

LEAVE NO ONE BEHIND ASSESSMENT

Operationalizing LNOB (UNSDG 2019) presents a methodology with a set of five steps for LNOB analysis, action, monitoring, accountability and meaningful participation as applicable in the context of UN System. Applied with a gender perspective, however, it can be a very useful tool for women's organization to ensure that within women, the most vulnerable sections and communities are included. The key steps of an LNOB approach are:

STEP 1: Who is being left behind? Gathering the evidence.

- > Identify who is being left behind and in what ways, and who among them is likely the furthest behind.
- > To this end, the organization should gather and analyze all data and information, revealing gaps and trends in implementation between sub-populations and/or geographic localities.
- > Seek diverse feedback and input from stakeholders, including groups and populations left behind.

STEP 2: Why? Prioritization and analysis.

- > Conduct a root cause analysis to enable responses to the root and underlying causes of inequalities, including gender inequalities, vulnerability, deprivation, discrimination, displacement and exclusion.
- > Conduct a role pattern analysis to map who are the duty-bearers who are responsible for taking action.
- > Conduct a capacity gap analysis to understand what gaps prevent duty-bearers from fulfilling their duties; what prevents right holders from claiming their rights and what is required for both of them to take action.

STEP 3: What? What should be done?

- > Identify what should be done and by whom.
- > Identify actions and interventions to address challenges, barriers and capacity gaps. Possible areas include:
 - i) advocacy; ii) enabling environment; iii) capacity development and supporting civil society;
 - iv) community empowerment; v) quality and accessibility of services; and vi) partnerships including civil society.
- > Prioritize actions, taking into account the commitment to address the furthest behind first.

STEP 4: How? How to measure and monitor progress?

- > Help identify and contextualize LNOB indicators and targets.
- > Employ innovative ways of tracking, visualizing and sharing information.

STEP 5: Advancing accountability for LNOB

- > Support national accountability to people left behind by advocating for disaggregated data to be collected and reported in all national communications related to climate change, human rights, gender equality and SDGs.

Gender-Responsive Planning, Project Preparation and Design

It is important to ensure that the findings of gender analysis are visible in the project implementation plan. The project formulation process should logically follow as a way of addressing the identified problem by defining the project goals and objectives, outcomes, activities and budgets. In order to ensure that these are gendered, the following questions need to be asked (Vincent, et al. 2010):

- > What is the current situation of men and women in the sector of your planned intervention?
- > Will the proposed project contribute to existing inequalities among men and women?
- > Does the proposed project break down or challenge existing inequalities among men and women?
- > Will the proposed project change the perceptions or stereotypes about men and women and their roles in any way?
- > What options should be considered to strengthen a gender perspective?
- > Will the proposed project contribute to women's empowerment? If not, is there a place for an allied intervention that will contribute to empowerment, so as not to reinforce the disparity between men and women?

There are two specific gender analytical tools which can help better articulate the above: i) Gender-Responsive Assessment Scale; and ii) The Causes, Consequences and Solutions Framework.

Project development is a highly context-specific process. However, there are some action domains that can be considered an integral part of all project formulations (Aguilar, Granat and Owren 2015). These include actions that:

- > provide equal access to and control over resources and information, such as gender- and age-appropriate training and communication material;
- > give equal voice and representation in decision-making, such as quotas for women in community resource management groups;

- > reduce women’s workload, such as introducing labour-saving technologies and tools; and
- > engage at policy level, such as review of the existing sectorial policies to identify entry points for women’s empowerment.

GENDER-RESPONSIVE ASSESSMENT SCALE

The WHO’s Gender-Responsive Assessment Scale (GRAS) (WHO 2011) provides criteria for assessing levels of gender-responsiveness. Drawing on Kabeer’s concepts related to gender sensitivity of policies and programmes, the scale categorizes policies and programmes into five levels, ranging from gender-unequal to gender-transformative, as shown in Figure 3-15.

Used as a complementary tool to the gender analysis tool, the scale helps design gender-responsive projects. For example, a tuberculosis control programme adopted an active case-finding strategy in place of passive case-finding when gender analysis revealed that due to lack of time and money the proportion of women coming to health facilities was disproportionately low. This is an example of moving from a gender-blind to a gender-specific programme, or ‘gender-mainstreaming’ the tuberculosis control programme. Thus, while gender analysis would highlight the underlying factors, steps may be taken to address these in the policy or programme concerned.

FIGURE 3-15: GENDER-RESPONSIVENESS ASSESSMENT SCALE

LEVEL 1: GENDER-UNEQUAL	<ul style="list-style-type: none"> > Perpetuates gender inequality by reinforcing unbalanced norms, roles and relations > Privileges men over women (or vice versa) > Often leads to one sex enjoying more rights or opportunities than the other
LEVEL 2: GENDER-BLIND	<ul style="list-style-type: none"> > Ignores gender norms, roles and relations > Very often reinforces gender-based discrimination > Ignores differences in opportunities and resource allocation for men and women > Often constructed based on the principle of being “fair” by treating everyone the same
LEVEL 3: GENDER-SENSITIVE	<ul style="list-style-type: none"> > Considers gender norms, roles and relations > Does not address inequality generated by unequal norms, roles and relations > Indicates gender awareness, although often no remedial action is developed
LEVEL 4: GENDER-SPECIFIC	<ul style="list-style-type: none"> > Considers gender norms, roles and relations for women and men and how they affect access to and control over resources > Considers women’s and men’s specific needs > Intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs > Makes it easier for women and men to fulfill duties that are ascribed to them based on their gender roles
LEVEL 5: GENDER-TRANSFORMATIVE	<ul style="list-style-type: none"> > Considers gender norms, roles and relations for women and men and that these affect access to and control over resources > Considers women’s and men’s specific needs > Addresses the causes of gender-based health inequities > Includes ways to transform harmful gender norms, roles and relations > The objective is often to promote gender equality > Includes strategies to foster progressive changes in power relationships between men and women

Source: Adapted from WHO (2011).

CAUSES, CONSEQUENCES, SOLUTIONS FRAMEWORK

The causes, consequences and solutions framework is a refined version of the problem-solution tree development exercise used widely in Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) exercises.

In 2010, it was redesigned as a process-based conceptual framework to assist decision-making and management of adaptation projects by defining the different problem solution components of the adaptation process. The process has two major phases as shown in Table 3-6.

TABLE 3-6: PROBLEM AND SOLUTIONS ANALYSIS

PROBLEM ANALYSIS PHASE	SOLUTION ANALYSIS PHASE
<p>The problem phase process is diagnostic; and its purpose is to identify what the problem is. This is done by identifying the risks associated with potential climate change impacts and prioritizing them. The primary framing that directs the frameworks and tools used is risk. Knowledge during this time is collected and synthesized to enable understanding, ownership and decision-making.</p>	<p>The purpose of the solution phase is treatment of the problem. This is achieved through the development and implementation of adaptation actions and is the active phase of the process up to the final evaluation of project. The key framing for this phase is innovation. Knowledge collected and synthesized in the problem phase is integrated and used to enable agency to act, learn and improve.</p>
<ul style="list-style-type: none"> > What is the problem? > Who is affected by this problem? > Who is responsible for this problem? How are they affected by this problem? > What are the priorities? 	<ul style="list-style-type: none"> > What solution has the greatest value for the stakeholders? (Cost-effectiveness, social benefits, preservation.) > Who will be undertaking the action? > Who is responsible for the action and how are they responsible? (At an individual and agency level.) > What resources are available and what is the capacity of the organization undertaking the action? > What are the risks associated with undertaking this action and how should they be managed?

Source: Young (2014).

Over the years, the framework was further developed, and its aspects refined. The framework can be a very useful tool in development sector specific gender-responsive adaptation and disaster risk reduction projects. The key steps to be followed include:

Step 1: Identification of the core gender (or gender inequality) problem(s) that the project needs to address.

Step 2: Draw a problem tree to retrace the possible causes of the gender inequalities. This should include three types of causes:

- > Immediate Causes: Who are left behind? Why are they left behind? What are the most obvious and direct causes?
- > Underlying Causes: Why do these occur? What are other underlying causes? Why do the communities, especially those left behind, not have access to these services or similar opportunities/outcomes?
- > Root/Structural Causes: Why does this problem-cause occur? What are the root causes of the problem?

Step 3: The problem tree should visualize the information gathered to identify social, economic or environmental barriers that are linked to the achievement of mitigation or adaptation goals (see Figure 3-16).

Step 4: Convert the problem tree into positive actions to develop a solutions tree. Each problem should have a specific solution identified (see Figure 3-17).

Step 5: Define the expected outcomes and impacts; and convert the impacts and results into objectives.

Step 6: Identify strategies and activities (gender design interventions and targets) necessary to achieve the outputs. Assess the best alternative solution(s).

Step 7: Identify who will be the person or institution responsible for implementing the strategies and activities identified above.

FIGURE 3-16: PROBLEM TREE DEVELOPMENT

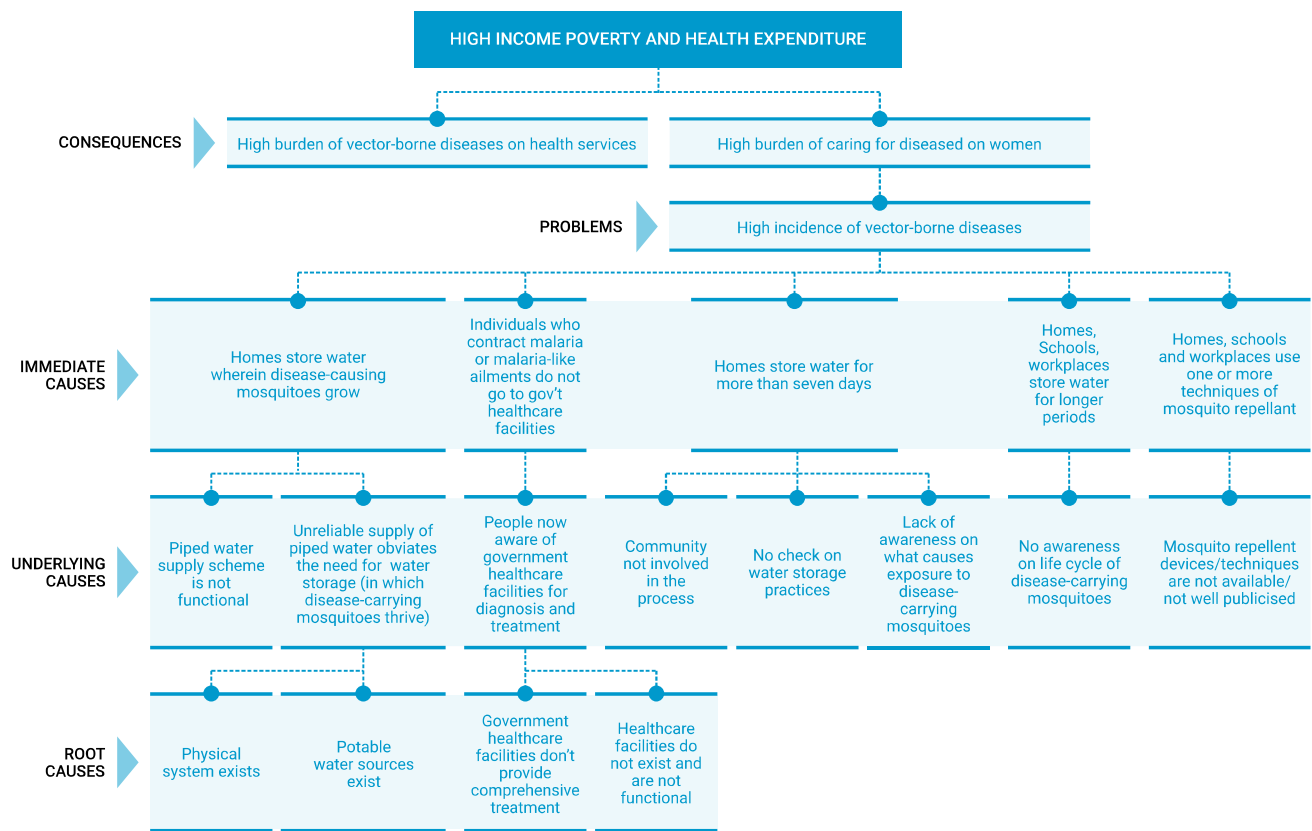
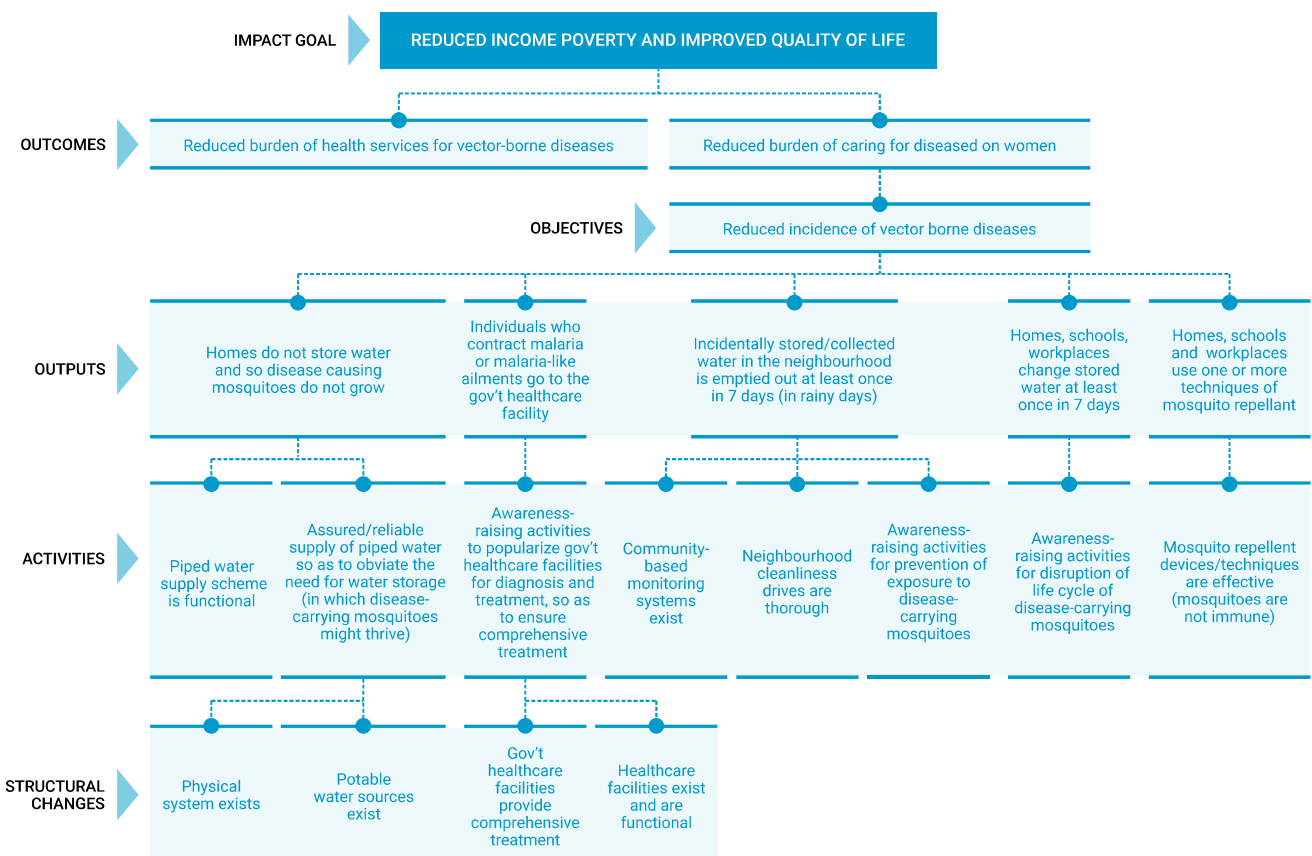


FIGURE 3-17: SOLUTIONS TREE DEVELOPMENT



TRAINER'S TIP



It is easier to provide a practical demonstration of this tool than explain in theory. The trainer can select any gender problem in the sector or ask the participants to identify one that most of them are familiar with. The example here covers "Incidence of Vector-Borne Diseases."

Ask them to share the causes of the problem. Keep going down to three to four levels, asking the question "Why does this happen?" The first level is immediate cause, second level underlying cause and third level the root cause.

Now come back to the core problem and ask "So what?" Keep going up to two levels asking this question. The first level is the immediate consequence on communities; and second a key development consequence. This mapping of causes and consequences is your problem tree (see Figure 3-16).

Identify solutions to each of the problems (causes and consequences) (see Figure 3-17). Those addressing the causes should be included as project outputs; and those addressing immediate consequences become project outcomes and the development consequence is the project goal.






The final output needs to be presented in the following format, as shown in Figure 3-18.

FIGURE 3-18: FORMAT FOR THE FINAL OUTPUT

PROBLEM-DESCRIPTION	SOLUTIONS-DESCRIPTION	INDICATORS*	RESPONSIBLE AGENCY
DEVELOPMENT CONSEQUENCES	Impact Goal		
IMMEDIATE CONSEQUENCES	Outcomes		
CORE PROBLEM	Objectives		
IMMEDIATE CAUSES	Outputs		
UNDERLYING CAUSES	Activities		
ROOT CAUSE	Strategies (or Risks)		

*You can also define the outputs and outcomes in the form of quantitative and qualitative targets and gender-responsive indicators to get an elaborate Monitoring and Evaluation framework.

MODULE 3_SESSION PLAN B

3:00:00 GENDER MAINSTREAMING FRAMEWORKS AND TOOLS FOR CIVIL SOCIETY ORGANIZATIONS (Implementation, Monitoring and Evaluation)											
<p>OVERVIEW</p> 	<p>At the end of this session, participants should have the basic knowledge of a range of gender mainstreaming tools and techniques applicable across the project cycle. They would be aware of the step-by-step process for application of these tools and should be able to identify the most suitable options for application in their work.</p>										
<p>CONTENT</p> 	<p>A. Gender-Aware Implementation Process</p> <ol style="list-style-type: none"> a. Stakeholder Analysis b. Meaningful People’s Participation and Institution Building <ul style="list-style-type: none"> > Country Case Study – China c. Community-Based Adaptation (CBA) Planning d. Communication and Knowledge Sharing <p>B. Gender-Sensitive Monitoring and Evaluation</p> <ol style="list-style-type: none"> a. Gender-Aware indicators b. Gender Monitoring Matrix <ul style="list-style-type: none"> > Country Case Study – Myanmar 										
<p>MATERIALS</p> 	<ul style="list-style-type: none"> > PowerPoint presentations > Chart papers and pens > Posters and participatory tools from Handout 13 > Fake currency > Boards to put up the posters in an open space > Apparatus for film viewing on YouTube 										
<p>OUTLINE</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1; text-align: center; width: 15%;">5 mins.</td> <td>Sharing of overview and session content.</td> </tr> <tr> <td style="background-color: #e0f2f1; text-align: center;">55 mins.</td> <td>PowerPoint presentation on “Gender-Aware Implementation Process”</td> </tr> <tr> <td style="background-color: #e0f2f1; text-align: center;">60 mins.</td> <td>Development Market Place on “Participatory Tools and Techniques” (see Exercise 19 and Handout 13).</td> </tr> <tr> <td style="background-color: #e0f2f1; text-align: center;">30 mins.</td> <td>PowerPoint presentation on “Gender-Sensitive Monitoring and Evaluation”</td> </tr> <tr> <td style="background-color: #e0f2f1; text-align: center;">30 mins.</td> <td>Wheel Ranking exercise for monitoring “Leave No One Behind” (see Exercise 20 and Handout 14).</td> </tr> </table>	5 mins.	Sharing of overview and session content.	55 mins.	PowerPoint presentation on “Gender-Aware Implementation Process”	60 mins.	Development Market Place on “Participatory Tools and Techniques” (see Exercise 19 and Handout 13).	30 mins.	PowerPoint presentation on “Gender-Sensitive Monitoring and Evaluation”	30 mins.	Wheel Ranking exercise for monitoring “Leave No One Behind” (see Exercise 20 and Handout 14).
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<p>GUIDANCE NOTES</p> 	<p>Begin the session by sharing overview and content. Tell the participants that the session will now move into implementation, monitoring and evaluation phases of the project cycle. Make a PowerPoint presentation on “Gender-Aware Implementation Process” covering stakeholder analysis, meaningful participation, people’s institution development, community-based planning, communication and knowledge sharing. The discussion breaks highlighted in the content provide examples from general life issues to help participants make better connections. Make the session more engaging by asking participants to share their own experiences. Do not make judgements unless there is something completely out of context. Encourage everyone to speak up – you need to ensure that by the end of the session, all the participants have shared at least one example. Also use the viewing of Amrai Pari-BBC Media Action video to take a break from presentation (see trainer tip). During the section on Community-Based Planning, tell them that they will be exposed to a few tools in the exercise.</p> <p>The next session is a very engaging exercise of a Development Market Place on “Participatory Tools and Techniques” (see Exercise 19 and Handout 13). Make sure you have gone through the exercise well in advance and also identified volunteers for the exercise. The volunteers can be from the group or the organization hosting the event. If possible, try to take the participants outside for this exercise, or arrange for the tables and chairs to be cleared to allow enough space. Ensure that the posters are printed in colour in A3 size paper (try to get them laminated for future use). This is often a highly-charged session, thus, it is ideally good to schedule it after lunch. It will be okay to take this before the gender-aware implementation presentation to adjust to time.</p> <p>Follow it up with the PowerPoint presentation on “Gender-Sensitive Monitoring and Evaluation” and the Wheel Ranking exercise for monitoring “Leave No One Behind” (see Exercise 20 and Handout 14).</p>										

Gender-Aware Implementation Processes

The implementation or execution phase of a project is usually the longest and most important in terms of gender integration. The most well-designed gender-responsive projects could not deliver the desired results if implementation processes are not gender-aware. This requires three key steps:

1. Maintain partnership with all key stakeholders to ensure “ownership”;
2. Effectively involve both men and women in all processes; and
3. Ensure proper communication and knowledge transfer for capacity-building of men and women.

STAKEHOLDER ANALYSIS

A “stakeholder” is “any individual, group or institution that has a vested interest in the project area and/or who will be potentially affected by project activities and has something to gain or lose if conditions change or stay the same” (Golder and Gawler 2005). The participation of all stakeholders needs to be considered in order to successfully achieve project goals. Stakeholder analysis identifies all women and men who have a vested interest in the issues with which the project or policy is concerned. Stakeholder analysis is generally used at the design stage of the project to ensure that the different roles that women and men play are well understood. However, it can also be very useful in the implementation stage for:

1. Restructuring activities to ensure equitable and meaningful participation of men and women at all levels;
2. Development of systems for communication and training of women and men to have equal opportunities to benefit from the project;
3. Development of community-based plans to ensure that the contributions of both women and men are adequately recognized in determining access to, and control over resources;
4. Most of all, it helps identify who, how and when women and men stakeholders should be involved in project activities.

Below are the two key steps to do a gender-sensitive stakeholder analysis:

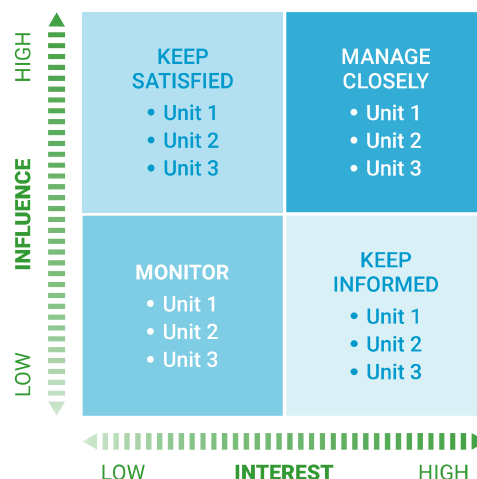
Step 1. Identify key stakeholders and their interests.

Brainstorm on all possible stakeholders using the question “Who is most dependent on the resources at stake, women or men?” as a guide. Learn about each stakeholder group as much as possible by asking:

- Who is managing the resources? With what results?
- Who are the women and men that are the most knowledgeable about, and capable of dealing with, the resources at stake?
- What adaptation activities do different men and women propose? For what?
- For each proposed adaptation or mitigation activity, who are the stakeholders? How big is their stake? What are their historical relationships with each other?
- Is there a social hierarchy? Who hold the positions of power?
- Is there conflict between stakeholders? Is there partnership?
- How do different stakeholders perceive the risks associated with climate change?
- How do they perceive the benefits of mitigation and adaptation activities?
- How can short- and long-term needs of different stakeholders be balanced?
- Will men and women benefit equally? Will men and women in different income groups benefit equally?
- Is participation of women ensured? Is participation of other marginal groups ensured? By whom?
- Is access to information ensured? By whom?
- Was there a similar initiative in the region? If so, to what extent did it succeed? Who was in charge and how did local female and male stakeholders respond?

Step 2. Analyze the stakeholders and finalize strategies to engage them. Analyze the list of stakeholders, grouping them according to their levels of interest and influence in the project. The next step involves determining how to involve the different stakeholders and communicate with these stakeholder groups. Different types of stakeholders need to be engaged in different ways based on their placing in the stakeholder matrix (see Figure 3-19).

FIGURE 3-19: STAKEHOLDER ANALYSIS MATRIX



Source: Mendelow (1991).

TRAINER'S TIP



It would also be helpful here to take an example – say community forestry projects – and demonstrate a live stakeholder analysis in process. Begin with identification of key stakeholders – landowner men, women from landowner families, landless men, women from landless families, village elders, pastoral communities, village leaders, forest guards, forest officials, revenue officials, village health worker, indigenous groups, ethnic minorities and others. Ask the participants which stakeholder will be placed in which box and why.

MEANINGFUL PARTICIPATION AND PEOPLE'S INSTITUTION DEVELOPMENT

Participation is conceptualized as the community involvement in planning, decision-making, monitoring and evaluation. Often considered as a forum for "building community consensus," participation can be made more meaningful as a two-way communication where information is exchanged in the form of dialogue or negotiation and where processes are designed for "Co-learning or Co-management." Such meaningful participation enables better needs analysis and prioritization, higher quality of information and decisions, and more informed adoption action.

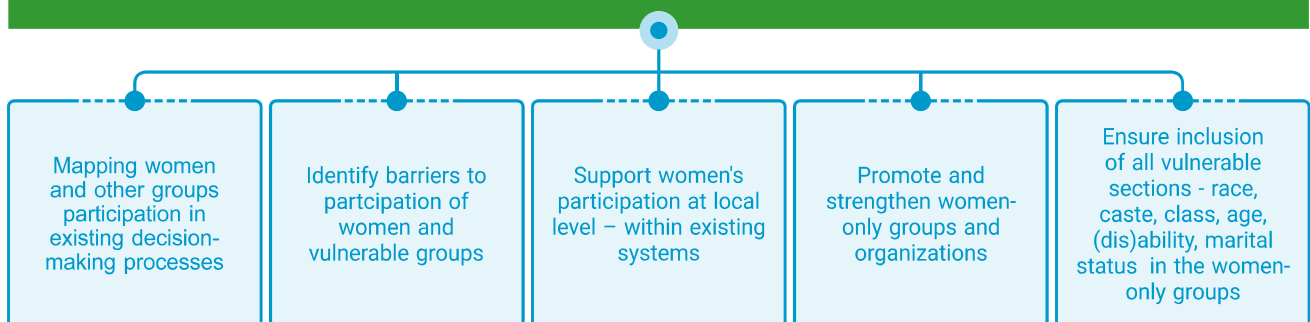
Participation of all stakeholders not only increases public trust but promotes deeper social learnings and co-generation of knowledge. The critical test, however, is the identification of the right channels and platforms for participation of all stakeholders. People's Consultative Processes and People's Institutions are often considered two most suitable strategies for this especially at the grassroot level. These are both normative in nature – offering people a democratic right to participate in decision-making – and also pragmatic- providing space for in-depth involvement and higher quality decisions.

The Beijing Declaration and Platform for Action (BPfA) as well as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) have emphasized the need for inclusions and participation of women in all these public processes. However, given women's subordinate social status in most Asian societies, specific interventions are required to create an enabling environment to ensure women's meaningful participation in project implementation.

Six Levels of Participation by Agarwal (2009):

1. Nominal participation refers to mere membership to a group without any involvement;
2. Passive participation refers to a situation where women attend meetings and merely listen to decisions, without actually voicing their concerns;
3. Consultative participation is where women's opinions are sought in specific matters without any guarantee of their inputs influencing final decisions;
4. Activity-specific participation refers to a situation in which women are asked to (or volunteer to) undertake specific tasks;
5. Active participation is when women express their opinions, whether solicited or not and take different initiatives;
6. The highest level is interactive participation in which women have the ability to speak, influence and implement decisions.

FIGURE 3-20: STRATEGIES FOR ENABLING WOMEN'S MEANINGFUL PARTICIPATION



This involves specific strategies, including mapping out existing governance structures to learn how men, women and various at-risk groups, including adolescent girls and women and girls with disabilities, participate in decision-making processes. The assessments should also examine the barriers and opportunities to increasing women's participation and explore strategies that could facilitate this. It needs to be understood that not all decisions that affect women's lives are being made at the formal, public level. Arguably, "supporting women's local-level participation and leadership, in both implementation and decision-making, is crucial because it is at this level that many of the decisions that affect women's lives are being made."

Women's institutions particularly have an informal nature, fostering collective action. These remained important over the past decades as critical entry points into dealing with exclusionary tendencies against women and vulnerable sections of the communities. Supporting existing women's groups and encouraging the formation of new ones that help women gain access to decision-making and the political process as well as strengthen women's support for one another is very crucial for gender-responsive Climate Change and Disaster Risk Reduction (CCDRR) actions.

However, formation and strengthening of women's groups are not enough. It is also important to consult with women on all matters related to the project, involve them in decision-making and, most importantly, build their leadership and negotiation skills to employ their agency and voice within the community.

The key strategy should be to utilize these women's groups as a building block for increasing women's knowledge and leadership skills. The emerging leaders should be included within mainstream local decision-making groups and institutions, so that women can have a say and influence all CCDRR and resource management decisions at the local level.

The most important aspect of women's meaningful participation, however, is to leave no one behind. It is important to understand that women are not a homogenous community. Diversity and inclusion of all marginalized women irrespective of their race, caste, class, age, (dis)ability, marital status must be ensured. Adolescent girls, in particular, must be heard in all CCDRR decisions. The inclusion of women with disabilities is also important especially in the context of DRR. Specific actions may be required to facilitate participation of women with disabilities. For example, are meeting/workshop venues accessible and/or is sign language interpretation required.

WOMEN IN VILLAGE DISASTER COMMITTEES (VDCS): A CASE STUDY FROM CHINA

The Community-Based Disaster Preparedness (CBDP) project implemented by the Guangxi branch (GXRC) of the Red Cross Society of China was developed within this framework and was carried out in partnership with the Australian Red Cross (ARC). The project aimed to provide disaster preparedness training and physical hazard mitigation activities in hopes of improving the resilience of the participating village communities to disasters. The project's emphasis on women's participation in project decision-making processes had a positive impact on perceptions of women's roles within the communities.

In the creation of Village Disaster Committees (VDC), the participation of women was encouraged by making at least 40 per cent female representation a requirement. These committees oversaw the planning and implementation of the project; and its members were elected at a Villagers Representative Meeting. As a result of women's involvement in the VDCs, both women and men in the village became more aware of women's contributions to the public sphere. During one focus group discussion, a male villager said, "It has been several decades in our village that there is no women village leader. The last one was in the 1970s during the Cultural Revolution. Women are capable to be the leaders."

At the same time, changing gender norms and traditional gender roles is not easy to do. The ability of women to play active roles in the VDC depended on their levels of education, work experience, relationships with other villagers as well as the attitudes and cooperation of other members of the VDC. In some communities, women ended up relinquishing their own identified priorities in formal decision-making discussions due to the traditional dominance of male views and cultural practices. In many villages, women were organized into separate groups – often through the Vulnerability and Capacity Assessment (VCA) process – in an attempt to give them more voice and to address their concerns.

The project's proactive approach to more gender-balanced representation contributed to the identification of specific roles for men and women in disaster response, an increase in opportunities for women to acquire valuable new skills that could benefit their families and communities and greater recognition of the important roles that women can play in disaster management. In order to ensure gender-balanced participation, a target of equal male-to-female representation was set for the recruitment of project

volunteers and for those who were to receive disaster preparedness and first aid training. This was very nearly achieved with a rate of 40 per cent participation by women.

Volunteers played an important role: i) facilitated training; ii) disseminated educational and communications materials; iii) organized disaster-preparedness rehearsals; and iv) provided outreach to families. The female volunteers also played active roles in mobilizing other women in the community. The VDC assigned the volunteers various specific disaster preparedness and disaster response tasks according to their physical strength and areas of expertise. For example, male volunteers were put in charge of coordinating the emergency response and protecting the elderly and people with disabilities, while female volunteers were made responsible for communications and psychological counselling. This division of tasks was considered to be a reflection of the complementary roles men and women play in the community.

Women in particular found the project trainings very practical, and applied the new knowledge in caring for their families and serving the community. In one village, women even organized a quiz contest on disaster preparedness in celebration of International Women’s Day. The event attracted women and men from the community and the local media. These kinds of events increase the visibility of women as community stakeholders. Both the GXRC county office staff and community members, including village leaders and male villagers, came to recognize the importance of female volunteers. However, some women mentioned the need for creating more incentives and opportunities for older women to volunteer. Women tended not to remain as active as men as they got older due to heavy responsibilities for housework and as caregivers.

Source: IFRC (2020).

DISCUSSION POINT

Ask the participants to identify the key activities in the case study which helped in promoting women’s meaningful participation.

Facilitator Clues

- > 40 per cent representation of women in Village Disaster Committees (VDCs).
- > Organizing separate women-only groups.
- > Volunteers especially female volunteers.
- > Practical training and opportunities for women to gain visibility locally.

ENGENDERED COMMUNITY-BASED PLANNING

Another critical strategy to engender CCDRR project implementation is when communities, especially women, are equipped with the necessary tools and facilitated to do their own vulnerability assessments and develop adaptation plans. This is an iterative process enabling women to be more informed and have a more meaningful say and ownership over adaptation decisions that affect their lives. There are several participatory vulnerability assessment and adaptation planning toolkits available (see Handout 13).

However, what is important is to ensure that the community-based adaptation planning processes are engendered. This requires specific interventions including ensuring that:

- a. Women are part of the assessment and plan facilitation team. This is required at two levels – at the organizational level and at the community level. The women from the community in particular also need to be provided training not only on the tools and processes but also on facilitation skills.
- b. The entire facilitation team is trained on gender. This is important not only to ensure that the facilitation team be aware on ensuring women’s meaningful participation in the process but also to guide the process to bring gender concerns and women’s issues into the forefront.
- c. Women are part of the consultation and planning processes. This involves ensuring that most exercises are conducted separately with women’s groups.
- d. Gender analysis using Moser or Harvard Frameworks is done as part of the vulnerability assessment with both men and women to help the communities understand the gender concerns in CCDRR and plan for the same.

Table 3-7 show the key principles for a CBA planning process and its gender components.

TABLE 3-7: KEY PRINCIPLES FOR A CBA PLANNING PROCESS

PRINCIPLE	BASIC COMPONENTS	GENDER COMPONENTS
BOTTOM-UP AND PARTICIPATORY	Community plays a major part in the problem analysis, identification and solutions prioritization.	Women are an integral part of the community and they need to be meaningfully participating in all planning processes.
BUILDING ON LOCAL RESOURCES	It is important to build on existing strengths and available resources of the community.	Women are not only linked closely to natural resources and infrastructure but also have different priorities for its utilization and maintenance.
COMBINING LOCAL AND SCIENTIFIC KNOWLEDGE AND CO-CREATION OF SOLUTIONS	Integrating local knowledge along scientific information and research findings helps ensure building of robust, locally-relevant adaptation action plans.	Women are a critical source of local knowledge both for productive and survival activities. They also have different criteria for selection of adaptation options.
COLLABORATIVE DIALOGUE AND CROSS-LEARNING	Enables spaces for dialogue and two-way learning between communities, and other stakeholders including local authorities, researchers and social entrepreneurs.	Women from all ages and socio-economic background need to be involved in the process. Forum for providing voice for gender concerns.
FLEXIBLE AND CONTEXT-SPECIFIC	Tailored to local realities, the plans are most context-specific and can easily be adjusted to align with specific objectives, a preferred sectoral focus and available resources to carry out the process.	Tailored to sectors which address women's practical needs and provision of resources for the same. Local level flexibility also enables better intersectoral convergence for addressing gender concerns.
DOCUMENTATIONS AND COMMUNICATION	The local relevance increases interest levels and also provides space for iteration. Becomes a starting point for awareness-raising and behaviour change activities, among others.	Can be communicated in local language and in means and formats which help reach out to every one especially illiterate women and women with disabilities.
MONITORING AND EVALUATION	It is also important to identify indicators and tracking mechanisms to monitor the progress on the plans. A formative Monitoring and Evaluation (M&E) system needs to be designed so that any new information and learnings can be incorporated into the plans and activities.	There should be a specific focus on monitoring who is taking the key implementing decisions, who controls the process, who is getting the benefit and who is left out during implementation. Inclusion of all women, LGBTIQ persons irrespective of their class, caste, ethnicity, age, (dis)ability, others should be monitored.

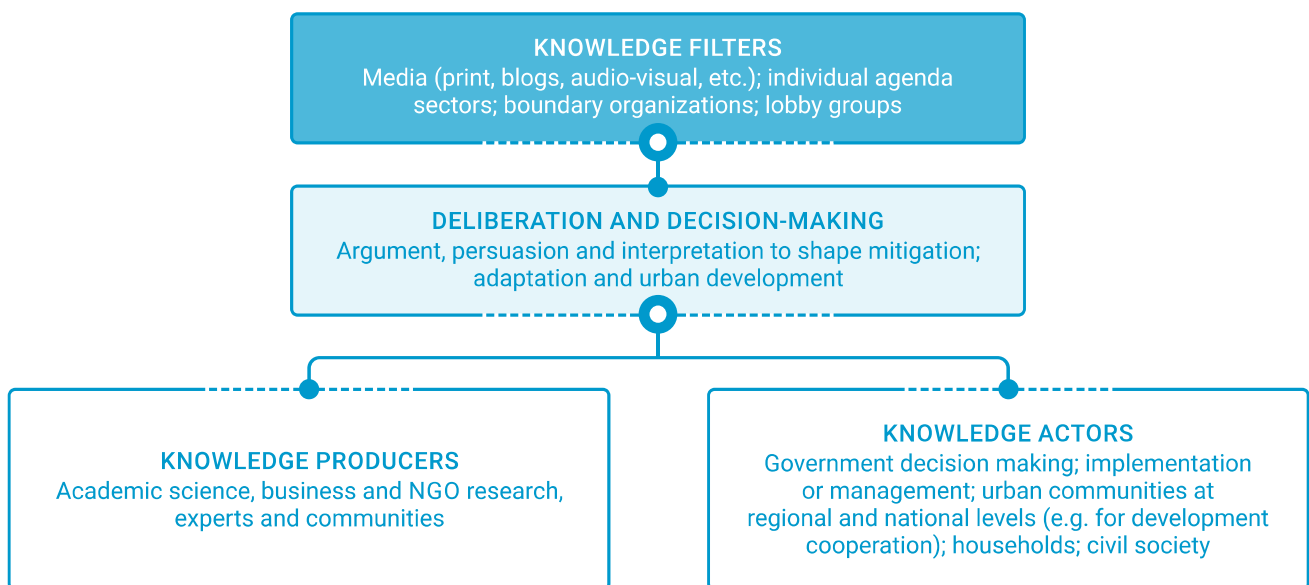
Source: Adapted from Care International, Vietnam (2015).

COMMUNICATION AND KNOWLEDGE SHARING

Research (Carmin, et al. 2013) shows that civic engagement, participatory inclusion and equity, combined with careful deliberation and persuasion can enable legitimate and effective action when choices are uncertain and complex. This requires multi-stakeholder collaboration and frameworks which can facilitate cross transfer of knowledge to enable deliberation and decision-making. One such framework proposed in the IPCC and adapted by Alam, Rahman and Alam (2015) is shared in Figure 3-21.

However, mere knowledge transfer can never induce behaviour change. The uncertainty associated with Climate Risks and existing gender norms entrenched in behaviours through years of social conditioning gives rise to many behaviour anomalies which, even when dealt with logically, might not result in action. Addressing gender concerns in CCDRR involves a striking departure from our current mental and physical actions. Typically, such human behaviour change can only happen when there is compulsion or fear, or where there is a distinct incentive to change.

FIGURE 3-21: INTERRELATIONSHIPS OF DIFFERENT ACTORS IN MULTI-STAKEHOLDER COLLABORATION



Source: IPCC-AR5 (2014c); Alam, Rahman and Alam (2015).

Therefore, there is the need for CSOs and local governments to apply innovative communication strategies to actually induce behaviour change especially at the community level. In the last decade or so, an increased understanding of behaviour change communication coupled with technological advances resulted in many pilots on behaviour change especially in relation to CCDRR being undertaken especially in South and South-East Asia. In Table 3-8, we bring together select examples of communication tools which can help reach out to communities, both men and women, to induce attitudinal change on gender stereotypes and norms as well as behaviour change for management of climate change and disaster risks.

TRAINER'S TIP



Add the weblinks of select tools from the table next into your presentation and browse their website so that the participants have a better idea of the same. Alternatively, it will also be good to show the participants a short video on what was the impact on Bangladesh of Amrai Pari-BBC Media Action, available at https://www.youtube.com/watch?v=4aNdQz_LQgI and/or about the programme available at <https://www.youtube.com/watch?v=dVJ-UjM1ERk>. The video explains the importance of using available communication technologies especially visual tools for climate action.

TABLE 3-8: EXAMPLES OF COMMUNICATION TOOLS

COMMUNICATION TOOL	DESCRIPTION	EXAMPLE OF USE
<p>Peer and network effects that incentivize behaviour change through a hub and spoke approach</p>	<p>Trained women and girls at local level become a "hub" of knowledge which spreads throughout each community via in-person meetings and constant persuasion. The approach works because women relate directly to their peers regarding information that directly applies to them and their neighbours.</p>	<ul style="list-style-type: none"> > Global Resilience Partnership, Mahila Housing SEWA Trust in India, Bangladesh and Nepal
<p>Games related to climate change and resilience action</p>	<p>Learning through Games: innovation provides a method of teaching-learning that makes adult learning experiential and people-centric. It also develops women's leadership skills and instils a positive "can do" mindset. Can be especially useful in enlisting adolescents and young girls.</p>	<ul style="list-style-type: none"> > Act to Adapt, Red Cross Climate Centre > Snake and Ladder Game, Mahila Housing SEWA Trust in India > Ecofunopoly in Indonesia
<p>Community-led surveillance/Citizen science and journalism</p>	<p>Creating systems within the community to collect real-time weather information and climate data, and share among themselves for monitoring change and vulnerability as well as to take timely action. CSOs have experimented with systems beyond temperature and precipitation to look also at water quantity and quality, vectors, flooding and inundation.</p>	<ul style="list-style-type: none"> > Health Information Early Warning System (HIEWS), an online application to allow participatory reporting for dengue cases as part of ACTIVE, Mercy Corps, Indonesia > Child Doctors for Vector Surveillance and Women Leaders for Water Quality Surveillance, Mahila Housing SEWA Trust in India
<p>Personalised access to Information</p>	<p>Use of mobile messaging and Integrated Voice Response (IVR) service provides an opportunity for people to access climate change-related information and access adaptation information on their phones. Some IVR-based models also have unique call back facility, to help community share their concerns and feedback.</p>	<ul style="list-style-type: none"> > Small Enterprise Financial Centre and Awaaz De's to deliver financial training and business advice in India > Mobile Vaani for climate change, health and concerns of indigenous people in India > Farm-stack for farmers by Digital Green in India and Ethiopia > Samvad for Health and nutrition by Digital Green in India > Weather forecasting app for agriculture in Bangladesh
<p>Journalism for awareness building</p>	<p>Developing a team of volunteers from the community and training them to use a journalist approach to make radio/TV programmes and small online videos. The trained resource then develops the programmes with localized content which the communities can relate with. Community screenings of these programmes not only add an edutainment value but are also more effective to reach out to women.</p>	<ul style="list-style-type: none"> > Amrai Pari, a BBC media action programme on CCDRR in Bangladesh > The National Rural Livelihood Programme, a flagship government scheme for women's empowerment and poverty alleviation, used it to deliver health, nutrition and agriculture services through Digital Green in India > Earth Journalism Network, Asia Pacific region > KBR Radio in Indonesia
<p>Online social media platforms</p>	<p>Using crowdsourcing and online technology to help improve the bottom-up flow of information.</p>	<ul style="list-style-type: none"> > Ushahidi, an open source platform for such campaigns, created a quake map deployed to help match those affected by Nepal's earthquake with ongoing relief efforts being conducted by various government, non-government and volunteer groups.

TABLE 3-8: EXAMPLES OF COMMUNICATION TOOLS

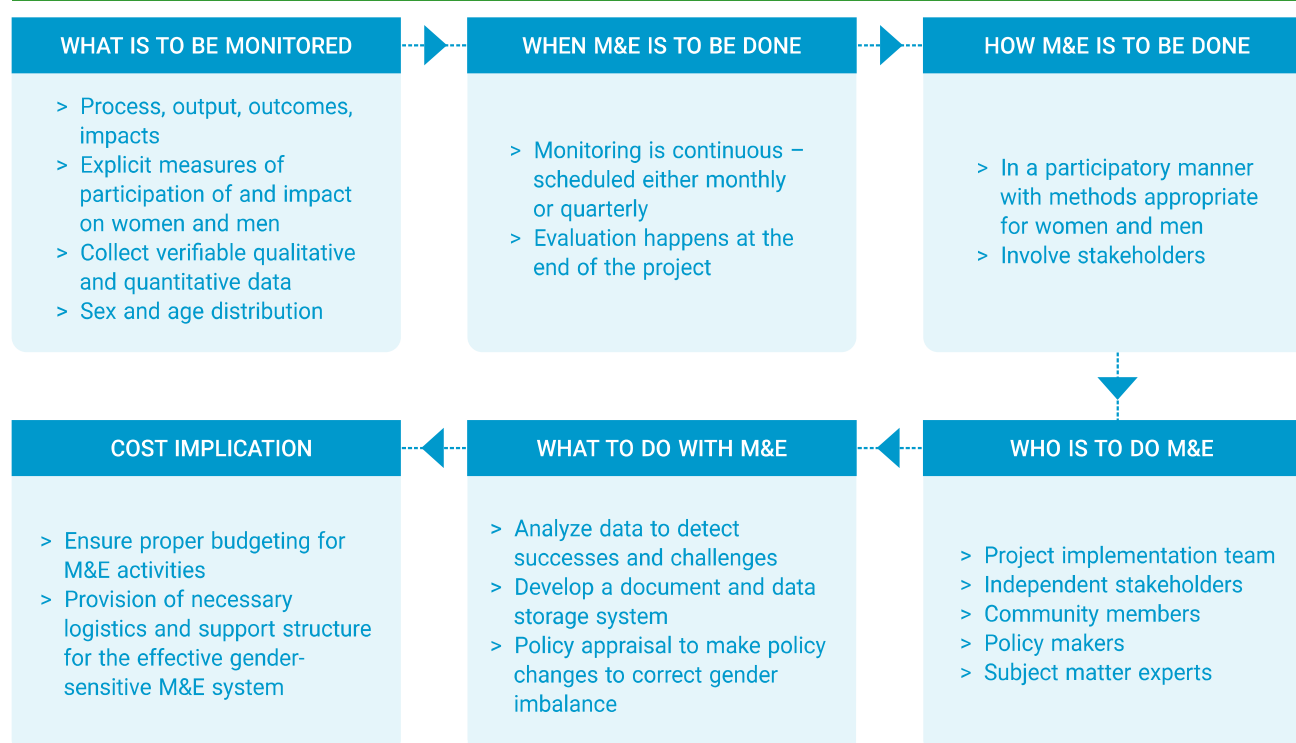
COMMUNICATION TOOL	DESCRIPTION	EXAMPLE OF USE
Campaigns with media	Tapping on local broadcast media and social media channels to develop innovative campaigns that mobilizes awareness and collective action.	<ul style="list-style-type: none"> > UNICEF Sanitation campaign - Poo2Loo > The Guardian's Keep it in the Ground campaign > The Sunrise Movement/Fridays for Future online movement > Greater Young Women Empowerment in Decision Making and Accountable Public Service Delivery in Cambodia
Traditional media such as community radio, theatre, music and art		<ul style="list-style-type: none"> > Climate Visionaries Project, Greenpeace in the USA > Climate Change Poetry Slam in Fiji and Kathy Jetnir-Kiiner in Marshall Islands > Olafur Eliasson and Benjamin Wong, installation artists working on climate change

Gender-Sensitive Monitoring and Evaluation

Gender-sensitive monitoring and evaluation (M&E) refers to the review of processes and impacts of climate change programs and projects using a gender lens that will recognize differentiated outcomes for women and men, whether planned or not. To develop an effective and gender-sensitive M&E plan, NEST (2011) presented

a framework that includes gender-sensitive baseline and progress indicators, and a process that involves all stakeholders, both male and female in the monitoring process. An adapted version of the same is presented in Figure 3-22 (NEST 2011).

FIGURE 3-22: FRAMEWORK FOR GENDER-SENSITIVE MONITORING AND EVALUATION



Source: NEST (2011).

GENDER-AWARE INDICATORS

A core component of tracking gender results is the formulation of sex-disaggregated and gender-aware indicators at all levels of outcomes, outputs and results. All beneficiary-level indicators and targets should be disaggregated by sex (as well as age, class, (dis)ability, sexual orientation, ethnic origin and others to identify sub-groups of men and women) wherever possible. For example, rather than targeting only women, an indicator could look specifically at improvements for the situation of indigenous women who potentially face different challenges, not only from indigenous men (owing to the gendered division of labour in indigenous cultures) but also from other women. Figure 3-23 provides examples of sex-disaggregated indicators in various sectors.

Additionally, programs and projects may also have activities for achieving gender equality or the empowerment of women, the indicators for which go beyond disaggregation of beneficiaries by sex. For example, while a sex-disaggregated indicator can measure the number of women and men farmers who received training on sustainable agroforestry, it may not be sufficient to determine whether the training itself responded to the differentiated needs of women and men farmers. In this case, there might be a need for a

gender-sensitive indicator that qualitatively assesses whether the capacity of women and men has increased.

Indicators of a gender-integrated approach would also need to reflect the extent to which central or local policies integrate gender perspectives (for example, progressive pricing of health insurance schemes according to the life course, or access to parental leave at workplaces) or the conditions in which services are delivered, including their responsiveness to the rights and needs of low-income and/or rural women and men (for example, the number of rural hospitals with access to electricity grids, safe water and sanitation, or ambulances; or the number of rural banks offering access to microfinance services).

Projects should also develop and track unintended negative consequences of gender equality policies and programmes (for instance, women who have gained economic empowerment may experience increased violence in households from comparatively-disadvantaged spouses; subsidies for large families combined with specific conditionalities targeted at women may increase women's dual work burden and time poverty). It needs to be noted though that 'negative' results may not indicate programme failure but rather be evidence that the process was working and was creating resistance from the status quo as a result.

FIGURE 3-23: EXAMPLES OF SEX-DISAGGREGATED INDICATORS FOR GEF PROJECTS

<p>KNOWLEDGE FILTERS</p>	<ul style="list-style-type: none"> > Number and percentage of men and women actively participating in consultations, workshops and committee meetings. > Number of women and men in decision-making positions relating to the activities or in the project context. > Number and percentage of women and men serving in leadership positions relating to the areas of intervention or in the project context. > Number and percentage of men and women, by social group, consulted about project plans.
<p>BENEFIT SHARING</p>	<ul style="list-style-type: none"> > Number of women and men benefitting from organized workshops and training opportunities within the program or project. > Number of women and men receiving program or project benefits. > Number of women and men benefitting from tools and resources. > Number of women and men benefitting from financial investments due to program interventions. > Number of women and men engaged in benefit-sharing discussions. > Number of poor households that are project beneficiaries; number headed by men/women.
<p>ACCESS TO RESOURCES AND SHARING</p>	<ul style="list-style-type: none"> > Number of men who have ownership of land in their name. > Number of women and men who have access to land, water and forest resources. > Number of women and men who have knowledge of laws relating to areas of intervention. > Number of women and men trained on land-right issues (e.g., land titles and tenure security). > Number of women who have ownership of land in their name (e.g., land titles and tenure security). > Number of women in a leadership position with regard to land, water, forest and other biological resources (e.g., entrepreneur, manager, lead farmer).

Source: GEF (2018).

GENDER MONITORING MATRIX

A Gender Monitoring Matrix (GMMX) is a monitoring system that uses indicators in a matrix or table form. Some of the indicators are quantitative, like the gender representation in events or activities; others may be qualitative, like narrative summaries of how women and men contributed in a group. Qualitative indicators are more difficult to report on; and it is found that they are often not recorded. However, it is important to keep records such as how women and men participate in events (not only

how many attend). For example, do the women voice their opinions, and do men respect their opinions? The first part of this tool defines the monitoring activities, identifies who should carry out these activities and suggests warning signs or standards to enable situations to be identified where special action should be taken. This tool is very flexible to use and manipulate to suit the needs of the situation. The second part of the GMMX explains the actions needed when certain ‘warning signs’ appear, and what actions to take if participation of either gender falls short of an expected target.

TABLE 3-9: GENDER MONITORING MATRIX

ACTIVITY	WHAT TO LOOK FOR	MEANS OF CHECKING	WARNING SIGNS	HOW TO CHECK	WHEN	ACTIONS TO ADDRESS WARNING SIGNS	WHO SHOULD TAKE ACTION
Community-Based Planning	Number of women participating	CBA meeting records	Less than 20% of participants are women	The person who finalizes the plan document should report the warning sign	Every quarter	Project funds based on such CBAs should not be released	Finance person
	Number of exercises conducted with women's groups	CBA document	No exercise conducted separately with women's group Results not separately documented and analyzed				
	Number of gender analysis exercises conducted	CBA document	No gender analysis conducted				

DISCUSSION POINT

To summarize the module, ask the participants which of the above tools do they find most relevant for their work and why.

Facilitator Clues

- > Gender assessments can be carried out through mixed methodology for data collection but for Gender Analysis, Moser or Harvard Frameworks are most useful. The information from these can actually feed into the Capacity and Vulnerability Analysis, which becomes a strong gendered vulnerability assessment.
- > Rapid assessments and scoping studies can be useful to supplement information of vulnerability assessment exercises already undertaken or to understand the scope before taking a deep dive into sectoral vulnerability assessments.

- > The Causes, Consequences, Solutions Framework is one tool which can be used across the project cycle but especially in project formulation stage.
- > Stakeholder analysis tool helps further strengthen gender-sensitive implementation processes by bringing out the role of women and enabling them to have a role in community-based planning and decision-making as well as for all communication and information sharing and capacity-building measures.
- > The Gender Monitoring Matrix is a useful tool for measuring gender mainstreaming processes and achieving gender equality outcome targets.
- > However, there are also specific tools for measuring Women's Resilience Index and the Vulnerability Reduction Assessment tool of the UNDP-GEF CBA programme which can be useful for CCDRR projects.
- > The participatory tools and exercises can be used in all the stages.