EXPLORING THE INTERSECTION BETWEEN GENDER AND CLIMATE CHANGE IN THE CARIBBEAN

GUIDANCE TOOL FOR CIVIL SOCIETY ORGANIZATIONS

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EXECUTIVE SUMMARY

This Gender Analysis Guidance Tool has been developed to strengthen the capacity of civil society organizations in the Caribbean to understand the linkages between gender and climate change. It will also help them to integrate gender perspectives in their work and use gender analysis as a tool to support more gender-sensitive policies and programmes in adapting to climate change. The idea for its development emerged from the Commonwealth Foundation's Exploratory Conversation with Caribbean civil society organizations held in Barbados in June 2018, entitled: 'Understanding the Intersection between Gender and Climate Change.' The Conversation was aimed at engaging representatives of civil society organizations, to discuss how they tackle gender in their work, and their understanding of how gender intersects with climate change.

The discussion increased participants awareness of the concept of gender, but recognised their need for more knowledge, skills and resources, to enable them to use gender effectively as a tool of analysis. A Gender Analysis Guidance Tool was therefore needed to enable them to understand how differences in the roles and responsibilities assigned to males and females and differences in their social and economic backgrounds can affect an individual's vulnerability to climate change. The participants wanted to understand the vulnerabilities of individuals in different age groups (children, youth and the elderly); of different class backgrounds and persons with special needs and disabilities. A Gender Analysis Guidance Tool would also help them to understand how climate change would affect the needs and livelihoods of persons in various sectors. The participants also wanted a Tool that would support the integration of gender perspectives, to address the differential needs of vulnerable groups as they worked to influence the development of policies and programmes in the Caribbean region in response to climate change.

In response, the Commonwealth Foundation partnered with the Institute for Gender and Development Studies, Mona Campus Unit (IGDS MCU) at the University of the West Indies Mona in Jamaica, to develop a Gender Guidance Tool for civil society organizations. The Gender Analysis Guidance Tool was developed based on responses of civil society representatives, to a Needs Assessment questionnaire, and interviews with key civil society stakeholders in the region, who have participated in the two exploratory discussions on gender and climate change organised by the Commonwealth Foundation in partnership with the Global Environment Facility (GEF) Small Grants Programme of the United Nations Development Programme in Barbados.

The Gender Analysis Tool is designed for staff of civil society organizations in the Caribbean who are working on climate change and are working with vulnerable groups and are supporting adaptation strategies to help them mitigate their risks. The Gender Analysis Tool introduces basic concepts, knowledge, and skills; that staff of civil society organisations can use to collect, analyse and use information to assess the differential needs and vulnerabilities of individuals to climate change. Civil society agencies can then use this information to support their advocacy work to raise awareness of issues as well as engage government policy makers to ensure policies, and programmes to reduce risks are gender sensitive.

The Gender Analysis Guidance Tool includes three (3) Modules. Module 1 provides information on concepts and definitions to help users understand the linkages between Gender and Climate Change; Module 2, introduces skills in Gender Mainstreaming and Gender Analysis and Module 3, provides information on Gender Analysis Frameworks that can be adapted for use. Also included are case studies that are relevant to the Caribbean. These are scenarios that can be used to guide discussions on how to assess vulnerability to climate change. Civil society organizations can use these to have discussions with marginalized and vulnerable groups, to help them identify their needs and risks, as well as help them to adapt to climate change. The Gender Analysis Guidance Tool has references and links to other information resources that can be used to support lifelong learning on gender and climate change in the Caribbean.

OBJECTIVES

The main objectives of this Gender Analysis Guidance Tool are to:

a. Increase knowledge and skills of programme staff in civil society organizations on how to mainstream and integrate gender perspectives in climate change adaptation policies and programmes, to make them more gender-sensitive and responsive to the needs of diverse groups of people who are vulnerable to the impact of climate change.

b. Equip staff of civil society organizations with knowledge, technical skills and tools they can use to conduct gender analysis of programmes to help the most vulnerable groups in the Caribbean, build resilience and adapt to climate change.

METHODOLOGY

The methodology used to develop the content of this Gender Analysis Guidance Tool involved the analysis of primary and secondary data, collected from an on-line needs' assessment survey and consultations with key civil society stakeholders.

FINDINGS

Results of the needs assessment survey showed varying levels of knowledge about gender and capacity to integrate gender perspectives in climate change adaptation and disaster risk management policies, programmes and strategies. Stakeholders were keen to increase their knowledge of how to conduct a gender analysis and to integrate gender and its intersecting perspectives to improve their understanding of how gender and other factors affect vulnerability to climate change. This is based on differences in social and economic backgrounds of individuals, where they live and sectors in which they may work. They wanted a practical Tool to show them how to collect gender-sensitive data, how to conduct a gender analysis of this data and how to use this data to identify and respond to the specific needs of vulnerable groups with whom they work. They also asked for case studies and exercises that would enable them to apply the knowledge and skills acquired, to make their programmes more effective.

TARGET AUDIENCE

The main target audiences are practitioners in civil society organizations in the Caribbean, who are working with groups that are vulnerable to climate change and natural hazards and are engaged in policies, programmes and strategies that support climate change adaptation.

LIST OF ACRONYMS

CC	Climate Change
CDEMA	Caribbean Disaster Emergency Management Agency
CDM	Comprehensive Disaster Management
CEDAW	UN Convention on the Elimination of all Forms of Discrimination Against Women
CSO	Civil Society Organization
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
GM	Gender Mainstreaming
GEF	Global Environment Facility
IGDS	Institute for Gender and Development Studies, UWI
IPCC	Intergovernmental Panel on Climate Change
IUCN	International Union for Conservation of Nature
MDG	UN Millennium Development Goals
SDGs	UN Sustainable Development Goals
SIDS	Small Island Developing States
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNDRR	United Nations Office for Disaster Risk Reduction (UNDRR) formerly UNISDR
UWI	The University of the West Indies
WHO	World Health Organization

INTRODUCTION

Caribbean countries as Small Island Developing States (SIDS) are vulnerable to climate change and natural hazards. Gender is a cross-cutting issue in development that impacts many areas of life. If gender issues are not considered, it undermines the effectiveness of policies, programmes, and strategies. However, knowledge of gender and skills to integrate gender perspectives in development policies and programmes are limited. This Gender Guidance Tool has therefore, been developed, to increase awareness of gender among Caribbean civil society organizations (CSOs) how gender is linked to climate change. This increased knowledge will empower CSOs to become more effective agents of change and increase their ability to support climate change adaptation. The Tool will guide data collection and project-level gender analysis.

Gender refers to the socially constructed roles, behaviours, activities, and attributes that people in a given society consider appropriate for men and women[1]. Inequalities based on differences in gender roles and status, intersect with other background factors that result in unequal treatment and status of females and males. Social, economic and political institutions reinforce and reflect unequal roles, responsibilities, power and status based on ascribed gender identities, despite human rights commitments to equality for all.

Caribbean countries are among the 53 Small Island Developing States (SIDS) and they are frequently reminded of the region's vulnerability to climate change. This vulnerability is reflected in a significant increase in hurricanes in the last 20 years and unpredictable weather[2]. The 2017 Caribbean Hurricane season was extremely active, and the region experienced two (2) Category five hurricanes. A Category 5 hurricane hit Barbuda and Dominica. These hazards resulted in the loss of life and millions of dollars in damage to infrastructure and livelihoods. Caribbean scientists and stakeholders from the University of the West Indies successfully led a global campaign to limit global emissions below 1.5[3]. The Campaign: "1.5 to Stay Alive" increased awareness of the vulnerability of SIDS. Meteorologists and other scientists have predicted that climate impacts will worsen if significant action is not taken. The Caribbean is the region most at risk of Climate Departure, which predicts a radical change in climate within the next decade. The prediction is for more intense hurricanes, droughts, floods, and other climate impacts.

The United Nations Framework Convention on Climate Change (UNFCCC) and subsequent agreements among countries which ratify and sign on to this agreement have highlighted the importance of integrating gender as a cross-cutting issue to better assess vulnerability and well as developing effective adaptation and mitigation strategies. Research within and outside the Caribbean region shows that gender and other forms of inequality increase the risk of natural hazards becoming disasters.

The history of the Caribbean region has contributed to various forms of inequality based on sex, gender, race and ethnicity, age, class and socio-economic background, disability, location, and other differences. Gender is a cross-cutting issue that results in different roles and responsibilities that have been learned through interactions in the family, school, religion, peers and the media. All countries in the Commonwealth Caribbean countries have signed on to global and regional commitments to gender equality and sustainable development. Among these are commitments to protect the human rights of all citizens (UNDHR); women's rights (CEDAW and the Beijing Platform for Action); children's rights (CRC), the rights of persons with disabilities (Kingston Declaration) as well as commitments to protect vulnerable groups such as the Belem do Para Convention to eliminate violence against women and girls. There is also the Sendai and Hyogo Agreements on climate change and disaster risk management, respectively. Regional commitments include the Barbados Programme of Action on SIDS. The Caribbean Disaster Emergency Management Agency (CDEMA) has developed a Comprehensive Disaster Management

[1] World Health Organization 2013b.
[2] Source: Union of Concerned Scientists Dec 2017
[3] See the Campaign on the 1.5 to Stay Alive at: http://www.1point5.info/en/

Plan and Strategy (CDM) for the region. The commitments and framework recognise the important role of civil society organizations (CSOs) as partners with governments, private sector organisations and international agencies, to promote awareness of climate change and disaster management and to build the capacity of groups vulnerable to their effects. CSOs are therefore important social actors in the region's CDM strategy to enable people to prepare for, cope with and recover from the effects of climate change.

HOW TO USE THE GENDER ANALYSIS GUIDANCE TOOL

Guide: This Tool is designed for CSO practitioners. They can use it to mainstream gender in climate change programmes within their organizations.

The Tool has been designed so that stakeholders can adapt it for use in various sectors to identify their specific needs, based on intersecting factors that impact their vulnerability. The information collected for gender mainstreaming and gender analysis can be used to assess the resources needed to mitigate risks. The data collected can help CSOs to develop a Gender-Sensitive Implementation Plan with indicators to measure progress.

Modules: The Modules can be used separately or together. CSO leaders and trainers who are new to gender mainstreaming should use the Tool in sequence, starting with Module 1, then moving to Module 2 then on to Module 3. Those using the Modules separately, can adapt and use each module to plan a training or sensitisation session or develop a work plan to mitigate risks. For example, Module 1, can be used for a sensitization workshop to introduce staff to basic concepts and explain how they are linked. Module 3 can be used for a training session with practitioners on each step to take as they work to integrate gender in a community needs assessment to determine vulnerability. The content could also be used to conduct a gender analysis of data collected in a community, to find out who needs what, who is most vulnerable and why; identify the groups most vulnerable to climate change and develop strategies reduce risks and prevent loss of life or livelihood. This information is important to guide programme decisions and to assess and prioritise the needs of the most vulnerable groups of people. The data provide evidence to guide decision making on the best return on investment in allocating resources. It can also determine the potential for a programme's sustainability within a community or sector.

CSO Training Officers and their planning team should read the whole Tool and adapt it as needed, to design and deliver training sessions.

Materials: The materials can be adapted for specific training activities. For example, information can be extracted and used as a training session using PowerPoint presentations, adapted for group discussions and workgroup sessions on how to collect and analyse data; and steps to integrate gender perspectives in policies and programmes. Materials include checklists, glossaries, definitions and exercises. Separately and together, the materials can be used to build expertise on how to integrate gender perspectives in a policy, programme or strategy.

References: The Appendix includes a list of references as well as links to other resources that can be downloaded and shared as needed.

Case Studies: Trainers can use case studies provided or can develop their own to meet the specific needs of the target audience to be trained.

Data Collection: The Tool provides a step by step guide on how an organization can collect and analyse data disaggregated by sex and other factors. The analysis will show gaps and needs of vulnerable groups. A CSO can use this data to support a gender review of a policy or programme and recommend actions to meet the specific needs of the target group.

GLOSSARY AND DEFINITONS OF KEY TERMS

Adaptation: IPCC defines this as is the process of adjustment to actual or expected climate and its effects. In human systems, adaptation seeks to moderate or avoid harm or exploit beneficial opportunities. In some natural systems, human intervention may facilitate adjustment to expected climate and its effect.

Climate Change: IPCC defines this as a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and the variability of its properties and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forces such as modulations of the solar cycles, volcanic eruptions and persistent anthropogenic changes in the composition of the atmosphere or land use.

Disasters: IPCC defines this as severe alterations in the normal functioning of a community or a society due to hazardous physical events interacting with vulnerable social conditions, leading to widespread adverse human, material, economic, or environmental effects that require an immediate emergency response to satisfy critical human needs and that may require external support for recovery

UNDRR, UNDP, and IUCN note that disasters result from the combined factors of natural hazards and people's vulnerabilities. These vulnerabilities take the form of physical exposure, socio-economic vulnerability, and limited capacity to reduce vulnerability and disaster risk.

Fairness: This is impartial and just treatment or behavior without favoritism or discrimination.

Femininity: These are the characteristics and traits associated with femaleness.

Gender equality: This reflects a situation in which all gender groups in all sectors, enjoy the *same rights and opportunities* such as equality in economic participation, pay for work of equal value, equality in access to power and decision making and equal capabilities to achieve their aspirations, needs and behaviors which are equally valued and rewarded.

Gender equity: This entails the provision of fairness and justice in the distribution of benefits and responsibilities between females, males and other gender groups. The concept recognizes that each biological sex may have different needs, resources and power. Promoting gender equity means that these differences need to be identified and addressed in a manner that rectifies any imbalances or discrimination. Gender equity may include equal treatment or treatment that is different but considered equivalent to ensure fairness in access to human rights, benefits, obligations, and opportunities.

Gender vs. Sex: Gender is the social meaning given to the biological differences between males and females and the social roles and behaviors associated with masculinity and femininity. These experiences can change over time and can vary across cultures. Sex describes biological characteristics of being male, female or third sex. In every society, some persons are born with both male and female genitalia.

Gender-sensitivity: This is understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse areas of public and private life. It identifies and seeks to address structural disadvantages in the positions and roles of females, males or other genders.

Gender Mainstreaming: This is a strategy and process used in organizations to bring a gender perspective to all aspects of an institution's policy and activities. It does this by building gender capacity and accountability to identify gaps and uses gender indicators to measure changes in achieving gender equality.

Hazard: UNDRR (2017) defines a hazard as 'a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation.' Hazards may be single, sequential or combined in their origin and effects. Each hazard is characterized by its location, intensity or magnitude, frequency and probability. Biological hazards are also

defined by their infectiousness or toxicity, or other characteristics of the pathogen such as dose-response, incubation period, case fatality rate and estimation of the pathogen for transmission.

Masculinity: These are the characteristics and traits associated with maleness and can range from dominant to subordinate forms of masculinity.

Mitigation (of climate change): IPCC defines mitigation as efforts to reduce or prevent the emission of greenhouse gases (GHGs).

Mitigation (of disaster risk and disaster) IPCC defines this as the lessening of the potential adverse impacts of physical hazards (including those that are human-induced) through actions that reduce the hazard, exposure, and vulnerability.

Resilience: This is the ability to prepare for disruptions, recover from shocks and adapt and grow from a disruptive experience. Resilience related to climate change is to prevent and mitigate the impact of disasters and crises, as well as to anticipate, absorb, accommodate or recover from and adapt to them in a timely, efficient and sustainable manner. Examples of resilience related to climate change include: protecting, restoring and improving food and agricultural systems, as well as building the abilities of men and women to maintain their livelihoods if there is a natural hazard. In the tourism industry, resilience for male and female visitors could mean taking steps to protect their lives in the event of a natural hazard or disaster during their vacation. (IPCC)

Socialization: This is a learning process that enables individuals to learn gender roles, attributes, behaviors and expectations that shape their masculine or feminine identity. Learning takes place through social interaction with others in the family, schools, churches, with peers and messages in the media. Positive and negative responses from these encounters, teach individuals what society expects from them regarding behaviors that are considered appropriate for their ascribed gender identity. Females are usually ascribed the role of family caregivers and males, the role of family breadwinners and protectors. However, in the Caribbean, almost half of households are headed by females who are both family caregivers and providers/protectors. Some males are also family caregivers.

Small Island Developing States (SIDS): These are a distinct group of 57 developing countries facing specific social, economic and environmental vulnerabilities. SIDS were recognized as a special case both for their environment and development at the United Nations Conference on Environment and Development (UNCED), also known as the Earth Summit, held in Rio de Janeiro, Brazil (3–14 June 1992). This recognition was made specifically in the context of Agenda 21 (Chapter 17 G). http://unohrlls.org/custom-content/uploads/2013/08/SIDS-Small-Islands-Bigger-Stakes.pdf

Vulnerability: The IPCC defines vulnerability to climate change as the degree to which a system a is susceptible to, and unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude and rate of climate change and variation to which a system is EXPOSED, its SENSITIVITY, and its ADAPTIVE CAPACITY. Vulnerability, therefore, includes sensitivity or susceptibility to harm and lack of capacity to cope and adapt.

MODULE 1: CONCEPTS AND DEFINITIONS

INTRODUCTION

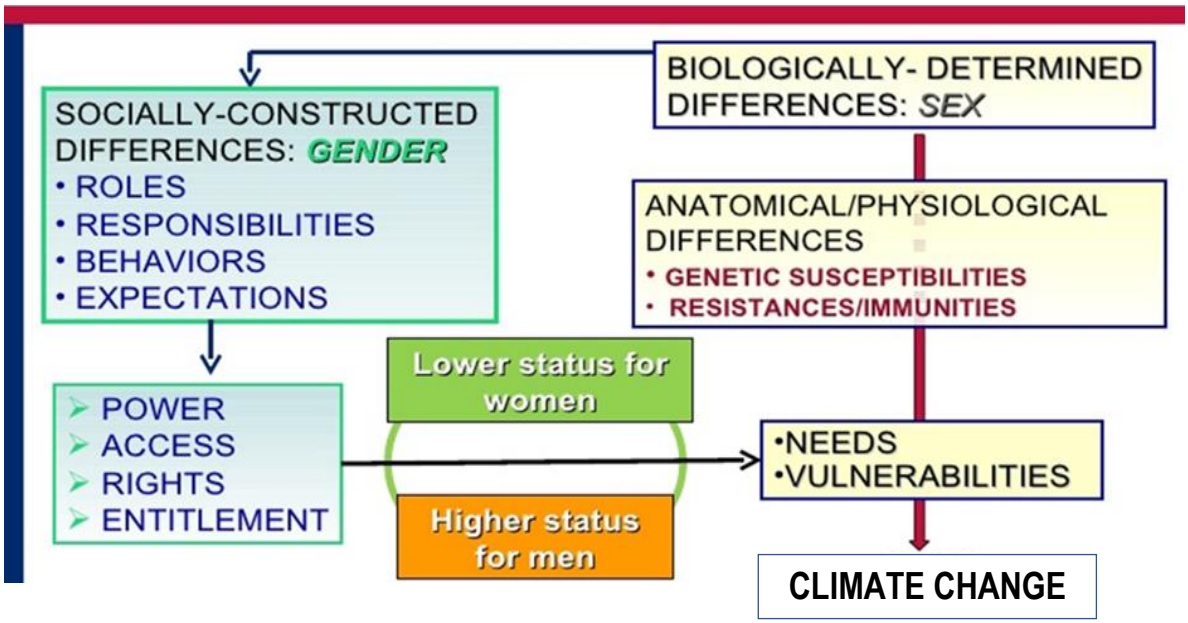
If you think about your own life, and how you were brought up, you may already be familiar with gender concepts. The Glossary in this Tool has introduced you to some basic concepts and definitions such as gender, climate change, adaptation and mitigation. The first Module expands on what you already know from your personal life and what you read. It introduces you to definitions and concepts such as the difference between your biological sex and your gender role and identity, which you learn and why gender-related differences are important in relation to climate change. These and other concepts provide information that you can use to support the development of gender-sensitive policies, programmes and strategies in your organization.

Learning Outcomes

By the end of this Module, you will be able to:

1. Explain concepts related to gender and climate change; and
2. Explain the linkages between the concepts and how gender intersects with other factors to affect the vulnerabilities of various population groups.

WHAT IS THE DIFFERENCE BETWEEN GENDER AND SEX?



This diagram[4] shows the main differences between sex and gender and links to climate change:

1. Sex explains biological differences
2. Gender is socially constructed. Individuals learn social roles, attributes and behaviour associated with masculinity, femininity and other gender identities, which influence access to and control over resources; power, status and decision-making; as well as opportunities and constraints. In a given context, gender can determine rights and entitlements, what is expected, permitted and valued in a woman or a man in a context.

[4] Adapted from MCHIP Pannel (May 30, 2010), Sex s. Gender What is the Difference? CORE: Health and Science.

3. **Gender and sex** determine the varying needs and vulnerabilities of males and females. In many Caribbean countries, males and females are not treated equally and fairly.[5]

Gender does not mean "women." However, in most Caribbean societies' gender roles and status linked to femininity and masculinity often result in unequal access to power, resources and opportunities which affects vulnerability.

Gender equality means that the human rights of each person' is equally respected and has equal opportunities to realise their full potential, to engage in and benefit from opportunities for political, economic, social and cultural development.

Gender equity means 'fairness' of outcomes and justice in the distribution of benefits and responsibilities between females, males, and other gender groups. The concept recognizes that each biological sex may have different needs and powers. Equity means that these differences should be identified and addressed in a manner that rectifies any imbalances or discrimination between groups. Gender equity may include equal treatment or treatment that is different but considered equivalent to ensure access to human rights, benefits, obligations, and opportunities. See illustration below.

Gender analysis is a strategy and process that supports gender mainstreaming. It helps to identify social and other differences between the sexes in terms of needs, access to and control over resources benefits and decision–making. In conducting gender analysis, three elements need to be examined:

COMMITMENTS TO GENDER EQUALITY

Globally, the principle of gender equality has been acknowledged by governments, international organizations, and stakeholders as a basic human right and as a development goal. These principles and rights are evident in several conventions and agreements at international, regional and national levels. The main global commitments to gender-equality are:

1. The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
2. The Beijing Platform for Action from the Fourth World Conference on Women in 1995
3. The Sustainable Development Goals (2015-2030) which replaced the Millennium Development Goals (2000-2015)
4. The United Nations Framework Convention for Climate Change (UNFCCC)
5. The Hyogo Framework for Action
6. The Sendai Framework
7. CARICOM Charter of Civil Society
8. Paris Agreement (2016) on Climate Change

1. **Division of Labour**
   This means looking at who does what work and who is responsible for what. For example, in the Caribbean men are expected to work and to be the main breadwinners for their family while women are expected to take care of domestic tasks for the family such as running the household and caring for children, the elderly, the sick and family members with a disability. The work associated with these gender roles are given different social value, status access to power and decision–making. In the Caribbean, more than half of households are headed by single women

[5] See World Bank Latin America and Caribbean Gender Data Portal for statistics on the gender disparities in the Caribbean. http://datatopics.worldbank.org/gender/country/latin-america-&-caribbean

who are the main providers and caregivers for their family. This gender division of labour must be considered in planning for climate change mitigation and adaptation.

2. **Division of Resources**
   Differences in access to capital assets and having control over resources, impacts the ability of an individual or household, to mitigate the effects of climate change. Female-headed households may be larger because women are family caregivers. However, these households may have less income because women, on average earn less than men. More women than men work in the informal sector and low wage jobs. This can affect their ability to prepare for, survive during, and recover from a natural hazard.
3. **Practical and Strategic Gender Needs**[6]
   Women, girls, boys and men belong to different socio-economic groups and have distinct vulnerabilities, which shape the way they prepare for, experience the effects of climate change and how they recover from it. When planning climate change programmes, think about practical and strategic gender needs. Interventions should address practical needs for whoever is vulnerable but also challenge subordination and inequality.

ACTIVITY 1

Think about people in agriculture in your own country or community and answer the following questions:

1. Who is usually in charge of planting food crops, weeding, assisting in harvesting, carrying crops from the field?

2. Who engages in land preparation? Selects the plot to plant crops? Controls crop income? Chooses what to give away and to whom?

3. Who engages in traditional fishing for household consumption and who does deep-sea fishing for local and international markets?

4. Who is confined to shallow waters and prepares the fish for both family meals and roadside vending?

5. Who is responsible for caring for children and the elderly, preparing household meals, caring for domestic animals in rural communities and fetching water?

Your responses to questions in Activity 1 should reflect the gender division of labour (who does what). This exercise in gender analysis can help you to understand the different roles and situation of males and females. You need to consider how climate change adaptation policies and programmes may impact each gender group and ensure that the intervention is fair and meets their needs.

[6] Gender and Development Planner, Caroline Moser speaks about two types of needs that are considered in and development planning. These are practical gender and strategic gender needs. She notes that women's Practical Gender Needs (PGNs) relate to their socially ascribed roles. These are linked to the gender division of labour and women's subordinate position in society. PGNs do not challenge the status quo. They are a response to immediate needs identified in a given context. These needs address practical issues such as shortages in housing, water, food, access to health care and jobs. Women's Strategic Gender Needs (SGNs) are related to the subordinate and unequal position of women in society, which may vary across countries, and contexts. SGNs also relate to the gender division of labour, power and control. They may include: legal rights, gender based and domestic violence, equal wages, and women's control over their bodies. SGNs can help to improve greater equality for women, can help to change existing roles. They challenge women's subordinate position.

Gender analysis is a systematic attempt to recognise and understand the differential impact which a given variable, factor, or decision may have on different groups of women and men. It also takes into consideration how gender-based inequity may be further affected by intersecting issues of race/ethnicity, class, geographical location (rural/urban) and age, among other factors. Information derived from the gender analysis process can help to identify policies, strategies, and decisions that impact negatively on specific groups of women and men and those that may perpetuate already existing inequities. The information generated from a gender analysis can be used to inform the design of gender-sensitive programmes and policies.

Intersectionality a helpful concept developed by Kimberle Crenshaw is used to understand how different background factors taken separately and together, affect identity and can result in multiple forms of oppression, exploitation and subordination. These include factors such as race, class, age, disability, sexuality, education, language and culture. Intersectionality[7] also explains how:

1. Racism, sexism, class exploitation and similar systems of oppression are interconnected and mutually construct one another;
2. Forms of social inequalities exist within intersecting forms of oppression;
3. Perceptions of social problems also reflect how social actors are situated within the power relations of historical and social contexts; and
4. Individuals and groups are located differently in intersecting oppressions. They may have distinctive standpoints on social phenomena.

Intersectionality is a useful concept that we can apply to examine the underlying causes of social and economic vulnerability. Gender inequalities intersect with other forms of oppression. Using the lens of intersectionality can help us to understand complex and unique inequalities in the lives of people in your community and country. Can you think about intersectionality in your own life? In what ways are you vulnerable to climate change?

Gender gaps. These are identified by using gender as a tool of analysis. Consider gender and other background factors such as age, education, class, ability for a group of women and men in your community. What gender gaps can you identify for groups of males and females? Think about these gaps in relation to climate change for the following:

1. Men's ascribed gender roles as family breadwinners and protectors and women's gender roles as family caregivers if there is a hurricane or flood?
2. Changes in power, privileges and status of men vs. women in your community.
3. Participation of men vs. women in the economic life of the country, community or organization.
4. The 'gender division of labor' in various sectors. Are more males working in nursing? Caregiving? Are more females working in construction? Electricity, water and security services?
5. Gender differences in education participation, attainment and subject choices.
6. Gender differences in access to power, political leadership, and participation in decision-making.
7. Gender differences in access to and use of social services, e.g., health facilities.

[7]Collins, P.H., and Bilge, s. (2016) Intersectionality. Cambridge, UK: Polity

Climate change can reinforce traditional gender roles, but they can also transform inequal gender roles. Conducing gender analysis of data collected and using this to develop policies and programmes that transform gender relations can make a difference.

CSO Practitioners can use gender as a tool of analysis in combination with other intersecting factors such as age, education, and geographic location to better understand the differences between men and women. They can then use this information to understand climate-related vulnerabilities, capabilities, opportunities, and differences in access to resources. Integrating gender-sensitivity in programmes and policies can help to reduce gender inequalities as well as other inequities. It can also promote *fairness* in access to resources for recovery and development.

UNDERSTANDING CLIMATE CHANGE

The United Nations Framework Convention on Climate Change (UNFCCC), defines climate change as "a change of climate that is attributed directly or indirectly to human activity that alters the composition of the global atmosphere, and that is in addition to natural climate variability observed over comparable time periods." Climate change is the name given to a set of physical phenomena. It is also referred to as "global warming, "even though climate change involves much more than warming. For Caribbean countries, climate change is also a major public policy issue, and it affects everything.

CLIMATE CHANGE FAST FACTS

1. Climate Change is increasing the intensity (strength) and frequency (number of times it occurs) of certain types of natural hazards. While the number of geophysical events (e.g., earthquakes and volcanoes) has remained steady, the number of hydro-meteorological events (e.g., hurricanes and other storms; flooding) has increased significantly over the past decades.
2. As the climate continues to undergo changes that affect natural hazards, disaster risks will increase. As a region that is prone to natural hazards which will be intensified by Climate Change, we must take measures to reduce our disaster risk and ensure that we can stand up to the impacts of Climate Change.
3. Climate Change will make climate-related disasters worse and increase the risks for Caribbean countries and communities. Communities will be more exposed to their hazards: riverine communities may find they are dealing with flooding more often; coastal communities may have to contend with more significant storm surges or an increase in coastal erosion. Communities may see that rare events, like a once in 50 years flood, occur more frequently, say once every 25 or even ten years.

In the Caribbean, climate change has a greater impact on those sections of the population, that are most reliant on natural resources for their livelihoods. These persons tend to have the least capacity to respond to natural hazards, such as droughts, landslides, floods and hurricanes.

Climate Variability refers to variations in the mean state of the climate and other statistics (such as standard deviations, the occurrence of extremes, etc.) of the climate on all spatial and temporal scales beyond that of individual weather events. Variability may be due to natural internal processes within the climate system (internal variability), or to variations in natural or anthropogenic external forcing (external

variability)[8]. Climate variability, in other words, refers to changes in climatic conditions on time scales of months, years, or decades (30 years or less). It can result in sudden disruptions, such as floods, droughts, or tropical storms.

Climate Change Adaptation refers to initiatives and measures to reduce the vulnerability of natural and human systems against actual or expected climate change effects.

Hazard is a dangerous phenomenon, substance, human activity or condition that may cause loss of life or injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. Hazards may be categorised in many ways. A simple approach is to classify hazards according to their origins: Natural or Induced by human processes. Hazards can be single, sequential, or combined in their origin and effects.

Vulnerability[9] is the condition determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets, or systems to the impacts of hazards. Vulnerability is also explained as the sum of social, economic, environmental, or physical factors that increase people's susceptibility to being adversely affected by a disaster event. This can result in loss of life, and or property and assets. Vulnerability to climate change, GHG emissions, and the capacity for adaptation and mitigation are strongly influenced by livelihoods, lifestyles, behaviour and culture. Below illustrates[10] the factors that cause vulnerabilities.

Physical Factors

- Quality of construction
- Weak critical infrastructure
- Population growth and density

Environmental Factors

- Poor soil and water quality
- Loss of biodiversity
- Depleted natural resources
- Toxic and hazardous pollutants

Economic Factors

- Socio-economic status
- Poverty and poor nutrition
- Poor/No access to credit, loans, and other resources
- Structure of income and the economy
- Lack of research and development
- Markets

Social Factors

- Risk perception
- Low levels of literacy and education
- Poor legal and regulatory frameworks
- Gender inequalities and discrimination against women, minorities
- Limited access to information

Risk is the probability of harmful consequences, or expected losses resulting from interactions between natural or human-induced hazards and vulnerable conditions. For example, there is a community at the foot of the mountain, which is right in the path of the rock if it fell. The rock, which was a hazard with the potential to cause harm, has now become a risk to a community, which is vulnerable. Community residents could be damaged by the falling rock that might destroy their lives, assets, facilities, etc. But

[8] IPCC, (2014) - Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change

[9] See UNISDR in reference page.

[10] Adapted from CDEMA, & FAO, Regional Training Workshop for Integrating Gender Equality in Disaster Risk Management Programming in the Caribbean held in Guyana May 17-9, 2017.

the community is also vulnerable. If the clinic is damaged, people will lose access to immediate health care. The entire community is, therefore, also at risk. See illustration[11] below:

There is a formula that is used to calculate risk: R = H x V/C

Risk (R)	**Hazard Exposure (H)**	**Vulnerability (V)**
The combination of the probability of an event and its negative consequences.	People, property, systems, or other elements present in hazard zones that are thereby subject to potential losses.	The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard.

Capacity (C)
This is the combination of all strengths and resources available that can reduce the level of risk or the effects of climate change. Adaptation and mitigation strategies can help to address climate change and the risks associated with it, but no single strategy is enough by itself. Effective implementation depends on policies, programme and cooperation at all scales and can be enhanced through integrated responses that link mitigation and adaptation with other societal objectives.

Adaptation: This is a process by which individuals, communities and countries seek to cope with the consequences of climate change, including variations in the climate. The process of adaptation is not new. Throughout history, people have been adapting to changing conditions, including natural long-term changes in climate. What is innovative is the idea of incorporating future climate risk into policy-making[12]. Communities and societies, in general, have long been adapting to climate change. Mitigation actions intersect with other societal goals. This creates the possibility of mutual benefits or adverse side-effects. Climate change is real. We all must take a proactive approach to adaptation.

Mitigation. This means reducing risks. Actions taken to reduce risks can create benefits if they intersect with other social goals. If well-managed, actions to mitigate climate risk can positively or negatively influence the achievement of other societal goals such as human health, food security,

[11] Adapted from CDEMA, & FAO, Regional Training Workshop for Integrating Gender Equality in Disaster Risk Management Programming in the Caribbean held in Guyana May 17-9, 2017.
[12] L Lim, B. and Spanger-Siegfried, E. (eds.), 2004. Adaptation Policy Frameworks for Climate Change: Developing Strategies, Policies and Measures, Cambridge University Press, Cambridge. Available online

biodiversity, local environmental quality, energy access, livelihoods and equitable, sustainable development. Below are common factors that constrain the implementation of adaptation and mitigation strategies.[13]

Constraining Factors	Potential Implications for Adaptation	Potential Implications for Mitigation
Adverse externalities of population growth and urbanization	Increase exposure of human populations to climate variability and change as well as demands for, and pressures on, natural resources and ecosystem services.	Drive economic growth, energy demand and energy consumption, resulting in increases in greenhouse gas emissions.
Deficits of knowledge, education, and human capital	Reduce national, institutional and individual perceptions of the risks posed by climate change as well as the costs and benefits of different adaptation options.	Reduce national, institutional and individual risk perception, willingness to change behavioural patterns and practices and to adopt social and technological innovations to reduce emissions.
Divergences in social and cultural attitudes, values and behaviours	Reduce societal consensus regarding climate risk and therefore, demand for specific adaptation policies and measures.	Influence emission patterns, societal perceptions of the utility of mitigation policies and technologies, and willingness to pursue sustainable behaviours and technologies.
Challenges in governance and institutional arrangements	Reduce the ability to coordinate adaptation policies and measures and to deliver capacity to actors to plan and implement adaptation.	Undermine policies, incentives and cooperation regarding the development of mitigation policies and the implementation of efficient, carbon-neutral and renewable energy technologies.
Lack of access to national and international climate finance	Reduces the scale of investment in adaptation policies and measures and therefore, their effectiveness.	Reduces the capacity of developed and, particularly, developing nations to pursue policies and technologies that reduce emissions.
Inadequate technology	Reduces the range of available adaptation options as well as their effectiveness in reducing or avoiding risk from increasing rates or magnitudes of climate change.	Slows the rate at which society can reduce the carbon intensity of energy services and transition toward low-carbon and carbon-neutral technologies.
Insufficient quality and quantity of natural resources	Reduce the coping range of actors, vulnerability to non-climatic factors and potential competition for resources that enhance vulnerability.	Reduce the long-term sustainability of different energy technologies.
Adaptation and development deficits	Increase vulnerability to current climate variability as well as future climate change.	Reduce mitigative capacity and undermine international cooperative efforts on climate owing to a contentious legacy of cooperation on development.
Inequality	Places the impacts of climate change and the burden of adaptation disproportionately on the most vulnerable and transfers them to future generations.	Constrains the ability for developing nations with low-income levels, or different communities or sectors within nations, to contribute to GHG mitigation.

[13] Table adapted from the IPCC, 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, pp 151.

LINKING GENDER AND CLIMATE CHANGE

Having been introduced to some of the essential gender and climate change concepts, you can now understand how gender inequalities can create vulnerabilities which must be considered when planning for climate change adaptation to mitigate disasters and risks. Next, let us examine some direct and indirect effects of climate change, their potential risks and gendered effects, using practical examples. As you review the table[14] below, you will begin to see the linkages between gender and climate change.

Climate Change Effects	Potential Risks	Examples	Potential Effect on Gender
Direct	Increased ocean temperature	Rising incidence of coral bleaching due to thermal stress	▪ Loss of coral reefs can damage the tourism Industry. ▪ Think about the roles of men and women in the tourism industry and how they would be affected by the loss of coral reef.
	Increased drought and water shortage	Longer periods of drought	▪ Who are often the primary collectors, users and managers of water in your community? ▪ Who would be most impacted by limited water availability?
	Increased extreme weather events	Greater intensity and quantity of cyclones, hurricanes, floods and heatwaves	▪ In 2017, Hurricane Irma left 95% of buildings on Barbuda damaged, and the island was "literally underwater" and "barely habitable." About 50% of the Barbuda population was homeless after Irma. ▪ Who are often most vulnerable if a disaster strikes? ▪ What percentage are single female-headed households? ▪ What percentage are single male-headed household?
Indirect	Increased epidemics	Climate variability played a critical role in leptospirosis outbreak in Guyana.	▪ Who has less access to medical services? ▪ Can poorer households with fewer resources adapt to the effects of climate change?
	Loss of species	By 2050, climate change could result in a species extinction rate from 18-35%.	▪ Who often rely on crop diversity to accommodate climatic variability? ▪ Permanent temperature change will reduce agro-biodiversity and traditional medicine options, potentially affecting food security and health.
	Decreased crop production	Crop production may decline 20-50% in response to extreme El Niño-like condition	▪ Who is responsible for crop production? ▪ Who would be most affected due to their roles in crop production?

[14] Table adapted from UNDP, 2010.Gender, Climate Change and Community-Based Adaptation: A GUIDEBOOK FOR DESIGNING AND IMPLEMENTING GENDER-SENSITIVECOMMUNITY-BASED ADAPTATION PROGRAMMES AND PROJECTS, UNDP, New York.

POINTS TO CONSIDER

1. Gender is a cross-cutting issue that must be considered in Climate Change (CC).

2. Understanding gender issues and gender relations between diverse gender groups can help to identify who is vulnerable to climate risks and how to mitigate these risks.

3. Climate change will increase existing risks and create new risks for natural and human systems.

4. Risks are unevenly distributed and are generally greater for disadvantaged people and communities in countries at all levels of development.[15]

5. Observing the world and climate change from a gendered perspective will make you more aware of how gender intersects with other factors such as age, race, class, religion, political affiliation, education, to influence the vulnerabilities of diverse population groups, systematic social marginalization and inequality.

6. Today, more people recognise the importance of climate change as a major global development crisis. Most responses to climate change have been focused on scientific and economic issues. There has been less focus on the significant human and gender impact. It is important to highlight the needs of human beings of different backgrounds face when responding to climate change. There are challenges and opportunities to promote gender equality.

7. Climate change can put increased pressure on each sex group because of their ascribed gender roles and responsibilities. For example, when a family with a male and female partner is preparing for a disaster, they may rely heavily on the woman's role as family caretaker and the man's role as a family protector and provider. The fact that women and girls are often responsible for most of the unpaid household tasks of caregiving, also means their lives are directly affected by the challenges brought about by climate change. They may have to walk further to find increasingly scarce food, fuel and water. If water is short, there are more challenges in caring for family members of different ages and abilities who have special health needs and are susceptible to health risks linked to climate change. The increased time required to care for the family may reduce the time that women and girls may have for education, paid income-generating activities, or participating in and leadership of community organisations. This can entrench unequal power and gender relations. Men also experience negative effects of climate change, particularly those who are poor. For example, men in rural areas may experience deep anxiety and stress when their livelihoods have been destroyed by the effects of climate change. They may experience an identity crisis if they are no longer able to fulfill their socially-expected roles as family providers. Research[16] also shows that men and boys are more at risk of injury and death as they may feel pressured into taking heroic actions to save or rescue others in a disaster. Children, especially girls, are more at risk of sexual violence in a disaster if children are separated from their family, or because they may have to live in a temporary shelter with several other people.

8. Unequal power relations between groups of males and females affects how each group is impacted by and copes with the effects of climate change. Using gender as a tool for analysis can help to

[15] IPCC, 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 151 pp

[16] See Dunn, L (2016) Integrating Men and Masculinities in Caribbean Disaster Risk Management. In E. Enarson and B. Pease. (Eds.). Men, Masculinities and Disaster. London: Routledge

identify and transform unequal power relations. This approach ensures that vulnerable men and women have the opportunity to be more involved in understanding the problems and have the ability to influence policies, programmes and the allocation of resources to mitigate risks, as people's everyday lives are disrupted.

9. All women and men in the community should have an equal voice in governance and decision-making on climate change adaptation plans. They must also be given equal access to the resources needed to respond to the negative effects of climate change. Solving problems requires the knowledge and expertise of both women and men. CSOs can use their knowledge of gender and climate change to with government and other stakeholder' institutions to eliminate discrimination or bias for or against men or women. Traditional leadership structures and practices may perpetuate bias though not intended. Using a gender lens can eliminate barriers, ensure women's practical and strategic needs are met. It can ensure the needs of older men, boys, males and females with disabilities, gender minorities and any member of the community who is vulnerable.

10. Climate change affects groups of males and females in different ways. In many contexts, gender inequalities limit how much control females have over decisions that affect their lives as well as their access to jobs and other resources. Cultural and traditional beliefs and practices can result in risks for both sexes. For example, people with disabilities are more likely to be vulnerable to the effects of disasters in the following ways: Stigma and discrimination in the job market mean that fewer persons with disabilities are employed. This reduces the money they have available to prepare for and recover from a disaster. They may also be more at risk from gender-based violence as they generally have less power to decide on their sexual safety. The risk is greater if they must evacuate and move to a temporary shelter.

    Adult males are also more likely to be at risk from not only rescuing persons in floods as noted before, but they may be required to fulfill high-risk tasks such as fixing roofs, cleaning drains, cutting the branches of trees. Given their ascribed roles as family protectors, they may feel compelled to stay at their house, farm, or business to protect their property instead of evacuating to a temporary shelter. Gender analysis helps CSOs to recognise that all sexes need support in different ways to mitigate risks before, during and after a disaster. Sexual minorities, including lesbian, gay, bisexual, transgender persons, may also be at risk because of stigma and discrimination if they need to evacuate to a temporary shelter in a hurricane, for example.

MODULE 2: GENDER MAINSTREAMING AND GENDER ANALYSIS

Module 2 focuses on gender mainstreaming. This is a strategy and process adopted by the United Nations in 1995 to promote gender equality. It builds off the knowledge of gender and other concepts learned in Module 1 to understand the linkages between gender and climate change. Module 2 will help civil society practitioners to use gender mainstreaming tools to collect and analyse data disaggregated by sex and other factors, then use this guide to develop gender-sensitive climate change adaptation strategies to mitigate the risks of natural hazards. The Module will help CSO Practitioners to improve their ability to respond to the effects of climate change at the community and policy levels. The knowledge gained from conducting a gender analysis can identify who is most vulnerable, where, why, and how. Appropriate interventions can be developed to build resilience and save lives. The gender mainstreaming process can help CSOs to identify who needs what and in so doing the specific needs of vulnerable and high-risk groups of all sexes can be addressed. Mainstreaming gender can also help to design more inclusive mitigation and adaptation policies and programmes in various sectors and locations.

By the end of this Module, you will be able to:

1. Explain gender mainstreaming and gender analysis;
2. Outline the main steps to conduct a gender analysis; and
3. Use templates to integrate gender perspectives in climate change adaptation policies and programmes.

UNDERSTANDING GENDER MAINSTREAMING

Gender Mainstreaming is a process used to achieve the goal of gender equality. It involves an assessment or audit of the implications for women, men and other social groups, of any action, policy, programme, strategy or legislation. Gender mainstreaming makes the concerns and experiences of all individuals integral in the design, implementation, monitoring and evaluation of policies, programmes and strategies in all political, economic and social spheres. The aim is to ensure that all groups benefit equally. Gender mainstreaming will help to ensure that both women and men have equal rights and opportunities to access resources and contribute to decision making on how resources are allocated.

Gender mainstreaming can help practitioners to understand where there are differences, and how these can be addressed to ensure fairness in meeting the specific needs of vulnerable groups in the population, sector, parish, or community. As a strategy, it can help to ensure equal opportunities for stakeholders to participate in decision-making. Using gender mainstreaming strategies can also help to ensure that climate change policies and programmes address specific needs and vulnerabilities in meaningful and practical ways. *The goal is to ensure that no vulnerable group or sex is deprived of what they need, irrespective of gender and other differences.*

Gender analysis is the critical starting point for gender mainstreaming: The first step in a mainstreaming strategy is the assessment of how and why gender differences and inequalities are relevant to the subject under discussion. Without gender analysis- gender mainstreaming is not possible.

Five things you need to know about gender analysis:

1. It is a **tool** that identifies and documents differences in **power, roles, resources, norms, needs and interests of women men girls and boys in a community or group**.
2. It is a systematic analytical process based on data disaggregated by sex to understand gender-related differences between groups. This process is used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a context.
3. It helps ensure the equitable participation of women and men in your programmes and projects.

4. It shows the linkages between inequalities at different societal levels. Gender and its intersectionality show different layers of discrimination; gender relations intersect with many categories of social identities, such as religious, political affiliation, ethnicity, social status, age, and sexual orientation.
5. It is used to identify the connections between gender relations and the challenges to be solved; it indicates exactly what that impact is likely to be and promotes alternative courses of action.

WHY DO GENDER ANALYSIS?

Gender analysis can promote gender equality or gender equity. Both terms are often used interchangeably, but there are some differences, as discussed in Module 1.

Gender equity challenges 'sameness.' This means putting measures in place to compensate for inherent disadvantages that prevent men and women from operating on a 'level playing field.' These disadvantages could include historical, social, economic and political factors that contribute to inequality between and among the sexes as well as marginalized groups.

Gender equality explains 'sameness' and a relational status between women and men. If there is gender equality, women and men will fulfill similar kinds of work within and outside the household. They would earn equal pay for work of equal value. They would have equal representation in positions of leadership and decision-making. Laws would adequately reflect the interest of both sexes.

WHEN TO CONDUCT GENDER ANALYSIS?

Gender analysis can be done at any time we are looking for ways in which to better understand and improve our programme and projects. Gender analysis can be done:

1. During the initial design of a project or programme.
2. Before the implementation of a policy.
3. During the review and evaluation of a project, programme, or policy.

Gender analysis is done to increase our understanding of the gender issues and challenges in our organizations, projects and programmes. It can also be used to develop a comprehensive situational analysis. For example, we conduct a gender analysis when we want to have a better understand:

1. Differences between women's and men's participation in the labour market, in decision-making, and control overuse of natural resources.
2. Barriers and constraints to full participation by different groups.
3. Vulnerabilities and inequalities such as the situation of single-female and single-male headed households, females and males with disabilities, indigenous females, etc.
4. Cultural and social patterns of behaviour, e.g., men as risk-takers during hurricanes.
5. Differences in how women and men experience challenges such as poverty, climate change, etc.
6. Gender differences in educational outcomes.

We conduct gender analysis in climate change to:

1. Identify and develop projects programmes and strategies to close gender inequality gaps to ensure fairness in how groups of males and females are empowered to address climate related **vulnerabilities and risks**.

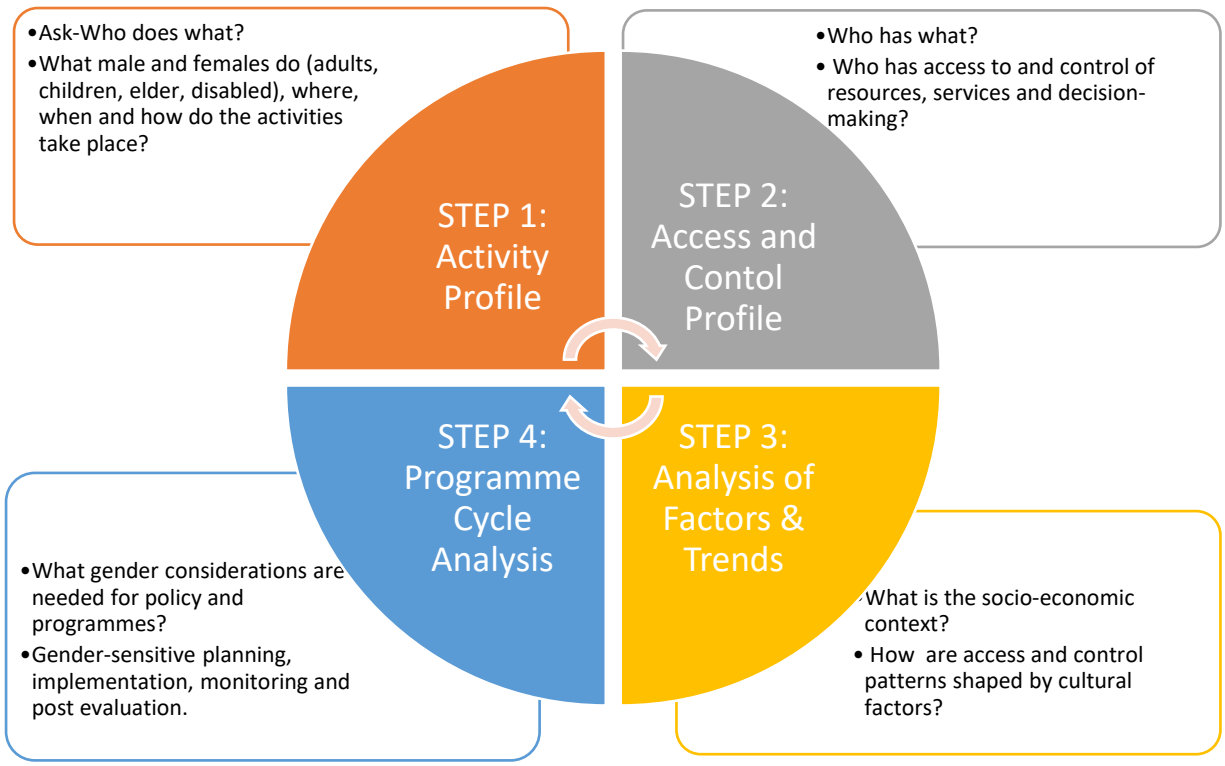
2. Understand how gender roles, responsibilities and inequalities can affect the effectiveness and sustainability of climate related projects and programmes.

WHAT INFORMATION SHOULD A GOOD GENDER ANALYSIS PROVIDE?

Gender Analysis can be conducted at several levels: at the micro/grassroots level; intermediate/meso level, at macro levels and across all sectors and programmes. Good gender analysis helps us to understand better:

1. **Gender Division of Labour (GDL**): How the GDL affects the decision-making of climate change policies and programmes.
2. **Gender differentials:** How gender-related differences influence access to and control over resources such as income, time, technologies and services as well as access to opportunities, assets such as land, livestock, financial services, health and education, employment, information and communication, and also benefits.
3. **Power and Decision Making**: These influence people's ability to decide, influence, control, and enforce individual and governmental power. They also examine the capacities of existing institutions and the mechanisms to ensure equity in allocating resources to girls and boys, women and men, and specific target groups.
4. **Gender Needs:** These include understanding differences in practical and strategic gender needs of women and men; barriers to achieving them and opportunities for greater equality and empowerment to address gender inequalities.
5. **Recommendations.** Use gender analysis to understand and close gender equality gaps strategies to mobilize gender agency.

BASIC GENDER ANALYSIS STEPS



SUMMARY

Gender analysis provides a structure for organizing information about gender roles and relations. It provides a process to organize information about gender differences across several domains of social life and to examine how these differences affect the lives of males and females.

ACTIVITY 2

The next activity can help you to identify key entry points that can be used to be more effective in an organization working on climate change adaptation.

Activity 3: Basic Questions

To start practicing your gender analysis skills, put on your gender lens and ask some basic questions. You can consult with relevant stakeholders, or you can reflect on your knowledge before you begin to collect valuable information based on gender-related differences. Start with your knowledge of gender roles and responsibilities in your household. Or, think of certain characteristics, scenarios, or knowledge of the cultural or social context in your community. Ask the questions below to understand gender dynamics and differences. Use the information you gain to guide the decisions you make about interventions to address the impact of climate change and reduce disaster risks.

Impact:

a) How are men and women affected because of their gender roles and responsibilities?
b) How does age influence the effect of climate change on men vs. women vs. children?
c) Are there differences in how boys and girls are affected?
d) How are older women or older men likely to be affected?
e) In what ways does climate change impact the livelihoods of women and men and the lives of boys and girls who may have a disability?

Resources:

a) Who has access to what resources?
b) Who controls what resources and assets in the household? Or the organization?
c) Are they the same or different for males and females?
d) How would class differences of households' impact access to resources and ability to adapt to climate change or to recover from a natural hazard?

Knowledge:

What specific knowledge and skills do males and females have that can help to guide policies or programme interventions?

Power and decision-making:

a) Who makes what decisions?
b) Are men and women making the same decisions in a household?
c) What decisions do women make?
d) What decisions do men make?
e) What decisions do men make outside the home?
f) What decisions do women make? Are the same or equal?

STEPS TO INTEGRATE GENDER IN POLICIES AND PROGRAMMES

Below are some basic steps that you can follow to integrate gender perspectives.

UNDP ISDR International recovery Platform - Guidance Note on Recovery: Gender

Step 1: Defining Outcomes

- What does the organization want to achieve with this policy or programme?
- How does this objective fit into the global regional or national commitments made to support human rights and social, economic, political equality for all?
- Who will be affected?
- How will the impact of this policy or programme be different for men and women, boys and girls, persons with disability and other vulnerable groups?

Step 2: Gathering Data

- What types of data and statistics are available to provide a vulnerability profile of women?
- What other types of gender-specific and sex-disaggregated data are available on key population and other vulnerable groups (e.g., persons with disabilities; sexual minorities; rural and inner-city residents?

Step 3: Conducting Research:

- How does the objective of the research address the differential experiences of women and men as they relate to the policy or programme?
- In what ways can gender perspectives be integrated into the design and methodologies of a proposed government policy or programme?

Step 4: Analyzing Policy/Programme Options

- Analyze policy/programme choices and assess how each could advantage or disadvantage various vulnerable groups
- Examine the various consequences of each option on women's and men's social, economic and political situation?
- Which option has an innovative solution? Or could create opportunities to address gender inequalities? What solutions have already been identified by CSOs that work with the most vulnerable women or other vulnerable groups?

Step 5: Making recommendations

- Which policy or programme option among the various ones are best when challenges and benefits are considered?
- Does the recommended policy or programme option draw on knowledge of key informant groups with relevant knowledge?

Step 6: Implementing a policy or programme

- Are gender bureau/national gender machinery involved in the implementation of the policy or programme?
- Have women and men been given a chance to take part in the technical aspects and decision-making?
- Have women's or men's unpaid work increased?

Step 7: Evaluating Impacts

- Have gender equality concerns been included in evaluation criteria?
- What empirical indicators and other data will be used to measure the effects of the policy or programme on males and females?
- Will information about the policy or programme be publicly available and accessible?

MODULE 3: GENDER ANALYSIS FRAMEWORKS

Module 3 provides information on gender analysis frameworks. It includes templates that CSOs can adapt and use to support the integration or mainstreaming of gender in climate change, mitigation and adaptation policies or programmes.

GENDER ANALYSIS FRAMEWORKS:[17]

There are two main approaches to gender analysis: the **efficiency approach** and the **empowerment approach**. Below is a summary of each approach and these are options that can be reviewed to guide decision-making for integrating gender in climate change policies and programme interventions.

Efficiency Approach

The **efficiency approach** tends to focus on the allocation of resources to meet specific gender needs for increased efficiency. It addresses **practical gender needs,** which are linked to the productive and reproductive gender roles ascribed to men and women.

1. **The Harvard Analytical Framework (Gender Roles Framework) (GRF)** Activities are linked to the analysis of reproductive roles and productive role. The analysis shows that these roles influence how women and men have access to and control over income and resources. The GRF approach involves the collection of data at the household and individual levels. This helps to create an *activity profile* (who does what work and why?); a profile of *access to and control* of resources and assets (who has access to what resources? who owns what resources?). It also collects data on roles and responsibilities (who is responsible for what?) It also collects data on rights (who is entitled legally to what?). It provides data on power (who decides what?) distribution (who gets what in the household?); redistribution of assets (who gains and who loses?); cultural factors (what norms, rules and customs exist to influence gender equality? See examples below:

   Tool1: Examine all the productive and reproductive activities conducted in the community or household and identify who carries them out – men, women, boys, or girls. The level of detail recorded depends on the research needs. Record the time used for each activity, where it is carried out or any other relevant information. The tool could be further divided into further sub-divisions of age if useful.

ACTIVITY PROFILE				
Activities	**Women**	**Men**	**Girls**	**Boys**
Productive Agriculture - activity 1 - Activity 2, etc. Income generation Employment Other				
Reproductive Water-related Fuel-related Food preparation Childcare Health-related Cleaning and repair Market-related Other				

[17] This section was adapted from Oxfam: A Guide to Gender analysis Frameworks Candida Marsh et al. This guide is useful in understanding the variety of gender analysis frameworks that can be easily tailored to your programmes.

Tool 2 – Access and control profile

Identify the resources used to carry out the activities listed in the activity profile. Examine who has access to resources, who controls the use of resources and who controls the benefits arising from the use of resources.

ACCESS AND CONTROL PROFILE				
	Access		Control	
	Women	Men	Women	Men
Resources Land Equipment Labour Cash Education/training Other				
Benefits Outside income Assets ownership Basic needs (food, clothing, shelter) Education Political power/prestige Other				

How to conduct this tool:

1. Interviews must be conducted separately for men and women.
2. Symbol (X) can be used to represent who does that activity. An extra symbol (i.e., XX) can be used to reflect the relative contribution of a person performing that activity, i.e. who is spending more time on that task. In case both men and women share the task equally each of them gets similar (i.e., each of them gets X or XX), whereas if only one of them is entirely responsible for that activity the symbol will be noted only for that person.
3. While conducting this tool, it is important to probe. Often, respondents provide socially desirable answers, responding, "we are both involved." However, in practice, it might be that one of the persons is spending twice as much time as the other. These expressions need to be captured to be able to understand the gender dimensions of the activity fully.

2. The Moser Gender Planning Framework. Caroline Moser's gender planning tool looks at differences in work done by women and by men, their roles and their needs.

Triple Roles: The gender division of labor between women and men, is based on their ascribed gender roles and their everyday needs are linked to three main roles. Their **Triple Roles** are linked to:

a. Productive (paid) work
b. Reproductive (unpaid) work and
c. community management (voluntary) work.

Paid and Unpaid work: Moser, also noted differences in the 'Triple Roles.' Productive work is paid work and reproductive and community work are unpaid work.

There are more women than men in unpaid reproductive work and there are more men than women in paid productive work. Community management work or voluntary work is mainly done to fulfill women's everyday practical needs. In most societies, women's main gender role is unpaid – she is the primary family caregiver. Men's primary role is the family provider, so more

men are in paid (productive) work. **Differences in these gender roles, result in unequal power relations and the unequal access to financial resources between the sexes**.
In most Caribbean countries, almost half of households are single female-headed. This means that women as a group are more vulnerable to poverty than men. So, if there is a hurricane warning, they face a challenge with less money and more responsibility for family members. Therefore, females have to combine their 'triple' roles and work: reproductive work, productive work and community management work

Moser's concept of the gender division of labour also relates to Practical needs and Strategic Needs.

- **Practical needs** for women would relate to issues such as: Is there water for cooking dinner and washing clothes?

- **Strategic needs** for women would relate to: do they have access to power and decision-making in community organisations? Do they have power to control how they use their time? Strategic needs are also linked to having access to power and decision-making about household assets, resources and time use. A policy intervention would have to consider how these roles are impacted.

How to use Moser's Triple Roles Framework operate

- First, collect data disaggregated by sex and put this in a table to map activities of adult males and females and children in a household over 24 hours.
- Second, analyze the data to identify differences in how women and men use their time in the 24-hour period.
- Third, note patterns and trends. You will most likely see an emerging pattern -work will be clustered around roles ascribed for each sex - (a gender division of labour).

Daily Activity					
Time	Men/Boys	Women/Girls	Time	Men/Boys	Women/Girls
1:00am			13:00pm		
2:00 am			14:00pm		
3:00 am			15:00pm		
4:00 am			16:00pm		
5:00 am			17:00pm		
6:00 am			18:00pm		
7:00 am			19:00pm		
8:00 am			20:00pm		
9:00 am			21:00pm		
10:00 am			22:00pm		
11:00 am			23:00pm		
12:00 am			24:00pm		

3. **The Gender Analysis Matrix (GAM)** This is a community-based technique that involves the collection of data to analyze gender differences which are then used to challenge assumptions about gender. To design a project, data is collected at four levels: on women, men, households and community. The data is then analyzed to assess how it impacts on women's and men's work, their time, resources and socio-economic factors and relationships. Example of GAM

	Labor	Time	Resources	Culture
Women				
Men				
Household				
Community				

The GAM looks at the impact on four areas: labor, time, resources (considering both access and control), and socio-cultural factors. These categories appear horizontally on the GAM matrix

Labor: This refers to changes in tasks (for example, fetching water from the river), the level of skill required (skilled or unskilled, formal education, training), and labor capacity (How many people carry out a task, and how much can they do? Is it necessary to hire labor or can members of the household do the work?).

Time: This refers to changes in the amount of time (three hours, four days, and so on) it takes to carry out the task associated with the project or activity.

Resources: This category refers to the changes in access to resources (income, land, and credit) because of the project, and the extent of control over changes in resources (more or less) for each group analyzed.
Socio-cultural factors: This refers to changes in social aspects of the participants' lives (including changes in gender roles or status) because of the project.

Empowerment Approach

1. **The Social Relations Approach. (SR)** Gender analysis using the SR approach involves the collection of data that provides information on the unequal **social relations of gender**-linked to rules, people, resources, activities and power. Data collected on women and men at the macro and micro level is analyzed to identify how the social relations of gender and other inequalities are created and reproduced within structures and institutions. This approach also informs the design of policies and programmes to empower women to change factors and structures that oppress them. The SR approach also considers **intersectionality linked to differences in gender+ race, class religion,** etc. that must be considered to promote policies and programmes that support gender equality and the empowerment of women. This approach is more complex than the others and requires expertise in the social sciences to apply the techniques.

2. **Capacities and Vulnerabilities Analysis (CVA) Framework.**[18]
The CVA is designed on the basis that people's existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as well as the way they respond to the crisis. Immediate needs are often addressed by short term, practical interventions (e.g., relief food). Addressing vulnerabilities, in contras requires longer-term strategic solutions which are part of development work. Development is a process by which vulnerabilities are reduced and capacities are increased.' People's strengths (or capacities) and their weaknesses (or vulnerabilities)

[18] Adapted from UNDP.

determine the impact that a natural hazard has on them and how they respond to a crisis. They define capacities as existing strengths of individuals and social groups. These are linked to people's material and physical resources, social resources, and their beliefs and attitudes. Capacities they note, are built over time and determine people's ability to cope with crisis and recover from it. On the other hand, vulnerabilities, they define as long-term factors that weaken people's ability to cope with the sudden onset of a disaster or an emergency, which is drawn-out. The analysis is also conducted to assess needs based on gender and economic class differences.[19]

Three Categories of Vulnerabilities & Capacities

1. **Physical or Material Capacities and Vulnerabilities**
   These include features of the climate, land, and environment where people live, or lived before the crisis; their health, skills, work; housing, technologies, water and food supply; access to capital and other assets. All of these will be different for men and women (it **would be good to highlight the intersectionality**). While women and men suffer material deprivation during the crisis, they always have some resources left, including skills and possible goods.

   Key Question Consider:
   a) What were/are how men and women in the community were/are physically or materially vulnerable? (or are the vulnerabilities and capabilities same for different groups of men and women in your country?)
   b) What productive resources, skills, and hazards existed/exist? Who (men and women) had/have access and control over these resources?
2. **Social or organizational capacities and vulnerabilities**

   This category refers to the social fabric of a community. It includes the formal political structure and the informal systems through which people make decisions, establish leadership, or organize various social and economic activities. Social systems include family and community systems, and decision-making patterns within the family and between families.

   Key Questions to Consider:
   a) What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster?
   b) What has been the impact of the disaster on social organizations?
   c) What is the level and quality of participation in these structures?

3. **Motivational and Attitudinal capacities and vulnerabilities**
   These include cultural factors which may be based on religion, on the community's history of the crisis, on their expectation of emergency relief. A crisis can be a catalyst for extraordinary efforts by communities, but when people feel victimized and dependent, they may also become fatalistic and passive, and suffer a decrease in their capacities to cope with and recover from the situation. Their vulnerabilities can be increased by inappropriate relief aid, which does not build on people's abilities, develop their confidence, or offer then opportunities for change.

[19] See Marsh t al (1999) A Guide to Gender Analysis Frameworks. See Capacities and Vulnerabilities Analysis Framework chapter 2.5 page 78 -91.

Key Questions to Consider:

a) How do men and women in the community view themselves, and their ability to deal effectively with their social/political environment?
b) What were people's beliefs and motivations before the disaster and how has the disaster affected them? This includes beliefs about gender roles and relations.
c) Do people feel they can shape their lives? Do men and women feel they have the same ability?

See example below:

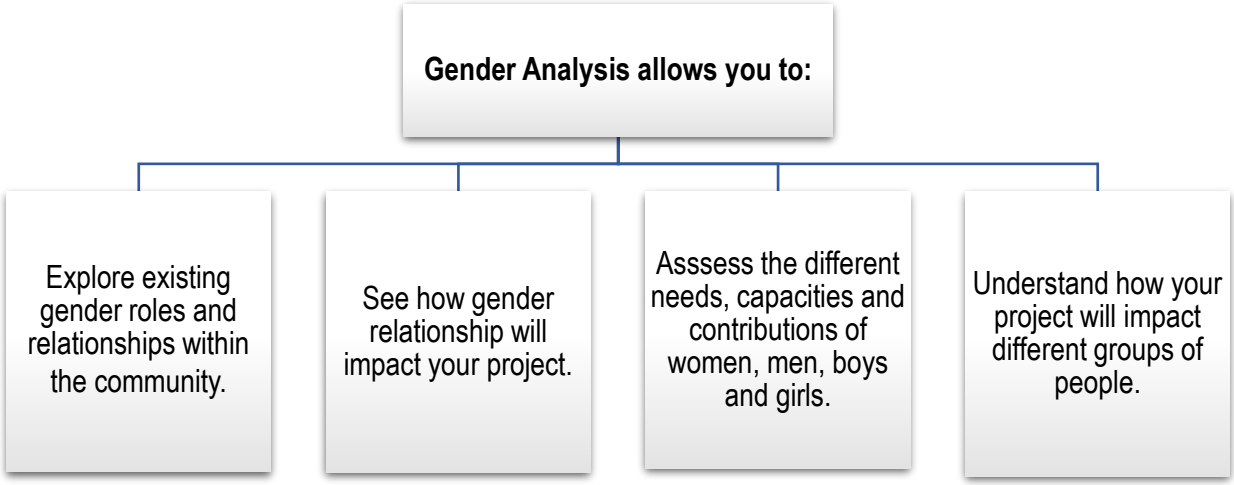
	Capacities	Vulnerabilities
PHYSICAL/ MATERIAL What productive resources, skills, and hazards exist?		
SOCIAL/ ORGANISATIONAL What are the relations and organisation among people?		
MOTIVATIONAL/ ATTITUDINAL How does the community view its ability to create change?		

Below are the summaries of the gender analysis frameworks that can be adapted and uses in a range of organizations or contexts. Each of them involves the collection and analysis of data to guide policies, projects and programmes for climate change adaptation. See the breakdown below:

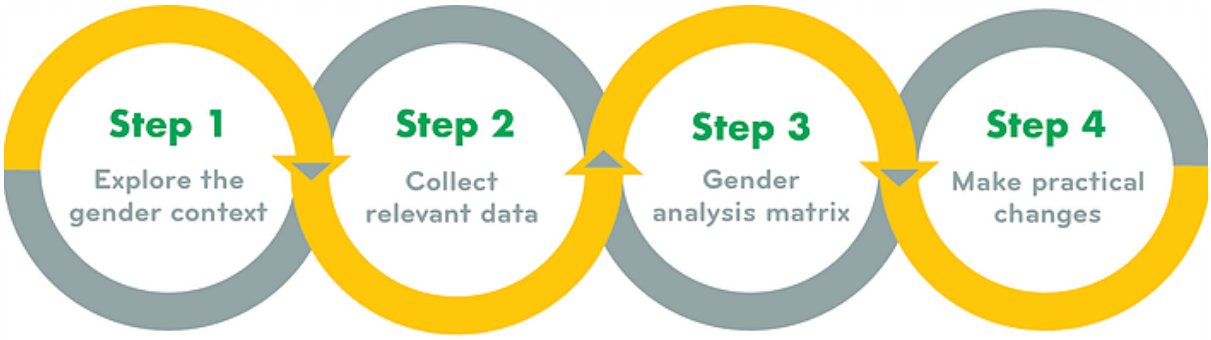
Analytical Framework	Focus of Analysis	Key Analytical Questions	Tools for Data Collection
Moser Framework	▪ Gender identification ▪ Practical needs and strategic interests	▪ What are the practical and strategic needs?	▪ Needs Assessment
Gender Analysis Matrix (GAM) Framework	▪ Impact of interventions ▪ Identification and analysis of differences ▪ Gender Roles	▪ What is the differential impact?	▪ Impact Assessment
Social Relations Approach (SRA) Framework	▪ Analyze existing inequalities in the distribution of resources, responsibilities and power	▪ Who has what? What are the relationships between people?	▪ Institutional Analysis ▪ Socio-political Profile
Capacities and Vulnerabilities Analysis Framework	▪ Existing Capacities (strengths) and vulnerabilities (weaknesses)	▪ What will help and what will hinder?	▪ Capacities and Vulnerabilities Assessment
Harvard Analytical Framework	▪ Roles and activities ▪ Allocation of resources ▪ Productive and socially reproductive work	▪ Who does what, how, where and what influences it?	▪ Activity Profile ▪ Access and Control Profile ▪ Influencing Factors

GENDER ANALYSIS FOR PROJECT PLANNING[20]

A Gender Analysis is a development tool that allows you to identify how gendered relationships within your community will interact with your project. Gendered power relationships exist in all communities. Thus, nearly every development project will require this type of analysis.



STEPS TO COMPLETING YOUR GENDER ANALYSIS USING THE GENDER ANALYSIS MATRIX FRAMEWORK



A gender analysis is about exploring power in the relationships within a community. While this manifests typically in differences between men and women, it is crucial to consider subgroups within genders. This will show the way your project will impact different groups of people.

Step 1: Explore the Gender Context

Write down the gender roles and responsibilities within the community and then ask key questions to summaries the gender roles and relationships within your community.

Here are some questions to guide this process.

Assessing existing gender roles and relationships in your community:

- What are the traditional and current roles, responsibilities and practices that women, men, girls and boys are supposed to adhere to, in the household?
- How have things changed in recent times? Why has this changed?

[20] This section was adapted from Tools for project planning in community development. Online Course Module 9.

- Are there issues of access to or their ability to leave home within your community, especially for women, girls and vulnerable people?
- How does age affect gender roles and responsibilities?
- What do you know about decision-making and the control of assets and resources at a household level?

Identifying how different gender groups interact in the community and if any related legal policies exist:

- How do women and men participate in national, local and community- level decision making? Think about what context this takes place in, the roles they tend to play and the challenge they often face.
- What is the role of the women's group and organizations in this context?
- Are there any government policies that are important to understanding gender equality in your community?
- How are these gender equality laws implemented, or not implemented in practice?

Identifying education and economic empowerment of different gender groups:

- What do you know about women's, men's, girls' and boys' literacy rates and access to primary, secondary and tertiary education?
- Are there any major differences between genders, for example, are there high illiteracy rates for older men and women, younger men and women?
- How do women and men generally earn an income?
- What are the key issues on the division of labour, for example, what types of work do women, men, boys and girls undertake and how does this affect them differently?

Step 2: Collect data specifically relevant to your project

Next, it`s time to begin assessing gender roles specifically related to your project and planned activities. To do this, you will need to collect data directly from the community.
Here are some importation questions to begin with:

- Who are the specific gender groups or sub-groups (you/ elderly/ single/married) who will be directly involved or affected by your project?
- What are their current roles and responsibilities within the community related to the development process you are seeking to change?
- How will these change during and after your project?
- Will anybody suffer or feel worse during or after your project?
- Is your project challenging any existing gender norms within the community? In what way?

Useful tools for collecting data relevant to gender roles and responsibilities

These tools are designed to help you see the world through the eyes of different gender groups and understand how your project(s) will affect their world. These tools can be used in workshops, small groups, or individual interviews. It's best to use the same tool with multiple different sub-groups (gender, age, caste, class) to help you get a clear idea of which resources are important to which groups.

Needs Assessment

How it works: Members of your community are asked to identify the reasons why they need or desire different elements of your proposed project, and then rank them according to importance. You should end up with a ranked list of different factors relevant to the outcomes of your project. This will help you see what elements of your project different groups consider most valuable.

Example: Solar cooking technology
An initiative to replace indoor wood-fired stoves with solar cookers would likely produce a very different needs analysis for various community groups. Women might think that the most important 'need' for this project would be to free up time for them that they would generally spend collecting firewood (an activity that women generally perform in many communities). Men, however, might consider the most important 'need' for the project is reducing the smoke in their home (usually the only interaction they have with the cooking process).

Community Mapping

How it works: Community members geographically map out (using pen and paper) the existing processes related to your project. This should include physical facilities and where other participants in the process from their community can be found.

This allows community members to identify essential areas or resources for them related to the project. Also, importantly, it will enable you to identify disparities between sub-groups, i.e., who controls what resources and who is responsible for different resources in the given process. This will help you see which elements of your project will affect different stakeholder groups.

Example: For a water well project, you might ask participants to map out where they currently retrieve water, who retrieves water, who they retrieve it with, who/where they buy buckets to carry the water and where they store the water.

Step 3: Analyse data using a 'Gender Analysis Matrix'
Once you have all your information, it is time to make sense of it. Using a 'Gender Analysis Matrix' help, you understand how different stakeholders will view, interact and support/hinder your project. It is a simple process of inputting the information you acquired in step 1 and step 2 into the framework. See example: **Gender analysis matrix for rural Ecuadorian development project where freshwater is piped to homes.**

	Labor	Time	Resources	Culture
Women	No longer need to transport water.	Saves time. Options for leisure or work.	Water is easily available for garden and cooking.	Reduction of mobility. Social interaction during water collection ends.
Men	Acquire skills in water system building and maintenance.	Training, building and maintenance take time away from other activities.	Better health. More Water. Easy access for farming.	Uneasy about women having more free time.
Household	Net savings and increase in paid labour.	Women have more time for childcare and other home-based activities.	Better health More water	Women are at home
Community	Trained community committee for water maintenance.	Less time for men, more time for women. Leisure Work opportunity	More water easily available for a variety of users.	Women may interact less with each other.

If done correctly, your Gender Analysis Matrix should clearly show the following key points:

- How different gender groups will understand the value of your project.
- How different groups should be involved in your project.
- Whether some groups might view your project as challenging or disruptive of existing gender norms.

Step 4: Make practical recommendations for your project

Finally, now that you understand how different groups will view your project, it is time to start thinking about how you can use this information to make practical recommendations for your project. This involves two distinct processes to identify and mitigate your 'gender risks.'

The first step to creating practical recommendations is assessing the risks to your project. It's important that you can identify:

- Who are the most vulnerable gender groups in your project and how can you ensure that they are involved and empowered throughout our initiative?
- How will you ensure that your project meets the needs of all gender groups involved in the project?
- How can you account for the power relationships these specific stakeholder groups have with each other?
- Do you need to get permission from certain gender groups to access another?
- Do different groups need different supports or are ways of accessing supports dependent upon the power in the relationship they have.
- How will you navigate any perceptions that your project might be challenging existing gender norms?

Mitigating 'Gender Risks'

Once you've identified the risks, the final step is to create strategies that will guide how you will manage different gender groups throughout your activities.

Focus Certain Activities Towards Different Gender Groups.

Example: For a fresh water-well project, activities for women might include a hygiene workshop so that they can better protect their children's health because this is how they see the project as valuable. However, for men, activities could include training to help maintain piping to their crop fields, because better irrigation is how they perceive the value of the project.

Find the right location for certain activities to ensure the targeted gender groups feel most comfortable.

Example: If you are promoting contraception to young women, it is essential to ensure that sensitive topics like this are discussed in a safe and private space.

Use different approaches to communicate with different groups during project implementation.

Example: If you plan to contact beneficiaries by phone in a community that has no telecommunication services, some groups of people might not have access to the information you put out. You might need to consider other means of communication to ensure the most vulnerable gender groups have access to your project.

Put in place mechanisms to make sure all gender groups have access to the resources required for your project.

Example: If your target group does not have money for transportation, you may consider providing transportation.

If there is a risk that gendered power relationships may affect the effectiveness of the project if both gender groups are present for certain activities, consider undertaking these activities separately.

Finishing Up
Making small changes to the way you plan to implement your project can make a significant difference to your success. Viewing your project through the lens of gender roles and relationships within your community will ensure that your project is helping to support everybody.


The information that you collect from gender analysis will only have an impact if you use it. Ensure that the information from your gender analysis is reflected in **objectives results and activities** and that you develop indicators and monitoring and evaluation practices that help you determine if a project or programme has contributed to gender equality.

MONITORING AND EVALUATION

Gender Indicators are used as part of Monitoring and Evaluation Frameworks to measure progress. This can help to support the achievement of the project or programme goals. Gender indicators specifically measure progress towards the achievement of gender equality and in some cases, women's empowerment. Applied to climate change and disaster risk reduction, they measure achievements towards agreed international regional or national goals.

Indicators can be numbers, facts, measurements, opinions, or perceptions that signal specific situations or conditions.

Examples of Indicators[21]:
Measurement: The amount of rainfall on any one day in any one place.
Number: Number of women, men or children dead due to a flood.
Fact: The existence of laws regarding social equality for women and men.
Opinion/Perception: Perceptions of women living in the flood zone about whether there has been any improvement in their situation since the equality law was passed.

BENEFITS OF USING INDICATORS

Indicators can help in the following ways:

1. Make the invisible visible and verify if there is gender inequality between males and females., where and why inequalities exist, how they vary over time, and measure conditions that effect men and women differently
2. Enable results to be compared within countries and across countries;
3. Determine trends towards progress over time, find out if the gender situation has improved or worsened, whether power inequalities are being reduced or gender relations between women and men are changing;
4. Measure impact of gender equality policies, or programmes in communities, regions, or across countries.
5. Support planning- the allocation of resources or evaluation to determine effectiveness or guide the (re) distribution of resources.
6. Monitor change over time and use data to guide the revision of indictors.

(Adapted from UNDRR, 2009)

[21]UNDRR, UNDP, and IUCN. 2009. Making Disaster Risk Reduction Gender Sensitive – Policy and Practical Guidelines. Geneva.

Indicators will reflect four different aspects of any community, society, project, or programme. Together these aspects or variables will describe, measure and monitor the following:

1. General characteristics of a community or country, which will influence all other aspects of the society as well as the analysis and follow up action;
2. Available resources (policies) and opportunities (existing programmes and organizations) to promote and strengthen gender equality;
3. Education (e.g., schools) and communication (e.g., media) processes within a community that over time will impact positively or negatively on gender equality in the society;
4. The extent to which the objectives of gender-sensitive policies, decisions and practices are realized over time in society.

Indicators also allow us to:

a) Assess changes over time in a given condition or situation;
b) Observe more closely the results of initiatives or actions;
c) Evaluate and follow up the results of DRR processes; and
d) Provide tools to help achieve better results in programmes or initiatives.

DEVELOPING GENDER SENSITIVE INDICATORS FOR CLIMATE CHANGE

Gender-sensitive indicators are signs that help to take the pulse of equality between women and men in a given place, whether it is worldwide, a region, a province, or a community. They are needed to measure progress or setbacks in reaching gender equality over time, in ways that may be analyzed and systematized. See ISDR 2009, pages, 93-94.

We know that an indicator is a pointer. It can be a measurement, a number, a fact, an opinion, or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions.

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore, to measure whether gender equity is being achieved. Because the use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

Indicators can be Quantitative (numbers) or qualitative.

Both and qualitative indicators paint different pictures of what the social context is before a project starts and reflect different aspects of changes brought about through any policy or intervention. Both measures are needed to show the full picture of reality, and to allow us to evaluate and formulate DRR programmes and initiatives properly.

Quantitative indicators deal with what can be counted and measured. Numbers and percentages are used. Example: % of women and men or organizations affected by climate change in a named Caribbean SIDS country. **Gender-sensitive quantitative indicators**: these indicators rely on sex-disaggregated data systems and records.

Quantitative indicators can be defined as measures of quantity, such as the number of people who own sewing machines in a village. Qualitative indicators can be defined as people's judgments and perceptions about a subject, such as the confidence those people have in sewing machines as instruments of financial independence.

Activity 3: Developing Gender Indicators

1. Identify an issue related to mainstreaming gender in climate change and disaster risk management.
2. Develop two quantitative gender indicators and two qualitative gender indicators.
3. Explain how you would collect the data to measure each indicator and how you would use it in your organisation or community.

See example below[22]:

1. Identify an issue related to mainstreaming gender in climate change.			
	Heatwave and the potential impacts	Provision of restrooms at temporary shelters after a disaster.	Perception and understanding of gender in the Caribbean affecting decisions concerning climate change.
2. Develop two quantitative gender indicators and two qualitative gender indicators.			
Quantitative Indicators	▪ Number of workers who work outdoors. ▪ Number of hours each sex works outdoors.	▪ Number of bathrooms for each sex at the shelters ▪ Number and types of toilets available in the bathrooms	▪ Number of women and men already involved in gender projects. ▪ Number of women and men who sign up to study gender studies.
Qualitative Indicators	▪ Consumption of water. ▪ People indicating whether they had to change their attire because of heat	▪ Access and security of toilets ▪ Cleanliness of toilets	▪ Behaviour changes observed in males& females. ▪ Different cultural experiences.
3. Explain how you would collect the data to measure each indicator and how you would use it in your organisation or community.			
	▪ Surveys and focus group discussions. ▪ Data would be used to measure impact and guide action on how to keep workers safe when outside.	▪ Surveys, interviews and observations. ▪ Data would be used to develop a plan to allocate the use of water within the shelter.	Surveys and interviews

SUMMARY: GENDER-SENSITIVE INDICATORS[23]

1. Measure the gap between men and women.
2. Measure the different roles, responsibilities and access to resources of different members of society.
3. Gauge progress towards achieving gender equality goals.
4. Require data to be disaggregated by sex, age and other variables.
5. Require a gender analysis of data.
6. Encourage the integration of gender equality issues from the planning of a policy, programme or project right through to implementation, monitoring and evaluation.
7. Demonstrate the impact of changes in power relations between women and men.

[22] This is a distilled activity that was completed by participants at the Second Exploratory Conversation hosted by the Commonwealth Foundation and the Institute for Gender and Development Studies Mona Campus Unit in Jamaica May 29-31, 2019.

[23] Oxfam, 2014

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ANNEX 1: BASIC QUESTIONS FOR GENDER ANALYSIS

1.Who does what? SEXUAL DIVISION OF LABOUR

Examples of questions to ask:

1. How do women and men spend their time?
2. What kind of activities are they involved in?
3. Is it the same throughout the whole year (or is there seasonal work)?
4. Where do women and men spend their time?
5. Where do their activities take place?
6. When are women and men in which places?
7. At what time of the day do their different activities take place?
8. Who does paid work? Who does unpaid work?
9. What are the differences in how and where girls and boys spend their time?
10. How does this (the activities that they are involved in) affect women's and men's ability to participate in the project?
11. How does this affect women's and men's ability to benefit from the project?

2. Who has what? ACCESS TO RESOURCES AND CONTROL OVER RESOURCES

Examples of questions to ask:

1. Who owns land, equipment, other key resources?
2. Who uses land, equipment etc. that they do not own?
3. Who has money? Who makes money? Who borrows money? Who lends
4. money?
5. Who has access to what services (credit, health care, education, agricultural extension services, etc.)?
6. How does this (the resources that they have control over and access to)
7. affect women's and men's ability to participate in the project?
8. How does this affect their ability to benefit from the project?

3. Who knows what? ACCESS TO INFORMATION

Examples of questions to ask:

1. Who has formal education and who does not? Who can read, write, count?
2. Who speaks which language?
3. Who has access to radio, TV, internet?
4. Who has knowledge about the household? Who has knowledge about the community? Who has knowledge about the outside world? Who knows how things are decided in different spaces and at different levels (household, community, political decision-making, nation)?
5. Who has which skills?
6. Is there a difference in girls' and boys' access to information?
7. How does this (the access to information that they have) affect women' and men's ability to participate in the project?
8. How does this affect their ability to benefit from the project?

4. Who decides what? DECISION-MAKING IN THE HOUSEHOLD AND THE COMMUNITY

Examples of questions to ask:

1. Who makes which decisions in the household?
2. Who makes which decisions in the group or community that these rights holders are part of?
3. Who can influence other people's decision-making (even if they do not have decision-making power themselves)?

5. Who needs what? PRACTICAL NEEDS AND STRATEGIC INTERESTS

Examples of questions to ask:

1. What are the needs and wishes of women and men in this group?
2. Are there differences between women and men when it comes to health issues?
3. Are there differences in education, knowledge and skills?
4. Do girls and boys have different needs and wishes?
5. What are the barriers for women to exercise their rights? What are the barriers for men?

6.Which women? Which men? INTERSECTIONALITY

Examples of questions to ask:

All women and men in a community or group do not have the same situation or conditions.

1. What other factors combine with gender to shape women's and men's situation in this group? How?
2. What is different in the life of women and girls from an ethnic minority compared to women and girls from the ethnic majority?
3. What is different in the life of men and boys who have a disability and men and boys who do not?
4. What is different in the life of a woman who has economic resources and a woman who does not?
5. What is different in the life of an old man and a young man?
6. Which other factors make a difference between women? Which other factors make a difference between men? Which other factors make a difference between girls? Which other factors make a difference between boys?

ANNEX 2: CASE STUDY 1: A GENDER IMPACT ASSESSMENT OF HURRICANE IVAN IN GRENADA – MAKING THE INVISIBLE VISIBLE[24]

Context

Grenada has one of the highest total dependency ratios in the OECS region (94.8 percent) and a relatively high elderly dependency ratio of 31.8 percent. This means that almost one-third of the population is older and are dependent on those who are working (aged 15-65 years). Women and men have different roles and responsibilities in the family. Traditionally women are responsible for the care of the very young and the elderly, family members who are sick and have a disability. People over 65 years of age account for 16.3 percent of the population. Grenadian women also begin childbearing at a young age (10-19 years old) and have many children. This fertility pattern is most pronounced among the poorest.[25] Data show that one-fifth of the population had their first child in this age range. It is estimated that women head 48 percent of households, and this proportion reached 52 percent among poor people. After Hurricane Ivan, it was reported that many women felt increasingly overwhelmed when they tried to meet the household's basic needs.

The Grenada Agricultural Census (1995) indicated that among persons with land holdings of at least 0.05 hectares of land, there were more males than females (3,989 were females and 7, 818 were males). However, the farm population was comprised of more females (23 436 females and 19 964 males).[26] According to the 2000 Population Census of Grenada, out of the 3,734 persons employed in agriculture and fisheries, the majority were men (2,533 or 68% were men, and 1,201 or 32% were women.[27]

The Impact and Aftermath of Hurricane Ivan

After the disaster, both men and women working in the agriculture sector lost the means of livelihood for their households. These included persons working in the nutmeg industry. The OECS (2004) estimated that some 30,720 persons were directly or indirectly dependent on the nutmeg industry at the time of the hurricane. Before the disaster, as typical for Caribbean countries, men and women had different opportunities and skills to access the job market. After the hurricane, women became even more marginalized and put Grenada's reconstruction efforts at a severe disadvantage. The construction sector experienced a boom and men typically involved in agriculture or tourism could easily move to this sector, while this was not possible for women. Many efforts were made to involve women in reconstruction work, which required both time and changes in cultural attitudes so that they could be accepted. Women's limited participation in construction slowed rebuilding efforts. This increased the burden of responsibility on the State, as the pool of labour needed to kick-start and sustain the economy had to be drawn from men in the labour market. With fewer women employed there was increased need for social protection programmes to support the poorest people.

Women in rural and semi-rural environments

Women grow crops in their backyard gardens and agricultural plots. Their agricultural produce reaches the table of many households, and this played a significant role in national food security. Research showed that most women with backyard gardens had been doubly hit: they could no longer produce to ensure food security for their families nor they were able to access the extra income gained by selling the excess produce in the market. For survival, many women reported that they supplemented their income as domestic workers or produced small craft items for sale (knitting or making doilies). These possibilities for earning an income no longer existed.

Women in rural and semi-rural settings and those working in agriculture felt forgotten. Those working in the nutmeg industry, either gathering nutmegs in the community for sale to the board, such as in Clozier, or involved in the nutmeg pools as in Gouyave, felt particularly threatened by the impact of Hurricane Ivan on this

[24] Adapted from Publisher: UNECLAC, UNDP, UN WOMEN 2005
[25] 1999 Poverty Assessment
[26] Grenada Agricultural Census 1995
[27] Volume of Basic Tables, 2000 Round of Census: Grenada
www.caricomstats.org/Files/Publications/NCR%20Reports/VBT.pdf

industry. Women who had been engaged in the nutmeg pools for many years, who had few other skills or limited education which would enable them to move to other areas of work, were the most disadvantaged. It was estimated that the nutmeg pools implied three months of work. Alternative plans were required to provide them with an alternative source of livelihood. Women who collected nutmegs in the community were also involved in farming products such as citrus, bananas, flowers and other fruits. After Ivan, they reported that now "they had nothing to live by." Many female farmers reported that they did not have the wherewithal to clear land or pay for extra labour to prepare land for planting. Women who harvested cinnamon bark and other spices suffered reduced income due to tree destruction and struggled to continue their trade. Based on their local knowledge, women suggested agricultural diversification such as investing in bananas as an early cover crop in replanting the nutmeg trees. The women indicated that they had not been consulted. Some women considered replanting nutmegs as pointless since it would take many years to realize a crop. Instead, farmers preferred cash crops. Others were involved in commercial production of flowers (50 percent were women) and other agricultural activities. The latter included banana farming, rearing chickens, minding goats or working in the fisheries sector, which was also severely affected.

Initiatives undertaken by the Government of Grenada

The agriculture sector was targeted for interventions and farmers were identified as a vulnerable group in the population. Some 310 persons prequalified for housing assistance. However, data were not disaggregated by sex, type of farmer or size of holding and therefore it was not clear what proportion of those affected or to benefit were male or female farmers. For this reason, it was not possible to determine whether persons in the informal, agricultural sector were considered within this category. To improve data collection, focus group discussions were organized, and a gender analysis of the data was conducted. This gender-sensitive research served to identify the specific needs of women and men in the informal agricultural sector. For example, analysis of data in the Après Tout community showed that women who earned an income from harvesting cinnamon bark lost their source of livelihoods since most trees had either been uprooted or severely damaged. The research also highlighted other issues. For example, how childcare responsibilities, lack of skills, and low educational status prevented many women from finding alternative means of earning a livelihood. Research also showed that in the agricultural community of Clozier, many women earned a livelihood and supported their families by harvesting and selling nutmegs to the Nutmeg Cooperative. However, analysis of data disaggregated by sex and other factors showed that assistance for rebuilding mainly benefitted male farmers with relatively large holdings and not the most vulnerable. In Clozier, the needs assessment analysed by sex and age showed that among women working in the informal agricultural sector, there were significant differences in the needs identified among women of different ages. For example, younger women identified training as a priority, while this was not considered relevant by older women who had been in the sector for 20- 30 years or more.

Questions for reflection

1. **What lessons does the case study provide on gender as a tool of analysis for disaster preparation, and recovery and reconstruction?**
2. **What valuable information did data disaggregated by sex and age in the population census provide generally and in the agricultural sector?**
3. **What insight does the pre-impact data in the case study reveal about gender issues in Grenada in the general population and more specifically in the agricultural sector?**
4. **What socially constructed roles are suggested for the work carried out by men and by women in the agriculture sector in Grenada, before Hurricane Ivan?**
5. **How did the gender division of labour affect job opportunities for women and men?**
6. **How did gender stereotypes in occupations affect access to paid work during the post-disaster reconstruction and recovery period?**
7. **What gender issues would you consider relevant in the recovery process in the agriculture sector to ensure that both women and men can have access to jobs to support their families?**
8. **Why would child care be considered important to increase women's access to jobs?**

ANNEX 3: CASE STUDY 2: THE IMPACT OF CLIMATE CHANGE ON AGRICULTURE ON AND INDIGENOUS COMMUNITY IN GUYANA[28]

Context - National

Guyana's population of 751,223 is homogeneous. The Amerindians comprise 9.2 percent and live mainly in Guyana's interior. In 1998, Guyana's poverty level was estimated at 35 percent. It is estimated that 50 percent of Guyanese women are living in poverty, and nearly 30 percent of the households headed by women are characterized by absolute poverty.

In 2002, the working age population accounted for two-thirds of the total population (484,042 persons). 90 percent of the men who want to work actually do work, compared with 85 percent of women. People who have no jobs comprise approximately 12 percent of the population who would like to work. This average of unemployment levels masks the male-female differential, in that 15 percent of women are out of work, compared with 10 percent of men.

Context - Surama (study area)

Traditionally, Amerindian women remained at home and cared for the children, and also shared the farm labour -weeding, clearing and harvesting - with men. While children can assist with farm labour, their socio-economic upkeep becomes an economic burden to many women, particularly when men leave the communities in search of employment. Amerindian women have ventured into income generating activities such as sewing, cash crop farming, teaching, health care, forest ranging and ecotourism. Their present roles are directly related to the economic situation in the household, coupled with their interactions with the city, Georgetown or Boa Vista.

Approximately 89 percent of men are employed (including self-employed), compared to 75 percent of women. More women are currently employed compared to a decade or so ago and many women have become the single supporters of family. This is because young Amerindian men often leave their communities in search of work in mining and forestry areas or migrate to neighbouring Brazil. This leaves a heavy burden on the women since they must still tend to their farms, do the household chores and provide for their families. One outcome of this situation is the phenomenon of a rise in the number of female-headed households which has implications for the stability of the family unit and may result in the neglect of children and/or excessive burdens on women. Unemployment is still higher among women (37.5 percent for women compared with 11.1 percent for men).

Both men and women are engaged in fishing activities, casual labour, chainsaw operation, ecotourism related activities, hunting and selling of surplus agricultural produce, while men dominate fishing, hunting, beehive project, ecotourism and casual labour. More women are employed in areas such as public service (teachers and health workers), selling produce (predominantly cassava products), sewing, and food vending. Amerindians were formerly generally involved only in subsistence activities which were mostly associated with agriculture. Women's role as housekeepers and child-bearers was reinforced by their culture and religion. However, all Amerindian economies are rapidly being transformed from subsistence and bartering to cash economies.

Agriculture is the mainstay of all Amerindian communities; Surama is no exception. 98 percent of the households are involved in agriculture as a subsistence activity. Thus, their current livelihood systems are supported by subsistence farming activities. A mere two percent still practise hunting. Cassava is the staple food, but yams, fruits, and cash-crops are also grown. Generally, men are responsible for choosing the soil (near to creeks or at the foot of hills or mountains since these locations yield fertile soils) and site preparation, while women are responsible for keeping the farms clear of weeds, monitoring the crops and harvest the produce.

[28] Case study distilled by the CDEMA Coordinating Unit with the technical support of the Food and Agriculture Organization of the United Nations

Perception of Risk from Climate Change

Climate change poses threats and risks to the survival of Amerindians in Surama and other parts of Guyana's hinterland, even though their traditional lifestyles contribute very little to greenhouse gas emissions. A survey was conducted in Surama to ascertain perceptions of the local risk situation and past experiences. Surveyed respondents were asked whether they thought that the climate was changing and what they thought might be the reason/s for the change. More than half (62 percent) of the respondents said "Yes" but more than one-third of the respondents were unable to give possible reasons for the observed change. The 45 percent who provided responses cited: (i) global warming; (ii) deforestation; and (iii) increased pollution.

Respondents in both the survey and interviews were requested to identify past experiences and to describe the impacts associated with weather patterns. Most respondents recalled the droughts and intense floods in the North Rupununi in 1996, and El Nino Southern Oscillation (ENSO) phenomenon (drought) of 1998.

Impact of the 1996 Floods, Adaptation and Coping Strategies

The following impacts were particularly noted: cassava rotted; farmlands, especially near creeks, were inundated; the long and heavy rainfall prevented the drying of cassava bread; and food security was threatened. Men were forced to seek additional jobs, including casual labour or logging or mining, which necessitated leaving their families for long periods. Additionally, men in Surama were required to spend more time planting and diversifying their crops. The work load of women increased since they were forced to find food for their families.

Adaptation strategies utilized after the floods included relocation to higher ground; diversifying or widening crop base (planting other crops such as vegetables and hill rice); improved farming practices by practicing intercropping to resist pest infestation; and the planting of a new variety of cassava, known as Amazon stick. Increasing cooperation and diversifying food crops can be considered adaptation strategies.

Coping strategies of men to deal with changes in the environment were cited as: decreased food consumption; seeking of additional jobs in Brazil, and in mining and logging areas; improved farm management; and increased labour input. Women's coping strategies included: diversification of food sources/change of family diet, for example the cockpit from the forest was used to make porridge; alternative income sources (for example, casual labour as domestic help), and involvement in other income generating activities, such as weeding, craft, embroidery and sewing until men returned; the Government gave a GYD$25,000 relief; and sharing of resources.

Questions for reflection

1. **What gender insights does the national context provide?**
2. **In what ways does the situation in Surama show that gender roles change over time?**
3. **Why it is reasonable to say that there is gender segregation within the cassava production labour force?**
4. **How could adaptation strategies used after the floods have been more gender sensitive?**
5. **How do the coping strategies utilized by men and women after the floods reflect gender considerations?**