# MAKING IT COUNT

## INTEGRATING GENDER INTO CLIMATE CHANGE AND DISASTER RISK REDUCTION: A PRACTICAL HOW-TO GUIDE

care®

Hợp tác Đức

ICMP

UN WOMEN
United Nations Entity for Gender Equality and the Empowerment of Women

# ACKNOWLEDGEMENTS

This guide was developed by Miguel Coulier (CARE in Vietnam Climate Change and Disaster Risk Reduction Technical Advisor) and Dorothea Konstantinidis (GIZ Network Development Advisor). We are grateful for the invaluable input from Sumaiya Kabir (UN Women), Nina Seib (GIZ), Amanda Benson and Nguyen Thu Huong (Australian Red Cross), Matthieu Drean, Nguyen Thi Nhat Hoai, and Hanh Tran (French Red Cross), Bui Lien Phuong and Jerome Faucet (German Red Cross), Nguyen Thu Ha (WinRock), Nerissa Chao (WWF), Julie Webb (independent consultant) and Elizabeth Cowan (CARE in Vietnam). Sincere appreciation also goes towards Louise Cotrel-Gibbons (CARE in Vietnam Communications Consultant) for the extensive editing and design support, Nguyen Thi Tam (freelance translator) for translating the guide into Vietnamese, and colleagues at CARE in Vietnam for reviewing the Vietnamese version.

This how-to guide has been developed through multi-stakeholder consultations, conducted under the INGO Climate Change Working Group (part of the VUFO-NGO Resource Center). Representatives from the following organisations have provided valuable contributions to ensure a useful guide based on good practice: AMDI, CARE, CIAT, COHED, FES, GIZ, GreenID, Hanoi School of Public Health, ICAFIS, IUCN, MACDI, Malteser, Live&Learn, MCD, NGORC, NMA, OXFAM, PACCOM, Plan, Save the Children, SCODE, SNV, SRD, Swiss Red Cross, and UNDP. Additional content has been added from the wealth of resources and tools available from different organisations, details of which can be found throughout the guide.

CARE, UN Women and GIZ grant permission to all not-for-profit organisations to reproduce this work, in whole or in part. The following notice shall appear with any reproduction:
*'MAKING IT COUNT: Integrating gender into climate change and disaster risk reduction: a practical how-to guide. ©2015. CARE International in Vietnam. Used by permission.'*

CARE, UN Women and GIZ would appreciate receiving details of its use or any feedback or suggestions to:

**CARE International in Vietnam**
P.O. Box 20 Hanoi
92 To Ngoc Van Road
Tay Ho District
Hanoi, Vietnam
+ (84) 4 3716 1930
VNM.info@careint.org

**UN Women Viet Nam**
304 Kim Ma Street
Ba Dinh District
Hanoi, Vietnam
Tel: +84 4 3850 0100
Fax: +84 4 3726 5520
Web: www.unwomen.org

**Integrated Coastal Management Programme - ICMP**
**Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH**
Room K1A, No.14 Thuy Khue Road
Tay Ho District, Hanoi, Viet Nam
Tel: +84 4 372 864 72 21 | +84 169 746 3373
Fax: +84 372 864 60

This publication is supported by the Integrated Coastal Management Programme (ICMP), implemented by the Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) GmbH, on behalf of the German Federal Ministry of Economic Cooperation and Development (BMZ) and the Australian Department of Foreign Affairs and Trade (DFAT). This support does not imply endorsement by the Australian Government for any of the views expressed within.

First edition June 2015
©2015 CARE International in Vietnam



# FOREWORD

Climate change is already happening here and now; the adverse impacts of climate change are being felt around the world and especially in Vietnam. Our work with communities provides evidence of how climate change is already undermining efforts on poverty reduction and sustainable livelihoods.

Climate change affects women and men differently. Unequal access to resources, rights and opportunities between women and men means that they also experience the impacts of climate change and disasters in different and unequal ways. To ignore these inequalities is to ignore a key factor in the success or failure of our work.

Across Vietnam, women play an essential role in tackling the climate change challenge. They are demonstrating innovative ways to adapt to the effects of climate change and build resilient societies. Women are taking action to reduce greenhouse gas emissions by leading initiatives that put forward new solutions to dealing with climate change.

If we can address and transform gender inequalities through climate change and disaster risk reduction initiatives, then we not only promote the equal rights of women in Vietnam but also multiply the sustainable impact of climate-related activities.

This guide has been developed to provide an accessible and functional entry-point for promoting gender equality in climate change and disaster risk reduction programming. We encourage colleagues to bring this guide into every-day work practices: to question whether activities are supporting gender equality, and to identify simple and practical steps which ensure a win-win result on gender equality, climate change adaptation and disaster risk reduction.

**Gerda Binder**
**Country Director**
**CARE in Vietnam**

**Jochem Lange**
**Country Director**
**GIZ**

**Shoko Ishikawa**
**Country Representative**
**UN Women Viet Nam**

# WHAT AND WHO IS THIS GUIDE FOR?

The impacts of climate change and natural hazards are felt nationwide across Vietnam, but the specific effects of these issues affect women and men differently. The different roles that men and women occupy in society also influence the nature and capacity of their involvement in climate change (CC) adaptation and disaster risk reduction (DRR). In their design and implementation, CC-DRR interventions can serve to perpetuate inequalities, or work towards gender equality.

> **Neither gender equality nor effective adaptation to climate change and disasters, can be achieved without considering the implications of each on the other.**

This guide has been developed for project staff, Government and non-Government partners to use during design, implementation, monitoring and evaluation of climate change and disaster risk reduction activities. It gives suggestions on how to practically address gender and women's empowerment in climate change and DRR projects, or projects which have integrated climate change and DRR considerations.

This guide is designed to complement the wealth of sector-specific resources available for gender, climate change and disasters; it acts as a starting point for further analysis on these topics.



# WHY INTEGRATE?

> **Gender integration means taking account of both the differences and the inequalities between men and women in program planning, implementation, and assessment.**

Integrating climate change, disaster risk reduction and gender equality approaches can enable practitioners to:

**Develop better informed, effective and targeted programming and project activities:** integration will allow you to better understand the different needs, capacities and contributions of women and men. New projects or programming provide opportunities to directly or indirectly support empowerment of women.

**Achieve equal contributions of men and women** in decision-making in terms of participation, involvement and leadership etc.

**Capitalise on the full community potential** in the response to climate change.

**Avoid unintended effects of CC-DRR activities** that may increase gender inequality, workloads, gender-based violence or disempowering women.

**Receive mutual benefits:** CC-DRR activities can empower women and improve living conditions and livelihoods of women; gender and women's empowerment projects or programs can contribute to CC adaptation, mitigation and DRR.

# WHAT IS INCLUDED IN THIS GUIDE?

This guide is divided into 10 colour-coded chapters:

- What is Gender and why is it important?
- Climate and Disaster Risk Assessment and Planning
- Agricultural and Non-agricultural Livelihoods
- REDD+ and Ecosystems, including Natural Resource Management
- Preparedness and Mitigation for Disasters
- Sustainable Energy and Waste Management
- Water, Sanitation and Hygiene (WASH)
- Education, Information and Communication, Awareness Raising and Behaviour Change Communication
- Program or Project Management
- How to Facilitate Community Meetings, Workshops and Trainings

Each chapter includes:

The questions to ask of the context, yourself, your partners and the project, when working to integrate gender in climate change and disaster risk reduction (CC-DRR) interventions.

Practical suggestions, tips and actions for designing and implementing CC-DRR programs, projects and activities.

Tools which can be used in various activities.

Resources which provide further and more in-depth information on integrating gender and CC-DRR.



# HOW DO YOU USE THIS GUIDE?

1. Use the tabs at the right hand side of the booklet to select your focus area, and turn to the relevant section.

2. Select the activity which you are currently implementing or planning to implement from the list on the chapter title page. Use the tabs at the bottom of the page to access information about this activity.

3. The main content is on a double page. On the left hand side you can find a number of questions about gender and women's empowerment which you should consider when planning or implementing your activity.

4. On the right hand side you can find suggestions and tips on how to address these questions.

5. At the end of the chapter, you will find practical tools specific to each activity.

6. Wider, more in-depth resources can be found in the resources chapter at the end of the guide.

# WHAT IS GENDER AND WHY IS IT IMPORTANT?

*Sang and Quan from Soc Trang province with their crops, raised with support from CARE in Vietnam's ICAM project. ICAM promoted gender sensitive microcredit schemes which enabled households to develop climate resilient livelihoods. ©2015 Giang Pham/CARE*

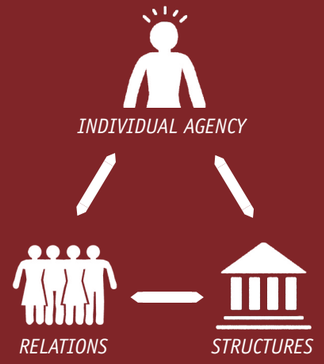
# WHAT IS GENDER?

*Content adapted from CARE International Gender Network, Explanatory Note on CARE's Gender Focus, 2012.*

**Gender** refers to attitudes, feelings, and behaviours that a given culture associates with a person's biological sex. Gender defines what it means to be a man or woman, boy or girl in a given society[1] – it carries specific roles, status and expectations within households, communities, institutions and cultures. The traits and characteristics associated with gender differ from culture to culture, may vary within cultures, and evolve over time.

**Gender equality** does not mean that people of all genders are the same, but that their enjoyment of rights, opportunities and life chances are not governed or limited by their biological sex or gender. To achieve gender equality, we do not need to treat all people the same; we need to consider different gender-based needs and roles to combat existing inequalities.

**In Vietnam, and in many other countries around the world, women have historically less access to rights and opportunities than men. In order to adjust this imbalance and work towards gender equality, women must become empowered.**




**Women's empowerment** is the combined effect of changes in:

- a woman's own knowledge, skills and abilities *(agency)*, for example through awareness-raising or building of self-confidence;
- societal norms, customs, institutions and policies *(structures)*, such as introducing new laws which promote gender equality;
- the power relationships between individuals *(relations)*, for example through changes in the control of household resources between family members.

Each of these aspects are inter-dependent, coming together to influence the ability of women to access equal rights and opportunities. Women's empowerment can be supported by development interventions which contribute to changes in each of these three dimensions.

Empowerment must come from within; women empower themselves. However, it is equally important that men and boys play an active role in women's empowerment and work with women to change structures and power relations towards gender equality, or efforts will not be sustainable.

[1]Individuals may also self-identify as neither male nor female, both male and female, or another identity which may not fall into the categories of male or female.



Hi Giang, can I ask you some questions?

Sure Phuong, how can I help you?

Well, yesterday I heard some new words and I don't fully understand them. For example, what does GENDER mean?

Ah, that's an easy one. Gender is something that people and society create to describe how men and women should be in Vietnam. For example, your father is a man, so then in Vietnam people think he should be strong, be a leader and protect your family. While your mother as a woman is supposed to be gentle, sensitive, and taking care of the kids and the grandparents.

Ah ok, so these are true.

No, absolutely not, these are what we call gender stereotypes. They over-simplify things and do not allow men and women to choose who and what they want to be. For example, both women and men should be able to show their feelings, and can be very good and effective leaders. You agree?

I do, thank you. So what about this one, GENDER EQUALITY?

Gender equality means that every Vietnamese person has equal opportunities and chances in life, no matter man or woman. For example, in Vietnam, women doing exactly the same job as men often get a much lower salary, which is not fair and is an example of gender inequality.

Can you give another example?

Sure, search and rescue teams that provide assistance after a big disaster are usually all men. It's often very hard to see female members, although women are strong and capable enough to do the search and rescue team work.

Thanks for this, very useful. A last one, what about WOMEN'S EMPOWERMENT?

That's a hard one, but let me try to describe what we aim for. An empowered woman is a woman who is confident, can make decisions in her home and community, is respected by her family and is protected by laws that support her to achieve her goals and ambitions. It means men and women's names are both on the land certificate, they share the housework, women have free time for social activities and both are happy.

So gender equality is a woman's responsibility?

No, not at all, men and boys should also be involved and help make the changes that are needed in our society, our communities and our families so we achieve equal opportunities for all!

We better get started then!

# THE IMPORTANCE OF A GENDER ANALYSIS

## WHAT IS GENDER ANALYSIS?

Gender analysis is a systematic way to identify key issues and factors that contribute to gender inequalities. It may consist of primary or secondary research, or a combination of the two.

Gender analysis attempts to answer three key questions:

1. What are the gender-based inequalities, discriminations and rights denials in a given context? How do these issues intersect with other discrimination factors such as age, ethnicity, disability, class, etc.?
2. How will gender relations have an impact on the effectiveness and sustainability of the project, activity or result?
3. How will the proposed results affect the relative status of women and men; will it exacerbate or reduce inequalities?

Gender analysis should explore individual, relational and structural factors, within both public and private spheres. Remember that individuals are likely to experience gender differently, or hold different roles, within different groups or relationships.

## WHY SHOULD YOU DO IT?

It is impossible to integrate gender equality into CC-DRR projects or activities without clearly understanding gender issues within the targeted population. A gender analysis enables you to understand the implications of gender on climate change adaptation and disaster risk reduction interventions (and vice-versa), and design CC-DRR interventions that can benefit all members of a community. It also allows you to develop indicators to better assess how initiatives have impacted upon different groups.

## WHEN SHOULD A GENDER ANALYSIS BE CONDUCTED?

As much as possible, gender analysis should be conducted at the very beginning of a new program, project or activity, during the design phase. This will enable you to ensure that CC-DRR initiatives are integrating gender throughout. If this is not possible, a gender analysis can be integrated into a baseline study.

## WHO SHOULD CONDUCT A GENDER ANALYSIS?

All team members must be aware or have an understanding of gender issues in the local context. They should be oriented on gender-sensitive interview techniques. The team must have a team leader or designated gender focal point with expertise and experience in conducting gender analysis. The team must be composed of both men and women.



## BEFORE BEGINNING GENDER ANALYSIS: PRACTICAL CONSIDERATIONS

» **Scope**
Is the gender analysis for long-term programming or a specific project/initiative? Tailor the scope of the study to your needs, e.g. for a specific project, focus on sector-related implications.

» **Resources**
The depth and breadth of a study is also likely to be influenced by external factors. Consider partnering with implementation partners or research institutions to enable joint learning and analysis.

» **Emergency response**
In an emergency context, it is often necessary to undertake a rapid gender analysis, which may not cover all aspects. For more information, see the Resources section at the end of this chapter.

» **Timing**
Ideally gender analysis informs program or project design. If this is not possible, it is often convenient to integrate a gender analysis into a baseline study. Occasionally it is necessary to conduct the gender analysis later - do not discount it simply because the project has already begun.

» **Risk analysis and ethical considerations**
Teams implementing a gender analysis should always assess the potential risks to any participants in the study, and ensure a Do No Harm approach. The study should embody the principles of equality and empowerment, whilst also working sensitively and respectfully within communities. Participation should always be voluntary, and participants should be given the opportunity to provide informed consent for their participation and the use or dissemination of the information they provide.

» **Capacity building**
Time and resources must be provided for teams to build the skills required for gender analysis, including understanding of gender and commitment to gender equality, as well as analytical and practical research skills.

Content adapted from CARE International Gender Network, *Good Practices Framework: Gender Analysis*. 2012. p.5. See the Resources section at the end of this chapter.

# HOW TO CONDUCT A GENDER ANALYSIS

## 1 ANALYSE BROADER CONTEXT

» Explore gender and sex-disaggregated secondary data.
» Map policies and laws related to human rights and gender policies, and commitments and implementation of Conventions such as the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW).
» Investigate wider cultural norms, values and practices related to gender (e.g. expectations of how individuals should act, or customs related to marriage).

## 2 SELECT AND INVESTIGATE KEY AREAS

» Investigate specific key areas which are related to the type of intervention you are designing or implementing. The framework opposite includes a proposed list of topics which could be explored; select relevant topics according to the scope and purpose of the gender analysis.
» Explore these key areas through review of secondary data and exercises with participants and stakeholders, paying attention to the individual, relational and structural levels.

## 3 PRIORITISE PRACTICAL AND STRATEGIC GENDER ISSUES

» Identify practical issues which involve addressing immediate gender issues and needs, such as providing financial training for women business owners so that they may improve their income. Practical needs should be addressed both in order to ensure equal and sustainable impact of projects, and to support to wider transformative processes.
» Determine the strategic factors, such as laws or social norms, which must be tackled in order to transform unequal gender relations in the long-term. If strategic factors are ignored, practical solutions are likely to have minimal sustainable impact.

For further information and resources on how to conduct a gender analysis, please refer to the Resources section at the end of this chapter.

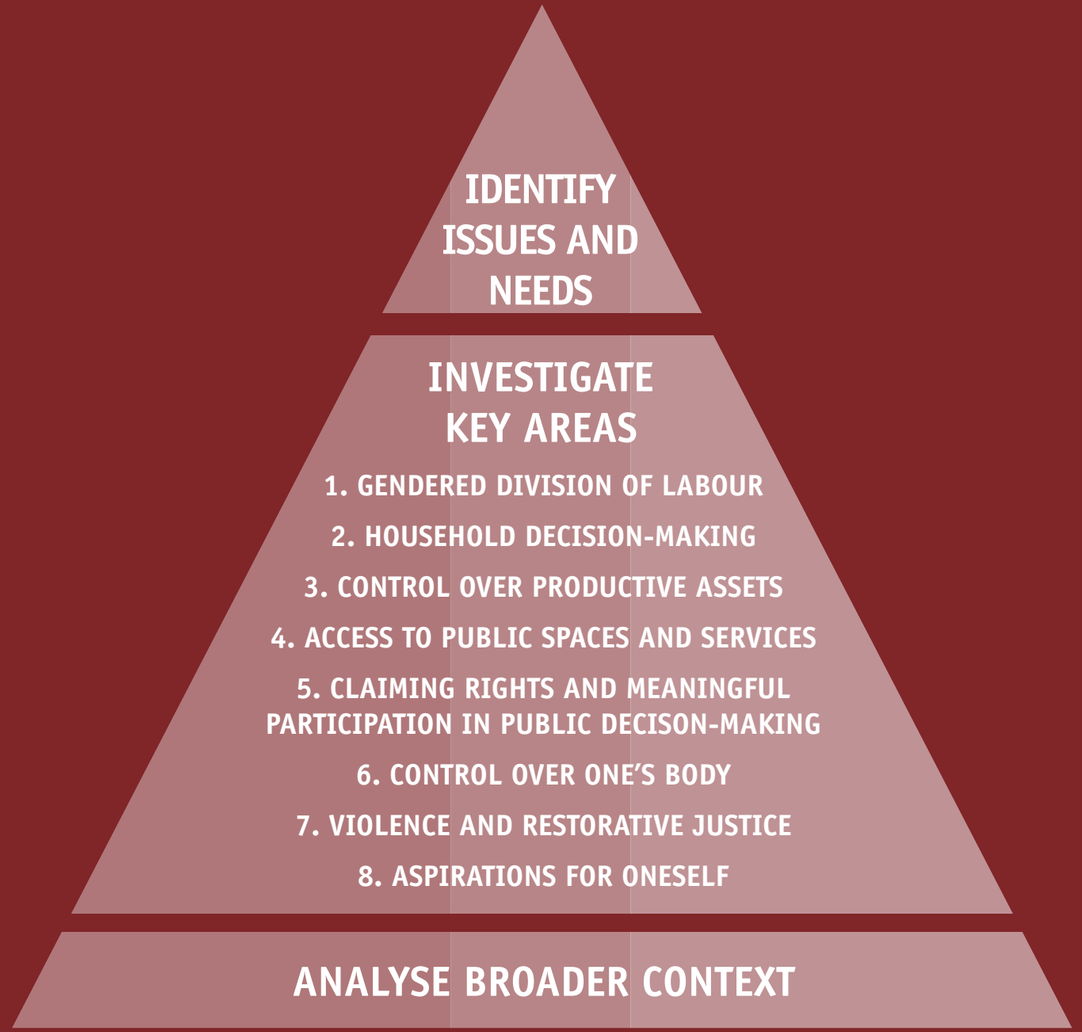



Diagram taken from CARE International Gender Network, *Good Practices Framework: Gender Analysis* (2012) p.5. See the Resources section at the end of this chapter.

# TOOLS

## MAPPING CC-DRR ACTIVITIES ON A GENDER CONTINUUM

*Adapted from ISOFI Toolkit: Tools for learning and action on gender and sexuality. Copyright ©2007 Cooperative for Assistance and Relief Everywhere, Inc. (CARE) and International Center for Research on Women (ICRW). Used by permission.*

After completing the gender analysis and designing the initiative, it can be helpful to assess project activities against the gender continuum below to identify how they are likely to influence gender:

**HARMFUL** **NEUTRAL** **SENSITIVE** **RESPONSIVE** **TRANSFORMATIVE**

» **Harmful**
Program approaches reinforce inequitable gender stereotypes, or dis-empower certain people in the process of achieving program goals.

**EXAMPLE**
*Directing water, sanitation and hygiene (WASH) initiatives only at women, reinforcing the unequal division of labour which often sees women carrying the burden of collecting water. Men are also disadvantaged as they receive less information about WASH.*

» **Neutral**
Program approaches or activities do not actively address gender stereotypes and discrimination. While gender-neutral programs do not harm, they often are less than effective because they fail to respond to gender-specific needs.

**EXAMPLE**
*Providing both men and women farmers with the choice of new varieties of climate-resilient rice, that are more time-consuming to cultivate. Women have equal access to this improved method, but are less likely to adopt it because of their higher workloads.*



» **Sensitive**
Program approaches or activities recognise and respond to people's different gender-based needs and constraints. These activities significantly improve women's (or men's) access to services or resources, but do little to change the larger contextual issues that lie at the root of gender inequities; they are not sufficient to fundamentally alter the balance of power in gender relations.

**EXAMPLE**
*Addressing women's vulnerability to gender-based violence after emergencies by ensuring that sanitation facilities are safe for women, by considering location, lighting and locks; however, not actively engaging men (as the main perpetrators) with interventions to reduce gender-based violence in emergency situations.*

» **Responsive**
Program approaches or activities help men and women examine societal gender expectations, stereotypes, and discrimination.

**EXAMPLE**
*Holding community-based climate and disaster risk analysis and planning meetings with men-only groups, women-only groups and mixed groups, to allow both women and men to analyse their specific concerns and capacities. Bringing the groups together to compare and examine common and contrasting issues and themes, and supporting the community to formulate joint, gender-responsive action plans.*

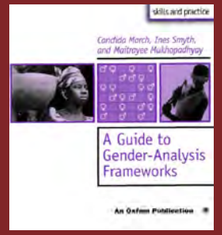
» **Transformative**
Program approaches or activities actively seek to build equitable social norms and structures in addition to individual gender-equitable behaviour.

**EXAMPLE**
*Promoting women's leadership within community disaster preparedness organisations by increasing their capacity and skills, engaging with men to create 'gender champions', and introducing quotas for committees and boards. The women leaders are able to ensure that women's needs in disasters and extreme weather events are addressed, but also change the perceptions of women and women's abilities within the community.*

# RESOURCES

***Good Practice Framework on Gender Analysis.*** CARE. 2012.

This document discusses basic concepts of gender and introduces key areas for questions to take into consideration when undergoing a gender analysis. For each area, this brief provides examples of questions that a gender analysis may want to explore, taking into account the women's empowerment domains of agency, structures and relations.




***Guide to Gender Analysis Frameworks.*** OXFAM. 1999.

A variety of frameworks to analyse gender relations are used in development work. They are helpful in planning gender-sensitive research projects, or in designing development interventions which address gender inequalities. Drawing on the experience of trainers and practitioners, this book contains step-by-step instructions for using different gender-analysis frameworks, and summaries of their advantages and disadvantages in particular situations.

***Gender Equity and Diversity Training Materials.*** CARE. 2014.

These training materials can be used with staff, partners and beneficiaries. They are comprised of a manual and full facilitation guide for a 3 to 5 day training. Modules move from a basic introduction of gender issues through programmatic application to the complex issues of gender transformation and engaging men and boys.

***Recognise the strength of women and girls in reducing disaster risks. Stories from the Field.***
Video and storybook. UN Women, Viet Nam Women's Union, Save the Children, Oxfam and CARE. 2012

This video tells inspirational stories of women and men tackling gender and women's empowerment issues in disaster risk reduction projects and activities in different provinces across Vietnam. It is accompanied by a storybook providing helpful case studies on how to work on both issues together.



# NOTES

*Balanced assessment teams, including both male and female trained-facilitators, are necessary for gender-sensitive risk assessment. Here women and men are working together at a provincial level training on gender mainstreaming in DRR in Binh Dinh.*
*©2012 UN Women*

# CLIMATE AND DISASTER RISK ASSESSMENT AND PLANNING

1. ASSESSMENTS OF VULNERABILITY AND CAPACITY
2. COMMUNITY AND GOVERNMENT ACTION PLANS
3. MAINSTREAMING CC-DRR INTO SOCIO-ECONOMIC DEVELOPMENT PLANNING (SEDP) AND SECTORAL PLANS

*Grassroots women in Dong Thang Commune, Co Do District, Can Tho City, Vietnam analysing risks and vulnerabilities to their community caused by DRR and CC. ©2014 LIFE Centre, Vietnam*

# ASSESSMENTS OF VULNERABILITY AND CAPACITY

# ASSESSMENTS OF VULNERABILITY AND CAPACITY: QUESTIONS TO ASK

- [ ] Have you considered how women and girl's vulnerabilities and capacities to climate change and disasters are different to men and boys?
- [ ] How are women and men's current responses to climate change different? Are these strategies sustainable? What if they had to be done more often?
- [ ] How are men's and women's different livelihood activities affected by disasters and climate change?
- [ ] What are the roles of men and women in adaptive livelihoods, natural resources management, energy, preparedness and response etc.? Who makes the decisions about these roles? Do these roles confirm stereotypes? How can you challenge these roles?
- [ ] Do women and men have different knowledge about climate risks and impacts?
- [ ] How do men's and women's access to services and assets differ? For example, do men and women have equal access to quality land, transport or fishing boats etc? Do boys and girls have equal access to education, information and training? Can women and girls access health services? Is it safe for girls and women to access water and sanitation and evacuation facilities? How does access change during and after a disaster?
- [ ] What are the barriers for women and men to access services and assets relevant for adaptation and risk reduction, e.g. mobility, literacy, no time etc.? How can you overcome these?
- [ ] Are there social or cultural barriers that restrict women and girls' ability to access certain locations and to participate in some activities? Do they feel more or less safe in some locations? Why?
- [ ] Are the representatives at community meetings truly representing the most at-risk groups in the community and reflecting diversity among women and men?



# ASSESSMENTS OF VULNERABILITY AND CAPACITY: ACTIONS TO TAKE

- [ ] Come prepared! Research the possible gender issues in the community before you do the Vulnerability and Capacity Assessment. Information is available from Government reports, INGO publications, Women's Union, and people who have visited before.
- [ ] Ensure that you ask for gender- disaggregated data while reviewing secondary data, and seek to validate what you have found from these sources through community discussions.
- [ ] Use inspiring stories on gender and climate change during community discussions. Stories are easier to relate to and can inspire participants.
- [ ] Plan enough time in the community to facilitate vulnerability and capacity assessment tools with different groups so that you can gather the views of women and men, girls and boys, and to feedback the different results to the community.
- [ ] Use different symbols or colours when using participatory tools to show the information gathered from men and women, boys and girls. Adjust your tools for a male or female audience.
- [ ] Ask gender-specific questions during every tool or session; ask all the time '*what for men/boys – what for women /girls', 'why the difference*'?
- [ ] Ask in-depth questions and challenge gender stereotypes on different roles of men and women in climate change/disaster risk reduction activities – encourage creative solutions and ensure that activities identified to not entrench gender inequality.
- [ ] The assessment report should add a specific section or tables on differential vulnerability, capacity and adaption strategies of men and women, boys and girls.
- [ ] Share the assessment report (and plan) widely across different people, organisations and sectors as it will be very useful for anyone working in the area.

## NOTES

# COMMUNITY AND GOVERNMENT ACTION PLANS

**SUCH AS:**

- DISASTER PREVENTION AND PREPAREDNESS PLANS
- CC ADAPTATION OR MITIGATION PLANS
- WATER MANAGEMENT PLANS
- FOREST PROTECTION PLANS, ETC.

# COMMUNITY AND GOVERNMENT ACTION PLANS: QUESTIONS TO ASK

- [ ] Have you identified the different priorities, needs, concerns etc. of men and women in the community?
- [ ] Are the activities in the Community Action Plans based on the actual priorities, needs, concerns, etc. of men and women? Are they specifically designed to reduce risk of men and women?
- [ ] What is being done to overcome barriers that limit equal participation of women and men in the action planning process?
- [ ] Have you considered if activities proposed in the plans will increase women's workload or increase women's vulnerabilities? How does the plan ensure the activities do no harm to any group?
- [ ] Do the actions in the plan encourage new 'non-traditional' roles of women and men at all levels (household, society etc.) and challenge gender stereotypes?
- [ ] Are you supporting and encouraging women's empowerment in implementing parts of the plans? Do you improve women and men's knowledge and skills during the implementation of the actions?
- [ ] Do men and women have equal access to and control over resources needed (information, material, financial and human) to implement the plans?
- [ ] What is the role of the Vietnam Women's Union, Department of Labour Invalids and Social Affairs (DoLISA), etc. in designing, implementing, monitoring and evaluating the plans? Are you encouraging joint implementation?



# COMMUNITY AND GOVERNMENT ACTION PLANS: ACTIONS TO TAKE

- [ ] Organise community meetings to do a Vulnerability and Capacity Assessment before Action Planning starts, capturing differential vulnerability and capacity of men and women. Develop a survey or questionnaire to collect the information needed for the planning and facilitate participatory tools with different groups of women and men in the community.
- [ ] Do some research to better understand the main gender issues in the community by collecting and reading some background information. You can also talk to local gender (and climate change) practitioners from the Women's Union, DOLISA, civil society organisations etc, particularly those who have visited or worked in the communities you are focused on.
- [ ] Discuss the information you collected with your fellow planning facilitators before the planning starts. Ask each other questions about the topic, including on gender and women's empowerment to ensure a shared understanding. If you need more information, try to collect it in the initial stages of planning and ensure you validate these findings with different groups in the community.
- [ ] Use a format for the action plan (see Tools at the end of this chapter) that reflects: different roles and priorities of men and women; women and men's access to the resources required to implement the activity, including barriers to access; and the contribution and impact of activities on gender relations.
- [ ] Discuss by whom and how the plans will be implemented and monitored. Advocate for an equal role of men and women.
- [ ] Apply the gender continuum-tool to the community action plans to check if your activities are gender harmful, neutral, sensitive, responsive or transformative (see the Gender chapter).
- [ ] Share the (assessment report and) plan widely across different people, organisations and sectors. Advocate to Government and other partners for systematic collection and reporting on sex-disaggregated data in monitoring the implementation of the plan.

## NOTES



# MAINSTREAMING CC-DRR INTO SOCIO-ECONOMIC DEVELOPMENT PLANNING (SEDP) AND SECTORAL PLANS

**E.G. AGRICULTURE, EDUCATION, HEALTH, NATURAL RESOURCES MANAGEMENT ETC.**

# MAINSTREAMING CC-DRR INTO SEDP: QUESTIONS TO ASK

- [ ] How is gender and women's empowerment currently reflected in the Socio-Economic Development Plans? Have women's and men's priorities, needs, concerns etc. been equally incorporated in the plans?
- [ ] Who are the key decision-makers on mainstreaming into SEDP?
- [ ] Is the Women's Union or The Department of Labour Invalids and Social Affairs (DOLISA) involved in SEDP? What is their capacity, knowledge and attitude towards gender and women's empowerment? Do they understand or see the benefits of mainstreaming?
- [ ] Are women supported to actively participate and lead in decision making along with men?
- [ ] Which sectoral plans relevant for climate change are easy "entry points" to also integrate gender?
- [ ] Can climate change be integrated into existing Gender Strategies and Action Plans?
- [ ] Are there incentives in the SEDP process to integrate gender? Are there specific gender criteria used?
- [ ] Is gender reflected in the provincial, district and commune SEDP and CC-DRR budget?



# MAINSTREAMING CC-DRR INTO SEDP: ACTIONS TO TAKE

- [ ] Do a quick analysis of the existing SEDP (including action plan and budget) before workshops or meetings, looking at how it addresses gender, women's empowerment. Also look at the existing Gender Action Plans.
- [ ] Apply the gender continuum-tool to the plans to check if the activities are gender harmful, neutral, sensitive, responsive or transformative.
- [ ] Provide an orientation on gender for key SEDP decision-makers.
- [ ] Do a quick survey to understand the existing knowledge, attitudes and practices of the SEDP decision makers on gender and climate change.
- [ ] Advocate for the involvement of gender organisations, departments, leaders, gender champions in the planning process to encourage mainstreaming.
- [ ] Compare Climate Change and DRR Action Plans, Gender Action Plans, Socio-Economic Development Plans and sectoral plans to identify similarities, difference, entry-points for integration of gender and climate change:
- [ ] Introduce specific gender criteria or 'filters' when doing analysis, ranking, prioritization of SEDP actions, e.g.
  - » Does it impact on allocation of time between women and men unpaid "caretaking" tasks and productive activities?
  - » Does it transfer responsibility and resources from men to women and women to men?
  - » How does it contribute to stronger voice and influence of women in the public space and at home?
  - » Is there an impact of the action on a person's control over one's body, fertility, nutritional status?
- [ ] Advocate for inclusion of gender criteria or 'filters' in official (subnational) Government documentation on mainstreaming.
- [ ] Ensure that CC-DRR activities that integrate gender or address women's empowerment are included and prioritised in budgets.

# TOOLS

## GENDER-RESPONSIVE COMMUNITY BASED ADAPTATION ACTION PLAN

*Adapted from: Community Based Adaptation Planning Manual. CARE International in Vietnam. 2015*

How to facilitate:

1 hour 30 minutes approx.
60 minutes for the development of the plan, 30 minutes for discussion.

The first part of the exercise should be done in separate men and women's groups (and other socio-economic groups if possible) to ensure both have a chance to provide equal input without influence. After group action plans have been roughly developed they can be merged and further detailed in plenary.

1. Present the format (see right) to the participants, explaining how everything links to each other and how the information is integrated into this format. Stress again that we want everyone's opinion to be reflected; men, women, people with disabilities, ethnic minorities, etc.

2. Go through column 5 to 8 for each action explaining first what each column means:
   - » Column 5 - 'target group': who in the community is targeted for the action – make a difference between men and women and other groups
   - » Column 6 – 'who will implement': build on existing community resources to identify what the community can do themselves, but also add where Govt. and other stakeholders (private sector, NGOs, etc.) can support
   - » Column 7 – 'when': is the action implemented immediately or in the medium or long term? Try to be specific by adding a year, but be realistic, not everything can be implemented immediately as resources and time are limited.
   - » Column 8 – 'how': what funds, input or other resources are needed to implement this action? Usually there is more needed than money, e.g. trainings, in-kind support, etc.
   - » Ask participants to write themselves to make it more interactive but make sure the entire group agrees. If there is not enough time, split the group into smaller 2 to 3 person groups and give them each one climate change effect or hazard to work on. Giving examples is fine, but do not make too many suggestions yourself as a facilitator.

3. When each group has developed their plan, ask the participants; out of all the actions in the plan, what are the priority actions? Mark them with a star or circle them. You can do this through a voting system the community is most familiar with, e.g. raising hands, individual voting using little stones, pebbles, etc., marking crosses on a paper, etc. Be creative to ensure shy and illiterate people have their say too!



4. Once the men and women's group have agreed on their separate action plans, bring the groups together to merge the plans and reach agreement on one CBA action plan. Men and women groups can work with one color each to easily show the different actions between the two groups when bringing it together.

5. Do the same prioritisation exercise with the whole group.

## LEARNING AND DISCUSSION

When the CBA action plan is complete, ask the group members the following questions:
- » Are you satisfied with the results? Is there something crucial missing? Are we realistic in our planning?
- » What have you learned about climate change? What have men learned about women and what have women learned about men?
- » What should happen next? How can we challenge gender roles in implementing the plan?

**Example of a gender-responsive community based adaptation action plan report (to be revised accordingly):**

1. Date and location:

2. Facilitation team and profile of participants (disaggregation by gender and other socio-economic factors):

3. Process or steps followed for assessment and action planning:

4. Background information (from secondary resources): socio-economic, natural resources, existing situation on gender and vulnerable groups etc:

5. Information on climate change risks and impacts (on various sectors, and men/women/particular vulnerable groups), including a historical perspective:

6. List of past and present successful climate change response strategies (men/women/particular vulnerable groups):

7. Vision for a climate resilient future and achieving gender equality (men's vision, women's vision and community vision):

8. Adaptation action plan (to reach the vision), including short, medium and long term actions:

| Community Vision: Integrating men and women's vision for a climate resilient future | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Climate change effect or hazard | Impacts (M/F)* | Adaptive actions (M/F)* | SEDP sector | Target group (M/F)* | Who will implement? | | | When? | How? Resources needed |
| | | | | | Community | Govt. | Others | | |
| | | | | | | | | | |

**add other vulnerable socio-economic groups such as people with disabilities, poor ethnic minorities, etc.*

# RESOURCES

***Community Based Disaster Risk Assessment tool (in Vietnamese).*** MARD, 2014.

This tool for doing an assessment of climate and disaster vulnerability and capacity is currently being used across Vietnam in the Government national CBDRM Program. It is based on fifteen years of good practice from various INGOs. It is the officially approved guideline for all local authorities to apply at commune level.

***Climate Vulnerability and Capacity Assessment Handbook (CVCA).*** CARE. 2012

This handbook provides a proven methodology that helps to understand the implications of climate change for the lives and livelihoods of the people we work with. By combining local knowledge with scientific data, the process builds on people's understanding about climate risks and adaptation strategies. It provides a framework for dialogue with communities, as well as between communities, authorities and other stakeholders.

***Participatory Capacity and Vulnerability Analysis (PCVA): A practitioner's guide.*** Oxfam. 2012.

The PCVA tool is a risk analysis process designed to help staff and partner organisations engage with communities in contexts where natural disasters are significant drivers of poverty and suffering. It draws on a wide range of participatory learning and action techniques and tools that are designed to channel participants' ideas and efforts into a structured process of analysis, learning, and action planning, with the overall aim of reducing a community's disaster risk.

***Climate change and Environmental Degradation Risk and adaptation Assessment (CEDRA).*** Tearfund. 2012.

The CEDRA process is design to help practitioners take a structured approach to identifying possible impacts of climate and environmental change. It helps you access and understand climate and environmental science and compare this with communities' experience. It intentionally ensures that development, adaptation to climate and environmental change and resilience to disasters are addressed together. It results in an assessment and an action plan.



# NOTES

*Vo Thi Tham works as a fish vendor in An Giang province. ©2015 Giang Pham/CARE.*

# AGRICULTURAL AND NON-AGRICULTURAL LIVELIHOODS

1. FORMING OR STRENGTHENING COMMUNITY STRUCTURES FOR LIVELIHOODS
2. PROVISION OF AGRICULTURAL INPUTS
3. SUPPORT TO NON-AGRICULTURAL LIVELIHOODS
4. SUPPORT TO SAFE MIGRATION
5. ACCESS TO CREDIT
6. AGRICULTURE EXTENSION SERVICES
7. PRIVATE SECTOR ENGAGEMENT AND MARKET INTEGRATION

*Son Thuyen uses bio-fertiliser to improve his crops in An Giang province. ©2015 Giang Pham/CARE.*

# FORMING OR STRENGTHENING COMMUNITY STRUCTURES FOR LIVELIHOODS DECISION-MAKING AND IMPLEMENTATION

- FARMER INTEREST GROUPS
- LIVELIHOOD GROUPS
- SELF-HELP GROUPS
- FARMER FIELD SCHOOLS
- COOPERATIVES
- SMALL AND MEDIUM ENTERPRISES
- SOCIAL ENTERPRISES AND INCLUSIVE BUSINESSES ETC.

# FORMING OR STRENGTHENING COMMUNITY STRUCTURES: QUESTIONS TO ASK

- [ ] Are the existing groups women-only, women-led or are the women part of men-led livelihood groups? Do you need to establish women only groups? Do women have any limitations if the groups are mixed men and women? Could a woman lead a mixed group?
- [ ] Do the groups reflect women's diversity (e.g. women with a disability, different ages and ethnicities)?
- [ ] How do you ensure the most vulnerable women are participating and leading too?
- [ ] How can you support women-led Small and Medium Enterprises or businesses? How can you build support from men?
- [ ] Are women's views represented in these groups? Do women actively participate and lead in decision making along with men? What are the barriers for women's participation and leadership? Are women involved in supporting the livelihood groups?
- [ ] Does participation in the group take women away from other responsibilities in the household or community? Are there any negative or unintended impacts for women from participating in these groups? How do you know?
- [ ] Are the groups a forum to discuss other issues relevant for women such as access to resources, social issues, domestic violence, health, etc.?



# FORMING OR STRENGTHENING COMMUNITY STRUCTURES: ACTIONS TO TAKE

- [ ] Organise a quick mapping of existing livelihood-related groups, collecting gender-disaggregated data with women and men in separate discussions.
- [ ] Provide appropriate additional resources to enable all women to participate in the mapping and the activities planned. For example: visual aids, local languages, appropriate space to meet, mentoring, literacy and numeracy skills.
- [ ] Carry out an outreach program for the hard-to-reach and mobile men and women. Work with trusted women and men change agents in the community.
- [ ] Emphasise throughout activities the importance of ensuring the most vulnerable groups are included and processes are in place to ensure they have a voice.
- [ ] Provide micro-credits to women to establish small businesses.
- [ ] Encourage community groups to create an environment where everyone can participate. E.g. let the groups decide themselves what they want to discuss in their meetings, and encourage women's leadership.
- [ ] Work with male family members to encourage increased sharing of household work between women and men, and avoid taking children away from school to undertake 'women's work' that women may no longer have time for as a result of group participation.
- [ ] Provide training to both men and women group members on gender and women's empowerment.
- [ ] Promote training of gender, women's empowerment and CC-DRR risk assessment amongst people who support livelihood groups.
- [ ] Include dispute resolution and mediation processes as part of the community groups to ensure groups/individuals are not further marginalized as a result of community power dynamics.
- [ ] Gather, document and use stories of change from families and the impact of the activities on household members, including children.
- [ ] Introduce tools for community groups to self-monitor gender and women's empowerment issues and changes.

## NOTES



# PROVISION OF AGRICULTURAL INPUTS

## (SEEDS, FERTILISER, LIVESTOCK, FEED, VACCINATION, ETC.)

# PROVISION OF AGRICULTURAL INPUTS: QUESTIONS TO ASK

- [ ] What are the roles of men and women in managing and using agricultural inputs and related services? Who decides how to use what in the household? If these roles are unequal, how can you challenge them?
- [ ] What agricultural livelihoods are women and men currently practicing? Are men involved in the livelihoods practiced by women and vice versa? How are their inputs recognised or not?
- [ ] Do men and women have equal access to and control over agricultural inputs and related services? If not, what can you do to support this?
- [ ] Do women and men receive appropriate training on the use of these inputs?
- [ ] What will be the impacts on men and women when providing these agricultural inputs?
- [ ] What happens when you provide inputs through men, or through women?



# PROVISION OF AGRICULTURAL INPUTS: ACTIONS TO TAKE

- [ ] Ensure you understand women and men's different roles, division of labour and access and control of livelihood resources, by conducting a gender analysis (see the Gender chapter) as part of the livelihood assessment.
- [ ] Engage both women and men in the planning and dissemination of inputs and organization of services.
- [ ] Ensure that the new inputs do not place extra burden on women in terms of workload, financial, safety etc.
- [ ] Ensure that both women and men have equal access to the agricultural input (including resilient varieties).
- [ ] Tailor technical training on using the agricultural inputs for women and men in terms of timing, methods, trainers, content.
- [ ] Provide practical field experience in the use of innovations for women and men.
- [ ] Organise regular monitoring of use and impact of inputs on men and women.
- [ ] Support women in the communities to become input service providers.
- [ ] Gather, document and use positive stories of change promoting gender equality and women leadership.

## NOTES

# SUPPORT TO NON-AGRICULTURAL LIVELIHOODS

## (PETTY TRADE, CONSTRUCTION, TRANSPORTATION, GARMENT MAKING, HANDICRAFT, ETC.)

# SUPPORT TO NON-AGRICULTURAL LIVELIHOODS: QUESTIONS TO ASK

- [ ] What non-farm livelihoods are women and men currently practicing? Are men involved in the livelihoods practiced by women and vice versa? How are their inputs recognised or not?
- [ ] How much of their household income is derived from this livelihood? Do they combine this with agricultural livelihood practices?
- [ ] Who controls the income derived from these non-farm activities? How can you ensure women and men have equal control of income?
- [ ] How can we support women and men to diversify their livelihoods and incomes to include non-agricultural livelihoods (note that women are more engaged in the informal sector than men)?
- [ ] Are vocational trainings for non-farm livelihoods equally suited to men and women (content, time, trainers)? What are potential barriers for participation of men and women?
- [ ] How can you engage men in supporting women to take up new livelihoods?



# SUPPORT TO NON-AGRICULTURAL LIVELIHOODS: ACTIONS TO TAKE

- [ ] Ensure you understand women and men's different roles, division of labour and access and control of livelihood resources through conducting a gender analysis (see the Gender chapter) as part of the livelihood assessment.
- [ ] Ensure men and women are equally involved in identifying, planning and implementing non-farm livelihood options.
- [ ] Include women in study tours and field visits to successful non-agricultural livelihoods.
- [ ] Disseminate information widely on how women can access resources and services (finance, marketing, vocational training). Utilize women's networks, gender champions, women sales agents etc.
- [ ] Provide appropriate training and capacity development to support the expansion or improvement of non-farm livelihoods (e.g. skills based training, literacy and numeracy, financial literacy).
- [ ] Work with vocational training providers to provide services that meet men and women's needs equally. Provide them training on gender-responsive training methodologies.
- [ ] Develop and run discussion sessions with male partners of the women who participate in the livelihood to make them aware of what the women do and discuss on what their roles and actions should be to support women.
- [ ] Communicate positive case studies on women diversifying livelihoods and men supporting women.

## NOTES

# SUPPORT TO SAFE MIGRATION

# SUPPORT TO SAFE MIGRATION: QUESTIONS TO ASK

- [ ] How many women and men are migrating? Where are they going? Is it seasonal/temporary or permanent? What time of the year do they migrate? What jobs do they do in the new location?
- [ ] What are the reasons for men and women to migrate? Why do they migrate to certain areas (e.g. better housing, education, family reunion, more job opportunities etc.)? Why do they leave a certain location (e.g. environmental change or disasters, poverty, limited job opportunities etc.)?
- [ ] What are the differences between men and women, with regards to migration?
- [ ] What are the different risks facing male and female migrants?
- [ ] How can you support safe migration? What protection or safeguards need to be in place and how are these different for women and men?
- [ ] How are the household members who remain in the original location affected by migration?
- [ ] Who controls the income derived from migration? How can you ensure women and men have equal control of income?
- [ ] Which national and local policies and programs of the Government allow for migration and/or resettlement due to environmental or climate change reasons? What Government support is available for safe migration? Is it customized to men and women's needs?



# SUPPORT TO SAFE MIGRATION: ACTIONS TO TAKE

- [ ] Ensure you understand women and men's different role and division of labour in livelihoods through conducting a gender analysis (see the Gender chapter) as part of livelihood assessment and identification.
- [ ] Use a standard format to collect sex-disaggregated information on migration, and compare data across projects and locations.
- [ ] Work with the local authorities, research organisations and women's organisations in sending and receiving areas.
- [ ] Conduct awareness-raising on safe migration for men and women in sending and receiving areas.
- [ ] Provide information on relevant labour laws and protections accustomed to men and women.
- [ ] Advocate for safe migration, that can be actively supported by the Government and others, including in a climate change context.
- [ ] Monitor the impacts of migration on men and women in sending and receiving areas, including household members remaining in the original location.

## NOTES

# ACCESS TO CREDIT

## (MICROFINANCE, CASH TRANSFER, LOANS, INSURANCE, ETC.)

# ACCESS TO CREDIT: QUESTIONS TO ASK

- [ ] Who is in charge of financial management and decision-making at the household level? Are there levels of decision making over different levels of expenditure? Do men and women have equal access to and control over credit?
- [ ] What's the level of existing debts women, men and households have? What are the terms of the debts?
- [ ] Are there differences between the debts of men and women in terms of credit size, conditions, purpose, use, repayment rates etc.? To what extent does credit (to men and women) contributes to more resilient livelihoods?
- [ ] What kinds of insurance are available to women and men?
- [ ] Do men and women have equal access to information about credit providers, credit options and application procedures?
- [ ] Are the credit providers mostly men or women? What is the role of the Women's Union (and other organisations or institutes) in providing savings and credit options? What's their knowledge about gender, linked to CC-DRR and to finance?
- [ ] Are credit products tailored to the different needs and preferences of men and women? Are men and women credit users involved in the design and testing of these products?
- [ ] Do credit providers apply different payment and other conditions for men and women?
- [ ] Have safety considerations been made when providing credit to women, to ensure safety against potential domestic violence that may be caused by women receiving money and not men?



# ACCESS TO CREDIT: ACTIONS TO TAKE

- [ ] Ensure a proper understanding of gender aspects in credit (formal and informal) and household financial decision-making through conducting a gender analysis or integrating gender (see the Gender chapter) as part of the credit or livelihood assessment.
- [ ] Develop credit user profiles (men, women, other socio-economic factors) at the beginning of your project to inform the design of credit products, and help the project monitor the use of credit, debts and other factors over time.
- [ ] Involve both men and women in the design, testing and implementation of credit products (participatory market research). Design credit programs (application process, repayment and interest modalities, other conditions) tailored for women's needs in CC-DRR.
- [ ] Provide customised information to both men and women on credit programs. Organize education, marketing and socialisation processes through women networks, gender champions, women sales agents etc., to raise awareness among potential credit users.
- [ ] Establish or strengthen saving and credit groups through participatory action learning processes, training on women leadership, and discussion of gender equality issues in these groups. Encourage women to come together in groups and share resources and knowledge, including financial services.
- [ ] Provide training on credit, household financial management, business plan development etc., tailored for men and women. Provide awareness raising and behaviour change activities on CC and DRR for savings and credit groups or beneficiaries, and credit providers. Explain in detail and repeatedly how the credit or cash program is linked to climate change adaptation and risk reduction.
- [ ] Make services accessible – locate them in places that women frequent.
- [ ] Link credit to insurance and to savings in a bundled package. Reduce costs for recipients and increase empowerment through group-based delivery.
- [ ] Ensure women have also equal access to related non-financial services (extension, veterinary etc.). Integrate your credit program with non-financial services benefiting women.
- [ ] Implement proper safeguards on debts, corruption, etc. and a feedback and complaints mechanism accessible to men and women.

## NOTES

# AGRICULTURAL EXTENSION SERVICES

# AGRICULTURAL EXTENSION SERVICES: QUESTIONS TO ASK

- [ ] What extension services are provided? Are they adequate? Are there women and men extension workers?
- [ ] What is their capacity, their knowledge and attitude towards gender and women's empowerment and CC-DRR?
- [ ] Do women and men have equal access to extension services? If not, why?
- [ ] How can you promote extension workers to apply a more gender-responsive working approach?
- [ ] Is the extension support targeted to men and women's different needs (topics, methods, time, location)?
- [ ] Are extension services organised at a time suitable for women to participate, and not overburdening women's workloads and household work?



# AGRICULTURAL EXTENSION SERVICES: ACTIONS TO TAKE

- [ ] Work with Departments of Agriculture and Rural Development (DARD) to collect gender-disaggregated data about number of extension workers currently employed, and beneficiaries of different types of extension services. Organise discussions to understand the barriers to participation, impact of extension services etc.
- [ ] Advocate to Government to hire women as extension workers and provide training and support for them.
- [ ] Support women in the communities to become extension workers and male gender champions. Share their stories widely to promote women leadership.
- [ ] Undertake a Knowledge Attitudes Practices survey (see the Education, Awareness-raising and Communication) to understand the existing knowledge, attitudes and practices of men and women extension workers.
- [ ] Provide gender training or orientation to extension workers and staff to inform them of the different needs of women and men. Engage the Women Union in the training programs.
- [ ] Adapt extension services to women's needs and skills. Allow sufficient time to enable women to acquire new skills and adjust schedules to fit women's existing workloads.
- [ ] Emphasise activities for which there is an actual income-generation potential for women and the household, and do not only focus on home-based and family welfare topics.
- [ ] Provide practical field experience in the use of innovations.
- [ ] Establish community led monitoring of women and men's access to extension services. If women are not accessing extension services, ask them why and implement measures to overcome the barriers that they identify.

## NOTES



# PRIVATE SECTOR ENGAGEMENT AND MARKET INTEGRATION

# PRIVATE SECTOR ENGAGEMENT AND MARKET INTEGRATION: QUESTIONS TO ASK

- [ ] Are women and men equally participating and integrated into local, regional and national, rural and urban markets?
- [ ] What are the different roles, time and labour division of men and women along the value chain (production, processing, management, marketing, sales etc.)?
- [ ] Are women and men equally involved in decision-making along the value chain?
- [ ] Are women and men accessing all chain functions, services and resources?
- [ ] Do men and women have equal access to and engagement in markets, as producers, middle men, processors, traders, etc.?
- [ ] Do product certification standards (e.g. VietGap) include gender, non-discrimination, inclusion aspects?
- [ ] Are men and women equally aware of certification standards?
- [ ] How do you evaluate the marketing, value chain analysis, business management, etc. skills of men and women?



# PRIVATE SECTOR ENGAGEMENT AND MARKET INTEGRATION: ACTIONS TO TAKE

- [ ] Ensure a proper understanding of gender aspects in value chains through conducting a gender analysis or integrating gender (see the Gender chapter) as part of the livelihood assessment.
- [ ] Conduct a rapid gender-inclusive market assessment or value chain mapping, engaging men and women and different male and female market actors. Look at labour division, access and use of finance, services and resources at all steps of the value chain.
- [ ] Map out the value chain 'information flow' from production to consumption to understand access and use of information by men and women, including on market, prices, certification etc.
- [ ] Provide forums or mechanisms to link market actors regularly, promoting women leadership. Encourage gender balanced membership of associations.
- [ ] Provide customised information to both men and women on certification (language, visual, different formats).
- [ ] Organise education, marketing and socialization process through women networks, gender champions, women sales agents etc. to raise awareness on certification.
- [ ] Pilot a women-friendly brand or labelling of products that promotes the benefits to women.
- [ ] Link your value chain work to gender responsive credit programs.
- [ ] Provide training on marketing, business management, value chain analysis, cost benefit analysis to both men and women.
- [ ] Provide gender equality training to key market actors.
- [ ] Establish community led monitoring of the initiatives.

# TOOLS

## SEASONAL CALENDAR

*Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009. Participatory Capacity and Vulnerability Analysis, a Practitioner's Guide, Oxfam. 2012.*

### Objectives

- To understand the annual seasonal cycles of the main livelihood activities in the community and the household, and by women and men.
- To comprehend the labour division and use of time between men and women in the different livelihood activities.
- To identify seasonality of hazards, weather stresses, diseases, debt, social and religious activities, etc. and link it with livelihood activities.
- To identify and analyse past medium and long term changes to livelihood activities, and the impact of weather and climate change on livelihood activities and strategies of women and men.

### How to Facilitate

1 hour 15 minutes approx.
30 minutes for the calendar and 45 minutes for the discussion.

This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, etc.) after which the resulting seasonal calendars are presented and discussed in plenary.

1. Use the ground or large sheets of paper. Draw a chart with 13 columns (one for the list of activities and one for each month of the year). Then ask participants to label the columns accordingly, starting with the month that they consider to be the beginning of the year or productive cycle. Decide whether to use lunar or solar calendar months.

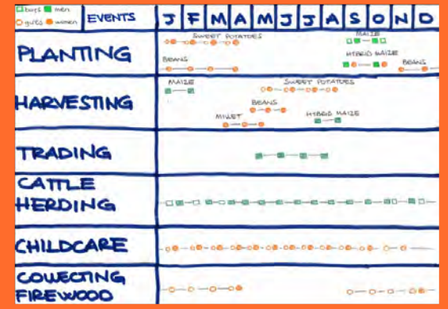
2. Explain to the participants that you would like to develop a calendar to show key weather and climate events and socio-economic activities that occur during the year.



- Planting and harvesting seasons
- Periods of food scarcity or availability
- Times of migration
- Holidays and (religious) festivals and school and other holidays, etc.
- Timing of hazards/disasters such as typhoons, droughts and floods
- Weather patterns; rainy season, high temperatures, dry periods
- When common seasonal illnesses or diseases occur

4. When the key events have been listed, put their timing in the respective months they are occurring. The note taker should also write down any events for which the group has difficulty deciding on timing.

5. Note that some activities or events are more significant for women than men, or for specific groups in the community, e.g. ethnic minorities and people with disabilities. Therefore it is useful to make different seasonal calendars for specific groups of people or use symbols or colors to indicate this difference.



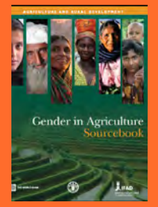

*Considering Gender in Climate Vulnerability and Capacity Analysis. Agnes Otzelberger and Giorgia Prati, Prepared for CARE Zimbabwe and CARE International UK. 2013.*

### Learning and Discussion

When the calendar is complete, ask the group members the following questions:

- What are the most important livelihoods strategies employed at different points of the year? What's the difference between men and women?
- Are there any differences in the timing of weather seasons and events as compared to 10/20/30 years ago? How would a seasonal calendar look like 10/20/30 years ago?
- How are weather and climate change impacting livelihood and other activities of men and women?
- What are past and current strategies to cope during the difficult times, to deal with the impact of climate change on livelihoods? What are men and women doing? Other groups such as people with disabilities? Are these strategies working? Why or why not?
- Have livelihood strategies changed based on the changing seasons or events? What has changed for men, for women?
- How are decisions made on timing of livelihoods strategies? Do men and women have equal access to weather information and information on successful climate resilient livelihood options and techniques? What's the impact on the socio-economic status of men and women of this access to information?

# RESOURCES




***Gender in Agriculture Sourcebook.*** World Bank, IFAD, FAO. 2009

This sourcebook is a very comprehensive guide for practitioners and technical staff in addressing gender issues and integrating gender-responsive actions in the design and implementation of agricultural projects and programs. The Sourcebook focuses on agricultural livelihoods (agriculture, forestry, fisheries, livestock, land and water, agro-industries and environment) but also includes non agriculture-specific sectors, such as rural finance, rural infrastructure, rural labor and and social protection.

***Gender and Value Chains.*** GIZ, 2013.

This factsheet provides a range of best practice, methodologies and lessons learned on how to work on gender along the entire value chain.

***Gender and Rural Finance. Reaching and Empowering Women. Guide for Practitioners.*** IFAD. 2009.

Women are often more vulnerable to income poverty than men and disadvantaged in access to and control over incomes and assets. They are likely to have less access to markets and infrastructure and have greater limitations on economic activity they can do. These differences and inequalities affect financial services women need and the way they are able to use and benefit from them. This guide focuses on how to integrate gender in rural finance targeted at poor and low-income rural households.

***Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture.*** CGIAR, CCAFS, World Agroforestry Centre and CARE. 2014.

This manual is a resource and toolbox for NGO practitioners and programme designers interested in diagnostic and action research for gender sensitive and socially inclusive climate change programmes in the rural development context. It is meant to be an easy to use manual, increasing the research capacity, skills and knowledge of its users.



# NOTES

*Engaging women and men in mangrove management reduces the impacts of flooding and other extreme weather events.*
*©2013 Sascha Montag/CARE*

# REDD+ AND ECOSYSTEMS, INCLUDING NATURAL RESOURCE MANAGEMENT (NRM)

1. NATURAL RESOURCES MANAGEMENT IN AND OUTSIDE PROTECTED AREAS

2. LEGAL OR INSTITUTIONAL ARRANGEMENTS FOR NATURAL RESOURCES MANAGEMENT

*Ba Thuoc district in Thanh Hoa province. ©2009 Cathrine Dolleris/CARE*

# NATURAL RESOURCES MANAGEMENT (NRM) IN AND OUTSIDE PROTECTED AREAS

## (WATER, FORESTS INCLUDING MANGROVES, BIODIVERSITY, SOIL AND LAND USE MANAGEMENT, ETC.)

# NATURAL RESOURCE MANAGEMENT: QUESTIONS TO ASK

- [ ] How do men and women use natural resources, and for what purpose? What rights and responsibilities do men and women have that underpin their resource use? How are livelihoods of men and women dependent on natural resources? How sensitive are those resources to disasters and climate change?

- [ ] What are the different roles of men and women in accessing and using natural resources (collection, extraction, usage, etc.)?

- [ ] Are women and men aware of the benefits or impact of participation in REDD+ or natural resources management activities or programs? Do they have access to all information needed to make decisions about whether they want to participate or not?

- [ ] Are women involved in community conservation activities (e.g. reforestation, tree planting, biodiversity monitoring, forest fire prevention)? Does participation take women away from other responsibilities? How will you avoid any unintended negative impacts of women's role in managing natural resources?

- [ ] Can women make decisions on land use planning along with men? Can women derive equal benefits from improved and more sustainable land use? How can you ensure that there are just benefit sharing mechanisms equally benefiting women and men?

- [ ] Which Government departments and stakeholders (NGOs, communities, private sector) are engaged in natural resources management? What's the role of the Women's Union?



# NATURAL RESOURCE MANAGEMENT: ACTIONS TO TAKE

- [ ] Organise gender balanced consultations and/or women only/men only groups for NRM and land use planning.

- [ ] Conduct advocacy on the different needs of men and women in NRM.

- [ ] Design workshops and other activities in a way that they allow women to explore and realise their rights to land and forest, as well as their rights to participate and be consulted.

- [ ] Provide customised information to both men and women on land use and other certification; language, visual, format.

- [ ] Promote equal and meaningful participation in REDD+ and Payment for Ecosystem Services initiatives and decision-making processes by providing trainings to women on literacy, numeracy, public-speaking, advocacy, community-organising and negotiation skills. Ensure they fully understand the risks, opportunities and responsibilities associated with their involvement.

- [ ] Organise women's groups and women's leadership in NRM trainings.

- [ ] Work with men to encourage increased sharing of household work between women and men to avoid increasing women's (or children's) workload as a result of new NRM activities.

- [ ] Encourage the use of new technologies or mechanisms that relieve women from some of their labour-intensive duties so they can actively participate in and benefit from NRM systems.

- [ ] Collect and disseminate success stories as examples of women-led NRM.

- [ ] Make sure that clear tenure, user and carbon rights are formalised and that both men and women are recognised rights holders.

- [ ] Encourage a defined percentage of resources to go to a community fund or microfinance scheme to provide funding for pro-poor, women's livelihood improvement. Explore ways to engage the Women's Union.

- [ ] Pilot (new) women-led NRM initiatives (e.g. community based eco tourism).

- [ ] Ensure that NRM-related services, credit, technology and capacity building can be accessed by women and that their design is based on their specific needs.

NOTES



# LEGAL OR INSTITUTIONAL ARRANGEMENTS FOR NATURAL RESOURCES MANAGEMENT (NRM)

## (AGREEMENTS, REGULATIONS, COMMUNITY USER GROUPS, PAYMENT SCHEMES, ETC.)

# LEGAL OR INSTITUTIONAL ARRANGEMENTS: QUESTIONS TO ASK

- [ ] What are the policies or regulations specifying access to natural resources for men, women?
- [ ] What are the legal and institutional arrangements and regulations in place? Is gender integrated in these documents?
- [ ] Are women represented in co-management groups, user groups, etc.? Are women's views voiced? Can women make decisions along with men??
- [ ] What level of gender awareness do the involved authorities have and how can their level of awareness be improved?
- [ ] Are women's needs and roles incorporated into management, documentation, payment schemes, etc.? Are women's contributions e.g. to forest protection, monitoring etc recognised and integrated in fair and equitable benefit sharing mechanisms
- [ ] Are the legal and institutional arrangements benefitting both men and women equally? How can this be improved?



# LEGAL OR INSTITUTIONAL ARRANGEMENTS: ACTIONS TO TAKE

- [ ] Promote gender balanced representation or a quota for men and women's participation in co-management groups and management committees/boards. Enable women to occupy leadership positions and ensure the representation of women during membership selections for co-management groups.
- [ ] Increase awareness in communities on role of women in natural resources management and leadership opportunities through training, awareness raising and behaviour change activities.
- [ ] Work with involved institutions to improve capacity in mainstreaming gender at organisational and program levels, through training and learning networks at national, regional, and international level.
- [ ] Establish (anonymous) voting mechanisms with 2/3 majority quorums (meaning a 2/3 of the group members should be present when the voting takes places to make the voting result valid).
- [ ] Develop an anonymous feedback and dispute resolution mechanism that women and men can access.
- [ ] Provide training for women to take on technical and leadership roles in natural resources management and activities such as eco-tourism.
- [ ] Increase formal and non-formal livelihood options for women engaged in natural resources management.
- [ ] Improve awareness and education for women on sustainable natural resources management and sustainable harvesting.
- [ ] Establish community-led monitoring of women and men's participation and benefits from initiatives.
- [ ] Facilitate women representatives from households to join community patrol teams (forest, nature reserves, etc.).
- [ ] Ensure women's participation and decision-making in the co-management of community group meetings.
- [ ] Encourage an active role and mandate of the Women's Union, within resources management.

# TOOLS

## MAPPING OF ECOSYSTEM SERVICES

*Adapted from: Vulnerability Assessment and Adaptation Planning. Training of Trainers Manual. Hariyo Ban Program. USAID, WWF, CARE. 2014.*

Objectives

» To visually explain the concept of ecosystem services, and map the most important services in the community, including for women and men.
» To understand how men and women use and benefit differently from various ecosystem services.

How to facilitate

1 hour approx.
30 minutes for the circles and 30 minutes for the discussion.

This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, etc.) after which the resulting circles are presented and discussed in plenary.

1. Draw a large circle on a flip chart. Split the circles into 4 parts by drawing a cross (see figure below). These will represent the four types of ecosystem services

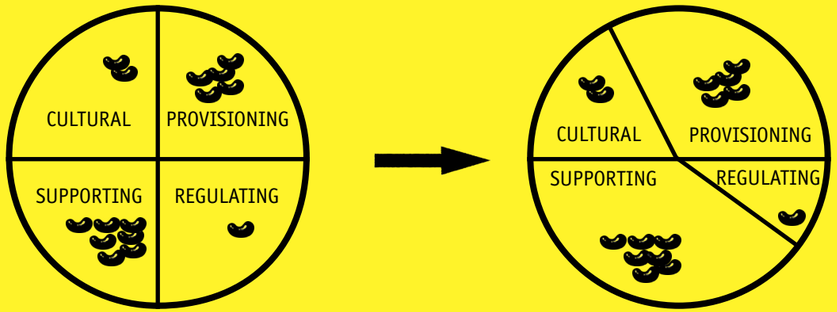
2. Explain carefully – by using many different and localised examples and showing pictures – the four types of ecosystem services:
   » Provisioning: products obtained by the ecosystems e.g. food, fresh and clean water, fuel wood, fibre, biofertiliser
   » Regulating: benefits obtained from the regulation of ecosystem services e.g. climate/disease/water regulation, water purification, pollination, carbon storage
   » Cultural: non-material benefits obtained from ecosystems; spiritual and religious, tourism, educational, recreation
   » Supporting: services necessary for the production of all other ecosystem services: soil formation, nutrient cycling, biodiversity, photosynthesis



3. Ask the participants to give relevant examples of the different four categories for their community. Write these one by one in the circle. Again, use pictures to make it easier for all participants.

4. Give the participants each an equal amount of stones, sticks, beans or any other locally available material. Ask them to lay out the stones on each of the four parts in the circle according to their importance: what do they use the most, what do they benefit the most from?

5. Re-draw the circle on a different flipchart. Divide the circle according to their importance for the community.




6. Bring the groups together and compare the circles of each of the different groups. Discuss using the questions below.

Learning and Discussion

When the circles are complete, ask the group members the following questions:
» What are the most important ecosystem services for the community? What's the difference between men and women?
» Were there any changes over the last years? What happened?
» How does climate change impact on the sustainability of these services? What can we do about it?

# RESOURCES

***Good Practices for Strengthening Women's Inclusion in Forest and Other Natural Resource Management Sectors.*** WOCAN, UN REDD, USAID, LEAF. 2013

The study examines specific challenges and barriers that prevent the inclusion of women and the integration of gender perspectives in REDD+ in Asia-Pacific. It examines the diversity of good practices within the forest and other land-use sectors on women's inclusion, and draws out key enabling conditions that have facilitated women to participate and benefit from policies, institutions and practices –both formal and informal at all levels.

***Integrating Indigenous and Gender Aspects in Natural Resource Management.*** WWF, IWGIA. 2005.

The purpose of these guidelines is to offer conceptual and practical tools for improving natural resource management activities and to open a dialogue among practitioners as to how gender and indigenous concerns can best become an integrated part of any natural resource management processes.

***Guidance Note on Gender Sensitive REDD+.*** UN-REDD. 2013

This note has been prepared as a guide for those engaged in REDD+ efforts at the local, national, regional or global level. The overall objective is to promote gender sensitive REDD+ processes and support UN-REDD Programme partner countries and stakeholders in the preparation, development and implementation of gender sensitive national REDD+ strategies.

***Getting REDD+ Right For Women. An analysis of the barriers and opportunities for women's participation in the REDD+ sector in Asia.*** USAID. 2011

This report identifies good practices, lessons learned and key entry points for increasing women's participation in and benefit from REDD+ activities, as well as opportunities to advance gender equality through this sector. It focuses on Asia and has a specific case study, including analysis on Vietnam.



# NOTES

*A broadcasting system in Soc Trang province, used to transmit messages to the community in an emergency.*
*©2015 Giang Pham/CARE*

# PREPAREDNESS AND MITIGATION FOR DISASTERS

1. FORMING LOCAL-LEVEL DISASTER RISK MANAGEMENT (DRM) TEAMS
2. FORECASTING AND EARLY WARNING SYSTEMS
3. STOCKING RESOURCES PRE-DISASTER
4. PHYSICAL ASSET STRENGTHENING OR SMALL-SCALE DISASTER MITIGATION

*(L-R) Nguyễn Thị Thơi, Nguyễn Thị Út, Lê Thị Hiếu, and Lê Thị Tuyết are members of a search and rescue team in Khanh Binh, An Giang province. ©2015 Giang Pham/CARE.*

# FORMING LOCAL-LEVEL DISASTER RISK MANAGEMENT (DRM) TEAMS

## INCLUDING PROVIDING SEARCH AND RESCUE EQUIPMENT (LOUDSPEAKERS, LIFE VESTS, BUOYS, ETC.)

# FORMING LOCAL-LEVEL DISASTER RISK MANAGEMENT TEAMS: QUESTIONS TO ASK

- [ ] What are the existing roles of men and women in disaster preparedness? Are men and women's roles, abilities and contributions equally valued?
- [ ] Are there women of different socio-economic backgrounds on the team?
- [ ] Can women in the team make decisions along with men?
- [ ] What additional support will be provided to women team members to build their leadership and technical capacities?
- [ ] What's the role of the Women's Union in disaster response? How can it be strengthened? Can you challenge the traditional roles?
- [ ] How will you identify and measure negative impacts of women's participation in the teams?
- [ ] Do they have family and community support in their role in the team?
- [ ] Have you considered women and girls' specific needs in terms of search and rescue? (Such as women and girls' access to rescue boats, life jackets, floating school bags, etc.)
- [ ] Is the equipment managed by male and female team members appropriate for each member?



# FORMING LOCAL-LEVEL DISASTER RISK MANAGEMENT TEAMS: ACTIONS TO TAKE

- [ ] Conduct a mini-'Knowledge Attitude Practice' survey (see Tools in Education, Awareness-raising and Behaviour Change chapter) with key stakeholders and team members to understand the differences between men and women in DRM in the locality. Share the findings with existing DRM teams and jointly develop an action plan. Schedule DRM team meetings at a time appropriate for both women and men.
- [ ] Collect DRM or search and rescue team membership lists from the local Flood and Storm Control Committee. Monitor them on a regular basis. Advocate for official membership of the Women's Union in the Committee for Flood and Storm Control at all administrative levels, beyond traditional roles.
- [ ] Use quotas for women's membership and leadership of search and rescue teams. Advocate for a more gender balanced team composition and equal decision-making. Provide tailored capacity building and equipment for women members of the DRM or search and rescue team.
- [ ] Provide regular awareness raising and training to male and female team members on gender sensitive issues and approaches. Share successful stories of women showcasing leadership or men promoting gender and women leadership in DRM.
- [ ] Support female and male team members to do group-specific (e.g. most at-risk women) and joint outreach to communities to sensitize about disaster preparedness and response. Search and rescue plans should integrate different needs of women and men (including considering disability, age, ethnicity etc.)
- [ ] Conduct a regular questionnaire or discussion with female and male DRM team members about work-life balance and well-being issues, to ensure DRM team membership does not overburden them, lead to stress at work or at home, or take them away from other responsibilities.
- [ ] Work with the local authorities or the Vietnam Red Cross to organize tailored psychology or counsellor services for female and male team members.
- [ ] Provide gender, age and culture specific equipment for search and rescue e.g. life vests of different size for children and adults. Colour code the equipment of different sizes and weights for easy recognition.
- [ ] Work with the local authorities, the Viet Nam Red Cross and other NGOs to integrate gender into the application of the Government 'Four On The Spot'-guidelines.

## NOTES



# FORECASTING AND EARLY WARNING SYSTEMS

## INCLUDING MONITORING OF WEATHER AND CLIMATE INFORMATION

# FORECASTING AND EARLY WARNING SYSTEMS: QUESTIONS TO ASK

- [ ] Who's in charge of developing and managing the forecasting and Early Warning System? Are women involved in the different stages: generation, processing, dissemination and monitoring of information?

- [ ] Do men and women have equal access to relevant weather, climate, disaster and other related information? Does it reach women that are particularly at risk such as poor women, women-headed households, elderly, minority women, women living remote, pregnant women etc.?

- [ ] Can different groups understand and act of this information? How does literacy affect this? Do they have capacity to take appropriate action such as resources, social permission to act?

- [ ] What are the sources of information - which channels or media do men and women use the most? During what time of the day?

- [ ] Do men and women have equal access to information technology (radio, tv, phone, loudspeaker etc.)?

- [ ] Is the information or messages shared to the community accustomed to men and women differently? Is it understandable and usable to women?



# FORECASTING AND EARLY WARNING SYSTEMS: ACTIONS TO TAKE

- [ ] Conduct a mini-'Knowledge Attitude Practice' survey (see Tools in Education, Awareness-raising and Behaviour Change chapter) to understand how men and women access, use and share information in the household and community. To highlight the diversity among men and women, develop user profiles or household typologies, to show differences among various types of information users.

- [ ] Organise a community role play to find out how early warning or forecasting information flows in the community and household.

- [ ] Map out the 'early warning chain' from the source of information to the use of information by different audiences. Overlay this with information on gender.

- [ ] Involve the Women's Union to assess the best methods, places, times for early warning information.

- [ ] Work with the local authorities to customize warning alerts and messages so they can be understood by men and women and take into consideration the behaviour patterns of women and men.

- [ ] Organise multiple checks to ensure messaging is gender-sensitive and not confirming stereotypes.

- [ ] Work with the local authorities to try out different channels and formats of information dissemination (face-to-face, bulletins, radio, TV, phone, drama play, school DRR clubs etc.).

- [ ] Advocate for the ones preferred by the female and male users.

- [ ] Engage male and female communicators (teachers, community leaders, monks etc.) to reach men and women in remote areas or places without speakers. Train them on gender.

- [ ] Establish women communication and learning networks, and encourage regular evaluation of the effectiveness and equitability of the early warning system.

- [ ] Engage female scientists, radio and TV journalists, extension workers, mass organization members, teachers etc. in all the EWS activities.

- [ ] Provide the necessary support for women to act upon warnings.

NOTES



# STOCKING RESOURCES PRE-DISASTER

## (E.G. FOOD, WATER, SEEDS, MEDICATION, ETC.)

# STOCKING RESOURCES PRE-DISASTER: QUESTIONS TO ASK

- [ ] Who is in charge of stocking, in the household, in the community?
- [ ] Who is doing the distribution during disasters? Is the Women Union involved?
- [ ] Do men and women have equal access to the stocks?
- [ ] Are men and women equally deciding on who receives the items during disasters?
- [ ] Are the stocks (and their composition) considering variable needs of men, women, girls and boys during and after disasters?



# STOCKING RESOURCES PRE-DISASTER: ACTIONS TO TAKE

- [ ] Include women in the household and community preparedness planning and ensure they are consulted on needs and contents of food and non-food items.
- [ ] Stock enough items to address women's specific needs, such as sexual and reproductive health, sanitary, breast-feeding and maternal health resources. Add guidance on use of these in multiple formats, including using visuals, and provide training where needed.
- [ ] Provide information to everyone in the community on stocks availability, access, composition etc. Pay particular attention to informing the most at risk.
- [ ] Organise some of the food and non-food distribution through women, without adding unnecessary burdens on neither women nor men.
- [ ] Conduct awareness-raising or training on the need for equal men and women food nutrition and calories. Integrate nutrition talks for women in Women's Union and local authorities' activities like the safe water campaign.

NOTES



# PHYSICAL ASSET STRENGTHENING

- **INFRASTRUCTURE FOR FLOOD, EROSION AND STORM PROTECTION**
  (DYKES, BREAKWATER, FLOOD BARRIERS, WIND BREAKERS, SAFE HARBOUR, ETC.)

- **SMALL-SCALE DISASTER MITIGATION**
  (HOUSING, BOATS, IRRIGATION, ELECTRICITY, BRIDGES, EVACUATION CENTRE, ETC.)

# PHYSICAL ASSET STRENGTHENING: QUESTIONS TO ASK

- [ ] What's the role and responsibility of women and men in small-scale mitigation and disaster protection infrastructure?
- [ ] Who is affected by the infrastructure, who is benefitting? Have do you ensure men and women are benefitting equally?
- [ ] Do men and women have equal access to housing supplies?
- [ ] Are women and men equally involved in design, implementation/construction, monitoring and maintenance? Are women participating in the committees that make decisions on the infrastructure?
- [ ] How can you challenge the traditional roles of men and women in this type of work?
- [ ] Are women (including single women, women living alone, elderly etc.) dependent on men to improve their physical assets (e.g. house, toilets etc.)? How do you ensure protection of women?
- [ ] Are evacuation centres, kindergartens, etc. women and girls-friendly? Are sanitation facilities provided separately for men, women, boys and girls? Is there enough privacy for women and girls?



# PHYSICAL ASSET STRENGTHENING: ACTIONS TO TAKE

- [ ] Conduct a hazard and resources mapping exercise (see tools at the end of the chapter) with men and women in the community to find out more information about key infrastructure and discuss different roles and responsibilities. Engage local authorities or key stakeholders in the plenary discussions.
- [ ] Do a quick gender assessment of existing Government DRR, infrastructure, socio-economic development plans and identify entry points for improvement.
- [ ] Share successful stories of women showcasing leadership or men promoting gender and women leadership in this type of DRM work.
- [ ] Ensure women are able to influence, if not lead, on all decision making and management regarding small-scale and large scale infrastructure, evacuation centres etc.
- [ ] Promote quota for equal representation of women in the Committee for Flood and Storm Control, infrastructure design teams, management boards etc.
- [ ] Sensitise the Women's Union on their potential role in small-scale mitigation, beyond their traditional roles and responsibilities.
- [ ] Use female community monitors to do routine spot checks and discussions with communities and local authorities about DRM infrastructure.
- [ ] Work with the local authorities to provide protection safeguards for women during infrastructure improvement: e.g. avoid men dealing with women directly, use women supervisors or monitors, women-friendly companies, and introduce complaints or feedback mechanism.
- [ ] Apply the humanitarian SPHERE standards when improving evacuation centres; e.g. separate toilets and shelter areas for women, maternal/breastfeeding areas, managed by women; safe access to water and fuel etc.
- [ ] Where construction materials are provided, ensure that female-headed households have direct and equal access, and have appropriate construction skills training support.
- [ ] Ensure that women have equal access to cash-for-work opportunities in infrastructure construction or conditional loans for house repair.

# NOTES



# TOOLS

## HAZARD AND RESOURCES MAPPING EXERCISE

*Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009.*

Objectives

- To become familiar with the community and to see how the place is perceived by different groups within the community, including women and men.
- To identify important livelihood and other resources in the community.
- To identify areas, people (women and men), assets and resources at risk from or impacted by climate hazards and develop a clear picture on exposure and sensitivity to climate hazards of various areas, resources and groups (women and men) in the community.

How to Facilitate

1 hour 30 minutes approx.
45 minutes for the development of the map, 45 minutes for the discussion.

This exercise should be done collectively with a gender balanced representation from all socio-economic groups in the village (farmers, fishermen, religious leaders, village leaders, businessmen, ethnic minorities, people with disabilities, elders, youth, children, teachers, etc.). Keep the group limited to 10-15 participants or split the group up if needed.

1. Explain to the participants that you would like to build or draw a map of their community. It should not be a very accurate map but reflect how the participants see their community.

2. Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map. If the map is made on the ground or floor, the note taker will then have to copy the map on a flipchart or in his/her notebook. A photo can also be helpful.

3. First, draw the community map. Ask the community members to identify a landmark in the community like the communal house, a religious building, a Government building, etc.

## TOOLS

4. Put a mark or a stone to stand for the landmark. NOTE: The facilitator should help the participants get started but let them draw the map by themselves. Encourage the participants to be creative in the mapping exercise. Maps can be redrawn many times so it requires time and patience to come up with the final map.

5. Ask the community members to draw the boundaries of the community.

6. Ask community members to draw the location of residential areas, critical facilities and resources in the community. This should include houses (the map doesn't need to show every house, but the general area where houses are located), facilities such as churches/temples/pagodas, health clinics, schools, government buildings and resources such as forested areas, mangroves, farming and aquaculture land, groups of livestock and water bodies (rivers, lakes, sea, etc.). Make a legend in the corner of the map or at the bottom to clarify what all the symbols and colors mean.

7. To add a gender lens, indicate on the map through using different symbols, shapes (e.g. triangle or circles) or colors for each group which areas, assets or resources are most used, accessed or frequented by women, men, people with disabilities, ethnic minorities, etc. More symbols in one place or larger symbols in one place means these areas or resources are more important for them.

8. When the community members have agreed that the map is representative of their community, begin the second step: identifying the main climate hazards affecting the community. Start with the definition of 'natural hazard' - A natural phenomenon or process that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage - and give a few examples from other communities.



9. Ask the community members to identify the areas at risk from different types of climate hazards (floods, drought, storms, salinization, sea level rise, forest fires, etc.). Use different colors or symbols per hazard and make diagonal stripes or lines to mark the impact area.

10. Ask the community if there are places in the community safe from the hazards or places that are used as shelter or to stock food. Try to mark this 'safe area' on the map too. Remember, try to encourage creativity in drawing up the map.

*Considering Gender in Climate Vulnerability and Capacity Analysis. Agnes Otzelberger and Giorgia Prati, Prepared for CARE Zimbabwe and CARE International UK. 2013.*

Learning and Discussion

When the map is complete, ask the group members the following questions:

» What are the impacts of the hazards identified? How does it impact on the different resources drawn on the map? Which places and resources are unsafe from climate hazards?

» Are the hazards different now than they were 10/20/30 years ago (depending on age of participants)? How? What has changed in the community since then?

» What does the map say about who is affected by certain hazards? Who are the community members who are most at risk from the different hazards? Why? How are they impacted? Does it represent reality?

» What are the most important resources affected by climate hazards? Does it affect men and women differently? Who has control over these resources?

# RESOURCES: DISASTER PREPAREDNESS AND MITIGATION

***Gender and Disaster Risk Reduction: A training pack.*** Oxfam. 2011.

Understanding how gender relations shape women's and men's lives is critical to disaster risk reduction. The purpose of this document is to provide a 'gender lens' to disaster risk reduction programming. The pack aims to develop participants' skills and competencies in addressing gender issues throughout the DRR project cycle, from assessment, analysis, and planning through to implementation, monitoring, and evaluation.

***Integrating gender into community based disaster risk management: training manual.*** ADPC, UNDP ea. 2010.

This manual provides practical guidance in gender mainstreaming in disaster risk management at the local and community level. It comprises of five modules: Understanding Disasters and Community Based Disaster Risk Management; Gender Perspective in CBDRM; Gender-Sensitive Risk Assessment; Gender Sensitive Disaster Risk Management; and Gender Sensitive Disaster Risk Management Planning.

***Making Disaster Risk Reduction Gender-Sensitive. Policy and Practical Guidelines.*** UNISDR, UNDP, IUCN. 2009.

This publication is a policy guideline on gender mainstreaming, and practical guidelines on how to institutionalise gender-sensitive risk assessments, implement gender-sensitive early warning systems, and use gender-sensitive indicators to monitor gender mainstreaming progress. Also included is a summary of the global progress in this task so far, and a list of further readings.

***A practical guide to gender-sensitive approaches to Disaster Risk Management.*** International Federation of Red Cross and Red Crescent Societies (IFRC). 2010.

These guidelines are intended for IFRC practitioners to incorporate effective gender-sensitive and inclusive approaches into disaster management strategies when assisting communities prepare for, respond to, and recover from disasters. It identifies key issues to consider and actions to take when working in all phases of disaster management in order to develop initiatives that equally involve and benefit men, women, boys and girls.



# RESOURCES: DISASTER RESPONSE AND RECOVERY

***Women, girls, boys and men. Different Needs Equal Opportunities. Gender Handbook and E-Learning Course in Humanitarian Action.*** UN Inter-Agency Standing Committee (IASC). 2006.

The IASC Sub-Working group on Gender and Humanitarian Action works to support the mainstreaming of gender equality programming in humanitarian action. The handbook and accompanying e-learning course aims to improve understanding of gender differences, inequalities, and capacities and ways to respond to them and improve the effectiveness of humanitarian actions.

***Gender in Emergencies Marker and Checklists.*** UN Inter-Agency Standing Committee (IASC). 2012.

The IASC Gender Marker is a tool that codes, on a 0-2 scale, whether or not a humanitarian project is designed well enough to ensure that women/girls and men/boys will benefit equally from it or that it will advance gender equality in another way. It includes guidance notes for all humanitarian sectors (WASH, education, shelter, food nutrition security, child protection, health, gender based violence, early recovery, camp coordination).

***Four On-The-Spot Motto in Disaster Management.*** JANI, MARD-DMC. 2010.

This joint Government-INGO booklet documents the Government of Vietnam's widely applied four on-the-spot motto: leadership on-spot; human resources on-spot; means on-spot; and logistics on-spot. This motto or combination of principles ensures consistent guidance to local authorities for flood and storm preparedness, response and recovery in Vietnam.

***Humanitarian Charter and Minimum Standards in Humanitarian Response.*** SPHERE Project. 2014.

The Sphere Handbook, Humanitarian Charter and Minimum Standards in Humanitarian Response, is one of the most widely known and internationally recognized sets of common principles and universal minimum standards in life-saving areas of humanitarian response. It aims to improve the quality of humanitarian assistance and the accountability of humanitarian actors to their constituents, donors and affected populations.

*Both men and women should be engaged in sustainable waste management and recycling. ©2009 GIZ*

# SUSTAINABLE ENERGY AND WASTE MANAGEMENT

1. PROVISION OF SMALL-SCALE, LOW COST, RENEWABLE OR CLEAN ENERGY

2. SUSTAINABLE WASTE MANAGEMENT

*Low-cost solar stoves can be used in rural and urban settings, and serve to eliminate fuel costs and reduce harmful emissions.*
*©2013 350.org*

# PROVISION OF SMALL-SCALE, LOW COST, RENEWABLE OR CLEAN ENERGY

## (BIOGAS, SOLAR PANELS, WIND ETC.)

# SMALL-SCALE, LOW COST OR SUSTAINABLE ENERGY: QUESTIONS TO ASK

- [ ] Do women and men have equal access to low cost easy-to-use renewable energy technology options?
- [ ] What are women and men's role in decision-making, management/maintenance and utilization of energy at the household and community level? How much time does it require?
- [ ] Do the renewable energy technologies address women's needs and preferences? Have women been consulted? Were they able to influence the decisions?
- [ ] If women are provided the energy technology, how do you ensure equal access, usage and management of it by men and women?
- [ ] Is the technology or energy adding additional burden to women's workload? And men's workload?
- [ ] Do women and men have the knowledge and skills to maintain and manage the existing renewable energy technologies?
- [ ] How do you facilitate attitude change of both men and women in support of renewable energy?



# SMALL-SCALE, LOW COST OR SUSTAINABLE ENERGY: ACTIONS TO TAKE

- [ ] Include women in demonstrations of successful use of renewable energy technologies and models, including study tours.
- [ ] Expand energy access and ensure affordability for the poor and low-income groups, including households headed by women.
- [ ] Provide training and disseminate information to both men and women on the use and benefits of the new technology/ model etc.
- [ ] Analyse women and men's needs and priorities as users or consumers of energy as well as energy suppliers.
- [ ] Engage men and women equally in the selection, planning and distribution process of renewable energies, as well as training and knowledge transfer activities.
- [ ] Explore and promote women-led low cost models (e.g. biogas, solar, compost tanks etc.).
- [ ] Facilitate distribution of renewable energies through women (household level, women entrepreneurs, women-led Small and Medium Enterprises, Women's Union).
- [ ] Use existing cooperatives or promote the establishment of new ones to overcome women's constraint on time, mobility and finance with regards to renewable energy.
- [ ] Monitor carefully the use and maintenance (including time required) of energy technologies after distribution, to assess how it they are affecting women and men differently.
- [ ] Train women as managers and operatives for fixing, operating or maintaining renewable energy systems.
- [ ] Create mentoring schemes between experienced women energy entrepreneurs with new women energy entrepreneurs.
- [ ] Organise an exhibition on sustainable energy solutions at the community level.

## NOTES



# SUSTAINABLE WASTE MANAGEMENT

## (INCLUDING RECYCLING)

# SUSTAINABLE WASTE MANAGEMENT: QUESTIONS TO ASK

- [ ] Who is responsible for waste management in the community? What tasks are involved (e.g. waste collection, separation, processing, selling to companies)?
- [ ] How can you equally engage men and women?
- [ ] How can you improve women and men's perceptions of the status of waste collectors, and the value of both their work and of the waste collector/worker themselves?
- [ ] How will you identify and measure any unintended or negative impacts of women's engagement, e.g. increased workload?
- [ ] Have safety concerns for women and men been adequately considered and supported?
- [ ] Are men and/or women connected/ equally able to access the market (e.g. for recycled products)?



# SUSTAINABLE WASTE MANAGEMENT: ACTIONS TO TAKE

- [ ] Identify the differences in working conditions within waste management for men and for women, in relation to infrastructure, organisation of space and materials, safety equipment, access to health care or pension, and violence against women.
- [ ] Develop campaigns to promote sustainable waste management, equally valuing women and men's roles.
- [ ] Analyse carefully the separate roles and status of women and men, as workers, clients or as micro-entrepreneurs.
- [ ] Support women to strengthen their access to and control of resources, including especially credit, labour and materials, e.g. through organising cooperatives and women's groups.
- [ ] Ask women in management positions what opportunities and benefits they obtain by being a leader. Investigate what difficulties they face and how they overcome these difficulties. Based on their input and insights, design schemes to promote and ensure that women are represented management positions.
- [ ] Ensure that evaluation method include women and men.
- [ ] Ensure both men and women are aware of the safety concerns regarding waste management. Provide adequate training and safety equipment to men as well as women.
- [ ] Provide training for men and women on waste management systems, waste separation, recycling, and safety issues.
- [ ] Have women and men do separate mapping exercises to identify waste dumps in their communities.
- [ ] Provide training on literacy and numeracy in local languages: with visual aids for both men and women managers and workers, especially in relation to buying and selling waste.
- [ ] Establish a gender sensitive or responsive recycling cooperative.

# TOOLS

## ACCESS AND CONTROL OVER RESOURCES

*Adapted from: A Manual for Gender Focused Field Diagnostic Studies, IFAD. 2003.*

Objectives

» To examine the differences between men and women in terms of their access to and control over important livelihood and other resources.

How to Facilitate

1 hour approx.
30 minutes for the table, 30 minutes for the discussion.

It is suggested to do this exercise in separate focus groups, one exclusively with men and one with women. Other focus groups for particular vulnerable groups can also be selected.

1. Draw up a matrix with six columns; one for the livelihood resources, and the other for access to and control over resources, for men and women respectively and for an 'others' category. See below for a format.

2. With the group, make a list of all livelihood resources available to people in the village. Ask 'what resources do you need in your daily livelihood activities to provide food and income for you and your family?' These are resources required for farm or off-farm work like agricultural inputs, natural resources like water and forest products, infrastructure like roads, shelter, bridges, schools but also finance, training, weather forecasts and information, etc. There are different categories of resources – human, social, physical, natural and financial. The list doesn't need to be complete but it should include items the most important and relevant to people's livelihoods.

3. Record the list in the left-hand column of the matrix.

4. Explain to the participants the difference between access and control:
   - » Access represents the opportunity to use a resource (such as a motorbike, to work on land, to get money for buying food in the market) without having the authority to make decisions about its use.
   - » Control represents the full authority to make decisions about the use of a resource.

5. For each resource ask people to draw one cross or put one stone or other object in the column of men and women for who has access to a resource and who has control over it. For example men and women can have equal access to water for irrigation, but men control it. Another example is that men have access to money and control the use of it while women have no access or control over it. Try out a few easy examples first and go through the most important resources one by one. Take your time per resource and complete the table.

6. In some cases, control of a resource may lie outside the household. For instance an institution determines who receives credit or attends a training course. Such situations are indicated by the term 'others' in the column on the right. It is worth going deeper into this to determine who these 'others' are.

| Resources or Assets | Access | | Control | | |
|---|---|---|---|---|---|
| | Men | Women | Men | Women | Others |
| Water | | | | | |
| Land | | | | | |
| Fuel | | | | | |
| Irrigation infrastructure | | | | | |
| Saving and credit groups | | | | | |
| Mobile phones | | | | | |
| Agricultural waste for biofuel | | | | | |
| Labour | | | | | |
| Electricity, etc. | | | | | |

Discussion Questions

When the table is complete, ask the group members the following questions:
- » What are the five most important resources for the community as a whole? Who has access over it? Who controls it? How does it affect livelihoods of men and women? What about access and control over important energy resources and facilities?
- » What are women's and men's different productive and reproductive roles and opportunities in households, communities, at work and in decision-making processes and institutions?
- » What can be done to ensure equitable access to and control over resources for men and women? Which short, medium and long term actions are needed?

# RESOURCES

***Mainstreaming Gender in Energy Projects: A Practical Handbook & Resource Pack.*** ENERGIA. 2011

This handbook provides guidance, practical tools and examples for energy projects that want to systematically mainstream gender. Training packages are also provided for the training of selected practitioners (policy makers, planners and project implementers, NGOs, private sector and academia) to increase their understanding of gender and energy inter-relationships and their capacity to bring gender aspects of energy into the policy and project planning.

***Gender Mainstreaming - a Key Driver of Development in Environment & Energy.*** UNDP. 2007.

This training manual is developed to help build greater understanding among staff and partners about the essential gender dimensions involved in ensuring environmental and energy sustainability. It gives an overview of gender issues in environment and energy and how to mainstream gender in policy and practice, including chemical (hazardous waste) management, land management, water governance and biodiversity.

***Gender and Recycling: Tools for Project Design and Implementation.*** IDB. 2013

This Guide is intended to be used in the preparation of projects that contribute to the formalization of recyclers and their integration into the recycling value chain. Through the application of tools included, it is possible to identify and take into account the needs of recyclers in each stage of the project cycle, in order to promote the creation and strengthening of spaces for the equal participation of women and men in decision-making and in the assignment of balanced responsibilities.

***No Capacity To Waste. Training Module Gender and Waste.*** Gender Waste Alliance (GWA), WASTE. 2011

This training material addresses issues on gender and waste management by analyzing the different relations women and men have in their societies and on the relations towards waste management processes.



# NOTES

*Installing water pumps in rural Vietnam increases the accessibility of fresh water, but this must be done in a way that responds to the diverse needs of both women and men. ©2011 Josh Estey/CARE*

# WATER, SANITATION AND HYGIENE (WASH)

## 1. WASH PROMOTION ACTIVITIES

## 2. PROVISION OF WASH RELATED HARDWARE

# WASH PROMOTION ACTIVITIES

*This primary school has been participating in communication activities to improve the students' hygiene knowledge. Both boys and girls have been able to increase their knowledge about safe hygiene practices and also pass this on to their families to improve their health at home.*
*©2011 Josh Estey/CARE*

# WASH PROMOTION ACTIVITIES: QUESTIONS TO ASK

- [ ] What are the differences between men's and women's cultural beliefs, needs, roles and practices in water and sanitation use, hygiene habits, operation, maintenance and distribution methods, and time spent on water collection? How are decisions made in the household?
- [ ] Are women and men equally participating in WASH promotion activities? What are the barriers for participation?
- [ ] Are women and men equally presented and participating in WASH groups (promotion team, construction team, Operation and Maintenance team, Water User Committee, Water Fee Collection team)? Are they equally making and influencing decisions?
- [ ] Is there any measure in place to ensure that WASH promotion activities will not double the workload of women?
- [ ] Are men and women involved in the design, testing and dissemination of the WASH materials? If yes, in what role?
- [ ] Are the women organisations actively involved in the WASH activities? Do they use their networks to disseminate information to women?
- [ ] Are the WASH promotion materials appropriate for and accessible to women and men, girls and boys? E.g. considering media, technology, language, literacy, location, format etc.
- [ ] Are women portrayed as active, empowered citizens and not confirming stereotypes? Are men portrayed in ways that support positive masculinity e.g. as good fathers and undertaking household tasks?
- [ ] If pictures are used, did men and women provide written informed consent (and for children, the parents, teachers or an official guardian)? Was the consent form developed in local language and including pictures? After dissemination, do you monitor who uses your WASH promotion materials, how they are used and for which purpose?



# WASH PROMOTION ACTIVITIES: ACTIONS TO TAKE

- [ ] Conduct a thorough needs assessment before implementing a WASH program. Do a gender analysis (see the Gender chapter) in order to identify women and men's labour division with regards to WASH, access to and control over resources for water and sanitation facilities etc.
- [ ] Conduct outreach activities to identify those who have difficulties accessing water and sanitation facilities or are not participating in WASH activities.
- [ ] Address unequal knowledge and practices about hygiene and water management through trainings and campaigns. Raise awareness on sensitive issues e.g. hygiene actions, health issues affecting men and/or women, discriminatory practices.
- [ ] Develop WASH action plans with the equal and meaningful involvement of men and women, and involvement of male and female health and WASH staff. Use quotas to ensure equal representation of women and men, and women in leadership positions, in WASH community groups.
- [ ] Involve WASH, communication and gender experts from your or other organisations in your activities.
- [ ] Support women so they can act on the WASH promotion messaging or campaigns. Monitor the impact on workload of women if participating in WASH community groups and other WASH activities.
- [ ] Co-design, test and disseminate your materials together with men and women community members, and formal and informal women community groups and networks. Consider different needs and preferences of women and men in the design and dissemination of materials e.g. lower levels of literacy impact on ability to read print materials, limited mobility impacts on ability to access information outside of the home.
- [ ] Organise multiple checks to ensure messaging in materials and activities is gender-sensitive, promotes diverse roles of men and women and is not perpetuating stereotypes (in terms of messages, media, and target audience).
- [ ] Inform yourself about your organisation's consent policy and apply it for pictures and stories in your materials. For privacy and protection purposes, names can also be altered.
- [ ] Conduct regular monitoring and evaluation of the effectiveness, reach and equitability of your WASH promotion materials and activities. Engage male and female community members in this monitoring.

NOTES



# PROVISION OF WASH RELATED HARDWARE

## (LATRINES OR TOILETS, WATER TANKS, HAND WASHING FACILITIES ETC.)

# PROVISION OF WASH RELATED HARDWARE: QUESTIONS TO ASK

- [ ] What's the current access of men and women to WASH services and facilities? What are the barriers to equal access?
- [ ] What are the differences between men's and women's needs and roles in operation, maintenance and distribution methods?
- [ ] Is the latrine and other hardware design, place and operation mechanism suitable to the needs and habits of men and women?
- [ ] Are women and men fully involved in design, site location, implementation, the operation and maintenance of water and sanitation facilities and do they receive training on it?
- [ ] How is the hardware distributed? Is the provision of hardware reinforcing gender stereotypes or inequality?
- [ ] Are the water sites accessible to both men and women? Are they safe for women and girls?



# PROVISION OF WASH RELATED HARDWARE: ACTIONS TO TAKE

- [ ] Conduct a thorough needs assessment before implementing a WASH program. Do a gender analysis (see the Gender chapter) in order to identify the division of labour between women and men, differences in access to and control over resources for water and sanitation facilities, etc.
- [ ] Involve women and men equally and meaningfully in decision-making and design, implementation and monitoring of WASH hardware. Recruit enough female staff for WASH activities.
- [ ] Consider using WASH related activities as an income-generating opportunity for women.
- [ ] Use quotas to ensure equal representation and women in leadership positions in operation and maintenance groups.
- [ ] Ensure water sites, distribution mechanisms and maintenance procedures are accessible to a women and men of diverse ages, abilities, and social backgrounds, including people with limited mobility.
- [ ] Ensure safety and accessibility of sites and facilities for women, girls, men and boys (e.g. providing locks, lighting, etc.).
- [ ] Routinely monitor access to services and facilities for equality, through spot checks, community discussions, male and female community monitors etc, and take appropriate actions if necessary.

# TOOLS

## ROLES IN HOUSEHOLD WASH DECISION MAKING

*Adapted from: Gender and WASH Monitoring Tool. Plan International. 2014.*

Objectives:

» To identify how women and men of different ages are involved in household decision making of WASH activities.

» To explore perceptions of influence within households.

How to facilitate:

This exercise is usually done after another exercise that looks at mapping out the different roles and responsibilities of men and women or various community members in WASH activities.

This exercise is done in various female and male subgroups to enrich the discussions.

1. Draw 6 boxes on a sheet of flip chart paper, each representing the different range of household members (young woman and man, middle age woman and man, older woman and man). For people who cannot read, use pictures for each box.

2. Using your own words, introduce the activity. For example: "Now we are going to look at decision making around WASH activities. We have 20 markers (or stones), and as a group, we will be placing these markers (or stones) on the boxes to help us understand who has the most influence in decision-making in your household." To start with a trial, describe the decision that has been pre-selected by the Facilitation team e.g. to build a toilet in your household. Use visuals or photos so everyone understand the different WASH activities. Each sub-group should be discussing the same decision.



3. Explain to the group that there are only 20 markers and that they represent how much influence each household member typically has in that particular WASH decision i.e. many markers = large influence; few or no markers = limited or no influence. Ask the group members to agree on the spread of the 20 markers to represent the scale of influence each household member typically has in that particular WASH decision. Spread the markers to represent an 'average' situation for the households represented in the group.

| **WASH ACTIVITY:** | | |
|---|---|---|
| Young woman | Middle-aged woman | Older woman |
| Young man | Middle-aged man | Older man |

4. Facilitate a small discussion with group members asking the following questions:
   - » Why did the group decide to spread the 20 markers as they are and what does this mean?
   - » What does this tell us about who makes decisions? What does this mean for our community?
   - » Ask if any changes have occurred since the last visit and why? If change has occurred, facilitate a discussion as to whether the change is positive, negative, both positive and negative, unexpected.

# RESOURCES

***Gender and WASH Monitoring Tool.*** Plan International. 2014.

This tool enables project staff and partners to explore gender relations with women and men in implementing WASH projects. It includes participatory rural appraisal activities as well as preparatory training. It aims to raise awareness about gender roles and relationships in household and community WASH, promote gender equality by providing opportunities for women and men, and support staff to develop practical skills for gender monitoring and collect sex-disaggregated information.

***Mainstreaming Gender in Water and Sanitation.*** World Bank 2010.

This paper highlights experiences of mainstreaming gender at various levels in the water and sanitation sector; mainstreaming gender within sector operations; gender responses to monitoring and evaluation processes; gender issues within accountability and voice initiatives; and gender responses within hygiene and behavior change, water, sanitation and HIV/AIDS programs. Each section contains good mainstreaming practices and useful checklists.

***Violence, Gender and WASH Toolkit.*** Oxfam, CARE, Plan, SNV, UNICEF, Malteser ea.

This online toolkit has been developed in response to a realization that although the lack of access to appropriate WASH services is not the root cause of violence, it can lead to increased vulnerabilities to violence of varying forms. It has been developed for use by WASH practitioners but is also useful for gender based violence, gender, health and education specialists. It provides examples of good practice approaches which have the potential to reduce vulnerabilities to violence.

***Menstrual Hygiene Matters.*** WaterAid.

An essential resource for improving menstrual hygiene for women and girls in lower and middle-income countries. Nine modules and toolkits cover key aspects of menstrual hygiene in different settings, including communities, schools and emergencies.



# NOTES

*Members of the commune-level Women's Union in Phu Yen Province practicing skills for conducting risk assessments.*
*©2012 UN Women*

# INFORMATION, EDUCATION AND COMMUNICATION (IEC), AWARENESS RAISING, AND BEHAVIOUR CHANGE COMMUNICATION (BCC)

1. DEVELOPING IEC OR BCC MATERIALS

2. UTILISATION OF INFORMATION OR COMMUNICATION MEDIA

3. CC-DRR ACTIVITIES IN SCHOOLS

# DEVELOPING IEC OR BCC MATERIALS

*An information board explaining what to do in an emergency or extreme weather event in Thanh Hoa province.*
*©2013 Sascha Montag/CARE*

# DEVELOPING IEC OR BCC MATERIALS: QUESTIONS TO ASK

- [ ] Do you know what are the most effective methods or tools for behaviour change – what works well with women and men?
- [ ] Are men and women involved in the design, testing and dissemination of the materials? If yes, in what role?
- [ ] Are the IEC and BCC materials appropriate for and accessible to women and men, girls and boys? E.g. considering media, technology, language, literacy, location, format etc.
- [ ] Are women portrayed as active, empowered citizens and not confirming stereotypes? Are men portrayed in ways that support positive masculinity e.g. as good fathers and undertaking household tasks?
- [ ] If pictures are used, did men and women provide written informed consent (and for children, the parents, teachers or an official guardian)? Was the consent form developed in local language and including pictures?
- [ ] After dissemination, do you monitor who uses your IEC/BCC materials, how they are used and for which purpose?



# DEVELOPING IEC OR BCC MATERIALS: ACTIONS TO TAKE

- [ ] Involve IEC/BCC and gender experts from your or other organisations in your activities.
- [ ] Use participatory methods to co-design, test and disseminate your materials together with the community members, involving a diversity of men and women, and formal and informal women community groups and network.
- [ ] Consider different needs and preferences of women and men in material design and dissemination e.g. lower levels of literacy impact on ability to read print materials, and limited mobility impacts on the ability to access information outside of the home.
- [ ] Organise multiple checks to ensure messaging in materials is gender-sensitive, promotes diverse roles of men and women and is not perpetuating stereotypes (in terms of messages, media, and target audience).
- [ ] Inform yourself about your organisation's informed consent policy and consider if it offers adequate protection and rights (including privacy issues) to women, men and children of diverse abilities and social backgrounds. Seek support in developing, improving or implementing the policy if necessary. Apply it for pictures and stories in your materials.
- [ ] Conduct regular monitoring and evaluation of the effectiveness, reach and equitability of your IEC/BCC materials, and take appropriate actions if necessary.

## NOTES



# UTILISATION OF INFORMATION OR COMMUNICATION MEDIA

## (TV, RADIO, LOUDSPEAKERS, WRITTEN PRESS, INTERNET, PHONES, BULLETINS, FACE-TO-FACE)

# UTILISATION OF INFORMATION OR COMMUNICATION MEDIA: QUESTIONS TO ASK

- [ ] Do men and women have equal access to relevant weather, climate, disaster and other related information? Does it reach women that are particularly at risk such as poor women, women-headed households, elderly, minority women, women living remote, pregnant women etc.?
- [ ] Do men and women share information with other household and community members (who, how)?
- [ ] What are the sources of information - which channels or media do men and women use the most? During what time of the day?
- [ ] Who decides on the content of the messages or information? Are women involved?
- [ ] Do you know what men and women prefer in terms of information and communication channels, messages, type of information, source of information etc.?
- [ ] Do men and women have equal access to information technology (radio, tv, phone, loudspeaker etc.)? What types of media are most accessible for women? For men?
- [ ] Is the information or messages shared to the community accustomed to men and women differently? Is it understandable and usable to women?
- [ ] Do communication messages use gender insensitive vocabulary or confirm gender stereotypes in terms of content?
- [ ] Does your project have systems in place to monitor the usage or reach of the media, among men and women and different socio-economic groups?



# UTILISATION OF INFORMATION OR COMMUNICATION MEDIA: ACTIONS TO TAKE

- [ ] Conduct a mini 'Knowledge Attitude Practice' survey (see the Tools section at the end of this chapter) to understand how men and women access, use and share information in the household and community. Develop user profiles or household typologies, to show diversity among men and women, and various types of information users.
- [ ] Organise a community role play to find out how information flows in the community and household. Map out the 'information or communication chain' from the source to the use of information, by different audiences, including considerations of gender.
- [ ] Involve the Women's Union to assess the best strategies for awareness-raising and BCC. Involve gender experts in communication activities, and involve communication and behaviour change experts in gender analysis (see the Gender chapter).
- [ ] Engage female scientists, radio and TV journalists, extension workers, mass organisation members, teachers etc. in all the activities.
- [ ] Work with the local authorities to try out different channels and formats of information dissemination. Advocate for the ones preferred by both the female and male users.
- [ ] Work with the local authorities to customise information and messages so they can be understood by men and women, and take into consideration the behaviour patterns of women and men.
- [ ] Engage male and female communicators (teachers, community leaders, monks etc.) to reach men and women in remote areas or places without speakers. Train them on gender.
- [ ] Use IEC/BCC activities on CC-DRR to also address stereotypes on gender and encourage behaviour change that leads to women's empowerment.
- [ ] Establish women communication and learning networks, and encourage regular monitoring and evaluation of the effectiveness, reach and equitability of awareness raising and behaviour change communication. Ensure messaging is gender-sensitive, promotes diverse roles of men and women and is not confirming stereotypes.
- [ ] Provide the necessary support for women to act upon awareness raising and behaviour change campaigns and communication.

NOTES



# CC-DRR ACTIVITIES IN SCHOOLS

## CURRICULAR AND EXTRA-CURRICULAR

# CC-DRR ACTIVITIES IN SCHOOLS: QUESTIONS TO ASK

- [ ] What roles do boys and girls take in CC/DRR (and other) curricular and extra-curricular activities in school? Are they equally participating in activities and what are potential barriers to participate?
- [ ] Are male and female teachers equally involved in school CC-DRR activities? What are the barriers for teachers to participate in these activities (e.g. can they combine it with other responsibilities such as housework, childcare, livelihoods)?
- [ ] What knowledge and skills do teachers have to address gender issues at school? What strategies do they use to engage boys and girls equally?
- [ ] What systems or regulations are in place in schools to promote gender equality and empowerment of girls? Are these equally in favour of girls and boys?
- [ ] Do male and female teachers have equal access to training on CC-DRR and gender?
- [ ] Are CC-DRR educational materials used at schools gender inclusive and up-to-date? Do they stress positive and shared roles for boys and girls, and men and women? Are they accustomed to different sexes, ages, grades, socio-economic background etc.?
- [ ] Are CC-DRR educational materials designed and tested with participation of a diversity of boys and girls, female and male teachers?



# CC-DRR ACTIVITIES IN SCHOOLS: ACTIONS TO TAKE

- [ ] Organise a quick survey with creative participatory exercises (e.g. games) involving girls and boys, female and male teachers, to find out more about roles of girls and boys, male and female teachers in CC-DRR activities at school.
- [ ] Undertake a 'Knowledge Attitude Practice' survey (see Tools section at the end of this chapter to understand the existing knowledge, attitudes and practices of male and female teachers.
- [ ] Gather data on net enrolment ratio of girls and boys, attendance and dropout rates – disaggregated by sex and grade level - to inform your activities.
- [ ] Promote 'safe school' policies and action plans: safety from disasters, violence, etc.
- [ ] Ensure boys and girls are assigned to a diverse range of roles in CC-DRR activities. Address barriers to participation of girls.
- [ ] Set compulsory targets for numbers of women teachers attending training on CC-DRR and participating in CC-DRR activities at school. Address barriers to participation of female teachers.
- [ ] Plan curricular and extra-curricular activities so teachers and community members involved in school activities (e.g. parents) who have other responsibilities such as livelihood, housework and childcare roles, are able to attend.
- [ ] Provide awareness raising and training to female and male teachers and community members involved in school activities: (e.g. parents) on CC-DRR, strategies to engage boys and girls equally and gender-sensitive life skills, including psycho-social support. Provide information on how to deal with gender based violence.
- [ ] Involve a diversity of boys and girls and female and male teachers in design and testing of new or updated CC-DRR educational materials. Review and adjust CC-DRR educational materials to ensure boys' and girls' roles are diverse, and different students receive appropriate levels of information according to their age, grade, sex or socio-economic background.
- [ ] Advocate with the Ministry of Education and Training (at all levels) to apply gender-inclusive CC- DRR activities and curriculum.

# TOOLS

## KNOWLEDGE ATTITUDE AND PRACTICES (KAP) SURVEY

*Adapted from: Disaster Risk Communication Guideline (draft). CARE International in Vietnam. 2012*

The main objectives of a KAP survey are:

» To understand people's Knowledge, Attitude and Practice in relation to climate and disaster risks, vulnerability and capacity to be able to design an informed behavior change communication strategy and plan;
» To establish baseline information and measure the impacts of focused behavior change communication activities;
» To identify main channels of communication used by the people that will be the audience of the awareness raising activities, including identify differences between men and women;
» To provide new and complementary data for advocacy on climate change, disaster risk reduction and gender.

A KAP survey is based on a questionnaire which includes multiple-choice questions, closed-end questions (yes/no) and a limited range of open-ended questions. It is administered to a statistically representative sample of the target audience. In addition to providing statistically-representative findings, a KAP survey establishes a baseline that can be used for monitoring and evaluation and measure the impact of an intervention. KAPs can be conducted very comprehensively but can also be done in a shorter version or integrated into other surveys such as baseline, livelihood analysis, gender and power analysis etc. They can be complemented by key informant interviews, focus group discussions etc.

Opposite is a summary of the main steps needed to conduct a KAP survey in terms of days, main activities and outputs.

For a detailed guideline on how to conduct a KAP, see *The KAP Survey Model (Knowledge, Attitude and Practices), Medecins du Monde. 2011.*



| Days required | Main Activities | Outputs/sub-outputs |
|---|---|---|
| 4 | Desk review of project documents.<br>Consult with project team<br>KAP and study design and sampling | Detail technical design of KAP and qualitative study using Participatory Rural Appraisal (PRA) tools |
| 3 | Prepare tools | Questionnaires for quantitative survey<br>List of interviewees<br>Topic/questions for Focus Group Discussions (qualitative survey)<br>PRA tools basket |
| 3 | Prepare field trip | Implementation plan for the survey<br>Task assignments for data collectors and team leaders |
| 10 | Field data collection at commune and villages level | Filling questionnaires at Household level<br>Monitoring of data collection process<br>Notes and filled forms form FGD |
| 1 | Data entry screen design | Entry screen for data computerisation |
| 5 | Data entry | All questionnaires computerised |
| 2 | Statistical Analysis of quantitative data | Analysed data using SPSS software<br>Identified differences between groups<br>Comparison between project and non project areas data |
| 3 | Qualitative information analysis | Thematic analysis<br>Highlighting main findings/issues |
| 1 | Meeting to discuss preliminary findings | Presentation of first findings to project team |
| 3 | Writing report | First draft report submitted to project team |
| 1 | Send draft of report to project team for review and feedback, and meeting | Feedback to draft report |
| 2 | Finalise report | Final Report submitted to project team |
| 1 | Organise and facilitate workshop to present the findings | Presentation of the main findings to all communication groups through a workshop |
| 39 | Total days | Note: The survey team engage many people therefore the whole KAP can be implemented in less than 39 days |

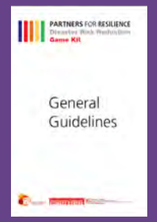
# RESOURCES

***Teaching Manual on Climate Change Education.*** Vietnam Ministry of Education and Training, Live&Learn, Plan. 2011.

This Government of Vietnam-approved manual is to help teachers and students to raise their awareness on disasters and climate change. It assists teachers implementing a participatory and student centred teaching approach to integrating climate change into curricular and non-curricular activities.

***Behaviour Change for Combating Climate Change.*** DEC. 2008

This document is a guide for designing climate change behaviour change programs. It sets out what doesn't work, what does work as well as a toolkit of strategies to foster long term behaviour change (based on social science research). The strategies presented in this guide are not limited to climate change and can be applied to other behaviour change programs.




***Disaster and Climate Games.*** Red Cross Red Crescent Climate Centre. 2014.

This regularly updated webpage provides a selected overview of games on the topic of disasters and climate change and can be used with communities, staff, decision-makers and practitioners. They intend to creatively convey messages and create discussion and dialogue on adaptation and risk reduction strategies and solutions.

***Child-Centred Disaster Risk Reduction Toolkit.*** Plan. 2010

The toolkit is made up of 4 modules: Training children on disaster risk reduction through the hazard, vulnerability and capacity assessment; Planning, monitoring and evaluating child-centred disaster risk reduction programmes; Action planning with children on disaster risk reduction; and Advocacy with children on disaster risk reduction.



# NOTES

*Huynh Thi Chao presents her opinion during the participatory evaluation process of CARE in Vietnam's Integrated Community-based Adaptation in the Mekong project. ©2015 Giang Pham/CARE*

# PROGRAM OR PROJECT MANAGEMENT

1. PROJECT DESIGN, PLANNING AND BUDGETING
2. PROJECT IMPLEMENTATION
3. MONITORING, EVALUATION AND LEARNING (MEL)
4. ORGANISATIONAL CULTURE OR CONTEXT

*A monitoring visit of in Thanh Hoa; bee-keeping has been developed as a climate-resilient livelihood model.*
*©2009 Cathrine Dolleris/CARE*

# PROJECT DESIGN, PLANNING AND BUDGETING

# PROJECT DESIGN, PLANNING AND BUDGETING: QUESTIONS TO ASK

- [ ] Is gender considered throughout the project design (e.g. beneficiaries, objectives, specific activities, project strategy, budget)? Will the project empower women?
- [ ] Have you considered gendered division of labour within the community when developing project activities? What will be the impact of the project on workloads?
- [ ] Are the project activities designed based on a proper gender analysis? Are there activities specifically addressing gender and women's empowerment?
- [ ] Are statistics used for project identification disaggregated by gender?
- [ ] Are men and women equally involved in the project design, planning and budgeting?
- [ ] Has budget been allocated for gender integration, gender tracking, external support on gender (if not available within the organisation)?
- [ ] Is gender expertise available in the organisation? If expertise is not available in the organisation, did you consider partnering with another organisation with experience in gender and women's empowerment during the design and/or implementation phase?
- [ ] Does the project partner have capacity to carry out gender-focused activities?



# PROJECT DESIGN, PLANNING AND BUDGETING: ACTIONS TO TAKE

- [ ] Conduct a gender and power analysis during the project design stage or include it in the design document to do at the beginning of the project (see Gender chapter).
- [ ] Place the project on the 'gender continuum' (see the Gender chapter) to see if project impacts are gender harmful, neutral, sensitive, responsive or transformative.
- [ ] Reformulate the project objectives to make them gender responsive (or transformative) if necessary, or define them specifically in relation to both women and men. The contribution to women's empowerment should also be mentioned.
- [ ] Include activities to respond to women and men's different needs and promote gender equality and women's empowerment in the project implementation plan.
- [ ] Integrate implications for gender and empowerment in the project risk assessment.
- [ ] Use gender-disaggregated data to inform your activities.
- [ ] Develop gender specific indicators and milestones.
- [ ] Review the project budget to ensure gender specific activities are included and monitoring on gender indicators is properly budgeted.
- [ ] Ensure that the Terms of Reference for the project design team requires gender aspects in the design of the project. The team should have gender expertise, be gender balanced and engage with relevant project and other partners working on gender.
- [ ] Partner with organisations with gender expertise for the design process or peer-review of your project design.
- [ ] Identify additional activities to build the gender capacity of project partners.

## NOTES



# PROJECT IMPLEMENTATION

# PROJECT IMPLEMENTATION: QUESTIONS TO ASK

- [ ] Does the project have a clear strategy on how to promote gender equality and equal opportunities and benefits for men and women?
- [ ] Does the project implementing partner have a mandate or commitment on gender equality, experience and capacity?
- [ ] Does the project involve other stakeholders dealing with gender equality?
- [ ] Does the implementing team have male and female gender champions?
- [ ] Are both men and women involved in the project activities: how, at what level and in what capacity?
- [ ] How is the participation of women and men affecting the relationships and roles of men and women?



# PROJECT IMPLEMENTATION: ACTIONS TO TAKE

- [ ] Develop a project Gender Action Plan (see the Tools section at the end of this chapter), and accompanying tracker for monitoring of the plan.
- [ ] Apply new participatory methods to factor in the perspectives of women and gender dynamics.
- [ ] Develop capacities and raise awareness of gender for the project implementation team and partners.
- [ ] Engage gender experts on a medium or short term basis.
- [ ] Assemble a gender-balanced project implementation team, and ensure that they have had gender training and are committed to gender equality.
- [ ] Create activities and responsibilities which promote positive and equal gender relations, and organise them in such a way that women and men are equally able to participate.

NOTES

# MONITORING, EVALUATION AND LEARNING (MEL)

# MONITORING, EVALUATION AND LEARNING: QUESTIONS TO ASK

- [ ] Does baseline and endline data include sex-disaggregated data? Are your indicators disaggregated?
- [ ] Do you measure or monitor how the project benefits women and men, boys and girls differently, in accordance to their differential needs?
- [ ] Is the project monitoring and evaluating changes in gender and women's empowerment? Are you monitoring barriers to participation in project activities, any unexpected impacts on women and men (e.g. division of labour, access and control over resources), positive or negative effects on gender relations and women's empowerment?
- [ ] Is the project using ongoing MEL to address gender issues discovered during implementation by making changes to project activities?
- [ ] Who's in charge of monitoring? Are men monitoring men, and women? What's the gender capacity of the MEL staff?
- [ ] Are women and men, boys and girls (and the most vulnerable groups) involved in participatory monitoring, evaluation and learning?
- [ ] How will the project share lessons learnt and good practices on gender and gender and climate change/disaster risk reduction?
- [ ] Does the evaluation include recommendations on how to improve gender and women's empowerment in CC-DRR programming?



# MONITORING, EVALUATION AND LEARNING: ACTIONS TO TAKE

- [ ] Develop data and indicators which are gender-, age- and disability disaggregated. Disaggregated baseline data should be analysed and used to inform ongoing activity implementation.
- [ ] Carry out a gender analysis to inform your project MEL system (see Gender chapter) during project design or at the start of the project.
- [ ] Consider whether the project logic (Theory of Change or logframe) supports changes in gender relations and promotes women's empowerment.
- [ ] Design MEL indicators, formats and tools to reflect gender disaggregated data. Also use gender indicators that measure the extent to which the project objectives have helped to promote gender equality and women's empowerment.
- [ ] Monitor for possible negative effects of changes in resources and gender relations (e.g. discrimination, rise in domestic violence as a reaction to women's empowerment).
- [ ] Include community led MEL activities so that the community has increased ownership of the gender and women's empowerment achievements
- [ ] Consider gender in planning participatory MEL methods, timing and scheduling, and in who is conducting MEL activities.
- [ ] Apply participatory MEL methods which engage men and women.
- [ ] Establish a regular "gender reflection meeting" for different project staff to exchange learning on gender approaches and activities. Engage non-project gender experts.
- [ ] Include gender results in overall project evaluations and on-going learning, and share the findings widely.
- [ ] Ensure that the Terms of Reference for the project evaluation team requires gender analysis. The team should have gender expertise, be gender balanced and engage with relevant project and other partners working on gender.
- [ ] Partner with organisations with gender expertise for the evaluation process or peer-review of your the evaluation report.

## NOTES

# ORGANISATIONAL CULTURE OR CONTEXT

4

# ORGANISATIONAL CULTURE OR CONTEXT: QUESTIONS TO ASK

- [ ] Does your organisation show good examples by actively promoting women leadership?
- [ ] Do you have senior management support and commitment on both gender and CC-DRR issues?
- [ ] Does your organisation have an organisational gender action plan, internal policy or procedures related to gender that can guide staff?
- [ ] Is there any effort in place to ensure equal opportunities in the recruitment and working conditions of male and female staff members in your organisation?
- [ ] Are gender and CC-DRR practitioners or staff collaborating and jointly implementing projects, strategies and programs?
- [ ] What is the existing knowledge and attitudes of CC-DRR staff on gender and women's empowerment, linked to climate change?
- [ ] Do staff receive regular gender training to improve their knowledge and sensitiveness to gender?
- [ ] Do they receive it as part of their orientation or induction at the start of their job?
- [ ] Has your organisation ever done a gender audit or analysis of the organisation's values and practices on gender and women's empowerment?



# ORGANISATIONAL CULTURE OR CONTEXT: ACTIONS TO TAKE

- [ ] Identify and address the barriers women staff may face to working in leadership positions, e.g. let them bring their children on business trips, and create women and mother-friendly organisational practices.
- [ ] Assign women or male gender champions to leadership positions, including senior management.
- [ ] Advocate for a specific policy or gender statement at organisational or program level, including sexual harassment policies and other policies to promote gender equality.
- [ ] Make staff with gender expertise available for all CC-DRR programs or projects. Engage CC-DRR staff in gender-focused activities and discussions, and encourage joint planning.
- [ ] Institutionalise regular capacity building on gender for staff and partners.
- [ ] Develop a gender and resilience program framework for the organisation, highlighting how to bring the issues together in projects and programs.
- [ ] Conduct a gender audit annually.
- [ ] Organise gender events for whole staff during international "gender" days (e.g. International Women Day, Vietnamese Women's Day).

# TOOLS

## GENDER ACTION PLAN (GAP) AND PROGRESS TRACKER

*Adapted from: Community Based Adaptation Planning Manual. CARE International in Vietnam. 2015*

The main objectives of a Gender Action Plan for a CC-DRR project are:

- To use the opportunity of climate change adaptation to increase understanding of gender and climate change and advance gender equality and women's empowerment
- To analyse the project design and plan and identify specific gender issues per planned activity
- To mainstream gender into all planned activities through a number of actions and identify additional interventions where needed
- To be used as a 'gender integration progress tool' to track the level and progress of gender integration in the project as intended in this plan.

The following is a tentative GAP format, based on a typical monitoring and evaluation (M&E) framework:

| Project Outcomes, Outputs and Activities: | Main target participants | Gender dimensions or issues identified for men and women | Actions for gender integration - how do we organise the activity to mainstream identified gender issues |
|---|---|---|---|
| Outcome 1 | | | |
| Output 1.1 - Activities | | | |
| Output 1.2 - Activities | | | |
| Outcome 2 | | | |
| Output 2.1 - Activities | | | |
| Actions at project operational level | | | |



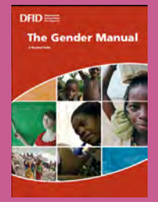
To adequately monitor progress on gender integration into the project, this can be complemented by a simple user friendly Gender Progress Tracker.

| Project Outcomes, Outputs and Activities | Actions for gender integration - how do we organise the activity to mainstream identified gender issues | Indicator to track progress (includes indicators that are already part of the project M&E framework) | Progress: Green: good Orange: medium Red: low | Tracking (per month/quarter/ year) | | | |
|---|---|---|---|---|---|---|---|
| Outcome 1 | | | Overall progress | Q1 | Q2 | Q3 | Q4 |
| Output 1.1 - Activities | | | Good | | | | |
| Output 1.2 - Activities | | | Medium | | | | |
| Output 1.3 - Activities | | | Low | | | | |
| Outcome 2 | | | | | | | |
| Output 2.1 - Activities | | | Low | | | | |
| Output 2.2 - Activities | | | Medium | | | | |
| Output 2.3 - Activities | | | Good | | | | |
| Actions at project operational level | | | | | | | |
| | | | Good | | | | |

# RESOURCES

***Integrating Gender in Climate Change Adaptation Proposals.*** USAID, APAN. 2014.

This interactive online sourcebook is intended to be used mainly by individuals and teams who prepare large-scale climate change adaptation project proposals. It provides readers with tools to help answer the question, "How do we best go about incorporating gender considerations into our CCA proposal?"




***The Gender Manual. A Practical Guide.*** DFID. 2008

The manual is designed to help non-gender specialists in recognising and addressing gender equality issues in their work. It provides a detailed rationale for gender mainstreaming, a step-by-step explanation on how to integrate it into each step of the project cycle, and tools and checklists to apply.

***Engendering Budgets. A Practitioners' Guide to Understanding and Implementing Gender-Responsive Budgets.*** UN WOMEN. 2003.

This guide provides a comprehensive outline of how to engender budgets. Intended for practitioners of any level, this gender budgets handbook provides insight based on past examples, while also relaying technical guidance needed to apply the concepts in most contexts.

***Gender Equality Audit. A Manual for Gender Audit Facilitators.*** ILO. 2007.

This manual provides gender audit facilitators with guidelines and practical instructions on the planning and implementation of participatory gender audits in an organisational context. A step-by-step approach is used that leads facilitators through each stage of the process culminating with a set of recommendations and an action plan on how to improve the gender mainstreaming strategy in a given institutional setting.



# RESOURCES

***Gender and Indicators – Overview report.*** BRIDGE, UNDP. 2007.

Gender-sensitive measurements are critical for building the case for taking gender (in)equality seriously, for enabling better planning and actions by gender and non-gender specialists, and for holding institutions accountable to their commitments on gender. This report examines conceptual and methodological approaches to gender and measurements of change with a focus on indicators, examining current debates and good practice from the grassroots to the international levels.

***Participatory Monitoring, Evaluation, Reflection and Learning (PMERL) in Community-Based Adaptation. A Manual for Practitioners.*** CARE. 2014

The PMERL Manual helps practitioners to measure, monitor and evaluate changes in local adaptive capacity, for better decision-making in Community-based Adaptation activities. The approach provides a platform for local stakeholders to articulate their own needs and preferences and advance monitoring, evaluation and learning of complex climate processes.

***Women's Empowerment in Agriculture Index (WEAI).*** USAID, IFPRI, Oxford University. 2012.

The WEAI is a composite measurement tool that indicates women's control over critical parts of their lives in the household, community, and economy. It allows us to identify women who are disempowered and understand how to increase autonomy and decision making in key domains. The WEAI is also a useful tool for tracking progress toward gender equality.

***Women's Empowerment Impact Measurement Initiative (WEIMI).*** CARE. 2012.

The WEIMI aims to operationalize key women's empowerment and gender-sensitive high-level indicators, in the context of long term programs. It looks at four components: developing a Theory of Change; defining measurement elements of the Theory of Change; developing an impact measurement strategy; and testing the Theory of Change.

# NOTES

*An elderly woman takes part in a baseline survey in Yen Bai province. ©2010 CARE*

*A meeting between Women's Union members and women from a community in An Giang province about microfinance policies and the issuance of loans. ©2015 Giang Pham/CARE*

# HOW TO FACILITATE COMMUNITY MEETINGS, WORKSHOPS AND TRAININGS

# HOW TO FACILITATE MEETINGS, WORKSHOPS AND TRAININGS

When organising community meetings, focus group discussions, workshops or training events, it is crucial to create conditions which enable women and girls to feel comfortable, protected and free to voice their opinion. Here are some tips on how to make meetings and trainings more responsive to women and girls.

## 1 LOGISTICS

» Appropriate time and space for meetings is essential. Ensure community meetings take place at a suitable time and location for men and women. Keep in mind that community members are very busy, so meetings should be kept short and be spaced out over time as much as possible so as not to take too much time away from regular activities. If you don't know when it is the best time, do a quick Activity Clock Exercise (see Tools section at the end of this chapter).
» Challenge the view, if present, that women arrange refreshments for any meetings.
» If mothers come with their children or have to care for other family members, arrange proper space so this can be accommodated. Provide childcare or family care if needed.

## 2 PARTICIPANTS

» Aim to have an equal number of male and female participants in the meeting. Acknowledge diversity within men and women (disabled, elderly, youth, farmer or non-farmer, rich, poor, ethnic minority, literate or illiterate etc.). Explain to community leaders and government partners etc. why it is important for both women and men to attend the training.
» Have separate women-only and men-only meetings or focus group discussions, but also joint meetings to present back to the group and discuss similarities and differences.
» If women are not participating, ask yourself 'why?' and find ways to mobilise more women at your meetings.



## 3 TRAINERS OR FACILITATORS

» Have an equal number of male and female facilitators for your meeting.
» Select facilitators that are aware of gender dynamics and local cultural norms and practices. If you are organising a training, do a quick exercise to understand the existing knowledge, attitudes and practices of the male and female participants (see Tools section in the Education chapter).
» Provide training and on-going coaching on gender integration and gender-sensitive community engagement skills for male and female facilitators.

## 4 FACILITATION OF THE MEETINGS OR TRAININGS

» As a facilitator, come prepared! Try to better understand the participants and the main gender issues in the community before the meetings or trainings.
» Make sure you know the difference in knowledge, attitudes and practices of the men and women before you start the training. This will help you to better organize tailored or customised training for men or women.
» Women-only groups should be led by a female facilitator without men present to increase comfort and confidentiality. The plenary discussion can be done through mixed male and female facilitation. In plenary discussions allow women to raise their ideas first.
» During the plenary discussions when the group comes together, don't let women sit and men stand-up overlooking the women; this confirms gender power dynamics. Try to create a space where everyone is seated comfortably and equally.
» Value male and female participants' knowledge and experience equally. Do not let anyone dominate the conversation and invite input from all.
» When discussing gender, gender equality and women's empowerment with women and men, avoid using complex concepts. Think 'how would people describe this in their own language or words?' Repeat many times and check if people understand everything before continuing the exercise - don't assume people understand everything first time.
» Promote women's leadership and male and female gender champions.

## 5 FOLLOW-UP

» It is important to check after the meetings, particularly for trainings, what people have done with the new information, knowledge or skills. Check if the women and men feel confident to utilise this training in their community. If not, how can we further support or change the way we deliver trainings or organise meetings?

# TOOLS

## DAILY ACTIVITY CLOCK EXERCISE

*Adapted from: Participatory survey methods for gathering information. FAO. 2004.*

Daily Activity Clocks illustrate all of the different kinds of activities carried out by men and women in one day. They are particularly useful for looking at relative work-loads between different groups in the community. Comparisons between clocks show who works the longest hours, who concentrates on a few activities and who does a number of tasks in a day, and who has the most leisure time and sleep. Note that perceptions of time vary across contexts and the clock may need to be adapted accordingly.

How to Facilitate

1 hour approx.

This exercise can be done with male and female focus groups.

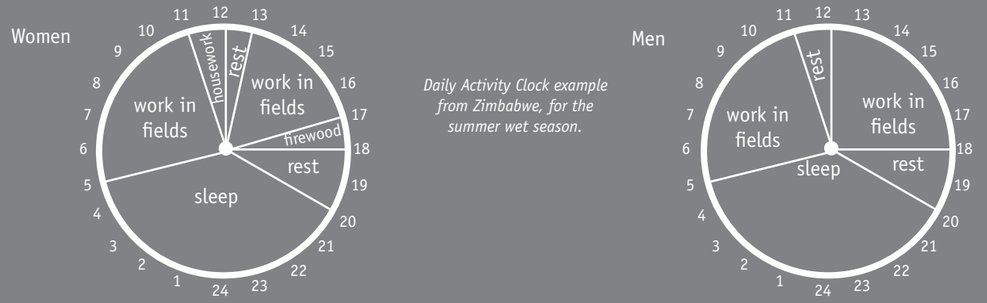
1. Organise separate focus groups of men and women. Make sure that each group includes people from different socio-economic groups.

2. Explain that you would like to learn about what they do on a typical day.

3. Ask the groups of men and women to prepare their clocks. You can start by asking them what they did yesterday and how they generally pass their day this time of the year. It's easy to start the clocks by asking them what time they usually get up. You can also start with an example by drawing a picture of how you spent your day yesterday.



4. Build up a picture of all the activities they carried out the day before, and how long they took. Plot each activity on a circle which represents a clock. Activities that are carried out at the same time (such as child care and cooking) can be noted in the same spaces. Be sure to draw a picture of the clocks on paper. Be sure that the name of the group/person is noted on the clocks and also the season of the year.




*Daily Activity Clock example from Zimbabwe, for the summer wet season.*

5. When the clocks are done, ask questions about the activities shown.

6. Note the present season (for example raining season, dry season).

7. If there is time, ask the participants to produce new clocks to represent a typical day in the other season.

8. Compare the clocks.

9. Use the key questions below to guide a discussion about people's activities and workloads.

Key Questions:
- » For each person, how is his or her time divided?
- » What is the difference between the women's and the men's clocks?
- » Who has the heaviest workload?
- » Who has time for rest and leisure?
- » How much time per day do women or girls spend collecting water?

# RESOURCES

***Gender Sensitive Training Skills. Training Module.*** Gender and Water Alliance. 2003.

This training module was developed to increase familiarity with organizing and delivering Training of Trainers (TOT) workshops in a gender sensitive manner. It contains sections on approaches to adult education and learning, teaching and learning methods, how to use icebreakers and energizers effectively, the importance of a gender-sensitive approach to training, difficulties associated with gender training and methods to address them, and participants' facilitation and presentation skills.

***Guidelines for Gender Sensitive Training. Guidelines for a Gender Sensitive Participatory Approach.*** ICIMOD. 2009.

These easy-to-use guidance notes provide a clear overview of the gender issues in participatory and training approaches. They include practical guidelines, tips and checklists to improve these approaches to make them more gender sensitive.

***Gender and Participation. Overview Report.*** BRIDGE. 2001.

This comprehensive report looks at convergences between approaches to gender and to participation, how these have been played out, and how they have been or could be constructively integrated into projects, programmes, policies, and institutions. It looks at efforts to combine participatory methodologies and gender in projects.



# NOTES

*Participatory tools and visual aids are used in project monitoring in Soc Trang province. ©2011 Miguel Coulier/CARE*

# GLOSSARY AND EXTRA RESOURCES

# GLOSSARY

**References**


» Disaster Risk Reduction and Climate Change Adaptation. Training material. UNDP, MARD. 2012.
» Talking Toolkit; how smallholding farmers and local governments can together adapt to climate change. World Agroforestry Centre (ICRAF) Vietnam. 2013.
» A Glossary of Common Development Terms. UNDP Vietnam. 2011.


| | | |
|---|---|---|
| **Adaptation**<br><br>**Thích ứng** | The adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities. | Sự điều chỉnh hệ thống tự nhiên, cấu trúc xã hội, thể chế và các hoạt động của con người nhằm ứng phó với các điều kiện khí hậu hiện tại hoặc tiềm tàng để hạn chế tác hại và tận dụng các cơ hội của nó. |
| **Capacity**<br><br>**Khả năng** | The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals. | Tổng hợp các nguồn lực, điểm mạnh và đặc tính sẵn có trong cộng đồng, tổ chức, xã hội có thể được sử dụng nhằm đạt được các mục tiêu chung. |
| **Climate change**<br><br>**Biến đổi khí hậu** | A change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use.<br><br>In short, climate change is "A change in the climate that persists for decades or longer, arising from either natural causes or human activity." | Biến đổi khí hậu là sự biến đổi trạng thái của khí hậu so với trung bình và/hoặc dao động của khí hậu duy trì trong một khoảng thời gian dài, thường là vài thập kỷ hoặc dài hơn. Biến đổi khí hậu có thể là do các quá trình tự nhiên bên trong hoặc các tác động bên ngoài, hoặc do hoạt động của con người làm thay đổi thành phần của khí quyển hay trong khai thác sử dụng đất.<br><br>Nói một cách ngắn gọn, "Biến đổi khí hậu là sự thay đổi của khí hậu diễn ra trong 1 khoảng thời gian dài, do nguyên nhân tự nhiên hoặc hoạt động của con người gây ra". |
| **Disaster**<br><br>**Thảm họa** | A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. | Sự gián đoạn nghiêm trọng các hoạt động của cộng đồng dân cư hoặc xã hội, gây ra những tổn thất và mất mát về tính mạng, tài sản, kinh tế và môi trường mà cộng đồng và xã hội đó không có đủ khả năng chống đỡ. |
| **Disaster risk**<br><br>**Rủi ro thảm họa** | The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period. | Những tổn thất tiềm ẩn về tính mạng, tình trạng sức khỏe, các hoạt động sinh kế, tài sản và các dịch vụ 1 do thảm họa gây ra cho một cộng đồng hoặc một xã hội cụ thể trong một khoảng thời gian nhất định. |
| **Disaster risk reduction**<br><br>**Giảm thiểu rủi ro thảm họa** | The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events. | Quan điểm và biện pháp giảm thiểu các rủi ro thảm họa thông qua những nỗ lực mang tính hệ thống để phân tích và quản lý các nguyên nhân của thảm họa bao gồm việc giảm mức độ nguy hiểm trước hiểm họa, giảm tình trạng dễ bị tổn thương của con người và tài sản, quản lý hiệu quả đất và môi trường, và cải thiện khả năng phòng ngừa các sự kiện bất lợi. |
| **Engaging men**<br><br>**Kêu gọi/ khuyến khích nam giới tham gia** | Engaging men in gender equality means working with men and boys on issues of gender equality as well as with women, to enable men and boys to understand, question and transform perceptions of gender and gender relations. | Khuyến khích nam giới tham gia vào công tác bình đẳng giới nghĩa là làm việc với những người đàn ông và trẻ em trai về những vấn đề bình đẳng giới cũng như với phụ nữ để khiến đàn ông và các em trai hiểu được, đặt câu hỏi và thay đổi nhận thức về giới và các mối quan hệ giới. |

| | | |
|---|---|---|
| **Exposure**<br><br>**Tính phơi nhiễm** | Exposure refers to the nature and degree to which an ecosystem or a community is exposed to climatic variation. It is an assessment of how frequently and severely climatic variation occurs in a particular location and it can vary considerably between locations. As an example, farmers along a river plain are likely to be more exposed to floods than farmers on a hill slope; the farmers on the river plain will experience flooding more often than the hill farmers. | Tính phơi nhiễm chỉ bản chất và mức độ mà một hệ sinh thái hoặc một cộng đồng phải tiếp xúc với sự biến đổi khí hậu. Đó là một đánh giá về tần số xuất hiện và mức độ nghiêm trọng của biến đổi khí hậu diễn ra tại một địa phương cụ thể và nó có thể khác nhau đáng kể giữa các địa phương khác nhau. Ví dụ, nông dân sống dọc bãi sông có khả năng phơi nhiễm cao hơn với lũ lụt so với những nông dân sống ở triền đồi; nông dân van sông sẽ gặp nhiều lũ lụt hơn nông dân vùng cao |
| **Gender**<br><br>**Giới** | The attitudes, feelings, and behaviours that a given culture associates with a person's biological sex. Gender defines what it means to be a man or woman, boy or girl in a given society1 – it carries specific roles, status and expectations within households, communities and cultures. The traits and characteristics associated with gender differ from culture to culture, may vary within cultures, and evolve over time. | Giới để cập thái độ, cảm xúc và hành vi mà một nền văn hóa nhất định quy định cho giới tính sinh học của một người. Giới xác định một người đàn ông/phụ nữ, trẻ em gái/trẻ em trai thì phải như thế nào trong một xã hội – giới gắn với vai trò, vị thế, và sự kỳ vọng của gia đình, cộng đồng và nền văn hóa. Những nét tiêu biểu và các đặc điểm gắn với giới khác nhau giữa các nền văn hóa, thậm chí có thể khác nhau trong một nền văn hóa, và thay đổi theo thời gian. |
| **Gender analysis**<br><br>**Phân tích giới** | A gender analysis is a systematic way to identify key issues and factors that contribute to gender inequalities. It may consist of primary or secondary research, or a combination of the two. | Phân tích giới là một cách làm hệ thống để xác định các vấn đề và các tác nhân chính dẫn đến bất bình đẳng giới. Cách làm này có thể bao gồm nghiên cứu sơ cấp và thứ cấp, hoặc kết hợp hai loại nghiên cứu. |



| | | |
|---|---|---|
| **Gender equality**<br><br>**Bình đẳng giới** | Gender equality does not mean that people of all genders are the same, but that their enjoyment of rights, opportunities and life chances are not governed or limited by their biological sex or gender. To achieve gender equality, we are not necessarily able to treat all people the same, but need to consider (different gender-based needs and roles) and combat existing inequalities. | Bình đẳng giới không có nghĩa là mọi người thuộc giới khác nhau thì phải giống nhau, mà là việc tận hưởng các quyền, các cơ hội trong cuộc sống không bị phụ thuộc hoặc giới hạn bởi giới tính về mặt sinh học hoặc bởi giới mà xã hội gán cho họ. Để đạt được bình đẳng giới, chúng ta không nhất thiết phải đối xử với tất cả mọi người như nhau, mà chúng ta cần xét đến những nhu cầu và vai trò khác nhau của các giới để đấu tranh loại trừ sự bất bình đẳng giới đang tồn tại. |
| **Gender harmful**<br><br>**Gây hại cho giới** | Program approaches reinforce inequitable gender stereotypes, or dis-empower certain people in the process of achieving program goals. | Cách tiếp cận chương trình làm tăng các định kiến bất bình đẳng về giới, hoặc tước quyền của một số người nhất định trong tiến trình đạt được các mục tiêu chương trình. |
| **Gender neutral**<br><br>**Trung hòa về giới** | Program approaches or activities do not actively address gender stereotypes and discrimination. While gender-neutral programming does not harm, they often are less than effective because they fail to respond to gender-specific needs. | Cách tiếp cận hoặc các hoạt động của chương trình không xử lý một cách tích cực các định kiến về giới và phân biệt đối xử. Mặc dù các chương trình trung hòa về giới không có hại, nhưng chúng thường kém hiệu quả vì chúng không đáp ứng được các nhu cầu của từng giới. |
| **Gender responsive**<br><br>**Có trách nhiệm giới** | Program approaches or activities help men and women examine societal gender expectations, stereotypes, and discrimination. | Cách tiếp cận hoặc các hoạt động của chương trình giúp nam giới và phụ nữ phân tích và hiểu được những kỳ vọng, định kiến và phân biệt đối xử liên quan đến giới trong xã hội. |

| | | |
|---|---|---|
| **Gender roles and relations**<br><br>**Vai trò và mối quan hệ giới** | The ways societies define the roles, responsibilities, rights and opportunities of different genders in relation to each other. Gender relations are dynamic, change over time, and are context and culture specific. | Cách mà xã hội xác định vai trò, trách nhiệm, quyền lợi và cơ hội cho các giới trong mối quan hệ giữa giới này với giới khác. Quan hệ giới là năng động, thay đổi theo thời gian và mang tính bối cảnh và văn hóa. |
| **Gender sensitive**<br><br>**Nhạy cảm giới** | Program approaches or activities recognise and respond to people's different gender-based needs and constraints. These activities significantly improve women's (or men's) access to services or resources, but do little to change the larger contextual issues that lie at the root of gender inequities; they are not sufficient to fundamentally alter the balance of power in gender relations. | Cách tiếp cận hoặc các hoạt động của chương trình ghi nhận và đáp ứng các nhu cầu, giải quyết các thách thức liên quan đến giới cho mọi người. Những hoạt động này có thể cải thiện đáng kể sự tiếp cận của phụ nữ (hoặc nam giới) đối với các dịch vụ và nguồn lực, nhưng chúng ít làm thay đổi các vấn đề ở bối cảnh rộng hơn, mà những vấn đề đó là gốc rễ của sự bất bình đẳng giới; các hoạt động này không đủ để thay đổi căn bản cán cân quyền lực trong quan hệ giới. |
| **Gender transformative**<br><br>**Tính thay đổi về giới** | Program approaches or activities actively seek to build equitable social norms and structures in addition to individual gender-equitable behaviour. | Những cách tiếp cận hoặc các hoạt động của chương trình tích cực tìm cách tạo dựng những cơ cấu và chuẩn mực xã hội bình đẳng cùng với cách hành xử bình đẳng giới của cá nhân. |
| **Greenhouse gases**<br><br>**Khí nhà kính** | Gaseous constituents of the atmosphere, both natural and anthropogenic, that absorb and emit radiation of thermal infrared radiation emitted by the Earth's surface, the atmosphere itself, and by clouds. | Các loại khí trong khí quyển, cả tự nhiên và nhân tạo, hấp thụ và tỏa ra bức xạ nhiệt hồng ngoại do bề mặt trái đất, bản thân khí quyển và các đám mây phát ra. |



| | | |
|---|---|---|
| **Hazard**<br><br>**Hiểm họa** | A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. | Sự kiện, vật chất, hoạt động của con người hay điều kiện nguy hiểm có thể gây các tổn thất về tính mạng, thương tích, ảnh hưởng khác đến sức khỏe, thiệt hại tài sản, sinh kế và dịch vụ, gây gián đoạn các hoạt động kinh tế - xã hội hoặc tàn phá môi trường. |
| **Mitigation**<br><br>**Giảm nhẹ** | Mitigation refers to activities to reduce greenhouse gas emissions and/or concentrations to halt the progress of climate change. | Giảm nhẹ chỉ những hoạt động giảm sự phát thải khí hiệu ứng nhà kính và/hoặc sự tập trung để kìm hãm sự tiến triển của biến đổi khí hậu. |
| **Preparedness**<br><br>**Phòng ngừa** | The knowledge and capacities developed by governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. | Kiến thức và khả năng được chính phủ, các tổ chức ứng phó và phục hồi chuyên nghiệp, các cộng đồng và cá nhân xây dựng nhằm dự báo, ứng phó và phục hồi một cách hiệu quả với các tác động của hiểm họa hay tình trạng có thể, sắp hoặc đang xảy ra. |
| **Resilience**<br><br>**Khả năng ứng phó, phục hồi và thích nghi** | The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions. | Khả năng của một hệ thống, cộng đồng, xã hội trong vùng hiểm họa để chống đỡ, chịu đựng, thích nghi và phục hồi các tác động của hiểm họa một cách kịp thời và hiệu quả, bao gồm bảo tồn và khôi phục các công trình và chức năng cơ bản, thiết yếu. |
| **Vulnerability**<br><br>**Tình trạng dễ bị tổn thương** | The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard. | Những đặc điểm và hoàn cảnh của một cộng đồng, hệ thống hoặc tài sản làm cho nó dễ bị ảnh hưởng của các tác động bất lợi từ hiểm họa. |

| | | |
|---|---|---|
| **Women's empowerment**<br><br>**Nâng cao vị thế cho phụ nữ/ trao quyền cho phụ nữ** | Women's empowerment is the combined effect of changes in:<br>» a woman's own knowledge, skills and abilities (agency), for example through awareness-raising or building of self confidence;<br>» societal norms, customs, institutions and policies (structures), such as introducing new laws which promote gender equality;<br>» the power relationships between individuals (relations), for example through changes in the control of household resources between family members.<br><br>Each of these aspects are inter-dependent, coming together to influence the ability of women to access equal rights and opportunities. | Nâng cao vị thế cho phụ nữ là hiệu quả tổng hợp của những thay đổi ở ba khía cạnh:<br>» kiến thức, kỹ năng và năng lực của phụ nữ (cá nhân), ví dụ thông qua nâng cao nhận thức hoặc tạo dựng sự tự tin;<br>» các chuẩn mực xã hội, phong tục tập quán, thể chế và chính sách (cơ cấu), ví dụ đưa ra các luật mới để thúc đẩy bình đẳng giới;<br>» mối quan hệ quyền lực giữa các cá nhân (quan hệ), ví dụ qua sự thay đổi trong việc kiểm soát các nguồn lực hộ gia đình giữa các thành viên hộ gia đình.<br><br>Mỗi khía cạnh này đều phụ thuộc lẫn nhau, cùng tác động lên khả năng tiếp cận với quyền và cơ hội bình đẳng cho phụ nữ. |



# @ USEFUL WEBSITES

| | |
|---|---|
| ***Global Gender and Climate Alliance (GGCA)*** | gender-climate.org/ |
| ***GenderCC – Women for Climate Justice*** | |
| ***Gender and Disaster Network (GDN)*** | www.gdnonline.org/ |
| ***Women Organizing for Change in Agriculture and Natural Resources Management (WOCAN)*** | |
| ***Women's Environment and Development Organization (WEDO)*** | www.wedo.org/ |
| ***UNFCCC Gender and Climate Change repository*** | |
| ***Preventionweb – Gender and Disaster Risk Reduction resources*** | www.preventionweb.net/english/themes/gender/ |
| ***The CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS) - Gender and Equity*** | |
| ***United Nations - Women, Gender Equality and Climate Change*** | www.un.org/womenwatch/feature/climate_change/factsheet.html |

# RESOURCES

***Training Manual on Gender and Climate Change.*** IUCN, UNDP, GGCA. 2009.

This is the most elaborate training manual on gender and climate change, providing in-depth knowledge, practice and tools on gender mainstreaming in adaptation and mitigation initiatives at the international, national and local level.

***Resource Guide on Gender and Climate Change.*** UNDP and GGCA. 2008.

This guide aims to inform practitioners and policy makers of the linkages between gender equality and climate change. It makes the case for why it is necessary to include women's voices, needs and expertise in climate change policy and programming, and demonstrates how women's contributions can strengthen the effectiveness of climate change measures.

***Gender and Climate Change. An overview report.*** BRIDGE, Institute of Development Studies. 2011.

This extensive overview elaborates in detail on all the different aspects of the gender and climate change debate and on-going practice. It also includes case studies and references multiple resources.

***Gender and Disasters Sourcebook.*** GDN. 2010

The Gender and Disaster Sourcebook is a one-stop, user-friendly electronic guide providing an overview of publications, tools and case studies on how gender can be practically addressed in disaster risk reduction projects and programs.

***Support to women and girls' leadership. A rapid review of the evidence.*** ODI. 2015.

This review focuses on programmes or interventions that aim to build the leadership capabilities of women and/or girls, and asks what the evidence is on the factors that enable women and girls' leadership capabilities; and what the evidence is on whether/how women and girls are able to use leadership positions to achieve better and/or more equitable outcomes.

*Female farmers in Ba Thuoc district, Thanh Hoa province, were engaged in natural resource management.*
*©2009 Cathrine Dolleris/CARE*

This guide has been published by the Integrated Community-based Adaptation in the Mekong Delta (ICAM) Project, implemented by CARE in Vietnam and funded by the Australian Department of Foreign Affairs and Trade.

Australian Government
Department of Foreign Affairs and Trade

Australian Aid

Recycled materials have been used wherever possible in the production of this guide.