benchmark site, there is a need to fully develop and homogenize inputs across all benchmark sites. For example, the benchmark sites of Egypt and Jordan build on the International Fund for Agricultural Development (IFAD) and Arab Fund for Economic and Social Development (AFESD)-funded CWANA Water Benchmark Site Project. As a result, pre-existing data is available to use. The remaining WLI benchmark sites in Lebanon, Syria, Iraq, Yemen, and Palestine are new sites and do not have existing data. Accordingly, national experts will work with the WLI focal points in each country to develop and/or update the socio-economic studies. Terms of reference (TOR) were developed and sent to NARES institutions to aid in advertising to appropriate candidates. The hired consultant will be responsible for reviewing existing studies and available literature on sustainable rural development and rural livelihoods, defining weaknesses and opportunities for improving rural livelihoods, reporting on developments on food security, developing indicators to evaluate human development at the benchmark site, and developing gender-related data at the benchmark site. The advertisement for the socio-economic studies consultant, which includes a full description of responsibilities, can be found in Annex 3. Support in

conducting the socio-economic studies will be provided by ICARDA's Social, Economic & Policy Research Program (SEPRP).

Educators' Workshop

Planning has begun for the convening of an educators' workshop, scheduled for June 28-July 1, 2010 at the American University of Cairo, Egypt. The conference will bring together WLI stakeholders to discuss specific education needs and relevant activities that can be carried out under the WLI. Some of the topics will include the following:

- Summarizing and discussing training needs at the benchmark sites
- Developing work plans for specific training agreed
- Discussing potential long and short-term academic programs between U.S. and regional universities (e.g. MS, PhD, Sandwich programs)
- Discussing advancement in research-extension synergies, and transfer of technologies to farmers and end-users
- Discussing potential e-learning programs
- Discussing gender issues and its integration into WLI activities

A tentative agenda is listed in Annex 4.

Development of Training Activities

ICARDA is working closely with UF to develop training activities benefitting WLI stakeholders. Initial activities will be designed for extension agents, scientists, and farmers. UF is taking the lead by contacting US universities to take an inventory of what is available from US institutions. A training needs assessment will also be conducted to assess regional university and NARES priorities. The gathered information will be posted onto the Wiki when completed.

Bilateral Mobilization efforts with USAID Country Missions

In an effort to mobilize funds for the bilateral components of the WLI, efforts have been made at lobbying USAID country mission offices to promote the work of the WLI. Specifically, meetings were held in Yemen and Jordan with USAID officials to discuss current activities and obtain feedback on potential support for bilateral programs.

USAID Office Jordan

USAID WLI Activity Manager Scott Christiansen held a meeting with Ross Hagan and Hugh Winn at USAID Jordan in Amman on February 9, 2010 to discuss potential funding of the Jordan bilateral proposal. Feedback from this meeting indicated that adjustments to portions of the Jordan bilateral proposal would need to take place in order to raise its appeal with USAID Jordan. Specifically, it was recommended that the proposal be developed as a natural resource management project, rather than an agricultural production project. The biodiversity benefits of the proposal should also be highlighted, such as the Vallerani water harvesting system and its benefits towards ecological restoration. Promoting stronger partnerships with the Ministry of Water and organizations such as the Royal Botanical Society, the Badia Research and Development Program (BRDP) and the Royal Society for the Conservation of Nature (RSCN) will positively impact the proposal's profile.

As a conclusion and action item, it was recommended that ICARDA initiate a re-writing of the Jordan bilateral proposal using the recommendations from Dr. Christiansen's

meeting. Accordingly, a consultant will be retained to work with ICARDA and Jordanian stakeholders to revise the bilateral proposal.

USAID Office Yemen

A meeting was held between officials from the Yemeni Ministry of Agriculture and USAID Yemen in Sanaa' on April 14, 2010. The Yemeni participants briefed USAID Yemen on the WLI and their interest in garnering support for the bilateral components of the WLI. Although bilateral funding is not currently available, the meeting was a good opportunity for the WLI stakeholders in Yemen to directly communicate with USAID Yemen and lobby their support towards the bilateral program. An action item agreed by Yemen stakeholders and the WLI Project Management Unit (PMU) resulting from this meeting was to hold a training activity in Yemen in order to raise the visibility of the WLI in Yemen.

Annex 1

First Year WLI Work Plan

1. Administrative Tasks

- Establish the Project Steering Committee (PSC). Note that the structure was changed in this meeting and it was agreed that one more member may be added to represent regional universities after the regional universities meet and elect a chairperson.

Project Manager (ex-officio)	
National coordinators	7
IWMI Representative	1
IFPRI Representative	1
US Universities	1
ICARDA ADG-ICC	1
Regional University WLI Chairman	Appoint when chair elected
Current members	11

- Recruit a community leader to help with nomination of Site Advisory Group (SAG) members for each benchmark site. The characterization process will help the team to identify additional members and a formal selection can be made at the end of the year (up to 10 people – involve existing community groups, associations, etc.)
- Establish National Technical Committees (NTC) where they are not yet formed. The NTC oversees the activities in each country and assures consistency across sites by agro-ecosystem.
- NTC and ICARDA Regional Coordinators outline the TORs that describe the composition of teams and duties to characterize each of the benchmark sites.
- Assign research teams to carry out baseline studies (including good institutional balance and gender equity)
- Suggest adoption of the quarterly and annual report outline shown in Annex 1.

2. Baseline Studies

- ICARDA to develop a framework for the livelihoods assessment (i.e. socio-economic data collection) that builds from but expands upon the data collected and methods used in the Water Benchmark Project methodology. (Select a minimum data set that will set the baseline for more in-depth research by graduate students and that responds to the constructive criticism that much more data were collected than effectively used in the Water Benchmark

Project.) ICARDA to select a small set of indicators from the existing USAID core indicator list (see those selected thus far in Annex 1 and a full list in Annex 2) to assure standardization across agro-ecologies and projects (WLI and Water Benchmarks). There is a difference between the project indicators and the information collected in the baseline characterization; however, it should be possible to collect desired indicator data as a part of the benchmark site characterization exercise.

- ICARDA to develop a common methodology for carrying out benchmark studies within each agro-ecosystem and TORs for the teams that will carry out the work.
- ICARDA to train the national technical teams on how to conduct the baseline studies. Only after completing the above should the baseline studies begin.
- Begin baseline studies as soon as possible and finish by Oct 2010.
- Organize introductory workshop(s) to introduce the WLI team to stakeholders in benchmark communities in order to start the baseline study process. It is expected that the WLI team will keep the community informed of results.
- Analyze data collected and present report by end of 2010.
- Identify/develop research topics for students (5 MS and 3 PhD slots) based on findings of baseline studies.

3. Capacity Development

- Formalize Education Committee: interested parties will supply contact information to the WLI Wiki.
- Hold Educators' Workshop (see Annex 3 for proposed agenda) at the American University in Cairo (AUC). A prerequisite for participation is that committee members will complete the tables and URLs on the Educators' Corner of the Wiki. Updates to be available by 1 May so that the information can be used at the Educators' Workshop.
- University Department websites are the sources of curricula that can be analyzed to select a subset of courses for use in the WLI research. Provide a summary of relevant courses for distribution to interested individuals and students by October 2010.
- NTC in each country to conduct a training needs assessment for their benchmark site(s) that identifies the gaps in human resources by discipline and clarifies the relative need for academic training versus in-service training.
- The PMU will evaluate the costs of the various options and document how the evaluation was done so that it can be regularly updated.
 - The PMU, US Training Coordinator and Education Committee will review e-learning options for degree and non-degree training and recommend the general balance and type of e-learning and traditional coursework that will provide useful

results.

4. E-learning

- Define TORs to inventory and describe e-learning materials that are available and applicable. Post the consultant report on the WLI Wiki.

5. Activate Policy Thematic Group

- Establish the Policy Thematic Group: interested parties will supply contact information to the associated WLI Thematic Group folder on the Wiki.
- Jointly define TORs for the policy studies with IFPRI who will lead the work, integrating the policy studies as a means to implement elements of their new MENA strategy. WLI has start up funds for IFPRI; however IFPRI would be expected to cost share by submitting proposals to donors that would contribute to the project and fully cover their institutional costs.

6. Activate Decision Support Models (DSM) in Interested Countries

- Establish the DSM Thematic Group: interested parties will supply contact information to the associated WLI Thematic Group folder on the WLI Wiki.
- State how desirable models differ across the three main ecosystems and assess already available models. Define different objectives for each site/country; determine what the model is to be used for – long-term planning vs. real-time operation; decide whether institutional infrastructure is available to support model development; investigate level of spatial and temporal resolution required at each site.
- Start with a preliminary overview and review by knowledgeable and interested team members for discussion at next PSC. WLI Project Manager to define TORS and share with Thematic Group; then hire a knowledgeable consultant to conduct the work.
- Note that decision-makers in Syria and Lebanon are interested in seasonal forecasting models to provide suggestions for crops/planting schedule, and availability of supplementary irrigation.

7. Activate Extension Assessments in Interested Countries

- Establish the Extension Thematic Group: interested parties will supply contact information to the associated WLI Thematic Group folder on the Wiki.
- Link to the policy review and benchmark characterizations: what kinds of extension services are available in each of the target ecosystems in the various sites/countries; investigate whether private extension services are available in addition to public extension; assess whether some extension efforts are targeted specifically to women.
- Inventory the formal, informal, and private sector extension set up in each country
- Evaluate alternative informal extension system channels currently being used for transfer of knowledge and technology; introduce information and communication technologies (ICTs)—e.g., mobile phones are used for

prices, credit, weather (and make sure women can access these tools)

8. Activate the Thematic Group on Water Systems

- Establish the Thematic Group on Irrigation and Water Management, Water Systems and Processing: interested parties will supply contact information to the associated WLI Thematic Group folder on the Wiki.
- Describe the watershed basin needs of WLI and consult with IWMI to define what aspects they would be interested in leading that is in line with their comparative advantages, strategy and mandate. WLI has start up funds for IWMI; however, they would be expected to cost share by submitting proposals to donors that would contribute to the project and fully cover their institutional costs.

9. Defer Action on some Thematic Groups

- Following the benchmark sites characterization assess the need for a review of associations and the focus on livestock at each site.
- The ICT and Knowledge Sharing (KS) efforts will primarily assist in public awareness and resource mobilization in the WLI at the outset of the project (see below).

10. Quotas to Achieve Gender Equity and Training

- Attention to gender equality should permeate the WLI. NTCs are asked to set 50:50 quotas for training of women and men.
- If 50:50 training cannot be achieved in individual courses then devise women-only training courses so that training resources can be allocated equally.

11. Resource Mobilization and Public Awareness

- Activity Manager to (a) map and distribute USAID contacts for Missions in each WLI country and in Washington; (b) approach Gates Foundation as a potential donor; (c) create reporting tracker for WLI partner visits to donors; (d) approach USDA-ARS to establish a reimbursable agreement between an ARS lab and WLI universities to allow ARS engagement with the WLI; (e) create a donor event in Washington or at one of the WLI US Universities during 2010, possibly timed to coincide with a visit to the US of the ICARDA DG and WLI Project Manager.

12. Calendar of Events in 2010

- Mid February: Final report close (\$350,000 Budget)
- March: WLI 1st quarterly report to ICARDA
- At administration level: PSC, NTC/country, Education Committee, Thematic Groups to be formulated
- April through September: SAGs formed gradually as key stakeholders emerge
- April through September: PM visits to benchmark sites
- Mid April: 2nd 2010 Quarter Report
- BOT meeting
- May: Meetings of universities in region by ecosystem group (Cairo - Irrigation;
- Beirut – Rainfed; Amman – Rangeland

- June: Educators' Workshop
- July: 3rd 2010 Quarter Report
- November: MSc & PhD slots identified. Potential students with TOEFL and GREs
- ready to apply to US graduate programs
- Mid Nov: 4th 2010 Quarter Report
- BOT meets and invites WLI to report

Annex 2

Criteria for Benchmark Site Characterization

1. Bio-physical characterization

Site name:

Region:

Location and geographic boundaries of the benchmark: *(please describe site location, including its regional boundaries, give coordinates, and insert a map of the site)*

Area and topography: *(please specify the surface area of the benchmark in km², altitude and topography of the area, i.e. coastland, midland, highland and a brief description of its general geomorphology)*

Climate: *(please describe the climate prevailing at the benchmark, in relation to (i) annual rain and seasonal rainfall distribution (use a monthly-based chart); minimum and maximum temperature patterns (use a monthly-based chart) and the availability of weather station(s) at the benchmark site)*

Soil characteristics: *(please specify the soil type and provide, if available, a soil map of the site, tabulate soil physical properties (depth, texture, water retention capacity, organic matter content, porosity, specify if the soil is well or fair drained) & soil chemical properties (pH and macro/micro nutrient levels, salinity and alkalinity levels) from one or more sampling areas within the benchmark. Specify also the soil-related constraints to crop production)*

Water sources/characteristics: *(please specify the water sources (surface, ground, marginal, treated wastewater...), tabulate water chemical characteristics, mainly with relation to salinity/alkalinity levels)*

Forest and wildlife resources: *(please give a description of the area occupied by forest and/or maquis in the benchmark and supply a list of the dominant woody species and their covariance, forest products, and put an emphasis on benchmark site as a biodiversity hotspot)*

2. Agro-ecosystem characterization

Common cropping patterns in the benchmark site: *(please specify the winter crops and summer crops, fruit trees, (land use % by means of a chart), if there is intercropping, crop system (free or rotation), crop intensification & diversification)*

Average of landholdings/land fragmentation: *(please describe land tenure, the average farm size in the command area served by the benchmark site, if there is any land consolidation in some agricultural practices such as laser leveling or mechanized harvesting)*

Present practices in use: (water/soil/crop) *(what are the traditional farm practices in the command area served by the benchmark site? What kinds of water conservation techniques are used for irrigation purposes? What kinds of irrigation techniques are used by farmers?)*

Promising techniques to improve livelihoods: (water/soil/crop/social) based on best available data *(What are the proposed adaptive techniques that can be introduced to the benchmark site with the aim of improving the livelihood of the communities?)*

Main problems/challenges facing farmers at the site/region level: *(please list the problems that farmers at the command area are facing with relation to water, soil, crops, livestock, marketing, communication with the decision makers... Etc)*

Livestock Characterization: *(describe the livestock at the benchmark site, number of heads of bovine/ovine/caprine, local and introduced species, average herd size, livestock foddering, percentage of population involved in livestock husbandry)*

3. Livelihood assessment

Targeted local communities at the benchmark site: *(including population, family size, life standards, education level, adult literacy rate, main agricultural and non-agricultural activities of the rural communities)*

Farmers' participation/associations: *(specify if exist or not; if exist please describe the roles and potential of membership. If not, is it targeted to be established in future?)*

Farm revenue- baseline data: *(including average crop return, average households income)*

Rural employment to include non-agriculture: *(please describe the types of employment on farm or non-farm activities)*

Farmers' skills, awareness and attitudes:

Please describe

- *the main farmers' skills on irrigation practices*
- *the awareness level on water, land, fertilizers and pesticides use*
- *the attitudes and common farm ethics.*

Gender-related data: *(% of girls enrolled in schools, gender equality in education, female share in agricultural labor force, participation of women in irrigation activities, participation of women in decision-making)*

Benchmark main stakeholders: *(please list the main stakeholders, key institutions, site advisory groups, beneficiaries, NGOs and community-based organizations).*

Annex 3

Short-term Consultancy Announcement, National Socio-economic Study



Middle East Water and Livelihoods Initiative (WLI)

Improving Rural Livelihoods through Sustainable Water and Land-use Management in the Middle East: Egypt, Iraq, Jordan, Lebanon, Palestine, Syria & Yemen



Short term Consultancy Announcement

National Socio-Economic Study

Duration: two months in 2010 (April and May 2010)

DESCRIPTION OF DUTIES

Under the overall supervision of the Assistant Director General for International Cooperation and Communication at the International Center for Agricultural Research in the Dry Areas (ICARDA), the Project Manager of the Middle East Water and Livelihoods Initiative (WLI), and in close collaboration with ICARDA Regional and National Coordinators, the consultant will be responsible for the following issues pertaining to sustainable agriculture and rural development in one of the benchmark sites of the seven WLI participating countries:

- (a) Review and analyze existing studies on sustainable rural development in general and sustainable rural livelihoods in particular, and investigate relations between past and current livelihood conditions at the benchmark site;
- (b) Review and analyze available literature on socio-economic development in order to prepare technical inputs for incorporation into the WLI review of sustainable rural development;
- (c) Define weaknesses and opportunities for improving rural livelihoods, including data and sources on livelihood assessments, focusing specifically on the following:
 - a. Targeted local communities
 - b. Farmers' participation/associations
 - c. Farm revenue - baseline data
 - d. Rural employment to include non-agriculture
 - e. Farmers' skills, awareness and attitudes
- (d) Monitor developments related to food security and sustainable rural livelihoods, and identify recurrent emerging issues of concern to WLI countries;
- (e) Prepare background materials on the role of institutions in facilitating sustainable rural livelihoods in WLI countries;

- (f) Study and review current farm irrigation practices at the benchmark site and their limitations or problems;
- (g) Develop indicators to evaluate the performance of human development at the benchmark site;
- (h) Develop gender-related data at the benchmark site with emphasis on gender equality in education, participation of women in agricultural activities and participation of women in decision-making.

METHODOLOGY

- Desk review of secondary literature on the subject matter, mainly the reports and publications of WLI (<http://www.icarda.org/wli>);
- Interactions/consultations/meetings with key stakeholders of WLI and the communities including government and non-governmental organizations, academics and research institutions involved with WLI;
- Field visits to the benchmark site in the participating country; visit of selected villages and interactions with the local communities.

COMPETENCIES

Professionalism – In-depth understanding of economic development issues in the region, especially as they pertain to sustainable agriculture and rural development, food security and sustainable rural livelihoods; ability to identify and analyze existing and emerging sustainable development issues affecting the sustainable agriculture and rural development sectors.

Communications – Good interpersonal skills; proven ability to write in a clear and concise manner; strong oral communication and presentation skills.

Teamwork – Ability to work collaboratively with others to support the timely delivery of final products and services.

REQUIREMENTS

Education - Advanced university degree in relevant fields (Master's degree or equivalent) in agricultural economics, rural development, rural resources management, business administration or related fields is required. A first level university degree with a relevant combination of academic qualifications and experience may be accepted in lieu of the advanced university degree. A PhD is desirable.

Work experience - Minimum of seven years of progressively responsible professional experience in the area of sustainable development, preferably as it pertains to sustainable agriculture and rural development as well as sustainable rural livelihoods. Work experience in developing countries, preferably in the Arab region.

Languages - English is the working language of ICARDA. For this consultancy, fluency in oral and written English is required. Working knowledge of Arabic is highly desirable.

DELIVERABLES

The designated consultant will deliver to the WLI Project Manager the following reports:

- A Mid-term report (within one month);
- A Final report (at the end of the consultancy).

Both mid-term and final reports should cover all points described in the description of duties.

The mid-term report will be presented by the consultant in electronic form through e-mail within the specified time frame.

The final report should be presented in Arial 11 font, single spacing. All abbreviations or acronyms used have to be expanded. All units of weights and measures should follow standard metric system. It should also include an executive summary and all relevant literature cited appropriately. One soft copy and five hard copies are required.

WLI reserves the right to conduct a review of the report by experts as may be identified or deemed appropriate by ICARDA.

Timeframe

It is estimated that the assignment will require 40 working days (two months) for the accomplishment of the key activities and outcomes.

PAYMENTS

50% of the contract value will be released upon signing of the contract; the remaining 50% will be released upon final acceptance of the report.

Duty station: Home-based

Interested qualified candidates who meet the consultancy requirements are requested to send their CV and a letter of interest by email to F.Karam@cgiar.org and T.Bremer@cgiar.org no later than 2 April 2010.

Annex 4

Proposed Agenda, WLI Educators' Workshop, June 27 – July 2, 2010, Cairo, Egypt

Pre-workshop evening reception and tour of AUC

Day 1 Academic programs: Universities

Morning

- Introductions and purpose of workshop
- National education team academic training needs assessment reports (7)
- Summary of academic training needs

Afternoon

- Synergies
- Research at the benchmark sites – update on characterizations and research needs
- Selection of candidates for academic training based on national and benchmark research needs
- Funding of candidates
- US universities' responses
- Summary and way forward

Day 2 NARES professional development

Morning

- National NARES training needs assessment (7)
- Summary of training needs

Afternoon

- Categorizing types of training – topics and timing
- Developing workplan for specific trainings
- Summary and way forward

Day 3 Outreach – training of and for extension and farmers

Morning

- Summary of national needs (7)
- ICARDA and other training opportunities
- Extension vs. farmer training

Afternoon

- Specifics on farmer training – national capacities
- Specifics on extension training – skills updating
- Suggested WLI training courses
- Summary and way forward

Additional days and possible topics

Day 4 E-learning

Morning

- Plenary discussion on the state of e-learning in the region – keynote speaker?
- Summary of consultant's report on e-learning in the region and in the US
- Action planning: What courses for which training needs, i.e., academic versus in-service?
- Next steps

Additional topics that may be incorporated

Gender

- Integrating gender into university curriculum
- Integrating gender into research projects
- Specific training session for NARES on gender analysis and mainstreaming
- Integration of gender concerns into water programs

Community Participation

Decision support models

Policy research thematic group

Water research thematic group