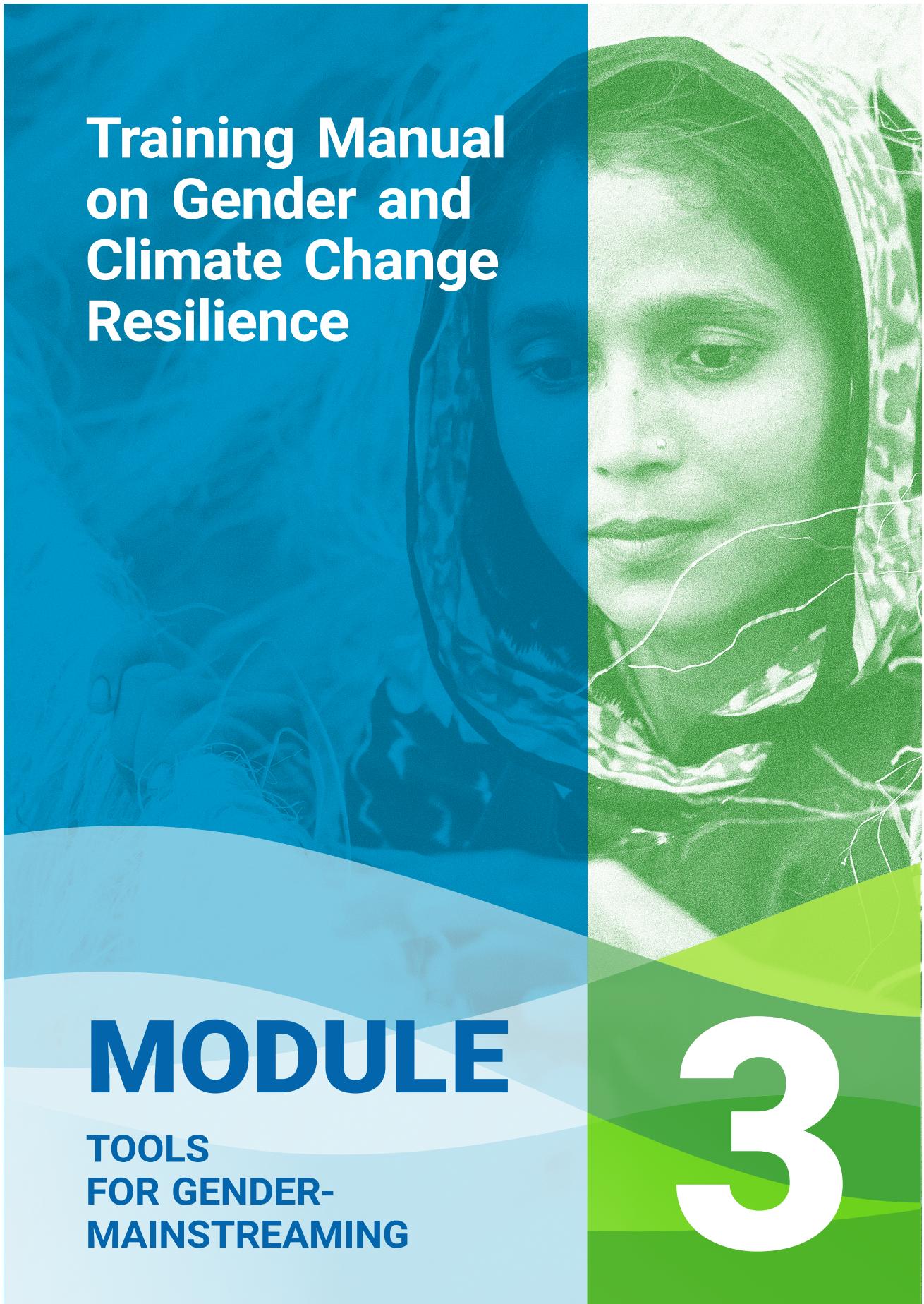


# Training Manual on Gender and Climate Change Resilience

# MODULE

**TOOLS  
FOR GENDER-  
MAINSTREAMING**

# 3



## MODULE 3: TOOLS FOR GENDER MAINSTREAMING

### SESSION PLAN

This module is divided into two sessions, which build on the topic of gender mainstreaming framework and tools but address different stages of project cycle. The first session focuses on gender analysis, project preparation and design; and the second on implementation, monitoring and evaluation.

**SESSION A :** Gender Mainstreaming Frameworks and Tools for Civil Society Organizations  
(Analysis, Assessment and Planning)

**SESSION B :** Gender Mainstreaming Frameworks and Tools for Civil Society Organizations  
(Implementation, Monitoring and Evaluation)

This module will introduce various gender mainstreaming tools for gender-aware problem analysis, project preparation and design, implementation, monitoring and evaluation. Building on the institutional framework and organizational structures covered in the earlier module, it deliberates on tools for assessing the complex realities of local communities from a gender perspective, gender action plan development, and gender-sensitive monitoring and evaluation systems.

#### OBJECTIVES OF THE MODULE:

- > Provide an overview of the tools for gender mainstreaming for problem analysis, project design, implementation and monitoring and evaluation;
- > Provide a step-by-step guide for application of the gender mainstreaming tools in the context of Climate Change and Disaster Risk Reduction (CCDRR); and
- > Provide application guidance to enable selection of the most suitable options for a context.

#### KEY MESSAGES:

- > Gender mainstreaming is "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels." (UN Secretary-General 1997). This includes all four stages of the project cycle – problem identification, project design, implementation, monitoring and evaluation.
- > Gender analysis is defined as analysis focused on the relative distribution across genders of "resources, opportunities, constraints and power in a given context." (SIDA 2015). The purpose of gender analysis is to develop responses to remedy inequalities by gender in achieving their full human potential.

- > Gender analysis, which involves collecting relevant sex-disaggregated data as well as identifying relevant gender issues relating to the roles of men and women and their position, capacity, and inequalities, is the key to gender mainstreaming. There are a number of framework and tools for undertaking gender analysis. These include: i) Moser Framework; ii) Harvard Analytical Framework; iii) Gender-Aware Vulnerability Assessments; and iv) Leave No One Behind (LNOB) assessment.
- > Designing a gender-responsive project requires prior undertaking of gender analysis and incorporating the findings/gender needs into the project goal, outcomes, outputs and activities. Causes, Consequences and Solutions Framework and the Capacity and Vulnerability Analysis Framework can be useful tools for this.
- > Gender-sensitive implementation includes:
  1. Stakeholder analysis and meaningful participation of all stakeholders especially women;
  2. Facilitating community-based action plan development; and
  3. Ensuring proper communication, knowledge transfer and capacity building.
- > It is equally important to ensure that the progress made on gender mainstreaming is monitored both in terms of processes and in terms of outcomes. This can be through a results-based approach using gender-aware indicators or using warning signals as part of gender monitoring matrix.
- > Gender mainstreaming should be viewed as an ongoing iterative process and not a stand-alone action. Ensuring participation of women as equal stakeholders and partners in all stages of the project cycle is an important tool for gender mainstreaming.

## MODULE 3\_SESSION PLAN A

<b>4:00:00</b> <span style="background-color: #009640; color: white; padding: 2px 5px;">GENDER MAINSTREAMING FRAMEWORKS AND TOOLS FOR CIVIL SOCIETY ORGANIZATIONS (ANALYSIS, ASSESSMENT AND PLANNING)</span>															
<b>OVERVIEW</b>	At the end of this session, participants should have the basic knowledge of a range of gender mainstreaming tools and techniques applicable across the project cycle. They would be aware of the step-by-step process for application of these tools and should be able to identify the most suitable options for application in their work.														
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>A. Gender Mainstreaming across project cycle</li> <li>B. Gender Analysis, the key to gender mainstreaming             <ul style="list-style-type: none"> <li>a. Moser Framework</li> <li>b. Harvard Analytical Framework</li> <li>c. Gender Analysis Matrix (GAM)</li> </ul> </li> <li>C. Gender-Aware Vulnerability Assessment Tools for CCDRR projects             <ul style="list-style-type: none"> <li>a. Capacity and Vulnerability Analysis Framework</li> <li>b. Gender-Aware Vulnerability Assessment</li> <li>c. Women's Resilience Index</li> <li>d. Vulnerability Reduction Assessment Tool</li> <li>e. Assessment for Crisis</li> <li>f. Sectoral Scoping Studies</li> <li>g. LNOB Assessment</li> </ul> </li> <li>D. Gender-Responsive Planning, Project Preparation and Design             <ul style="list-style-type: none"> <li>a. Gender-Responsive Assessment Scale (GRAS)</li> <li>b. Causes, Consequences and Solutions (CCS) Framework</li> </ul> </li> </ul>														
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>&gt; PowerPoint presentations</li> <li>&gt; Whiteboard and marker pen</li> <li>&gt; Chart papers and pens</li> <li>&gt; Copy of Handouts</li> </ul>														
<b>OUTLINE</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <b>20 mins.</b></td><td>Lecture on Gender Mainstreaming across project cycle.</td></tr> <tr> <td style="vertical-align: top;"> <b>20 mins.</b></td><td>PowerPoint presentation on "Gender Analysis: Need, Process and Select Tools."</td></tr> <tr> <td style="vertical-align: top;"> <b>40 mins.</b></td><td>           Practical session on "Moser Framework for Planning" (See Exercise 15) (recommended for basic course).  <b>OR:</b> Practical session on 'Harvard Analytical Framework' (see Exercise 16) (recommended for advanced course).         </td></tr> <tr> <td style="vertical-align: top;"> <b>60 mins.</b></td><td>PowerPoint presentation on "Tools for Gender-Aware Vulnerability Assessment Tools for CCDRR projects" (recommended for advanced course).</td></tr> <tr> <td style="vertical-align: top;"> <b>30 mins.</b></td><td>Small Group Discussion on "Examples of Gender Assessments" (see Exercise 17 and Handout 12).</td></tr> <tr> <td style="vertical-align: top;"> <b>30 mins.</b></td><td>PowerPoint presentation on "Gender-Responsive Planning, Project Preparation and Design"</td></tr> <tr> <td style="vertical-align: top;"> <b>60 mins.</b></td><td>Practical session on "Causes, Consequences and Solutions Framework" (see Exercise 18) (recommended for basic course).</td></tr> </table>	<b>20 mins.</b>	Lecture on Gender Mainstreaming across project cycle.	<b>20 mins.</b>	PowerPoint presentation on "Gender Analysis: Need, Process and Select Tools."	<b>40 mins.</b>	Practical session on "Moser Framework for Planning" (See Exercise 15) (recommended for basic course). <b>OR:</b> Practical session on 'Harvard Analytical Framework' (see Exercise 16) (recommended for advanced course).	<b>60 mins.</b>	PowerPoint presentation on "Tools for Gender-Aware Vulnerability Assessment Tools for CCDRR projects" (recommended for advanced course).	<b>30 mins.</b>	Small Group Discussion on "Examples of Gender Assessments" (see Exercise 17 and Handout 12).	<b>30 mins.</b>	PowerPoint presentation on "Gender-Responsive Planning, Project Preparation and Design"	<b>60 mins.</b>	Practical session on "Causes, Consequences and Solutions Framework" (see Exercise 18) (recommended for basic course).
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<b>GUIDANCE NOTES</b>	<p>Begin the session with the definition of gender mainstreaming and its linkages with project cycle. Then using Figure 3-1, list the various gender mainstreaming methodologies and tools for climate projects. Print the figure in the form of a poster for better emphasis. The entry points for gender mainstreaming at institutional and policy level were discussed in Module 2 and this module focuses on the various entry points at programme/project levels. Share that you will be discussing the first three stages of the project cycle in this session and the later ones in the next session. Ask the participants to share their experience of using tools for gender mainstreaming. Use Handout 12 to provide examples application of gender mainstreaming tools in CCDRR projects.</p> <p>Make a presentation on "Gender Analysis: Need, Process and Select Tools" with focus on need for gender analysis covering Moser and Harvard frameworks. Follow up with a practical session on any one of the two frameworks based on the course level – Moser for basic course (See Exercise 15) and Harvard for advanced course (see Exercise 16). Remind the participants of the advanced course that they have already worked on Moser Framework in Module 1, Session C (Exercise 7).</p> <p>For advanced course, make a presentation on "Gender-Aware Vulnerability Assessment Tools for CCDRR projects." Give the participants a quick overview of all the available tools covered in the module. Do not dwell in detail on all the tools but select any two or three based on the level and interest of the audience, whether they are project implementers or policy/research-oriented (see Table 3-1 to guide your selection). Follow-up with the group discussion on "Examples of Gender Assessments" (see Exercise 17 and Handout 12). For basic course, skip the presentation and move directly into the exercise. If you want to take a break, this is the point to place it.</p> <p>Move to the next stage with a presentation on "Gender-Responsive Project Preparation and Design." For the advanced course, end the session with the presentation. Tell the participants that they will learn to apply GRAS tool later in Module 4, Session A. For the basic course, however, you need to conduct a practical session on application of "Causes, Consequences and Solutions Framework." (See Exercise 18)</p>														

# Gender Mainstreaming and Gender Analysis

## GENDER MAINSTREAMING ACROSS PROJECT CYCLE

Gender mainstreaming is "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality." (UN Secretary-General 1997). It must be noted here that the binary language of assessing implications for men and women evolved over the years to include other gender identities (LGBTIQ). Furthermore, women are not a homogeneous group and gender mainstreaming also needs to include an intersectionality lens and focus on specific groups of women based on age, (dis)ability, class, race, ethnicity, social status, and others.

Gender mainstreaming needs to be considered at all levels – institutional, policy, programmes/project – and across all stages – project identification, situation analysis, assessment and planning, implementation, and monitoring and evaluation. Each entry point requires a different strategy adjusted to the context and actors involved.

## NEED FOR GENDER ANALYSIS

Gender Analysis is defined as analysis focused on the relative distribution across genders of "resources, opportunities, constraints and power in a given context." (SIDA 2015). The purpose of gender analysis is to develop responses to remedy inequalities by gender in achieving their full human potential.

Gender analysis must take place as one of the first steps of gender mainstreaming to identify gender roles, needs, interests, and inequalities. This involves collecting relevant sex-disaggregated data, identifying relevant gender issues relating to the roles of men and women and their position, capacity and inequalities. Gender analysis aids in understanding not only gender dimensions of climate change, but the socio-economic, cultural and structural equality issues embedded in the impacts of interventions and adaptation strategies.

### DISCUSSION POINT

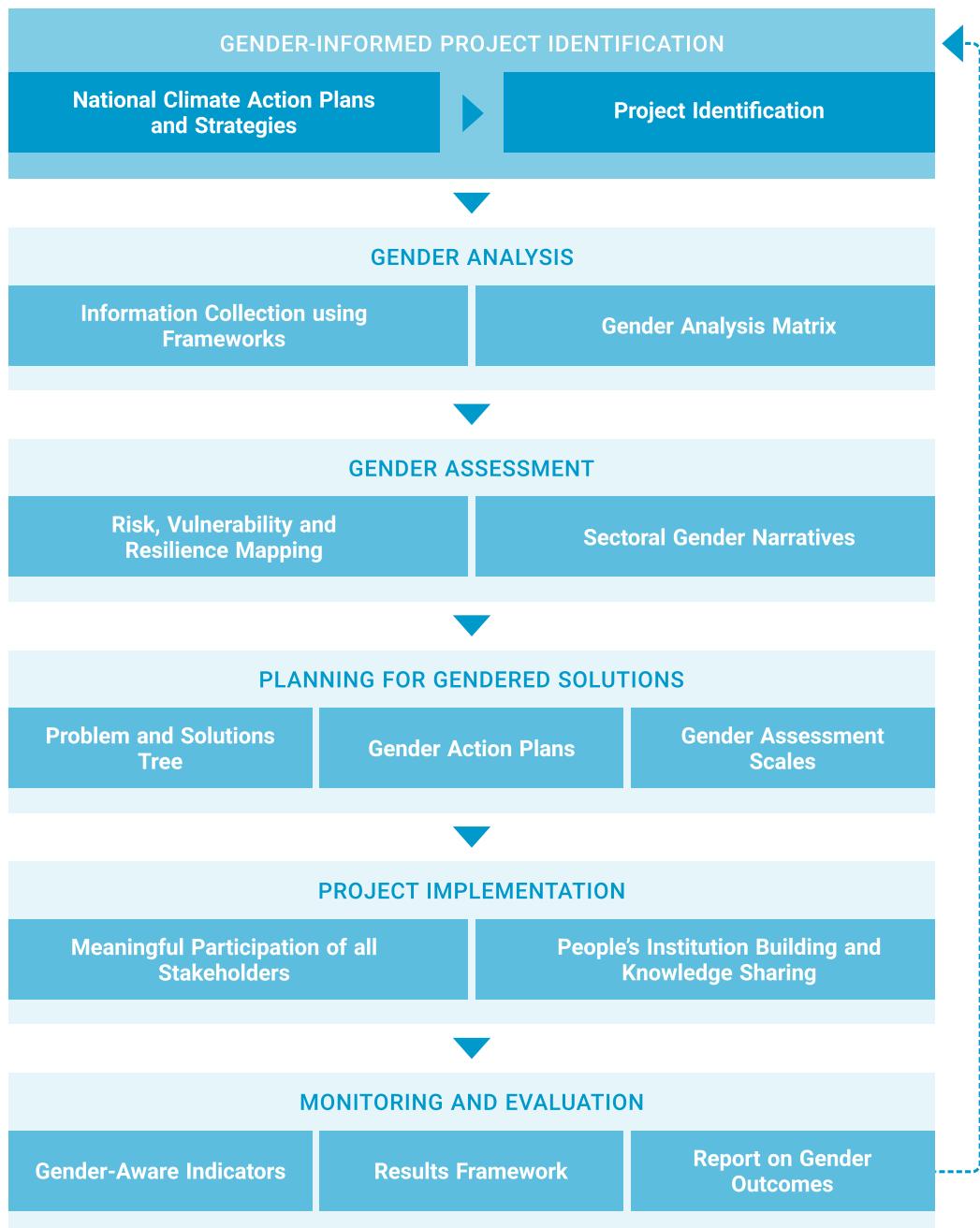


**Ask the participants to think through the project cycle approach and share how gender considerations have to be considered at each stage.**

### Facilitator Clues

- > Ensure gender analysis is a critical part of the problem identification and risk assessments stage and that sex-disaggregated data are collected.
- > Assess the different implications of planned interventions for men, women and those with other gender identities. Apply the intersectionality lens to identify the most vulnerable. Ensure that practices addressing gender equality are prioritized and adequately budgeted for.

- > Ensure that women participate equally and actively alongside men and are enabled to take up leadership positions throughout the project cycle. This includes ensuring their equal access to information and training. It may also require the creation of women-specific organizations or committees.
- > Monitor and evaluate changes in gender relations using gender-sensitive indicators.
- > Additionally, ensure that the institutional arrangements of implementing organizations support gender equality by ensuring that there is a gender-balanced team and adequate gender expertise at all levels within the organization and addressing cultural issues, such as organizational culture, staff attitudes, systems for learning; and protect all women-stakeholders from sexual exploitation and abuse.

**FIGURE 3-1: GENDER MAINSTREAMING METHODOLOGIES AND TOOLS FOR CLIMATE PROJECTS**

Source: Adapted from Glemarec, Qayum and Olshanskaya (2016)

**FIGURE 3-2: KEY QUESTIONS FOR GENDER ANALYSIS**

A gender analysis must address the following questions (Figure 3-2):

#### **1. What are the socio-economic context and cultural norms related to gender equality?**

Analyze socio-economic context and gender representation

- What is the demographic, legal, social and economic context and norms related to gender equality that shape people's behaviour in the region/community?
- If there are gender and social differences, what are the institutional, economic, and social factors that underlie, support, or influence them?

#### **2. Who is responsible for caregiving, resource management and cash income?**

Analyze gender roles and responsibilities

- Who does what?
- Are the roles, responsibilities and priorities of men and women in the public and private sphere different?
- Who is involved in resource management?
- Who works with resources that earn cash incomes?
- Who is involved in subsistence and livelihood activities?
- Who provides caretaking in families?
- What are the responsibilities, needs, interests and capacities of both women and men?

#### **3. Who has access, control and ownership of resources, goods and services?**

Analyze gender rights over resources

- Who has rights and entitlements to resources and services?
- Who owns what?
- Who controls what?
- Who has access to what?
- What are entitlements (e.g., education, health, land ownership) and who receives them?
- How are goods and services distributed?

#### **4. Who makes all decisions at household and community level?**

Analyze decision-making processes

- Who is involved in leadership and has decision-making authority at all levels (from local to international policies, agreements, and adaptation)?
- Who has access to information?
- Who has control of the distribution of resources?
- Who allocates benefits?
- Are there differences among men and women?
- Do institutional and legal systems support equality?

#### **5. Who is more vulnerable to climate change and disaster risks?**

Analyze gender risk and vulnerabilities

- Who are the most vulnerable to climate and disaster risks?
- Are there differential risks, vulnerabilities, adaptive capacity, and resilience among women, men, girls, and boys at all levels?
- Are there added risks by gender from age, class, status, race, caste, ethnicity or indigenous community?
- What is the autonomy of women and men in dealing with risks?

#### **6. How will the project address the existing inequalities?**

Analyze Project Response

- How will the project ensure gender-responsive design, implementation and monitoring?
- What are the entry points to ensure equal participation and benefits?
- What measures can the project take to address relevant gender gaps/inequalities and to ensure that the project benefits both men and women?

Gender analysis generally consists of two parts:

- a. A desk study of legal, social and cultural frameworks; and
- b. A field study to identify gender roles, relations and possible inequalities related specifically to the targeted project or policy. The field study may include rapid assessments and scoping studies through surveys or participatory approaches like focused group discussion and use of exercises.

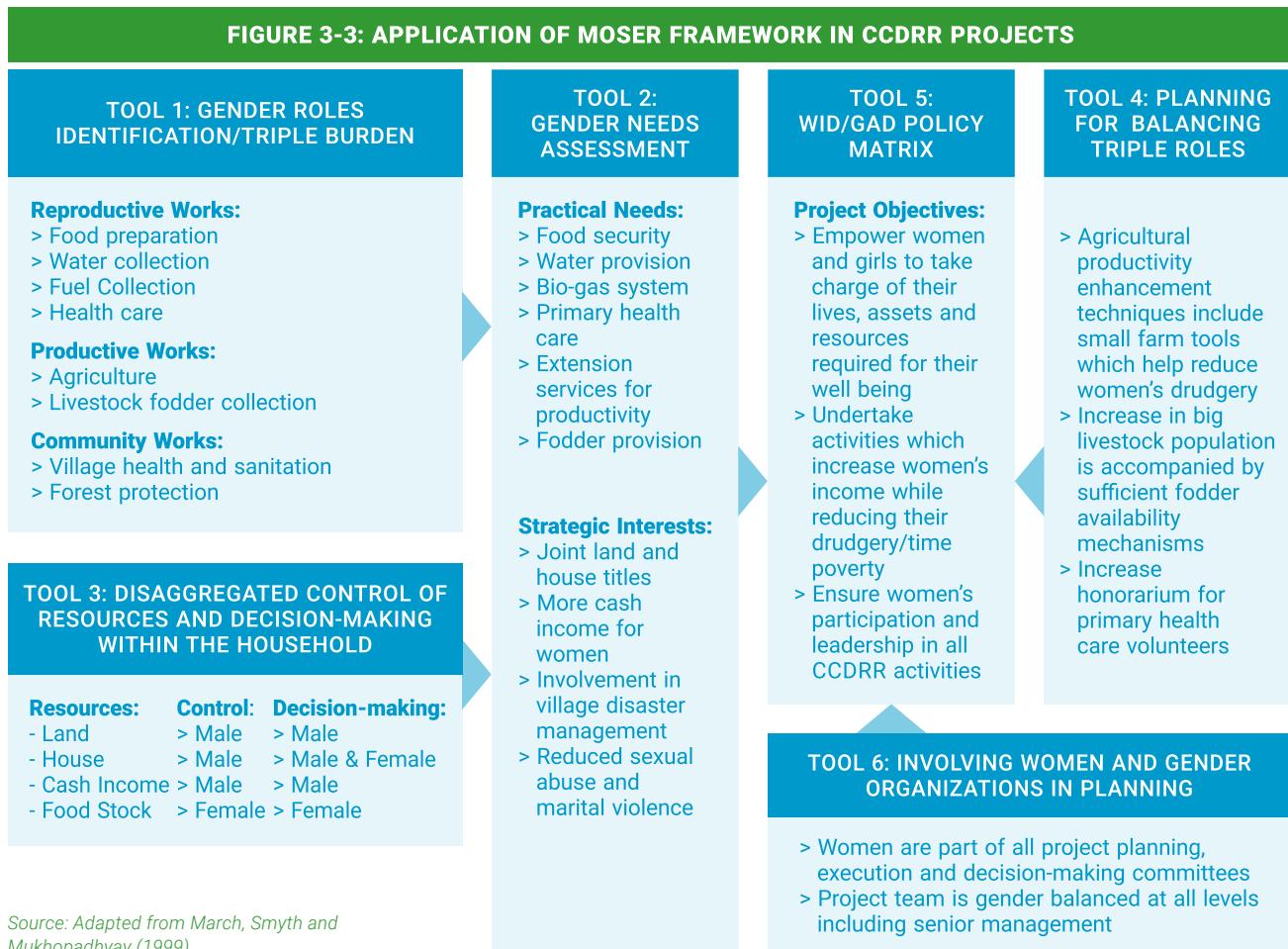
There are many frameworks developed over the years which can be used for gender analysis. A few of these are discussed in detail here.

#### **MOSER FRAMEWORK**

The Moser Framework developed by Caroline Moser in the early 1980s aims to make gender planning an independent exercise in its own right (March, Smyth and Mukhopadhyay 1999). The framework consisting of six tools is based on three fundamental concepts:

1. Identification of gender roles and women's triple burden (productive, reproductive and community works);
2. Practical needs and Strategic gender interests; and
3. Categories of Women in Development (WID) and Gender and Development (GAD) policy approaches.

As we discuss the various tools in brief, Figure 3-3 summarizes the step-by-step process of application and presentation of the Moser Framework-based gender analysis in CCDRR planning.



Source: Adapted from March, Smyth and Mukhopadhyay (1999).

#### **TOOL 1: Gender Roles Identification/Women's Triple Burden of Work.**

**Burden of Work.** This tool helps identify women's triple burden of work:

- A. Reproductive roles** which involve caring and maintenance of the household and its members, including bearing and caring for children, preparing food, collecting water and fuel, cleaning and washing clothes, shopping and housekeeping and family healthcare.
- B. Productive role** which involves production of goods and services for consumption and trade (in employment and in self-employment as well as in formal and informal sectors).
- C. Community work** which includes the collective organization of social events and services – ceremonies and celebrations, activities to improve the community, participation in groups and organizations, local political activities, and others.

Women, men, boys and girls are all likely to take some part in each of these areas of work; but in most societies, men are much less likely to be involved in reproductive work. Furthermore, while both women and men can be involved in productive activities, but their functions and

responsibilities often differ. Women's productive work is often less visible and less valued than men's work. Also, women are most likely to be involved in community management works like managing water resources, education and health care. On the other hand, men are more likely to participate and be in charge of community politics and formal decision-making processes.

#### **Steps to Map Gender Roles at Local Level**

- Chart out the 24-hour daily routine in the life of a woman and man separately from the community you want to target.
- Ensure you ask what they do each hour and try to detail each activity.
- Classify each of these works into three categories: productive, reproductive, community.
- Add any other works which they do under any of the classifications.
- The output will help you identify women's triple role.
- Comparison of women and men's roles helps identify gender roles.

**TOOL 2: Gender Needs Assessment.** The idea of women's practical and strategic interests was originally developed in the 1980s by Maxine Molyneux, and later by Caroline Moser.

- A. Practical gender needs** are those which, if they were met, would assist women in their current activities without challenging the existing gender division of labour. These include: i) Water provision; ii) Health-care provision; iii) Opportunities for earning an income to provide for the household; iv) Provision of housing and basic services; vi) Distribution of food; and others. These needs are shared by all household members, yet women often identify them as their specific needs because it is women who assume responsibility for meeting their families' requirements.
- B. Strategic gender interests** are those which exist because of women's subordinate social status. If met, these would enable women to transform existing imbalances of power between women and men. These relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages and women's control over their own bodies.

**TOOL 3: Disaggregated control of resources and decision-making within the household.** This tool links allocation of resources within the household (intra-household allocation) with the bargaining processes which determine this. Who has control over what resources within the household, and who has what power of decision-making?

**TOOL 4: Planning for balancing triple roles.** This tool looks at the impact of a project intervention on women's triple work burden. Sectoral planning frameworks, which concentrate only on one role, often tend to ignore the effect on women's other roles. Users of the framework are asked to examine, whether a planned programme or a project will increase a woman's workload in one of her roles, to the detriment of her other roles. For example, the provision of irrigation water will increase women's participation in agriculture activities while constraining the time available for domestic activities, or might increase the workload of fetching water due to diversion of fresh water from domestic use to irrigation.

**TOOL 5: Distinguishing between different aims in intervention.** This tool helps identify the approach that a project followed or will follow (if used for evaluation) by asking to what extent do different approaches meet practical and/or strategic gender needs.

Moser classified various policy approaches into five categories based on this:

- 1. Welfare approach** which focuses on practical gender needs and sees women as passive beneficiaries of development interventions;
- 2. Equity approach** which focuses on strategic gender interests and recognizes women as active participants in development;
- 3. Anti-poverty approach** which focuses on practical gender needs and ensures that poor women move out of poverty by focusing on increasing their productivity;
- 4. Efficiency approach** which recognizes all three roles but focuses on practical gender needs for harnessing women's economic contribution; and
- 5. Empowerment approach** which focuses on strategic gender interests through supporting their own initiatives, thus fostering self-reliance. This approach recognizes women's subordination not only as a result of male oppression but also as a consequence of colonial and neo-colonial oppression.

**TOOL 6: Involving women and gender-aware organizations and planners in planning.** Finally, Moser's framework asks users to think about the importance of involving women, gender-aware organizations and planners themselves in planning. This should be at all levels – in planning, implementation and monitoring and evaluation.

## HARVARD ANALYTICAL FRAMEWORK

The Harvard Analytical Framework for gender analysis was developed in 1985 with an aim to demonstrate an economic case for allocating resources for women as well as men at a time when the efficiency approach was gaining prominence (March, Smyth and Mukhopadhyay 1999). The framework has four main components – three tools for gender analysis and a checklist to examine a project proposal or intervention from a gender perspective using gender-disaggregated data and capturing the different effects of social change on men and women. The three tools for gender analysis are discussed in brief herewith:

**TOOL 1: The Activity Profile.** This tool identifies all relevant productive and reproductive tasks and answers the question: who does what? How much detail you need depends on the nature of your project. It is advisable to add a time dimension – specifying what percentage of time is allocated to each activity, whether it is carried out seasonally or daily; or a skill and technology dimension – specifying whether the activity involves only manual labour, or specific skills and tools for undertaking. The analysis is presented in the following format (see Figure 3-4):

**FIGURE 3-4: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (*Activity Profile*)**

ACTIVITY	WOMEN/GIRLS	MEN/BOYS
<b>Production Activities</b> -> Agriculture - Activity 1 - Activity 2 -> Livestock - Activity 1 - Activity 2 -> Home-Based work - Activity 1 - Activity 2		
<b>Reproductive Activities</b> -> Water-Related - Activity 1 - Activity 2 -> Fuel-Related - Activity 1 - Activity 2 -> Health-Related - Activity 1 - Activity 2		
<b>Community Activities</b> -> Social -> Developmental -> Political		

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

**TOOL 2: Access and Control Profile (Resources and Benefits).** This tool enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use and who controls

the benefits of a household's (or a community's) use of resources. Access simply means that you are able to use a resource. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

**FIGURE 3-5: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (*Access and Control*)**

RESOURCES/BENEFITS	ACCESS		CONTROL/OWNERSHIP	
	Women/Girls	Men/Boys	Women/Girls	Men/Boys
<b>Resources</b> -> Land -> Labour -> Equipment -> Cash -> Credit -> Education/Training -> Healthcare				
<b>Benefits</b> -> Basic Necessities (food, clothing, shelter) -> Outside/Cash Income -> Asset Ownership -> Power and Prestige				

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

**TOOL 3: Influencing Factors.** This tool helps chart factors which influence the differences in the gender division of labour, access and control as listed in the two Profiles (Tools 1 and 2). Influencing factors include all those that shape gender relations, and determine different opportunities and constraints for men and women.

These factors are far-reaching, broad and interrelated. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions.

**FIGURE 3-6: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (*Influencing Factors*)**

INFLUENCING FACTORS	CONSTRAINTS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>&gt; Community norms and social hierarchy</li> <li>&gt; Cultural practices and religious beliefs</li> <li>&gt; Demographic factors</li> <li>&gt; Institutional structures</li> <li>&gt; Economic factors</li> <li>&gt; Political factors</li> <li>&gt; Legal parameters</li> <li>&gt; Training</li> <li>&gt; Attitude of community to development workers</li> </ul>		

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

#### **STEP-BY-STEP PROCESS FOR HARVARD FRAMEWORK TOOLS 1 AND 2**

##### **TOOL 1. Activity Profile**

- > Identify a key sector or programme activity that needs to be targeted (e.g., dairy farming).
- > Identify the list of tasks that need to be undertaken for the activity/programme (e.g., chart the complete cycle

of dairy farming from cattle purchase to milk sale and sale of redundant animals).

- > For each of the tasks, identify who does most of the work.
- > The ensuing list gives a clear picture of women's role in the sector and helps identify areas of intervention with women for their practical needs.

**FIGURE 3-7: A SAMPLE FOR DAIRY ACTIVITY IN SOUTH ASIA CONTEXT (Activity Profile)**

DAIRY ACTIVITY	MAJORITY OF THE WORK DONE BY	
	MALE	FEMALE
Arranging loans for buying of animals	✓	
Buying of animals	✓	
Cleaning		✓
Bathing	✓	✓
Feeding		✓
Milking		✓
Taking cattle for grazing	✓	✓
Getting fodder from the field		✓
Buying fodder	✓	
Selling of milk	✓	✓
Collecting money from selling milk	✓	
Insurance of animals	✓	
Availing veterinary services	✓	
Selling of animals	✓	

**TOOL 2. Access and Control Profile**

- > Identify the list of tools, resources and decisions required for the activity above.
- > Identify whether the access, control and ownership of these resources/decision is with men and/or women.

- > This helps you identify the position of women in the sector.
- > Identify activities which would help change this position – these are women's strategic needs.

**FIGURE 3-8: A SAMPLE FOR DAIRY ACTIVITY IN SOUTH ASIA CONTEXT (Access and Control)**

TOOLS/RESOURCES/DECISIONS REQUIRED	ACCESS		CONTROL/OWNERSHIP	
Tools and Resources:	MALE	FEMALE	MALE	FEMALE
Credit for cattle	✓		✓	
Cattle	✓	✓	✓	✓
Cattleshed	✓	✓	✓	
Feed services	✓	✓	✓	
Veterinary services	✓	✓	✓	
Insemination services	✓		✓	
Fodder availability	✓	✓	✓	
Grazing lands / common plots	✓	✓	✓	
Extension services	✓		✓	
Milk cooperative membership	✓	✓	✓	✓
Milk cooperative position holder	✓		✓	
Milk cooperative union (district-level) membership	✓		✓	
Decisions Required:	MALE	FEMALE	MALE	FEMALE
Which cattle breed to purchase	✓		✓	
Number of cattle to keep	✓		✓	
Disposal of non-milch cattle	✓		✓	
Maintenance of grazing land	✓	✓	✓	
Fodder production in own field	✓		✓	
When to call the veterinarian vs local treatment	✓		✓	
Selling of calves/cattle	✓		✓	
How much milk to sell vs how much to keep for home consumption	✓	✓	✓	

## GENDER ANALYSIS MATRIX

The Gender Analysis Matrix (GAM) was developed by Rani Parker in 1993 to find out the different impacts of development interventions on women and men by providing a community-based technique for the identification and analysis of gender differences (March, Smyth and Mukhopadhyay 1999; Parker 1993). It also

assists the community to identify and challenge their assumptions about gender roles in a constructive manner. The analysis is conducted at four levels of society: women, men, household and community. The GAM examines impact on four areas: labour, time, resources and socio-cultural factors. The GAM features these two main concepts on a matrix which focuses on the impact of the proposed development intervention.

**FIGURE 3-9: GENDER ANALYSIS MATRIX TEMPLATE**

PROPOSED INTERVENTION	LABOUR	TIME	RESOURCES	CULTURE
Men				
Women				
Household				
Community				

Source: Adapted from Parker (1993).

### **GAM TOOL 1: Analysis at Four 'Levels' of Society.**

GAM allows analysis of an intervention at four levels: men, women, households and community. The levels of analysis appear vertically on the matrix:

- Men: Represent men of all ages who are in the target group or all men in the community.
- Women: Represent women of all ages who are in the target group or all women in the community.
- Household: Represents all women, men and children living under one roof (or extended family) as defined within the culture.
- Community: Represents everyone in the community.

It is also important for the facilitator to account for age group, class, ethnic composition, social system (caste) and other important variables in the community.

### **GAM Tool 2: Impact Analysis.**

GAM examines impact on four areas, which appear horizontally on the matrix: Labour: Captures changes in tasks (Do women take over men's tasks in the field?), the level of skill (formal education, training) required, the number of people involved in this activity and the demand for additional labour.

- > **Time:** Captures changes in time requirements to complete specific tasks.
- > **Resources:** Capture changes in access to resources (income, land, extension information) and the extent of control over resources (increase or decrease) as a result of an intervention.
- > **Socio-Cultural Factors:** Capture changes in gender roles or status as a result of an intervention. Note any cultural barriers to using the proposed intervention.

**FIGURE 3-10: GENDER ANALYSIS MATRIX FOR HEALTH**

	BIOLOGICAL FACTORS	SOCIOLOGICAL FACTORS (Includes gender roles and norms and gender-based division of labour)	ACCESS TO AND CONTROL OVER RESOURCES AND DECISION-MAKING
Risk Factors and Vulnerability			
Access and Use of Health Services			
Health-Seeking Behaviour			
Experience in Healthcare Settings			
Health and Social Outcomes and Consequences			

Source: Adapted from WHO (2011).

### GAM Process

The GAM is proposed to be used with groups of community members (with adequate representation across genders and social groups), facilitated by a development worker. When the GAM is filled in, the group discusses the findings by asking the following questions:

- Are the effects listed on the GAM desirable? Are they consistent with the programme's goals?
- How is the intervention affecting those who do not participate?
- Which results are unexpected? (These will appear on GAMs filled in during and after implementation.)

After the boxes have been filled in with the changes brought about by the project, group members should go back to the matrix and add the following:

- a plus sign (+) if the outcome is consistent with project goals;
- a minus sign (-) if the outcome is contrary to project goals;
- a question mark (?) if they are unsure whether it is consistent or contrary.

These signs are intended to give a picture of the different effects of the intervention; they are not intended to be added up in an effort to determine its net effect.

Drawing on this tool, the World Health Organization (WHO 2011) developed the GAM for health. The GAM for health has biological factors and various mechanisms of gender-based oppression as columns and various health-related outcomes as rows.

Each cell in the matrix represents a query about the impact of biology or gender on a health-related outcome. For example, the second cell on the first row, the intersection of sociological factors and risk factors and vulnerability, represents the question: Are risk factors and vulnerability to this particular health condition influenced by gender roles and norms or gender-based division of labour? Suppose we are conducting this gender analysis with reference to road traffic accidents. Then we would look for evidence to this effect and find that men are at greater risk, because of the identification of masculinity with risky behaviours on the road, and because men are more likely to be drivers because of gender-based division of labour.

## DISCUSSION POINT



**Ask the participants what they think are the potential advantages and disadvantages of Moser and Harvard Frameworks and GAM.**

**FIGURE 3-11: FACILITATOR CLUES – MERITS, LIMITATIONS AND POTENTIAL USES OF MOSER AND HARVARD FRAMEWORKS, AND GAM**

	MERITS	LIMITATIONS	POTENTIAL USES
MOSER	<ul style="list-style-type: none"> <li>&gt; Effective for groups which do not have a very sound understanding of the local situation, especially women's roles.</li> <li>&gt; Useful as a participatory tool for helping women and men identify their own needs.</li> <li>&gt; Provides local information and hence local-level planning is possible—provides counter argument for the theory that things have changed.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Requires field work and hence may not always interest government officials.</li> <li>&gt; Inherent biases or "I know everything" approach hinders quality analysis.</li> <li>&gt; Tool 1 only helps identify activities for practical needs. The tools for strategic needs are too complicated for non-gender activists.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; For overall gender analysis.</li> <li>&gt; For sensitization and training.</li> <li>&gt; To highlight women's unpaid role.</li> <li>&gt; To highlight women's reproductive roles and the need for inclusion of the same in planning.</li> </ul>
HARVARD	<ul style="list-style-type: none"> <li>&gt; Makes women's work visible.</li> <li>&gt; Programmatic application and focus keeps it interesting for implementers.</li> <li>&gt; Once identified for a particular sector in a given region, can become a project document for general use rather than redoing the same every time.</li> <li>&gt; Helps identify entry points from an efficiency perspective and therefore can have quick buy-in for resource allocation.</li> <li>&gt; Focuses on practical and strategic needs.</li> <li>&gt; Can also be used for evaluation of projects.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seems complicated at first glance.</li> <li>&gt; Requires high amount of facilitation to identify who actually does what—often the answer is both.</li> <li>&gt; While it does give a picture of strategic needs, it does not give the reasons.</li> <li>&gt; More based on efficiency approach rather than empowerment.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; For sectoral analysis – Agriculture, Water Management, Health, etc.</li> <li>&gt; Helps highlight women's roles within a specific activity.</li> <li>&gt; Can help improve efficiency and identify role of women as agents of change within the sector.</li> </ul>
GAM	<ul style="list-style-type: none"> <li>&gt; Simple and systematic; uses familiar concepts.</li> <li>&gt; Encourages "bottom-up analysis" through community participation.</li> <li>&gt; Transformatory and technical in its approach, combining awareness-raising about gender inequalities with development of practical skills.</li> <li>&gt; Includes men as a category and therefore can be used in interventions that target men.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; A good facilitator is necessary.</li> <li>&gt; The analysis must be repeated in order to capture changes over time.</li> <li>&gt; The GAM does not make explicit which women and which men are most likely to experience positive or negative impacts.</li> <li>&gt; It does not include either macro or institutional analysis.</li> <li>&gt; More useful as an ongoing learning tool.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Project-based application.</li> <li>&gt; More for sectoral use in agriculture (food security), health and nutrition.</li> <li>&gt; When needed to be used by grassroot community-based workers.</li> </ul>

## Gender-Aware Vulnerability Assessment Tools

Vulnerability Assessments are a critical step in all climate change and disaster risk reduction planning. It is very important to undertake gender-aware vulnerability assessments to inform policy-makers about the needs of the targeted population, and what policy interventions are likely to be more effective in helping both men and women to better adapt to climate change (Care International 2014). There are a number of gender-aware vulnerability

assessment tools developed. Most of these are built upon the information collected during the gender analysis phase using different tools and frameworks and provide an approach to link these with climate change and disaster-related vulnerabilities. Table 3-1 brings together the various gender and vulnerability assessment tools, with a quick reflection on their purpose and when would it be most relevant for CSOs.

**TABLE 3-1: OVERVIEW OF GENDER AND VULNERABILITY ASSESSMENT TOOLS**

TOOLS	KEY PURPOSE	POSSIBLE USAGE BY CSOs
CAPACITY AND VULNERABILITY ANALYSIS FRAMEWORK	<ul style="list-style-type: none"> <li>&gt; Designed especially for humanitarian interventions and disaster preparedness.</li> <li>&gt; Helps outside agencies plan aid in emergencies in a way that interventions help meet immediate needs as well as strengthen local efforts and support long-term socio-economic development.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Disaster relief work for provision of emergency food, clothes, household items, water, sanitation and health support</li> <li>&gt; Designing of rehabilitation programmes especially livelihood restoration</li> <li>&gt; More suited for project planners and implementors.</li> </ul>
GENDER-AWARE VULNERABILITY ASSESSMENT	<ul style="list-style-type: none"> <li>&gt; Designed to map the contextual vulnerability and capacities to adapt to climate change specially to generate an understanding of how the climate is and will continue to be impacting the lives of vulnerable people.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ideal starting point for community-based adaptation and development programming that consider climate change and natural disasters.</li> <li>&gt; For assessing community knowledge on climate change.</li> <li>&gt; More suited for project planners and implementors as well as for research and policy influencing where SADDD is available.</li> </ul>
WOMEN'S RESILIENCE INDEX	<ul style="list-style-type: none"> <li>&gt; An interactive web tool providing the status of Women's Resilience for select countries in South Asia. Builds on a set of indicators and database to provide a resilience score.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Useful for quantitative assessments and for highlighting spatial/regional vulnerabilities.</li> <li>&gt; More suited for research and policy influencing.</li> </ul>
RAPID GENDER ASSESSMENT FOR CRISIS	<ul style="list-style-type: none"> <li>&gt; Shortcut to a detailed gender analysis in emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Immediate post-disaster situation and pandemic assessments. More suited for project planners and implementors.</li> </ul>
SECTORAL SCOPING STUDIES	<ul style="list-style-type: none"> <li>&gt; Using mixed-method research design for analysis within sectors.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Providing inputs in National (Sectoral) Adaptation Plans and to influence sectoral budgets.</li> <li>&gt; More suited for research and policy influencing.</li> </ul>
LEAVE NO ONE BEHIND ASSESSMENT	<ul style="list-style-type: none"> <li>&gt; A set of five steps for LNOB analysis, action, monitoring, accountability and meaningful participation as applicable in the context of UN System.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Useful to incorporate within existing assessment tools in the form of guiding questions to ensure that all genders and vulnerable groups are considered.</li> </ul>

## CAPACITY AND VULNERABILITY ANALYSIS FRAMEWORK

Capacities and Vulnerabilities Assessment Framework (CVA) (UNDP 2017b) is designed on the premise that people's existing strengths (or capacities) and

weaknesses (or vulnerabilities) determine the impact that a crisis has on them, and the way they respond to the crisis. It is specifically useful for disaster risk reduction planning. The CVA distinguishes between three categories of capacities and vulnerabilities, using the following analysis matrix shown in Table 3-2.

**TABLE 3-2: CVA MATRIX – KEY QUESTIONS AND GENDER ANALYSIS METHODS/TOOLS**

THREE CATEGORIES OF VULNERABILITIES AND CAPACITIES	VULNERABILITIES*		CAPACITIES**	
	MEN	WOMEN	MEN	WOMEN
<b>Physical or Material</b> (include features of the climate, land and environment where people live or lived before the crisis; their health, skills, their work; their housing, technologies, water and food supply; their access to capital and other assets):	E.g.: Fishing on high seas	E.g.: More deaths	E.g.: Knowledge of flood-resistant varieties	E.g.: Food and water management
<b>Key Questions to consider:</b> <ul style="list-style-type: none"> <li>• What were/are/could be the ways in which men and women in the community were / are / could be physically or materially vulnerable?</li> <li>• What productive resources, skills and hazards existed/exist/could exist?</li> <li>• Who (men and/or women, which men and which women) had/have/ could have control over these resources?</li> </ul>				
<b>Social or Organizational</b> (include family and community systems, and the formal political structure and the informal systems through which people make decisions, establish leadership or organize various social and economic activities):	E.g.: Out migration for work	E.g.: Limited information	E.g.: Political affiliation	E.g.: Local forest committees
<b>Key Questions to consider:</b> <ul style="list-style-type: none"> <li>• What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster?</li> <li>• What was the impact of the disaster on social organization?</li> <li>• What might be the effect on social structures and systems of future disasters?</li> <li>• What is the level and quality of participation in these structures?</li> </ul>				
<b>Motivational and Attitudinal</b> (include cultural and psychological factors which may be based on religion, on the community's history of crisis, on their expectation of emergency relief):	E.g.: Risk-taking behaviour	E.g.: Domestic violence	E.g.: Credit access	E.g.: Opportunity to interact and learn
<b>Key Questions to consider:</b> <ul style="list-style-type: none"> <li>• How do men and women in the community view themselves, and their ability to deal effectively with their social/political environment?</li> <li>• What were people's beliefs and motivations before the disaster and how did the disaster affect them? This includes beliefs about gender roles and relations.</li> <li>• Do people feel they have the ability to shape their lives?</li> <li>• Do men and women feel they have the same ability?</li> </ul>				

\* This term refers to the long-term factors which weaken people's ability to cope with the sudden onset of disaster or drawn out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, make effective disaster response more difficult and continue after the disaster.

\*\* This term refers to the existing strengths of individuals and social groups. They are related to people's material and physical resources, their social resources, and their belief and attitudes. Capacities are built over time and determine people's ability to cope with crisis and recover from it.

A gendered CVA matrix enables the analyst to 'map' a complex real situation and to highlight the relationships between different factors. It goes beyond the material, and encourages the examination of social interactions within a community (e.g., social cohesion and leadership) and the psychological realm (e.g., loss of hope in the future).

The CVA is flexible and can be used before, during or after a disaster or intervention. It is not short-term, thereby encouraging a long-term perspective by highlighting how necessary it is to reduce vulnerabilities and strengthen capacities.

#### DISCUSSION POINT



**Ask the participants how they will generate information on the above categories.**

#### Facilitator Clues

Some of the tools which they can use for the analysis include:

- > Physical – Activity Profile, Access and Control Profile
- > Social – Stakeholder Analysis, Institutional Mapping
- > Motivational – Observation, Open Interviews and Focus Group Discussions

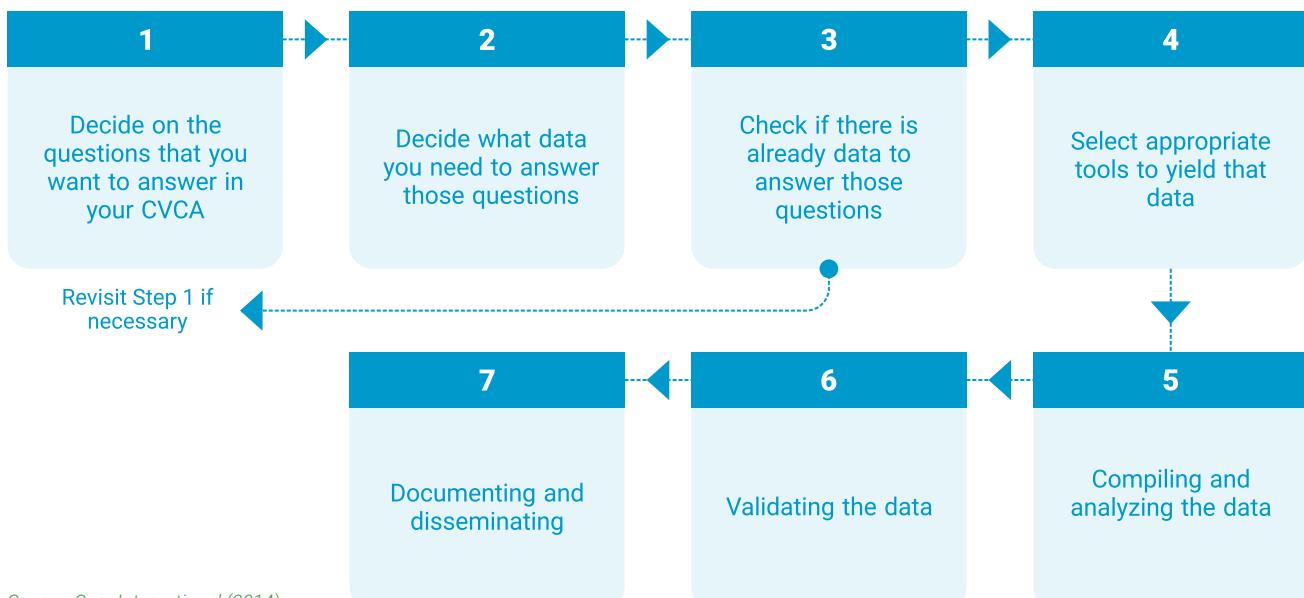
### GENDER-AWARE CLIMATE VULNERABILITY AND CAPACITY ASSESSMENT

A gender-aware climate vulnerability and capacity assessment (GCVCA) practitioners' guidebook (Care International 2014) provides a framework for analyzing vulnerability and capacity to adapt to climate change and build resilience to disasters at the community level, with particular focus on social and gender dynamics. The GCVCA process uses a series of guiding questions to

analyze information on climate change, disaster risk and vulnerability at national, local government/community and household/individual levels. It can be conducted using participatory tools and secondary research for policy analysis. There are seven key steps in designing a GCVCA as shown in Figure 3-12.

The key guide questions for GCVCA at the local level and the possible tools which can provide the data are highlighted in Table 3-3.

**FIGURE 3-12: GCVCA SCHEMATIC SEVEN STEPS**



Source: Care International (2014).

**TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL  
AND THE POSSIBLE TOOLS FOR DATA COLLECTION**

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
<b>Broader Context</b>			
<b>A. ESSENTIALS</b>	A1. Climate and Disasters Context	<ul style="list-style-type: none"> <li>&gt; What weather extremes (temperatures, precipitation, cyclones, floods, droughts, and others) are considered normal? Have these changed?</li> <li>&gt; What changes in the climate and weather have people observed over decades and over recent years?</li> <li>&gt; Which hazards occur in the area; when, how often and how strong are they? Have changes been observed in the occurrence of these hazards (frequency, intensity and others)?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seasonal calendar</li> <li>&gt; Historical timeline</li> <li>&gt; Focus group discussion</li> <li>&gt; Community Problem Ranking</li> </ul>
	A2. Social Context	<ul style="list-style-type: none"> <li>&gt; What are the most important livelihood resources to different groups within the community?</li> <li>&gt; Who are the better off and worse off in the community? Who are the different wealth groups? Different ethnic and religious groups? What do they do (main livelihood) and own, how do they live?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Resource map</li> <li>&gt; Community Problem Ranking</li> </ul>
<b>Underlying Causes of Vulnerability</b>			
<b>B. RECOMMENDED FOCUS</b>	B1. Access to and Control Over Assets and Services	<ul style="list-style-type: none"> <li>&gt; Which assets (e.g., land, sea, rivers, other natural resources, livestock and others) and services are key for the ability of men and women to buffer shocks and adapt to changes? What degree of access to and control (i.e., decision-making power) over these do they have?</li> <li>&gt; Which of these assets and services come under most stress from climate variability and disasters?</li> <li>&gt; How have gender inequalities in access to and control over these assets and services changed in the past or are currently changing? Why?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Resource map</li> <li>&gt; Focus group discussion</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
	B2. Decision-Making and Participation	<ul style="list-style-type: none"> <li>&gt; How do local planning processes work? Who is involved in, or influences decisions at, the community level? Whose interests are represented externally, e.g., towards local government?</li> <li>&gt; In what ways do women and men participate or make sure their interests are represented in local decision-making?</li> <li>&gt; When climate variability and change affect people's lives and livelihoods, who makes decisions over changes in resource distribution and practices?</li> <li>&gt; Who tends to benefit from these decisions, and who does not?</li> <li>&gt; Who influences and decides how natural resources such as land and water are allocated?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Resource map</li> <li>&gt; Focus group discussion</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>

Table 3-3 Source: Care International (2014).

**TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL  
AND THE POSSIBLE TOOLS FOR DATA COLLECTION**

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
<b>Underlying Causes of Vulnerability</b>			
B. RECOMMENDED FOCUS	B3. Division of Labour, Use of Time	<ul style="list-style-type: none"> <li>&gt; Who (women, men, boys, girls in what circumstances) is allowed or expected to do certain types of work, complete certain tasks?</li> <li>&gt; What specific sets of opportunities, constraints and status do these specific types of work and duties mean for individuals of different gender and age groups? How much time do women, men, boys and girls spend engaging in these different duties?</li> <li>&gt; How have labour division and time use changed over time, and why? What happens to people's roles and time use under changing climatic circumstances; for example, when floods and droughts become more frequent and intense?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seasonal calendar</li> <li>&gt; Focus group discussion</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
	B4. Control Over One's Body	<ul style="list-style-type: none"> <li>&gt; To which degree are women, men, boys and girls in control over their own bodies and sexuality, decisions on marriage, family planning and freedom from abuse and exploitation?</li> <li>&gt; What factors affect decisions over marital status, marital partner or family planning?</li> <li>&gt; What threats jeopardise women's, men's, boys' or girls' control over their bodies? What factors drive these risks?</li> <li>&gt; Have there been any changes in these dynamics, and why?</li> <li>&gt; What impacts do climate variability and disasters have on this or how is climate change and disasters influencing women and girls' control over their own bodies?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Focus group discussion</li> <li>&gt; Community Problem Ranking</li> </ul>
<b>Climate-Resilient Livelihoods</b>			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C1. Livelihoods	<ul style="list-style-type: none"> <li>&gt; Which livelihoods are most vulnerable to climate variability and disasters?</li> <li>&gt; How are they affected by them? Whose livelihoods are they (women or men, young or older, married or unmarried, others)? Which livelihoods are least affected, and why?</li> <li>&gt; How are the livelihood strategies of women and men at different stages in their lives (adolescent/adult/elderly, unmarried/married/divorced/widowed/others) evolved? Who is changing them and why? Are men and women adapting differently? How are female-headed households adapting? Do households (male-headed and female-headed) have diversified livelihood strategies? Does this include non-natural resource-based nonfarm strategies? Do livelihoods strategies involve working away from the community? If so, who does that and when, for how long and with what effect, on whom?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Resource map</li> <li>&gt; Seasonal calendar</li> <li>&gt; Historical timeline</li> <li>&gt; Community Problem Ranking</li> </ul>
	C2. Coping and Adaptive Strategies	<ul style="list-style-type: none"> <li>&gt; What strategies are currently employed to deal with shocks and stresses to the livelihoods of women and men?</li> <li>&gt; How are women and men in different social situations managing risk, planning for and investing in the future? Who generates and who makes use of climate information for planning?</li> <li>&gt; Are women- and men-headed households employing climate-resilient agricultural practices? If so, which households do so (socio-economic situation, male- or female-headed households, others)? And with what effect, on whom?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seasonal calendar</li> <li>&gt; Community Problem Ranking</li> </ul>

**TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL  
AND THE POSSIBLE TOOLS FOR DATA COLLECTION**

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
<b>Disaster Risk Reduction</b>			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C3. Hazards and Changes	<ul style="list-style-type: none"> <li>&gt; What are the most important climate-related hazards and other hazards that the region and/or ecological zone faces? How have these hazards changed in recent decades and years, and how are they currently changing?</li> <li>&gt; How do they affect different groups within the community, which groups are most vulnerable to which hazards and why? Within each group, how are women affected by these hazards and how are men affected? Why?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Resource map</li> <li>&gt; Seasonal calendar</li> <li>&gt; Historical timeline</li> <li>&gt; Community Problem Ranking</li> </ul>
	C4. Disaster Risk Information	<ul style="list-style-type: none"> <li>&gt; What disaster risk information do local institutions, men, women, boys and girls have access to and how useful is it?</li> <li>&gt; What early warning systems are in place and how well are they working? Who (among women, men, boys and girls in different social situations) has access to them and makes use of these, and who does not?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Historical timeline</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
	C5. Response and Risk Management Strategies	<ul style="list-style-type: none"> <li>&gt; How do women, men, boys, girls protect themselves and their assets in the event of a disaster?</li> <li>&gt; Who has protected reserves of food and agricultural inputs, secure shelter and mobility to escape danger, and who does not? Who can seek support?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seasonal calendar</li> <li>&gt; Historical timeline</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
<b>Local and Community Capacity</b>			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C6. Aspirations for Oneself and Strategic Interest	<ul style="list-style-type: none"> <li>&gt; What are the aspirations that men, women, boys and girls articulate for themselves, or for future generations?</li> <li>&gt; What are the changes that they are hoping to see around themselves to make these aspirations possible – in terms of services and resources available, social rules, the natural environment or security issues?</li> <li>&gt; To which degree do women, men, boys and girls feel in control over their fate and future, make plans and set priorities? To which degree do they feel able to face the changes in the context of broader trends they are seeing?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Historical timeline</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
	C7. Knowledge, Information and Innovation	<ul style="list-style-type: none"> <li>&gt; What distinct knowledge do women and men hold in their livelihood activities? What knowledge do they hold of expected future changes?</li> <li>&gt; Who has the knowledge, skills and resources to employ innovative strategies to support adaptation?</li> <li>&gt; What innovative strategies are available to women and men to adapt to changes in the climate and disasters context? Who can take advantage of them and who receives institutional support to do so, and who does not? Who makes decisions on innovations?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Seasonal calendar</li> <li>&gt; Historical timeline</li> <li>&gt; Venn diagram</li> <li>&gt; Community Problem Ranking</li> </ul>
	C8. Flexible and Forward-Looking Decision-Making	<ul style="list-style-type: none"> <li>&gt; How are predictions made about the future when, for example, deciding which crops to plant or when to sell seeds, yields, animals or other assets?</li> <li>&gt; Among women and men in the community, who makes these predictions and whose opinions are considered in these decisions?</li> <li>&gt; What weather and climate forecasting information is available? How are they disseminated to women, men, girls and boys in different social settings? Among them, who has best access to it? Who makes use of it and who does not?</li> </ul>	

## VULNERABILITY REDUCTION ASSESSMENT TOOL

The (VRA) approach is a participatory tool used by UNDP-GEF for Community-Based Adaptation (CBA) programmes (Vincent, et al. 2010). It is designed to measure the changing climate vulnerabilities of communities, and to be comparable across vastly different projects, regions, and contexts, making it possible to determine if a given project is successful or unsuccessful in reducing risks. The VRA is based on a composite of four indicator questions for each Adaptation Policy Framework (APF) step, tailored to capture locally-relevant issues that are at the heart of understanding vulnerability to climate change. Questions are posed during a series of three to four community-level

meetings over the period of a CBA project. Responses to the questions take the form of a numerical score, provided by the respondents during these community meetings. The four VRA indicators, corresponding example questions and a gender element are outlined here.

Repeated evaluations of community perceptions of project effectiveness and climate change risks permit an indication of the relative change in vulnerability. This is assessed through the degree of change in the VRA scores relative to baseline values established prior to the commencement of project activities. The VRA's perception-based approach is a key compliment to quantitative indicators that are also used to measure project results.

**FIGURE 3-13: INCORPORATING GENDER IN THE UNDP VULNERABILITY TOOL**

APP STEP	VRA INDICATOR	VRA QUESTION (examples as applicable to increasing drought risk)	ADDING A GENDER ELEMENT
ASSESSING CURRENT VULNERABILITY	Vulnerability of livelihoods/welfare to existing climate change and/or climate variability.	What happens when there is drought?	Are there differences between men's and women's experiences of drought? Why and how?
ASSESSING FUTURE CLIMATE RISKS	Vulnerability of livelihood/welfare to developing climate change risks.	What would happen if drought were twice as frequent?	Would this affect men and women differently? If so, how?
FORMULATING AN ADAPTATION STRATEGY	Magnitude of barriers (institutional, policy, technological, financial, etc.) to adaptation.	What stands in the way of adapting to increasing drought? What means are available to manage events occurring more frequently?	What are the different obstacles to men and women in adapting to increasing drought? Will increasing drought increase the relative vulnerability of men and women?
	Assets available to community for adaptation (volunteers, skills, commitment, indigenous knowledge, community leadership, etc.).	What assets are available to assist adaptation to climate change? Who has (or needs) access to these assets?	How many women and men will be involved in the proposed project? What specific skills/knowledge do women and men have? How much time do women and men have to contribute each week? What might stop women and men from being able to volunteer their time?
CONTINUING THE ADAPTATION PROCESS	Ability and willingness of the community to sustain the project intervention.	Rate your confidence that the project activity will continue after the project period.	How can the likelihood of continued project activity be improved by addressing men's and women's needs (both common and differentiated?)

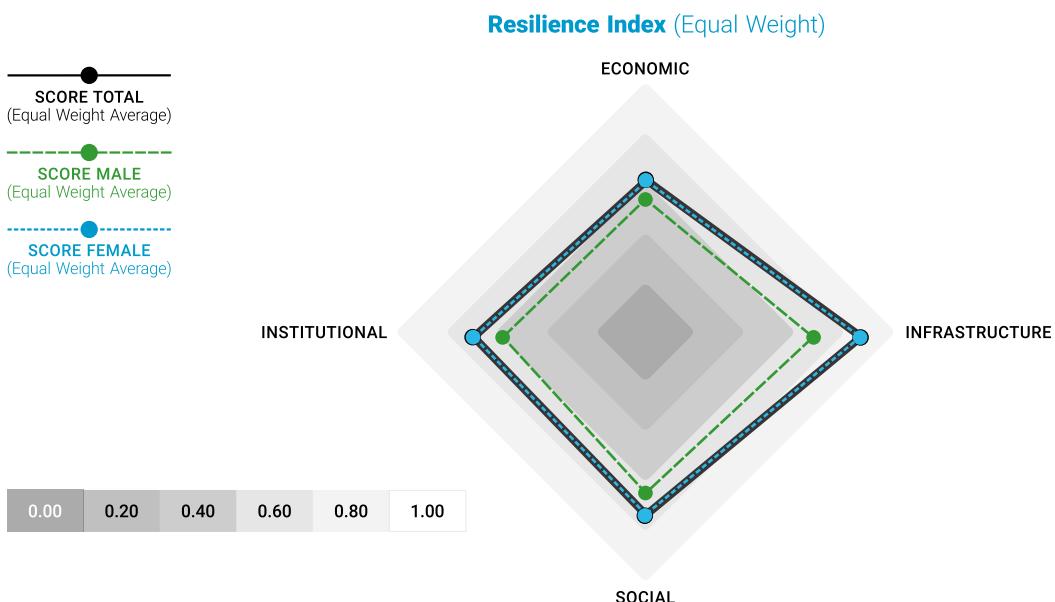
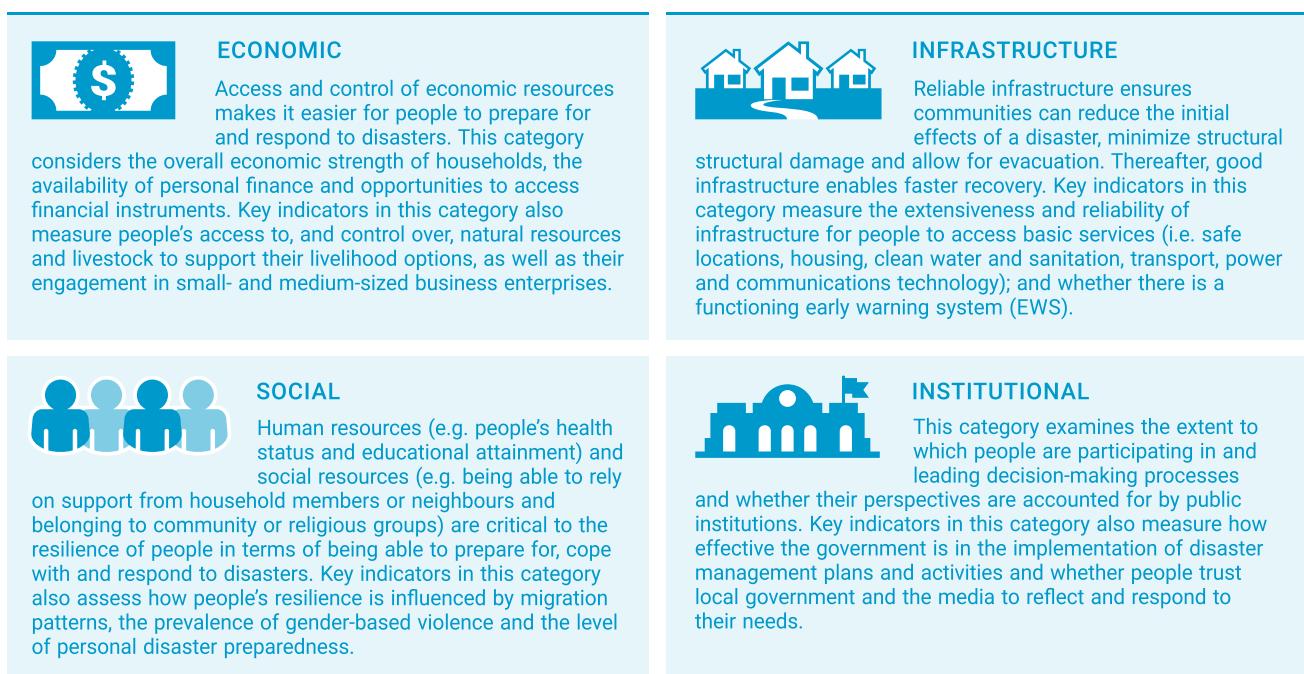
Source: Vincent, et al. (2010).

## WOMEN'S RESILIENCE INDEX

ActionAid developed a Women's Resilience Measurement Toolkit (The Economist Intelligence Unit 2014) aimed at scoring the gender-sensitive resilience of local communities. It uses four categories (see below) with a set of 36 indicators to assess different aspects of people's resilience at the community level, in the context of South Asia. The toolkit consists of a detailed questionnaire based on these indicators, which need to be administered to an equal number of women and men for each indicator.

Data collected from these questionnaires is entered into a spread sheet which then calculates an unweighted index score. There is also an option of adding weights to the score, if required. This result is two resilience scores: one for women and one for men, which can then be compared to demonstrate any inequalities that exist. The resilience scores are also accompanied by focus group discussions and key informant interviews to provide qualitative analysis. The result is presented in the form of a radar chart that is automatically created (see Figure 3-14).

**FIGURE 3-14: WOMEN'S RESILIENCE FOR SELECT COUNTRIES IN SOUTH ASIA**



## RAPID GENDER ASSESSMENT FOR CRISIS

While a detailed gender analysis is always more effective and desirable, it may not always be possible in crisis or emergency situations especially after a disaster. In such a scenario, rapid gender assessment needs to be undertaken and produced as a brief template to ensure that all relief and rehabilitation measures take into account the concerns of women and those with other gender identities.

Such a rapid gender assessment should include information on gender roles and responsibilities, capacities and vulnerabilities, together with programming recommendations. They build up progressively, using a range of primary and secondary information to understand gender roles and relations and how these may change during a crisis (Care International 2012). The Care rapid gender assessment toolkit highlights five stages of analysis with the key principles to ensure that the differential needs of all genders and social groups are met while ensuring that we “do no harm.” The five stages and key steps in each of the stage are brought together in the framework seen in Table 3-4.

**TABLE 3-4: STAGES OF RAPID GENDER ASSESSMENT**

STAGES	DESCRIPTION	KEY QUESTIONS/POINTERS
<b>1. FIND</b> available data that are disaggregated by sex and age, and existing analysis on gender relations.	Find a good mix of primary and secondary background information and qualitative and quantitative data on what gender relations were like before the emergency. This information should be drawn together as part of Emergency Preparedness Planning as a country-specific Gender in Brief.	<ul style="list-style-type: none"> <li>&gt; How many women, men and LGBTIQ people were there in the population before the crisis?</li> <li>&gt; What was the number of elderly, (dis)abled and children?</li> <li>&gt; What was the average household size?</li> <li>&gt; What were relations like between women, men, boys and girls before the emergency?</li> <li>&gt; What social/cultural structures does the community use to make decisions?</li> <li>&gt; How do women and men participate in these?</li> <li>&gt; What is the role of religious and cultural practices, beliefs and institutions in the community?</li> <li>&gt; How do they affect gender roles?</li> </ul>
<b>2. COLLECT</b> additional data by sex and age through gender assessments.	Collect information from review or sector assessments.  Find out what types of sector programming is planned, and see if there is any previous development programming that can be drawn on or linked to. Review online and print media sources to understand the trends even if it may not be very gender-specific. Undertake key informant interviews and focus group discussions to understand existing gender relations and how it may have affected women and people with other gender identities.  Individual research methods can include: i) Online survey via various technology and social media platforms; ii) Semi-structured in-person/phone interview with key informants at the local level; and iii) Semi-structured in-person/phone interview with key informants from vulnerable groups.	For Community and Stakeholder Discussions: <ul style="list-style-type: none"> <li>&gt; Ask who was affected, including deaths, injuries, displacement.</li> <li>&gt; What was the loss to livelihoods, assets and infrastructure, especially basic infrastructure services like water, sanitation and health?</li> <li>&gt; Ask what types of relief measures were being provided and who were receiving services.</li> </ul> For Household Surveys: <ul style="list-style-type: none"> <li>&gt; Ask for the type of relief services that they have received.</li> <li>&gt; Who is in the frontline of receiving these services?</li> <li>&gt; Ask the key problems that they face which are threatening their survival.</li> <li>&gt; Ask the people what are their immediate needs and concerns.</li> <li>&gt; Ask what they require to continue with their lives.</li> <li>&gt; Ask about traditional gender roles and how they have been affected due to the crisis. Ask if workload increased or is shared.</li> <li>&gt; Ask about gender relations and how things have changed since the crisis.</li> </ul> Ask women for information separately from men, and girls separately from boys. As far as possible, all additional information should include Sex, Age and Disability Disaggregated Data (SADD)

TABLE 3-4: STAGES OF RAPID GENDER ASSESSMENT		
STAGES	DESCRIPTION	KEY QUESTIONS/POINTERS
<b>3. ANALYZE</b> sex, age and disability disaggregated data by comparing existing information with the results of the gender assessments	Gender analysis in emergencies analyzes the impact of the crisis on women, men, girls and boys. It compares how gender issues were prior to the crisis with how gender issues have changed since the crisis began or the program started.	<ul style="list-style-type: none"> <li>&gt; List the distinct capacities, needs and preferences of women, men, girls and boys. Are they the same since before the crisis or have they changed?</li> <li>&gt; List the pertinent roles and responsibilities for women, men, girls and boys. Is there a fair workload distribution? How does the distribution affect their respective rights for growth and opportunities? Who makes decisions about the use of the resources? Are needs equitably met?</li> <li>&gt; List the dynamics between women, men, girls and boys. How do women and men help or hinder each other to meet their needs and rights? Who perpetrate violence against whom? What types of violence occur? What roles do the community and institutions play in meeting needs and rights, as well as addressing and preventing violence?</li> <li>&gt; What are the vulnerabilities women and the most marginalized group of people face due to the disaster? What are the impacts do the disaster have in their regular livelihoods, including Gender-Based Violence (GBV), protection, Sexual and Reproductive Health Rights (SRHR), Water, Sanitation and Hygiene (WASH), shelter centres, access to the relief?</li> </ul>
<b>4. WRITE</b> a practical recommendation for humanitarian action based on the analysis	A critical part of any RGA is the program and organization recommendations that come from an analysis of the collected information. Provide clear recommendations to improve or address some of the problems or gaps identified in the analysis of the different needs, capacities and contributions of women, men, boys and girls. Remember that the purpose of collecting this information is to improve your response effort (and potentially those of your partners as well). Make sure that the recommendations are practical and easily accessible to colleagues who are not gender specialists.	<ul style="list-style-type: none"> <li>&gt; How has the emergency affected the community? Are women, men, boys and girls affected differently?</li> <li>&gt; How should programs be adapted to meet the different needs of women, men, boys and girls?</li> <li>&gt; What targeted programs are needed to make sure that women, men, boys and girls all have access to assistance, and are able to meet their needs?</li> <li>&gt; What specific risks did the emergency cause?</li> <li>&gt; What are the key indicators that need to be monitored during the relief and rehabilitation work?</li> <li>&gt; Who should lead the Monitoring and Evaluation (M&amp;E) plan? How should this be carried out?</li> <li>&gt; What additional information do you need to continue your rapid gender analysis?</li> <li>&gt; Recommendations need to be focused on the gender-specific vulnerabilities that arise from the disaster.</li> </ul>
<b>5. SHARE</b> Rapid Gender Analysis with other actors	After gathering data, this information can be presented using the RGA Template.	

Source: Adapted from Care International (2012).

## SECTORAL SCOPING STUDIES

Scoping studies are usually sectoral in nature and help create knowledge and awareness on the impact of climate change on within a specific sector or area of concern. They are a good entry point for understanding the gender roles, responsibilities and relations within the sector, and how

these will be impacted by climate change. The studies involve using mixed-method research design, which involves both quantitative and qualitative methods using primary and secondary data. Table 3-5 brings together the various steps and methods employed in sectoral scoping studies and how gender can be integrated into the same.

**TABLE 3-5: STEPS AND METHODS EMPLOYED IN SECTORAL SCOPING STUDIES AND INTEGRATING GENDER IN THEM**

STEP/METHOD	CORE COMPONENTS	GENDER INTEGRATION
SELECTION OF STUDY TOPIC	The study topics are usually narrowed to focus on a specific aspect within the sector which needs to be explored further.	<ul style="list-style-type: none"> <li>&gt; It is important to undertake studies on areas within the sector which have a direct implication on women. For example: with Food Security within Agriculture; Non-Timber Forest Produce (NTFP) within Forestry; Sexual and Reproductive Health and Rights (SRHR) and Gender-Based Violence within the Health Sector.</li> </ul>
QUANTITATIVE METHODS	Mostly through questionnaires administered at household level.	<ul style="list-style-type: none"> <li>&gt; Having household as the unit for data collection does not bring out intra-household disparities. It is important to either maintain a gender balance in the primary respondent within each household and/or have a separate section for capturing women's perspective within the questionnaires.</li> <li>&gt; The questionnaires also need to be developed, keeping in mind questions related to gender roles, responsibilities and relations within the sector.</li> </ul>
QUALITATIVE METHODS	Usually employed when the outcome of interest is simply not reducible to standard measurement techniques or quantitative analysis. Information collected is mostly through key informant interviews and focused group discussions.	<ul style="list-style-type: none"> <li>&gt; When focusing on gender relations, researchers often wish to encompass all the interconnections between wellbeing, status, empowerment and social rules that cannot be easily captured through the usage of common surveys. For example, the concept of "controlling" the plot with a certain farming practice could imply a very different concept than "owning" that plot. To overcome this, qualitative study is employed which allows respondents to express their opinions freely without any constraints caused by pre-determined questionnaires.</li> <li>&gt; It is important to identify gender specialists in the sector/area as key informants to understand the gender relations and local context.</li> </ul>
PARTICIPATORY METHODOLOGY	Using tools and exercises with community in smaller groups for collecting information in a more analytical perspective.	<ul style="list-style-type: none"> <li>&gt; Applying a gender disaggregated participatory methodology implies involving women in identifying the barriers and constraints that they face.</li> <li>&gt; It is important to undertake all exercises separately with men and women's groups. The women's group also should not be homogenous; meaningful participation of women from all age groups, education level, race and ethnicity, occupational patterns and (dis)ability should be included.</li> <li>&gt; It is also important to consider the timings and location of the meeting place. For example, organizing a meeting when most women are busy with household work or in the field will mean missing out on them. Similarly, having the meeting at a religious place can result in minorities and/or <i>dalit</i> women being left out.</li> </ul>
DATA PRESENTATION	Data are mostly presented at aggregate level.	<ul style="list-style-type: none"> <li>&gt; There are numerous ways to present data with policy implications at household/individual-level considering gender. Among the categorizations that could be used, data could be categorized by i) women- or female-headed households; ii) men- or male-headed households; and iii) couples within the household.</li> </ul>

## LEAVE NO ONE BEHIND ASSESSMENT

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

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

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

### **STEP 2: Why? Prioritization and analysis.**

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

### **STEP 3: What? What should be done?**

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

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

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

### **STEP 5: Advancing accountability for LNOB**

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

## Gender-Responsive Planning, Project Preparation and Design

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

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

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

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

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

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

### GENDER-RESPONSIVE ASSESSMENT SCALE

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

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

**FIGURE 3-15: GENDER-RESPONSIVENESS ASSESSMENT SCALE**

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

Source: Adapted from WHO (2011).

## CAUSES, CONSEQUENCES, SOLUTIONS FRAMEWORK

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

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

**TABLE 3-6: PROBLEM AND SOLUTIONS ANALYSIS**

PROBLEM ANALYSIS PHASE	SOLUTION ANALYSIS PHASE
<p>The problem phase process is diagnostic; and its purpose is to identify what the problem is. This is done by identifying the risks associated with potential climate change impacts and prioritizing them. The primary framing that directs the frameworks and tools used is risk. Knowledge during this time is collected and synthesized to enable understanding, ownership and decision-making.</p> <p>&gt; What is the problem?  &gt; Who is affected by this problem?  &gt; Who is responsible for this problem? How are they affected by this problem?  &gt; What are the priorities?</p>	<p>The purpose of the solution phase is treatment of the problem. This is achieved through the development and implementation of adaptation actions and is the active phase of the process up to the final evaluation of project. The key framing for this phase is innovation. Knowledge collected and synthesized in the problem phase is integrated and used to enable agency to act, learn and improve.</p> <p>&gt; What solution has the greatest value for the stakeholders? (Cost-effectiveness, social benefits, preservation.)  &gt; Who will be undertaking the action?  &gt; Who is responsible for the action and how are they responsible? (At an individual and agency level.)  &gt; What resources are available and what is the capacity of the organization undertaking the action?  &gt; What are the risks associated with undertaking this action and how should they be managed?</p>

Source: Young (2014).

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

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

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

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

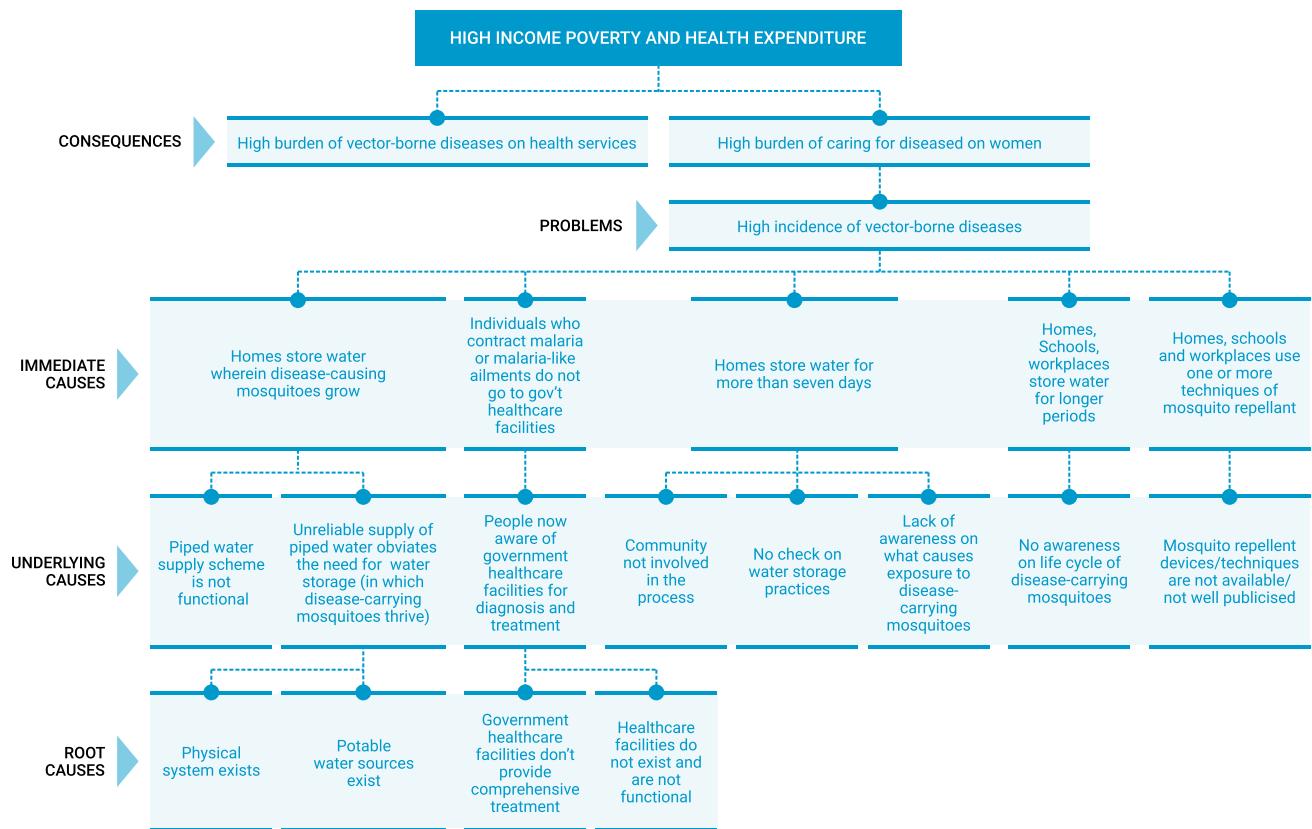
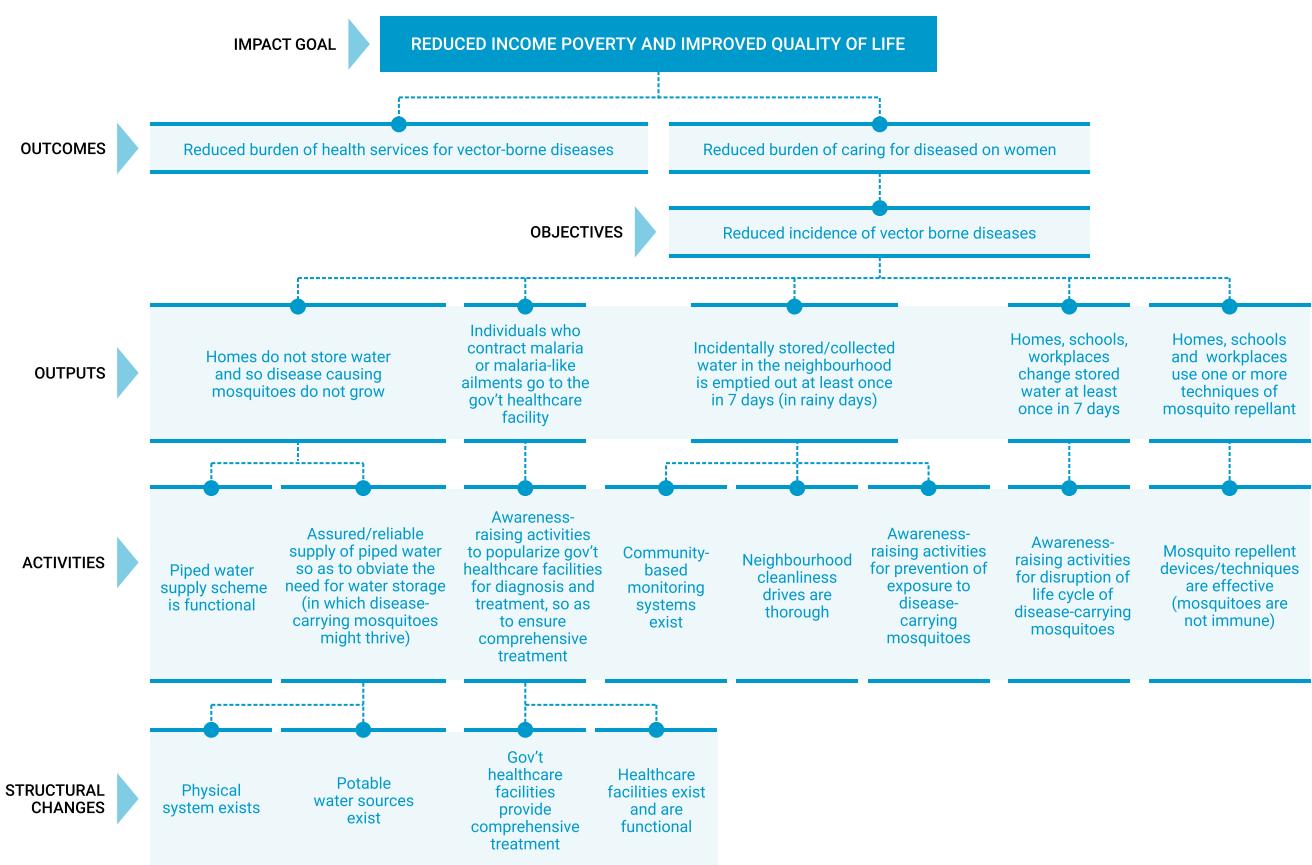
**Step 3:** The problem tree should visualize the information gathered to identify social, economic or environmental barriers that are linked to the achievement of mitigation or adaptation goals (see Figure 3-16).

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

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

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

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

**FIGURE 3-16: PROBLEM TREE DEVELOPMENT****FIGURE 3-17: SOLUTIONS TREE DEVELOPMENT**

**TRAINER'S TIP**

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

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

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

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

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

**FIGURE 3-18: FORMAT FOR THE FINAL OUTPUT**

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

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

## MODULE 3\_SESSION PLAN B

<b>3:00:00</b> <span style="background-color: #009640; color: white; padding: 2px 10px;">GENDER MAINSTREAMING FRAMEWORKS AND TOOLS FOR CIVIL SOCIETY ORGANIZATIONS (Implementation, Monitoring and Evaluation)</span>											
<b>OVERVIEW</b> 	<p>At the end of this session, participants should have the basic knowledge of a range of gender mainstreaming tools and techniques applicable across the project cycle. They would be aware of the step-by-step process for application of these tools and should be able to identify the most suitable options for application in their work.</p>										
<b>CONTENT</b> 	<p>A. Gender-Aware Implementation Process</p> <ul style="list-style-type: none"> <li>a. Stakeholder Analysis</li> <li>b. Meaningful People's Participation and Institution Building           <ul style="list-style-type: none"> <li>&gt; Country Case Study – China</li> </ul> </li> <li>c. Community-Based Adaptation (CBA) Planning</li> <li>d. Communication and Knowledge Sharing</li> </ul> <p>B. Gender-Sensitive Monitoring and Evaluation</p> <ul style="list-style-type: none"> <li>a. Gender-Aware indicators</li> <li>b. Gender Monitoring Matrix           <ul style="list-style-type: none"> <li>&gt; Country Case Study – Myanmar</li> </ul> </li> </ul>										
<b>MATERIALS</b> 	<ul style="list-style-type: none"> <li>&gt; PowerPoint presentations</li> <li>&gt; Chart papers and pens</li> <li>&gt; Posters and participatory tools from Handout 13</li> <li>&gt; Fake currency</li> <li>&gt; Boards to put up the posters in an open space</li> <li>&gt; Apparatus for film viewing on YouTube</li> </ul>										
<b>OUTLINE</b> 	<table border="0"> <tr> <td style="vertical-align: top;"> <b>5 mins.</b></td><td>Sharing of overview and session content.</td></tr> <tr> <td style="vertical-align: top;"> <b>55 mins.</b></td><td>PowerPoint presentation on "Gender-Aware Implementation Process"</td></tr> <tr> <td style="vertical-align: top;"> <b>60 mins.</b></td><td>Development Market Place on "Participatory Tools and Techniques" (see Exercise 19 and Handout 13).</td></tr> <tr> <td style="vertical-align: top;"> <b>30 mins.</b></td><td>PowerPoint presentation on "Gender-Sensitive Monitoring and Evaluation"</td></tr> <tr> <td style="vertical-align: top;"> <b>30 mins.</b></td><td>Wheel Ranking exercise for monitoring "Leave No One Behind" (see Exercise 20 and Handout 14).</td></tr> </table>	<b>5 mins.</b>	Sharing of overview and session content.	<b>55 mins.</b>	PowerPoint presentation on "Gender-Aware Implementation Process"	<b>60 mins.</b>	Development Market Place on "Participatory Tools and Techniques" (see Exercise 19 and Handout 13).	<b>30 mins.</b>	PowerPoint presentation on "Gender-Sensitive Monitoring and Evaluation"	<b>30 mins.</b>	Wheel Ranking exercise for monitoring "Leave No One Behind" (see Exercise 20 and Handout 14).
<b>5 mins.</b>	Sharing of overview and session content.										
<b>55 mins.</b>	PowerPoint presentation on "Gender-Aware Implementation Process"										
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<b>30 mins.</b>	PowerPoint presentation on "Gender-Sensitive Monitoring and Evaluation"										
<b>30 mins.</b>	Wheel Ranking exercise for monitoring "Leave No One Behind" (see Exercise 20 and Handout 14).										
<b>GUIDANCE NOTES</b> 	<p>Begin the session by sharing overview and content. Tell the participants that the session will now move into implementation, monitoring and evaluation phases of the project cycle. Make a PowerPoint presentation on "Gender-Aware Implementation Process" covering stakeholder analysis, meaningful participation, people's institution development, community-based planning, communication and knowledge sharing. The discussion breaks highlighted in the content provide examples from general life issues to help participants make better connections. Make the session more engaging by asking participants to share their own experiences. Do not make judgements unless there is something completely out of context. Encourage everyone to speak up – you need to ensure that by the end of the session, all the participants have shared at least one example. Also use the viewing of Amrai Pari-BBC Media Action video to take a break from presentation (see trainer tip). During the section on Community-Based Planning, tell them that they will be exposed to a few tools in the exercise.</p> <p>The next session is a very engaging exercise of a Development Market Place on "Participatory Tools and Techniques" (see Exercise 19 and Handout 13). Make sure you have gone through the exercise well in advance and also identified volunteers for the exercise. The volunteers can be from the group or the organization hosting the event. If possible, try to take the participants outside for this exercise, or arrange for the tables and chairs to be cleared to allow enough space. Ensure that the posters are printed in colour in A3 size paper (try to get them laminated for future use). This is often a highly-charged session, thus, it is ideally good to schedule it after lunch. It will be okay to take this before the gender-aware implementation presentation to adjust to time.</p> <p>Follow it up with the PowerPoint presentation on "Gender-Sensitive Monitoring and Evaluation" and the Wheel Ranking exercise for monitoring "Leave No One Behind" (see Exercise 20 and Handout 14).</p>										

## Gender-Aware Implementation Processes

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

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

### STAKEHOLDER ANALYSIS

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

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

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

#### **Step 1. Identify key stakeholders and their interests.**

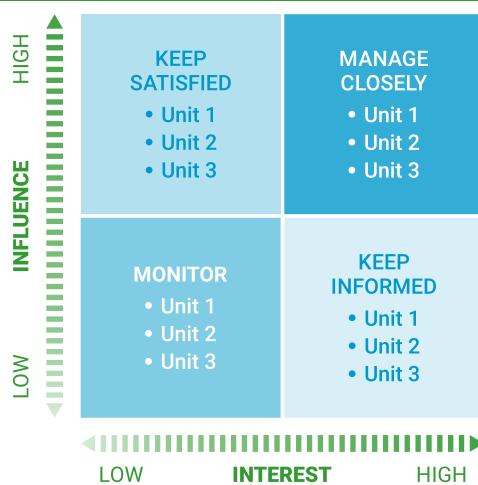
Brainstorm on all possible stakeholders using the question “Who is most dependent on the resources at stake, women or men?” as a guide. Learn about each stakeholder group as much as possible by asking:

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

#### **Step 2. Analyze the stakeholders and finalize strategies to engage them.**

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

**FIGURE 3-19: STAKEHOLDER ANALYSIS MATRIX**



Source: Mendelow (1991).

**TRAINER'S TIP**

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

### **MEANINGFUL PARTICIPATION AND PEOPLE'S INSTITUTION DEVELOPMENT**

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

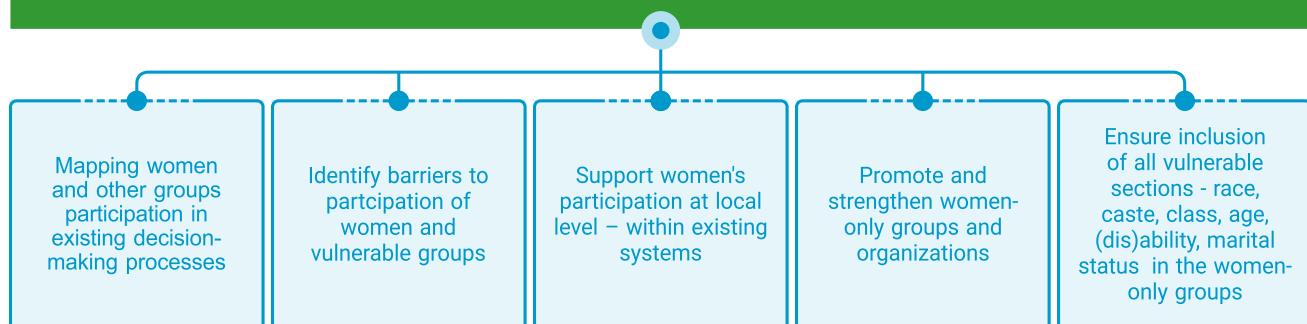
Participation of all stakeholders not only increases public trust but promotes deeper social learnings and co-generation of knowledge. The critical test, however, is the identification of the right channels and platforms for participation of all stakeholders. People's Consultative Processes and People's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

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

#### **Six Levels of Participation by Agarwal (2009):**

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

*Source: IFRC (2020).*

#### DISCUSSION POINT



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

#### Facilitator Clues

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

## ENGENDERED COMMUNITY-BASED PLANNING

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

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

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

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

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

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

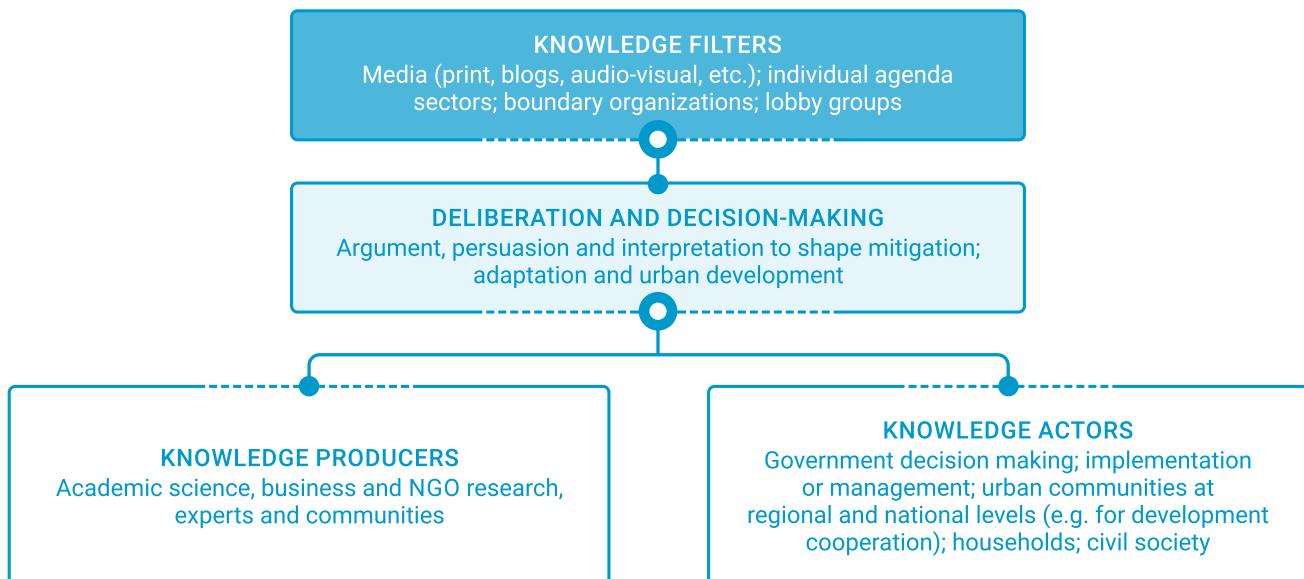
Source: Adapted from Care International, Vietnam (2015).

## COMMUNICATION AND KNOWLEDGE SHARING

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

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

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



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

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

### TRAINER'S TIP



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

**TABLE 3-8: EXAMPLES OF COMMUNICATION TOOLS**

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

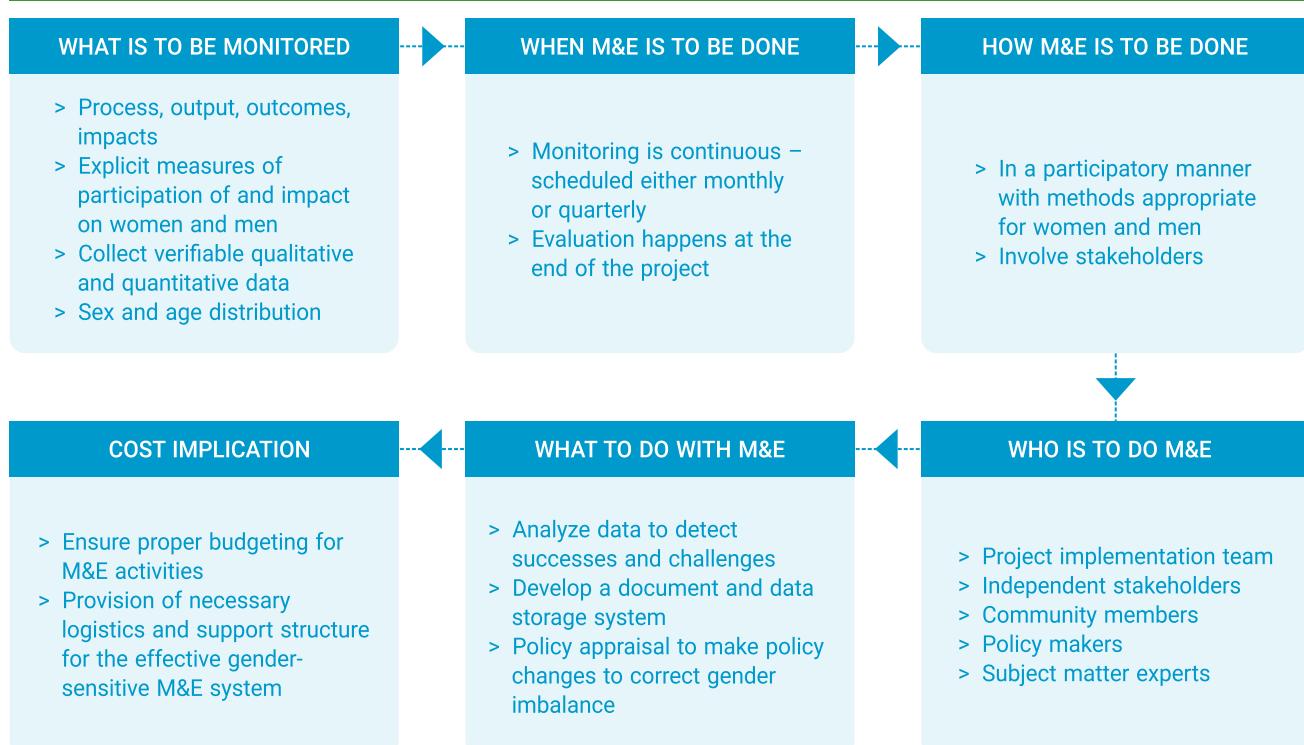
**TABLE 3-8: EXAMPLES OF COMMUNICATION TOOLS**

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

## Gender-Sensitive Monitoring and Evaluation

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

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

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

## GENDER-AWARE INDICATORS

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

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

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

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

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

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

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

## GENDER MONITORING MATRIX

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

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

**TABLE 3-9: GENDER MONITORING MATRIX**

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

### DISCUSSION POINT



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

### Facilitator Clues

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

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

## EXERCISES

### EXERCISE 15: MOSER FRAMEWORK FOR GENDER ANALYSIS AND PLANNING

The key objective of this exercise is to provide the participants with a quick hands-on experience of application of Moser Framework for gender analysis in planning process.

**Materials Required:**

Chart paper and markers.

**Process:**

**Step 1:** Divide participants into two groups of equal numbers, representing men and women. Men can play women's roles if women are not sufficient in numbers and vice versa. Ask the groups to choose their location, occupation and a season of their choice.

**Step 2:** Ask each group to list out all their daily activities, from dawn to dusk, writing each activity against a specific hour, from 4am to 5am, 5am to 6am,...until 9pm to 10pm. Both groups must work on the same profile, with one representing men and the other representing women.

**Step 3:** When complete, get the men's group to come and check the women's list, and vice versa. During this process of data verification, changes may be made if agreed by all. Explain that they will now analyze the data using the Moser Framework (Tool 1).

**FIGURE 3-24: MOSER FRAMEWORK TEMPLATE FOR EXERCISE 15**

	PRODUCTIVE/INCOME-GENERATING ACTIVITIES		REPRODUCTIVE/DOMESTIC		SOCIAL ROLES/LEISURE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
MORNING						
AFTERNOON						
EVENING						

**Step 4:** Draw the framework on a whiteboard as shown above and ask the groups to read their activities one by one, and say which column it should go into. Guide the participants for any anomalies. There is often a tendency to place women's unpaid agriculture and livestock activities as reproductive/domestic work.

**Step 5:** When all the actions are written down, ask them to reflect on the differentiated gender roles in the community and how climate change will affect men and women differently. Ask them to identify the key problems that women face in undertaking those roles currently and how the problem can be exacerbated by climate change or during disasters.

**Step 6:** Ask the participants to identify adaptation/risk management actions which are required to be undertaken for:

1. Reducing women's drudgery/workload;
2. Increasing women's access to livelihoods and cash incomes; and
3. Ensuring that women have an increased role in decision-making at the community level especially in relation to the selected roles.

**Step 7:** The participants should then decide on what activities would be necessary within a project to enable the above actions. Ask them to finalize the activity plan and present the discussions in the plenary in the format shown in Figure 3-25.

**FIGURE 3-25: ACTIVITY PLAN TEMPLATE FOR EXERCISE 15**

	PRODUCTIVE	DOMESTIC	SOCIAL ROLES
Roles Impacted by Climate Change and Disasters			
Key Problem Areas (existing and to be exacerbated by CC and Disasters)			
Adaptation/Risk Management Actions Required			
Activity Plan			

**Learning Output:** Conclude by asking the participants if there are any activities that they would have missed or not have considered in planning if the background analysis was not undertaken. Tell them that this is why it is important to undertake gender analysis for project development.

## EXERCISE 16: HARVARD FRAMEWORK FOR GENDER ANALYSIS

The key objective of this exercise is to provide the participants with a quick hands-on experience of application of Harvard Framework for gender analysis.

### Materials Required:

Pre-prepared livelihood chits (e.g., rice farmers, fisherfolk, maize farmers, weavers, handicraft workers, others. Be as specific and contextual as possible), chart paper and markers.

### Process:

**Step 1:** Divide participants into four to five groups and ask them to pick a livelihood chit. Explain the exercise to them.

- They are to break down the activities in a life cycle of a livelihood. For instance, if they take weaving, they have to list all that is required from buying the yarn to selling the cloth.
- Discuss who (male or female) has most responsibility and who is most impacted.
- Decide who has access and control over the tools, resources and decisions of each activity.

**Step 2:** Tell them that they have 30 minutes to discuss this and present their analysis on chart papers in the format as shown below.

**Step 3:** Once finished, ask the groups to paste their charts on the walls and come in the plenary. Ask them to share their learnings from the process. Get them to reflect on the following:

- How did they begin the exercise, and what were the initial challenges?
- How did they mitigate the challenges?
- What were the key learnings from the exercise?
- What do they need to do to ensure that they have more accurate information?

**Learning Output:** Conclude by asking the participants if there are any activities that they would have missed or not have considered in planning if the background analysis was not undertaken. Tell them that this is why it is important to undertake gender analysis for project development.

## EXERCISE 17: PRESENTING GENDER ANALYSIS

The purpose of this exercise is to get the participants interested in applying the various tools and also to understand how the results of gender analysis are better presented.

**Materials Required:** Copies of Handout 12.

**Process:**

**Step 1:** Divide the participants into four groups and provide them with Handout 12. You can even divide the examples among the groups, giving each group two to three examples for better discussion within the given timeframe.

**Step 2:** Ask the participants to discuss the examples in the handout and answer the following questions:

- What were the gender analysis/assessment tools used in each of the examples?
- How can gender analysis results be presented? What did they learn from the examples?
- Ask them which example was most suited to their work and why.

**Step 3:** Give them 15 minutes to reflect as a group and then discuss these questions in the plenary.

**Learning Output:** Tell them that it is not enough to do the gender analysis, but also important to present and disseminate the findings of the gender analysis in order to influence CCDRR projects and policies in the region.

## EXERCISE 18: CAUSES, CONSEQUENCE AND SOLUTIONS FRAMEWORK

The key objective of this exercise is to provide the participants with a quick hands-on experience of application of Causes, Consequences and Solutions Framework for project designing.

**Materials Required:** Kraft paper and pen; apparatus for viewing short film.

**Process:**

**Step 1:** Show the participants a short film related to any social or CCDRR issue. Make sure that the film is from their region and most participants can relate with it.

**Step 2:** Divide the participants into four or five groups and ask them to identify one key gender problem from the above film. Try and get them to identify different problems while narrowing down the issue. For example, instead of saying reduced diseases, let them identify a specific disease; or instead of saying low productivity in agriculture, let them fix a crop. Encourage gender-specific problem identification.

**Step 3:** Ask participants to list the causes and consequences (impacts) of each problem on separate cards or chits. Once they have at least 10 chits/cards, ask them to start putting them up on the kraft paper. Ask them to follow the sequence below while placing the cards:

- Place the main problem card in the centre.
- Place all causes below and consequences above the main card.

**Step 4:** Ask the participants what the underlying causes are behind the causes, and keep adding cards accordingly. (You may have to shuffle cards to accommodate the discussions.) Probe deeper by asking the question "Why does this happen?" at least three to four times for each card. Repeat the exercise for the consequences. Here ask the question "So what happens next?" Encourage participants to be as specific as possible. For example, 'poverty' is too big an issue to name as a cause (or consequence), let them mention lack of money or lack of opportunities. Tell them to develop a problem tree as they have learnt in the session before.

**Step 5:** Ask the participants to identify solutions for each issue separately. Ask them to flip the cards and write on them. They can also use additional cards if necessary. This should bring them to develop the solutions tree.

**Step 6:** Ask the participants to prioritize the solutions based on importance, doability within a two-year time frame and resource efficiency. The output should be presented in the format shown in Figure 3-26.

**FIGURE 3-26: OUTPUT TEMPLATE FOR EXERCISE 18**

CAUSES	SOLUTIONS/ACTIVITY	CONSEQUENCES	MONITORING INDICATORS

**Learning Output:** Summarize by asking them how this can be used in their own work when they develop projects. Tell them that it is easier when developing a new project to break the core problem into sub-problems for this exercise. They can then link the various activities and prioritize those which address maximum problems. Tell them that the rest should be assumed as stable (and or identified as risk factors) within the project design. Remember to mention that while all consequences will have monitoring indicators, in project design phase, they should select those wherein they will be able to get data from primary or secondary sources.

### **EXERCISE 19: DEVELOPMENT MARKET PLACE ON PARTICIPATORY TOOLS FOR GENDER ANALYSIS AND COMMUNITY-BASED ADAPTATION PLANNING**

The key objective of this exercise is to quickly go through some of the participatory tools. The idea is not to provide detailed step-by-step approach to the tools since that would be a complete training module in itself, but to generate the interest of the participants and encourage them to access the available toolkits.

#### **Materials Required:**

Printed posters on the figures for each of the tools (one large A3 size and five to seven small cards) and copies of Handout 13. Place for pasting/putting up the posters in the form of a stall. Fake currency notes (just take twenty colour printouts of US\$100 or local currency and forty of US\$20 or local currency). Gifts or chocolates for winners.

#### **Pre-preparation:**

A day before the session, identify six volunteers from the group who have some experience of using participatory tools. Provide them each with the content and posters of any one tool from Handout 13. Tell them that you will run a marketplace the next day and you need the volunteers to sell these posters to the participants. Each tool (small card) has a base price of US\$100 (or the local currency), but they can hike or bargain if they want. Tell them that it will be like a competition. The person who earns the maximum money will be the winner. The volunteers for this session should be more vocal and competitive in nature. That would make the exercise more interesting.

#### **Process:**

**Step 1:** Break the participants into small groups of four people each and give them three fake currency notes of US\$100 and five of US\$20 (or local currency) each. Tell them that they have to design a project with their community using participatory tools, but a new Act by the government has recognized patenting for these tools, so they have to buy the tools.

**Step 2:** There is a marketplace nearby where they can go and buy these tools. Each tool is being sold in a separate shop. Tell them to buy as many tools as possible based on what they feel will be most useful for designing a participatory gender-responsive CCDRR project with the community. The group that makes the most logical choice will be the winner. To win, they have to have a tool card with them and also be able to explain the purpose and process of the tool.

**Step 3:** The groups can decide on the modality of who and how they will buy the tools. Give them five minutes to decide that and then open the marketplace. Tell them that they have 30 minutes to buy the tools.

**Step 4:** Let the market begin. Things will initially move slowly but can get a bit noisy. Make sure it is not going out of hand and ensure that the purpose and process of the tools are adequately discussed. If they are not as desired, the trainer should take lead in asking the same to the participants and encourage them to learn more.

**Step 5:** Once all the groups have bought their tools, give them 15 minutes to discuss how they will present their findings. Bring everyone to the plenary and begin the presentations. Let all groups make a short presentation. The trainer along with the volunteers will take a call on which group wins. Calculate the amount earned by each volunteer and decide on the winner from among them. Try to arrange for small gifts or chocolates for the winners.

**Learning Output:** Conclude the exercise by sharing that there are many more such participatory tools available which can be very useful for designing a participatory gender-responsive CCDRR project with the community.

### EXERCISE 20: WHEEL RANKING EXERCISE ON “LEAVE NO ONE BEHIND”

The key objective of this exercise is to orient the participants with a participatory monitoring and evaluation exercise and to reinforce the concept of LNOB.

**Materials Required:** Chart paper, pens and copies of Handout 14.

#### Process:

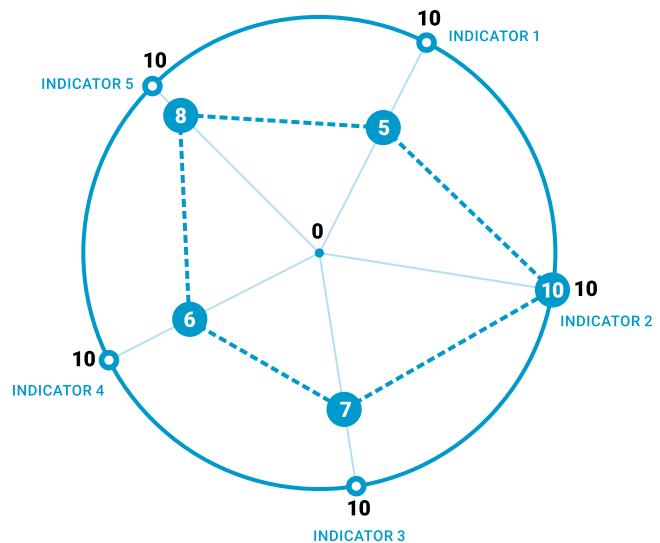
**Step 1:** Divide the participants into four groups and ask them to develop five indicators for monitoring of LNOB approach integration into a project. Suggest a few indicators like: i) Project Management Committee has participation of all groups; ii) Women and other vulnerable groups have voice in decision-making; iii) All vulnerable communities have benefitted from the project; and others.

**Step 2:** Tell them to write the five indicators on a wheel, with each indicator forming one spoke as shown in Figure 3-27. Ask them to set targets for each of the identified indicators. For example, for the indicator – Project Management Committee has participation of all groups – the target can be 50-50 per cent participation of men and women from all vulnerable groups. Ask them to set the maximum goal and then further break it down to progressive targets. There should be five points of progress. For example, if 50 per cent is the goal, the progress targets would be 40 per cent, 30 per cent, 20 per cent, and 10 per cent.

**Step 3:** Provide each group a copy of Handout 14. Ask them to rank the case study on each of the indicators based on the target achieved. Tell them that they can also modify the indicators, if required. Tell them to map the progress on each indicator at the level of the goal achieved as in Figure 3-27. Tell them that they can rank 10 for goal achieved and keep reducing the scores accordingly.

The participants should explore these further. However, they need to be cautious about one thing while using the participatory tools. Not all tools by themselves will be gender-responsive. Some tools help bring out the gender roles, barriers and strengths. They need to specifically include such tools in their process. Other tools are more useful if done separately with men, women and other gender identities in small groups. The participatory planning processes should be designed with this in mind to ensure that everyone is adequately involved in the processes. Only then will the tools actually yield the desired analysis and plans.

FIGURE 3-27: WHEEL DIAGRAM



**Step 4:** Once all groups are done, ask them to present their wheels in a plenary. The discussion should focus on the logic of providing a particular score on any indicator. If two groups have conflicting scores, encourage healthy debate on the scores.

**Learning Output:** Conclude by mentioning that undertaking this exercise in the beginning of the project and then in review meetings can be a good tool for internal monitoring of LNOB progress in projects.

TEST YOUR KNOWLEDGE					
COMPLETE THE STATEMENT	✓ TICK ALL RESPONSES THAT ARE APPLICABLE				
Which of the following are intersecting factors in Leave No One Behind?	Age	Economic Status	*Personal Enmity	Ethnicity	
Which of the following are components of triple burden of work for women?	Domestic Work	Productive Work	Community Work		*Leisure
Which of the following will be stakeholders in your project?	One who is vulnerable	*One who is not affected by the resilience activity	One who proposes a resilience activity		One who finances the resilience activity
Which of the following are more likely to be used as gender-aware indicators?	Maternal Mortality Rate	Number of men and women who have land ownership	Average Life Expectancy of men and women		*Credit-deposit ratio
Which of the following tools are you more likely to use for vulnerability assessment to design relief projects after a disaster?	Rapid Gender Assessment for Crisis	*Women's Resilience Index	Moser Analysis		Harvard Framework
Gender Gap is more significantly proven by research for which of the following?	*Mortality due to heat waves	*Morbidity due to cholera	Mortality during floods		Morbidity due to water contamination

\* Items in red are the incorrect answers.

## SUGGESTED READINGS:

- Glemarec, Yannick, Seemin Qayum, and Marina Olshanskaya. 2016. *Leveraging Co-benefits between Gender Equality and Climate Action for Sustainable Development: Mainstreaming Gender Considerations in Climate Change Projects*. New York: UN Women. Accessed July 17, 2020. [https://trainingcentre.unwomen.org/pluginfile.php/66830/mod\\_folder/intro/LEVERAGING%20CO-BENEFITS%20BETWEEN%20GENDER%20EQUALITY%20AND%20CLIMATE%20ACTION.pdf](https://trainingcentre.unwomen.org/pluginfile.php/66830/mod_folder/intro/LEVERAGING%20CO-BENEFITS%20BETWEEN%20GENDER%20EQUALITY%20AND%20CLIMATE%20ACTION.pdf).
- IFRC. 2020. *A Practical Guide to Gender-sensitive Approaches for Disaster Management*. Geneva and Kuala Lumpur: International Federation of Red Cross and Red Crescent Societies. Accessed July 3, 2020. <https://www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf>.
- March, Candida, Ines Smyth, and Maitrayee Mukhopadhyay. 1999. *A Guide to Gender Analysis Framework*. Oxford: Oxfam GB. Accessed August 3, 2020. <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/115397/bk-gender-analysis-frameworks-010199-en>.
- SIDA. 2015. *Gender Analysis- Principles and Elements*. Stockholm: Swedish International Development Cooperation Agency. <https://www.sida.se/contentassets/a3f08692e731475db106fdf84f2fb9bd/gender-tool-analysis.pdf>.
- UN Women. 2014. *Guidance Note: Gender Mainstreaming in Development programming*. New York: United Nations Entity for Gender Equality and Empowerment of Women. <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2014/gendermainstreaming-issuesbrief-en%20pdf.pdf?la=en&vs=747>.
- WHO. 2011. *Gender mainstreaming for health managers: A practical approach*. Facilitator's Guide. Department of Gender, Women and Health, Geneva: World Health Organization. Accessed August 11, 2020. [https://apps.who.int/iris/bitstream/handle/10665/44516/9789241501071\\_eng.pdf](https://apps.who.int/iris/bitstream/handle/10665/44516/9789241501071_eng.pdf).

# TRAINOR'S NOTES

## MODULE \_\_\_\_\_

## SESSION PLAN \_\_\_\_\_

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## REMINDERS

# TRAINOR'S GRID NOTES

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AGENDA

REMINDERS

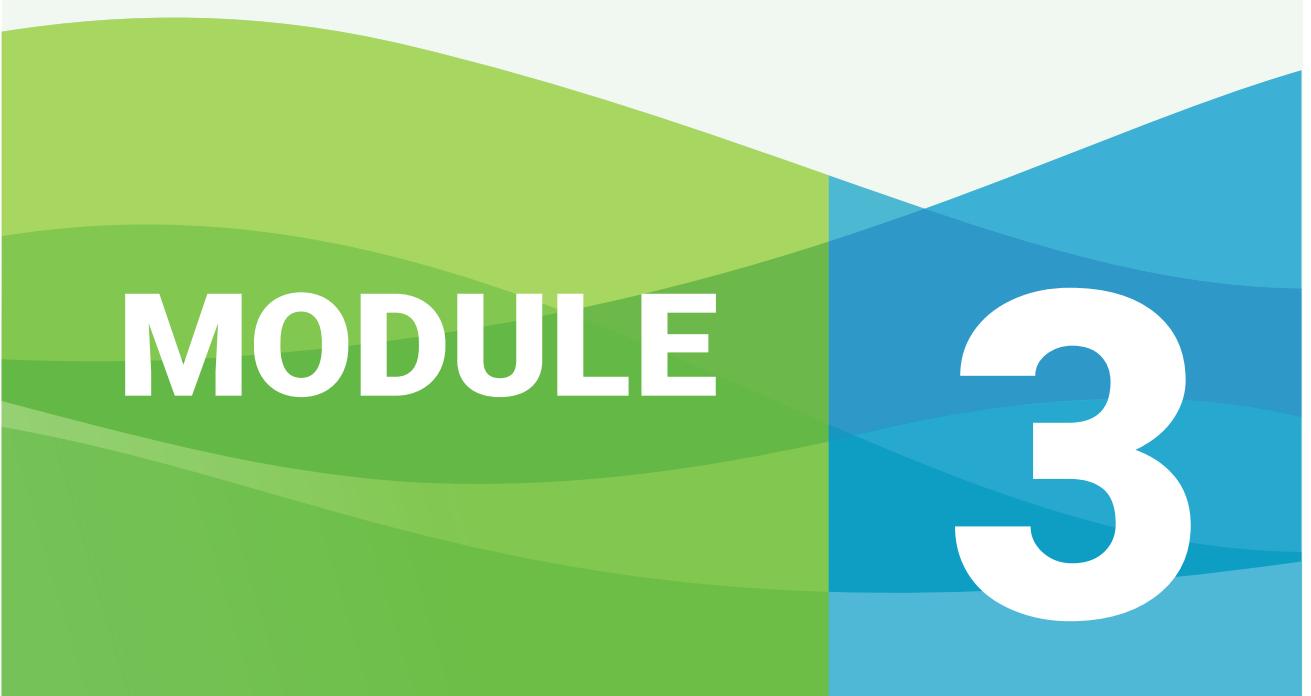


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TOOLS  
FOR GENDER-  
MAINSTREAMING

**HANDOUTS**



**MODULE**

**3**

EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS																		
EXAMPLE 1: WOMEN'S RESILIENCE INDEX (WRI)																		
SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR															
DISASTER	BANGLADESH	> Australian Aid    > Action Aid	NA															
PROCESS/KEY QUESTIONS	<ul style="list-style-type: none"> <li>&gt; Women's Resilience Index (WRI) tool through which resilience of a community is measured from women's perspectives.</li> <li>&gt; Using a mixed method approach the WRI generates scores against 36 indicators that are contextualized and enables comparisons between women and men.</li> <li>&gt; This includes focus group discussions with 51 participants, 10 Key Informant Interviews, 200 individual questionnaire surveys. The study was conducted in four locations – North Channel, Patharghata, Sadar and Charduani, and Nilgonj.</li> <li>&gt; Overall, 261 respondents took part in the study, of which 129 were men and 132 women.</li> </ul>																	
EXAMPLES/HIGHLIGHTS OF FINDINGS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Control Over Expenditure</th> <th style="text-align: center;">Earnings Per Day</th> <th style="text-align: center;">Access and Affordability of Healthcare</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">    <b>0.90</b>      <b>0.46</b> </td><td style="text-align: center;">    <b>0.69</b>      <b>0.15</b> </td><td style="text-align: center;">    <b>0.45</b>      <b>0.40</b> </td></tr> <tr> <td style="text-align: center;">    <b>27%</b>      <b>71%</b> </td><td style="text-align: center;">   No Access to Technology </td><td style="text-align: center;">   <b>84%</b> </td></tr> <tr> <td style="text-align: center;">    <b>94%</b>      <b>99%</b> </td><td style="text-align: center;">  </td><td style="text-align: center;">   <b>54%</b> </td></tr> <tr> <td style="text-align: center;">    <b>80%</b> </td><td style="text-align: center;">    <b>64%</b> </td><td></td></tr> </tbody> </table> <p>Source: Action Aid, Bangladesh (2018).</p>			Control Over Expenditure	Earnings Per Day	Access and Affordability of Healthcare	  <b>0.90</b> <b>0.46</b>	  <b>0.69</b> <b>0.15</b>	  <b>0.45</b> <b>0.40</b>	  <b>27%</b> <b>71%</b>	 No Access to Technology	 <b>84%</b>	  <b>94%</b> <b>99%</b>		 <b>54%</b>	  <b>80%</b>	  <b>64%</b>	
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EXAMPLE 2: RAPID GENDER NEEDS ASSESSMENT OF FLOOD-AFFECTED COMMUNITIES																		
SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR															
FLOODS	PAKISTAN	United Nations Development Fund for Women (UNIFEM)	2010															
METHODOLOGY	<ul style="list-style-type: none"> <li>&gt; Using the Inter-Agency Standing Committee (IASC) guidelines as the minimum response benchmark, this assessment report analyzes emerging trends and data, relying primarily on the Gender Needs Assessment (GNA), the Multi-cluster Rapid Assessment Mechanism (McRAM), case studies and emerging secondary information.</li> <li>&gt; UNIFEM collected 141 case studies from across Pakistan in the immediate aftermath of the floods. The Gender Needs Assessment (GNA) survey was conducted with 253 respondents, with 55 per cent female respondents and 45 per cent males.</li> <li>&gt; It is structured into two broad categories of practical and strategic gender needs most relevant in the immediate aftermath of humanitarian crises.</li> </ul>																	
EXAMPLES/HIGHLIGHTS OF FINDINGS	<b>PROTECTION OF RIGHTS RELATED TO BASIC NECESSITIES OF LIFE (Practical Needs)</b>		<b>PROTECTION OF LIFE, SECURITY, INTEGRITY AND DIGNITY (Strategic Needs)</b>															
	<ul style="list-style-type: none"> <li>&gt; For men, face-to-face interactions, radio and telecommunications were the main source of early warning/communications while for women, there were male relatives and community gatherings</li> </ul>		<ul style="list-style-type: none"> <li>&gt; Less than 40 per cent of the respondents felt safe and comfortable about using latrine and bathing facilities, whereas a quarter of the respondents said they felt unsafe doing so. The data shows 13 per cent of the respondents said violence was most likely to occur in the tent or shelter.</li> </ul>															

EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS			
EXAMPLE 2: RAPID GENDER NEEDS ASSESSMENT OF FLOOD-AFFECTED COMMUNITIES			
	<ul style="list-style-type: none"> <li>&gt; Uneven evacuation processes. Most people had to find own devices.</li> <li>&gt; The decision to relocate, when and where, was primarily taken by male heads of households.</li> <li>&gt; As families tried to stay together in makeshift shelters or lived under the open skies, women felt particularly exposed without the protection of enclosure.</li> <li>&gt; Women complained that it is usually the men who can access relief distribution as they push their way forward and women would need to physically jostle and compete with them.</li> <li>&gt; The GNA data show that when there is a shortage of food, half the respondents gave preferential treatment to nutritional needs of boys, the next prioritized category of mothers/wives trailing far behind. Least attention was paid to food intake of the elderly.</li> <li>&gt; By the time the survey was conducted, 55 per cent of respondents had access to latrines and bathing facilities, whereas 44 per cent still did not.</li> <li>&gt; In 10 per cent of households surveyed, there had been one or more births in the family after the floods. From all the households surveyed, an average 30 per cent had at least one or more lactating women.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 16 per cent respondents were already identifying early marriages as the main safety problem faced by girls and women.</li> <li>&gt; 34 per cent of respondents said violence against women is most likely to occur within the home, whereas an almost equal 33 per cent said its likelihood was highest when traveling alone or working outside the home.</li> <li>&gt; Women's vulnerability profiles change with age, marital status, presence of informal familial social protection systems and markers of intersections of ethnicity, language, religion and class. Women belonging to low caste agricultural worker clans felt they could be abducted by 'khalifas' (deputies) of landlords.</li> </ul>	
Source: UNIFEM (2010).			
EXAMPLE 3: GENDER ANALYSIS IN BUILDING URBAN CLIMATE RESILIENCE			
SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR
URBAN RESILIENCE	VIETNAM	<ul style="list-style-type: none"> <li>&gt; Asian Cities Climate Change Resilience Network (ACCCRN)</li> <li>&gt; International Institute of Environment and Development (IIED)</li> <li>&gt; Rockefeller Foundation, Institute for Social and Environmental Transition (ISET)</li> <li>&gt; Climate Change Coordination Office (CCCO) of Da Nang City (Vietnam)</li> </ul>	2016
KEY RESEARCH QUESTIONS	<ul style="list-style-type: none"> <li>&gt; What are the common and different roles and responsibilities of women and men in vulnerability reduction and climate resilience enhancement? What is their comparative status in the household and within the community? How have women and men's roles changed or transformed in recent years?</li> <li>&gt; What are the strategic and practical gender needs and capacities of women and men, and are those normally considered separately in the analysis of needs, formulation and implementation of climate resilience enhancement activities? What is the effect, or potential effect, of addressing women's and men's needs and capacities separately and collectively?</li> <li>&gt; Which local organizations involved in building urban climate resilience take, or may take, primary responsibility for promoting gender roles and improving gender relations, specifically in strengthening the roles and status of women in resilience enhancement?</li> </ul>		

EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS																																																																				
EXAMPLE 3: GENDER ANALYSIS IN BUILDING URBAN CLIMATE RESILIENCE																																																																				
PRIMARY DATA COLLECTION PROCESS	<ul style="list-style-type: none"> <li>&gt; Consultations with different groups of men and women in vulnerable wards/communes;</li> <li>&gt; Interviews with representatives of government departments and other public organizations at the city, district and ward/commune levels; and</li> <li>&gt; Sixty household-level interviews, of which half were economically 'poor' and half were 'near poor.'</li> <li>&gt; Both husband and wife were invited for the interviews and the number of male and female respondents in the household survey was nearly equal, 47 and 51 respectively.</li> </ul>																																																																			
EXAMPLES/HIGHLIGHTS OF FINDINGS	<p><b>Number of Men and Women Generating Income from Different Livelihoods in the Interviewed Households</b></p> <table border="1"> <thead> <tr> <th>Livelihood Category</th> <th>Men-headed</th> <th>Women-headed</th> </tr> </thead> <tbody> <tr> <td>Regular Salary (Workers in...)</td> <td>8</td> <td>2</td> </tr> <tr> <td>Casual Jobs (Cleaners, carriers...)</td> <td>11</td> <td>7</td> </tr> <tr> <td>Small Businesses (Grocery stores...)</td> <td>8</td> <td>4</td> </tr> <tr> <td>Agriculture</td> <td>5</td> <td>2</td> </tr> <tr> <td>Aquaculture</td> <td>6</td> <td>3</td> </tr> <tr> <td>Unemployed</td> <td>2</td> <td>7</td> </tr> </tbody> </table> <p><b>Degrees of Gendered Consideration in the Design of Public Spaces/Green Parks in Vulnerable Areas</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>No response</td> <td>6</td> </tr> <tr> <td>No consideration</td> <td>4</td> </tr> <tr> <td>Little consideration</td> <td>5</td> </tr> <tr> <td>Full consideration given to gender</td> <td>1</td> </tr> </tbody> </table> <p><b>Household Responses to Climate Change and Disasters</b></p> <table border="1"> <thead> <tr> <th>Action</th> <th>Both made</th> <th>Men made</th> <th>Women made</th> </tr> </thead> <tbody> <tr> <td>Check disaster information and early warning</td> <td>10</td> <td>15</td> <td>10</td> </tr> <tr> <td>Reinforce the house</td> <td>45</td> <td>40</td> <td>40</td> </tr> <tr> <td>Prepare food and clean water</td> <td>30</td> <td>35</td> <td>35</td> </tr> <tr> <td>Protect assets (moving valuable items to upper floors, safe places)</td> <td>20</td> <td>25</td> <td>25</td> </tr> <tr> <td>Help neighbors/relatives/friends to reinforce their houses</td> <td>15</td> <td>20</td> <td>20</td> </tr> <tr> <td>Help neighbors/relatives/friends to protect their properties</td> <td>10</td> <td>15</td> <td>15</td> </tr> <tr> <td>Care livelihood means and production tools</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Prepare medical kit</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	Livelihood Category	Men-headed	Women-headed	Regular Salary (Workers in...)	8	2	Casual Jobs (Cleaners, carriers...)	11	7	Small Businesses (Grocery stores...)	8	4	Agriculture	5	2	Aquaculture	6	3	Unemployed	2	7	Category	Value	No response	6	No consideration	4	Little consideration	5	Full consideration given to gender	1	Action	Both made	Men made	Women made	Check disaster information and early warning	10	15	10	Reinforce the house	45	40	40	Prepare food and clean water	30	35	35	Protect assets (moving valuable items to upper floors, safe places)	20	25	25	Help neighbors/relatives/friends to reinforce their houses	15	20	20	Help neighbors/relatives/friends to protect their properties	10	15	15	Care livelihood means and production tools	10	10	10	Prepare medical kit	10	10	10
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Help neighbors/relatives/friends to protect their properties	10	15	15																																																																	
Care livelihood means and production tools	10	10	10																																																																	
Prepare medical kit	10	10	10																																																																	

EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS			
EXAMPLE 4: GENDER ANALYSIS OF CLIMATE-FRIENDLY AGRI-BUSINESS VALUE CHAINS			
SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR
AGRICULTURE	CAMBODIA	Asian Development Bank	2018
METHODOLOGY	<p>Three subprojects have been identified under the project and a gender analysis of all three subprojects was undertaken separately to feed into the gender action plan. The information sources included:</p> <ul style="list-style-type: none"> <li>&gt; Secondary data including recent social survey reports and publications;</li> <li>&gt; Focus groups (both mixed gender and with women separately) with target beneficiaries;</li> <li>&gt; Key informant interviews with local commune and village leaders and commune women and children focal points;</li> <li>&gt; Interviews both face-to-face and by telephone with key informants;</li> <li>&gt; Meetings with key Ministry staff; and with international non-government organization (NGO), Oxfam.</li> </ul>		
EXAMPLES/HIGHLIGHTS OF FINDINGS	<p><b>Work profiles in agriculture and organization of paddy production:</b></p> <ul style="list-style-type: none"> <li>&gt; Women are involved in land preparation, clearing grass and weeds; broadcasting rice for seed beds, broadcasting fertilizer, transplanting seedlings, hand harvesting paddy; threshing and winnowing; collecting and storing paddy and selling paddy to collectors. When selling paddy, both men and women decide and agree jointly on which price to accept. Paddy transportation is mostly done by men and some families hire labour for hauling and transporting paddy.</li> <li>&gt; Only one village in the commune is currently able to cultivate three crops of rice a year because they have access to a year-round water supply. In the other villages, there is only one rice cropping season per year because of insufficient water. There is no water users' association or agricultural cooperative in the commune. When farmers require water for cultivation, they seek permission from the village chief. The amount of available water is limited and water distribution is determined by the village chief.</li> <li>&gt; The majority of rice collectors/intermediaries in the locality of subproject 1 in Tani commune are women. They purchase paddy from local farmers on behalf of their clients, the wholesalers, both Cambodian and Vietnamese, who set the purchase price. The collector in this locality is a local woman who lives in the commune and has learnt the trade from a family member. Her husband assists by transporting purchased sacks of paddy from the farms. During interviews with rice collectors, they explained that in order for their businesses to grow, they need access to more paddy. For this reason, they view the proposed irrigation modernization subproject as a positive development that will increase the volume of paddy production. The rice collectors who were interviewed explained that they do not lend money to farmers, but will provide interest-free advances to those farmers they trust.</li> <li>&gt; The local female rice miller provides households with interest-free loans of US\$75 to US\$125 for four to five days before harvesting paddy. Households pay back the loan in kind. Each season, the rice miller explained she needed US\$10,000 in order to purchase paddy from farmers. However, she frequently does not have sufficient cash for her business and therefore borrows approximately US\$5,000 from the local microcredit institution. The rice miller buys paddy from commune farmers and collectors and sells milled rice in the commune and to a client in Vietnam.</li> </ul> <p><b>Work profiles in mango production and organization of production:</b></p> <ul style="list-style-type: none"> <li>&gt; Most mango farmers in the area have either used revenue from rice production or borrowed money from the bank or used remittances from their children in order to plant their mango orchards which are typically approximately five to seven hectares. Mango cultivation is costly for farmers and because they do not have sufficient capital, labour or knowledge of mango cultivation, it is a common practice for farmers to lease their orchards to private contractors – usually Cambodian companies after three to four when the trees are established and begin to bear fruit. The cost of a mango sapling is approximately 50 cents to one dollar. The labor cost for harvesting mangoes is KHR 50,000 per day. Irrigation water for the orchard is usually from a pond or borehole.</li> <li>&gt; Depending on negotiations with contractors, farmers might receive US\$5 to US\$10 for leasing one tree. A typical rent for a seven-hectare mango orchard with four-year old trees is from US\$6,000 to US\$7,000 per year. The contractor then takes care of the orchard using his own hired (male) laborers – for weeding, fertilizing and applying insecticide to make sure the mango trees produce fruit. The orchard owner has no further responsibility or claim to the orchard. All the revenue from mango sales – typically to wholesalers in Vietnam, goes to the contractor.</li> </ul>		

## EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS

### EXAMPLE 4: GENDER ANALYSIS OF CLIMATE-FRIENDLY AGRI-BUSINESS VALUE CHAINS

<p>Source: ADB (2018)</p>	<ul style="list-style-type: none"> <li>&gt; Contractors provide training to farmers on how to correctly plant mango trees. Local agricultural suppliers frequently provide demonstrations of the recommended agricultural products to use for mango cultivation such as pesticides and fertilizers. They provide a five-day training for farmers, and trainees are exclusively male. In the subproject area, there are many absentee mango farmers.</li> <li>&gt; It is mostly men who do the heavy work in mango farming. About 50 per cent of men in this locality also share responsibility for housework and men are responsible for looking after large animals such as cattle. Some men also help women take care of small children. For female-headed households where adult children have migrated and left grandchildren in their care, the workload is substantial. In addition to looking after the grandchildren, these women are the caretakers of livestock, and manage and undertake both paddy and crop cultivation including hiring day laborers. Some women are also directly involved in mango cultivation. Hired labour is necessary because of family labour shortages as a consequence of migration, and migrants' remittances are used to pay day laborers.</li> <li>&gt; There is a water users' group in the commune but it is only involved in water management for rice production.</li> <li>&gt; When interviewed, a local mango contractor explained that he pays US\$5 to US\$10 per tree for one year and he is able to sell a kilo of mango fruit for KHR3,500 to the local mango collector. He said he was able to meet his running costs without having to borrow any money. The local mango collector explained that in order to purchase mangoes, he borrows money interest-free from his client in Vietnam and the approximate amount borrowed is US\$10,000 in order to purchase mangoes from his regular contractors. The Vietnamese client subsequently sells the mangoes to his client in China. In this instance, the collector does not act as a local moneylender, as neither local farmers nor contractors have ever approached him for advance payments or loans.</li> </ul>
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### EXAMPLE 5: STUDY OF GENDER EQUALITY IN COMMUNITY-BASED FOREST CERTIFICATION PROGRAMME

SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR																				
FORESTRY	NEPAL	University of Freiburg, Germany	2011																				
RESEARCH QUESTIONS	<ul style="list-style-type: none"> <li>&gt; Are men and women involved in different activities related to use of forests?</li> <li>&gt; What are the forest products gathered by men and women – before and after certification?</li> <li>&gt; What is the participation of men and women in committees and subcommittees?</li> <li>&gt; How do men and women perceive the forest management practices, forest conditions and their living conditions after implementation of certification requirements?</li> </ul>																						
METHODOLOGY	<ul style="list-style-type: none"> <li>&gt; Understanding of gender equality with a focus on participation of women in a forest certification project and on awareness levels of forest users.</li> <li>&gt; Experts from the project and local people were interviewed. Committee meetings were conducted and 60 household interviews were also carried out.</li> </ul>																						
EXAMPLES/HIGHLIGHTS OF FINDINGS	<p><b>Opinions of Respondents in Sushpa and Bhitteri CFUGs on Living Condition After Certification</b></p> <table border="1" style="margin-top: 10px; border-collapse: collapse;"> <thead> <tr> <th>LIVING CONDITION</th> <th>SHUSPA CGUGs (Male)</th> <th>SHUSPA CGUGs (Female)</th> <th>BHITTERI CGUGs (Male)</th> <th>BHITTERI CGUGs (Female)</th> </tr> </thead> <tbody> <tr> <td>Better After Certification</td> <td>~82</td> <td>~100</td> <td>~68</td> <td>~72</td> </tr> <tr> <td>Worse After Certification</td> <td>~18</td> <td>~20</td> <td>~12</td> <td>~18</td> </tr> <tr> <td>Has Remained the Same</td> <td>~20</td> <td>~30</td> <td>~20</td> <td>~30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>&gt; 33 per cent of the committee members were women, as mandated by policy. However, men usually held the prime positions, while women members are in the majority only in the subcommittees.</li> <li>&gt; Men felt better informed about upcoming committee meetings than women.</li> <li>&gt; In Sushpa only 21 per cent of the women were aware that the forests were certified, one third of them were aware of the year of certification, the others not. Of all men, 50 per cent were aware of the forests being certified; two-fifths of them knew the year of certification.</li> </ul>			LIVING CONDITION	SHUSPA CGUGs (Male)	SHUSPA CGUGs (Female)	BHITTERI CGUGs (Male)	BHITTERI CGUGs (Female)	Better After Certification	~82	~100	~68	~72	Worse After Certification	~18	~20	~12	~18	Has Remained the Same	~20	~30	~20	~30
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Source: Lewark, George and Karmann (2011)

EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS			
EXAMPLE 6: MISSING VOICES – EXPERIENCES OF FLOODS AND EARLY WARNING FROM MARGINALISED WOMEN			
SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR
DISASTER	NEPAL	Practical Action	2019
METHODOLOGY	<ul style="list-style-type: none"> <li>&gt; The study aimed to capture a diverse range of experiences and perspectives on the interaction between gender and early warning systems (EWS) in the context of LNOB.</li> <li>&gt; Targeted interviews were conducted with marginalized women, including those who are elderly, women with disabilities, single mothers, transgender women, women who were pregnant or with young babies, those with young children, and women with visual impairments. Names were changed to preserve anonymity, unless an individual explicitly requested that their name was used.</li> <li>&gt; Proactive efforts were made to build trust with individuals from marginalized groups, often linking with a related community-based organization (CBO) or trusted intermediary and taking a snowball sampling approach relying upon chains of personal introduction to reach individuals.</li> <li>&gt; A strategic decision was made to conduct Missing Voices interviews remotely, via telephone, finding times when the interviewee felt confident to speak openly, giving greater reassurance of privacy and anonymity, and potentially enabling interviewees to share their views more openly than might have been expected when an interview team arrives from outside a community.</li> </ul>		
EXAMPLE OF VOICES	<p><b>Hira Devi Tharu*, young woman with visual impairment, far-west Nepal</b>  Hira is married to a man with a visual impairment. They have a toddler together and live with Hira's husband's family.</p> <p><i>"My mother-in-law alerted me and my husband just before the flood reached us. She then arranged for us to be taken to the shelter. It was very scary, the flood swept away everything we owned soon after. I am certain my husband [also blind] and I would have died had we not had help. I know my way to school and, even in the midst of such chaos, might have been able to make my way there, but not with my daughter and belongings. I would be too worried for her safety. I have never attended any trainings or meetings regarding disaster preparedness. I never thought I would benefit from them, or others could learn or benefit from my contribution to them. If that was the case, I think, I would have been asked to participate, no?"</i></p> <p>Nobody has ever asked for her opinions and she had never thought to proactively share them as she didn't think anybody cared.</p> <p><i>"The biggest challenge at the shelter was keeping my toddler safe and out of people's way. Being so little, she knew nothing about personal boundaries, and because she would relieve herself whenever she felt the need to, and because of course I could not always see, people shunned us. Also, we were on the second floor and along with having no railings, there were also no toilets there. Overall, it was a very difficult and uncomfortable experience ... It was not far from being traumatic as I felt shunned by people around, even though there was little else I could do to help myself."</i></p> <p><i>"During uncertain and chaotic times such as a flood, people are, rightly, focused on saving themselves. In such settings, people like us [blind and disabled] who cannot see, cannot hear and therefore cannot move around with ease and confidence, become even more vulnerable. We are left with no choice but to wait until somebody gets around to thinking of us. Until somebody is willing to help us. Along with us, I think women who are pregnant and women with new born children are the most vulnerable."</i></p> <p><b>Champa Kali Musalman, transgender woman, western Nepal</b>  Champa is in her early 50s. She has never married, and lives with and supports her family of nine, including her elderly mother and widowed sister-in-law.</p> <p><i>"I led my family to a safe place. We only left after water started entering our house. We just about saved our lives. There was nothing else left. We didn't expect floods to be worse than in previous years; had we known better, I definitely would have prepared better and made sure we left earlier."</i></p> <p><i>"As I started heading to higher ground with the rest of my family, the name-calling started almost immediately. People pointed to us and said, 'Oh look, the chakka [pejorative term] family is coming too'. I have lived openly for many years now, people in my community know I am tesro-lingi (third gender) and I am used to being jeered at and called derogatory names. But to be treated like this even during such a precarious time made me feel terrible. Nobody thought to offer any help,</i></p>		

## EXAMPLES OF GENDER ANALYSIS AND ASSESSMENTS

### EXAMPLE 6: MISSING VOICES – EXPERIENCES OF FLOODS AND EARLY WARNING FROM MARGINALISED WOMEN

Source: Brown, et al. (2019)

*even though my mother is very old and my nieces and nephews are young. Instead they tried to avoid us. When the jeering and taunts continued for days even where we were taking shelter and people did their best to seclude us, I sometimes thought about jumping into the water and ending it all once and for all. On top of everything, there was nowhere private to clean, wash, and change, and this made things worse."*

Champa Kali solely supports her family through the income she makes by dancing and singing at various cultural and religious events. She feels she has the final say in most of the family matters because of this. Yet she also feels she would never be able to attend any meetings or discussions, even at a community level.

*"I feel too shy and uncomfortable. I know the rest of the community distrust and dislike people like me. I would never willingly put myself in a position where I might be sneered at openly. Unless I know a meeting is organized specifically for people like me, I would never go sit and put my views forward when surrounded by normal men and women."*

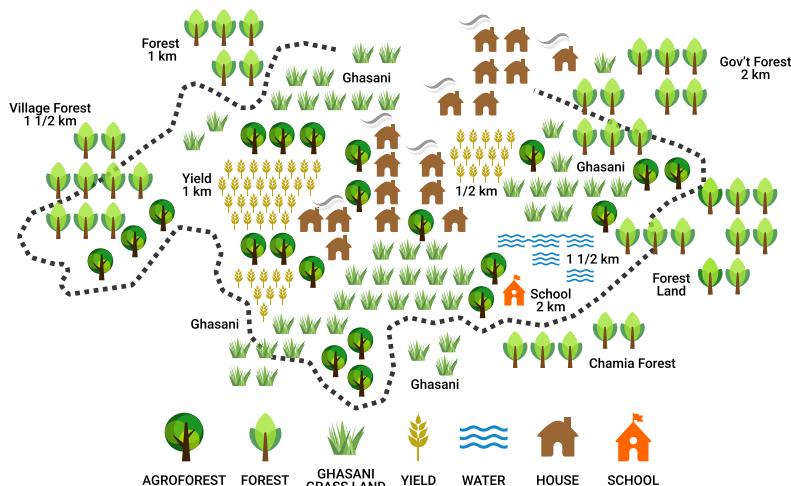
### EXAMPLE 7: RAPID GENDER ASSESSMENT FOR COVID-19

SECTOR/SUBSECTOR	COUNTRY	ORGANIZATION	YEAR																																																							
PUBLIC HEALTH (Pandemic)	ASIA AND THE PACIFIC	UN Women	2020																																																							
RESEARCH QUESTIONS	Unlocking the Lockdown > Understanding the gendered effects of COVID-19 on achieving the SDGs in Asia and the Pacific. > Mapping consequences of COVID-19 on women's and men's economic empowerment.																																																									
METHODOLOGY	> Rapid assessment surveys in 11 Asia-Pacific countries through mobile phones. > Basic questionnaire (with 16 questions) to be finished within 10 minutes. > Parameters covered included: i) background information; ii) source of COVID related information; iii) employment status and earnings before and during the lockdown; iv) affect on household resources; v) domestic and care giving work within the household; and vi) access to social protection, etc.																																																									
EXAMPLES/HIGHLIGHTS OF FINDINGS	<b>Proportion of People Whose Time Allocated to Unpaid Domestic and Care Work Increased Since COVID-19, by Sex and Intensity (Percentage)</b> <table border="1"> <caption>Data extracted from the bar chart</caption> <thead> <tr> <th>Country</th> <th>Men - at least 1 activity (%)</th> <th>Women - at least 1 activity (%)</th> <th>Men - at least 3 activities (%)</th> <th>Women - at least 1 activities (%)</th> </tr> </thead> <tbody> <tr><td>AFGHANISTAN</td><td>80</td><td>70</td><td>30</td><td>10</td></tr> <tr><td>BANGLADESH</td><td>75</td><td>55</td><td>35</td><td>15</td></tr> <tr><td>CAMBODIA</td><td>60</td><td>50</td><td>20</td><td>10</td></tr> <tr><td>INDONESIA</td><td>65</td><td>70</td><td>10</td><td>25</td></tr> <tr><td>MALDIVES</td><td>70</td><td>60</td><td>10</td><td>20</td></tr> <tr><td>NEPAL</td><td>75</td><td>75</td><td>30</td><td>20</td></tr> <tr><td>PAKISTAN</td><td>60</td><td>55</td><td>30</td><td>15</td></tr> <tr><td>PHILIPPINES</td><td>70</td><td>85</td><td>70</td><td>75</td></tr> <tr><td>SAMOA</td><td>75</td><td>60</td><td>35</td><td>15</td></tr> <tr><td>THAILAND</td><td>70</td><td>60</td><td>30</td><td>10</td></tr> </tbody> </table>			Country	Men - at least 1 activity (%)	Women - at least 1 activity (%)	Men - at least 3 activities (%)	Women - at least 1 activities (%)	AFGHANISTAN	80	70	30	10	BANGLADESH	75	55	35	15	CAMBODIA	60	50	20	10	INDONESIA	65	70	10	25	MALDIVES	70	60	10	20	NEPAL	75	75	30	20	PAKISTAN	60	55	30	15	PHILIPPINES	70	85	70	75	SAMOA	75	60	35	15	THAILAND	70	60	30	10
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<b>COVID-19 Multiplied the Workload at Home and Women are Paying the Price</b>		<b>Women in Large Cities Were Disproportionately Affected by Public Transit Disruptions</b>																																																								
<small>*Women and men were asked whether their partner helps more, so an assumption is made that their partner is of the opposite sex, even though this may not be the case.</small>																																																										

**PARTICIPATORY TOOLS FOR GENDER ANALYSIS AND COMMUNITY-BASED ADAPTATION PLANNING**

**RESOURCE AND HAZARD MAPPING**

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



Men and women (and other vulnerable groups such as people with disabilities) are not equally spread geographically among the community, for their social and economic activities, household responsibilities and others. Mapping provides an opportunity to visually present the different vulnerable areas for men and women (and other groups) in terms of exposure and sensitivity. Some areas in the village are more frequented by women and children, e.g., health centers, schools, water collection points, garment factories, vegetable farms and others, while others more by men such as shrimp farms, mangroves and others.

**SEASONAL CALENDAR**

- > To understand the annual seasonal cycles of the main livelihood activities in the community.
- > To identify seasonality of hazards, weather stresses, diseases, debt, social and religious activities and others, and link it with livelihood activities.
- > To identify and analyze past medium- and long-term changes to livelihood activities, and the impact of weather and climate change on livelihood strategies.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Rainfall		•	••	••	•••	••	•••	•••	••	•	•	•
Agricultural Labour	•	••	•••	•••	•••	••	••	••	•••	•••	••	••
Off-farm Labour	•	•	•	•	•	•	•	•	•	•	•	•
Food Availability	••	•••	•				••	••	•••	•••	•••	••
Water Availability	•	•	••	•••	•••	•••	•••	•••	••	•	•	•
Human Diseases	•	•	•			•••	•••					
Animal Diseases	•••	•••	•	•	•••	•••	•••	•	•	•	•••	•••

When done in separate groups or by using symbols, the seasonal calendar can help in identifying the roles of men and women in key economic and social activities. One can also identify how the seasonal calendars of men and women have changed in the past in response to weather and climate change. During the discussion, one can identify differential access to climate information and resources required for the livelihoods; understand the reasons why and their potential impact, and start discussion solutions.

**PARTICIPATORY TOOLS FOR GENDER ANALYSIS AND COMMUNITY-BASED ADAPTATION PLANNING**

**IMPACT MATRIX**

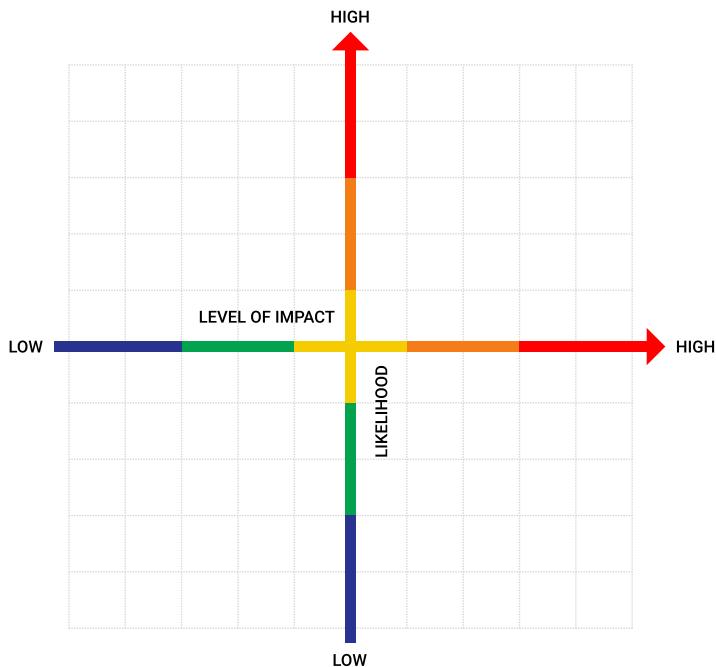
- > Identify the occupation which is more impacted by climate change within the community.
- > Characterize and compare how the range of occupations is affected by climate change.
- > Identify the climatic risk which has more impact on the community.

OCCUPATION/ LIVELIHOOD						TOTAL
TOTAL						

Men and women are generally employed in different types of occupations. This exercise helps understand which occupations have a higher exposure and sensitivity to climate risks. The focus should be on understanding why a particular occupation is more vulnerable – is it because of the exposure or sensitivity; and what can be done to address the risks. During the discussion, one can also identify how many people within the community are involved in the occupation, what is the current stability of income from the occupation, required skill sets.

**RISK QUADRANT**

- > Identify the risks according to its likelihood and level of impact it can perpetuate on the community.
- > The community becomes aware about the “likelihood or possibility” and “impact” of a disaster/ event. For example, a tsunami may have a very high impact on lives but the likelihood of it happening in non-coastal zones is nil. Similarly, heat waves may have less visible impact but the likelihood of happening is much higher.



Helps bring forth the tussle between climate “stresses” and climate “shocks.” Often, poor women are more affected by climate stresses than shocks. However, adaptation planning tends to be geared more towards shocks than stresses.

**PARTICIPATORY TOOLS FOR GENDER ANALYSIS AND COMMUNITY-BASED ADAPTATION PLANNING**

ADAPTIVE CAPACITY SCORING	> Identify the current scenario/status of the infrastructure related to basic services and climate adaptation available in the area. > Help map the current adaptation capacities from an infrastructure and service perspective.					
	To Flooding and Inundation					
	1	2	3	4	5	
Well Managed Drainage Networks	No drainage network within slum	Open drainage lines with high blockage and overflowing	Well managed open drains or partially closed drainages facing frequent breakage	Overlaid water and sewage lines with breakage causing frequent contamination of drinking water	Proper drainage network with disposal facilities	
Storm Water Management Systems	No system in place	Open drains often clogged	Drains are there but encroached	System in place but not effective	Well managed storm water drainage is there or slum is on highland facing no water logging problems	
Solid Waste Management Systems	No system of collection of solid waste – visible in dump site	No system of collection of solid waste but garbage truck comes on demand	Irregular collection of solid waste at mouth of slum/ designated area	Regular collection of solid waste at mouth of slum/ designated area	Regular door-to-door collection of solid waste	
Regular Cleaning of Drains	No drains	Occasional cleaning but silt dumped outside of the nallas (not ever picked)	Occasional cleaning of drains but silt not picked regularly	Cleaning of drains before monsoons and silt is picked within 48 hours	Regular cleaning of drains and silt is picked within 48 hours	
High Plint Level of Homes	Very low base and no plint of homes	Houses are lower than roads	Plint on level of roads but not effective	Adequate plint for normal monsoon but not for heavy downpours	Adequate plint for heavy downpour	

■ BEST ■ GOOD ■ AVERAGE ■ POOR ■ VERY POOR

Including infrastructure and services related to men and women's practical needs can bring the discussion to address women's infrastructure needs for climate change adaptation.

SOLUTIONS PRIORITISATIONS	PRIORITIES							
	SI No.:	ITEM	VILLAGE PANCHAYAT	EWRs				
				1	2	3	4	5
	1.	General administration (salaries, sitting charges, TA, DA, Stationery, etc.)	4	6	5	7	7	5
	2.	Social Security	1	1	2	1	3	1
	3.	Public Infrastructure	2	2	3	5	2	3
	4.	Public health	7	3	4	3	1	4
	5.	Civic amenities	3	4	1	2	4	2
	6.	Education	8	5	6	6	5	3
	7.	Works under schedule caste and tribes welfare	6	7	7	4	6	7
	8.	Contribution	9	8	8	8	9	8
	9.	Debt heads	5	9	9	9	9	9

Source: FAO (2013);  
Care International, Vietnam (2015);  
Mahila Housing SEWA Trust (n.d.)

It also helps them share their perspective with others in a more analytical manner, often resulting in their having an optimal decision.

### CASE STUDY FOR LNOB MONITORING<sup>6</sup>

In May of 2008, Cyclone Nargis struck Myanmar, causing widespread devastation in the Ayeyarwady and Yangon divisions. Not only was it the eighth strongest cyclone in the world to date, it was also the worst natural disaster the people of Myanmar could remember. The official death toll stands at 84,537 with another 53,836 people unaccounted for. About 50 townships were affected in the two divisions, including Yangon, the country's largest city. This devastating cyclone caused major damage to houses and other public infrastructures like roads, jetties, water and sanitation facilities, communication and electricity systems. One long lasting impact of the cyclone was the devastation of livelihoods resources in the communities. The Delta region, a big producer of rice, sustained major damage to agricultural fields due to the influx of seawater. Fishing, livestock and other small enterprises also incurred substantial amounts of damage. As one of the most vulnerable segments of the population, women felt the impact of the disaster most acutely. According to assessment data, the majority of the cyclone's victims were female: 61 per cent of those who died were women, with a much higher number in some villages. The disproportionate number of female victims is especially evident in the key productive and reproductive age group of 18-60 years.

The Myanmar Red Cross Society (MRCS), supported by the International Federation of Red Cross and Red Crescent Societies (IFRC), responded immediately following the cyclone, with distributions of non-food relief items such as toolkits for shelters, tarpaulins, jerry cans, hygiene kits, mosquito nets, blankets and kitchen sets. Assistance in health and water and sanitation sectors was also offered early on. Focus was also given to activities aimed at Restoring Family Links. During the relief phase, MRCS provided relief distributions to over 260,000 households, or approximately 1 million people.

To transition from relief to recovery and address the long-term needs of those affected by the cyclone, MRCS and IFRC designed a recovery programme using an integrated multi-sector approach. The main focus of the programme was to ensure the most vulnerable households regained a sustainable, independent, post-disaster lifestyle. In order to achieve this, projects were implemented in different sectors, including health, psychosocial, water and sanitation, shelter and livelihoods. The recovery programme also emphasized building the capacity of the communities to be prepared for future disasters. Therefore, a disaster risk reduction component was also included as a main component of the recovery phase. MRCS identified

livelihoods recovery of the most vulnerable households as one of the main goals of the programme. Livelihoods projects including asset recovery, community capacity-building, restoration of natural resources and wage employment by means of a cash for work project (CFW) were conducted. The CFW was implemented in October 2008, and was successfully completed by May 2009. The project was designed to mainstream gender awareness at all levels of implementation.

The main objectives of the CFW were:

- to generate wage employment opportunities for the most vulnerable households affected by the cyclone
- to ensure food availability and economic security among the most vulnerable households with specific reference to women
- to restore community assets and infrastructure linked to community livelihoods systems
- to restore natural and environmental resources affected by the cyclone at the community level.

During all phases of CFW, 13 cyclone-affected townships were involved. The project reached out to 67 village tracts and covered 178 villages. A total of 6,644 beneficiaries were helped. Of these, 33 per cent were women. Other vulnerable groups represented included landless casual labourers (60 per cent), single male and female heads of household (12 per cent each), the elderly (10 per cent), large families (4 per cent), and the disabled (2 per cent). The project was successful in providing assistance to the most vulnerable landless casual labourers, who were in urgent need of wage employment following the disaster.

Multi-sector Village Tract Assessments were carried out by MRCS teams comprised of volunteers, 30-40 per cent of whom were women. The teams used different participatory approaches during assessments, including focus group discussions and interviews with households and stakeholders. Women were encouraged to participate in the focus groups, as this helped the assessment teams incorporate gender perspectives into their understanding of urgent community needs. For example, it became clear that landless female labourers had difficulty finding employment post-disaster and needed work to be able to meet the needs of their families. Different activities to be carried out at the village level by CFW were also identified. Utmost care was taken to identify activities that facilitated women's participation. These included:

1. the repair of village roads;
2. the restoration of river embankments;
3. the cleaning of debris from agricultural fields; and
4. the repair of canals.

<sup>6</sup>. Reproduced from IFRC (2020).

**CASE STUDY FOR LNOB MONITORING**

MRCS developed specific project implementation guidelines for branch level teams. The guidelines covered different aspects of the project including:

1. the formulation of activity proposals;
2. beneficiary selection criteria;
3. the kinds of activities to be selected;
4. daily wage rates;
5. implementation and monitoring procedures; and
6. financial management.

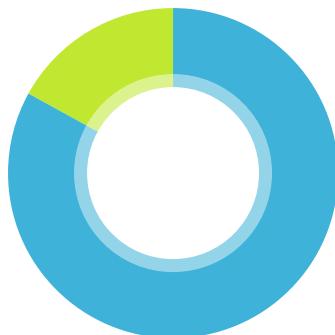
Some of the key gender-specific elements that were emphasized in these guidelines were:

- selection criteria that includes a target of 50 per cent female beneficiaries
- the inclusion of activities that were not overly technical and therefore encouraged women's participation
- equal wage payment of 2,000 Myanmar Kyats per day per beneficiary for both men and women
- wages paid to actual beneficiaries at the work site and not family members

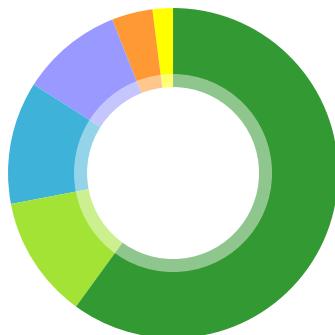
After the necessary training and capacity building of implementation teams, community-level project planning began. MRCS established Village Tract Recovery

Committees (VTRC), which had a minimum of two female representatives, to coordinate the recovery programme. Community mobilization was undertaken through VTRCs to help communities become familiar with CFW. Details of the project were explained in community meetings. This was followed by the making of decisions concerning the kinds of work to be carried out and the selection of beneficiaries. The number of beneficiaries selected was based on the nature of the activity and the size work force required, and was decided by the community. Women's participation was encouraged at this stage of the planning process. Based on community-level action plans, MRCS teams then developed proposals. Beneficiary selection criteria included:

- the elderly (55 years or older and in need of employment)
- large families (households with eight or more dependents)
- the disabled
- single female headed households (including widows)
- landless casual labourers and labour-dependent families
- single male-headed households (families with a single male parent looking after dependents).

**FIGURE 3-28: OVERALL BENEFICIARY COVERAGE AND VULNERABILITY COVERAGE****OVERALL BENEFICIARY COVERAGE**

Female - 33%    Male - 67%

**OVERALL VULNERABILITY COVERAGE OF CFW PROJECT**

Disabled - 2%
Large Family size - 4%
Elderly - 10%
Single Male-Headed Household - 12%
Single Female-Headed Household - 12%
Landless Casual Labour - 60%

**CASE STUDY FOR LNOB MONITORING**

Before any activities began, additional preparatory meetings were conducted to finalize the project monitoring and implementation systems. It became clear that the selected female beneficiaries, especially those with large families and those who were the heads of household, found it difficult to participate in a full day of work due to their responsibilities at the household level in looking after other family members. In response, MRCS included a psychosocial component in the CFW. Necessary facilities were provided for women to bring their children to worksites so that they could productively participate in the project. Necessary arrangements were also made at worksites on a case-to-case basis to promote women's participation. Wage payments were made to the actual beneficiaries and not to other family members. This helped to ensure that women taking part in CFW received their wages directly, which enabled them to use the money to meet the needs of their households.

The CFW was a successful early recovery project implemented in response to the needs of the most vulnerable households affected by Cyclone Nargis. Some key outcomes of the project were:

- Wage employment opportunities were provided to 6,644 vulnerable households following the disaster.
- The programme was successful in strengthening and developing village infrastructure that was damaged in the disaster.

Ensuring the active participation of women in CFW though was a challenge. MRCS set a target of 50 per cent female participation, but in reality achieved only 33 per cent. Women were, however, represented across all the vulnerable groups as can be seen in Table 3-10:

**TABLE 3-10: PROFILE OF VULNERABLE GROUPS**

BENEFICIARY DETAILS	MALE	FEMALE	TOTAL
Elderly	415	243	658
Large family	170	69	239
Landless casual labourer	2,979	1,038	4,017
Single female-headed household	0	808	80
Disabled	122	41	163
Single male-headed household	759	0	759
<b>TOTAL</b>	<b>4,445</b>	<b>2,199</b>	<b>6,644</b>