

## Daz one (Monday)

### Minutes of workshops on Gender mainstreaming in Climate change project

#### 1. Expectations and fears

##### 1.1. Expectations

2. How to ensure gender in equality representations
3. What the Kenyan government is doing in addressing gender mainstreaming
4. Adaptation to cc
5. Gender balance in team work and project implementation
6. Exposure to gender skill
7. Understand the tools to analyse
8. Identify gender issues when discussing cc issues
9. Learn gender issues in relation to cc adaptability
10. Apply linkages between gender and cc
11. To know more about gender concept
12. To hear about experiences in gender, not just concept

##### 1.2. Fear

2. Five days training is not enough
3. Unable to grasp the basic concepts on gender and cc
4. Have no fear since I know that I do not know anything about gender
5. Expectations are not reached
6. Too much information which may lead to not to grasp main issues
7. How to fight gender difference

##### 1.3. General objective of the workshop

- To provide participants with knowledge and skills on how to mainstreaming gender in cc adaptation project

##### 1.4. Specific objectives

- Build capacity of CCAA practitioner and researchers in applying gender analysis and skills
- Create awareness and sensitization on gender issues in CCAA
- Share knowledge and experiences on how to mainstream gender in CCAA project
- Facilitate participants in developing action plans to mainstream gender in their projects and programs

##### 1.5. Programs of the workshop

###### 1.5.1. CCAA and gender concepts:

This session starts with exercises after the participants classified in to two groups.

In the exercises the following issues are addressed by the groups:

- a. Describe the main CC condition you have observed in your communities? What is happenings?
- b. How are the women and women in your communities responding to CC condition?
  - The role and responsibilities of women and men?
  - Needs of men and women and children
  - Resources available to men and women
  - Who is making the decision and what
- c. Challenges and constraints on different communities.

In the first case, experiences of Kenya, Ethiopia, Nigeria and Ghana as well as other five other African countries including Mozambique, south Africa, .....

Major impacts from experiences of the country include: flood, increase in temperature, decrease in forest, soil erosion, sand mining, drought, change in wind, desertification,

Flooding makes residence to leave their areas. This will lead to difference in responsibility of women and men; women become helplessness since no job, expect the government to help them, it is extra burdon for women since men do not supply, help the family as they loss their job

- Accessibility of resources provided by the government decreases
- Nigeria: women went out of farm. They cut off due to flood on the farm at least for four days. Womencouldnot get back. The impacts is unimagivable (farms destroyed, lost sources of livelihoods, somelost their lives &mostly women) as the main farmers are women.
- Kenya: houses are gone, Farms are gone, Children could not go school, Infrastructure lost; Women are affected more than men as children could not go to school; Women stay in rural areas thus women
- Stakeholders at three level: community level, research level and decision making at district levels.
- Challenges: lack of data and information for research and decision makers (no sex disaggregated data); women are underrepresented in decision making thus decision are nor free from gender biased at higher level; government policy on climate change is not gender representative and not properly coordinated gender issues; lack of awareness as well as even if data are available they are not accessible and available

Group2

- Increase in temperature
- Answer for questions: role and responsibility of each community what men , women, and children doing? In the specific community. In the project, men are only interested to seek money, to manage the admin of the community and financial transaction (sell of different product) women: work in the market, deal with water, and food cooking, children help mothers.

- Their Needs: men technical formulation, men study, see the different sell of the product, women can be accountant, tendency we do not allow comfortable, we see men discriminating women.
- To reduce inequality since women work hard but not getting rewards. Men only rewards. There is no equality in resources, men are taking care of resources, we need to give a privilege like men.
- Who take the decision: structure of the society, who are the people in the government at district and higher level, the power is more of centralized,
- There are many organized groups (NGOs, women association, etc). there are factors that limits women to decide e.g. finance, limitation to access technologies,

### Group 3

Climate change: extreme flood, temperature, disease rainfall patterns, droughts

- Flood: causing lot of problems. It has positive impacts as dry areas get water due to flood
- Extreme temp: (egypt): heavy snow, extreme heat waves,
- Variation in rainfall patterns: rains do not come, in other areas, rains come unexpectedly (erratic rain), ,
- Malawi: people planted crops but did not get any yield and Malawi is expected to be hit by drought; malaria and out the year one it happened a seasonal disease; dengue ( a new disease coming from Brazil in Kenya)
- Malaria come through
- Pastoral communities in Kenya: could not get water for their animals, lakes drying warm temperature
- Role and responsibility: Climate changes result in: in Morocco, more children dropped out of school to help
- Women moving long distance to fetch water and feed animal, and carry the h
- Men are moving to urban centers to look for job; men give priority to cash crop to get more money and food crops are suffering, in drought prone areas they have to get water for irrigation pump a water to get water for irrigation this requires more energy

Recommendations: there is need to redefinition of gender role. The job of the women should also be done by the men.

Needs: awareness in terms of climate issues, education, technical assistance in terms of irrigation, etc; crop diversification (cash, food crops, etc); people to be told the indigenous system; diversification in all type of job (not only in type of agriculture)

Resources: mostly resources are available to men including education, credit facility, technologies, etc in terms of women: access to resources depends on social structure, education level of the women; children: resources to children depends on the education level of the women.

#### Comments or questions from the participants

- Crop diversification in southern Africa. History and culture is forgotten which brought about problems as people do not understand the practice of irrigation;
- Credit facility: still needs some more to do.
- New diseases: prevalence of malaria, seasonal malaria used to be seasonal but now due to water it becomes throughout the year
- Stakeholder consultation understand the hydrological cycle so how they have to adapt to the wet and dry season the people. Adaptation to drying and wetting season due to climate change in which case we need to provide due attention to indigenous knowledge
- Common to community not on information related to responsibility of each group towards or in relation to climate change;
- Roles and responsibility: cc ranges gender differences in responsibility at some point
- Stop fishing and collect woods from mangroves in Malawi due to climate change so climate change changes livelihoods.
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#### **Setting the scene: Climate change and gender concepts (presentation by Professor Grace)**

- Backgrounds
- Cc in context
- Gender concepts
- Cc vulnerability and adaptation: gender determinants
- Conclusion

#### Cc context

- Risk: exposure to extreme hazards
- Drought, water stress, storms, cost of flooding
- Destructing lives, assets, income, etc
- Impacts: on community, nature, etc
- Health impact of cc: malaria, cholera,
- Poverty: countries that are more vulnerable to cc are poor countries
- These are concepts that you need to consider when you take adaptation measures
- Vulnerability: extent to which cc may damage or harm
- Adaptation: the process through which people reduce the adverse effect of cc on their wellbeing and take advantages of the opportunities that their climate environment provides.

- Determinants of adaptability: sensitivity: the degree to which a system is affected either adversely or beneficially by climate related stimuli; vulnerability; impact potential
- Resilience: degree to which a system rebound recoups or recover from a stimulus or stress factor
- Responsiveness: degree to which a system reacts
- Coping is short term adaptability is long term coming from the different coping mechanisms
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### Gender concepts

- Sex and gender:
- Gender relation/ power relation: in terms of decision making
- Gender division of labor:
- Gender roles and responsibilities (productive work, reproductive work, community management work)
- Access to and control over resources and benefits: who is benefiting what, who is deciding on the benefit distribution
- Practical and strategic gender needs:
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### Sex and gender

- Sex: biological difference between women and men particular about their bodies such as production of sperms, childbearing, breastfeeding etc; gender refers to the socially constructed role and responsibility of women and men in a given culture or location and the relationship between them.
- Sex is: Universal-does not vary across, born with, generally unchanging, does not vary
- Gender: relational- socially constructed roles behavior responsibilities; **context**: varies within and between culture ethnicity class etc; **changes**: changes over time; **hierarchical**: power relation; **institutional**: institutionally structured (family, community, state, school, markets, religion, supported by values, practice) supported by values practices, beliefs, definitions of identify legislations.

### Gender division of labor

- Social allocation of activities on the basis of sex allocation of tasks to a particular gender
- Entails different role and responsibilities in society known as gender role

### Gender role:

- Reproductive roles: child bearing/rearing, domestic task, collecting water, fire wood caring for the sick, children, etc
- Productive role: work done by women and men for payment of cash e.g. processing/marketing of fish, agricultural (watering plants, irrigation)

Community role:

- Management role including activities at the community level for its development and political organization as well as usually voluntary unpaid work.

#### **4. Gender needs: strategically and practical needs**

Practical needs including

- Tends to be immediate and short term
- Unique to particular women and men
- Relate to daily needs e.g. food and water
- Easily identifiable
- Can be addressed by provision of specific inputs e.g. food, clean water energy saving, stoves/technology

Strategic needs include:

- Tend to be immediate-long term
- Common to almost all women and men
- Relate to disadvantaged person, subordination, lack of resources and education vulnerability to poverty and violence etc.
- Basis of disadvantage and potential for change not always identifiable by woman and man
- Can be addressed by consciousness raising increasing self confidence education, political knowledge provision and ??

Access and control of resources

- Access gives personal the use of a resources e.g. land to grow crops
- Control: allows a person to make decision about who uses the resource or to dispose of the resource
- Example: economic/productive resources, etc

Power relation and decision making:

- The political, economic and social power and authority of on categories

#### **5. Climate change vulnerability and adaptation: gender determinants**

- **Climate risk:** drought, temperature stress, water stress, coastal flooding

- **Gender system:** situation and position of women and men in a given community with a given climatic change condition;
- **Adaptive Capacity :** resources-access and control; knowledge/skill; power/decision making; needs/practical and strategic; role and responsibility
- **Potential impact:** agriculture, range failure; deterioration of health; displacement, migration; poverty, possible famine civil unrest, reduced education opportunities

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Gender inequality: intersects with climate risks and vulnerability. Poor women's limited access to resources, restricted right , limited mobility and muted voices in shaping decision make them highly vulnerable to cc

Vulnerability and adaptive capacity: the ability of the system??

## Day two (Tuesady)

### The Francophon group:

- discuss on Adaptation about climate change; Focused on flood for Benin, Ghini, Malawi; Issue of water on morocco.
- Role of responsibility of men, women, children, elderly people in relation to adaptation on climate change
- Looked in to how resouuces are used by women, men and chikdren. Realized that there is big difference in relation to cc. understood that responsibility of men are responsible to manage the money and make decision. Because of the role of cc the role of women are changing.
- Men and women should be educated and to imrove the living condition of women we need to accessible resources to women. The resources are water, land, crops, that are used in all regions of Africa. The way desicison tomake are the government should be involved, the leaders of the local community should be involeved the NGO
- The factors affecting the community in relation to the cc are
- The challenges are changes in cc causes changes in nor mal life of the community, tradition changes ( example: equality in gender, questions of farms that help to counteract the cc);
- The grouped also looked at cc is also offering some opportunities in using technologies like cc helped many children to go to school. Which allows the interaction between the various community in the society. Thinking of constracting dam to get water; there is big

rise in agriculture due to the construction of the dam. The community of are being benefited from the agri project;

- Adaptation of cc; relationship between cc and
- Discussed about social reproduction, which helped us to lean and gender understand more the subject matter.

### **Anglophone group:**

- Main cc in out community each country
- Main cc conditions: flooding, drought, sea level rise, soil erosion, decrease in forest, changes in wind
- Experiences from different countries: Kenya, Ghana, South Africa: we realized that resources rare available for men more than women, decision of making varies at the level we are talking. Women also made decision at hh level. At higher level women are not represented, it also depends on the responsibility of the work
- Challenges: lack of data and information even if they are available they are not accessible: women are not represented at higher level; legislative are not women responsive, Awareness on cc issues
- Each countries should come with policy with cc mainstreaming gender; decision should come out of bottom up approach

Trainers:

### **6. Dr Edth from Makerer university: Gender, CC, Vulnerability and Adaptation**

- Objective is to understand the participant the role of the gender in cc. it allows u to appreciate the issue of gender in adaptation. 3 concept of cc: cc, vulnerability and adaptation. We will see the concepts in relation to gender.
- Case study : gender and vulnerability

Introduction: cc is problem of development due to poverty and inequality. Which are main issues.

- In region where inequality and poverty is frequent, cc is more felt. Deserts, pastoral society, region hit by drought.
- Less disadvantage : disable group, poor women and men, lack various access to service
- Adaptation strategy: social role of men and women, impact of cc, the methods inequality can be economical, social and political. Adaptation strategy based on gender considers various impacts of cc.
- Different social class has different impacts

### **7. Case study on vulnerability and adaptation to cc**

- Senegal because of flood the was destruction of soil and lack of clean water. Hard living condition ,



- Case study 4: on men in latin America. If men are affected by cc. men expose themselves to cc. they believe that they are strong. They do not take measures to tackle the catastrophe. The mortality rate of men is high compared to women. In the previous case study women are more active.
- Conclusion: maintain equality at all level of development and put in to practice the various policy of cc adaptation. To maintain equality, all the project to implement to counter act cc, we should analyze means, behavior o f different gender to put them in practice in adaptation of cc.
- The cc affects the livelihood and the livelihood also affects the climate.

## 8. Presentation II by trainer on gender issues (Dr Florence)

### Three basic elements:

- gender gap: a measure of gender inequality on any particular socioeconomic indicator. It may be defined as difference in any aspects of the socioeconomic status of women and men. How cc affects access to resources or facility in gender inequality. If there is difference in adaptation mechanism there is also inequality
- Gender discrimination: results from stereotypical beliefs, trends and different treatment of men and women or boys and girls. The girl child
- Gender operation is the inferior treatment of one sex. in gender oppression there is an unequal distribution of resources and power, there is injustice

## 9. Does gender matters in CC Vulnerability and Adaptation

- Gender based division of labor-distinct roles for men and women
- Differences in access to resources
- Differences in skills and knowledge,
- Participation in decision making.
- **Watch video** about cc adaptation in Uganda. Where due to cc rivers dried and people are designed mechanisms to get water by digging the dried river . children should walk more distance to get the water, vegetation dried out, people use trees fruit for food, leaves become source of food, sorghum which was stable food of the local poel decreased because of erratic rain fall. Children keep livestock and drink animals with water from the dried river from where they fetch water by digging the dried river. Oxfam intervene and WFP since 1996 to distribute food as a result of drought. Every two years there is drought. The city of Kassese hit by flood. Yield also decreased (e.g Maize), in other situation, the farmers who were planting fruit lost their fruit unexpectedly, because of flood (flood destroyed the fruit). Cc change affect the economic situation of the community of the Kassese. Cc change also affect the health situation of the people. Increase in malaria and water born disease in the last six years. A significant shift of these disease in the last decade.
- Lake Victoria: hydrological survey indicates that the water level decrease as a result of cc. fishing decreases as a result affect the livelihoods of the surrounding people. In the

last ten years, excessive heat causes water level rise, decrease in fish production and decrease in income of the fisher men. Lost the biodiversity of the lake,

- Lesson from the film: girly dropped out of school, walk long distance to fetch water, the women migrate to cities; responsibility of women, who are responsible... l+young lady responsible to fetch water instead of going to school, animals adapt to the situation since they lost the feed; source of livelihood ; there was inequality in responding to cc in provision of water resources, in impact of cc on the livelihoods, role of food aid program as coping mechanisms; crises migration (not cumulative migration); shanty towns development as a result of the migrant, disease (cholera); increase in malaria and other diseases,
- Other issues from the film: drought causing inequality e.g. traditionally women supposed to provide water

#### **10. Introduction to Gender Analysis Tools in CCA (by prof Grace)**

- Gender analysis in CCA
- Data requirement in the context of CCA

#### **What is gender analysis?**

- A systematic process of identifying and examining gender difference
- Way by which issues relating to the problems, needs, positions, conditions and privileges of both men and women can be investigated
- Is a tool identifying the difference roles, responsibilities and needs of men and women
- An organized approach in studying gender issues in the entire research process or programs.
- It enables us to define and understand how culture or society defines, responsibilities and identifies of men and women in relation to one another in different conditions of climate change. **(Gender does not take any sense unless it is analyzed in relation to something else (women in relation to men, not animal))**.
- A good gender analysis: should provide an understanding of gender relations and its implications for CCA research and development adaptation interventions. It also analysis of divisions of labor, activities, access and control.
- Review of men and women's priorities, restraining and driving forces in a given climatic conditions
- Recommendations to address women and men's practical needs and strategic interests in the various climatic change situations. E.g. drought, floods.

#### **Three useful information in gender analysis**

- **Sex disaggregated data:** reveals if there are differences between women and men, boys and girls, on a specific issues e.g. dropping out of school as a result of climate change, displaced

- **Gender statistics:** data on specific issues where specific gender disparities exist or have developed as a result of given climatic conditions e.g. hours or distance walk by women in search of water due differential GDL
- **Gender analysis information:** the result of gender analysis-provides information about what the cause of the difference is, and how to address it e.g. Boys expected to take care of animals through searching for pasture leading to low levels of environment in schools.

### **Why is gender statistics important for CCA**

- Gender statistics facilitates understanding of the target population problems they have; who they are; what they do; what problems they are experiencing; what aspirations they hold, What resource they have and what capacities they can draw on.

### **Situation analysis CC condition**

- Identify and mapping of the status of CC condition from a gender perspective in terms of problem, opportunities, challenges, key stakeholders, needs and existing programs and their performance (success and failure of the programs)
- Identification of gender issues should be integral in the exercise of conducting in situation analysis.

### **Gender analysis- identifying issues:**

#### **Points to remember**

- Gender analysis in CCA begins by identifying the different roles and needs of men and women and access to an control of benefits and resources in a given community affected by climate change
- Central to gender analysis in CCA is sex and gender disaggregated data
- Difference experiences of men and women roles/needs / interest of women as distinct from and in relation to the needs of men in situation of climate change.
- **Remarks: issue of women's time is important when u do assessment**

#### **Questions from participants:**

- When or at what stage do we do attitude or perception or beliefs analysis?
- How should we go about conducting participatory methods? (next section.

### **Day three: Wednesday**

#### **Francophone group presentations:**

- Location of project: morocco

- Dealing with Reduction of water
- Adaptation of cc
- Exercise: gender analysis tools
- Q1: Lack of water, forest animals are in danger, disease, river pollution,
- Q2: organizational structure: schools, government organizations; vulnerability which cause to involve many organization; authority has ??
- Q3: Perception in Change in capacity: vulnerability: local people oppose the project;

### Anglophone presentation:

- Gender, cc, vulnerability and adaptation
- Poverty and inequality
- What is gender issues by dr Florence: gender gap, gender discrimination and gender operation
- A climate change impact is shown movie: the title of the film was ' turning up the heat'; adaptation by animal and women eat some tree
- Women migrated which lead to disruption of family
- Presentation by Grace: issues were on gender is about women or men? She explained gender is a socially constructed role which involves both sexes. We need to sensitive to language and attitude of women and men.
- Tools of gender analysis was given:

### Questions from participants:

- To identify the key questions and result of cc from the movie?
- How women and men respond to the cc
- What are the adaptation techniques to address the cc
- Different tools of gender analysis: Mosar framework

#### 11. Presentation by Dr Florence: CCA risk assessment: livelihood Sensitivity Matrix

- **Objective: to introduce a tool used to assess the cc impact on livelihood (drought, flood, water stress impact on people's livelihoods**
- **Stakeholder approach: affected communities and implementers of adaptation interventions. It is a matrix integrate cc vulnerabilities with livelihoods.**
- **Engage participatory appraisal methods and interviews which are very good in capturing qualitative data , interviews, focus group discussions, etc**
- **Provides first order vulnerability assessment based on expert judgment**
- **Focus on a particular: ecosystems services (soil water balance, water quality, water supply, etc); livelihood activities (crop production, livestock, fishing); population groups or individuals men and women.**
- Helps in identification of the vulnerable livelihood in a given cc situation. Consequently, targeting adaptation to increase resilience
- Best applied to a single sector (agriculture, fishing)

- **Key output are** ranking of vulnerability livelihoods as well as an overall livelihood sensitivity assessment
- **Key input** is qualitative assessment of sensitivity of livelihoods to climate threat/ risk
- The tool involves developing a matrix that looks at ecosystem service, soil and water moisture, water supply, livelihoods activities, group of people men and women
- Listed as row
- Computation of the matrix: exposure across the risks/hazards and impact on service, activities and people calculated as aggregate numbers and percentages. Exposure scores: sum cells for each row (total exposure score), sum of the cells for each row
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## 12. Group Exercise

### Day Four

#### Group 1

#### Francophone (group 3)

- Agriculture, fishing: protection of urban population in relation to cc
- The production in urban, Stock of agriculture, Commercialization
- Climatic events: floods (may & June Sept ) extreme temp, rain fluctuation, reduction in rain; extreme drought (three years of drought);
- Main activities: Production, urban agri, commercialization and stock. The first two are mainly affected by cc
- Agriculture activity is for women and thus the impact of cc is very high in women.
- Urban agric: the women who control the finance

#### Group 2:

#### Lake Naser, Egypt

- Livelihood: Crop production (tomato production) as livelihood activities
- Livelihood activities: Land preparation, harvesting cultivation, storage
- Cultivation, land preparation, harvesting affects in their order
- Harvesting is the most vulnerable
- For flood: land preparation is the most affected
- Most of the work of land preparation and cultivation are done by men, harvesting is done by women, storage is done by both men and women. Though the exposure of men and women seems directly related to their responsibilities (participation in the activity), it should not be necessarily dependent on the participation. The impact of the cc also matters.

**NB:** The tools are tricky since it requires to understand the community very well. The assumption of this tool is that you are conducting the research to help the community so needs to have basic information

about the community. The tool is the best to be recommended. The figures in the table can be put by the experts (the researchers) or the community.

- Adaptation strategy should be added. From group 1, the potential adaptation strategies are ?????

Reference: [www.livelihood.org](http://www.livelihood.org)

- Downing, T.E. 2003. Livelihood Sensitivity to Climatic Hazards. Annex to Technical paper 3 of the adaptation planning framework SEI, Oxford, UK.

## **Day Five**

Presentation by each participants and closing discussions