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Integrating Agriculture in National  
Adaptation Plans (NAP-Ag) Programme

## **Gender in adaptation planning for the agriculture sectors**

November 2019

### Guide for Trainers



# **Gender in adaptation planning for the agriculture sectors**

Guide for Trainers

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**Food and Agriculture Organization of the United Nations  
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# Foreword

In a remarkably short period of time, the international community has come together to make an array of ambitious commitments to promote gender equality and women's empowerment in the context of climate change adaptation. Of the estimated seventy-two mandates that reference gender under the United Nations Framework Convention on Climate Change (UNFCCC), seventeen are in the context of adaptation. This makes adaptation the area of climate negotiations with the most attention given to gender (WEDO, 2018).

These commitments build upon the strong evidence that social justice and equity are critical elements in efforts to limit global warming to 1.5°C without making the poor and disadvantaged worse off (IPCC, 2018). Indeed, research indicates that the effectiveness of decision-making and governance is enhanced by the involvement of local stakeholders, particularly indigenous peoples and local communities, women, and the poor and marginalised, in all phases of policy-making for land-based climate change adaptation and mitigation (IPCC, 2019).

As developing countries work to set their national-level adaptation goals and implement their adaptation plans in line with international commitments, they have made repeated requests for support to improve their capacity to address gender. By closing capacity gaps, they will be able to achieve their gender equality goals, including those made under the 2015 Paris Agreement, the UNFCCC's Lima Work Programme on Gender and the related Gender Action Plan, as well as the multiple commitments to gender-responsiveness in National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs).

Responding to country requests, FAO and UNDP collaborated with countries in Asia, Africa and Latin America to develop and test a training approach to improve the gender-related knowledge and skills of key stakeholders working on adaptation planning and related co-benefits in the agriculture sector. This guide is a result of those efforts, packaged into a curriculum that can be adapted to local contexts and planning processes. While the emphasis is on agriculture – a sector where gender inequality and climate change impacts are priority issues – the approaches are also relevant in other contexts. Building the knowledge and skills of individual actors through workshops based on these materials is a foundational step toward improving capacity to both address gender gaps and overcome historical gender biases in policies and interventions in order to achieve gender-responsive adaptation.

As countries look ahead to meeting their climate commitments and to implementing and enhancing ambitions towards their NDCs, these materials are a valuable resource for transforming gender-related targets into real improvements in the lives of women and men confronting the impacts of climate change on agriculture – and also for accelerating sustainable development goals overall. FAO and UNDP are committed to working with countries to address gender inequalities and ensure gender-responsive climate solutions.



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This guide is based on training materials that were prepared for workshops in nine countries, which were organized and delivered by the following teams in collaboration or consultation with the authors:

**Kenya** (2016): *How to integrate gender issues in climate change adaptation planning for agriculture*  
[www.fao.org/in-action/naps/news-events/detail/en/c/453373/](http://www.fao.org/in-action/naps/news-events/detail/en/c/453373/)

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**Uganda** (2017): *Addressing gender in climate change adaptation planning for the agriculture sectors*  
[www.fao.org/in-action/naps/news-events/detail/en/c/881167/](http://www.fao.org/in-action/naps/news-events/detail/en/c/881167/)

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**Zambia** (2017): *Integrating gender into adaptation planning for the agricultural sectors*  
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**Zambia** (2018): *Refresher training*

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**Nepal** (2017): *Integrating gender in climate risk assessment and adaptation planning at the local level*

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**Colombia** (2017): *Integración del enfoque de género en la planificación de la adaptación para los sectores agrícolas*

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# Acronyms

BMU	Federal Ministry for the Environment, Nature Conservation, and Nuclear Safety (Germany)
BPfA	Beijing Platform for Action
CCAFS	CGIAR Research Program on Climate Change, Agriculture, and Food Security
ccGAP	Climate Change Gender Action Plan
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CEMA	Committee for Ethnic Minority Affairs (Viet Nam)
CIAT	International Centre for Tropical Agriculture
COP	Conference of the Parties
CBO	Community-based organization
CSO	Civil society organization
CSW	Commission on the Status of Women
CBA	Cost-benefit analysis
CEA	Cost-Effectiveness Analysis
CVA	Capacities and Vulnerabilities Analysis
DFID	Department for International Development
FAO	Food and Agriculture Organization of the United Nations
GAP	Gender Action Plan
GCVCA	Gender-sensitive Climate Vulnerability and Capacity Analysis
GCF	Green Climate Fund
GDI	Gender Development Index
GEF	Global Environment Facility
GFP	Gender Focal Point or Person
GII	Gender Inequality Index
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GRB	Gender-responsive budgeting
GSI	Gender-sensitive indicators
HDI	Human development index
IBP	International Budget Partnership
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute

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IISD	International Institute for Sustainable Development
IITA	International Institute for Tropical Agriculture
INDC	Intended Nationally Determined Contribution
IGWG	Interagency Gender Working Group
IPCC	Intergovernmental Panel on Climate Change
IPCC5	IPCC Fifth Assessment Report
IUCN	International Union for Conservation of Nature
LDC	Least Developed Countries
LEG	Least Developed Countries Expert Group
M&E	Monitoring and Evaluation
MCA	Multi-criteria analysis
MGAP	Ministry of Livestock, Agriculture and Fisheries
MGLSD	Ministry of Gender, Labour, and Social Development
MoFPED	Ministry of Finance, Planning and Economic Development
MTEF	Mid-term expenditure framework
MWE	Ministry of Water and Environment
NAP	National Adaptation Plan
NAP-Ag	Integrating Agriculture in National Adaptation Plans (Programme)
NARO	National Agricultural Research Organization
NDC	Nationally Determined Contribution
NGEC	National Gender and Equality Commission (Kenya)
NGO	Non-governmental organization
NPA	Equal Opportunities Commission and National Planning Authority
NTFP	Non-timber forest product
OECD	Organisation for Economic Co-operation and Development
Q&A	Questions and answers
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
SIGI	Social Institutions and Gender Index
SWG	Sector Working Group (Kenya)
ToC	Theory of Change
TOR	Terms of Reference
UN	United Nations

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UNDP	United Nations Development Program
UNFCCC	United Nations Framework Convention on Climate Change
UNIDO	United Nations Industrial Development Organization
USAID	United States Agency for International Development
VSLA	Village Savings and Loans Association
WEAI	Women's Empowerment in Agriculture Index
WFP	World Food Programme
WOCAN	Women Organizing for Change in Agriculture and Natural Resources Management



# Introduction

This Guide for Trainers provides a complete set of materials to be used in training workshops on mainstreaming gender in adaptation planning in the agriculture sectors.

In the first section of this introduction, **Overview of the training guide**, trainers will read about current efforts to address the interlinked challenges of gender equality and climate change in agriculture, and learn how training workshops using these materials help stakeholders develop plans and policies to confront these challenges.

In the second half of this introduction, **Organizing a training workshop**, trainers will reflect on the practical aspects of running a training workshop, including putting together the training team, identifying participants and assessing their needs, and designing an agenda and identifying speakers.

The training workshop content begins in Module 1.



Facilitators prepare to lead a session on adaptation planning in agriculture.  
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## Overview of the training guide

### PURPOSE OF THIS GUIDE

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This Guide for Trainers, based on workshops in nine countries<sup>1</sup>, provides a complete set of materials for use in training sessions on mainstreaming gender in adaptation planning in the agriculture sectors<sup>2</sup>. It is designed for a trainer or team responsible for delivering a training workshop for stakeholders who are involved in adaptation planning and related budgeting processes in agriculture (see Box 1). The guide presents a mix of interactive

activities and presentations, to be used in whole or in part, to improve the individual-level skills and behaviours needed to foster gender-responsive agriculture adaptation plans within a broader capacity development process. The emphasis is on adaptation in agriculture, however the materials can be applied to planning for climate change adaptation in other sectors. In addition to this Guide for Trainers, there are companion PowerPoint templates that workshop organizers can tailor to their specific context.

#### Box 1

##### Who should participate in a training workshop with these materials?

- Staff from ministries involved in adaptation planning and related budgeting processes, as well as policy negotiations, including Ministries of Agriculture (including Forestry, Livestock and Fisheries), Environment, Planning, Finance, Departments responsible for water resource management or extension, and also national focal points of the United Nations Framework Convention on Climate Change (UNFCCC).
- Climate and/or agriculture specialists from academia, research institutes, intergovernmental agencies, non-governmental organizations (NGO) and the private sector who are stakeholders in the adaptation process.
- Staff of Ministries of Gender or Women's Affairs, as well as Gender Focal Persons in a range of departments, who provide guidance to their colleagues on integrating gender in their work.

### WHY GENDER MATTERS IN ADAPTATION PLANNING FOR AGRICULTURE

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The impacts of climate change on agriculture, such as reduced crop yields due to less rainfall, reduced employment opportunities linked to increased temperatures, or an insecure supply of food resulting from the spread of pests, are not felt the same by all who depend on agriculture for their livelihoods and food security. Gender-based inequalities in access to resources and services, along with stressors like poverty, shape women's and men's vulnerability to climate change impacts as well as their capacities to adapt (Djouidi *et al.*, 2016). In South Africa, for example, female-headed households may be less likely to receive information on weather-based index insurance or may not trust the institutions providing it, leaving them without a potential risk-management tool (Born *et al.*, 2018). Reduced local employment opportunities in agriculture due to climate change and other uncertainties may spur men or women to migrate, depending on the context; this can have an effect on vulnerability status but also lead to shifts in gender roles (Rao *et al.*, 2017).

The projects or plans through which adaptation responses to climate change impacts are identified and implemented may themselves have gender-differentiated impacts. The socially-constructed gender roles of women and men are often embedded in structural systems, beliefs and norms, meaning that institutions and organizations reinforce existing socially-acceptable roles and power dynamics including unequal or discriminatory practices (UNFCCC,

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<sup>1</sup> Colombia, the Gambia, Kenya, Nepal, The Philippines, Uganda, Uruguay, Viet Nam, Zambia

<sup>2</sup> The term 'agriculture' used throughout the document refers to crop-based farming systems and livestock systems, including rangelands and pasturelands; forestry and fisheries.

2015a). Evidence suggests that women tend to have a limited voice in environmental decision-making which may mean that the ecosystem services they value may be overlooked in decision-making processes (Fortnam, *et al.*, 2019). When adaptation options are prioritized through a planning process that does not consider gender issues, such as women's time use and preferences regarding technologies, women's labour burden may be increased, thus having an overall negative consequence on adaptive capacity (Beuchelt and Badstue, 2013). Gender-based roles and responsibilities are linked to distinct knowledge and skills that, when harnessed through participatory and inclusive planning processes, can contribute to successful adaptation interventions (UNFCCC, 2015a).

The consideration of gender within national adaptation planning processes, by promoting equal participation of women and men in decision-making and implementation, is expected to contribute to better adaptation and more resilient communities (UNFCCC, 2012) (see Box 2).

## Box 2

### Gender in the context of adaptation

In the context of adaptation, gender refers to how the socio-political relations between men and women affect the planning and implementation of adaptation actions, access to resources (including material resources and capacity building), the ways in which climate change impacts and adaptation measures differentially affect men and women, and the ways in which men and women contribute differently to adaptation actions. Of particular significance in this regard are the differences that exist between the access, control and opportunities of men and women on issues such as land, resources, work opportunities and wages, time spent in both productive and household roles, and leadership and participation in decision-making processes.

UNFCCC (2015a), p.13

Ultimately, adaptation plans in the agriculture sectors are more likely to succeed when they tackle the pervasive gender-based inequalities that currently hold back the agriculture sector from achieving its full potential<sup>3</sup> and when they build on the contributions and leadership potential of women and men, whose roles and participation in decision-making processes are already shifting in response to a changing climate (Tabary, 2018).

## THE POLICY CONTEXT FOR ADDRESSING GENDER IN ADAPTATION PLANNING FOR AGRICULTURE

At the international level, in 2001 parties to the UNFCCC first committed to a work programme to meet the needs of least developed countries (LDCs). This work programme included the development of national adaptation programmes of action (NAPAs). NAPAs were designed to prioritize urgent and immediate adaptation needs and were complemented in 2010 by the establishment of the national adaptation plan (NAP) process. Stakeholders designed this process to identify medium and long-term adaptation needs and develop strategies and programmes to address those needs (UNFCCC, 2019a). The process encompasses four key phases: assess impacts, vulnerability and risks; plan for adaptation; implement adaptation measures and monitor and evaluate adaptation (see Figure 1). Another key milestone took place in 2015, with the adoption of the Paris Agreement under the UNFCCC. The Paris Agreement requires each Party to outline and communicate their post 2020 climate actions to reduce greenhouse gas emissions and adapt to the impacts of climate change through nationally determined contributions (NDCs) (UNFCCC, 2019a). Looking ahead, NAPAs will be an important instrument in implementing the adaptation objectives of countries' NDCs.

<sup>3</sup> "Closing the gender gap in agriculture would produce significant gains for society by increasing agricultural productivity, reducing poverty and hunger and promoting economic growth" (FAO, 2011, p. 3).

**Figure 1 - The main elements of the adaptation process**



Source: UNFCCC (2019)

At the national level, adapting to climate change in agriculture is a high priority for many developing countries. To date, all thirteen NAPs submitted emphasize agriculture as a priority sector and over ninety percent of developing countries in sub-Saharan Africa and Eastern and South-Eastern Asia mention adaptation areas and/or actions in the context of the agriculture sectors (FAO, 2016a).

There are three main reasons for addressing the agriculture sectors in adaptation planning, whether the planning takes place through an international framework like NAPs or NDCs, or in the context of national or subnational strategies and policies (Karttunen, *et al.*, 2017, p. 9):

- 1 The agriculture sectors are among the most sensitive sectors to changing climate conditions and the most highly exposed to the impacts of climate change.
- 2 Crop and livestock production, fisheries and agriculture and forestry are all critical to food security and nutrition, not only because they produce food, but also because they play an essential role in the economy of many countries, especially the most vulnerable, providing livelihoods and incomes to the most vulnerable populations.
- 3 Agricultural production involves the careful management of natural resources, including land, water, biodiversity

and genetic resources, and so has a key role to play in the adaptation of ecosystems to climate change. Because of this, agriculture can make a significant contribution to climate change adaptation at a national level.

Concurrently, there is increasing attention to gender equality in the context of adaptation. At the international level, countries have cemented their intentions to promote gender equality in their responses to climate change in pledges such as the UNFCCC's Lima Work Programme on Gender and the related Gender Action Plan, as well as the agreement on the empowerment of rural women and girls at the 62nd session of the UN Commission on the Status of Women (CSW). A review of nine NAP documents found that eight referred to gender (Dazé and Dekens, 2018). These efforts are in line with the NAP process guiding principles on adopting a gender-sensitive approach<sup>4</sup> (see Box 3) (UNFCCC, 2012). The gender-related commitments made in at least 65 NDCs further illustrate international recognition of the interconnectedness of gender equality and climate change (CCAFS, 2017). In addition, the gender-related requirements of climate finance mechanisms, such as the Green Climate Fund (GCF), are encouraging actions like gender assessments and equitable resource allocation (GCF, 2019a).

<sup>4</sup> In place of the term "gender-sensitivity", the term "gender-responsiveness" is now used more frequently to indicate an approach that not only recognizes gender differences, but addresses gender-related needs and priorities and institutional biases.

**Box 3****Commitment to addressing gender in NAPs**

The COP agreed that enhanced action on adaptation should:

- ...Follow a country-driven, gender-sensitive, participatory and fully transparent approach, taking into consideration vulnerable groups, communities and ecosystems;
- Be based on and guided by the best available science and, as appropriate, traditional and indigenous knowledge, and by gender-sensitive approaches, with a view to integrating adaptation into relevant social, economic and environmental policies and actions, where appropriate;...

Integrating gender in a NAP process can:

- Help ensure **equal participation of men and women** in NAP decision-making processes and implementation of adaptation activities.
- Help ensure NAP **process and activities do not exacerbate gender inequalities**.
- Can lead to **better adaptation and more resilient communities**.

Source: UNFCCC (2012)

**THE ORIGIN OF THIS GUIDE**

Since 2015, FAO and UNDP have been working together with agriculture and environment ministries in eleven countries under the programme *Integrating Agriculture in National Adaptation Plans* (NAP-Ag) to identify and integrate climate adaptation measures into national planning in the agriculture sectors. Between 2015 and 2018, the programme has brought ministries of agriculture, environment, finance and planning, as well as research institutions and non-governmental organizations, into discussions with the agricultural sectors to support planning efforts and adaptation budgeting. This has led to the development of knowledge products, including *Addressing agriculture, forestry and fisheries in National Adaptation Plans – Supplementary guidelines* (Karttunen *et al.*, 2017). NAP-Ag has also fostered the implementation of existing NAPs, such as Guatemala's

National Plan of Action for Climate Change, and the development of frameworks, including:

- Kenya's Climate Smart Agriculture Strategy 2017-2026;
- the Philippines' Agriculture and Fisheries Modernization Plan that will support the implementation of the National Climate Change Action Plan 2011-2028;
- Thailand's Agricultural Climate Change Strategic Plan 2017–2021;
- Uganda's NAP for the Agricultural Sector; and
- Colombia's Integrated Plan for the Management of Climate Change for the Agriculture sector.

From the beginning, the NAP-Ag program piloted gender mainstreaming approaches. Countries implementing NAP-Ag have incorporated the consideration of gender issues into adaptation planning in order to:

- recognize the multiple complementary roles that women and men play in the agriculture sectors;
- consider the norms and pre-existing unequal power dynamics which shape access to decision-making roles, access to resources and information, and availability of options and choices (Djoudi *et al.*, 2016);
- build on men and women's differentiated knowledge and unleash their capabilities through participatory consultation;
- target the benefits of adaptation plans to the needs of different groups; and
- track who is adapting, in what ways and with which resources.

Partner countries have conducted training workshops, coaching, stakeholder consultations, networking, analytical studies and reporting, all in an effort to improve gender mainstreaming implemented by government and NGO stakeholders. Particular emphasis has been put on training workshops, in response to a general observation that stakeholders working on adaptation planning tended to lack gender-related skills or were not aware of how to draw upon the gender expertise already present in the country. This observation echoed the types of priorities expressed in submissions to the UNFCCC as well as in a survey of stakeholders in southern Africa, which found that a lack of gender capacity on the part of staff is one factor holding back gender integration (Independent Association of Latin America and the Caribbean, 2016; Bryan *et al.*, 2016).

## **STRUCTURE OF THE GUIDE FOR TRAINERS**

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This Guide for Trainers - and the related training materials - consolidates the training materials developed under the NAP-Ag Programme into a cohesive curriculum on mainstreaming gender into adaptation planning for the agriculture sectors.

While the National Adaptation Plan (NAP) process is referenced throughout, the materials are applicable outside of the NAP context, and can be applied to the district-level planning process, adaptation project development, and NDC implementation. In line with the objectives of the Paris Committee on Capacity Building, this package of materials can contribute to an overall capacity initiative to strengthen adaptation planning for the agriculture sectors and support achievement of national capacity building goals.

This Guide for Trainers contains the materials needed to organize and conduct a training workshop aimed at improving individual capacity to develop gender responsive adaptation plans in agriculture. The materials are designed to be used in whole or in part, and are adaptable to different contexts.

In addition to this introductory content and guidance on organizing a training, the guide includes five training modules covering the key building blocks of gender mainstreaming knowledge and skills (see Table 1).

The annexes include additional resources for organizing a training, a glossary and references.

Each module includes two or three units, each designed to last between one and three hours. Each unit contains the following:

## **LEARNING OUTCOMES**

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The key three or four skills or areas of knowledge participants should acquire by the end of the unit.

### **TIME**

---

The estimated amount of time it takes to deliver the unit.

### **MATERIALS**

---

Suggested supplies for the presentations and activities.

### **PROCESS**

---

The main steps in delivering the unit, such as presentation, activity and video.

### **KEY MESSAGES**

---

Ideas for the training team of the main points that should be covered during the unit.

### **FURTHER READING**

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Resources for the training team to draw upon in preparing for the unit; can also be recommended to participants who want to deepen their understanding.

### **ACTIVITY**

---

Instructions for an exercise that complements the key messages, using the approach of small group work, brainstorming, role play or other formats.

### **HANDOUT**

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To be used by participants during the activity (as needed).

**Table 1 - Skills and knowledge covered in the guide**

<b>Module 1. Addressing attitudes and improving knowledge</b>
<p><b>Unit 1.1: Opening a training workshop</b></p> <ul style="list-style-type: none"> <li>• Participants and trainers introduce themselves and confirm the goals of the workshop.</li> <li>• The tone is set for a participatory, inclusive workshop.</li> </ul> <p><b>Unit 1.2: Conceptual foundations</b></p> <ul style="list-style-type: none"> <li>• Explain basic climate change and gender concepts/terms.</li> <li>• Identify at least three reasons why gender issues are important to consider in adaptation planning for the agriculture sectors.</li> <li>• Name key global and national policy commitments related to climate change and gender.</li> <li>• Identify initiatives or programmes that have links to gender, adaptation and agriculture.</li> </ul>
<b>Module 2. Ensuring a gender-responsive planning process</b>
<p><b>Unit 2.1: Gender-responsive approach to planning</b></p> <ul style="list-style-type: none"> <li>• Define some of the principles of good governance.</li> <li>• Explain what is meant by gender-responsive adaptation.</li> <li>• Identify the roles of different stakeholders in supporting a gender-responsive approach to adaptation planning in the agriculture sectors.</li> </ul> <p><b>Unit 2.2: Gender, stakeholder consultation and stocktaking</b></p> <ul style="list-style-type: none"> <li>• Identify stakeholders in the country who work on gender issues, particularly in relation to agriculture.</li> <li>• Understand the importance of and means for integrating gender into a broader stocktaking under adaptation planning processes for the agriculture sectors.</li> </ul>
<b>Module 3. Analysing the problem and solutions</b>
<p><b>Unit 3.1: Gender analysis for adaptation in agriculture</b></p> <ul style="list-style-type: none"> <li>• Discuss what gender analysis is and what questions it helps answer.</li> <li>• Describe ways to carry out a gender analysis to support adaptation planning for the agriculture sectors.</li> <li>• Contribute to a basic gender analysis or perhaps undertake one.</li> </ul> <p><b>Unit 3.2: Gender in climate vulnerability and risk assessments</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of risk and vulnerability in the agriculture sectors from a gender perspective.</li> <li>• Discuss ways to ensure that gender considerations are included in a climate vulnerability and risk assessment in an adaptation planning context.</li> </ul> <p><b>Unit 3.3: Gender in selection of adaptation options</b></p> <ul style="list-style-type: none"> <li>• Discuss why it is important to integrate gender considerations in the identification and selection of adaptation options for the agriculture sectors.</li> <li>• Point to some of the strengths and weaknesses of commonly applied decision support tools from a gender perspective.</li> <li>• Summarize examples of gender-responsive adaptation priorities for adaptation planning.</li> </ul>
<b>Module 4. Formulating the plan and gender-responsive budgeting</b>
<p><b>Unit 4.1: Gender entry points in plan formulation</b></p> <ul style="list-style-type: none"> <li>• Describe the key characteristics of a gender-responsive adaptation plan for agriculture.</li> <li>• Identify actions to take to ensure that gender is reflected in each section of a plan document.</li> <li>• Give examples of adaptation options that reflect a gender-responsive approach.</li> </ul> <p><b>Unit 4.2: Gender-responsive budgeting</b></p> <ul style="list-style-type: none"> <li>• Explain what gender-responsive budgeting is and why it is important.</li> <li>• Describe a typical gender-responsive budgeting process and sources of gender-responsive budgeting expertise.</li> <li>• Summarize some of the key gender requirements of climate finance mechanisms.</li> </ul>
<b>Module 5. Monitoring and managing for change</b>
<p><b>Unit 5.1: Gender-responsive monitoring and indicators</b></p> <ul style="list-style-type: none"> <li>• Explain what issues are tracked as part of gender-responsive monitoring of adaptation.</li> <li>• Identify data sources for gender-responsive monitoring and key steps in measuring gender-related changes.</li> <li>• Design gender-responsive indicators for monitoring gender in agricultural adaptation plans and projects.</li> </ul> <p><b>Unit 5.2: Manage for change</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between individual and organizational capacity and identify barriers to, as well as enabling factors for, gender mainstreaming.</li> <li>• Set goals for after the workshop.</li> </ul>

## Organizing a training workshop

### THE TRAINING WORKSHOP TEAM

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This training guide is designed to be used by an individual or team responsible for organizing, delivering and following up on a training workshop on the topic of gender, adaptation and agriculture.

The workshop organizers are likely to be based within, or hired by, a ministry involved in adaptation planning and related budgeting processes, including Ministries of Agriculture (including Forestry, Livestock and Fisheries), Environment, Planning, Finance, Departments responsible for water resource management or extension, and also national UNFCCC Focal Points. Ministries of Gender or Women's Affairs, as well as Gender Focal Persons in a range of departments, may draw on these materials to provide guidance to their colleagues on integrating gender in their work.

Due to the breadth of the topics covered, the material is best delivered by a training team with diverse areas of expertise. Ideally, a lead trainer with background in gender and agriculture issues and experience leading interactive workshops shares responsibility with one or more partner trainers with in-depth knowledge of climate change adaptation. Using this format, the trainers will complement each other's knowledge and provide accurate explanations to training participants. Local experts from government, policy teams, academia, NGOs and the private sector can be invited to deliver presentations, share local case studies, or speak on panel discussions to ensure the workshop is tailored to the local context. The training team will ideally include male and female professionals.

The organizing institution may have a person on staff who can deliver the training, such as the Gender Focal Person, or it may be necessary to seek a trainer elsewhere, such as from a gender-focused NGO, university, research institute or international agency. A member of the training team must be familiar with the key stakeholders and their roles in promoting gender equality in adaptation planning. This will help the training team to identify the workshop participants and speakers who can present on what is already being done to address gender equality.

It is important to clarify the responsibilities of the team members (see Annex 1.1), to identify what types of gender integration skills are needed within your adaptation planning process (see Annex 1.2) and to clarify the objectives of the training workshop (see Annex 1.3).

### WHEN TO HOLD A TRAINING WORKSHOP

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When scheduling the training workshop, plan for how participants will use the skills after the event. If it is scheduled near the beginning of an adaptation process, the workshop can help raise awareness of stakeholders on the importance of gender issues in adaptation in agriculture. However, continued coaching is needed for the gender-related skills to be applied during the remaining phases of planning. It can be a good idea to hold a gender training workshop shortly before a multi-stakeholder conference, a budget-setting meeting, or a planning session on indicators so that participants who attend the gender workshop can then apply their gender-related skills to concrete activities in the adaptation planning process.

### THE TRAINING WORKSHOP PARTICIPANTS

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#### Identifying participants and expert speakers

The selection of participants depends on the objectives of the training workshop. If the staff for a particular adaptation project are not addressing gender issues in their work, then participants will be easily identified as those implementing the project. If the goal of the workshop is broader, such as aiming to contribute to more gender-responsive adaptation plans or policies, then the participants will be drawn from the various organizations engaged in adaptation planning, including staff of national and local government, NGOs, Civil Society Organizations (CSO), donors, the UN, the private sector, media and academia.

A training workshop that brings together individuals from different organizations and sectors, in addition to improving skills and knowledge, may also foster networking and collaboration across different types of organizations and levels of planning.

When local experts are invited to present their work and case studies, the workshop becomes more relevant to the participants. This is also a useful way to bring out local knowledge, raise awareness of ongoing adaptation projects and identify what work could be built upon to mainstream gender into adaptation plans. These local experts may be invited as speakers, or they may be participants who are asked to also play the role of speaker for a specific portion of the agenda.

The training workshop organizers may already have a clear idea of who should be targeted as participants in the workshop. Nevertheless, it is worth considering all possible stakeholders – that is, the different people and institutions who play a role in mainstreaming gender into adaptation planning, or who can contribute to connecting the vertical and horizontal levels and through policy incentives or responsibilities (see Annex 1.4). It is important that women and men participate in the training.

See also **Unit 2.1** if you would like to refresh your knowledge about participatory and inclusive approaches.

### Needs assessments

What knowledge and skills should stakeholders possess by the end of the training workshop? To answer this question, trainers should carry out a needs assessment of the targeted stakeholders prior to the training workshop.

A needs assessment can take multiple forms, depending on time and resources. If time is limited, the training team may identify the key knowledge gaps among the target population based on their familiarity with the audience and possibly some informal conversations. In this case, it is

advised that some flexibility be left in the training workshop agenda so that on the first day, the participants can be given a chance to express their personal priorities among the learning objectives, and the training team can adjust to those expressed needs as much as possible. A somewhat more rigorous approach to assessing needs involves conducting a simple survey (see Annex 1.5). The survey can be circulated as a Word document via e-mail or using an online survey software. It should be sent to possible training participants a month or so before the workshop, and the responses can then be used to identify and prioritize the content for use during the workshop.

The most extensive form of a needs assessment involves some combination of in-person interviews, focus group discussions, and surveys of participants. This requires hiring a gender specialist with the expertise to devote approximately one month to the needs assessment, as it can require a minimum of one week to prepare questions and read literature, two weeks to engage with possible training participants through the methods listed above, and at least another week to compile responses into an analysis of knowledge and skills needs. This type of assessment can be done at individual and/or organizational level (see Annex 1.6).

The training workshop will not address all needs identified in the needs assessment, and is not the end-point in learning for participants. Rather, they should use the skills attained in the workshop in their adaptation planning work. This should be reinforced with follow-up support such as peer mentoring, ongoing discussions, short workshop/training sessions on particular subjects, and hands-on participatory learning in the field.

Organizing and delivering the training workshop is comprised of multiple phases, as summarized in Table 2.

**Table 2 - Phases of the training process**

<b>Preparations</b>	<b>2 weeks</b>	
• Identify training team and assign responsibilities		See Annex 1.1
• Consider which gender-related skills are needed in your adaptation process		See Annex 1.2
• Clarify workshop objectives and draft concept note		See Annex 1.3
• Identify stakeholders and possible training participants		See Annex 1.4
<b>Needs assessment</b>	<b>Up to 1 month</b>	
• Simple survey <ul style="list-style-type: none"> <li>o Collect information on target audience's skills and knowledge gaps; summarize findings</li> </ul>		See Annexes 1.5, 1.6
• Detailed assessment <ul style="list-style-type: none"> <li>o Collect information on target audience's skills and knowledge gaps and the organizational environment; summarize findings</li> </ul>		
<b>Training design</b>	<b>Up to 1 month (can overlap with needs assessment)</b>	
• Develop and revise a training workshop agenda, gather local case studies, prepare training materials and liaise with speakers and experts		See Annex 1.7
• Prepare training materials		See Modules 1-5
• Arrange for accommodations, food and travel		
<b>Training delivery</b>	<b>Up to 4 days</b>	
• Conduct opening survey		See Annex 1.8
• Take notes and photos		
• Conduct closing survey		See Annex 1.8
• Make learning materials available to workshop participants		
<b>Training follow up</b>	<b>Over the course of six months or longer, depending on resources and goals</b>	
• Provide continued support to trainees		
• Include trainees in adaptation planning activities		
• Conduct a survey to measure impact		See Annex 1.8
• Seek sustainability of training efforts by identifying follow up actions with Gender Focal Point network and/or training institutes or universities		

## WHAT A TRAINING SHOULD COVER

The specific learning pathway for the training workshop will be determined by time and resources available, the participants and the overall objective. In all instances, establishing an interactive and open atmosphere (for example, using icebreaker and energizer exercises) can encourage sharing of experiences (see Unit 1.1). Dedicating time at the beginning of the workshop for reviewing basic gender concepts, and, if possible, to reflecting on internal gender biases helps clarify sensitivities around the issue and misconceptions about what "gender" means (see Unit 1.2).

Table 3 can help narrow down the pool of possible workshop participants depending on their role in adaptation planning as well as the skills and behaviours the workshop will target. It is important to target the training workshop content to the level of responsibility and influence the participants have. For example, mid-level professionals do not necessarily make decisions about key milestones in a planning process, but they can improve their technical and advocacy skills to mainstream gender within their area of influence. On the other hand, more senior managers are unlikely to conduct gender analyses themselves, but a basic familiarity with gender mainstreaming entry points combined with enhanced advocacy skills can transform them into gender champions.

Table 4 presents sample learning pathways based on these training materials. Trainers can use these when considering the overall flow of the content. They are also useful when designing the full agenda (see Annex 1.7 for sample

agendas). While the training materials are designed to be used in a workshop setting, the more they are supplemented by real-life examples and experiences (e.g. case studies), the better.

**Table 3 - Identifying the participants, skills and learning pathway**

Type of professional	Targeted skills and behaviours	Suggested learning pathway
Managers who influence and direct an adaptation planning process	General knowledge and leadership skills to make institutional changes in support of gender mainstreaming	Learning pathway 1 (1 day)
Mid-level professionals with project design and project management responsibilities in the agriculture and climate sectors; may be from same organization or be a mix of stakeholders from different sectors	General knowledge and gender mainstreaming skills that can be applied to day-to-day work in agriculture and climate change projects linked to an adaptation planning process	Learning pathway 2 (2 days) Learning pathway 4 (4 days)
Group members responsible for a specific output (e.g. Vulnerability & Risk Assessment research team contributing to an adaptation plan in the agriculture sectors)	General knowledge and analytical skills to identify relevant gender issues and compile recommendations for mainstreaming gender into a portion of, or throughout, a planning process	Learning pathway 3 (3 days)



**Table 4 - Sample learning pathways for workshops on gender and adaptation planning in agriculture**

Learning pathway	Number of days	Expected outcome	Content
1	ONE	Participants, primarily managers, improve their general knowledge and set goals to make institutional changes in support of gender mainstreaming in adaptation planning.	<b>DAY 1</b> <ul style="list-style-type: none"> <li>• Conceptual foundations (Unit 1.2)</li> <li>• Gender-responsive approach to planning (Units 2.1 and 2.2)</li> <li>• Gender analysis and integration in agriculture plan formulation (Units 3.1 and 4.1)</li> <li>• Manage for change, including gender-responsive budgeting (Units 4.2 and 5.2)</li> </ul>
2	TWO	Participants, mainly mid-level professionals, improve their knowledge and basic gender mainstreaming skills and set goals for integrating gender into their day-to-day work in agriculture and climate change projects linked to an adaptation planning process.	<b>DAY 1</b> <ul style="list-style-type: none"> <li>• Conceptual foundations (Unit 1.2)</li> <li>• Gender-responsive approach to planning (Unit 2.1)</li> <li>• Gender, stakeholder consultation and stocktaking (Unit 2.2)</li> <li>• Gender analysis for adaptation in agriculture (Unit 3.1)</li> </ul> <b>DAY 2</b> <ul style="list-style-type: none"> <li>• Gender analysis for adaptation in agriculture (Unit 3.1 continued)</li> <li>• Gender entry points in plan formulation (Unit 4.1)</li> <li>• Gender-responsive monitoring and indicators (Unit 5.1)</li> <li>• Manage for change (Unit 5.2)</li> </ul>
3	THREE	Participants, primarily members of a team working on a planning process, hone their analytical skills to identify relevant gender issues and compile recommendations for mainstreaming gender into a specific part of the planning process.	<b>DAY 1</b> <ul style="list-style-type: none"> <li>• Conceptual foundations (Unit 1.2)</li> <li>• Gender-responsive approach to planning (Unit 2.1)</li> <li>• Gender, stakeholder consultation and stocktaking (Unit 2.2)</li> </ul> <b>DAY 2</b> <ul style="list-style-type: none"> <li>• Gender analysis for adaptation in agriculture (Unit 3.1)</li> <li>• Gender in climate vulnerability and risk assessments (Unit 3.2)</li> <li>• Gender in selection of adaptation options (Unit 3.3)</li> </ul> <b>DAY 3</b> <ul style="list-style-type: none"> <li>• Gender entry points in plan formulation (Unit 4.1)</li> <li>• Gender-responsive monitoring and indicators (Unit 5.1)</li> <li>• Manage for change (Unit 5.2)</li> </ul>
4	FOUR	Participants mainly mid-level professionals, improve their knowledge and a broad set of gender mainstreaming skills and set goals for integrating gender into their day-to-day work in agriculture and climate change projects linked to an adaptation planning process.	<b>DAY 1</b> <ul style="list-style-type: none"> <li>• Conceptual foundations (Unit 1.2)</li> <li>• Gender-responsive approach to planning (Unit 2.1)</li> </ul> <b>DAY 2</b> <ul style="list-style-type: none"> <li>• Gender, stakeholder consultation and stocktaking (Unit 2.2)</li> <li>• Gender analysis for adaptation in agriculture (Unit 3.1)</li> </ul> <b>DAY 3</b> <ul style="list-style-type: none"> <li>• Gender in climate vulnerability and risk assessments (Unit 3.2)</li> <li>• Gender in selection of adaptation options (Unit 3.3)</li> <li>• Gender entry points in plan formulation (Unit 4.1)</li> </ul> <b>DAY 4</b> <ul style="list-style-type: none"> <li>• Gender-responsive budgeting (Unit 4.2)</li> <li>• Gender-responsive monitoring and indicators (Unit 5.1)</li> <li>• Manage for change (Unit 5.2)</li> </ul>

## THE CAPACITY DEVELOPMENT CONTEXT

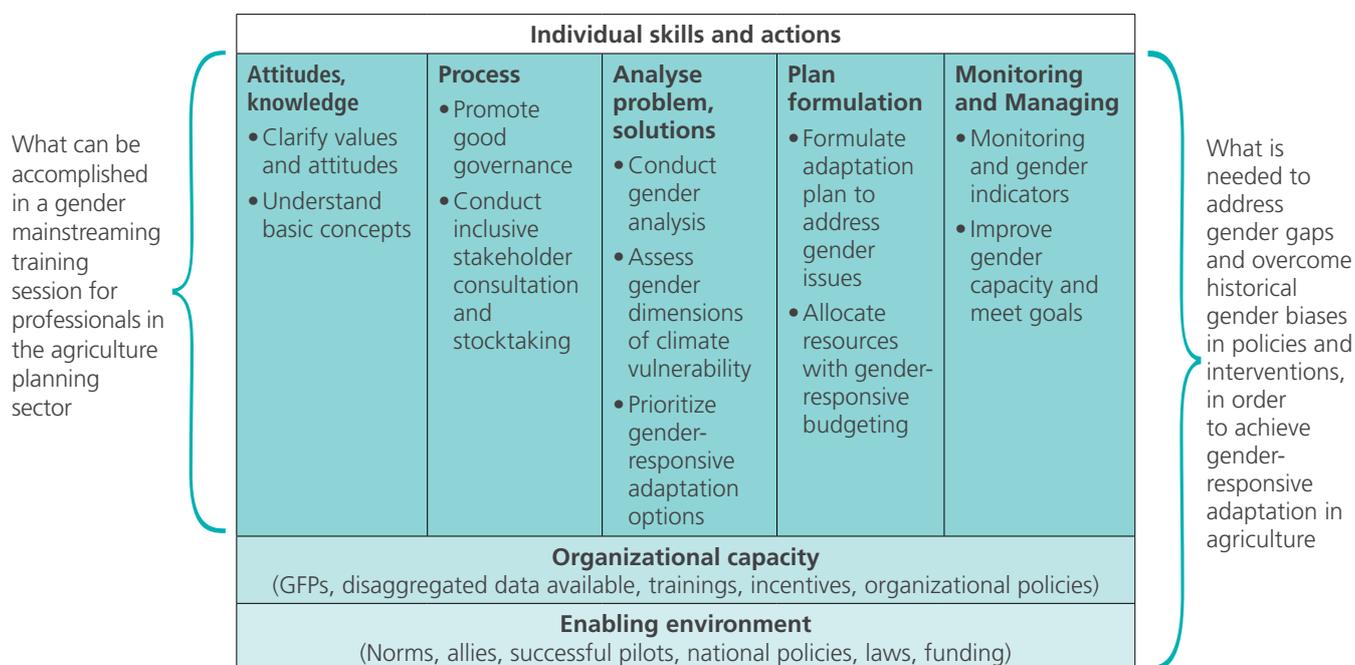
Training workshops are part of an overall capacity development process that targets improvements at three levels: (i) individual, (ii) organizational, and (iii) enabling environment.

There is a distinction between what can be accomplished through a training session for professionals on gender mainstreaming and what is needed in order to achieve gender-responsive adaptation in agriculture. Trainings for individuals do not automatically translate into

organizations operating in a more inclusive way. That is why, in an ideal context, trainings for individuals will be combined with efforts to improve organizational capacity and create an enabling environment for gender mainstreaming. It is strongly advised that any training workshop conducted based on these materials be part of a sustained, long-term capacity strengthening process (see Figure 2).

See **Unit 5.2** for more on capacity development at different levels.

**Figure 2 -**  
Training workshops on gender mainstreaming in the context of capacity development at three levels



Source: authors



A man and a woman fishing from a canal by using devices generating electric shock in Viet Nam.  
© FAO/Hoang Dinh Nam

# Addressing attitudes and improving knowledge

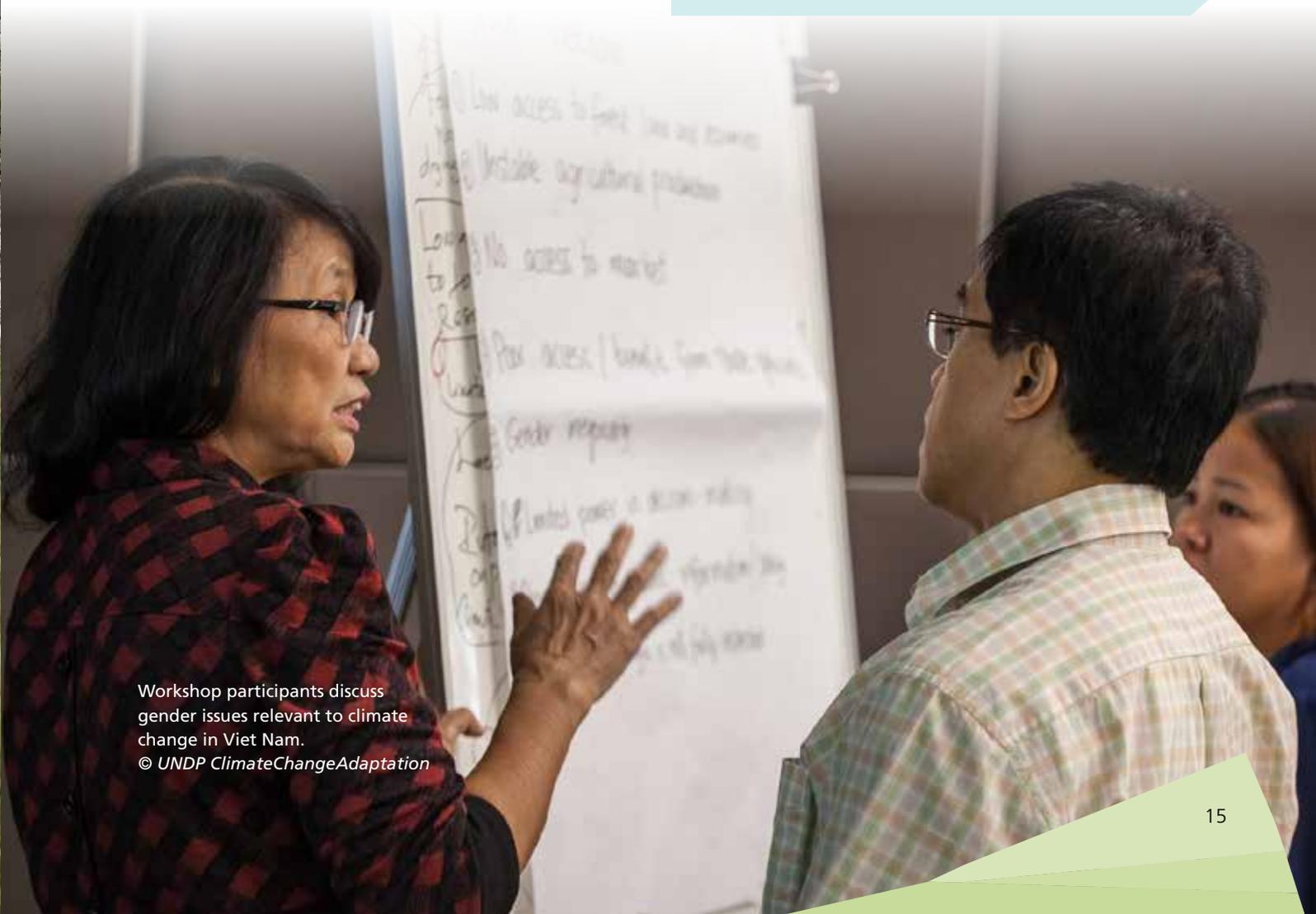
A successful training workshop builds on a strong foundation. Module 1 provides this foundation by creating positive workshop conditions and engaging participants by challenging their knowledge and attitudes about key concepts of gender, agriculture and climate change adaptation.

In **Unit 1.1: Opening a training workshop**, trainers will set the tone for a participatory, inclusive workshop.

In **Unit 1.2: Conceptual foundations**, trainers will ensure that all participants become familiar with the key concepts underpinning the linkages between gender, adaptation and agriculture while also reflecting on gender biases and social norms.

Trainers should start a workshop with Module 1 to ensure that everyone has an opportunity to explore misconceptions about gender equality and to establish a common understanding of the concepts and issues addressed in subsequent modules. This will be the case even where participants may not be at the beginning of an adaptation planning process.

See **Annex 2: Glossary** for definitions of key terms.



Workshop participants discuss gender issues relevant to climate change in Viet Nam.

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## Unit 1.1: Opening a training workshop

### SUMMARY

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Unit 1.1 covers the basic steps to take in the opening session of a training workshop.

### LEARNING OUTCOMES

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- Participants and trainers introduce themselves and confirm the goals of the workshop.
- The tone is set for a participatory, inclusive workshop.

### TIME

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40 minutes to 2 hours, depending on the overall length of the workshop and the local style.

### MATERIALS

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- Handout 1.1
- Name tags
- Flip chart paper, cards, tape and markers
- Computer and projector
- Presentation template: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/1.1\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/1.1_template_nap-ag_gender.pptx)

### PROCESS

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1. Participants arrival (30 min. prior to official start)
  - a. As participants sign in, provide hand outs and name tags.
  - b. Project videos on main screen to help set the context.
  - c. See Additional Resources at the end of this unit for examples of videos.
2. Opening remarks (10 min. to 1 hour)
  - a. One or more speakers from relevant agencies give welcome messages and provide context for the workshop.
3. Group introductions (10 to 20 min.)

Trainer leads one of the following:

  - a. Simple introductions by going around the room.
  - b. Activity 1.1.
4. Presentation (20 to 40 min.)
  - a. Trainer speaks on training objectives, agenda, needs assessment and expectations as well as the training approach, based on ideas in next section.



## OPENING SESSION: IDEAS FOR STEPS TO TAKE AND TOPICS TO COVER

### Opening

**Remember to consider local workshop norms and rituals when opening a training.** This may include inviting local dignitaries to formally open (and later formally close) the training (e.g. Ministry of Agriculture/ Environment officials, head of agricultural research centre, representative of an NGO or national farmers' association or network), as well as technical and financial partners (see Box 1.1.1).

Here are some points that speakers may make while delivering opening remarks:

- The challenges of climate change facing the world and key international agreements and conventions, e.g. Paris Agreement (UNFCCC, 2015b).
- A reference to country assessments on climate change, and/or gender with emphasis on agriculture sectors and adaptation.
- Indications of national capacity on climate adaptation in the agriculture sectors, with an emphasis on gender.
- Remark about the focus of the training.
- Share a thanks to the institutions and key individuals who organized and support the workshop.
- Brief mention of key policies, adaptation programmes in the agriculture sectors.
- Key issues/challenges facing adaptation in the sectors and gender within the context.

### Introductions

Trainers will use an interactive group introduction that includes both participants and resource persons. It is important to create a welcoming and relaxed training environment. This can start with a group introduction exercise which can be as simple as having everyone introduce themselves, or through a more interactive approach such as a paired exercise where two people interview each other and then introduce the person to the larger group with a few interesting facts (e.g. name, organization, something they like to do after work, where they would like to travel). The Adaptation Bingo activity is another more interactive introduction activity that trainers can use to get participants talking and mingling (see Activity 1.1, Adaptation Bingo).

### Training objectives, agenda, needs assessment and expectations

Trainers will provide participants with an opportunity to review the training objectives, agenda and expectations. Review these with participants and note that the agenda has been developed with participants' needs in mind. For example, this could be a needs assessment conducted prior to the specific training or institutional capacity development initiative which might include a series of smaller workshops conducted over a longer period of time.

This is also a good point to ask participants to fill out a pre-workshop survey (see Annex 1.8).

Share highlights from the needs assessment so that participants have a sense of the issues their colleagues feel are important.

Additionally (or in place of a needs assessment if it was not undertaken prior to the training activity), **ask participants to write one question they have about gender** (see Box 1.1.2) **and one expectation they have for the training on a card which they then post on the wall.** This activity provides participants with an opportunity to see the kinds of questions about gender that other participants bring to the training and to share their expectations for the training. This also allows the opportunity for the trainer to clarify what will and what will not be covered in the training.

### Box 1.1.1

#### Training workshop examples

The *Integrating Agriculture in National Adaptation Plans* Programme conducted training workshops on gender and climate change adaptation planning in several countries. For brief overviews on these trainings, see:

- **Colombia:** Workshop for integrating the gender approach into adaptation planning for agricultural sectors [www.fao.org/in-action/naps/news-events/detail/en/c/1073526/](http://www.fao.org/in-action/naps/news-events/detail/en/c/1073526/)
- **The Gambia:** Linking gender and climate experts for adaptation planning in the Gambia [www.fao.org/in-action/naps/news-events/detail/en/c/1133330/](http://www.fao.org/in-action/naps/news-events/detail/en/c/1133330/)
- **Kenya:** Working toward gender-responsive national adaptation planning in Kenya [www.fao.org/in-action/naps/news-events/detail/en/c/453373/](http://www.fao.org/in-action/naps/news-events/detail/en/c/453373/)
- **Nepal:** Integrating gender in climate risk assessment and adaptation planning [www.fao.org/in-action/naps/news-events/detail/en/c/1051569/](http://www.fao.org/in-action/naps/news-events/detail/en/c/1051569/)
- **Uganda:** Connecting Uganda's policymakers and implementers to gender-responsive climate change adaptation activities in the agriculture sectors [www.fao.org/in-action/naps/news-events/detail/en/c/881167/](http://www.fao.org/in-action/naps/news-events/detail/en/c/881167/)
- **Uruguay:** Rural women talk about gender, climate change and climate variability in Uruguay [www.fao.org/in-action/naps/news-events/detail/en/c/1034658/](http://www.fao.org/in-action/naps/news-events/detail/en/c/1034658/)

### Box 1.1.2

#### One question about gender

This is one example of a quick activity that can be introduced after or instead of needs assessments, and can be accompanied by a discussion of expectations for the training.

At the beginning of the workshop (or at registration), ask each participant to write one question that they have about gender on a card. Leave the question deliberately broad as different participants will come from different backgrounds and experiences, and likely have different questions. Some questions may be related to climate change and/or adaptation specifically. Some may be related to understanding more clearly the concept of gender and related terms and issues.

Collect the cards and when reviewing the needs assessment and/or expectations, take five minutes to pick two or three sample questions to read out to the participants. Rather than trying to answer the questions yourself right away, ask participants for their ideas. Ask guiding questions such as: "What do you think?" or "Do you have an idea about this issue?"

During a break, stick the questions on a dedicated space of the wall or on a board. It is good to have these in an easily accessible area so all participants can look at them during breaks.

Invite participants to visit the wall space/board to review their colleagues' questions.

Throughout the training, pick one or two as relevant to bring to the group to share and ask for their thoughts and ideas.

## Overview of training approach

**Provide participants with a brief overview of the kind of training approach that will be used. This also helps address any expectations they may bring with them.** As part of the introduction session, you may want to encourage participants to speak about their experiences throughout the workshop, as they hold a great deal of knowledge which can enrich the discussions. You may also want to explain more about the presentations and activities:

- Each session may include a brief presentation and/or overview by a local resource person, but these will only cover key points. The activity is intended to make participants' learning more concrete and contextualized to real life scenarios – which will be based on the participants' own country or built around a case study from elsewhere.
- Activities provide an opportunity for participants to reflect on, discuss and challenge their own perceptions, values, beliefs and behaviours through sharing ideas with other participants. This is particularly relevant to climate change adaptation; several authors have argued that the beliefs and assumptions of adaptation practitioners and decision-makers can influence adaptation responses and achieved outcomes. For example, it is important to challenge the assumption that all poor, rural women live the same experiences and are impacted the same by climate change, or that all decisions in a household are made by men.

**Create a “group contract” with participants to facilitate a respectful learning environment.** In the opening session, you can present a pre-prepared “Group Contract” that provides guidance for working relationships and process during the workshop or ask participants to share one thing they would like to get out of the training (see Box 1.1.3 for example).

### Box 1.1.3

#### Example of a group contract

- Cell phones off during session
- If you must take a call, take it outside
- Be respectful
- Don't talk over others
- Arrive on time to the workshop
- No private meetings/loud chat between participants while someone else is talking to the group
- Each participant must be ready to conduct an energizer

## Logistics

**Share training logistics with participants.** This may include:

- Opening, closing times, tea/coffee break;
- Location for coffee breaks and lunches/dinners, break out rooms, and toilets/washrooms;
- Other matters (e.g. accommodation, per diems, field trips).

## Energizers/ice breakers

**Use energizers and ice breakers to motivate participants and maintain their energy throughout the training.** Ask participants to volunteer to run an energizer. Participants play an important role in building connections with each other and creating a comfortable and fun group environment. Energizers can be active exercises lasting 10 to 20 minutes, used in between sessions or after meals, that get people moving, singing, acting, or dancing. Jokes that are appropriate and understood locally can also be effective energizers.

You may have some of your own energizers. With some creativity, energizers can be adapted to a gender, climate change, and agriculture context (see Additional Resources at the end of this unit for other resources on energizers).

**Table 1.1.1****Checklist for opening session**

Topic	✓
Everyone has materials (folder, pen, notepad, handouts, etc.)	
If the workshop focuses on an existing or planned national policy, provide relevant documents.	
Formal opening (if needed)	
Introductions (individual, paired, or a more active exercise like Adaptation Bingo)	
Housekeeping (e.g. coffee and lunch breaks, allowances, and other practical matters that need to be covered)	
Summary of objectives and agenda (with time for questions)	
Group contract (rules of engagement during the training). This can be written on a flipchart sheet and hung on the wall as a reference.	
Note about daily summary (e.g. One thing I learned, found interesting)	
Registration list – note to everyone to fill every day.	
Needs assessment summary	
Survey at the opening of the workshop (annex 1.8)	

**ADDITIONAL RESOURCES****Publications**

**Kotare Trust.** N.d. *A collection of energizers, name games, and ways to break into small groups.* Wellsford, NZ. [Cited 30 May 2019]. <http://awea.org.nz/sites/awea.org.nz/files/Collection%20of%20energisers%2C%20name%20games%2C%20and%20ways%20to%20break%20into%20small%20groups.pdf>

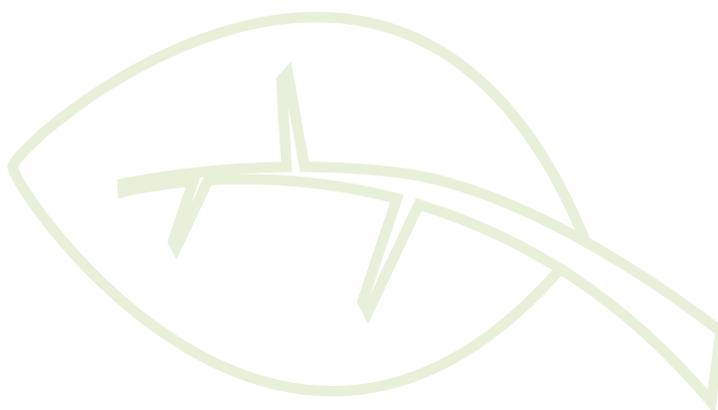
**Level-up.** 2013. *Icebreakers, energizers, and other interactive games.* [Cited 5 May 2019]. <https://level-up.cc/you-the-trainer/ice-breakers-and-energizers/>

**Pretty, J., Guijt, I., Scoones, I., Thompson, J.** 1995. *A trainer's guide for participatory learning and action.* London, IIED. 267 pp. (also available at <http://pubs.iied.org/pdfs/6021IIED.pdf>)

**Videos**

**FAO & UNDP.** 2018a. *Addressing gender and climate change adaptation in Viet Nam's agriculture sectors* [video]. [Cited 13 May 2019]. <https://youtu.be/bT-7L2f1DYY>

**FAO & UNDP.** 2018b. *Addressing gender in climate change policies for agriculture* [video]. [Cited 13 May 2019]. <https://youtu.be/nslxsSOXups>



# Activity 1.1

## Adaptation bingo

This activity is a fun, energetic way to create a welcoming and relaxed environment while giving participants a chance to introduce themselves to each other. This exercise can be completed after the official opening and before talking about the agenda and other training-related issues.

**Objective:** To provide an opportunity for participants to meet each other in a short period of time, share an introductory word or two, and “break the ice.”

**Time:** 20 minutes

### Materials:

- copies of Handout 1.1 – one for each participant. This can be adapted to each specific training to make it relevant to the local culture and issues at hand.
- participant name tags are also useful at this point in the training.

### STEPS

1. Provide each participant with *Handout 1.1: Adaptation bingo*. Everyone will need to have a pen with them.
2. Explain the objective of the game to participants. The objective is to fill as many squares as possible with different names of trainees in the time allocated. Each trainee’s name can only be used ONCE on the sheet.
3. Trainees mingle in a group, asking each other if they have done the things in the boxes on the handout. When a person answers “yes”, their name is written in the appropriate box on the handout of the person who asked the question.  
Example: Joseph asks Martha, “Have you participated in climate change adaptation research?” Martha answers, “yes,” so Joseph writes her name in the box on his sheet titled “Has participated in climate change adaptation research.”
4. At the end of the time limit (approximately 10 minutes), say loudly “STOP!”.
5. Ask participants, “Who has all 25 squares filled?” (not likely). Count backwards till someone puts up their hand (often when you’ve counted down to about 15 or 16). Ask them to call out the different squares and the names they have in the boxes (note: these should all be different). If their answers are correct, they are declared the winner. There may also be more than one winner. You may want to have a small prize – such as a sweet/candy or key ring.

# Handout 1.1

## Adaptation bingo

Time to mingle! Ask your fellow participants whether they have done the activities in the boxes. If the answer is “yes,” write their name in the box. A **name cannot be used more than once**, so try to talk to as many people as you can. The person with the highest number of boxes filled in within the time limit wins.

Is wearing black trousers	Rode a motorbike this morning	Rode in a car to get to this workshop	Speaks more than 3 languages	Is wearing red
Works on monitoring and evaluation	Has done unpaid work in the home this morning	Has cooked food in the last 24 hours	Has knowledge about adaptation planning in agriculture	Wears glasses
Has participated in research on climate adaptation	Has done non-traditional gender work	Has attended a workshop on gender equality this year	Works on climate adaptation somehow	Has worked on weather forecasting
Works with the government	Knows something about strengthening climate resilience for smallholder farmers	Owns goats	Has trained extension workers	Works with climate information management systems
Loves to watch football	Has worked on climate mitigation	Has more than two children	Works on climate policy	Has worked with rural women in the past month

## Unit 1.2: Conceptual foundations

### SUMMARY

Unit 1.2 introduces key concepts and issues related to gender equality in adaptation planning for the agriculture sectors.

### LEARNING OUTCOMES

- Explain basic climate change and gender concepts/terms.
- Identify at least three reasons why gender issues are important to consider in adaptation planning for the agriculture sectors.
- Name key global and national policy commitments related to climate change and gender.
- Identify initiatives or programmes that have links to gender, adaptation and agriculture.

### TIME

Up to 3 hours

### MATERIALS

- Box or bin and loose papers (for Activity 1.2a)
- Computer and projector
- Presentation template: [http://www.adaptation-undp.org/sites/default/files/uploaded-images/1.2\\_template\\_nap-ag\\_gender.pptx](http://www.adaptation-undp.org/sites/default/files/uploaded-images/1.2_template_nap-ag_gender.pptx)

### PROCESS

1. Presentation (part 1) (45 min.)
  - a. National expert (from academia, government, NGO) speaks on climate change adaptation in the agriculture sectors, based on the key messages.
  - b. Allow time for participants to ask questions and make remarks based on their knowledge.
2. Activity (30-40 min.)
  - a. Trainer leads the group in Activity 1.2a.
3. Presentation (part 2) (45 min.)
  - a. National expert (from academia, government, NGO) speaks on gender and its importance in adaptation planning for the agriculture sectors, based on the key messages.
  - b. This can be a different presenter than Part 1, and may come after a coffee break or lunch, depending on how the workshop is organized.
  - c. Allow time for participants to ask questions and make remarks based on their knowledge.
4. Activity (20-30 min.)
  - a. Local gender expert or trainer leads the group in Activity 1.2b.

#### **Note to trainer:**

While the climate-related concepts and the gender-related concepts may be presented by different specialists, encourage the participants to share their own experiences and identify links between climate change adaptation goals, development objectives and gender-related priorities in the agriculture sector.

**KEY MESSAGES**

**Part 1. Climate change adaptation in the agriculture sectors**

**Climate variability** refers to natural climate fluctuations, including changes of mean (average) state and varying occurrence of extremes. Climate is naturally in constant change. On the other hand, climate change can be detected if standard variations (patterns of climate variability and means) experience significant measurable changes in the long-term (FAO, 2014). The main difference between **climate change** and variability is linked with the time scale of observed variations.

**Climate change impacts:** With climate change, there is **increased variability and unpredictability of weather and climate events and subsequent impacts on food security, rural livelihoods, and overall well-being** (see Figure 1.2.1). This may mean changes in seasonal rainfall variability, high rainfall variations (e.g. longer dry periods), higher or lower temperatures, and heatwaves, among other consequences. There are also **changes in the timing of seasons**. For example, some areas are witnessing earlier arrivals of spring, which affects the lives of migratory animals but also planting periods and wet seasons are starting late or finishing early.

Growing seasons are also experiencing dry spells. Further, climate change is altering land suitability for agricultural production. Finally, there is an increased intensity of extreme weather events, for example droughts, floods and cyclones, as well as an increase in pest and disease outbreaks.

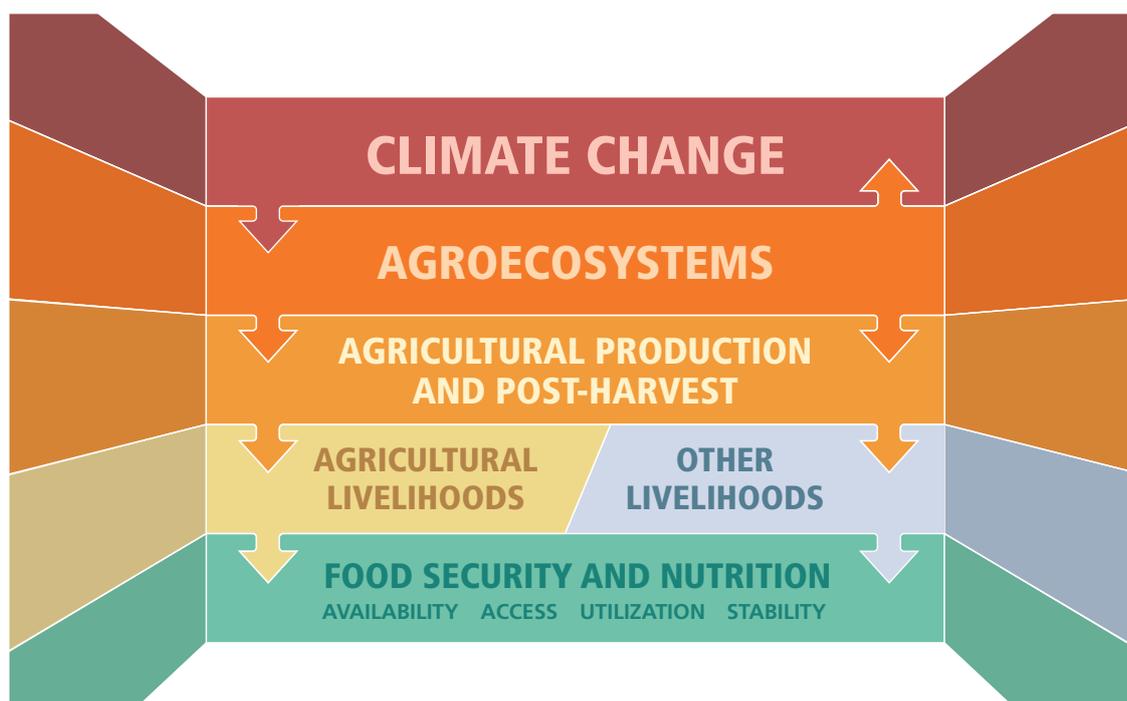
**What is driving climate change?**

Increasing levels of greenhouse gases, including carbon dioxide (CO<sub>2</sub>), increase the amount of heat retained on the earth's surface, causing it to heat up. Figure 1.2.2 depicts this process, known as the Enhanced Greenhouse Effect.

**What is climate change adaptation and how does it differ from climate change mitigation?**

**Climate change adaptation** measures are aimed at reducing the vulnerability of natural and human systems against actual or expected climate change effects. Various types of adaptation exist, for example anticipatory and reactive, private and public, and autonomous and planned. Examples include raising river or coastal dikes, the substitution of more temperature shock resistant plants for sensitive ones, etc. (IPCC, 2014).

**Figure 1.2.1 - Climate change and food security**



Source: FAO (2016b)

**Climate change mitigation** addresses the cause of climate change including technological change and substitution that reduces and/or removes net greenhouse gas emissions or emissions per unit of output. Mitigation means implementing policies to reduce greenhouse gas emissions in the atmosphere and enhance sinks (FAO, 2013).

### Why climate adaptation and agriculture?

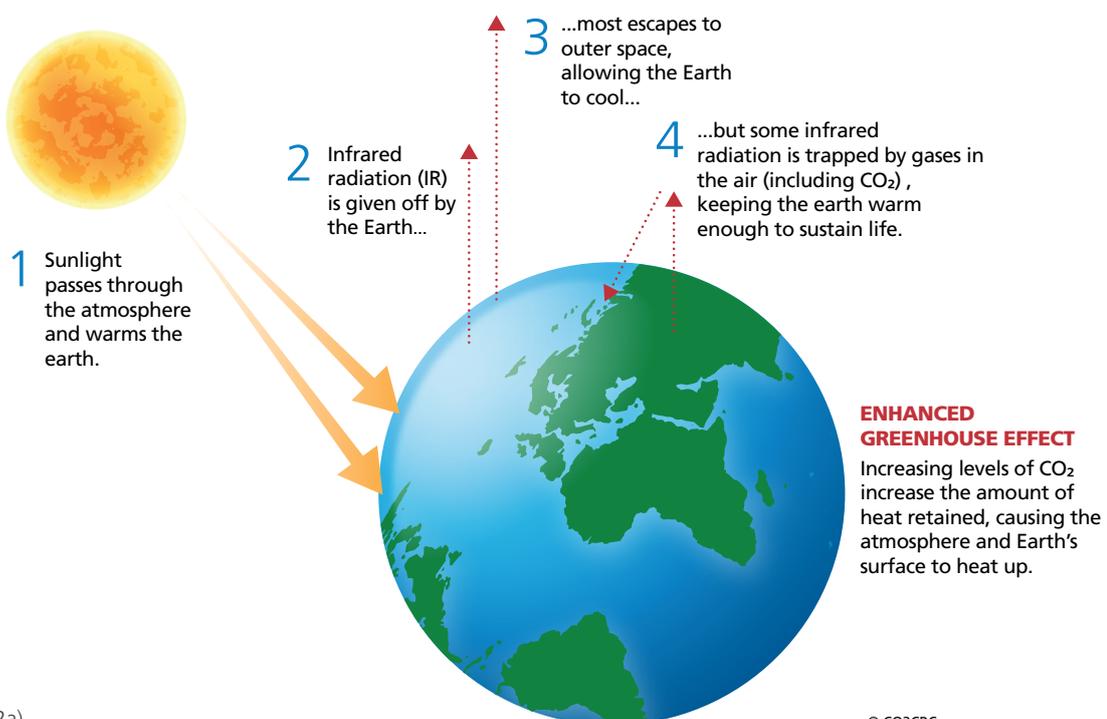
**The agriculture sectors are among the most adversely affected by climate change.** Between 2004 and 2014, 26 percent of the total damage and losses caused by climate-related disasters in developing countries were absorbed by the agriculture sectors (FAO, 2018a). With global warming of 1.5°C and increase further of 2°C, climate-related risks to food security, livelihoods, water supply, human security, overall health and economic growth are projected to increase (IPCC, 2018). Some agriculture, forestry, and land use carbon dioxide removal measures including natural ecosystem restoration and soil carbon sequestration could improve biodiversity, soil quality, and local food security. At a large scale, governance systems would have to enable sustainable land management to conserve and protect land carbon stocks and other ecosystem functions and services (IPCC, 2018).

**In many countries, the agriculture sectors are the primary contributor to total economic output and employment.** These sectors are vital to national food security, and provide livelihoods for the poorest and most vulnerable inhabitants (FAO, 2016b).

**Nearly 80 percent of the world's poor live in rural areas and most of them depend on the agriculture sectors for their livelihoods.** Further, it is women who make up around 43 percent of the agricultural labour force in developing countries (FAO, 2016b). These already vulnerable and often marginalized stakeholders must be supported to overcome the additional threats and challenges brought by climate change (De La O Campos *et al.*, 2018).

**Climate change adaptation in the agriculture sectors is among the foremost priorities in developing countries' national climate plans.** More than 90 per cent of developing countries that specified adaptation priorities and/or actions in their NDCs referred to the agriculture sectors (FAO, 2016a; FAO, 2016b). While **NDCs** are the tool for determining political commitment, the national adaptation planning process operationalizes the implementation of adaptation goals.

**Figure 1.2.2 - The Enhanced Greenhouse Effect**



Source: FAO (2012a)

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**Adaptation planning for the agriculture sectors must be targeted and context-specific to be effective.** National level risks and needs assessments alone will not be successful; adaptation planning for agriculture sectors must cascade down to regional, sub-regional and even community levels, allowing agricultural stakeholders to identify risks and vulnerabilities for specific agricultural products in their own contexts.

### **What can climate adaptation do for the agriculture sectors?**

**Adaptation measures can increase the range of climate conditions with which farmers and ecosystems can cope.**

**Adaptation strategies in agriculture are based on a combination of specific actions and systemic changes.** These changes range from activities that focus on reducing drivers of vulnerability to interventions aimed at confronting predicted climate change impacts. This includes approaches such as Climate Smart Agriculture (CSA) (Nelson and Huyer, 2016). See Box 1.2.1.

**The time span of adaptation options can vary considerably.** For example, farmers can adjust the timing of their own agricultural production cycles as needed. However, it may take several years or even decades to make changes to entire farming or food systems.

#### **Note to trainer:**

For additional points on why we address gender, agriculture and climate change adaptation together, review the Introduction section of this guide.

You may also want to expand the discussion of “what is gender?” (Part 2 of this unit) by drawing on the key messages on gender issues in agriculture in Unit 3.1 and the key messages on gender and vulnerability in Unit 3.2.

#### **Box 1.2.1**

### **What is gender-responsive climate-smart agriculture ?**

“Climate-smart agriculture (CSA) is an approach to developing the technical, policy and investment conditions to achieve sustainable agricultural development for food security under climate change. It integrates the three dimensions of sustainable development (economic, social and environmental) by jointly addressing food security and climate challenges. It is composed of three main pillars: (1) sustainably increasing agricultural productivity and incomes; (2) adapting and building resilience to climate change; and (3) reducing and/or removing greenhouse gas emissions, where possible” (Nelson and Huyer, 2016, p. 2).

CSA is gender-responsive when it considers the different needs and constraints of men and women in designing and implementing related initiatives. There are multiple examples of good practices that are already taking place to addressing gender in CSA; this includes incorporating the management of uncertainty and use of climate information by women and men; supporting innovation, local (including traditional and indigenous) knowledge and gender-sensitive technology; and establishing institutional arrangements and linkages that facilitate multi-stakeholder engagement (FAO and CARE, 2019).

## Part 2. What is gender and why is it important to consider in adaptation planning for the agriculture sectors?

**Gender refers to socially constructed roles, relations, behaviours, and expectations of women, men, boys and girls.** These can vary widely across cultures, are dynamic, and can change over time as women and men's identities are formed around social norms attributed to their gender, as well as, for example, their age, socio-economic group, ethnicity, culture and religion.

**Climate change does not impact everyone in a community or country in the same way.** Women and men, youth and the elderly, rural and urban, rich and poor, experience climate risks differently in part because of policies, legislation, socio-cultural norms, and unequal power dynamics in social relations and institutions, for example around who controls what and who controls the benefits from different activities, as well as participation in decision-making processes (CARE 2010; Tschakert, 2012; Djoudi *et al.*, 2013; Twyman *et al.*, 2014; Djoudi *et al.*, 2016). Socio-cultural norms and/or laws that favour men over women in relation to land tenure may also put women – and subsequently their households – at greater risk of being affected by climate impacts as they are less likely to be able to access important financial services and insurance without collateral. Compared to poor rural men, poor rural women may experience unequal access to key agricultural inputs and resources. This includes, for example, land, labour, knowledge, fertilizer, and improved seeds and seedlings. Agricultural extension services that target heads of households, or more affluent households in the case of private extension services, may increase a household's vulnerability to climate change as two-way information flows may neglect important household members who are responsible for, and hold important information about, management of natural resources, production activities, or post-harvest activities along a value chain.

**Unequal access and inequitable decision-making power contribute to the persistence of a gender gap in agricultural productivity** (FAO, 2011). A gender gap in agriculture affects productivity (measured here as production/hectare) which varies across countries and crops. For example, across Sub-Saharan Africa, the gap ranges between 4 per cent and 25 per cent (Kristjanson *et al.*, 2017; FAO, 2011). This gap also affects climate vulnerability and resilience.

**Climate change can exacerbate existing gender and age inequalities in agriculture.** Examples of these might include increased (male) migration, changes in the division of labor by gender and age with increased work burden for women and children, comparatively higher vulnerability to climate change for women and youth, and changes in livelihood strategies and income opportunities.

**Men and women may be differently vulnerable to climate change impacts depending on their age, socio-economic strata, ethnicity, caste, etc.** (see Unit 3.2 for a more extensive discussion of vulnerability). For example, they may be differently vulnerable depending on their livelihood strategy; their access to climate information services; climate insurance; mobility; access to and control over productive resources including land, water, and agricultural inputs; and access to markets (Kakota *et al.*, 2011).

**Formal and informal institutions that shape adaptation responses may reinforce existing inequalities.**

Women and men may have unequal access to adaptation decision-making processes and may or may not benefit from adaptation technologies and practices depending on how they are affected by structural and relational factors. In turn, this can have negative impacts on the resilience of households, communities, and society overall, including agriculture-based livelihoods and food security.

**Adaptation options depend on institutional and behavioural changes, which are not possible without first analysing social and gender issues influencing policies, projects and other interventions aimed at achieving sustainable adaptation.** For example, adaptation planning in the agriculture sectors, like agricultural planning overall, often employs simplistic dichotomies that speak only of women and men and “neglect the complexities and power dynamics of vulnerability” associated with social, political and economic factors (Djoudi *et al.*, 2016).

**A growing body of evidence demonstrates that more equal gender relations within households and communities lead to better agricultural and development outcomes, including increases in farm productivity and improvements in family nutrition.** There is now an international consensus that gender-specific differences in adaptation capacity must be fully incorporated in the design and implementation of climate change response strategies and projects. Further, there

is recognition that women and men are both potentially powerful agents for change in climate action, including in the agriculture sectors (Kristjanson *et al.*, 2017).

**Addressing gender issues can improve adaptation policymaking and programming.** Because women and men may experience climate impacts differently, face different needs and constraints, and contribute different experiences, knowledge, and skills to adaptation in the agriculture sectors, integrating a gender approach in adaptation planning and policy processes can strengthen adaptation decision-making. Policy-making is stronger when it builds on robust evidence, including good gender-disaggregated quantitative and qualitative data from different levels (UNFCCC, 2015a; Gender CC - Women for Climate Justice, 2009).

### Global and national gender and climate change commitments

Several internationally agreed instruments are crucial to understanding the gender-adaptation-agriculture nexus and informing the adaptation process and actions. Some of the key global commitments are highlighted below.

The Lima Work Programme on Gender and Climate Change was established in 2014 and renewed in 2016 (UNFCCC, 2014). It focuses on strengthening gender-responsive climate policy, including for adaptation.

Under the Paris Agreement, adopted in December 2015, signatories to the UNFCCC acknowledged that (UNFCCC, 2015b):

- “Parties should, when taking action to address climate change, respect, promote and consider their respective obligations on human rights... as well as gender equality, empowerment of women” (Preamble to decision and the Paris Agreement, 2015)
- “Parties acknowledge that adaptation action should follow a country-driven, gender-responsive, participatory and fully transparent approach...” (Paris Agreement Article 7 (a), 2015)
- “Capacity-building should be guided by lessons learned... and should be an effective, iterative process that is participatory, cross-cutting and gender-responsive” (Paris Agreement Article 11 (a), 2015)

Countries are translating their commitments into the Nationally Determined Contributions (NDCs) (UNFCCC, 2019b). These build on the earlier Intended Nationally Determined Contributions (INDCs) submitted by 161 countries, of which 65 mentioned gender, 35 mentioned gender in specific relation to adaptation, 18 mentioned gender in relation to mitigation, and 15 included gender in the context of agricultural mitigation or adaptation (CCAFS, 2017). NDCs express commitment while tools like a NAP are needed for implementation.

**A first UNFCCC Gender Action Plan was adopted at COP23 in 2017 (UNFCCC, 2017).** Its goal is to support the implementation of gender-related decisions and mandates in the UNFCCC process with a set of specific activities. The Plan’s five priorities focus on:

- Capacity-building, knowledge sharing, and communication to increase stakeholder on how to integrate gender into policy and planning;
- Gender balance, participation, and women’s leadership in climate negotiations;
- Coherence in integrating gender in work of UNFCCC bodies, secretariat, and other United Nations entities and stakeholders;
- Gender-responsive implementation and means of implementation of the Convention and the Paris Agreement; and
- Monitoring/reporting to improve tracking of implementation on UNFCCC gender-related mandates.

Other relevant global commitments fall under **Agenda 2030** and the **Sustainable Development Goals (SDGs)**, including **SDG5, Achieve gender equality and empower all women and girls**.

**Most countries have gender equality policies as well as strategies related to climate change and/or agriculture; an adaptation planning process should be aligned to the gender equality policies, plans and strategies of a country in terms of focus and action** (see Box 1.2.2). Specific laws (e.g. inheritance, land title, resource use) may be particularly relevant to adaptation in the agriculture sectors. Customary laws also provide important context for understanding the gender dimensions of land use and rights. Countries may have climate change policies and/or strategies that may have commitments related to gender and/or social inclusion.

- In terms of finding background material for the national gender equality context of a country, a useful source is the Social Institutions and Gender Index (SIGI) of the Organisation for Economic Co-operation and Development's (OECD), which includes information on a number of countries' gender equality and social inclusion policy commitments (OECD, 2019).

### Box 1.2.2

#### Examples of country alignment with gender equality commitments

The **Gender Climate Tracker** compiles information on gender mandates in climate policy, references to gender in Nationally Determined Contributions (NDCs) and data on women's participation in climate diplomacy for many countries (WEDO, 2018)

**Nepal:** Nepal is signatory to 23 human rights treaties and international human rights instruments that support gender equality and social inclusion. These include the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action (BPfA), the Child Rights Convention, the Convention on the Rights of Persons with Disabilities, the SDGs, and UN Security Council Resolutions 1325 and 1820. Nepal was the first country in Asia to develop a National Action Plan on Women, Peace and Security in 2011 and women and girls' right are protected in the Comprehensive Peace Accord (UN Women, 2017). Nepal also developed a Climate Change Gender Action Plan (ccGAP) to act as a "catalyst for further action to be taken through the inclusion of gender in national climate change processes, policy development, decision-making and project development and – implementation" (IUCN, 2012).

**Uganda:** Uganda's National Climate Change Policy mainstreams gender and human rights. Uganda's government ministries also mainstreamed gender, although gender focal points are not in place in all ministries and capacity across the government remains an issue. The Ministry of Water and Environment is mandated to provide support to, as well as overall coordination and management of, climate change and gender equality (Huyer, 2016).

**Viet Nam:** Gender is a priority in Viet Nam's National Climate Change Strategy. The country's National Target Programme to Respond to Climate Change and Green Growth is integrated with the National Policy on Gender Equity. Viet Nam's first Nationally Determined Contribution (INDC) was published in 2016) and the Plan for implementation of the Paris Agreement include gender (Huyer, 2016).

## ADDITIONAL RESOURCES

### Publications

**Acosta, M., Ampaire, E., Okolo, W., Twyman, J., & Jassogne, L.** 2016. *Climate Change Adaptation in Agriculture and Natural Resource Management in Tanzania: A Gender Policy Review Findings from a desk review and two exploratory studies in Kilolo and Lushoto Districts*. Copenhagen, Denmark, CCAFS. (also available at <http://cgspace.cgiar.org/rest/bitstreams/85307/retrieve>).

**CARE.** 2010. *Adaptation, gender and women's empowerment*. CARE International Climate Change Brief. London, CARE International. 6 pp. (also available at [http://www.careclimatechange.org/files/adaptation/CARE\\_Gender\\_Brief\\_Oct2010.pdf](http://www.careclimatechange.org/files/adaptation/CARE_Gender_Brief_Oct2010.pdf)).

**CCAFS.** 2017. *Agriculture's prominence in the INDCs: Data and maps*. [Cited 3 April 2019]. <https://ccafs.cgiar.org/agricultures-prominence-indcs-data-and-maps#.WN-WXXaK1vIV>.

**Dekens, J.** 2017. *Strengthening gender considerations in Kiribati's National Adaptation Process (NAP)*. Geneva, Switzerland, NAP Global Network. (also available at <http://napglobalnetwork.org/wp-content/uploads/2017/12/napgn-en-2017-strengthening-gender-considerations-kiribatis-nap-process.pdf>).

**Djoudi, H., Locatelli, B., Vaast, C., Asher, K., Brockhaus, M., & Basnett Sijapati, B.** 2016. *Beyond dichotomies: Gender and intersecting inequalities in climate change studies*. *Ambio* 2016, 45 (Suppl. 3): S248-S262. (also available at [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5120018/pdf/13280\\_2016\\_Article\\_825.pdf](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5120018/pdf/13280_2016_Article_825.pdf)).

**FAO and CARE.** 2019. *Good practices for integrating gender equality and women's empowerment in climate smart agriculture programmes*. Atlanta. 108 pp. (also available at <http://www.fao.org/3/ca3883en/ca3883en.pdf>).

**Huyer, S.** 2016. *Gender equality in national climate action: Planning for gender-responsive Nationally Determined Contributions*. New York, USA, UNDP. 40 pp. (also available at [http://www.uncclean.org/sites/default/files/inventory/gender\\_equality\\_in\\_national\\_climate\\_action\\_1.pdf](http://www.uncclean.org/sites/default/files/inventory/gender_equality_in_national_climate_action_1.pdf)).

**Kristjanson, P., Bryan, E., Bernier, Q., Twyman, J., Meinzen-Dick, R. S., Kieran, C., Ringler, C., Jost, C. & Doss, C.** 2017. Addressing gender in agricultural research for development in the face of a changing climate: Where are we and where should we be going? *International Journal of Agricultural Sustainability*, 15(5): 482-500. (also available at <http://www.tandfonline.com/doi/full/10.1080/14735903.2017.1336411>).

**UNFCCC.** 2019c. *Introduction to gender and climate change* [online]. Bonn, Germany. [Cited 5 May 2019]. <https://unfccc.int/gender>

### Videos

**UN Women and Unilever.** 2018. *Breaking the Silence: Women and Girl's Safety Programme in Kenya* [video]. [Cited 31 May 2019]. [https://www.youtube.com/watch?time\\_continue=166&v=BJc4fwkv0wl](https://www.youtube.com/watch?time_continue=166&v=BJc4fwkv0wl)

**WorldFish.** 2014. *Gender Equality Now* [video]. [Cited 5 May 2019]. <https://youtu.be/4viXOGvvu0Y>

# Activity 1.2a

## Gender equality and vulnerability to climate change

*Adapted from Pyle, 2014*

**Objective:** To explore the concepts of gender equality and vulnerability to climate change in an interactive and engaging way.

**Time:** 30 - 40 minutes

**Materials:**

- three or four rows of chairs well spread out
- one rubbish bin, bucket, or box on the floor in front of the front row
- one full piece of paper for each participant, big enough to be crumpled up into a fist-sized ball (this could be from a notebook or loose Letter/A4 sized paper)

**STEPS**

1. Ask participants to take a piece of paper from their notebook/notepad (or hand out a sheet, enough for all trainees). Ask them to hold onto it.
2. Ask them to organize their chairs in a series of lines (can be curved or straight as below). Have at least two lines with about 3-4 feet in between. If possible, include a third and fourth line.
3. Place a rubbish bin (garbage can) or box (if no box or rubbish bin, a square piece of paper will do), in front of the first (front) row so that it is within reasonable reach.
4. Ask participants to sit in their seat wherever they are in the rows and crumple their piece of paper.



5. Ask participants, "From your chair, toss your piece of paper into the rubbish bin."
6. After all participants have tossed their paper, ask a few discussion questions along the following lines:
  - a. How many from the front row managed to get their paper in the bin? (*Put hands up so all can see*).
  - b. How many from the middle row? (or second, then third rows)? (*Put hands up so all can see*).
  - c. How many from the back row? (*Put hands up so all can see*).
  - d. How did you feel in the front? What did you see in/ hear from the other rows?
  - e. How did you feel in the back? What did you see in the other rows? How did you feel about not getting your paper in the can?
7. Ask participants to consider the following:
  - a. In the context of climate change vulnerability, adaptation, and the agriculture sectors in your country, who might be some of the "front row" stakeholders/clients you may be working with? How might they fare in trying to "hit the target" of building more resilient households? Adapting to climate change? Accessing new agricultural technologies/practices, services, information to help them adapt? Partaking in adaptation-related decision-making at the community level? at other levels? [Probe: If participants say something like "rich farmers," dig deeper to get a sense of who they are in terms of gender, socio-economic background, location, age, type of household, etc. Do the same for other groups below].
  - b. In the context of climate change vulnerability and adaptation for agriculture in your country, who might be in the back row? How might they fare in trying to "hit the target" of building more resilient households? Adapting to climate change? Accessing new technologies/practices, services, information to help them adapt?
    - c. In the context of climate change adaptation for agriculture in your country, who might be in the middle row? How might they fare in trying to "hit their target" of building more resilient households? Adapting to climate change? Accessing new technologies/practices, services, information to help them adapt?

**Example:** The front row could be well-resourced male farmers with ready access to resources (human, financial, information, agricultural and other services) to help them adapt as needed. The middle row could be poorly resourced young, landless men who participate in community meetings, but are not active in the decision-making process (i.e. no collateral against which to access credit, etc.). The back row could be an older female farmer (not a youth) living in a male-headed household. She accesses land through her husband, and benefits from her contributions to farming as well as small-scale marketing. She cannot access credit as she is not on land title. A young female farmer who has a diverse set of livelihood strategies based on working her own plot of land, some chickens, a few goats, etc. whose husband works in the city may have very different resilience. She is an active decision-maker in her community group.

1. How might you make this exercise more **equitable** and **inclusive** for those in the middle and back rows?
2. What do we need to keep in mind about gender equality and vulnerability as we develop adaptation policies and strategies and design and implement programmes so women and men from diverse backgrounds (young, old, different agro-ecosystems, different livelihood strategies, resourced, under-resourced, etc.) can build their resilience and adapt their agricultural practices?

# Activity 1.2b

## Clarifying our own values and attitudes about gender

Adapted from CARE & ICRW, 2007

**Objective:** To provide a space for participants to reflect on their own values, perceptions and attitudes about gender with a view to deepening their overall understanding about what gender is and how our socialization processes affects our “gender lens” through which we view the world.

**Note 1:** This activity is best led by a local gender expert who can contribute examples of typical local gender roles and stereotypes and who can manage the discussion, which may cover challenging topics, such as contradictions between development goals and local values (Le Masson, 2018).

**Note 2:** It can be useful to do this exercise again close to the end of the training for participants to see whether they’ve changed their perceptions and attitudes over the course of training.

**Time:** 20 - 30 minutes

### STEPS

1. Designate two corners of the room with large cards designated ‘Agree’ and ‘Disagree’ respectively and a space in the room (in the middle perhaps) designated ‘Don’t know.’
2. Explain to participants that one of the trainers will read out a statement from the list below. Ask them to consider the statement and move to the space in the room which best expresses how they feel. For example, if a trainer reads out the statement, “Climate change is a threat to agriculture,” participants will move to “Agree” or “Disagree” or “Don’t know”.
3. Ask participants to volunteer to explain why they chose the position they did. See if they can convince others to move to their position (e.g. from Agree to Disagree).
4. Read as many sample statements from the list below (or design your own) as you feel are appropriate given the workshop context and focus for the time available. Usually, three or four statements are a good amount. You can put the statements in a box and have someone choose them and read them out each time.
5. Wrap up the session asking participants, “Did you change any of your positions?”, “If so, what made you change your mind?”, “If not, what made you have such strong convictions about your responses?”, “What do you think shapes the way we think about issues?”, “Why do you think this/these are such powerful forces for shaping us?”. This discussion should touch on how childhood, community values, religion, school, and other types of socialization shape us, and that culture is dynamic and always changing.
6. Depending on time available, do a quick review of any terms that have not come out (e.g. gender equality, social inclusion, equity, empowerment) as needed.

### Sample statements

Statement 1: “Gender” is about women and men.

Statement 2: Addressing gender means messing with or disturbing culture.

Statement 3: Men lose if we address gender inequality.

Statement 4: It is not our job as agriculture and/or climate specialists to address gender.

Statement 5: Our focus is climate change and agriculture. We don’t have time to address gender issues.

Statement 6: It is too expensive to address gender issues in adaptation planning.

Statement 7: There are no tools to help us address gender in adaptation planning.

Statement 8: Climate change impacts everyone, women and men, and the work to disseminate early warning information [for example] is targeted at everyone equally, so gender is not a factor.

Statement: 9: Women and men are equally responsible for changing diapers as well as bathing and feeding children.

Statement 10: My life is much different than my grandparents’.



A woman prepares a native species of rice in Colombia.  
©UNDP Colombia

# Ensuring a gender-responsive planning process

The way we carry out a planning process has an impact on the outcomes. Module 2 emphasizes the importance of ensuring a gender-responsive adaptation planning process in order to achieve positive results that benefit both women and men.

In **Unit 2.1: Gender-responsive approach to planning**, trainers will review with participants the principles of good governance as a foundation for gender-responsive planning (e.g. participation, empowerment, responsiveness), clarify the definition of gender-responsive adaptation planning, and explain the main elements of gender mainstreaming.

In **Unit 2.2: Gender, stakeholder consultation and stocktaking**, trainers will encourage participants to consider how to include gender issues in the initial phases of adaptation planning, including: (i) the identification of, and consultation with, adaptation-related organization(s) and individuals with an interest or concern in adaptation planning in a specific context at the sectoral, sub-national, or national level (stakeholders) (Karttunen *et al.*, 2017); and (ii) the identification of information on current adaptation activities, climate change impacts, vulnerability, and adaptation, and assessment of gaps in information and needs of the enabling environment (stocktaking) (UNFCCC, 2012).

See **Annex 2: Glossary** for definitions of key terms.



Members of a small group exchange ideas on key issues in Kenya.  
© UNDP ClimateChangeAdaptation

## Unit 2.1: Gender-responsive approach to planning

### SUMMARY

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Unit 2.1 covers the basic concepts related to mainstreaming gender in the adaptation planning process.

### LEARNING OUTCOMES

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- Define some of the principles of good governance.
- Explain what is meant by gender-responsive adaptation.
- Identify the roles of different stakeholders in supporting a gender-responsive approach to adaptation planning in the agriculture sectors..

### TIME

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Up to 2 hours

### MATERIALS

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- Handout 2.1
- Computer and projector
- Presentation template 2.1: [http:// www.adaptation-undp.org/sites/default/files/uploaded-images/2.1\\_template\\_nap-ag\\_gender.pptx](http://www.adaptation-undp.org/sites/default/files/uploaded-images/2.1_template_nap-ag_gender.pptx)

### PROCESS

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1. Presentation (45 min.)
  - a. A trainer or gender specialist, such as a gender focal person from the Ministry of Agriculture, speaks on a gender-responsive adaptation, based on the key messages.
  - b. Allow time for questions from the participants.
2. Video (10 min.)
  - a. A video can reinforce key ideas on how gender is integrated into a planning process and be used as an introduction or transition to the activity.
  - b. See Additional Resources at the end of this unit for examples of videos.
3. Activity (1 hour)
  - a. Trainer leads the group in Activity 2.1.



## KEY MESSAGES

### Part 1. Principles of good governance

**Ideally, gender-responsive and participatory adaptation planning processes should build on the principles of good governance** [adapted from FAO (2014)] and outlined below. Doing so can lead to adaptation planning that is more participatory, empowering and responsive to the needs of women, men, girls and boys whose food security, livelihoods and wellbeing depend on the agriculture sectors. These populations face enormous challenges in the face of climate change.

#### 1. Participation

In many cases, “participation” is taken to mean “being present,” and participation in an event is measured as the number of people who show up. However, participation is about much more than attendance. Participation can also be “considered a process of communication” (FAO and WFP, 2005) in which different points of view are shared and heard. Participation can also refer to having a role in decisions that are being made and actions that are being implemented.

Depending on the type of event, different degrees of participation will be established. This is illustrated in the “participation ladder” (see Figure 2.1.1). In the context of adaptation planning, active participation by key stakeholders is key for developing solutions that are locally relevant and sustainable (FAO, 2014) (see Box 2.1.1).

Practical steps to ensure participation include:

- Ensure the voices of those who are most vulnerable to the impacts of climate change are heard and their interests are adequately represented.
- Hold preliminary meetings with women’s groups before formal meetings with other stakeholders to identify priority points for discussion and decision-making.
- Ensure persons with specific knowledge of rural women’s roles, priorities and constraints are present and speak.

#### 2. Empowerment

Empowerment is a process leading to greater awareness and participation, decision-making power, and control over one’s life. Empowered individuals and groups such as agricultural cooperatives, women’s groups, village savings and loans associations (VSLA), and farmers’ associations have a greater capacity to make effective choices and to translate them into desired actions and outcomes.

Empowerment is influenced by:

- the ability to recognize the existing options and to make meaningful choices;
- the opportunities that exist in the person’s/group’s formal and informal environments;
- the extent to which the environment and relations (political, institutional, cultural and social) enable a person’s/group’s options, choices and opportunities.

#### 3. Responsiveness

Responsiveness implies that institutions have full knowledge of, and understand the needs and priorities of, and respond to target groups, to the best of their capacity. For example, the government that passes a law responds to the needs expressed by traditional leaders, among others. Gender-responsiveness (see Annex 2: Glossary) means that the needs and priorities of women and men impacted by climate change are addressed in adaptation planning. It also means that those who need to be provided with services, such as women and men working at different nodes along specific agricultural value chains, are given the opportunity to make their needs and priorities known to authorities and enter into a dialogue with them about the needed changes.

#### 4. Consensus-oriented

Policy formulation and implementation should consider different viewpoints and interests to reach broad-based consensus on how to proceed in the best interests of the women and men whose agriculture-based livelihoods and food security are impacted by climate change. Mediation should take place based on mutual respect among all those who participate in the consensus-building process. The consensus must consider both short-term and long-term perspectives on what is needed. This should include representatives of all target groups, especially the most vulnerable (including women), and of all the stakeholders involved in the implementation phase.

### Figure 2.1.1 - The participation ladder

The different degrees of participation are often referred to as the steps on the “participation ladder” and can range from:



- making decisions based on people’s own priorities and perceptions (self-determination) and implementing actions to fulfill them (with or without public assistance);
- participating in implementing certain actions (about which they may or may not have been consulted);
- being consulted on specific issues when decisions need to be made; and
- being asked to provide information needed in the planning or monitoring process.

Source: FAO (2014)

#### Box 2.1.1

#### Participation in adaptation planning: Uruguay rural dialogues and the national adaptation planning process

In Uruguay, a gender dialogue was organized as one of nine adaptation dialogues to find out more about the realities of different sectors to inform the country’s NAP. Adaptation dialogues were also organized for other sectors including producers of beef, dairy, crops, etc. A three-day meeting was facilitated for female rural producers of dairy, vegetable and livestock farms from different parts of the country. Discussions took place with rural women on how climate variability and climate change affect them. Activities were organized to analyse risk and vulnerability in the farms and their roles and participation in planning and decision making at the farm level. In exchange, explanations on climate change and adaptation were presented.

The dialogue revealed that some women are not aware of climate change and how some of the practices they are currently undertaking are in line with national adaptation recommendations. However, they have the perception that climate impacts affect quality of life, health, work load and income.

The language (terminology) around climate change acts as a barrier for these rural producers. Rural women’s views informed the high profile 2030 National Strategy for Gender Equality developed by the Ministry of Social Development, the National Women Institute and the National Gender Council. This Strategy covers sustainable development and inclusion of women on agricultural work and production. Efforts are underway to ensure the sectoral NAP roadmap for agriculture is in line with this National Strategy. This innovative practice ensures that some rural producers’ views are considered in policy processes, while at the same time knowledge of climate change adaptation is built up amongst those who participated in the dialogues.

Source: FAO (2019)

## 5. Inclusiveness

Planning processes should involve a selection of people from key stakeholder organizations. Inclusive planning processes can provide for better informed adaptation initiatives as they build on, and reflect, the different voices, experiences, needs and constraints of various types of stakeholders. There is also a risk that certain voices or viewpoints may not be heard due to power dynamics that may favour the participation by the most powerful actors and agencies, while excluding less-powerful groups such as women, farmers or indigenous groups. For example, in scenarios where different viewpoints are not represented during planning, the resulting plans are less likely to reflect the needs and knowledge of those stakeholders who are more vulnerable to the impacts of climate change. Concerted efforts to promote inclusiveness – dialogues with different groups, inclusion of a diverse set of stakeholders in committees, and different positions – can help overcome exclusion.

## 6. Equality

To promote the principle of equality, priority should be given to policy measures that address structural inequalities, including gender inequality. Asking the following questions can help ensure equality is promoted during planning:

- What do different groups of men and women have at stake in adaptation for the agriculture sectors?
- Are there gender-based differences among and within the different stakeholder groups?
- What are the opportunities and constraints faced by different groups of men and women?
- How will the potential interventions affect the livelihoods of different groups of men and women?
- How can we address eventual conflicts in the interests of men and women?

## 7. Non-discrimination

Non-discrimination refers to making sure that a plan or policy does not reinforce any discriminatory practices by benefiting certain groups at the expense of others. Possible strategies to eliminate discrimination in the process of adaptation are:

- guarantees of full and equal access to economic resources, for women and men (including the right to inheritance and the ownership of land and other property, credit, natural resources and appropriate technology);
- measures to respect and protect self-employment and to ensure equitable remuneration for decent living conditions for both women and men; and
- maintenance of registries on equitable rights to land for both women and men.

## 8. Transparency

Being transparent means ensuring decisions are made and actions implemented in accordance with rules, norms and regulations that are known and understood by all whom they affect. This means ensuring information about decisions and actions taken is adequate, easily accessible, and understood by all of those concerned.

## 9. Accountability

Individuals and organizations are accountable when they have an obligation to explain and justify decisions and actions (or lack thereof) to those being affected by those decisions. Similarly, those affected by decisions and actions must have complete access to relevant and valid information. They should be able to ask for explanations and justifications, and have full knowledge of applicable administrative and legal rules. This is particularly important when it comes to respecting and protecting human rights, including gender equality.

**Part 2 .The gender integration continuum**

**There are different approaches to addressing gender during the formulation of an adaptation plan.** These approaches are characterized in the Gender Integration Continuum developed by the Interagency Working Group (IGWG & USAID, 2017). There are various terms used to describe the degree of gender integration. This training uses the term “**gender-responsive adaptation**” to refer to adaptation practices, projects or plans that contribute to gender equality by:

- recognizing the gender differences in adaptation needs, opportunities and capacities;
- ensuring the equitable participation and influence of women and men in adaptation decision-making processes; and
- ensuring gender equitable access to financial resources and other benefits resulting from adaptation investments (Dazé and Dekens, 2017).

Other common terms outlined in the Gender Integration Continuum include “gender-sensitive” and “gender

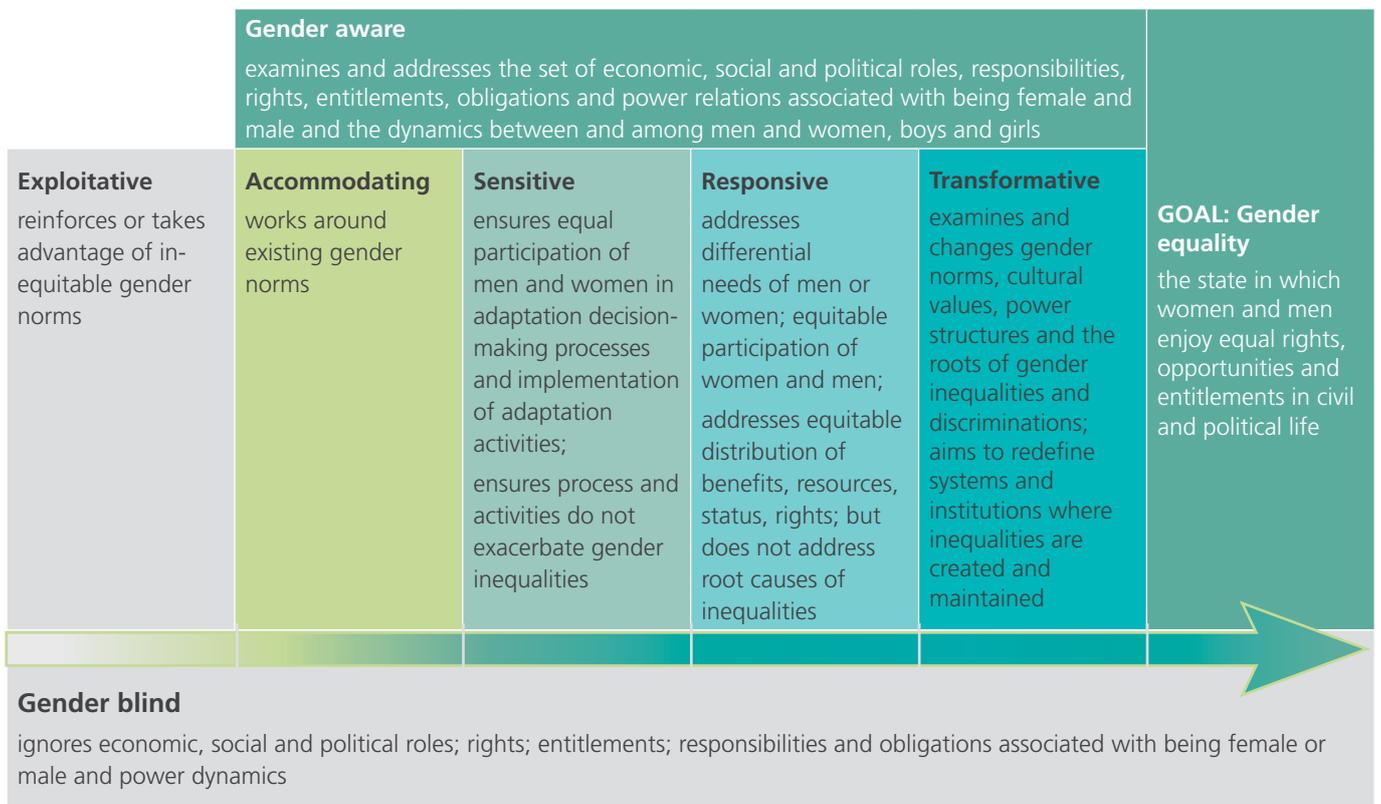
aware” and are adapted here to the adaptation planning context (see Figure 2.1.2). Familiarity with the different terms is useful for understanding that awareness of gender can mean different things.

**Gender blind** adaptation planning neglects considerations of how gender norms and unequal power relations can affect the achievement of adaptation planning objectives for the agriculture sectors. It also fails to consider how adaptation planning policies and options can affect social norms and power relations.

On the other hand, **gender aware** adaptation planning deliberately analyses and addresses anticipated gender-related outcomes during design and implementation.

The gender integration continuum can help adaptation planners and policy makers assess how they are integrating gender in adaptation planning and to what extent their interventions are gender aware. For example, do adaptation policies or prioritized adaptation options reinforce inequitable social/gender norms (exploitative), for example women as care-givers and labourers on their

**Figure 2.1.2 - Gender integration continuum for adaptation plans and projects**



husband's farms rather than as farmers in their own rights; considering women as low-skilled workers along different value chains only rather than developing their skills to be managers along value chain also (e.g. value addition enterprises, transport). Or, do they work around existing norms, not trying to change them but trying to limit harmful impact? For example, a national adaptation initiative incorporates an information campaign promoting greater access to markets for women but does nothing to address the underlying structures and norms that limit women's access to markets (accommodating).

The term "gender-sensitive" has largely been replaced with the term "gender-responsive", in an effort to distinguish between recognizing gender-differentiated needs and priorities (being sensitive to them) and addressing those needs and priorities (responding to them) in a proactive way. Besides recognizing gender differences and ensuring equitable participation and equitable access to benefits, gender-responsive adaptation planning also calls for gender issues to be addressed from an institutional perspective, for example through institutional mechanisms, policies and capacity development as well as documentation and sharing of information (Dazé and Dekens, 2018). Further, during gender-responsive adaptation gender analysis is

performed and findings are addressed during all phases of the adaptation planning cycle.

There are increasing instances of the term "gender-transformative" when describing adaptation planning. In the broader discussions on gender, "gender-transformative" is distinguished from "gender-responsive" as involving the redefinition of systems and institutions where inequalities are created and maintained. Gender-transformative adaptation policies or plans would attempt to analyse and change harmful social/gender norms and power imbalances as a means of reaching gender equality objectives. They would also encourage critical awareness of gender/social norms and relations; promote the status of women/marginalized peoples; challenge the distribution of resources and allocation of duties; and address the power relationships in households and communities (for instance in farmers' associations, agricultural cooperatives, etc.).

Ideally, adaptation planning incorporates an approach to addressing gender that is at least responsive, and at best, transformative. It is important for planners to reflect on the type of approach they use in planning and to consider the implications for women and men and their communities (See Box 2.1.2).

### Box 2.1.2

#### Gender-responsive approach to adaptation planning: The case of Fiji's National Adaptation Plan Framework

Fiji's National Adaptation Plan Framework (NAP) recognizes gender equality as a human right and considers it integral to the framework. This explicit focus on gender extends to Fiji's National Climate Change Policy (2012) which recognizes that insufficient attention to gender considerations may result in ineffective and unsustainable adaptation processes. Embedding gender in the NAP reinforces the Fiji National Gender Policy (2014) and the Women's Plan of Action (2010-2019).

The gender-responsive approach of the Fiji NAP is reflected at all stages of the process, including formulation, implementation, and M&E, as well as at different levels of decision-making. The National Level NAP Steering Committee involves a representative from the Ministry of Women, Children and Poverty Alleviation and civil society and development actors who have gender expertise. This ensures a gender-responsive process in line with government policy. The NAP also encourages the use of gender-responsive budgeting to mobilize resources. Integrating adaptation into sub-national development planning processes is seen as crucial and any related process therein will adopt a gender-responsive approach.

Source: Ministry of Economy of Fiji, 2017

### Part 3. Actions and roles for integrating (or mainstreaming) gender into adaptation planning

Assessing the implications for women and men of any planned action, including legislation and policies, is important in understanding the potentially gender-differentiated implications of any proposed adaptation action at the relevant level(s).

It is important to make all people's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of adaptation policies and programmes for the agriculture sectors. Doing so is not a goal in and of itself, but a strategy for achieving gender equality and improved adaptation outcomes. This will help vulnerable groups overcome marginalization, invisibility and under-representation in their daily lives and within institutions (Dankelman, 2010).

**Integrating or mainstreaming gender in adaptation planning requires several different actions depending on the overall goal of the adaptation plan or project and any specific gender goal established by the planning team.** For example, a Ministry of Agriculture might identify as a priority the need to develop a gender-responsive adaptation plan for the agriculture sectors that addresses the gender inequalities contributing to vulnerability; enhances existing capacities; and takes on the task of transforming unequal relations and institutions (e.g. agricultural extension, credit, and climate information and insurance services). This goal requires several actions to ensure gender is addressed in adaptation planning at whatever level it occurs. These actions and related skills are summarized in Figure 2.1.3 and are covered in this guide.

**Everyone involved in adaptation planning for the agriculture sectors (including food security, market development, value chain development, and watershed management) has a responsibility to ensure that gender is addressed throughout the planning process.** Incorporating specific gender expertise is also helpful for strengthening adaptation planning. At a national level, it may be useful to include a representative of the Ministry of Gender (as well as civil society organizations representing women's groups and farmer groups, if relevant). This person can be a key link to male and female stakeholders impacted by adaptation planning, and may also contribute to integrating gender analysis into various steps in planning, for example assessing vulnerabilities and prioritizing adaptation options. The Ministry and/or CSOs can often provide data and gender analysis expertise to pinpoint the key gender issues and gender gaps in the agriculture sectors that need to be addressed as part of adaptation planning and identify successful successful approaches that could be replicated.

However, addressing gender in adaptation planning is not the sole responsibility of the Ministry of Gender or NGOs/CSOs working on gender issues or of a single Gender Focal Point (GFP). All ministries, NGOs, academic centres, private sector actors and other stakeholders can play a role in ensuring gender is addressed effectively by contributing their expertise and taking action. See Table 2.1.1 for an example from Uganda of the roles of different actors in integrating gender into adaptation planning for the agriculture sectors. In this case, Uganda addressed gender in their process of developing a sectoral adaptation plan for agriculture.

**Figure 2.1.3 - Integrating gender in adaptation planning requires different skills and actions**

Addressing attitudes and improving knowledge	Ensuring a gender-responsive planning process	Analysing the problem and solutions	Formulating the plan and gender-responsive budgeting	Monitoring and managing for change
<ul style="list-style-type: none"> <li>• Clarifying values and attitudes around the importance of addressing gender issues in climate change adaptation (Unit 1.2)</li> <li>• Improving understanding of basic concepts for integrating gender in agricultural adaptation (Unit 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting principles of good governance (Unit 2.1)</li> <li>• Conducting inclusive stakeholder consultation and stocktaking to identify gender-responsive adaptation initiatives and gaps (Unit 2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a gender analysis in the agriculture sector to inform the adaptation plan (Unit 3.1)</li> <li>• Assessing gender dimensions of climate vulnerability (Unit 3.2)</li> <li>• Prioritizing gender-responsive adaptation options (Unit 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating an adaptation plan document to address gender issues (Unit 4.1)</li> <li>• Allocating resources of an adaptation plan using gender-responsive budgeting (Unit 4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the implementation of the plan using gender indicators (Unit 5.1)</li> <li>• Improving gender capacity at all levels plus meeting goals (Unit 5.2)</li> </ul>

**Table 2.1.1 - Stakeholders' roles in addressing gender in the process of developing a NAP for the agriculture sectors, Uganda**

Stakeholder	Specific role
Ministry of Gender, Labour, and Social Development (MGLSD)	Share experiences on integrating gender from other ministries and sectors
Makerere University-School of Gender	Share expertise on training and capacity building on gender-responsive planning and budgeting
Ministry of Water and Environment (MWE)	Guide the integration of gender in the national Climate Change Policy and lessons for use by all sectors
Ministry of Agriculture, Animal Industries and Fisheries (MAAIF)	Integrate gender in proposed climate change adaptation options and actions outlined in the NAP-Ag
National Agricultural Research Organization (NARO)	Integrate gender in climate change technologies and adaptation option research and dissemination
Equal Opportunities Commission and National Planning Authority (NPA)	Guide assessment of gender and climate change integration as directed by the MoFPED; provide guidance on compliance
Gender Focal Persons (GFP) in Government	Ensure gender-responsive planning, budgeting in respective institutions, and implementation of climate change adaptation action
Non-state actors	Ensure gender-responsive planning, budgeting in respective institutions, and implementation of climate change adaptation actions
FAO, UNDP	Provide technical assistance during consultations and capacity development for gender-responsive planning, budgeting, and policy development and implementation

Note: Not all NAP-Ag stakeholders are listed here.

Source: FAO & UNDP (2017)

## ADDITIONAL RESOURCES

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### Publications

**Dazé, A. & Dekens, J.** 2018. *Towards Gender-Responsive National Adaptation Plan (NAP) Processes: Progress and Recommendations for the Way Forward*. NAP Global Network. Winnipeg, Canada. 30pp. (also available at <http://www.napglobalnetwork.org>).

**FAO & UNDP.** 2018c. *Promoting gender-responsive adaptation in the agriculture sectors: Entry points within National Adaptation Plans*. Rome, FAO. 12 pp. (also available at <http://www.fao.org/3/I8906EN/i8906en.pdf>).

**IFAD.** 2018. *How to do: Design of gender transformative smallholder agriculture adaptation programs*. Rome, Italy. 27 pp. (also available at <https://www.ifad.org/en/web/knowledge/publication/asset/40215442>).

**UNFCCC.** 2015a. *Strengthening gender considerations in adaptation planning and implementation in the least developed countries*. Least Developed Countries Expert Group. UNFCCC Secretariat. Bonn. Germany (available at [http://unfccc.int/files/adaptation/application/pdf/21673\\_unfccc\\_leg\\_gender\\_low\\_v5.pdf](http://unfccc.int/files/adaptation/application/pdf/21673_unfccc_leg_gender_low_v5.pdf)).

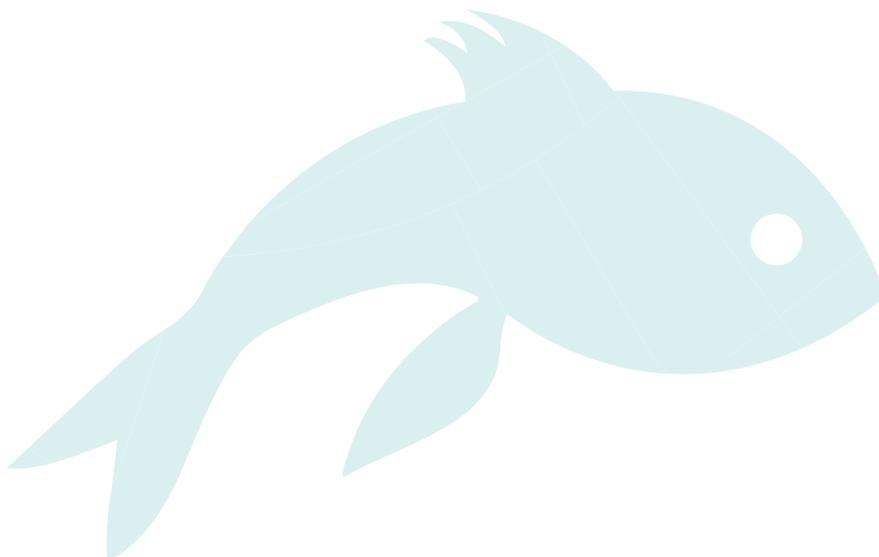
**UNIDO.** 2015. *Guide on Gender Mainstreaming – Agribusiness Development Projects*. Vienna. 66 pp. (also available at [https://www.unido.org/sites/default/files/2017-10/Guide\\_on\\_Gender\\_Mainstreaming\\_Agribusiness\\_Development\\_Projects.pdf](https://www.unido.org/sites/default/files/2017-10/Guide_on_Gender_Mainstreaming_Agribusiness_Development_Projects.pdf)).

### Videos

**FAO & UNDP.** 2018b. *Addressing gender in climate change policies for agriculture*. [Cited 13 May 2019]. <https://youtu.be/nslxsSOXups>

**IUCN.** 2016. *Building Sustainable Landscapes Through Gender-Responsive Restoration in Brazil*. [Cited 13 May 2019]. <https://www.youtube.com/watch?v=IXBoV4H60pl>

**WFP.** 2018a. *Gender concepts: Gender transformation* [video]. [Cited 13 May 2019]. [https://www.youtube.com/watch?v=SOcGH\\_8bsl4&list=PpVfb3xGtlMwEMSWeXA3JdMtUBzmVzII5&index=3](https://www.youtube.com/watch?v=SOcGH_8bsl4&list=PpVfb3xGtlMwEMSWeXA3JdMtUBzmVzII5&index=3)



## Activity 2.1

### Translating gender-responsive planning approaches into practice: Roles, contributions and challenges

**Objective:** To explore the different roles, contributions and challenges to the process of addressing gender in adaptation planning for the agriculture sectors, including the dynamics between stakeholders.

**Time:** 1 hour

**Materials:**

- copies of Handout 2.1

**Note:** You can adapt the activity depending on the adaptation planning context in which participants are working. For example:

- Change the characters to meet the specific needs of your adaptation planning context. This may be a project context in which adaptation planning is being designed and managed by an NGO and community groups/households. It may also be a sub-national (e.g. provincial or district) adaptation planning initiative.
- Change the discussion questions to reflect the context and different stakeholders and levels of planning (district, provincial, national) involved.

#### STEPS

1. Ahead of the session, make copies of Handout 2.1 and cut them into strips so that each of the five roles outlined is on its own slip of paper. For example, if there are 30 people at the workshop, plan to divide the group into six smaller groups of five people each; you will need six copies of Handout 2.1 cut up, so that each person receives a role.
2. Introduce the exercise, explaining the objective. Note the importance of being aware of: (i) relational/communication dynamics and power (gender, age, position, etc.) differentials within stakeholder processes; and (ii) the types of ideas/contributions proposed and how these are considered/prioritized by a group of stakeholders.
3. Ask participants to read through the Principles of Good Governance earlier in this unit.
4. Divide the group into smaller groups (ideally five people each, but you can add more if you design additional roles) and explain to participants that they will be doing a role-playing exercise. Hand out the slips of paper from Handout 2.1 so that each person has their own role within their small group.
5. Instruct the small groups that they will have 20 - 30 minutes to hold the first meeting of the national task force to develop an adaptation plan for agriculture sectors (their roleplay). Tell them to spend a few minutes reading their role as written on the slip of paper and planning for how they will play their role. It is then up to the chair person to call the meeting to order and explain the purpose of the meeting to the task force members.
6. As the participants are role playing in their small groups, the trainer should visit each group to answer any questions and to listen in on their conversations. Give a five minute warning when they have been meeting for about 15 minutes.
7. After the small groups have met for about 20 - 30 minutes, bring everyone's attention back to the plenary (they should stay seated with their groups).
8. Use the following questions as a guide to stimulate the plenary discussion. Point participants to the list of nine Principles of Good Governance earlier in this unit as a reference.

**Discussion questions (allow for about 20 minutes):**

- To the participants playing the role of the Chair: One of you please volunteer to share with us the objective of your meeting and what you were able to accomplish. (After the Chair is finished) Participants in the same group meeting - please add any further comments/observations you might have on the group dynamics/interactions.
- To the participants who played the role of the Ministry of Agriculture Gender Focal Point: One of you please share with us whether you tried to promote a gender-responsive approach to the adaptation planning process. What was the approach you tried to promote? How was this received by those attending the meeting?
- Did the representative of the Dairy Cooperative feel that their constituents' views were being heard? Please explain why or why not.
- Please provide an example of how your group plans to integrate gender in the task force's work.
- Did anyone think their group was participatory? Why or why not?
- Were there any areas of tension or disagreement? Who seemed to have more power to influence how the meeting went?
- Who might have the capacity to contribute to ensuring gender considerations are incorporated in adaptation planning for the agriculture sectors?
- Who might have the capacity to promote/support the adaptation planning process, if they are involved?
- Who might hinder efforts to incorporate gender considerations in adaptation planning?
- What do you think about the principles of good governance? Did your group adhere to them? Did someone have to advocate for them?
- Do you think your team is likely to adopt a gender-blind, gender-responsive or gender-transformative approach to planning? Explain your answer.



# Handout 2.1

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## Translating gender-responsive planning approaches into practice: Roles, contributions, and challenges

### **Role 1: Member of the Adaptation Plan Task Force, Director of a Dairy Cooperative**

The livestock managers (mostly men) and small-scale cheese and yogurt producers (mostly women) in your cooperative have seen their incomes fall and food insecurity increase due to reduced productivity in the livestock sector due to impacts of climate change. You are pleased to have been invited to the meeting of the task force to develop an adaptation plan for the agriculture sectors and you want to see that adaptation in your sector is given priority – and that the needs and challenges along livestock value chains are considered.

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### **Role 2: Chair of the Adaptation Plan Task Force, Senior Manager at the Ministry of Environment**

You have called an initial meeting of the task force for developing an adaptation plan for the agriculture sectors. Your Ministry is responsible for implementing the nation's climate change policy as well as related initiatives and does not always collaborate effectively with the Ministry of Agriculture. Your Ministry has committed publicly to a participatory and representative approach to adaptation and you must identify what the different contributions will be of the task force members and their organizations.

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### **Role 3: Member of the Adaptation Plan Task Force, Gender Focal Point at Ministry of Agriculture, Horticulture Division**

In your day-to-day work you are responsible for managing large-scale agriculture development projects, including value chain enhancement, implemented by your Ministry. You do not have extensive knowledge of climate change, but because you work closely with communities impacted by climate change, you have been assigned to the task force that will develop an adaptation plan for the agriculture sectors. You also serve as your division's Gender Focal Point but you do not have much time to fulfill that role.

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### **Role 4: Member of the Adaptation Plan Task Force, Statistics Specialist at the Ministry of Agriculture**

You are a member of the team in the Ministry that designs the agricultural census and analyses the data. You have been assigned by your Minister to the task force that will develop an adaptation plan for the agriculture sectors, a process which will require robust analyses of data. You are a technician with good knowledge of available data, but you think these consultative processes are time consuming and don't serve much purpose.

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### **Role 5: Member of the Adaptation Plan Task Force, Junior Researcher at National Agricultural Research Institute**

You frequently work with rural communities to test new agriculture practices (improved seed varieties, water saving techniques). You have been asked by your supervisor to attend the meeting of the task force that will develop an adaptation plan for the agriculture sectors on her behalf. She has asked you to take notes but not to commit any of your institute's resources (staff time, financial) to the task force.

## Unit 2.2: Gender, stakeholder consultation and stocktaking

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### SUMMARY

Unit 2.2 focuses on ways to ensure the inclusion of a diverse group of stakeholders and a gender perspective in adaptation planning for the agriculture sectors. Doing so promotes a diversity of perspectives to broaden the understanding of vulnerability and resilience to climate change impacts in order to inform adaptation options for women and men dependent on the agriculture sectors for their food security, livelihoods and well-being.

For those who are involved in a formal development of an NAP for the agriculture sectors, this might include, for example, mapping the stakeholders including those working on gender issues in the context of agriculture and/or adaptation planning and conducting a stocktaking to identify current gender-responsive adaptation initiatives and gaps.

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### LEARNING OUTCOMES

- Identify stakeholders in the country who work on gender issues, particularly in relation to agriculture.
- Understand the importance of and means for integrating gender into a broader stocktaking under adaptation planning processes for the agriculture sectors.

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### TIME

1 to 3 hours

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### MATERIALS

- Handout 2.2a and/or Handout 2.2b
- Flipchart paper, sticky notes or cards, tape and markers
- Laptops for group work
- Computer and projector
- Presentation template 2.2: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/2.2\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/2.2_template_nap-ag_gender.pptx)

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### PROCESS

1. Presentation (30 min.)
  - a. The trainer, or ideally a local speaker or speakers from government or a non-governmental organization with relevant experience, speaks on stakeholder consultation and conducting a stocktaking of adaptation initiatives and gaps in the agriculture sectors, based on key messages.
  - b. Allow time for questions and observations from the participants.
2. Activity (30 min. to 2 hours)

Choose one or both:

  - a. Trainer or speaker leads the group in Activity 2.2a (part 1 or parts 1 and 2).
  - b. Trainer or speaker leads the group in Activity 2.2b.

## KEY MESSAGES

### Part 1. Gender-responsive stakeholder engagement

**Stakeholders participate in a planning process at different times and in different ways.** A planning process is likely to be led by a core task force or planning team composed of technical experts and, depending on the context, policy experts. These experts are likely drawn from government organizations and NGOs, but may come from other places including community organizations or agricultural research institutes. In addition, a steering committee guides the planning process and can hold the core planning team responsible for ensuring that gender gaps are addressed in the final plan. These committees should include a representative working on gender issues. Depending on the context, this representative may be from the Ministry of Gender, an agricultural research institute that works on gender issues, or other similar organizations. To ensure that the core planning team and steering committee include representatives of women and minorities, as well as experts on gender and social inclusion, consider the questions in Box 2.2.1.

The planning team's first responsibilities are usually to develop a work plan with time-bound outputs, activities and responsibilities as well as mapping out all stakeholders in agriculture adaptation planning. A map of stakeholders is a helpful resource to be used throughout the planning process as a guide for who should be involved at different phases, their contributions, whose interests need to be addressed, who will be affected by a plan or policy, and how adaptation priorities are evaluated. A gender-responsive stakeholder mapping asks specific questions and summarizes responses in a table, such as the example from Uganda in Table 2.1.1 in the previous unit.

**Engaging with stakeholders who address gender issues in the agriculture sectors and/or climate adaptation helps develop adaptation options that are equitable and respond to local priorities.**

Coordinating institutions should facilitate the participation of representatives of programmes addressing gender in relevant sub-sectors such as fisheries, forestry, value chains, and research.

**Including a diverse set of stakeholders in adaptation planning for the agriculture sectors provides a broad set of perspectives to inform planning and strengthen adaptation options and actions.**

Coordinating institutions should seek to ensure that women and men whose agricultural-based livelihoods are most impacted by climate change (e.g. producers, processors, vendors) are actively engaged in committees and decision-making bodies related to adaptation planning. They should also ensure the interests of these people are equitably represented. Ideally, coordinating committees or institutions should include a Gender Focal Point. Ministries, units and/or organizations working on gender (and ideally climate change) should be involved in designing the approach for gender integration.

**Examples of potential stakeholders who may consult in adaptation planning for the agriculture sectors from a gender perspective include:**

The Ministry of Gender and/or other similar government bodies; NGOs/CSOs with experience on gender issues; farmers' organizations; women's organizations; and research institutions or universities.

**Some stakeholders focused on gender concerns may have little experience with climate-related issues,** so it is helpful to establish linkages early on and work to build their capacity on climate adaptation while they share information and experience on gender and social inclusion concerns.

Engaging with stakeholders throughout the planning process requires dedicated resources. UNDP recommends budgeting for the stakeholder engagement process to facilitate the full and effective inclusion of women in decision-making processes. Stakeholder engagement can also benefit from the guidance of a dedicated manager with knowledge of social and gender-inclusive criteria who can ensure engagement with a cross section of stakeholders (Nelson, 2015). Gender Focal Persons (GFPs) in different ministries can be key resource persons, with knowledge of data and networks of colleagues that may be able to provide inputs to a consultative process. Lastly, the process of consulting with different stakeholders should take into consideration existing power dynamics.

### Box 2.2.1

#### Identifying stakeholders that can contribute to planning teams from a gender perspective

- Do key teams and committees include representatives of groups/organizations with a gender perspective? Such groups could include ministries, government committees focused on gender/women, NGOs, CSOs, networks or other membership organizations promoting gender equality and women's empowerment. This may also include institutions working on the rights of indigenous peoples, interests/needs of youth, and interests of people living with disabilities. For the agriculture sectors, it is also important to consider this representation across sub-sectors such as fishers, pastoralists, and forest dwellers as relevant given the context of the specific country/region, etc.
- Is there equitable representation of women and men among stakeholders on the teams? This may not always be evenly balanced, but is there a strong, respected voice of women as well as men? Do the women and men also represent women and men whose agriculture-based livelihoods, food security and well-being are most impacted by climate change?
- Do some of the stakeholders have the skills and expertise to provide guidance on integrating gender inputs? If not, how can this be addressed?

Adapted from UNIDO (2014); Nelson (2015).

## Part 2. Integrating gender into a Stocktaking

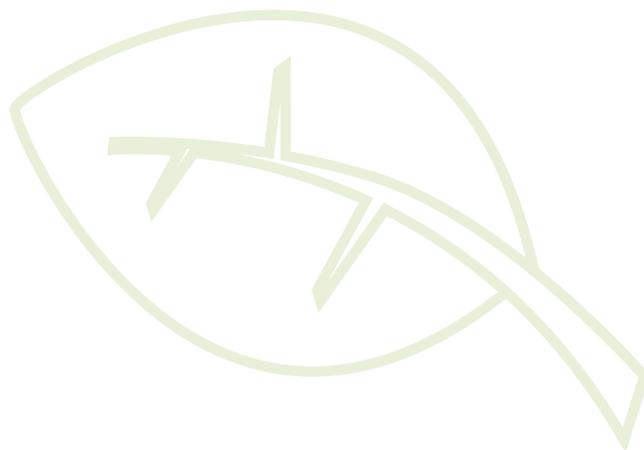
**Stocktaking is the process of conducting a scan of existing initiatives, institutions, and studies as well as the gaps that exist in adaptation planning and documenting these for use in the adaptation planning process** (Karttunen *et al.*, 2017). Stocktaking that incorporates a gender perspective provides a more detailed picture of the existing situation and the gaps that need to be filled (see Table 2.2.1). It is important to identify and assess the gender gaps in different initiatives, institutions and studies undertaken, for instance lack

of data on the gender-differentiated impacts of climate change on agricultural livelihoods or coastal livelihood systems. Studies on climate-related risk and vulnerability, disaster risk reduction, and technology needs assessments may, at the very least, incorporate sex-disaggregated data. They may also include the economic and social impacts of climate change on different populations or sub-populations therein (e.g. indigenous peoples, pastoralists, people living with disabilities, and youth, as well as their adaptation/coping strategies).

**Table 2.2.1****Checklist for gender-responsive stocktaking for the agriculture sectors**

Stocktaking considerations	How to integrate gender considerations
Include gender and climate change expertise in stocktaking team	Include budget for a gender/climate change expert
Ensure stocktaking Terms of Reference (TOR) include attention to gender considerations.	<ul style="list-style-type: none"> <li>• Gender-sensitive stocktaking design and information collection plan</li> <li>• Consultation with organizations that are: (i) gender/women-focused (women's agriculture-focused groups and networks); (ii) focus on gender equality and social inclusion issues (land rights organization focusing on more equitable land tenure and inheritance laws and vulnerable populations and sub-groups therein); and iii.) environmental groups working on gender-inclusive initiatives (NGOs focused on gender-responsive, socially inclusive environment/climate initiatives)</li> <li>• Consultations that meet the time and location needs of women and men and that provide for their equitable participation in meetings</li> </ul>
Ensure stocktaking reporting guidelines include gender-specific criteria.	<ul style="list-style-type: none"> <li>• Availability of data disaggregated by sex, and where available other variables such as age and socio-economic group</li> <li>• Distribution of climate-related technological innovation in relation to men's and women's roles and responsibilities</li> <li>• Extent of gender-responsive and/or socially inclusive climate adaptation initiatives in agriculture sectors and their associated levels of funding</li> <li>• Gender capacity in technical fields such as agriculture, adaptation, technologies/practices</li> <li>• Barriers, constraints, strengths and opportunities for gender-responsive adaptation in the agriculture sectors</li> </ul>

Adapted from Nelson (2015)



### Specific areas of focus to ensure a gender-responsive stocktaking.

- **Adaptation activities.** The scan of adaptation activities already in place through existing interventions could include a summary of whether gender-responsive criteria are identified in reports on key agricultural programmes (including investment programmes) and policies. These reports are particularly relevant when they include a focus on climate change and/or disaster risk reduction.
- **Knowledge on adaptation.** It is important to scan reports and organizations to synthesize the state of knowledge on gender dimensions of agricultural climate change adaptation, focusing on the different knowledge, skills and needs that men and women have with respect to their different roles.
- **Capacity and gap analysis.** Stocktaking reports should summarize the extent to which institutions engaged in agriculture have knowledge on and capacity to address gender equality and the impacts of climate change on the agriculture sectors.
- **Engagement and collaboration.** Ensuring engagement of, and collaboration with, a wide array of stakeholders helps to facilitate the sharing of data and information on the gender-differentiated impacts of climate change and adaptation strategies for the agriculture sectors. This reaffirms the importance of ensuring stakeholders with experience on gender issues such as ministries of gender and/or social inclusion/welfare, NGOs and CSOs working on gender equality and women's empowerment, rural women's associations and networks, and gender focal points are involved in the stocktaking process. Partnerships between stakeholders provide avenues for further integration of gender issues in the stocktaking report as well as further in the adaptation planning process.
- **Barriers, constraints, opportunities and strengths analysis.** This analysis should incorporate a gender perspective to identify and document barriers to gender-responsive and socially inclusive adaptation planning and implementation in the agriculture sectors. Gender-related barriers may include access to financial resources, information services, and technical resources, as well as issues like illiteracy. Some of these barriers may also be relevant to different social groups. The analysis should highlight the opportunities and strengths that could support and enhance gender-responsive and socially-inclusive agricultural planning in the NAP.

### ADDITIONAL RESOURCES

**Dazé, A. & Dekens, J.** 2018. *Towards Gender-Responsive National Adaptation Plan (NAP) Processes: Progress and Recommendations for the Way Forward*. NAP Global Network. Winnipeg, Canada. 30pp. (also available at <http://www.napglobalnetwork.org>).

**De la Torre-Castro, M., Erocklin, S., Borjesson, S., Okupnik, J. & Jiddawi, N.** 2017. *Gender analysis for better coastal management: Increasing our understanding of socio-ecological seascapes*. *Marine Policy* 83: 62-74. (also available at <http://www.napglobalnetwork.org> <http://www.sciencedirect.com/science/article/pii/S0308597X16308259>).

**Hillenbrand, E., Karim, N., Mohanraj, P. & Wu, D.** 2015. *Measuring gender transformative change: A review of literature and promising practices*. Working paper. Atlanta, USA, CARE USA. (also available at [http://www.care.org/sites/default/files/documents/working\\_paper\\_aas\\_gt\\_change\\_measurement\\_fa\\_lowres.pdf](http://www.care.org/sites/default/files/documents/working_paper_aas_gt_change_measurement_fa_lowres.pdf)).

**Karttunen, K., Wolf, J., Garcia, C. & Meybeck, A.** 2017. *Addressing agriculture, forestry and fisheries in National Adaptation Plans – Supplementary guidelines*. Rome, FAO. 116pp. (also available at <http://www.fao.org/3/a-i6714e.pdf>).

**Kristjanson, P., Bernier, Bryan C., Ringler, R., Meinzen-Dick, R. & Ampaire, E.** 2015. *Gender and climate change adaptation in Uganda: Insights from Rakai*. IFPRI Project Note No. 003. Washington, DC, IFPRI. (also available at <http://www.ifpri.org/publication/gender-and-climate-change-adaptation-uganda-insights-rakai>).

**Nelson, G.** 2015. *Gender responsive National Communications Toolkit*. New York, USA, UNDP. 64 pp. (also available at <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-responsive-national-communications.html>).

**UNDP.** 2017. *Stakeholder engagement*. Guidance note: UNDP Social and Environmental Standards (SES). (also available at [https://info.undp.org/sites/bpps/SES\\_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/Final%20UNDP%20SES%20Stakeholder%20Engagement%20GN\\_Oct2017.pdf](https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/Final%20UNDP%20SES%20Stakeholder%20Engagement%20GN_Oct2017.pdf)).

**UNDP.** 2016. *Guide to Gender Mainstreaming in UNDP Supported GEF Financed Projects*. New York, USA, UNDP.

# Activity 2.2a

## Gender-responsive stakeholder mapping

**Objective:** To identify and prioritize stakeholders that play a role in promoting gender equality and more diverse perspectives in adaptation planning for the agriculture sectors.

Depending on the aims of the workshop and the time available, you can carry out part 1 or parts 1 and 2 of this activity.

**Time:** 30 minutes (part 1) or 2 hours (parts 1 and 2)

### Materials:

#### Part 1:

- flipchart paper and stands or tape
- markers

#### Part 2:

- one laptop per group
- copies of Handout 2.2a

### STEPS

#### Part 1: Identifying the local key actors and stakeholders who can contribute to a gender-responsive adaptation plan.

1. Introduce the exercise, giving participants an overview of the objective and tasks to be carried out.
2. Organize participants into groups of four or five people. Explain that they will have ten minutes to brainstorm as many names of organizations they know that could contribute expertise and information on gender issues in an adaptation planning process for the agriculture sectors. Tell them to write the names on a piece of flipchart paper. They can keep the flipcharts on flipchart stands in their groups or post them on a wall.
3. As participants work in their groups, circulate around the room to answer questions or give suggestions – you can refer to Box 2.1.3 as an example of a list of stakeholders (from Uganda).
4. At the end of ten minutes, have everyone come back to plenary and ask a volunteer to read off the names on their paper. Ask if other groups have additional names to add.

Use the following questions to guide plenary discussion (10 mins):

#### Discussion questions:

- What do/can different organizations contribute on gender issues? (ask for feedback on a couple kinds of organizations – a ministry, an NGO, a women's network)
- Which of these organizations should be represented on the core planning team or steering committee?
- Which of these organizations has more power to influence the gender-responsiveness of the adaptation planning process?
- Do you know if these organizations are already working on adaptation issues in agriculture or have good practices in addressing gender in their work that they could share?

**Part 2: Carrying out a detailed stakeholder mapping that can be used in a planning process**

1. After the group discussion, ask participants to return to their groups to complete a more detailed stakeholder mapping using Handout 2.2a: Gender-responsive stakeholder mapping. They can use their computers to search for information on the internet, if available.
2. Allow participants time to work in their groups. As the groups begin to work, visit each group to see if there are any questions or clarifications needed. (45 minutes)
3. Have participants return to plenary and present the key points from their discussions.

**Use the following questions to wrap up the plenary discussion:**

- How might you reach out to stakeholders with experience in gender equality to strengthen adaptation efforts in the agriculture sectors?
- What have you learned from the exercise that may apply to your work on adaptation in the agriculture sectors?
- Which stakeholders did you give priority to and what were your criteria?
- Do you think these stakeholders may have projects or initiatives that could be further expanded through adaptation programs?



# Handout 2.2a

## Gender-responsive stakeholder mapping

### Task:

Take ten minutes to identify and list the key stakeholders focusing on gender issues in your country. Some examples are stakeholders working with indigenous peoples, youth, seniors, or people living with disabilities. Think of government ministries, departments, committees, research bodies, and commissions as well as other multi-lateral/bilateral/donor organizations, NGOs and civil society organizations (e.g. farmers or women’s groups/networks), academia, private sector, and independent experts (including farmer representatives).

Discuss the following questions and write your responses in tabular form on a flipchart or on cards that you can stick on the wall:

- Out of the list of stakeholders, who are the key stakeholders that must be included in adaptation planning?

- Why do you think a particular stakeholder should be given priority in relation to a gender focus? What are your criteria for selection?
- For each selected stakeholder please answer the following:
  - » From what you know or have heard from colleagues, what is the stakeholder’s area of expertise related to gender equality and how could this contribute to the adaptation planning process for agriculture sectors? Be as specific as possible. If you don’t know, another person in your group might.
  - » Is the stakeholder currently involved in the adaptation planning process? If “yes”, recommend how their role could be strengthened and supported from a gender perspective. If “no”, recommend what needs to happen to have them actively and meaningfully involved/engaged in the adaptation planning process.

(a) Stakeholder	(b) Why: priority/criterion	(c) Area of expertise related to gender equality	(d) Currently involved in adaptation planning process?

## Activity 2.2b

### Gender-responsive stocktaking for adaptation planning in the agriculture sectors

**Objective:** To identify information sources and issues that need to be addressed when undertaking a gender-responsive stocktaking for adaptation planning in the agriculture sectors.

**Note:** If the participants are part of a formal National Adaptation Plan process, refer to Element A, Step A-2 of the process on Stocktaking, as described in UNFCCC (2012) and Karttunen, *et al.* (2017). Discuss how this activity is related to Step A-2 of the NAP process.

**Time:** 40 minutes

#### Materials:

- copies of Handout 2.2b
- sticky notes or cards with tape
- markers

#### STEPS

1. Introduce the exercise to participants and clarify the term “stocktaking”, as it pertains to adaptation planning for the agriculture sectors. Provide a few examples of stocktaking from your own country or another country in your region. This could be a stocktaking at national or sub-national (e.g. provincial or district) level.
2. Ask participants to find a partner. If numbers are uneven, there can be a group of three.
3. Have participants discuss amongst themselves the topics on Handout 2.2b: Gender-responsive stocktaking for adaptation planning in the agriculture sectors. Instruct them to fill in cards with their answers for each category as they discuss. You can also put the task/topics up on a flip-chart or slide that can be projected to the room.
4. After about 30 minutes, have everyone put their sticky notes up on the wall under the topic headings: Adaptation activities; Knowledge on adaptation; Capacity and gap analysis; Engagement and collaboration; Barriers, constraints, opportunities and strengths.
5. Look for similar responses and group these together.
6. Use the following discussion questions to talk about the findings.

#### Discussion questions

- Do you agree with the sources of information that were listed under the stocktaking? Do we need to add any that are missing?
- Were you aware of these sources of information before this exercise? If yes, what is your experience to give you this knowledge (e.g. coordinate with ministries working on gender equality)? If not, why do you think you haven't heard of these sources of information before?
- Which topics do you think are the most important/relevant? Why?
- What are some of your take-aways from this exercise?

# Handout 2.2b

## Gender-responsive stocktaking for adaptation planning in the agriculture sectors

### Task:

You have been asked to take part in a stocktaking exercise as part of an adaptation planning process for the agriculture sectors. You want to ensure that the stocktaking is gender-responsive and highlights existing institutions, activities, studies, and other relevant organizations as well as gaps from a gender perspective. The stocktaking will therefore address gender within the main topics in the following ways:

### Topics

- **Adaptation activities.** Scan of activities already in place through existing interventions; could include a summary of whether gender-responsive criteria are identified in reports on key agricultural programmes (including investment programmes) and policies. These reports are particularly relevant when they include a focus on climate change and/or disaster risk reduction.
- **Knowledge on adaptation.** Scan of reports and organizations to synthesize the state of knowledge on gender dimensions of agricultural climate change adaptation, focusing on the different knowledge, skills and needs that men and women have with respect to their different roles and responsibilities.
- **Capacity and gap analysis.** Summary of the extent to which institutions engaged in agriculture have knowledge on and capacity to address gender equality and the impacts of climate change on the agriculture sectors.

- **Engagement and collaboration with stakeholders working on gender.** Description of stakeholders with experience on gender issues and how they are engaged in adaptation process. Summary of partnerships to promote gender mainstreaming may be included.
- **Barriers, constraints, opportunities and strengths analysis.** Documentation of the barriers to gender-responsive and socially-inclusive adaptation planning and implementation in the agriculture sectors. Gender-related barriers may include access to financial resources, information services, and technical resources, as well as issues like illiteracy.

Discuss with your partner where in your country you may find information that would enable you to address gender within the main topics of the stocktaking. This may include a specific government unit, national or international NGO, national, regional, or international agricultural or other research institute, women's network, a specific key informant, among others.

Use the sticky notes provided to write clearly the specific source of information and stick them on the wall or flipcharts under the headings: Adaptation activities; Knowledge on adaptation; Capacity and gap analysis; Engagement and collaboration; and Barriers, constraints, opportunities and strengths.



Women sell legumes at a market at the Metundu Market in Malawi.  
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# Analysing the problem and solutions

Studying climate change risks, vulnerabilities, and potential adaptation options is the main analytical work of adaptation planning. This phase identifies the climate change-induced problems facing women and men who depend on the agriculture sectors for their livelihoods, food security and well-being. It also assesses potential actions that can be put into place to address those problems.

In **Unit 3.1: Gender analysis for adaptation in agriculture**, trainers will present gender analysis methods for adaptation planning, including the types of questions and data needed to understand how climate change impacts different groups.

In **Unit 3.2: Gender in climate vulnerability and risk assessments**, trainers will demonstrate how to apply gender analysis in the context of climate vulnerability and risk assessments.

In **Unit 3.3: Gender in selection of adaptation options**, trainers will investigate with participants how the findings on the gender dimensions of vulnerability can be incorporated into the prioritization of adaptation options.

The participants in your training workshop may not all be directly involved in conducting the types of analyses discussed in Module 3 (e.g. climate vulnerability and risk assessments, multi-criteria analysis, etc.). However, a basic understanding of gender analysis and how it relates to these analytical approaches will help them comprehend the gender dimensions of adaptation in climate change. This will increase the likelihood that they will approach their work on adaptation in a way that considers the differential needs and priorities of women and men whose agriculture-based livelihoods, food security and overall well-being are impacted by climate change.

See **Annex 2: Glossary** for definitions of key terms.



A flip chart displays the results of a group discussion on gender analysis for climate change adaptation in Colombia.  
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## Unit 3.1: Gender analysis for adaptation in agriculture

### SUMMARY

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Unit 3.1 focuses on the importance of incorporating a strong gender analysis into adaptation planning for the agriculture sectors, both at policy and programming levels. It provides an introductory overview of gender analysis (what it is, why it is important, how it can improve adaptation planning, who should be involved, and when it should be conducted).

### LEARNING OUTCOMES

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- Discuss what gender analysis is and what questions it helps answer.
- Describe ways to carry out a gender analysis to support adaptation planning for the agriculture sectors.
- Contribute to a basic gender analysis or perhaps undertake one.

### TIME

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Up to 3.5 hours

### MATERIALS

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- Handout 3.1a and/or Handout 3.1b
- Flip chart paper and markers
- Computer and projector
- Presentation template 3.1: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.1\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.1_template_nap-ag_gender.pptx)

### PROCESS

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1. Presentation (1 hour)
  - a. A trainer or local speaker presents on gender analysis for adaptation in the agriculture sectors, based on key messages.
  - b. Allow time for questions from participants.
2. Case study (30 min.)
  - a. Supplement the presentation with concrete examples of gender analyses in agriculture. This can be done through a handout that is read and discussed, or a presentation by a participant.
  - b. Examples may be found on the web-sites of national government projects, multilateral organizations, regional bodies, the Green Climate Fund, or the Global Environment Facility.
3. Activity (2 hours)

Choose one or conduct both in parallel, if they are relevant to subsets of participants:

  - a. Trainer or speaker leads the group in Activity 3.1a.
  - b. Trainer or speaker leads the group in Activity 3.1b.



## KEY MESSAGES

### What is gender analysis?

**Gender analysis is the systematic attempt to identify key issues that underlie structural gender inequalities, and subsequently contribute to poor development outcomes** (CARE, 2012). It provides information that can help bring gender disparities to the surface and reveal the connections between social, political, and economic structures (for example policies, socio-cultural norms, customary practices, regulatory frameworks governing agricultural inputs, markets) and gender and social relations, and the development challenges to be solved (UNDP, 2016; CARE, 2012). This analysis can be used to inform the design, implementation, and monitoring and evaluation of climate change and agriculture policies, programmes and projects.

**Gender analysis sheds light on how inequitable social, economic and political structures as well as unequal power relations can give rise to discrimination, subordination and exclusion in society.** A strong gender analysis not only disaggregates data by sex and other variables, but also analyses and seeks to understand the interaction of different variables such as age, ethnicity, class, caste, disability status, sexuality, religion, and others. This is important as women and men are not homogenous; rather, they perceive and define themselves by many types and combinations of identities (Djoudi *et al.*, 2016; Thompson-Hall *et al.*, 2016).

**Gender analysis identifies and builds on women's and men's different knowledge, experience, needs, challenges, roles and responsibilities (including labour/time costs and benefits) related to adaptation options.** These may differ based on women's and men's age, culture, livelihood strategies, and other factors. Issues that may come to light through gender analysis relate to: the power dynamics and decision-making processes at different levels (e.g. household, community, regional, national); legal rights and status, labour divisions and benefit-sharing within households and communities (e.g. in agricultural cooperatives); access to resources, information and services; as well as aspirations, needs, interests and constraints (See Box 3.1.1).

### Box 3.1.1

#### Using sex-disaggregated data for gender analysis

A recent case study shared Uruguay's experiences collecting and analysing sex-disaggregated data for adaptation planning in the agriculture sectors. It described the findings from a qualitative and quantitative study that sought to generate information about resources and symbolic, cultural and economic barriers that affect adaptation in agriculture from a gender perspective. The case study summarized lessons learned for planners in Uruguay's agriculture sectors and for decision-makers in other countries who are interested in understanding and tracking gender dimensions of adaptation in agriculture. The analysis revealed several interesting points.

- The findings of the data analysis indicate that gender relations, particularly in the context of household decision-making and participation in trainings and groups, can affect the adoption of adaptation measures. The data also suggests that there is a significant age difference in willingness to undertake farming activities, with youth outmigration posing a significant challenge for the continuation of rural activities.
- The actors involved in the study identified steps to integrate some of the data collection methodologies into existing data collection mechanisms, namely the agricultural census and the Registry of Family Farmers to support adaptation decision-making in the agriculture sectors.
- The study demonstrated methods that can be used for analysing and monitoring key gender dimensions of adaptation in agriculture, both within and outside the household.
- Uruguay's experience showed the importance of inter-institutional collaboration and the value of analysing issues of empowerment, isolation and inclusion in relation to the uptake of adaptation options.

Source: FAO & UNDP (2019a)

**A gender analysis for adaptation in agriculture may explore a wide range of gender issues or focus on a few key gaps between women and men.**

Gender issues vary between and within societies, and a gender analysis helps uncover how in a specific context, the socially-constructed gender roles, which shape what people, do know, and need, combine with gender-based discrimination to give rise to gender issues and gaps in areas including:

- Labour (including time use)
- Access to and control over productive resources
- Information (including access to services)
- Decision-making (household and public sphere)
- Participation
- Benefit sharing

**Why incorporate gender analysis in adaptation planning for the agriculture sectors?**

1. To enrich analysis of climate vulnerabilities: Gender analysis identifies disadvantaged members of a population and the nature of their disadvantage. Use it to differentiate the ways distinct groups experience and respond to climate impacts and produce a more complete vulnerability analysis.
2. To improve sustainability of adaptation options: Gender analysis identifies skills, knowledge, perspectives of women and men. Use it to determine adaptation priorities of different groups so proposed solutions meet varying needs (e.g. labour-saving) and address constraints (e.g. access to land). Use it to harness existing skills and resources in implementing adaptation options.
3. To promote good governance and effective institutional outreach: Gender analysis identifies causes of structural inequalities and power dynamics. Gender analysis identifies possible impacts of plans/projects on different groups. Use it to develop institutional strategies to minimize disadvantages, improve targeting of benefits (financial and other) and increase access to opportunities of adaptation plans.

**Gender analysis should be a cornerstone of effective adaptation planning and identifying ways in which climate and agriculture-related policies and plans affect women and men, girls and boys differently**

(Dekens and Dazé, 2019). It is important to understand gender issues at the different levels where adaptation options are considered; from the national policy context to regional and local levels. National policies, gender

strategies, legislation, studies, and data can provide a broader context for understanding the gender situation in a given country. Other sources for national level gender-related data include the **World Bank Database**, the **OECD Social Institutions and Gender Index (SIGI)**, UNDP's **human development index (HDI)**, and UNDP's **Gender Inequality Index (GDI)**, and the **FAO Gender and Land Rights Database**. All provide excellent sources of national gender-related data and information.

**The findings of the analysis can be translated into recommendations that seek to integrate gender issues in:**

(i) the formulation and implementation of adaptation policies and/or plans, and (ii) the identification of strategies to mobilize women and men whose agricultural livelihoods, food security, and wellbeing are impacted by climate change. The results of a gender analysis can be used to identify opportunities, including strong informal social networks for disseminating information, as well as constraints, including discriminatory practices faced by some populations or sub-groups therein, for integrating adaptation into a broader planning and policy processes.

**What might be some of the outputs of a gender analysis?**

A gender analysis can produce several outputs that can be used to inform adaptation in the agriculture sectors, for example:

- a baseline against which progress on the implementation of adaptation policies and programmes/projects can be monitored;
- a gender-responsive theory of change to guide adaptation planning;
- a gender-responsive results framework for an adaptation framework, plan or programme; and
- a Gender Action Plan, including those that may be required by certain climate financing instruments, for example Green Climate Fund and Global Environment Facility projects.

*Note: For sample Gender Action Plans under projects funded by the Green Climate Fund, see GCF (2019b).*

**When should a gender analysis be conducted?**

A gender analysis can be undertaken at different points throughout the adaptation planning cycle, for example:

- **information gathering** to collect accurate information on women and men to inform policy and/or programming design and to have appropriate baseline data for measuring the impact of said policies and programmes;
- **design and implementation** to include gender concerns in adaptation activities, and to inform the identification and selection of beneficiaries and partners; and
- **monitoring and evaluation** of adaptation plans, including positive and negative effects on women and men.

**What resources/information do we need for an effective gender analysis?**

Conducting a gender analysis requires a few essentials (UNDP, 2016), such as:

- **a gender analysis framework** that provides a lens through which gender issues are identified and analysed (see additional resources at the end of this unit for examples of Gender Analysis Frameworks);
- **resource person(s)** (e.g. staff member, gender focal point, consultant, researcher, or university student) with experience in gender analysis, preferably in relation to agriculture and/or climate change;

- **allocation of financial and other essential resources** for the analysis, including university students, extension workers and field surveyors;
- **access to secondary data** at the national, provincial, and regional level (as relevant) and gender statistics, policies, research including findings derived from testing pilot projects, and from programme monitoring and evaluation;
- **access to qualitative data** generated through policy and academic research and participation assessments; and
- **expertise to undertake primary data collection** if needed, particularly in rural communities.

**What are some of the key overarching questions that can help guide a gender analysis?**

There are a few basic key “gender questions” which can guide an analysis (see Figure 3.1.1) depending on the context and focus of the research. A vast literature base exists with examples of gender analyses from various relevant processes and thematic fields relevant to adaptation in the agriculture sectors including research, crop, livestock and fisheries (including value chains), planning, policy, extension, technology development and transfer, rural finance, markets, and coastal zone management, among others.

**Figure 3.1.1**  
**Key gender analysis questions**



## ADDITIONAL RESOURCES

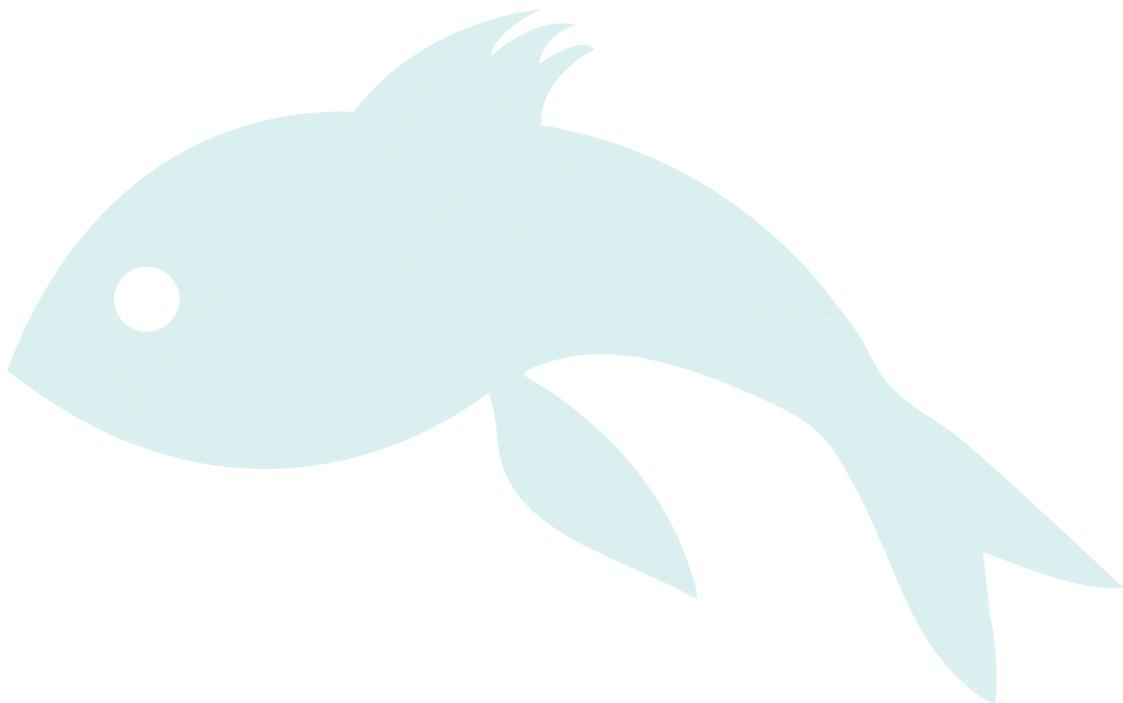
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**CARE.** 2012. *Good practices framework: Gender analysis.* Canberra, Australia, CARE Australia. 15 pp. (also available at <http://www.care.org.au/wp-content/uploads/2015/02/Good-Practices-Brief.pdf>).

**FAO.** 2016c. *Developing gender-sensitive value chains – A guiding framework.* Rome. 39 pp. (also available at <http://www.fao.org/3/a-i6462e.pdf>).

**Murray, U.** 2019a. *Gender Analysis and Nationally Determined Contributions (NDCs): Short Guidance for Government Stakeholders.* New York, USA, UNDP. (also available at <https://www.ndcs.undp.org/content/dam/LECB/events/2019/20190423-global-gender-workshop/undp-ndcsp-guidance-gender-analysis.pdf>).

**UNDP.** 2016. *How to conduct a gender analysis: Guidance note for UNDP staff.* New York, USA, UNDP. 20 pp. (also available at [http://info.undp.org/sites/bpps/SES\\_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf](http://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf)).



# Activity 3.1a

## Organizing a gender analysis for adaptation in agriculture

**Objective:** To develop/strengthen skills to organize and supervise a gender analysis of policies and/or programming to support adaptation planning for the agriculture sectors.

**Time:** Up to 2 hours

**Materials:**

- copies of Handout 3.1a
- flipchart paper
- markers

**Note:** *The exercise is provided as an example. Adapt it to your local context as needed, including scenario and discussion questions.*

**STEPS**

1. Ensure all participants have the Handout 3.1a: Organizing a gender analysis for adaptation in agriculture.
2. Outline the task for participants. They are to prepare a brief memo on how they will organize a gender analysis.
3. Ask participants to form small working groups. Group 1 will focus on organizing a gender analysis of the agriculture and climate change policies. Group 2 will organize a gender analysis of a national food security programme focused on strengthening agricultural productivity in one of the most climate impacted areas of the country.
4. Allow participants to work in their groups (1 hour).
5. Circulate among the groups to check if there are questions or clarifications needed.
6. Have participants return to plenary and present the key points from their discussions (max 5 minutes per group).

**Session wrap-up** (15 mins)

**Ask participants:**

- What have you learned from the exercise that may apply to your own context?
- Are you aware of any other gender analyses that have been done on climate adaptation? If so, who was involved and where?
- How might you connect with their work to strengthen adaptation in the agriculture sectors?

# Handout 3.1a

## Organizing a gender analysis for adaptation in agriculture

### Scenario:

Your Minister of Agriculture wants to ensure climate impacts that disproportionately affect the rural poor are addressed to improve the livelihoods and well-being of rural communities, and to strengthen the resilience of marginalized rural populations through introducing a range of adaptation options (e.g. solar drip irrigation, water catchment, diversification of value chains, improved coastal zone management, climate information services, and others).

As a result, you have been invited to an initial meeting and have been asked to brainstorm some ideas on how to undertake a gender analysis of the relevant sectors such as agriculture, coastal zone management, and value chains, among others. Your goal is to identify options for strengthening adaptation options that benefit poor, rural women as well as men, taking into account their different needs and challenges. You must report to your Minister with a “memo” of your initial responses on the questions outlined under “Task.”

### Background:

Your country recognizes the important role that rural women play in managing, protecting and using natural resources and the importance of resources to these women. With a high percentage of the population engaged in agricultural livelihoods and a good percentage of agricultural workers being female, there is large potential in the country to adapt to climate change by strengthening resilience in agriculture sectors with a focus on women. The country has developed a Climate Change Policy that builds on the Agriculture Policy, Land Use Policy, and Fisheries Policy. These all recognize gender issues are important, although they demonstrate a limited focus on how to promote gender equality. All largely focus on ensuring women’s greater participation in adaptation initiatives.

Some studies in the country have suggested of the rural poor whose food security, livelihoods (as producers, processors and vendors) and well-being depend on agriculture sectors are disproportionately affected by climate change. This is in part due to their insecure land tenure as well as the regular droughts that decimate crops and livestock.

Earlier research says that women are key to ensuring household food production and security, despite their unequal access to land, credit, climate insurance, land, information (such as meteorological information) and inputs (such as improved seeds, fertilizer, tools). It is mostly women who, along with boys and girls, are having to walk further for water, leaving them less time for other activities. They are feeling the impacts of stress on their health with the added time and labour burdens as well as challenges to food and nutrition security for their households. However, because of past conflict, there is also a number of younger citizens and older rural men who are unemployed and/or living with disabilities.

The same studies also demonstrate the resiliency of the rural poor. In particular, both women and men demonstrate a strong knowledge and skills base upon which adaptation options can build. For example, women are familiar with water sources and can speak about the pattern of water access. Teen boys know the ranges upon which they graze their families’ livestock. Older men have a historical overview of the lake’s fish stocks.

### Task:

1. You will be organized in one of two groups
  - Group 1:** Organize a gender analysis of the agriculture and climate change policies.
  - Group 2:** Organize a gender analysis of a national food security programme focused on strengthening agricultural productivity in one of the most climate impacted areas of the country.
2. In your group, use the following questions to help guide your discussions based on the scenario above and depending on your group focus.

### Discussion questions:

- What is the objective of the gender analysis?
- What are the key (overarching) questions that you want to ask during this gender analysis?
- Why do you think these questions are important?
- How will you organize to successfully complete this analysis? (Think of your objective. What information do you need? Can you get the information from secondary/existing data/information? From within your own Ministry? Other Ministries? Other organizations?) Be specific.
- What information must you collect from primary sources such as key informants in agricultural cooperatives, fishers' or farmers' associations, district extension staff, household members in rural areas depending on agriculture, and others?
- Who will be responsible for organizing/conducting the gender analysis? Who else should be involved from an institutional perspective? Which government bodies/units are needed?



# Activity 3.1b

## Conducting a gender analysis for adaptation in agriculture

**Objective:** To strengthen skills to carry out a gender analysis.

**Note:** This activity can be linked to Activity 4.1.

**Time:** 2 hours

### Materials:

- copies of Handout 3.1b
- copies of a case study: This can be a project document you ask participants to bring from their own work, a national policy or plan (such as a National Agriculture Development Plan) that most participants have a role in implementing, or a study that you provide. One example of a case that could be used in this activity is Ringler *et al.* (2017).

### STEPS

1. Introduce the activity and ensure all participants have the handout, 3.1b: Conducting a gender analysis for adaptation in agriculture, as well as a copy of a case study to use for the exercise.
2. If you have not used Activity 3.1a, you will need to give an overview/presentation about gender analysis so that participants are familiar with the approach and concepts. This should include the basics of gender analysis. Aim to answer the questions below, and any others you think relevant.
  - a. What is gender analysis? When do you conduct a gender analysis? Why conduct a gender analysis? How can a gender analysis be conducted? Who should conduct it? How can it be useful for adaptation planning?
3. Outline the task for participants. They are to carry out a gender analysis of a real project or plan. Have them form small working groups.

**Note:** The scale of the gender analysis will depend on the case you give them. They could identify gender issues within a value chain, within a community, or within/between households. In addition, you can ask them to consider how they would answer the gender analysis questions when considering different organizations (e.g. do farmer groups have access to the same information as ministries? Do district planning units receive same benefits as national planning units? Who makes decisions about which adaptation practices to promote at farm level?).
4. Allow participants to work in their groups (1 hour).
5. Circulate among the groups to check if there are questions or clarifications needed.
6. Have participants return to plenary and present the key points from their discussions (max 5 minutes/group).
7. **Wrap-up the session** (20 mins). Use the following questions to guide a discussion with participants.

### Discussion questions

- Do you think information is readily available to explore these issues in the local context?
- Does anyone know of a gender analysis that has been used in the local context?
- What are the key gender issues in agriculture sectors?

# Handout 3.1b

## Conducting a gender analysis for adaptation in agriculture

### Scenario:

Your Ministry is contributing to a national adaptation planning process and you are on the team that is identifying relevant gender issues that should be addressed in the plan.

### Task:

- Read the case study and in your team, identify answers to the key gender analysis questions (see figure below).
- Identify, with your team, whether there are groups of people (e.g. men, women) who have knowledge, experience, needs, challenges, roles, and responsibilities (including labour/time costs and benefits) related to adaptation options. If the handout does not include information to answer a question, suggest where you would go to find answers.

- Make one to three recommendations as to which gender issues are particularly relevant to adaptation planning and identify needed analysis.

### Reminder of gender issues to look for:

- Labour (including time use)
- Access to and control over productive resources
- Information (including access to services)
- Decision-making (household and public sphere)
- Participation
- Benefit sharing

### Key gender analysis questions



## Unit 3.2: Gender in climate vulnerability and risk assessments

### SUMMARY

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Unit 3.2 focuses on the importance of designing and conducting vulnerability and risk assessments using a gender perspective to give adaptation planners a more accurate picture of the kinds of resiliencies and vulnerabilities that men and women experience in the agriculture sectors.

### LEARNING OUTCOMES

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- Understand the concept of risk and vulnerability in the agriculture sectors from a gender perspective.
- Discuss ways to ensure that gender considerations are included in a climate vulnerability and risk assessment in an adaptation planning context.

### TIME

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Up to 3 hours

### MATERIALS

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- Handout 3.2
- Small box
- Cards
- Computer and projector
- Presentation template 3.2: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.2\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.2_template_nap-ag_gender.pptx)

### PROCESS

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1. Presentation (45 minutes)
  - a. Trainer or local speaker presents on climate vulnerability and risk assessments (CVRA), based on key messages.
  - b. If your participants will be carrying out a CVRA, you may need to expand the time allocated to this presentation and supplement it with resources from the additional resources section at the end of this unit in collaboration with technical experts.
2. Activity (1 - 2 hours)
  - a. Trainer or speaker leads the group in Activity 3.2.

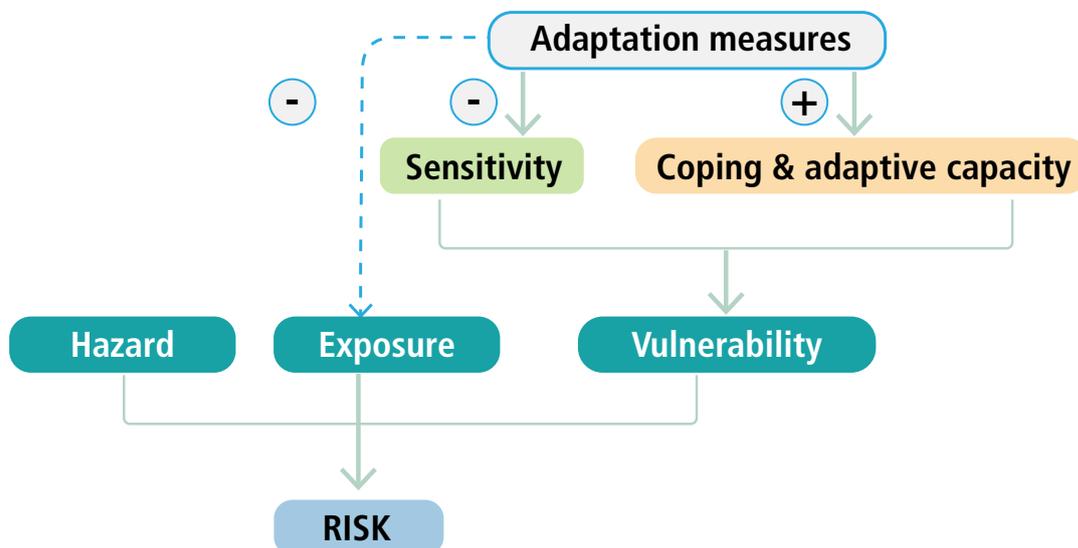
## KEY MESSAGES

**Women and men might be differently vulnerable to the effects of climate change**, for example drought or an increased frequency and/or strength of cyclones, as they may have different sensitivities and adaptive capacities to a climate stressor (Thompson-Hall *et al.*, 2016; Carr and Thompson, 2014). Analysing and understanding how these factors affect rural households and communities and the implications for adaptation planning for the agriculture sectors is important for informing adaptation options. Existing gender inequalities caused by inequitable socio-cultural norms, legislation, and policies combined with unequal power relations at different levels can create differing sensitivities and adaptive capacities. Other factors such as age, ethnicity, socio-economic status and ability/disability can create different sensitivities in poor rural households and communities dependent on agriculture livelihoods for food security, income and overall well-being.

**These factors determine the different capacities people may have to adopt adaptation options.** This is in part because of gender differentiated access to and control over resources, services and information that can help individuals adopt strategies to prepare for, adapt to, and respond to the different impacts of climate change. Further, women and men may have different interests and levels of influence in decision-making processes as well as differential access to resources and services because of these same factors (CARE International in Mozambique, 2014).

**Adaptation measures may reduce exposure to risk or reduce vulnerability to risk, by decreasing sensitivity or increasing adaptive capacity** (see Figure 3.2.1). There are gender considerations for each of the components related to climate vulnerability and risk.

Figure 3.2.1 - Risk and its components



Source: Adapted from GIZ (2016)

**Coping and adaptive capacity:** Women and men may have different capacity to cope with and adapt to climate shock or stress, and to moderate potential and future damage (Jost *et al.*, 2014; GIZ, 2016). This depends on many factors, including socio-economic strata, age, presence/absence of a disability, geographic location, livelihood strategy, decision-making power, and access to agricultural resources, land, inputs, information and services (CARE International in Mozambique, 2014).

**Exposure:** Women and men may face different exposure to the adverse effects of climate change based on several factors, including livelihoods, income level, mobility, decision-making power within households and communities, social status and participation in social networks, and access to and control over infrastructure such as housing, dams, fencing, granaries, warehouses, and others.

**Hazard:** The potential occurrence of a natural or human-induced physical event or trend or physical impact that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, ecosystems and environmental resources...” (IPCC, 2014, p.124). Climate change may create physical events that impact women and men differently and cause loss of life, injury, or other health (including mental health) impacts as well as damage to property, infrastructure, livelihoods and resources. For example, women and men living in poverty in rural areas may be more impacted physically and mentally by a physical event, for example flooding or a cyclone, than women and men with more robust assets and livelihoods (see Neumayer and Plumper, 2007).

**Risk:** Risk is the interaction of vulnerability, exposure and hazard (Field *et al.*, 2014). The risk to be harmed may increase or decrease in relation to exposure, vulnerability and probability of a climate related hazard. A group, a household or an individual could therefore be:

- vulnerable and exposed to a high probability of a hazard (high risk to be harmed);
- vulnerable and exposed to a considerable probability of a hazard (medium risk to be harmed);
- vulnerable and not exposed (normally no risk to be harmed because not exposed);
- not vulnerable and exposed (normally no risk to be harmed because of capacity to cope and adapt); and
- not vulnerable and not exposed (no risk to be harmed).

Different types of climatic risks such as drought, extreme rainfall and heat waves can be mapped, for example using data from national meteorological departments. A study in India compared the participation of women in agriculture and other socioeconomic variables to this data to identify “hotspots” of risk that could then be targeted for climate smart agriculture interventions and addressing specific constraints faced by women (Chanana-Nag and Aggarwal, 2018). This methodology was also applied in Nepal (Khatri-Chhetri *et al.*, 2019).

**Sensitivity:** Sensitivity refers to the degree to which a system or species is affected adversely or beneficially by climate variability or change, and the effect may be direct, for example a change in crop yield in response to a change in the mean, range, or variability of temperature, or indirect, such as damage caused by an increase in frequency/intensity of cyclones (GIZ, 2016). Women’s and men’s crops may have different degrees of sensitivity to the effects of climate variability depending on the access and control they have over production decisions, land use, water, other agricultural inputs, and information.

**Vulnerability:** Vulnerability is the propensity or predisposition to be adversely affected (IPCC, 2014). Vulnerability encompasses a variety of concepts such as exposure, sensitivity and coping and adapting capacity (Jost *et al.*, 2014; FAO, 2012a). Men and women may be differently vulnerable to climate change impacts depending on their age, socio-economic strata, ethnicity, caste, etc. For example, they may be differently vulnerable depending on their livelihood strategy; their access to climate information services; climate insurance; mobility; access to and control over productive resources including land, water, and agricultural inputs; and access to markets (Kakota *et al.*, 2011).

**Gender-responsive climate vulnerability and risk analysis is an analysis** of the climate vulnerability and risk that women and men experience in their households, livelihoods, communities and infrastructures.

**Vulnerability and risk assessments can be conducted at different levels as needed (national, regional, community or household).** Secondary data may already exist in the form of government, multi-lateral organization (UN, OECD, etc.) and NGO reports. A gender-responsive vulnerability and risk assessment may also be needed to collect primary data to fill data gaps.

**Different frameworks can be used to inform the collection and analysis of vulnerability and risk assessment data.** For example, a NAP-Ag training held in Nepal applied a Capacity and Vulnerability Analysis Framework (CVA) (see Box 3.2.1 and Table 3.2.1) to a country-based case study to better understand the types of vulnerabilities and capacities that exist in the country. This framework can be used for assessing different kinds of vulnerabilities. Nepal focused on women specifically given the case study's focus, but also considered issues

related to men where possible (given the information available). The framework could also be adapted to examine different sub-groups of a population depending on the context of the country/region, such as youth, pastoralists, and more

### Box 3.2.1

#### Capacity and Vulnerability Assessment training, Nepal

In 2017, the NAP-Ag Programme facilitated a three-day workshop in Nepal for government, NGO, and other partners on integrating gender in climate risk assessment and adaptation planning at local level.

The training sought to strengthen participants' capacity to conduct gender-sensitive risk assessment. This included working through a gender-sensitive situation analysis using tools such as the gender-responsive tool, **Capacity and Vulnerability Assessment** (CVA) framework (see Table 3.2.1) and other analytical tools (e.g. Problem Tree). The CVA framework helped participants to identify women's and men's strengths (capacities) and weaknesses (vulnerabilities) that determine the impact of a crisis on them as well as their ability to respond.

Participants used the findings of their analysis to inform adaptation planning in their own context. Building from the case study and the findings from their situation analysis (i.e. capacities and vulnerabilities), participants used the analysis to identify goals, activities, inputs, indicators for monitoring and evaluation (M&E), assumptions, and risks for adaptation planning (FAO, 2017a).



**Table 3.2.1 - Capacity and Vulnerability Assessment framework, Nepal**

	Vulnerabilities	Capacities
<b>Physical/material</b>	<i>Examples</i>	<i>Examples</i>
<p><i>Definition:</i> The productive resources, skills and hazards that exist</p> <p><i>Key questions:</i> What were/are the ways in which men and women in the community were/are physically or materially vulnerable? What productive resources, skills and hazards existed / exist? Who (men and/or women) had/have access and control over these resources?</p> <p><i>Method:</i> Activity Profile Access/Control Profile</p>	<p>Overall more women die than men</p> <p>Women bear the burden of caring for sick</p> <p>More time required to collect water for women</p> <p>Increase in calorie deficiency</p>	<p>Use of medicinal plants for family care</p> <p>Increase in tasks for family care</p> <p>Adapting agricultural practices/ switching to other crops</p> <p>Adapting diet</p>
<b>Social/organizational</b>	<i>Examples</i>	<i>Examples</i>
<p><i>Definition:</i> Social relationships between people and their organizational structures</p> <p><i>Key Questions:</i> What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster? What has been the impact of the disaster on social organization? What is the level and quality of participation in these structures?</p> <p><i>Method:</i> Institutional Mapping Time Line Daily Activity Charts</p>	<p>Limited land rights for women compared to men</p> <p>Limited access to services for women compared to men</p> <p>Limited mobility for women compared to men</p> <p>Limited decision making in social groups such as Forest User Groups</p> <p>Male out-migration = women headed households</p>	<p>Women user groups</p> <p>Leadership skills</p> <p>Local knowledge of NTFPs</p>
<b>Motivational/attitudinal</b>	<i>Examples</i>	<i>Examples</i>
<p><i>Definition:</i> How the community views its ability to create change.</p> <p><i>Key Questions:</i> How do men and women in the community view themselves and their ability to deal effectively with their social / political environment? 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. Do people feel they have the ability to shape their lives? Do men and women feel they have equal ability?</p> <p><i>Methods:</i> SARAR techniques: Story with a gap; Force field analysis; Gender analysis – access to resources</p>	<p>Suffering from conflicts over resources</p> <p>Limited time for education/ training for income generation</p> <p>Lack of participation in CC negotiations, planning and activities</p> <p>Women-specific priorities are neglected</p>	<p>Selling of assets and services</p> <p>Social networks and groups</p> <p>Organization of women</p>

Source: WOCAN (2017)

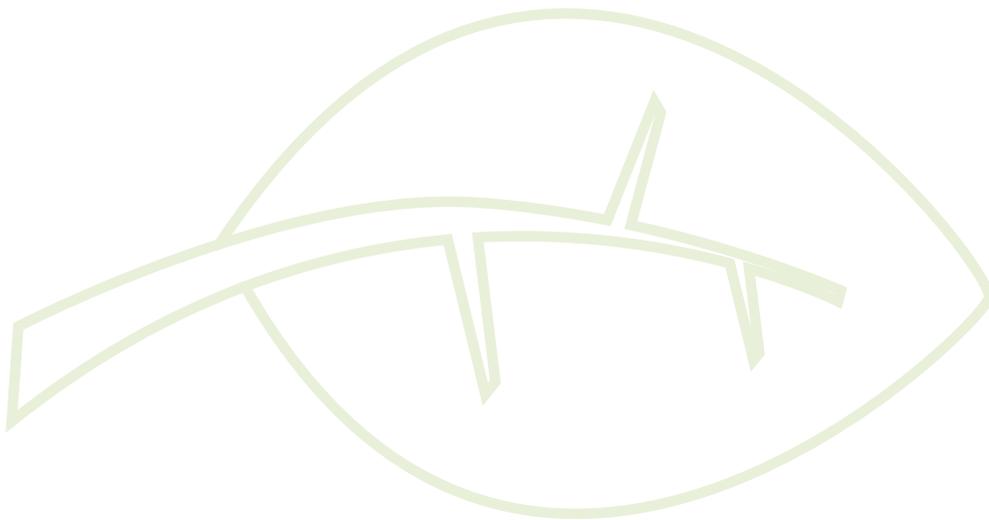
## ADDITIONAL RESOURCES

**CARE International in Mozambique.** 2014. *Gender-sensitive Climate Vulnerability and Capacity Analysis (GCVCA)*. Maputo. (also available at [https://careclimatechange.org/wp-content/uploads/2016/02/GCVCA\\_Practitioners-Guide-FINAL-July-2014.pdf](https://careclimatechange.org/wp-content/uploads/2016/02/GCVCA_Practitioners-Guide-FINAL-July-2014.pdf)).

**Chanana-Nag, N. & Aggarwal, P.N.** 2018. *Woman in agriculture, and climate risks: hotspots for development*. Climatic Change. (also available at <http://doi.org/10.1007/s10584-018-2233-z>).

**Morchain, D., Prati, G., Kelsey, F., & Ravon, L.** 2015. What if gender became an essential, standard element of Vulnerability Assessments? *Gender & Development*, 23:3, 481-496, (also available at <http://dx.doi.org/10.1080/13552074.2015.1096620>).

**Vunisea, A., et al.** 2015. *The Pacific Gender & Climate Change Toolkit*. Noumea, Secretariat of the Pacific Community. 156 pp. (also available at [https://www.pacificclimatechange.net/sites/default/files/documents/Pacific\\_gender\\_toolkit\\_full\\_version.pdf](https://www.pacificclimatechange.net/sites/default/files/documents/Pacific_gender_toolkit_full_version.pdf)).



# Activity 3.2

## Gender-responsive vulnerability and risk assessment (VRA)

Adapted from Jost et al. (2014, pp. 46-48) and CARE International in Mozambique (2014)

**Objective:** To develop participants' understanding of risk and vulnerability to climate change and ways to design and implement a gender-responsive vulnerability and risk assessment.

**Time:**

**Part A:** 1 hour

**Parts A and B:** 2 hours

**Materials:**

- a small box or container
- cards for terms and definitions



### STEPS

#### Part A

1. Prior to the session, prepare the cards with terms on one side and definitions on the back (see Annex 2: Glossary) and have a box or container ready to hold the cards which will be selected by participants. There should be enough cards for each person to have one card (RISK, HAZARD, EXPOSURE, SENSITIVITY, VULNERABILITY, ADAPTIVE CAPACITY, and RESILIENCE). For example, if there are 14 people, prepare two cards that say "RISK", two that say "HAZARD," etc. Ensure that each person will get at least one card.
2. Introduce the session, noting the importance of understanding the ways in which women and men can be vulnerable to climate change impacts and that doing so can help improve adaptation planning for the agriculture sectors. It is important to reiterate that women and men are not homogenous. At this point, ask participants what other factors are important to keep in mind when we are talking about the different types of women and men? Look for answers that include, for example: age, ethnicity, socio-economic group, disability, and other related factors.
3. Have each participant choose ONE card from the hat/container. Ask participants to join with a partner to share their concept (term and definition). If they end up with a partner with the same concept, ask them to find someone else.
4. For each of the two concepts, ask participants to discuss the following with their partner (you can put these questions on a PowerPoint slide and or flipcharts/whiteboard):
  - a. **Discuss with your partner a real-life situation from the agriculture sectors in your country to help provide context for the concept.** Examples: You could discuss what "EXPOSURE" might mean in the context of seaweed farming – with a real-life example. You could discuss what "RISK" might mean in relation to growing and marketing maize or raising livestock in a region where water is increasingly scarce. Try to be as detailed and specific as possible.
  - b. **Discuss the gender dimensions that might be relevant to the specific concept.** For example, "RISK" in the real-life situation outlined in a) above.
5. In plenary, invite volunteers to talk about their concept together with the real-life situation they identified and the gender dimensions they think might be relevant (2-3 minutes per concept).
6. Ensure all terms are discussed once and ask other participants to add any observations they may have to add the different terms from their own discussions.

7. Summarize the session by asking participants what they learned from the exercise and how they might use what they learned in their own work. Allow for ten minutes of questions and discussion to wrap up.

## Part B

1. Introduce the issue of gender-responsive vulnerability and risk assessments to the participants. You can draw on CARE International in Mozambique (2014) (see additional resources) for a good overview of the process.
2. Introduce the activity to participants, noting they will not be undertaking a full analysis, but a small part of one. **You can refer to Table 3.2.1, Capacity and Vulnerability Analysis Framework: Nepal.**
3. Allow participants time to read through the scenario and task in Handout, 3.2a, Gender-responsive Vulnerability and Risk Assessment (VRA). Give them time to ask questions for clarification.  
**Note:** The scenario presented is an example only. Prepare one that is in line with your country and training context.
4. Ask participants to form groups of no more than 8 people and to work through the task.
5. Circulate among the groups to see if there are any questions or clarifications needed.
6. After 40 minutes, have the group come back to plenary and have one group volunteer their findings (after which other groups will be able to add to these findings, or challenge the existing ones).
7. Ask other groups if they would like to add any points to either category: Vulnerabilities or Adaptive Capacities.
8. Allow time for discussion and questions.
9. Wrap up the discussion with a review of the key points raised by participants.

# Handout 3.2

## Gender-responsive climate vulnerability and risk assessment (CVRA)

### Part B

#### Scenario:

The Ministry of Agriculture wants to develop a new food security programme for a region of the country that is facing increasing climate-related threats to the agriculture sectors such as droughts or flooding. The region has a pastoralist population who depends on moving around the region to graze their cattle. They have lived here for thousands of years and have long-held knowledge of historical weather patterns and the land. Young men graze the cattle while older men market them. Women know the plants to collect to prevent and treat different livestock diseases. A more sedentary agricultural population has settled in parts of the region closer to the urban centres in the last 80 years and many farm households grow food for household consumption and the urban markets. Men and women are active in agricultural cooperatives, but more men than women hold key decision-making positions. Several younger women have started their own cooperative and are pooling resources to start a business focused on value addition of some fruits and vegetables. Increasing drought over the last ten years has impacted the men and women in communities in terms of their food and nutrition security, their livelihood strategies and their incomes. As a result,

many young men have increasingly been migrating to the urban areas in search of other opportunities outside the agriculture sectors.

#### Task:

1. Your organization wants to conduct a gender-responsive vulnerability and risk assessment of the region.
2. As an early step in the process, you have been asked to brainstorm some ideas about what you think might be some of the (i) vulnerabilities to climate change, and (ii) adaptive capacities that might exist which will be important for the assessment to consider from a gender perspective.
3. Discuss the scenario among your group and write your suggestions on a flipchart (like the table below) and be prepared to share in plenary. Remember to think about vulnerabilities and capacities from a gender perspective. Be prepared to explain why you think these are vulnerabilities to climate change impacts and adaptive capacities.

Tip: See the example from Nepal (Table 3.2.1) for ideas on how to fill the table but use your experiences and your context to develop your own ideas.

	Vulnerabilities (to climate change impacts)	Adaptive Capacities
<b>Physical/material</b> (productive resources, skills)		
<b>Social/organizational</b> (Social relationships between people; their organizational structures)		
<b>Motivational/attitudinal</b> (How the community views its ability to create change)		

## Unit 3.3: Gender in selection of adaptation options

### SUMMARY

Unit 3.3 focuses on the integration of gender considerations in the identification and appraisal of adaptation options for the agriculture sectors. It also looks at how participation by different stakeholders can be facilitated in the selection of adaptation options. It will highlight the importance of identifying and selecting the most appropriate or relevant adaptation strategies and identifying criteria in line with national goals for sustainable development, including gender equality commitments and policies.

### LEARNING OBJECTIVES

- Discuss why it is important to integrate gender considerations in the identification and selection of adaptation options for the agriculture sectors.
- Point to some of the strengths and weaknesses of commonly applied decision support tools from a gender perspective.
- Summarize examples of gender-responsive adaptation priorities for adaptation planning.

### TIME

1.5 to 2.5 hours

### MATERIALS

- Handout 3.3
- Flipchart paper and markers
- Computer and projector
- Presentation template 3.3: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.3\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/3.3_template_nap-ag_gender.pptx)

### PROCESS

1. Presentation or panel discussion (45 min. to 1.5 hours)
  - a. Presentations by local speakers or panel discussion moderated by trainer on appraisal and prioritization of adaptation options for the agriculture sectors and decision support tools, based on key messages.
  - b. Ensure there is discussion of gender issues, possibly by including a speaker familiar with effective means of promoting gender equality that are also critical ingredients for adaptation such as farmer field schools, cooperatives, credit-related initiatives, or land tenure efforts.
2. Activity (45 min.)
  - a. Trainer or speaker leads the group in Activity 3.3.

## KEY MESSAGES

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### Part 1. Identifying adaptation options

**Identifying adaptation options for the agriculture sectors** requires a number of considerations to ensure selected options are relevant for women and men dependent on the agriculture sectors. These include a strong understanding of the direct and indirect influences on agriculture and the context in which production is undertaken; collecting and integrating relevant social, economic, and biophysical data; cross-sectoral commitment, coordination and investments from household, community and national levels; and consideration of institutional capacity needs, early warning and other climate-focused information systems, agricultural support services, and policy and programming support (FAO, 2016d).

**Gender analysis of different climate vulnerabilities (see Unit 3.2) can help planners of agriculture sectors identify adaptation options that are relevant to the women and men who depend on agriculture for their food, nutrition security and livelihoods.**

Gender analysis uncovers structural inequalities (such as socio-economic norms, inequitable institutions, policies and national and customary laws) and power relations that can impact vulnerabilities and adaptation options. Depending on the context, gender analysis may include looking at socio-economic class, age, ethnicity, age, caste and other factors that underlie inequality and exclusion (FAO and UNDP, 2018c).

**What is appraisal of adaptation options?**

**Appraisal considers individual adaptation options, including economic, ecosystem and social costs and benefits, as well as possibilities for unintended (positive and negative) impacts of adaptation measures** (UNFCCC, 2012).

**Three questions need to be considered in selecting adaptation options** as they are relevant to adaptation planning in the agriculture sectors (UNFCCC, 2012):

- What are the costs and benefits of each adaptation option?
- What are the best ways to implement the adaptation options and what are the conditions for success?
- Is it possible to identify cobenefits between the adaptation options and development?

**Why is it important to incorporate gender considerations in appraising and prioritizing adaptation options for the agriculture sectors?**

**Neither the impacts nor responses to climate change are gender-neutral.** Women and men may perceive, experience and be affected differently by climate change depending on different factors including their gender, age, ethnicity, caste, class and whether they are living with a disability (UNDP, 2016).

**Most countries have signed on to a series of global commitments on climate change and gender equality,** including the Paris Agreement, the SDGs, and the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW). These commitments are also typically embedded in national policies and must be considered.

**Structural factors including social norms and practices, legislation, and policy as well as social relations can also differentially affect women's and men's ability to adopt and benefit from specific adaptation options.** These factors can differentially affect, for example, women's and men's access and control over natural resources, assets, technology, information and services. They may also differentially affect women's and men's representation in decision-making, their mobility, and economic and other opportunities like training and education (UNDP, 2016).

**Years of research show that development outcomes are often weaker when gender equality and social norms are not considered** in the development and implementation of agricultural technologies and practices related to crops, livestock, fisheries, natural resources and forestry (Ragasa, 2012). Interventions that have not accounted for gendered needs and constraints may lead to unforeseen outcomes such as increased labour and time use for some users or inability to access certain technologies due to a lack of financial resources, including limited access to credit which may be due to a lack of collateral or inequitable legislation and customary practices that limit women's inclusion on land title.

**Box 3.3.1****Prioritization of adaptation options by women's and men's groups, India**

A recent study from a USAID-funded project in India demonstrates the importance of incorporating a gender perspective in the prioritization of adaptation options (Chanana *et al.*, 2018). The project applied a Climate Smart Village (CSV) approach to scale out Climate-Smart Agriculture (CSA) as one way of building climate resilience in Madhya Pradesh. To prioritize CSA options, the project worked with three women's farmers groups and three men's farmers groups on an initial participatory prioritization exercise. The project developed a list of 55 CSA technologies, practices and services covering weather, water, seeds/breeds, energy, and knowledge agriculture. Criteria for developing the list included the production system, agro-ecological conditions, climatic risks, types of farmers, a gender assessment and other baseline information.

The prioritization exercise found that while women and men face similar climate risks, they have different priorities for strengthening their adaptive capacity. Women and men ranked CSA technologies and practices related to water management and conservation higher given the climatic conditions and water scarcity. However, whereas women prioritized improved seeds, zero tillage and weeding machines, men prioritized livestock insurance, use of farm-yard manure and weeding machines.

**Typically, priority adaptation options are appraised and selected based on a consideration of their contribution to a country's short-term and long-term sustainable socioeconomic development, their costs, effectiveness, and efficiency** (UNFCCC, 2012).

This is also the case at national and sub-national (local community) levels where these factors play into decision-making (see Box 3.3.1).

**What are gender-responsive adaptation options?**

Gender-responsive adaptation for the agriculture sectors responds to the potentially different needs and challenges of women and men whose food security, livelihoods and overall well-being depend on the agriculture sectors as producers, fishers, vendors, tradespeople, input agents and other stakeholders.

Adaptation options that are gender-responsive do not exacerbate gender inequality (or create new inequality), build women's and men's capacity for resilience equally, and ensure the equal participation of a range of women

and men in decision-making and implementation (e.g. as relevant to the context, indigenous peoples, youth, people from different socio-economic groups, people living with disabilities, pastoralists, fishers, and others). See Unit 2.1.

**What kinds of adaptation options exist and what are the kinds of criteria used in selection?**

Adaptation options fall under different types of intervention including capacity development, research, technological development and application, policy, and behaviour change.

**Several criteria are important for informing appraisal and prioritization decisions.** While one of these is gender responsiveness, other criteria should also be considered from a gender perspective. Table 3.3.1 highlights some of the key criteria along with gender considerations for each. These are helpful criteria to consider in adaptation planning for the agriculture sectors.

**Table 3.3.1 - Criteria for informing appraisal and prioritization decisions adapted to agriculture sectors**

Criterion	Gender considerations
Timing	<p>Do certain groups have a greater urgency for the adoption of specific adaptation options?</p> <p>Are there gender issues around daily and/or seasonal responsibilities and roles that need to be considered, for example around planting, harvesting, and post-harvest activities, marketing, other responsibilities around the household/community, or other responsibilities?</p>
Cost	<p>From an overall cost effectiveness perspective, does the most cost-effective option identified per beneficiary equally consider the needs of constraints of both women and men?</p> <p>Are costs for different beneficiaries considered along with their access to financial resources to adopt adaptation options? For example, women may have different access than men to credit needed to adopt specific adaptation practices (drought resistant seeds, solar drip irrigation, etc.). There may be a need for flexible approaches to meet the different needs or constraints of different groups.</p> <p>Are there alternative options that better consider the different needs of women compared to men?</p>
Co-benefits	<p>Does an adaptation option have positive or negative effects on other aspects of agricultural development, and subsequently also have unintended positive or negative effects for different groups, for example productivity or on change in crops produced?</p> <p>How might these be experienced differently by different population groups?</p>
Effectiveness and efficiency	<p>How effective is the adaptation option at strengthening beneficiaries' resilience?</p> <p>Are there some groups (poor, rural women; internally displaced youth, ethnic minorities) that may experience strengthened resilience while other groups have less?</p>
Flexibility or robustness	<p>Are options flexible enough to respond to changes in economic/social situations over time? For example, can they respond to changes in markets and impacts on particular value chains?</p> <p>Are these options flexible enough to respond to different needs/challenges of men and women?</p>
Contribution to poverty reduction	<p>Does a specific option contribute to reduced poverty of all people in a household? How can this be monitored? Adaptation options that only consider increased income at household level may risk making some people within the household more vulnerable. For example, an adaptation initiative for smallholder farmers found that gender-based violence decreased during planting and weeding season but increased during harvest due to conflict over the expenditure of income.</p> <p>How might adaptation options positively or negatively affect other dimensions of poverty such as food insecurity?</p>
Social, political acceptance	<p>Are women and men included in the decision-making processes of identifying, assessing, and prioritizing adaptation options? Are youth and seniors included?</p> <p>Are there different options which are of more interest to specific groups (e.g. along a particular value chain)? How can these be considered in the prioritization process?</p> <p>Are the selected adaptation option(s) acceptable to all population groups? If not, what can be done to address this tension and/or mitigate any constraints that adopting the option may have on certain groups?</p>
Economic, social, technological, environmental feasibility	<p>While adaptation options may seem feasible, it is important to understand how different groups within populations may be affected economically, for example those who don't have access to resources or credit to adapt; technology which is inappropriate for certain groups, either due to costs or other social dynamics such as socio-cultural norms limiting access to/use of the technology; or time/labour needed for specific practice/technology. At the very least, these concerns may differ by gender and age depending on roles and power dynamics within households and communities.</p>

Adapted from UNFCCC (2012)

## Part 2. Decision support tools

**What are some of the key decision support tools/approaches for appraising and prioritizing adaptation options and are they effective in incorporating gender perspectives?**

**Each adaptation planning effort, whether at national or sub-national level, will have a different process for ranking and prioritizing adaptation options depending on their own context** (e.g. vulnerabilities, resources). The process of ranking and prioritization may vary among countries and regions within those countries depending on, for example, the availability of resources, the types of vulnerabilities and risks, and the social and political dynamics.

**There are a number of different tools that can be used for assessing adaptation options.** These include Cost-benefit analysis (CBA), Cost Effectiveness Analysis (CEA), multi-criteria analysis (MCA), and other approaches such as barrier analysis, questionnaire method, and nominal group method. Some of these are more readily adaptable to incorporating a gender perspective than others. The different approaches are discussed below and at further length in UNFCCC (2012).

**Considerations when identifying the appropriate decision support tool**

**Using more than one decision support tool helps to ensure both quantitative and qualitative data and information can be considered.** Each tool has its own advantages and disadvantages, and different tools can deliver different results. For example, CBA provides useful guidance from a cost perspective. CEA may be more suitable for considering gender as it does not depend on converting gender-related data into monetary values, but rather outcomes that can be counted and compared. The criteria under MCA can be qualitative in nature, making MCA a useful tool for integrating gender considerations.

For a good discussion of gender, CBA and CEA see Watt *et al.*, (2017). Other tools that are useful for eliciting more qualitative and quantitative information include the Group Perception Method and Nominal Method. For more information on these tools, see UNFCCC (2011).

### Cost-benefit analysis (CBA)

CBA is used to assess adaptation options when efficiency is the only decision-making criteria. A CBA involves calculating and comparing all costs and benefits using only monetary terms. Comparing expected costs and benefits informs decision makers of the likely efficiencies of an adaptation investment and helps them prioritize adaptation options (UNFCCC, 2011).

**To strengthen attention to gender, the CBA process can be adjusted by:**

- disaggregating stakeholders by gender;
- identifying additional (gender-disaggregated) impacts; and
- quantifying and monetizing additional (gender-disaggregated) impacts (Watt *et al.*, 2017).

Limitations of CBA include monetizing costs or benefits associated with social or cultural values (Chambwera *et al.*, 2011; UNFCCC, 2011). One of the barriers to mainstreaming gender in CBA is there is typically a “lack of knowledge and evidence to make informed assumptions about gendered impacts, their extent, and their monetized value” (Watt *et al.*, 2017, p. 4).

**For a detailed overview of how to integrate gender considerations into CBA in relation to the agriculture sectors, see Watt et al. (2017, pp. 20 – 31).**

### Cost effectiveness analysis (CEA)

**CEA is an economic valuation tool used in adaptation planning that compares adaptation options by comparing the gains to the costs of the option.**

“CEA helps assess the least costly adaptation option or options for meeting specific targets, and is used to find the lowest cost option for meeting adaptation objectives. CEA does not consider if the measure is justified, for example by generating a certain benefit-cost ratio or investment return rate (IRR)” (UNFCCC, 2011).

**Considering women’s and men’s costs separately may change the results of the CEA and it is therefore important to include both male and female stakeholders as well as representatives from organizations (ministries, NGOs, CSOs) and networks focused on gender equality/social inclusion.** It is also important to disaggregate costs by gender where possible as the cost-effectiveness of adaptation options may shift when considering the costs borne by men and women separately. For example, new data discovered using information that is aggregated at the household level regarding the impacts and costs of an option may overlook gender differences. This speaks to the potential for better measurement of impact and cost when analysis is disaggregated.

### Multi-criteria analysis (MCA)

**MCA is a useful decision support tool for incorporating gender-responsiveness as a criterion and can be used to complement other analyses.**

MCA facilitates decision-making when there are several criteria that need to be considered. It “allows assessment of different adaptation options against a number of criteria. Each criterion is given a weighting. Using this weighting, an overall score for each adaptation option is obtained. The adaptation option with the highest score is selected. MCA offers an alternative for the assessment of adaptation options when only partial data are available, when cultural and ecological considerations are difficult to quantify and when the monetary benefit or effectiveness are only two of many criteria” (UNFCCC, 2011, p.28).

**Table 3.3.2 - MCA process and gender considerations**

Step	Gender considerations
<b>Identify stakeholders and decision context</b>	Identify and understand the gender dynamics of the context in which an adaptation option is to be decided. Ensure inclusion of women and men in decision-making process
<b>Identify adaptation options to prioritize</b>	Stakeholder workshops provide a space to discuss and limit adaptation options. Ensure stakeholders are included in the discussions in an equitable, meaningful and open way and that their voices are heard and respected
<b>Identify criteria</b>	Clearly define each criterion in a way that considers the perspectives of the men and women who will be affected. Ensure stakeholders understand how different trade-offs may affect their vulnerabilities, roles and responsibilities
<b>Identify outcome and performance of options</b>	Determine each option’s performance and how it meets the different criteria. Ensure different voices are actively included in the discussion as outcomes and performance may not be the same for women and men in the climate change-impacted population. Ensure experts speak and introduce evidence in a way that can be understood by different stakeholders, and that the stakeholders have opportunities to be heard. This may require translation between vernacular and working languages.
<b>Assign weights to each criterion</b>	Ensure weighting reflects the diversity of views and values of women and men across different socio-economic/age groups potentially affected by adaptation options. One way to achieve this is to have participants rank the criteria to indicate their importance based on their gender and age-differentiated values, as different stakeholders will have different values based on their own context, vulnerability, experience and constraints. For example, women and men may have different access to resources, assets, information and services like climate information, credit or weather-based insurance, or different mobility based on socio-cultural norms. They may also have different experience based on their roles and responsibilities.
<b>Examine results</b>	Depending on the weights assigned each criterion, MCA will result in a prioritized list of multiple options.
<b>Conduct a sensitivity analysis</b>	Different stakeholders may have different weights for a set of adaptation options.

Adapted from UNFCCC (2011)

**An MCA analysis should ensure the participation of stakeholders well-versed in gender issues of the agriculture sectors in order to include differing perspectives on gender, vulnerability and constraints.**

This might include, for example, a Gender Focal Point from the Agriculture Ministry, a women's group representative, women and men working in agricultural cooperatives, Gender Focal Points from ministries of agriculture sectors or other government bodies, among others.

**In an MCA analysis, stakeholders may indicate the importance of each criterion based on their gender and age-differentiated values, vulnerabilities, experience and knowledge.**

Criteria can include access to and control over resources and assets; mobility; decision-making power; and access to agricultural services including climate information, inputs, credit and weather-

based insurance. Table 3.3.2 highlights an MCA process with the gender considerations highlighted at each step.

**Barrier analysis**

**Barrier analysis helps identify and analyse the barriers to the adoption of adaptation options.** Doing so helps planners design appropriate measures to overcome the barriers (Nygard and Hansen, 2015). Understanding gender-differentiated barriers can lead to stronger adaptation as these barriers are identified and adaptation options designed and implemented (see Table 3.3.3).

A Pacific Regional workshop in 2018 used barrier analysis to introduce more qualitative information in the identification and prioritization of adaptation options (NAP-GSP, 2018).

**Table 3.3.3 - Example of barrier analysis**

Adaptation option: Crop pest and disease prevention and control/surveillance		
Barriers	Measures	Gender considerations
High cost of inputs, application, and monitoring	Reduce cost of inputs and application Increase monitoring	<p><b>Barriers:</b> Are there gender-differentiated barriers to accessing inputs and to applying them? If yes, what are these?</p> <p><b>Measures:</b> What must occur to ensure women as well as men can access inputs? Are there other barriers such as social/relational barriers in the household? Perhaps a lack of access to credit/savings? Would this measure go further if it were connected with a Village Savings and Loans Program, or implemented collectively through cooperatives and/or women's groups?</p>
Inadequate human resources	Increase human resources	<p><b>Barriers:</b> What are the barriers to women being employed as agricultural input agents and providing the services needed?</p> <p><b>Measures:</b> What needs to happen in terms of policy, budget, institutional mechanisms/change and behaviour change to make it easier for women as well as men to be establish input service agencies and provide the services needed?</p>
Low awareness and ignorance about specific crop pest and disease control	Increase awareness about crop pest and disease control	<p><b>Barriers:</b> How does awareness about crop pest and disease control differ between women and men? Do they hold different knowledge/roles? Do women and men both have equal access to agricultural extension services? If not, why not? Is there a language barrier? Is there an assumption that one gender makes decisions about household sale of crops for markets? Does this person(s) receive the information? Is there a language/mobility barrier for women?</p> <p><b>Measures:</b> How can information campaigns better target women as well as men? What needs to happen at policy and planning levels? At extension levels? At household/ community levels to facilitate this?</p>

## ADDITIONAL RESOURCES

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**Kristjanson, P., Bernier, Bryan C., Ringler, R., Meinen-Dick, R. & Ampaire, E.** 2015. *Gender and climate change adaptation in Uganda: Insights from Rakai*. IFPRI Project Note No. 003. Washington, DC, IFPRI. (also available at <https://www.ifpri.org/publication/gender-and-climate-change-adaptation-uganda-insights-rakai>).

**FAO.** 2016d. *Submission by the Food and Agriculture Organization of the United Nations (FAO) to the United Nations Framework Convention on Climate Change (UNFCCC) on Issues relating to agriculture: adaptation measures*. Rome. (also available at [https://unfccc.int/files/documentation/submissions\\_from\\_non-party\\_stakeholders/application/pdf/595.2.pdf](https://unfccc.int/files/documentation/submissions_from_non-party_stakeholders/application/pdf/595.2.pdf)).

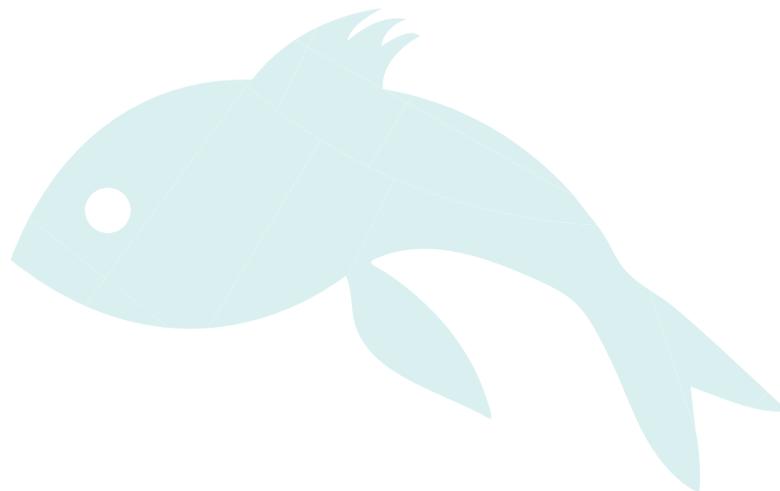
**FAO & UNDP.** 2018c. *Promoting gender-responsive adaptation in the agriculture sectors: Entry points within National Adaptation Plans*. Rome, FAO. 12 pp. (also available at <http://www.fao.org/3/I8906EN/i8906en.pdf>).

**UNFCCC.** 2012. *National Adaptation Plans. Technical guidelines for the national adaptation plan process*. Least Developed Countries Expert Group. Bonn, Germany. (also available at <https://www4.unfccc.int/sites/NAPC/Guidelines/Pages/Technical-guidelines.aspx>).

**UNFCCC.** 2011. *Assessing the costs and benefits of adaptation options: An overview of approaches*. Bonn, Germany. (also available at [https://unfccc.int/resource/docs/publications/pub\\_nwp\\_costs\\_benefits\\_adaptation.pdf](https://unfccc.int/resource/docs/publications/pub_nwp_costs_benefits_adaptation.pdf)).

**Vunisea, A., et al.** 2015. *The Pacific Gender & Climate Change Toolkit*. Noumea, Secretariat of the Pacific Community. 156 pp. (also available at [https://www.pacificclimatechange.net/sites/default/files/documents/Pacific\\_gender\\_toolkit\\_full\\_version.pdf](https://www.pacificclimatechange.net/sites/default/files/documents/Pacific_gender_toolkit_full_version.pdf)).

**Watt, J., Peyrow, K., Schmidt, S. & Kashi, B.** 2017. *Integrating Gender in Cost-Benefit and Cost-Effectiveness Analysis: Final report*. Washington, DC, USA, USAID. 135 pp. (also available at [https://pdf.usaid.gov/pdf\\_docs/PA00MQB2.pdf](https://pdf.usaid.gov/pdf_docs/PA00MQB2.pdf)).



# Activity 3.3

## Addressing gender in selection of adaptation options

**Objective:** To explore one tool for prioritizing adaptation options (multi-criteria analysis) and the inclusion of gender equality as a criterion.

**Time:** 1.5 – 2 hours

**Materials:**

- copies of Handout 3.3
- flipchart paper
- markers

**Note:** The scenario, adaptation options, and criteria included in here is intended as an example. You can use an existing/planned adaptation plan, programme or project from your own country/context.

**STEPS**

1. Ensure all participants have Handout 3.3, Addressing gender in appraisal of adaptation options.
2. Outline the task for participants and allow time for participants to read through the task at hand. Allow time for participants' questions/clarifications as needed.
3. Allow participants to work in their groups. (45 mins)
4. Circulate among the groups to check if there are questions or and points need clarification.
5. Have participants return to plenary and ask for one group to present the key points from their discussions (max 5 minutes). Ask other groups if they had different answers they want to share.
6. To wrap-up the session (10 mins), use the following questions to guide a discussion with participants:

**Discussion questions:**

- Why do you think it is important to include gender equality as a criterion on multi-criteria analysis?
- If you were in a real-life work situation, how do you think the criterion, "gender equality" would be considered?
- What could you do to ensure "gender equality" is considered to be an important criterion by your colleagues and stakeholders in prioritizing adaptation options for the agriculture sectors?

# Handout 3.3

## Addressing gender in selection of adaptation options

### Scenario:

The Ministry of Agriculture wants to develop a new Regional Food and Nutrition Security through Adaptation to Climate Change Program for a region of the country that is facing increasing climate related threats to agriculture sectors such as drought or flooding.

The region has a transhumant pastoralist population who depend on moving around the region through the year to graze their cattle, which is their main source of food and income. They have lived here for thousands of years and have extensive knowledge of historical weather patterns and the land. Young men graze the cattle while older men market them. Women know the plants to collect to prevent and treat different livestock diseases.

A more sedentary agricultural population has settled in parts of the region closer to the urban centres over the past 80 years. Most of the farming households grow food for household consumption and sell surplus to the urban markets. Many men and women are active in agricultural cooperatives which provides them with opportunities to pool their produce for a better market price. More men than women hold key decision-making positions in the cooperatives. Several younger women have started their own cooperative and are pooling resources to start a business focused on value addition of some fruits and vegetables.

Increasing drought and flooding over the last ten years has impacted the men and women in pastoralist and more settled communities in terms of their resource base, food security, livelihood strategies and incomes. Many young people, particularly men, have increasingly been migrating to the urban areas in search of other opportunities outside the agriculture sectors.

### Adaptation Objective:

The new Regional Food and Nutrition Security through Adaptation to Climate Change Programme has proposed an adaptation objective: strengthen food and nutrition security in the region by implementing adaptation options that strengthen rural communities' climate resilience.

### Task: (1 hour)

The Programme has proposed a number of adaptation options for the region (see Table below). The Ministry has asked your team to review the adaptation options and criteria to be used in a Multi-criteria analysis (MCA) to prioritize the adaptation options.

**Note:** In reality, the criteria would be weighted and ranked eventually. You will not be doing this during this exercise as the MCA tool has been modified for the case of training.

### Discussion questions:

1. Discuss the adaptation options proposed. Are there other options you think should be considered? If so, why? (provide reasons). Do you think some should be removed? Why or why not?
2. Discuss the criteria proposed. Do you agree with the criteria? Are there other criteria that should be considered? Explain your answer.
3. Now focus on the criterion of Gender Equality. Discuss why it should or should not be included here. How does it relate to each adaptation option (those that are included and those that you may have added)? What might be some of the gender equality issues that need to be considered for each adaptation option? Are there some options which might increase gender inequality? Be prepared to defend your answer with evidence.
4. Rank the criteria and be prepared to defend why you've made this choice.

**Regional Food and Nutrition Security through Adaptation to Climate Change Programme**  
**Initial MCA decision matrix** (Refer to this for your group discussions)

Criteria	Estimated cost	Infrastructure developed	Arable land increased	Gender equality strengthened
<b>Potential adaptation option</b>				
Flood prevention strategies (soil stabilization, erosion control)				
Drought early warning systems (DEWS)				
Introduction of drought-resistant crops				
Introduction of livelihood diversification strategies				
Mobile climate information services				
Village savings and loans associations (VSLA)				





Farmers in the Philippines participate in a project to strengthen their resilience to climate risks.  
© UNDP ClimateChangeAdaptation

# Formulating the plan and gender-responsive budgeting

The formulation of a gender-responsive adaptation plan for agriculture is based on a gender-responsive process (Module 2) and reflects the results of gender analysis (Module 3). The plan includes reference to gender throughout and features well thought-out adaptation priority actions and a related budget to ensure that gender-related goals are achieved during implementation.

In **Unit 4.1: Gender entry points in plan formulation**, trainers will guide participants through a discussion of the key gender entry points in adaptation plan formulation, including the description of the prioritized adaptation options.

In **Unit 4.2: Gender-responsive budgeting**, trainers will support participants to improve their understanding of the key phases of gender-responsive budgeting, the gender-related requirements of international climate finance mechanisms, and the way local budgeting processes address gender, agriculture and climate adaptation goals.

See **Annex 2: Glossary** for definitions of key terms.



Colleagues from Zambia review data on climate change impacts in the agriculture sector  
© FAO/Alessandra Benedetti

## Unit 4.1: Gender entry points in plan formulation

### SUMMARY

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Unit 4.1 focuses on the steps to take when drafting each section of an agriculture adaptation plan document to ensure that it will contribute to gender-responsive adaptation in the agriculture sectors.

### LEARNING OUTCOMES

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- Describe the key characteristics of a gender-responsive adaptation plan for agriculture.
- Identify actions to take to ensure that gender is reflected in each section of a plan document.
- Give examples of adaptation options that reflect a gender-responsive approach.

### TIME

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Up to 3 hours

### MATERIALS

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- Handout 4.1
- Flip chart paper and markers
- Computer and projector
- Presentation template: [http://www.adaptation-undp.org/sites/default/files/uploaded-images/4.1\\_template\\_nap-ag\\_gender.pptx](http://www.adaptation-undp.org/sites/default/files/uploaded-images/4.1_template_nap-ag_gender.pptx)

### PROCESS

---

1. Presentation (part 1) (45 min.)
  - a. One or two local specialists present examples of how they have addressed gender in adaptation projects, including policies and large-scale efforts such as those funded by GCF or GEF, based on key messages.
  - b. Allow time for discussion, so that climate specialists and gender experts can interact on ideas for strategies that work in practice to address gender in agricultural adaptation.
2. Presentation (part 2) (45 min.)
  - a. Trainer or local speaker presents on the key elements of a gender-responsive adaptation plan for agriculture, based on key messages.
3. Activity (1.5 hours)
  - a. Trainer or speaker leads the group in Activity 4.1.

#### **Note to trainer:**

Be sure to adapt the key messages to the local context, where instead of an adaptation plan, you may be discussing a strategy or policy that addresses adaptation in agriculture and other sectors. Make sure you are up-to-date on the status of the planning process (is it starting or near completion?), so you can emphasize the most relevant entry points to address gender.

## KEY MESSAGES

**A gender-responsive adaptation plan for agriculture results from a gender-responsive process** (see Modules 2 and 3) **and key actions taken during the formulation of the plan.** The plan that results from the broader adaptation planning process such as research assessments, stakeholder dialogues, or validation workshops contributes to gender equality by:

- recognizing the gender differences in adaptation needs, opportunities and capacities;
- ensuring the equitable participation and influence of women and men in adaptation decision-making processes; and
- ensuring gender equitable access to financial resources and other benefits resulting from adaptation investments (Dazé and Dekens, 2017).

If gender considerations are not considered, the plan could risk reinforcing existing gender gaps in agriculture and discriminatory practices, and thus fail to meet its objectives.

**All stakeholders involved in an adaptation planning process contribute to ensuring that gender is addressed in the resulting plan** (see Unit 2.2).

The Steering Committee or equivalent group that oversees the process can support mainstreaming by providing resources for gender consideration in risk analysis as part of the budget for the planning process (UNFCCC, 2015a), and by hiring a gender specialist or forming a gender working group made up individuals representing different stakeholders. The gender specialist or working group can be tasked with developing a gender action plan, and, using that as a basis for working with all plan stakeholders, integrating gender into the formulation of the plan. Another key responsibility of this group will be carrying out dedicated trainings to build the gender capacity of stakeholders as well as the climate and adaptation planning capacity of women and gender-focused organizations at the national level (UNFCCC, 2015a). An example of training to build the climate skills of gender specialists is found in WEDO (2017).

**A gender action plan can be a succinct list of goals, responsibilities and deadlines, based on existing assessments and commitments that are agreed to by members of the planning process.** In this case, the gender action plan can serve as a checklist for the adaptation planning group to ensure that gender is being integrated throughout the formulation of the plan.

**If resources and time are sufficient, a gender action plan can be developed through research and a series of consultations, similar to the approach taken in Peru** (see Box 4.1.1). It is critical that a gender action plan not be seen as an endpoint, but rather as a guide for further action. Leadership is needed to ensure that staff time and financial resources are made available for follow-through on the goals set in a gender action plan.

### Box 4.1.1

#### Steps to develop Peru's Climate Change and Gender Action Plan

1. Preparation of the document: Country Gender and Climate Change Context;
2. Capacity building workshop;
3. National workshop: Elaboration of Peru's ccGAP (first version);
4. Regional workshops: Revision and validation of Peru's ccGAP;
5. Conference on revisions and contributions by specialists;
6. Meetings on revisions with sectors in the prioritized areas;
7. National public consultation (online) (second version); and
8. Peru ccGAP proposed for approval.

Source: IUCN GGO (2015)

**Gender considerations should be apparent throughout an adaptation plan for agriculture.**

These key actions help ensure that gender is addressed throughout the plan (IUCN, 2011):

- Be specific when identifying people; instead of “rural populations” or “farmers”, use the terms “women”, “men”, “boys” and “girls” to prevent the significant differences in terms of opportunities, rights and obligations based on gender and age from being ignored.
- Avoid equating gender with women and avoid framing women as vulnerable. Referring to women only in the context of vulnerable groups can undermine women being considered as important actors and agents of change in terms of adaptation. Focus on differences between women and men (rather than “women are more vulnerable than men”), as well as among women and among men, in order to be inclusive and address social norms that present barriers to gender equality.
- Consider gender-based differences in risk and vulnerability analyses and reflect findings in the prioritization of adaptation options, making a distinction between short-term coping strategies and long-term adaptation practices.
- Go beyond mentioning some organizations with a gender equality mandate as stakeholders and elaborate on the roles of all organizations in relation to gender equality.
- Use sex-disaggregated data when available.

**A paragraph or section on gender issues within an adaptation plan can summarize the commitment to addressing gender.** In each section of the plan, the following questions must be asked: “Where is the gender perspective?” and “Do the proposed strategies and actions promote gender equality or worsen existing gender gaps?”. Below are more specific suggestions of ways to address gender within each section of an adaptation plan for agriculture (note: the sections of the plan or policy you refer to may vary from those presented here).

**1. Preamble and Justification**

- In a discussion of the policy imperative to formulate an adaptation plan for agriculture sectors, refer to international and national instruments and commitments on gender equality in the context of agriculture and climate change.
- In a description of the importance of adaptation in agriculture sectors, document the gender issues in agriculture sectors that are a hindrance to agricultural development.

**2. Methodology for developing the plan**

- Explain and show how the necessary gender expertise was applied throughout the whole planning process, including identifying institutions that provided inputs on gender, for example data, training workshops and analysis (IUCN 2011).

**3. Context**

- National development context: Summarize key gender issues like educational attainment, employment in agriculture, and land ownership. All data should be disaggregated by sex (IUCN, 2011).
- Agriculture and development: Include a subsection on gender issues in the agriculture sectors, or incorporate this information within each subsection (e.g. gender issues relevant to fisheries, gender issues relevant to forestry, etc.). If a gender analysis has been conducted for the preparation of the plan, include key results here. See FAO’s country gender assessments for data on gender issues in the agriculture sectors (FAO, 2019a).
- Climate trends: This section may focus primarily on trends in precipitation and temperature; data from scientific observations can be supplemented by observations by rural men and women which may be reported in case studies or project documents.

**4. Climate change impacts and vulnerability analysis**

- Describe gender dimensions of vulnerability to climate change impacts including women’s and men’s priorities, opportunities, and constraints in responding to the impacts.

**5. Policy and institutional framework**

- Refer to the roles of key stakeholders in gender equality in agriculture and national commitments on gender equality, such as national constitution; “Equal treatment/Non-discrimination Acts”; Convention on the Elimination of All Forms of Discrimination against

Women; Beijing Declaration and Platform for Action; policy on gender equality; and references to gender in existing agricultural and climate change policies (IUCN, 2011).

- Identify possible barriers to gender-responsive policy implementation, for example, “ministries responsible for adaptation planning may not traditionally have collaborated with those responsible for gender equality, while gender-focused actors may not see the relevance of the NAP process for their work” (Dazé and Dekens, 2018, p. 14).

## 6. Priority adaptation options

### a. Vision and objectives

- A vision statement may imply gender-responsiveness without making a direct reference, for example, addressing men’s, women’s and youth priorities. It may be worded as: “A climate resilient and sustainable agriculture sector contributing to the achievement of national development goals”. A mission statement may be more specific and may explicitly address gender, such as: “To reduce vulnerability and enhance adaptive capacity of the country’s rural women and men and agriculture sectors to the impacts of climate change in order to achieve sustainable agricultural development”.

### b. Guiding principles

- “Gender-responsiveness” may be a stand-alone guiding principle, or it may be spelled out within a description of a broader principle such as “Inclusiveness” or “Good governance”.

### c. Proposed adaptation options

- Include a section on “gender considerations” that are relevant to the selection of adaptation options. These are more specific than the gender issues described in the earlier sections of the document, and focus on constraints or opportunities for the implementation of adaptation options like access to information/climate services, extension advice, credit, access to and control over land, inputs, participation in decision-making, participation in groups, constraining cultural norms, and more.
- A priority adaptation option may be focused on gender issues, such as “Promote a gender-responsive climate smart agriculture programme”. However, ensure that gender is not confined to one adaptation option and is addressed in all other

options. The objectives, activities and indicators can be “engendered” by specifying how they respond to the different needs of women and men; for example, by describing the diversification of livelihood activities of women and men in the dairy value chain. In addition, gender can be incorporated in a log frame by designing objectives and activities that specifically address gender issues like increasing women’s access to credit, or partnering with local leaders to secure land rights for women (Trocaire, 2010).

- Examples of gender-responsive elements of adaptation options:
  - » **Access to and control over land:** partner with traditional leaders to reconcile customary land rights with laws; raise awareness of women and men on their land rights; provide incentives aimed at ensuring equal access by women and men.
  - » **Access to and control over resources:** provide financial resources (i.e. saving and credit) and physical assets on an equal basis to women and men; improve women’s financial literacy; support cooperatives.
  - » **Work burden and social capital:** develop specific technologies tailored to women’s needs; prioritize adaptation practices that reduce the work loads of women and men.
  - » **Social capital:** strengthen gender skills of extension service providers; scale up farmer field schools; support women’s groups; sensitize men on gender issues.
  - » **Gender-differentiated roles in agriculture value chains:** promote collection and analysis of sex-disaggregated data to better understand roles and contributions of women and men to agriculture; conduct systematic gender assessments.
  - » **Access to climate services and information:** target timing and type of information to women’s and men’s needs; deliver information through locally-relevant formats (Gumucio and Schwager, 2019).
  - » **Discriminatory norms:** sensitize men and women on gender issues and rights of women and men; support workplace policies that foster safe and violence-free work environments; foster women’s leadership through trainings and mentoring.

- » **Vulnerability:** encourage transition from coping strategies to adaptation by targeting women's and men's needs.

See Box 4.1.2 for examples of priority adaptation options that incorporate gender elements as they are framed in the results frameworks of adaptation plans for agriculture.

## 7. Coordination and implementation arrangements

- Describe the institutional arrangements for implementing the adaptation priorities and include a gender specialist in a coordination unit as well as gender-focused stakeholders (Ministry of Gender, NGOs) among the members of task forces or working groups.
- Clarify the roles and responsibilities of different implementing partners for mainstreaming gender. For example, collect and share sex-disaggregated data, conduct gender analysis, or provide trainings on gender mainstreaming.
- Describe any partnerships that are formed in order to foster coordinated implementation of gender-responsive adaptation options. For more on partnerships, see WFP (2018b).
- Describe the gender dimensions of projects that are part of the implementation strategy.

- Specify any skills gaps that have been identified and how they will be addressed. Examples include trainings on analytical methodologies, gender-responsive approaches as well as ensuring a mix of disciplines in task forces, working groups and other relevant teams.

## 8. Monitoring, reporting and evaluation

- Develop a gender-responsive monitoring framework and plan for reporting and evaluation of gender indicators (see Unit 5.1).
- Develop a participatory methodology to collect sex-disaggregated data for tracking the vulnerability of the targeted beneficiaries (men and women) and how their resilience is being increased including benefits they receive. This can also be useful when tracking who is adapting, what resources they use, and what strategies they adopt.

## 9. Financing and resource mobilization

- Allocate resources using gender-responsive budgeting to foster equal distribution of benefits (see Unit 4.2).
- Indicate how the gender-related requirements of donors and other funding sources will be met.

**Box 4.1.2****Examples of gender-responsive adaptation options in adaptation plans for agriculture****Uganda's National Adaptation Plan for the Agricultural Sector**

**Priority area 8 out of 8:** Gendered approach to climate change adaptation

**Objective:** Promote a gendered climate smart agriculture programme to reduce the vulnerability of women, youth and other disadvantaged groups.

**Summary:** Although the Ugandan society has an encouraging attitude towards gender equality, and there have been positive steps taken towards inclusion of women in public affairs and the workplace, challenges still remain. For instance, Uganda ranks as number 73 out of 102 countries on the Social Institutions and Gender Index (SIGI) devised by the OECD. The country is still male dominated and women have limited ownership, access to and control over resources, especially land. Although climate change impacts affect all members of the society, existing gender inequalities make women more vulnerable than any other marginal groups. There are marked climate change related gender disparities that place exceptional burdens for women, as many women use resources (especially land for agriculture) without owning them and without adequate knowledge on climate change responsiveness. Women and youth in Uganda also contribute heavily to family labour and are affected by some climate change challenges, such as moving longer distances during times of water scarcity. This calls for mainstreaming gender in climate-smart agriculture.

Action One	Mainstream gender in climate-smart agriculture
Ongoing projects	None
Gaps	Awareness, capacity building, financing
Detailed short to long term sub-actions	Conduct a comprehensive gender specific assessment on climate change impacts on agriculture
	Develop and implement a targeted and gender capacity support programme
	Develop a gender and agriculture coordination mechanism
	Develop and apply a tool for gender-sensitive climate smart agriculture budgeting and planning
	Develop a framework to address/mainstream gender and vulnerable groups issues in agriculture and climate change policies, plans, programmes and projects
	Assess and document gender sensitive technologies based on locations
	Creation of gender-climate change platforms
Budget	USD 2 300 000
Responsibility	Ministry of Agriculture, Animal Industry and Fisheries; Ministry of Gender, Labour and Social Development; Ministry of Local Government; Local Governments; Civil Society

Source: Government of the Republic of Uganda (2018)

**Box 4.1.2** *continued***Ethiopia's Climate Resilient Green Economy – National Adaptation Plan**

**Goal: Vulnerability to the impacts of climate change reduced by building adaptive capacity and resilience (excerpt)**

Objective	Results	Indicators	Means of verification	Entity responsible for data collection	Assumptions and risks
Food security enhanced through improved agricultural productivity in a climate smart manner	<ul style="list-style-type: none"> <li>Climate change adaptation proactively mainstreamed in agriculture sectors, including programmes and projects and in regional agricultural strategies and plans;</li> <li>Agricultural productivity increased;</li> <li>Agricultural diversity enhanced;</li> <li>Climate-smart agricultural practices adopted, particularly by small-scale farmers; and</li> <li>Increased food security for vulnerable households.</li> </ul>	<ul style="list-style-type: none"> <li>Percent increase in yield per hectare (tons);</li> <li>Percent increase in agro biodiversity index values;</li> <li><b>Percent of targeted population (women/men) adopting one or more climate-smart agricultural practices; and</b></li> <li><b>Percent of targeted population (women/men) that are food secure</b></li> </ul>	<ul style="list-style-type: none"> <li>Agriculture programme/project performance reports;</li> <li>Productive Safety Net Programme reports; and</li> <li>Agriculture sectors reviews/evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture and Natural Resources</li> <li>Agricultural Transformation Agency</li> <li>Academic and Research Institutions</li> <li>Central Statistics Agency</li> </ul>	<ul style="list-style-type: none"> <li>Relevant climate information (observations, forecasts, longer-term projections) is available at the appropriate scale and in useful formats to support adaptation planning and climate-smart decision making in agriculture.</li> <li>Focus of innovation in the area of climate smart agriculture is primarily on methods and techniques related to adaptation by small scale farmers.</li> </ul>

Source: Federal Democratic Republic of Ethiopia (2019)

**Peru's Climate Change Gender Action Plan**

**Priority area: Forests (excerpt)**

Objective	Results	Indicators	Actions	Responsible
Management policies and instruments	5. policies and instruments on forests and climate change incorporate a gender focus so that women and men have the same opportunities to adapt to climate change	5.3. number of policies and instruments for forest management and climate change that incorporate gender objectives and indicators	5.3 incorporation of gender objectives and indicators into policies and instruments for forest management and climate change	Ministry of Agriculture and Irrigation – National Forest and Wildlife Service, Ministry of the Environment, Ministry of Women and Vulnerable Populations, Regional governments

Source: IUCN GGO (2015)

## ADDITIONAL RESOURCES

### Publications

**Anderson, A.** 2018. *Let's talk: Involving women in decisions boosts resilience*. [Cited 3 April 2019]. <http://www.braced.org/news/i/?id=694deb87-428f-4de7-9ab1-43f59e1c0a65>

**Bryan, E., Bernier, Q., Espinal, M. & Ringler, C.** 2018. Making climate change adaptation programmes in sub-Saharan Africa more gender responsive: insights from implementing organizations on the barriers and opportunities. *Climate and Development*, 10(5), pp.417-431.

**Bryan, E., Bernier, Q., Espinal, M. & Ringler, C.** 2016. *Integrating Gender in Climate Change Adaptation Programmes. A Research and Capacity Needs Assessment for Sub-Saharan Africa*. Working Paper No. 163. Copenhagen, CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS). (also available at <https://cgspace.cgiar.org/handle/10568/72482>).

**FAO & UNDP.** 2018c. *Promoting gender-responsive adaptation in the agriculture sectors: Entry points within National Adaptation Plans*. Rome, FAO. 12 pp. (also available at <http://www.fao.org/3/I8906EN/i8906en.pdf>).

**FAO & World Bank.** 2017. *How to integrate gender issues in climate-smart agriculture projects - Training module*. Rome, FAO. (also available at <http://www.fao.org/3/a-i6097e.pdf>).

**IFAD.** 2017. *How to do Note: Poverty targeting, gender equality and empowerment during project design*. Rome, Italy. (also available at <https://www.ifad.org/documents/38714170/40197969/How+to+do+note+Poverty+targenting%2C+gender+equality+and+empowerment+during+project+design.pdf/0171dde5-e157-4a6a-8e00-a2cafaa0e314>).

**Trocaire.** 2010. *Gender mainstreaming resource pack: A practical programming guide*. Dublin, Ireland. (also available at <https://www.trocaire.org/resources/policyandadvocacy/gender-mainstreaming-resource-pack-practical-programming-guide>).

**UNFCCC.** 2015a. *Strengthening gender considerations in adaptation planning and implementation in the least developed countries*. Least Developed Countries Expert Group. Bonn, Germany (also available at [http://unfccc.int/files/adaptation/application/pdf/21673\\_unfccc\\_leg\\_gender\\_low\\_v5.pdf](http://unfccc.int/files/adaptation/application/pdf/21673_unfccc_leg_gender_low_v5.pdf)).

**UN Environment & UN-Habitat.** N.d. *Case Study - How Women Build Resilience: Inclusion of gender in understanding and adapting to Myanmar's climate change impacts*. (also available at [https://www.adaptation-undp.org/sites/default/files/resources/how\\_women\\_build\\_resilience.pdf](https://www.adaptation-undp.org/sites/default/files/resources/how_women_build_resilience.pdf)).

### Videos

**CCAFS.** 2019. *Mainstreaming gender in climate services: A new tool from CCAFS/IRI* [Video]. [Cited 13 May 2019]. <https://www.youtube.com/watch?v=S29tav7Bj4s>

**WFP.** 2018c. *Gender and Partnerships* [Video]. [Cited 13 May 2019]. <https://www.youtube.com/watch?v=jUOipQEYDJE&feature=youtu.be>

# Activity 4.1

## Gender mainstreaming checklist to design gender-responsive adaptation options

**Objective:** Participants increase their understanding of how to design gender-responsive adaptation options for inclusion in an adaptation plan for agriculture.

**Note:** The case study in the handout provided here is an example; you may want to provide the workshop participants with a case study from the national context. You can use the same case study that was used as the basis for Activity 3.1b.

**Time:**  
1.5 hours

**Materials:**

- copies of Handout 4.1 or the case study relevant to the local context
- flip chart paper and markers

### STEPS

1. Introduce the activity by saying that checklists are commonly used to remind us of which gender issues we should be looking for and how we can address them in our work. Explain that this activity will give them a chance to use a gender mainstreaming checklist.
2. Ask the participants if any of them have used a gender checklist or know of one (the Ministry of Gender or Ministry of Agriculture may have gender mainstreaming checklists already in place). You can give an example of a gender mainstreaming checklist with a short video, such as CCAFS (2019).
3. Ask participants to form small working groups (three to four people per group). Tell them they will be developing 4 or 5 gender-responsive adaptation options, using a gender mainstreaming checklist to help them. Explain that their team will be expected to convince the other teams why one of their adaptation options must be included in the adaptation plan.
4. Explain how much time is available for the work in groups (about 45 minutes).
5. Distribute a copy of Handout 4.1 to each participant. Tell the participants they have five minutes to read the materials themselves.
6. After five minutes, answer any questions and then tell them to begin.
7. Circulate while the small groups work to answer questions.
8. After about 45 minutes, invite everyone to direct their attention to the front. Ask each small group to share one gender-responsive adaptation option and explain why it should be included in the overall adaptation plan. Once each group has spoken, ask for a show of hands to vote for who had the most convincing argument.
9. Wrap up the activity by asking if anyone could see adopting this checklist approach in their own work.

# Handout 4.1

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## Gender mainstreaming checklist to design gender-responsive adaptation options

Based on UN Environment and UN-Habitat (N.d.), Myanmar Climate Change Alliance (2019)

### Task:

In your group, you will practice translating the outcomes of a gender analysis into gender-responsive adaptation options that contribute to the results of a climate change adaptation plan. The six steps of this activity are highlighted in the hand out.

### Step 1. Read the case study.

#### Case study

During the development of the Myanmar Climate Change Strategy and Master Plan (MCCSAP) (2017-2030), a gender analysis was carried out. The gender analysis revealed the following gender issues:

- Women are already playing an essential role in adaptation of livelihoods when fisheries and agriculture are affected by climate change, however their economic contributions are often undercounted.
- Women are the main providers of care for the vulnerable during cyclones, floods and other disasters.
- Migration is gender-imbalanced; many more men than women migrate, leaving women as heads of household.
- Women's workload increases during the dry months of March and April when there are water shortages.

The MCCSAP covers six key sectors to deliver inclusive climate resilient and low carbon development outcomes. The first sector is climate-smart agriculture, Fisheries and Livestock for Food Security. Within this sector, the MCCSAP identifies three results:

1. The agriculture, fisheries and livestock sectors have integrated climate change into their relevant policies, planning and budgeting procedures and have put these into practice, taking into account **gender considerations**.
2. The agriculture, fisheries and livestock sectors have adopted climate-resilient and environmentally sound adaptation technologies and climate-smart management practices supported by international and domestic finance; and
3. Institutional coordination and multi-stakeholder engagement frameworks have been established to support the implementation of climate-smart responses in the agriculture, fisheries and livestock sectors, including innovative business models and **gender-sensitive approaches**.

**Step 2. On the checklist, circle the gender issues that you observe in the case study.**

**Checklist of relevant gender issues**

Gender Issue	Possible responses at adaptation option/activity level
<b>Access to and control over land</b>	Partner with traditional leaders to reconcile customary land rights with laws; raise awareness of women and men on their land rights; provide incentives aimed at ensuring equal access by women and men.
<b>Access to and control over resources</b>	Provide financial resources (i.e. saving and credit) and physical assets on an equal basis to women and men; improve women's financial literacy; support cooperatives.
<b>Work burden and social capital</b>	Develop specific technologies tailored to women's needs; prioritize adaptation practices that reduce the work loads of women and men.
<b>Social capital</b>	Strengthen gender skills of extension service providers; scale up farmer field schools; support women's groups; sensitize men on gender issues.
<b>Gender-differentiated roles in agriculture value chains</b>	Promote collection and analysis of sex-disaggregated data to better understand roles and contributions of women and men to agriculture; conduct systematic gender assessments.
<b>Access to climate services and information</b>	Target timing and type of information to women's and men's needs; deliver information through locally-relevant formats (Gumucio and Schwager, 2019).
<b>Discriminatory norms</b>	Sensitize men and women on gender issues and rights of women and men; support workplace policies that foster safe and violence-free work environments; foster women's leadership through trainings and mentoring.
<b>Vulnerability</b>	Encourage transition from coping strategies to adaptation by targeting women's and men's needs.

Adapted from FAO (2014) and Murray (2019b)

**Step 3. Reflect on the gender issues you identified in Step 2. Which are relevant to the three expected results of the MCCSAP? For example, work burden may be an important issue to address in order to achieve Result 1 on integration of agriculture into climate policies. Under each of the results in the following chart, write the relevant gender issues in the first column.**

<b>Result 1:</b> The agriculture, fisheries and livestock sectors have integrated climate change into their relevant policies, planning and budgeting procedures and have put these into practice, considering gender considerations.		
Relevant gender issue	Gender-responsive adaptation option	Assumptions and risks

<b>Result 2:</b> The agriculture, fisheries and livestock sectors have adopted climate-resilient and environmentally sound adaptation technologies and climate-smart management practices supported by international and domestic finance.		
Relevant gender issue	Gender-responsive adaptation option	Assumptions and risks

**Result 3:** Institutional coordination and multi-stakeholder engagement frameworks have been established to support the implementation of climate-smart responses in the agriculture, fisheries and livestock sectors, including innovative business models and gender-sensitive approaches.

Relevant gender issue	Gender-responsive adaptation option	Assumptions and risks

**Step 4. Now draft four or five gender-responsive adaptation options, writing them in the middle column of the above chart. Go back to the checklist used in step 2 for ideas.**

**Step 5. Use the following list of questions to guide your group in discussion of the gender-responsive adaptation options you have drafted. Go back and revise any adaptation options if you think it is necessary.**

1. Do activities that incorporate trainings include women and men, cover topics that are relevant to their livelihood activities, and make provisions for improving gender sensitivity and gender mainstreaming skills?
2. Who will be the implementing institution and partners for the activity, and how gender sensitive are the implementing partners?
3. Are efforts made to use participatory methods and to collaborate with gender specialists (individuals or organizations)?
4. Will the activity result in the gap between women and men in agriculture decreasing in terms of access, income, labour or power?
5. Will this activity lead to a fair distribution of benefits?
6. Is there an effort made to draw on the knowledge of women and men?
7. Will the activity contribute to women's and men's resilience and adoption of adaptation options?
8. Are the services provided through this activity likely to remain accessible to and affordable by all users?

**Step 6. With your teammates, select one of your gender-responsive adaptation options and discuss how you will advocate for its importance and inclusion in the adaptation plan. Write this adaptation option on a piece of flip chart paper.**

## Unit 4.2: Gender-responsive budgeting

### SUMMARY

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Unit 4.2 focuses on gender-responsive budgeting in national budgeting processes to support adaptation planning in a way that can effectively meet the needs and challenges of women and men who depend on the agriculture sectors for their livelihoods.

### LEARNING OUTCOMES

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- Explain what gender-responsive budgeting is and why it is important.
- Describe a typical gender-responsive budgeting process and sources of gender-responsive budgeting expertise.
- Summarize some of the key gender requirements of climate finance mechanisms.

### TIME

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1.5 hours

### MATERIALS

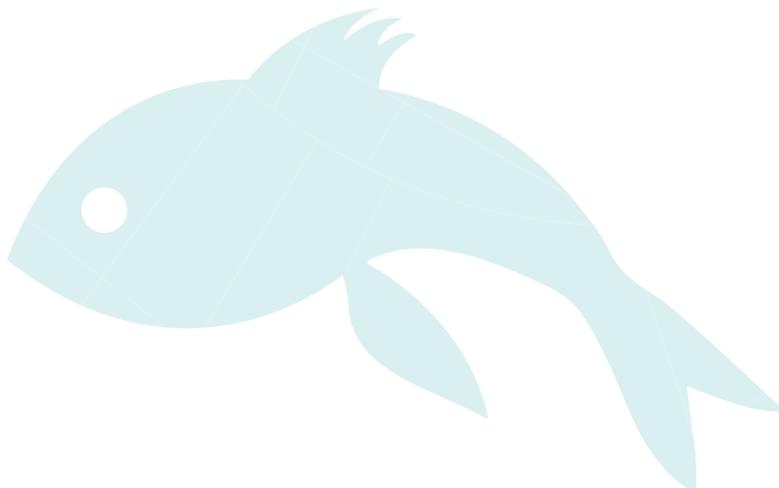
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- Copies of relevant budget
- Computer and projector
- Presentation template 4.2: [http://www.adaptation-undp.org/sites/default/files/uploaded-images/4.2\\_template\\_nap-ag\\_gender.pptx](http://www.adaptation-undp.org/sites/default/files/uploaded-images/4.2_template_nap-ag_gender.pptx)

### PROCESS

---

1. Presentation (30 min.)
  - a. Local speaker or trainer presents on gender-responsive budgeting, based on key messages.
  - b. Allow time for questions and answers and inputs from participants who may have work experience on budgeting.
2. Activity (1 hour)
  - a. Trainer or speaker leads group in Activity 4.2.



## KEY MESSAGES

### Part 1. Gender-responsive budgeting

**The budget is an important policy tool of government; it provides a comprehensive statement of government finances, including spending, revenues, deficit or surplus, and debt.** It also reflects technical and political priorities and reflects issues of efficiency and equity (Gifford, 2019).

**A gender-responsive budget “is a budget that works for everyone – women and men, girls and boys – by ensuring gender-equitable distribution of resources and by contributing to equal opportunities for all”** (Oxfam International, 2018). Examining and developing budgets with a gender lens has been in practice since the 1980s (Gifford, 2019) and more recently has been applied in the context of climate change (Budlender, 2014).

**Gender-responsive budgeting (GRB) aims to raise awareness of the gendered impacts of budgets and to make governments accountable for ensuring their budgets promote the achievement of gender equality and women’s rights, especially among the poor** (UNIFEM, 2009). According to Oxfam International (2018), **GRB involves analysing government budgets for their effect on different genders and the norms and roles associated with them, and the relationship between genders. It also involves actually transforming these budgets** to ensure that gender equality commitments are realised. This means thinking about impacts on people, including women and men, girls and boys, of:

- How money is raised (for example through direct or indirect taxes, fees, fines and levies on imports) and how revenues are lost (for example through tax havens, tax dodging and unproductive incentives);
- How money is spent (including spending on public services, social welfare programmes or infrastructure such as roads);
- Whether spending is sufficient to meet the practical and strategic needs of men, women, girls and boys, while at the same time contributing to closing the gender gap;
- How decisions on raising and spending money affect unpaid care work and subsistence work, and the distribution of these between genders; and
- Whether spending in practice matches budget plans.

**One key motivation behind GRB is to correct gender biases in budgets and fiscal policy;** economic frameworks do not account for many women’s contributions to the economy (by not taking into consideration their unpaid work) and the decision-making behind taxation policies and the distribution of public financial resources is shown to be highly gendered, as is their impact (UNIFEM, 2009). Additional motivations include:

- to demonstrate how government commitments to gender equality and women’s empowerment (through international and national commitments) are translated into allocations to public programmes that address inequalities and respond to women’s rights;
- to account for the gender differences between and within households;
- to address the unpaid labour burden of women and to monitor care-related programmes;
- to increase transparency in use of public resources as well as in public policy formulation, implementation and impact;
- to account for the costs that gender inequality has for women, the economy, and the broad developmental objectives of a society (e.g. overburdening women can lead to productivity losses).

**There are different approaches to GRB; the five-step method is a commonly used approach and is adapted in Table 4.2.1 for adaptation in the agriculture sectors** (United Nations, 2018).

A comprehensive gender analysis, based on data disaggregated by sex and other relevant variables (e.g. age, socio-economic strata, etc.) can provide a solid foundation for each of the five steps. The gender analysis may have been carried out elsewhere in the adaptation planning process or by a relevant ministry or other organization which can then inform the GRB process.

**In the context of adaptation planning in agriculture, GRB may take place as part of integrating climate change into a national budgeting process, or it may take place within a budgeting process for the agriculture sector.** A government’s budget process may follow a similar process to the example of Kenya’s process, outlined in Table 4.2.2.

**Table 4.2.1 - Gender-responsive budgeting steps in the agriculture sector**

Step	Action
1	Analyse the situation in relation to adaptation, vulnerability, and resilience in the relevant agriculture sectors for women, men, girls and boys.
2	Assess gender and adaptation responsiveness and gaps of agriculture sectors policies, programmes and legislation. Depending on the context, this may include, for example, fisheries, coastal zone management, livestock, forestry, water resources management, and crop-related policies, programmes and legislation.
3	Assess the adequacy of budget allocations to implement gender-sensitive policies and programmes to support adaptation in the agriculture sectors (see Step 2).
4	Monitor whether the money was spent as planned, what services were delivered and to whom.
5	Assess the impact of the policy/programme/scheme and extent to which the situation in Step 1 has changed.

**No matter the budgeting framework under consideration, the question of who leads the process of GRB is an important one.** One recommendation is

that gender ministries may have low influence on the actions of other ministries and therefore, for both gender and climate change budget initiatives, leadership by the Ministry of Finance is likely to achieve more substantive compliance from other agencies and to open the way for actual budget changes. Involvement of other actors can assist in promoting buy-in and by bringing in specific types of expertise and perspectives (Budlender, 2014). Overall, the key stakeholders in GRB come from governmental and non-governmental organizations (See Box 4.2.1)

**Table 4.2.2 - Checklist: Stages in budget formulation process and key questions to guide consideration of gender equality, Kenya**

Stage of budget process	Timelines	Key actors(s)	Checklist
Development of the mid-term expenditure framework (MTEF) Budget Guidelines (Budget Call Circular)	August - September	Treasury (Budget Supplies Department)	<ul style="list-style-type: none"> <li>• What is the gender situation in the sector, such as gender disparities impacting upon the sector's performance and Kenya's Vision 2030, or gender equality issues within the public sector (including capacity development)?</li> <li>• What outcomes and strategic objectives will be targeted based on the situation analysis identified?</li> <li>• What measures (short, medium, and long-term) are proposed for the MTEF period in question, to address the issues as identified above to promote gender equality in the sector?</li> <li>• What resources are to be allocated for actualizing the measures above?</li> <li>• Categorize the resources as follows: (i) resources to address the promotion of gender equality within employment within the public sector; (ii) resources towards capacity development for gender mainstreaming; and (iii) resources towards the gender-specific measures identified above.</li> <li>• Separate recurrent and development expenditures.</li> <li>• It is anticipated that gender officers in ministries will take the lead in articulating the gender considerations within their ministries.</li> </ul>
Update of the Ministerial Strategic Plans	August - September	All	<ul style="list-style-type: none"> <li>• Do strategic plans explicitly show ways of mainstreaming issues of gender and other special interest groups?</li> <li>• Does the development agenda include systematic reviews of the status of men and women in the economy and the specific resources and activities allocated in the plan to address gender disparities, promote equity and inclusivity of women and men, and support other special interest groups?</li> </ul>
Undertake Ministerial Public Expenditure Reviews	September	All	<ul style="list-style-type: none"> <li>• Do expenditure reviews show sex disaggregated benefit incidences, enumerate resources spent in reducing inequities, and show resources spent in improving inclusivity of men and women in the development agenda?</li> </ul>

Table 4.2.2 - continued

Stage of budget process	Timelines	Key actors(s)	Checklist
Development of the Budget Review Outlook and Paper; Update and submission of the BROP to Cabinet for approval; Circulation of BROP to Cabinet for approval (September - October) No specific questions			
Development of MTEF Budget Proposals (Line-Item and Programme-based)	November January	Sector Working Groups under guidance of the Treasury (Budget Supplies Department) and Ministry of Devolution and Planning	<p>Equality Consistency Checklist (under Ministry of Devolution and Planning's Directorate on Gender) based on the Budget Call Circular. The following questions need to be addressed:</p> <ul style="list-style-type: none"> <li>• Does the sector provide the gender-related outcomes and strategic objectives targeted over the medium term by the sector, for example, on an annual basis?</li> <li>• Does the sector provide gender-related measures (short, medium and long-term) proposed for the MTEF period in question?</li> <li>• Does the sector link on-going programmes and newly proposed measures?</li> <li>• Does the sector provide the resources to be allocated for actualizing the measures above?</li> <li>• Please categorize the resources as follows: (i) resources to address the promotion of gender equality within employment in the public sector; (ii) resources towards capacity development for gender mainstreaming; and (iii) resources towards gender-specific measures identified above.</li> <li>• Separate recurrent and development expenditures.</li> <li>• It is anticipated that the Ministry of Devolution and Planning as co-convenor of the Sector Working Groups (SWGs) will take the lead in undertaking the Equality Consistency Checklist within the SWGs.</li> </ul>
Submission of the budget policy statement (BPS) to Parliament	January		<ul style="list-style-type: none"> <li>• It is recommended that the BPS incorporate specific measures to address gender equality and inclusion issues. This may begin by drafting a corresponding Gender Budget Statement prepared by the National Treasury's Economic Affairs Department and Ministry of Devolution and Planning's Directorate on Gender.</li> </ul> <p>The Gender Budget Statement should:</p> <ul style="list-style-type: none"> <li>• Indicate the gender equality priorities for a given MTEF period in line with the Vision 2030 and Medium Term Plan by sector;</li> <li>• Indicate the proposed strategic objectives by sector and expected outcomes;</li> <li>• Indicate programmes and resources proposed to address gender equality issues by sector and sub-sector (separating recurrent and development expenditures and revenue proposals); and</li> <li>• Review the results of the previous year's Gender Budget Statement (i.e. objectives, programmes undertaken and resources utilized/mobilized (separating recurrent and development expenditures).</li> </ul>
Approval of budget policy statement and Gender Budget Statement by Parliament	February	Treasury and Ministry of Devolution and Planning's Directorate on Gender	<ul style="list-style-type: none"> <li>• Parliament to look out for gender specific issues in the BPS.</li> </ul>
Development and Issuance of Ministerial MTEF budgets; Submission of ministerial MTEF budgets; Consolidation of Budget Estimates;			
Submission of Budget Estimates to Parliament for Approval	April	Treasury (Budget Supplies Department)	<ul style="list-style-type: none"> <li>• Parliament to look out for gender specific issues in the proposed budget estimates.</li> </ul>

Adapted from National Gender and Equality Commission (NGEC) (2014)

### Box 4.2.1

#### Key stakeholders in gender-responsive budgeting

- Ministries of Finance - issue guidelines/directives for incorporating gender into budgets; develop gender reports or statements annexed to budget; track allocations to gender equality
- Ministries of Planning - support integration of gender in national development plans; contribute to alignment between national action plans on gender equality and national development strategies
- Sectoral Ministries & Local Governments - gender analysis of sectoral/local budgets; with strong capacity, mainstream gender in planning, programming and budgeting
- National Women's Machineries - coordinate GRB efforts as part of gender mainstreaming; lead development of action plans or strategies on gender equality; monitor gender responsiveness of plans and budgets
- Civil Society - advocacy, monitoring and watchdog processes
- Parliaments - create space for dialogue with women's groups; raise gender issues during budget discussions

Source: Gifford (2019)

**With regards to a national budgeting process, a key instigator for GRB may be a gender budgeting statement at national level or a guideline within the Budget Call Circular on how to address gender in annual budget requests** (Mishra, 2017). The Budget Call Circular is an instruction from the Ministry of Finance to ministries, departments and agencies on what considerations must be made as annual budget requests are made; these range from priority strategies of government to operational considerations by institutions (Kakande, 2017). In the case of Uganda, any government entity that does not pass the gender criteria in the Budget Call Circular does not receive a Gender and Equity Budget Certificate from the Minister of Finance and without such a certificate, Parliament will not appropriate budget to that ministry, department or agency (Kakande, 2017). Participation by stakeholders in tracking whether budgets actually meet the targets and benefit women and men can be useful in monitoring gender-responsive budgets (see Box 4.2.2).

**The extent of existing GRB practices in the agriculture sector varies between countries; while some examples suggest there is an increase in attention to gender issues in agriculture sector budgeting, there are still challenges in translating commitments into the intended results** (FAO, 2019).

One example from Tanzania found that, at the district level, 67 percent of the agriculture sector policies and strategies integrate gender throughout the documents but lack implementation strategies, meaning that even when plans and strategies have integrated gender, the annual action plans do not take forward this integration and the gender activities are not necessarily addressing any inequalities (Ampaire *et al.*, 2016). For an example of a methodological approach to GRB in the agriculture sector in India, see Seethalakshmi (2017).

The challenges to effective GRB may include the following (Gifford, 2019; Ampaire *et al.*, 2016):

- Lack of gender analysis and mainstreaming capacities among government officials involved in development planning to ensure appropriate gender budgets, implementation strategies, and a performance framework that enforces planned actions are put in place at the planning stage;
- Limited coordination between national level with district and ward levels on gender integration into plans;
- Lack of political will to close gender gaps;
- Limited availability of sex-disaggregated data; and
- Limited capacity of gender specialists in relation to fiscal policies and budgeting processes.

**Box 4.2.2****Gender-responsive budgeting, Viet Nam**

In Viet Nam women from ethnic minorities, especially from remote mountainous areas, are vulnerable to the impacts of climate change compared to men. There are widespread inequalities in the society based on gender and ethnicity which limit access to, and control of, livelihood assets such as land, water and labour. It is likely that, through extreme weather events, climate change will further exacerbate these inequalities and have a negative effect on livelihoods. This creates a need to take advantage of practical tools to support increased attention to gender perspectives in policy making processes and institutions.

In Viet Nam, UN Women has provided technical support to the Committee for Ethnic Minority Affairs (CEMA) in using gender-responsive budgeting to train more than 70 policy makers. These policy makers will act at local and national levels to analyse budgets from a gender equality perspective in order to make budget allocations that better serve the needs of women.

In addition to governmental actors, UN Women has trained civil society representatives on practical tools, such as the Citizens' Report Card method, which is used to monitor whether local budgets are benefitting women and men equally. This type of action creates awareness among civil society and communities, and is important in unlocking the potential of ethnic minority groups and facilitating their participation in decision-making. It has been reported that a survey on people's satisfaction with local agricultural extension services sparked action, leading to lobbying and advocacy working toward inclusion of women and girls in development programmes.

Analysing the community-owned assets and challenges in communities is a crucial first step in ensuring that women are given equal access to resources. UN Women regards the empowerment of ethnic minority women and girls in the public and private sectors, as well as within households, as fundamental for increasing adaptive capacity and fostering sustainable development in Viet Nam.

Adapted from UN Women (2018), UN Viet Nam and Oxfam Viet Nam (2009), UN Women (2015)

**Part 2. Gender in climate finance instruments**

**“Climate finance” encompasses local, national or transnational financing that seeks to support mitigation and adaptation actions that will address climate change** (UNFCCC, 2019d). Climate finance emerged under the UNFCCC negotiations as a means for countries with more resources to provide financial assistance to those with fewer resources and higher vulnerability to the impacts of climate change (UNFCCC, 2019d).

**Climate finance comes from multiple sources: private, multilateral (World Bank, UN, etc.), bilateral (largely as part of overseas development assistance), within the context of the UNFCCC and through domestic allocations** (Schalatek, 2019). Private finance flows are far larger than public finance, however public

financing (usually via a national budget) are a key step in accessing private investment (UN Women, 2016). For this reason, GRB of public climate finance is a key tool for tracking how public climate funds are raised, how they are used and who benefits from them (UN Women, 2016). For more details, see *Part II: Gender Equality and Climate Finance* (UN Women, 2016) and *Gender-responsive International Climate Finance: Challenges and Opportunities* (Schalatek, 2019).

**Gender policies and/or action plans can be found in all major climate financing mechanisms** (see Box 4.2.3). A country's ability to leverage financial resources needed to implement an adaptation plan for agriculture will be based partly on the extent to which it demonstrates compliance with the funding mechanism's gender requirements.

### Box 4.2.3

#### Gender in major climate finance mechanisms

Under the UNFCCC

- decision 3/CP.17 on the establishment of the **Green Climate Fund** (GCF), which in its Governing instrument stated that the fund would take a gender-sensitive approach. The GCF adopted a gender policy and action plan in 2014.
- Under the UNFCCC, decision 8/CP.19 which included criteria on the review of the **Financial Mechanism** on the extent to which the financial mechanism is contributing to gender-sensitive approaches. This was repeated in Decision 12/CP.22.
- **The Global Environment Facility** (GEF) adopted a Gender Mainstreaming policy in 2014; Policy on Gender Equality approved 2017.
- The **Adaptation Fund** adopted a gender policy and action plan in 2016; being updated 2019-2020.

Outside of the Convention, the Climate Investment Funds adopted a gender action plan in 2014 and decided on a new gender policy in 2017.

Schalatek, 2019

#### ADDITIONAL RESOURCES

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**Budlender, D.** 2014. *Tracking Climate Change Funding: Learning from Gender-Responsive Budgeting*. International Budget Partnership. 42 pp. (also available at <https://www.internationalbudget.org/wp-content/uploads/Tracking-Climate-Change-Funding-Learning-from-Gender-Responsive-Budgeting.pdf>).

**GCF & UN Women.** 2017. *Mainstreaming gender in Green Climate Fund Projects. A practical guideline*. Incheon, GCF. (also available at [https://www.greenclimate.fund/documents/20182/194568/Guidelines\\_-\\_GCF\\_Toolkit\\_Mainstreaming\\_Gender.pdf/860d1d03-877d-4c64-9a49-c0160c794ca7](https://www.greenclimate.fund/documents/20182/194568/Guidelines_-_GCF_Toolkit_Mainstreaming_Gender.pdf/860d1d03-877d-4c64-9a49-c0160c794ca7)).

**National Gender and Equality Commission (NGEC).** 2014. *Guidelines for Gender Responsive Budgeting (GRB) in Kenya*. Nairobi, Kenya. 32 pp. (also available at <https://www.ngeckkenya.org/Downloads/NGEC-GRB-Guidelines-for-National-Govt-in-Kenya.pdf>).

**UNFPA & UNIFEM.** 2006. *Gender Responsive Budgeting in Practice: a Training Manual*. New York. 73 pp. (also available at [https://www.unfpa.org/sites/default/files/pub-pdf/gender\\_manual\\_eng.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/gender_manual_eng.pdf)).

## Activity 4.2

### Gender-responsive budgeting

**Objective:** To strengthen the participants' awareness of a local budgeting process or climate finance mechanism and how it addresses gender, agriculture and climate change concerns.

**Note:** Before the workshop, you will need to identify a national specialist who can speak about the budget process or financial resource most relevant to your audience. This may be a national budget, agriculture sector development strategy budget, a budget call circular, existing gender-responsive budgeting practices, or something else. Provide guidance so that the specialist prepares a presentation that instructs the participants on the institutions involved in the budgeting process. The specialist should focus on the gender, agriculture and climate change issues that are addressed through the budget.

**Note:** If your audience is likely to participate in funding proposals for climate finance through international mechanisms, you may want to invite a presenter from the funding agency to speak about the gender-related requirements of those mechanisms (via video call) or a local person with experience in those types of proposals (from a Ministry planning unit or a UN agency that supports the government to develop funding proposals).

**Time:** 1 hour

**Materials:**

- computer and projector
- copies of relevant budgets being discussed

#### STEPS

1. Introduce the speaker. Provide background on the budget process that they will be speaking about.
2. While the speaker gives the presentation, note key points to refer back to during the discussion.
3. After the speaker finishes (up to 30 minutes), invite the participants to ask questions.
4. Encourage further discussion with the following questions:
  - a. What is something new you learned from this presentation?
  - b. Where do you see that you could influence the inclusion of gender-responsive budgeting steps in the budgeting process?
  - c. What are some challenges to gender-responsive budgeting?
  - d. Are climate change adaptation priorities in the agriculture sectors already reflected in relevant budgets?
  - e. Thinking back on the gender-responsive activities we have been talking about during the workshop, such as making sure women and men are benefitting equally from adaptation activities or targeting women's and men's adaptation needs, how would these be reflected in the budget?
5. Close the activity by summarizing the key take away messages. You may ask the participants to volunteer the key messages they heard, offer some that you heard, and write them up on a flip chart.



A dairy farmer in Uruguay milks a cow.  
© MGAP Communications

# Monitoring and managing for change

Tracking the implementation of adaptation options, policies, and plans and identifying opportunities to foster progress on gender equality are key elements of achieving gender-responsive outputs. Module 5 provides an opportunity to practice incorporating gender into monitoring frameworks and encourages planning for action steps after the workshop.

In **Unit 5.1: Gender-responsive monitoring and indicators**, trainers will help participants explore what aspects of gender equality and women's empowerment can be monitored in the context of an agricultural adaptation plan. Trainers will also address how to design indicators to track gender-related changes over time.

In **Unit 5.2: Manage for change**, trainers will help participants think beyond the training event to longer-term change, and facilitate the participants' planning of the different actions that can improve gender equality and women's empowerment in their own work as part of agricultural adaptation planning.

See **Annex 2: Glossary** for definitions of key terms.



Workshop participants in Uganda wave at the conclusion of a workshop on gender mainstreaming in adaptation for agriculture. ©FAO Uganda

## Unit 5.1: Gender-responsive monitoring and indicators

### SUMMARY

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Unit 5.1 focuses on measuring progress on adaptation from a gender perspective. It covers what about gender equality and women's empowerment can be monitored in the context of an agricultural adaptation plan. The unit dedicates time to the design of gender indicators to track gender-related changes over time, including consideration of data sources and gender-responsive data collection methods.

### LEARNING OUTCOMES

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- Explain what issues are tracked as part of gender-responsive monitoring of adaptation.
- Identify data sources for gender-responsive monitoring and key steps in measuring gender-related changes.
- Design gender-responsive indicators for monitoring gender in agricultural adaptation plans and projects.

### TIME

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Up to 3 hours

### MATERIALS

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- Handout 5.1 or another log frame relevant for participants
- Flip chart paper and markers
- Computer and projector
- Presentation template 5.1: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/5.1\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/5.1_template_nap-ag_gender.pptx)

### PROCESS

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1. Presentation (45 min.)
  - a. Trainer or a local speaker, ideally from a planning unit, gives a presentation on monitoring and indicators, based on the key messages.
  - b. A video can be used to explain key concepts (see additional resources).
  - c. Allow time for questions from participants.
2. Panel discussion (45 min.)
  - a. Trainer poses questions to two or three local speakers on topics such as:
    - i. case studies of relevant project experiences;
    - ii. existing monitoring frameworks (e.g. National Agricultural Policy climate change indicators); or
    - iii. the proposed gender-related targets of a planned adaptation results framework.
  - b. If local experts are not available, step 2 can be skipped or replaced with a local case study that participants are given to read and discuss.
3. Activity (1.5 hours)
  - a. Trainer or local speaker leads group in Activity 5.1.

## KEY MESSAGES

## Part 1. Monitoring

**The monitoring phase of adaptation planning involves tracking of adaptation options, policies and plans to verify whether they are achieving desired targets. An adaptation monitoring framework, also known as a results-based framework, defines**

**in measurable terms the goal, outcomes, outputs, activities and inputs of a plan or policy** (see Table 5.1.1). In many cases, it is not necessary to develop a new monitoring system, as existing frameworks can be utilized and elaborated on for the purpose of monitoring adaptation-related issues in agriculture.

**Table 5.1.1 - Definitions and examples of common terms used in a results-based framework**

Terms	Example
<p><b>Goal/impact</b></p> <p>What is the overall adaptation goal? What will be achieved in the agriculture sectors with regards to adaptation?</p>	<p>Improved standard of living, improved national nutrition levels</p> <p>Example: Percentage of women who report having more say over household decisions, percentage of men who report sharing decisions with their wives</p>
<p><b>Outcome</b></p> <p>What are the things that must be in place first before you can achieve your goals and have impact?</p> <p>Where do you want to be in five years in terms of adaptation in the agriculture sectors?</p>	<p>Application of increased skills, new employment opportunities, increased incomes in the agriculture sectors</p> <p>Example: Percentage of men and women who apply the acquired knowledge in diversifying their livelihood strategies</p>
<p><b>Output</b></p> <p>What are the things that need to be produced or provided through adaptation programmes or policies for you to achieve short-term and medium-term results? What are the things different stakeholders must provide?</p>	<p>Improved policies, enhanced capacity, infrastructure built, tons of food produced</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Quality of participation in public debate on adaptation options, disaggregated by sex and age;</li> <li>2. Perceived level of change over time in participant's agency engaged in household resilience strengthening programmes compared to those not in programmes (by sex, age); and</li> <li>3. Changes in gender division of labour within households and communities, reduction in work load / time use</li> </ol>
<p><b>Activities</b></p> <p>What needs to be done to produce the outputs?</p>	<p>Trainings on adaptation, planting of drought resistant varieties</p> <p>Example: Percentage of women, men participating in community adaptation consultations</p>
<p><b>Inputs</b></p> <p>What are the financial, human, and material resources needed to implement the activities?</p>	<p>Technical expertise, equipment, funds</p> <p>Example: gender guidelines and materials for field workers</p>

Adapted from FAO and UNDP (2019b)

**The adaptation monitoring framework is used to track progress over time and can be designed for a variety of reasons**, including enhancing learning on adaptation, including in the long term; assessing effectiveness of what works and what does not; flexible management and adjustment of adaptation under climate uncertainty; accountability to national decision-makers and donors; and compliance with national and international reporting requirements, including under the UNFCCC (FAO & UNDP, 2019b).

**Tracking progress on gender issues within the overall adaptation monitoring framework is useful for exposing inequalities, improving understanding of why changes happen for different groups, tracking the performance of partners and holding stakeholders accountable for meeting gender-related goals that have been identified in the development of a project or plan** (WFP, 2019a).

Frequently, gender gaps are identified in planning, but overlooked in monitoring (Huyer *et al.*, 2015). When gender issues are monitored, including both the outcomes for different groups of people and changes at institutional level, it is possible to determine the extent to which a project or plan is contributing to transformative change and adjust if it is not meeting its targets (see Unit 2.1 for the gender integration continuum and definition of gender-transformative approaches). In other words, monitoring gender issues goes beyond counting numbers of women. Rather, it assesses benefits to different groups as well as changes in empowerment based on variables like well-being and decision-making power (see Box 5.1.1).

**The gender issues of adaptation in the agriculture sectors to be monitored may vary depending on the overall purpose of the monitoring framework**, for example:

- When measuring the process of adaptation, track advancement in implementing policies and plans with equitable participation and influence by women and men.
- When measuring adaptation outcomes, track an increase in water availability for both men's and women's responsibilities during drought at sub-national level as a result of women and men employing labour-reducing adaptive practices like rain water harvesting.
- When measuring increases in adaptive capacity, track percentage of fisher folk, fish processors and fish vendors who report increased access to financial resources and knowledge about climate change

impacts, or report increased participation in farmers' groups, or more sharing of decision-making at household level.

**Gender-responsive monitoring is an ongoing effort, embedded in a monitoring framework, to assess impacts of a project or plan for women, men, girls and boys and the contribution of a project or plan to advancing gender equality and empowerment** (WFP, 2019a). To carry out gender-responsive monitoring, develop gender-responsive indicators as part of the monitoring plan (see Part 2: Indicators below); gather, record and validate information; analyse the data with a focus on gender equality outcomes (how are men and women affected? Who benefits? Who influences decisions? Who uses and controls assets and resources?); and communicate and use the information (WFP, 2019a).

**Beneficiaries of a project or plan have a role to play in monitoring, both in setting baselines and targets and in gathering data used to track progress.** Active participation of target communities in the process of monitoring may help in meeting goals. Ensure a diversity of women and men across different ages, socio-economic strata, and other context-relevant factors in discussions on adaptation, resilience, equality and empowerment. Build on women's and men's diverse perspectives to develop locally relevant indicator(s) that reflect their specific areas of concern, such as access to inputs, labour/time use, participation in decision-making, and others. Be sure to test the indicators with relevant staff, partners and beneficiaries.

**Communicating the information collected through monitoring can be used to report to stakeholders and donors, or as part of an international reporting process.** Reporting requirements will influence what information is captured, at what level, and for which audience.

**A project team may prepare an interim report to be used in adjusting project activities or monitoring practices for gender-responsive results.** For example, a team in Nicaragua analysed results of a survey on adoption and implementation patterns of different adaptation practices. They then provided recommendations for improving data collection to construct a framework to analyse gender-sensitive determinants of adoption (Arora, 2019).

**Box 5.1.1****Reach, benefit, empower**

In recent years, much effort has been made to systematize how we measure gender-related goals. This is in response to the fact that, while there is a large amount of small-scale (often project-based) data and findings on gender equality and women's empowerment, there is a lack of large-scale, rigorous datasets useful for tracking change in a systematic way on a broader scale. Initiatives such as the Women's Empowerment in Agriculture Index, led by the International Food Policy Research Institute (IFPRI), which measures the empowerment, inclusion and agency of women in agriculture sectors, are helping to close this data gap.

IFPRI has developed a framework for differentiating between empowerment and other levels of impact on women. This framework distinguishes between reaching women (e.g. including women in program activities) versus benefiting women (e.g. increasing their well-being) versus empowerment (e.g. women's ability to make strategic life choices strengthened). This may be a useful way to think about what we are trying to achieve in terms of impact on women and how we may go about measuring it.

REACH	BENEFIT	EMPOWER
<p><b>Objective</b> Include women in program activities</p> <p><b>Strategy</b> Inviting women as participants; seeking to reduce barriers to participation; implementing a quota system for participation in training events</p> <p><b>Indicators</b> Include women in program activities</p>	<p><b>Objective</b> Increase women's well-being (e.g. food security, income, health)</p> <p><b>Strategy</b> Designing a project to consider gendered needs, preferences and constraints to ensure that women benefit from project activities</p> <p><b>Indicators</b> Sex-disaggregated data for positive and negative outcome indicators such as productivity, income, assets, nutrition, time, use, etc.</p>	<p><b>Objective</b> Strengthen ability of women to make strategic life choices and to put those choices into action</p> <p><b>Strategy</b> Enhancing women's decision making power in households and communities; addressing key areas of disempowerment</p> <p><b>Indicators</b> Women's decision making power e.g. over agricultural production, income, or household food consumption; reduction of outcomes associated with disempowerment, e.g. gender-based violence, time burden</p>

Source: IFPRI (2016)

**At the national level, commitment is needed from numerous actors to contribute data and analysis so gender can be monitored at all phases of a planning process, including at stakeholder consultations, stocktaking and adaptation working group meetings.** National-level reporting should track gender-related efforts in existing adaptation initiatives and make linkages to gender-responsive adaptation initiatives in

the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) commitments, national sustainable development plans, national gender policies, or action plans (OHCHR, 2019). As part of an adaptation planning process, efforts are needed to build up commitment and competencies to ensure gender-responsive monitoring will take place (see Box 5.1.2).

## Box 5.1.2

### Building up commitment and competencies for gender-responsive monitoring

#### Commitment

##### High-level commitment to gender

- Drives cross-sector coordination
- Linkages to national sustainable development plans
- Recognition and valuing of women's contributions to development
- Inclusion of women in decision-making
- Approval of recurrent funding

##### Local government and organizations

- Creates opportunities for women to share views
- Integration of gender perspectives in projects
- Opinion leaders support women's participation
- Economic opportunities created
- Stereotypes break down

##### Local government and organizations

- Advocacy for women's engagement in community responses to climate change
- Women's contributions publicly recognized
- Reduced vulnerability and risk
- Positive changes in family well-being

#### Competencies

##### Government

- Government training centres integrate gender and climate change messages in existing courses
- Gender analysis training delivered across natural resource sectors with support from development partners
- Ministry responsible for strategic planning disseminates guidance on mainstreaming gender and climate change
- Ministry responsible for gender equality receives targeted coaching on climate issues

##### Existing climate programmes

- Raise awareness about existing gender requirements in programmes
- Identify capacity weaknesses in gender mainstreaming and provide support to project staff
- Document sex-disaggregated data on project staff and participants
- Report on women's and men's roles in programme leadership
- Report men's and women's roles and results

##### Community

- Engage traditional leaders as advocates for women's involvement in climate change response
- Provide coaching, extension services and training to women when their schedule allows
- Integrate gender and climate change issues into mandate of community committees
- Create opportunities for women to share their knowledge with climate change specialists

Source: Nelson (2015)

## Part 2. Indicators

**An indicator is a measurable variable that helps assess the current situation and track change over a period of time.** It is a specific, observable and measurable characteristic that can be used to show changes and progress a programme or policy is making toward achieving a specific outcome. An indicator should be defined in precise, unambiguous terms that describe clearly and exactly what is being measured. Where practical, the indicator should give a relatively good idea of the data required and the population among whom the indicator is measured.

**Gender indicators (GIs) (also referred to as gender-sensitive indicators or gender-responsive indicators) measure gender-related changes over time and are expressed as a measurement, number, opinion or perception based on quantitative or qualitative data.** Gender indicators are applied in the context of an agricultural adaptation plan to express the outcomes for different groups or progress toward gender equality against a baseline.

**GIs are relevant in all phases of adaptation planning and in all sections of a monitoring framework.** They can be intricately formulated at the formulation phase, or introduced into an existing monitoring framework as stand-alone indicators or by modifying existing indicators during implementation.

**Existing sources of gender statistics or indicators provide a snapshot of current gender issues and trends** (see Box 5.1.3). For example, an indicator like the Gender Inequality Index can be used to identify where there may be gender gaps in education levels or labour force participation (Rivera, 2019). They also capture gender dynamics as well as differentiated involvement and benefit from interventions. Gender gaps or differences in involvement or benefit can then be targeted as part of an adaptation policy to ensure its success. For an in-depth exploration of this topic, see FAO (2017).

**There are numerous sources for the data needed to measure gender indicators. This data is primarily sex-disaggregated data, which means it is tabulated and presented separately for women and men or boys and girls.** Further disaggregation (for example, by age, level of education, place of residence, income, ethnicity, religion, disability status and sexual orientation)

provides an even clearer picture of the relative status of women and men (FAO, 2016e). The data for gender indicators reflects gender issues and all aspects of women's and men's lives, so in addition to collecting data on number of female and male farmers that own tractors, data on use of tractors (disaggregated by sex) would be used in exploring the gender issue of access to and control over resources. Further, a time use survey that captures information about women's and men's specific roles in unpaid work (that would not be covered in a labour force survey) would provide the type of data needed for gender indicators on work burden. In addition, gender indicators may require data that is collected not only at holding level but also at individual level to capture differences in decision-making or ownership and management of resources. A household survey with questions for women and men would provide this kind of data. For an in-depth exploration of producing gender statistics in agriculture, including an overview of data sources and relevance to measuring gender inequalities, see the *Agri-Gender Statistics Toolkit* (FAO, 2016).

**Both quantitative and qualitative gender indicators are used in gender-responsive monitoring** (OECD, 2007). Quantitative indicators are based on quantifiable data, often collected through a survey, and are usually expressed as numbers or percentages, for example the number/percentage of farmers adopting climate-resilient livestock practices by age and sex, or the percentage of female adaptation committee members. Qualitative indicators measure quality of perceptions and experiences, as well as behaviour and attitudes, and are based on data collected through participatory methods such as focus group discussions and case studies or surveys that measure perceptions or opinions. (e.g. growth in knowledge and skills on climate change in the sector, by sex). A qualitative indicator can also be transformed into a quantitative indicator with a descriptive scale, such as the extent to which senior officials take responsibility for monitoring gender access to water in drought prone and climate change risk areas, ranked from completely, to a limited extent, to not at all (Murray, 2019b).

**Formulating gender indicators as part of a monitoring framework of a project or plan should be based on an inclusive process.** Planning divisions of ministries usually take the lead in designing a government-level monitoring framework, however stakeholders outside government, such as rural NGOs, can be effective partners for designing participatory

**Box 5.1.3****Sources of gender statistics relevant for adaptation planning in agriculture**

The **Gender and Land Rights Database (GLRD)** uses five core indicators on land and agricultural ownership, disaggregated by sex. It also incorporates legal indicators for gender-equitable land tenure.

See <http://www.fao.org/gender-landrights-database/en/> (FAO, 2010a)

The **Rural Livelihoods Information System (RuLIS)** (FAO, IFAD & World Bank) compiles information on rural incomes, livelihoods and living conditions into over 100 indicators, organized in ten clusters, mostly computed from nationally representative household surveys, disaggregated by gender, rural/urban areas, expenditure quintiles, share of income from agriculture and farm size.

See [www.fao.org/in-action/rural-livelihoods-dataset-rulis/en](http://www.fao.org/in-action/rural-livelihoods-dataset-rulis/en) (FAO, 2018b)

The **Gender Inequality Index (GII)** (UNDP) measures gender inequalities in three important aspects of human development—reproductive health, measured by maternal mortality ratio and adolescent birth rates; empowerment, measured by proportion of parliamentary seats occupied by females and proportion of adult females and males aged 25 years and older with at least some secondary education; and economic status, expressed as labour market participation and measured by labour force participation rate of female and male populations aged 15 years and older. See <http://hdr.undp.org/en/content/gender-inequality-index-gii> (UNDP, 2018a)

The **Gender Development Index (GDI)** (UNDP) measures gender gaps in human development achievements by accounting for disparities between women and men in three basic dimensions of human development—health, knowledge and living standards. The GDI shows how much women are lagging behind their male counterparts and how much women need to catch up within each dimension of human development. It is useful for understanding the real gender gap in human development achievements and is informative to design policy tools to close the gap. See <http://hdr.undp.org/en/content/gender-development-index-gdi> (UNDP, 2018b)

The **Social Institutions and Gender Index (SIGI)** is a cross-country measure of discriminatory social institutions, covering 180 countries. The SIGI covers four dimensions of discriminatory social institutions, spanning major socio-economic areas that affect women's lives: discrimination in the family, restricted physical integrity, restricted access to productive and financial resources and restricted civil liberties. The SIGI's variables quantify discriminatory social institutions such as unequal inheritance rights, child marriage, violence against women, and unequal land and property rights. Related analyses document evidence on the underlying causes of social inequality. See <https://www.genderindex.org/> (OECD, 2019)

monitoring frameworks. Gender experts, from the unit or the Ministry of Gender should be part of the team designing the framework components. All team members should have a basic understanding of the importance of tracking gender issues and what gender indicators are, and the gender specialists may be able to provide coaching or background reading. It is particularly important to ensure enumerators who collect data used for monitoring (such as through household surveys) are well-trained in gender-sensitive approaches to avoid introducing gender bias into the results.

**Beyond adopting an inclusive approach to gender-responsive monitoring, there are questions the monitoring officer or team can ask themselves in order to guide the development of gender indicators** (Murray, 2019b). Some of these questions are listed below:

- Are the objectives of the plan or project gender-responsive?
- Do the proposed activities address the needs and priorities of both women and men and address the gender issues that have been identified in a gender analysis?
- Is there sex-disaggregated data to use in relation to the goals?

- Which indicators will tell us whether we have undertaken the activity or reached the objective? Are they written to guarantee that data will be disaggregated by sex (and other relevant socioeconomic variables)? What is the target and time frame?
- Is the additional data needed to track the indicators easy to collect, use and understand?

Checklists can help review proposed indicators or revise existing indicators to improve monitoring of gender issues (see WFP, 2019).

**There are numerous sources of examples of gender indicators for climate change adaptation and agriculture, and reviewing these is a good way to become more adept at developing gender indicators.** Box 5.1.4 provides some examples.

### Box 5.1.4

#### Example gender indicators for adaptation planning in agriculture

##### Policy-formulation indicators

###### Goal:

Resilience of rural women and men to the impacts of adaptation on agricultural livelihoods is improved.

###### Outcome:

Women's participation and leadership in agricultural adaptation is improved.

- *Indicator:* Percentage of women and men in policymaking organs/structures.
- *Indicator:* Percentage of policy decisions in which associations focusing on gender equality and women's empowerment have been consulted.

Policies recognize women and men as key actors in adaptation and enable them to benefit equally.

- *Indicator:* Percentage of policymakers who report adopting gender-responsive approach to adaptation planning.
- *Indicator:* Number of gender-responsive targets included in the policy.

###### Output:

Stakeholders receive appropriate training on gender-responsive adaptation planning.

- *Indicator:* Percentage of climate and agriculture stakeholders who receive training, disaggregated by sex.

Impact assessments of possible gender-differentiated outcomes of policy options are undertaken.

- *Indicator:* Percentage of impact assessments that include gender analysis of adaptation options and policy outcomes.

##### Project-level indicators

Human capital:

- *Indicator:* Number of community-based adaptation activities that strengthen women's access to resources for sustainable food production, renewable energy, and clean water sources.
- *Indicator:* Number and percentage of poor women and men with increased resilience to deal with climate changes.
- *Indicator:* Time saved in collecting and carrying water, fuel, and forest products due to environmentally sustainable and climate change adaptation activities.

Economic empowerment:

- *Indicator:* Number and percentage of constituents who access employment or increase their incomes due to climate change adaptation activities, disaggregated by sex.
- *Indicator:* Percentage of respondents who report sharing decision-making about spending income earned through adaptation activities, disaggregated by sex.

Participation and decision-making:

- *Indicator:* Proportion of women in sectoral ministry in senior management positions

Source: Nelson (2015)

## ADDITIONAL RESOURCES

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### Publications

#### **FAO Regional Office for Europe and Central Asia.**

2016. *Core Set of Gender Indicators in Agriculture*. Budapest. (also available at <http://www.fao.org/3/b-bb179e.pdf>).

**FAO.** 2017b. *Tracking adaptation in agricultural sectors – Climate change adaptation indicators*. Rome. (also available at <http://www.fao.org/3/i8145en/i8145EN.pdf>).

**FAO & UNDP.** 2019b. *Strengthening monitoring and evaluation for adaptation planning in the agriculture sectors*. Rome and New York. 84 pp. (also available at <http://www.fao.org/in-action/naps/en/>).

#### **Global Office of the Global Strategy to improve agricultural and rural statistics.**

2016. *Sex-disaggregated data and gender indicators in agriculture – a review of data gaps and good practices*. FAO, Rome. (also available at [http://gsars.org/wp-content/uploads/2016/05/TR\\_Sex-Disaggregated-Data-and-Gender-Indicators-in-Agriculture\\_120516.pdf](http://gsars.org/wp-content/uploads/2016/05/TR_Sex-Disaggregated-Data-and-Gender-Indicators-in-Agriculture_120516.pdf)).

**UN Environment & IUCN.** 2018. *Gender and environment statistics: Unlocking information for action and measuring the SDGs*. Nairobi, Kenya. (also available at [https://wedocs.unep.org/bitstream/handle/20.500.11822/27615/Gender\\_Environment\\_Statistics.pdf?sequence=1&isAllowed=y](https://wedocs.unep.org/bitstream/handle/20.500.11822/27615/Gender_Environment_Statistics.pdf?sequence=1&isAllowed=y)).

**UNFCCC.** 2015a. *Strengthening gender considerations in adaptation planning and implementation in the least developed countries*. Least Developed Countries Expert Group. Bonn, Germany (available at [http://unfccc.int/files/adaptation/application/pdf/21673\\_unfccc\\_leg\\_gender\\_low\\_v5.pdf](http://unfccc.int/files/adaptation/application/pdf/21673_unfccc_leg_gender_low_v5.pdf)).

**World Bank Group, FAO & IFAD.** 2015. *Gender in Climate-Smart Agriculture: Module 18 for the Gender in Agriculture Sourcebook*. Washington, DC, World Bank Group, FAO, and IFAD. (also available at <http://documents.worldbank.org/curated/en/654451468190785156/pdf/99505-REVISED-Box393228B-PUBLIC-Gender-and-Climate-Smart-AG-WEB-3.pdf>).

### Videos

**FAO.** 2015a. *Gender in Agriculture and Rural Development* [video]. [Cited 5 May 2019]. <https://www.youtube.com/watch?v=Et2gHFzKCNk>

**FAO.** 2015b. *The importance of gender statistics* [video]. [Cited 5 May 2019]. <https://www.youtube.com/watch?v=utQD-MhOUoU>

**FAO.** 2015c. *Gender indicators to better understand the status of rural women and men* [video]. [Cited 5 May 2019]. <http://www.fao.org/gender/resources/videos/video-detail/en/c/320227/>

**WFP.** 2018d. *Gender-responsive monitoring* [video]. [Cited 20 May 2019]. <https://gender.manuals.wfp.org/en/gender-toolkit/gender-in-programming/monitoring/>

# Activity 5.1

## Gender indicators

**Objective:** Practice revising and designing gender indicators.

**Note:** Carefully consider the skillset of the participants. If they do not work with monitoring or indicators in their day-to-day work, you likely want to provide them with example indicators for them to revise into gender indicators. If there are participants with substantial experience on indicators, you may instruct them to design indicators from scratch.

**Note about Handout 5.1:** You should provide a handout that participants use as a basis for revising and/or designing gender indicators. You may use the handout provided here, or use an existing adaptation framework from a project or plan as the basis for the exercise. Alternatively, if many of your participants work on projects, you may invite them to bring in their own project's log frame/indicators as the basis for this activity. A final option is to draw on the work produced under Activity 4.1 and instruct participants to design indicators related to that.

**Time:** 1.5 hours

**Materials:**

- a log frame or excerpt from a monitoring framework (either Handout 5.1, participants' own log frames, an example the training team provides, or output from Activity 4.1)
- computer and projector or flip chart paper and markers.

### STEPS

1. Introduce the activity by explaining that the best way to master gender indicators is to spend time practising designing them.
2. Instruct the participants that they may work alone, in pairs or in small groups (such as those working in same sector or for the same agency). Tell them they will have one hour to review the log frame or framework they have brought or have been given and improve the integration of gender indicators.
3. As the participants work, circulate in order to answer questions and encourage participants to reflect on concepts covered in previous units that are useful here, including the gender issues that emerge from a gender analysis that should be tracked by indicators.
4. After one hour, call everyone's attention back to the front. Invite volunteers to share, using the following questions to guide discussion (30 minutes):
  - a. What did you think of the indicators you started with? Were they gender indicators?
  - b. What did you have to change to make them into gender indicators?
  - c. Who can share an example of a gender indicator that you designed? Why did you think this was necessary? What were you aiming to measure?
  - d. Which gender issues were you able to capture in your gender indicators?
  - e. What were the data sources/means of verification you identified?
  - f. Now that you have done this exercise, do you think you will use gender indicators in your work?

# Handout 5.1

## Gender indicators

### Scenario:

The Ministry of Agriculture, Fisheries, and Livestock has developed an adaptation plan and defined indicators to document progress, effectiveness, and gaps of the adaptation plan as well as outputs and broader outcomes. Your team has been asked to review the indicators in the draft and revise them to measure progress more effectively from a gender perspective.

### Task: (1 hour)

In your group, discuss the indicators using the following questions to guide you. Write your answers on the handout, on a flipchart or in a computer file.

1. What does each indicator tell you about progress from a gender perspective? What does it not tell you?
2. What more information do you need in terms of understanding the issue from a gender perspective?
3. If needed, rewrite the indicator in a way that would tell you more about the men and women involved. If you feel additional indicators are needed, add these (e.g. qualitative indicators) in the third column.
4. What data source would you use to measure the indicator (means of verification)? Add this information to the right-hand column.
5. Be prepared to report back in plenary.

Expected result	Indicator	Revised indicator	Means of verification
<b>Impact</b>			
Increased resilience of the most vulnerable farmers (i.e. livelihoods, health, well-being, and food and water security)	Number of farmers benefiting from the adoption of diverse adaptation options		
	Number of farmers with year-round access to reliable and safe water		
<b>Outcome</b>			
Strengthened adaptive capacity and reduced exposure to climate risks	Number of vulnerable households, communities, agri-businesses, and agriculture extension services using government-promoted adaptation tools and practices to respond to climate change and variability		
<b>Outputs</b>			
Climate-resilient livelihoods, focusing on women, enhanced adaptive capacities of coastal agricultural communities	Number of agri-entrepreneurs with improved assets and income from adopting adaptation options		
	Number of agricultural cooperatives with access to timely early warning information		
	Social audit protocols established and operational across districts to engage in participatory monitoring of adoption of adaptation options		

## Unit 5.2: Manage for change

### SUMMARY

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Unit 5.2 focuses on wrapping up the workshop and looking ahead to what happens next. Participants think about how they can be effective communicators on gender and climate change, as well as the types of changes they can introduce within their organizations to work towards gender equality and women's empowerment. The group also sets goals for actions to take. You may use this as a time to focus on a specific gender action plan related to an adaptation planning process.

### LEARNING OUTCOMES

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- Explain the differences between individual and organizational capacity and identify barriers to, as well as enabling factors for, gender mainstreaming.
- Set goals for after the workshop.

### TIME

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2 hours

### MATERIALS

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- Handout 5.2b or 5.2c
- Flip chart paper, cards and markers
- Computer and projector
- Presentation template 5.2: [https://www.adaptation-undp.org/sites/default/files/uploaded-images/5.2\\_template\\_nap-ag\\_gender.pptx](https://www.adaptation-undp.org/sites/default/files/uploaded-images/5.2_template_nap-ag_gender.pptx)

### PROCESS

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1. Activity (20 min.)
  - a. Trainer leads group in activity 5.2a.
2. Presentation (20 min.)
  - a. Building on the communications skills practiced in the warm-up activity, the trainer or a local speaker speaks on individual and organizational change, building on the key messages.
3. Activity (1 hour)
  - a. Trainer leads activity 5.2b.
4. Closing (20 min.)

## KEY MESSAGES

### Part 1. Improving gender capacity

**The term “capacity” refers to the ability of people, organizations, and society as a whole to manage their lives and work successfully.** This includes the ability to create, understand, analyse, develop, plan, achieve set targets, reflect on outcomes of actions, move towards a vision, change and transform. Capacity development is therefore the process whereby individuals, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time (FAO, 2010b).

**Making progress toward gender equality requires improving capacities at the individual, organizational and enabling environment levels** (see Box 5.2.1). The individuals who may have improved skills in gender integration will be most successful in applying their skills where the organization and enabling environment are supportive of gender equality goals.

**Signs that an organization has the capacity to contribute toward gender equality include:**

- The organization defines clear gender equality goals, such as a commitment to mainstreaming gender into all technical work or a commitment to work in collaboration with rural communities.
- The organization defines implementation mechanisms to apply the gender policy to operational systems and work practices by checking communications materials for gender bias and for representing gender-related priorities, and requiring all programmes to meet certain gender-responsive criteria for approval.
- The organization monitors and strengthens human resources processes. This includes processes vulnerable to gender bias that need attention, such as recruitment, performance management, advancement and retention.
- The organization monitors and reports progress toward gender equality objectives, including measurable objectives, indicators and progress markers. It creates a framework negotiated with all units for full ownership, and sends progress reports to the highest level for review and follow-up.

#### Box 5.2.1

##### Three dimensions of capacity

Individual capacity refers to skills, behaviours and attitudes among a wide range of actors (such as farmers, producers, traders, food inspectors, policy makers, or administrations and staff of organizations). Capacity at this level is improved through trainings, knowledge sharing, networking and other means.

Organizational capacity refers to the collective capability of members to achieve their organization's goals. Organizations may be central and decentralized government agencies and ministries, social protection services, inspectorates, laboratories, national agricultural research systems, global and regional economic commissions, enterprises, cooperatives, chambers of agriculture, consumer groups, producer associations, community-based organizations, NGOs, and formal and non-formal education and training institutes. Capacity at this level is enhanced through measures to improve overall functioning and performance, such as incentives, managerial practices, multi-stakeholder platforms, coordination, and mobilization of resources.

The enabling environment is the context in which individuals and organizations put their capabilities into action, and where capacity development processes take place. It includes the institutional set-up of a country, its implicit and explicit rules, its power structures, and the policy and legal environment in which individuals and organizations function. Capacity can be improved at this level through policy reform, changes to legislation, strategic exercises in country planning and prioritization, or culture changes.

Adapted from FAO (2010b), FAO (2010c)

- The organization provides technical and professional advice on gender equality to staff. It ensures each staff member has a basic understanding of why gender equality matters in their work and in the work place, and that each staff member knows their role in contributing to the organization's gender equality goals.

For more on enabling policies and institutions, refer to FAO's Climate-smart Agriculture Sourcebook (FAO, 2017c).

**Leadership underpins the organizational change needed for gender to be mainstreamed in a planning process or across an organization's work** (WFP, 2019b). Leaders can advocate for gender equality; bring in gender expertise when needed; reinforce requirements for collecting sex-disaggregated data and conducting gender analysis; work with the human resources department to review hiring, promotions and workplace issues through a gender lens; promote gender learning opportunities for staff; and other actions.

**Depending on the context, planners may face some challenges to effectively addressing gender issues in adaptation planning** (see also Unit 2.2) **such as:**

- discriminatory norms and practices;
- misconceptions about gender equality and women's empowerment (see Activity 1.2b);
- lack of understanding of benefits or knowledge on integrating gender;
- lack of political will; and
- lack of consistent, comprehensive application of gender-responsive approaches throughout planning process.

**On the other hand, the following are some of the factors that contribute to successfully addressing gender issues in agriculture and rural development policies** (FAO, 2014):

- gender-responsive principles, laws, policies, budgeting;
- an enabling political and legislative environment at national level, characterized by advocacy by parliamentarians and strong partnerships between actors working on gender equality;

- organizational capacity within ministries of agriculture and environment to address gender equality
- making visible women's as well as men's roles and their contributions to agriculture, which is facilitated by the availability of sex-disaggregated data and gender-specific indicators as well as the application of gender analysis in development of policies, programs and projects; and
- inclusive stakeholder engagement in planning process.

## Part 2. Setting goals

### **Note to trainer:**

Invite the participants to help you summarize the skills and knowledge that were covered over the course of the workshop. You can use Figure 5.2.1 to guide you. Once you have completed a group reflection, introduce activity 5.2b, which you can use to channel what you have covered during the workshop into concrete goals.

**Integrating or mainstreaming gender in adaptation planning requires several different actions (see Figure 5.2.1).**

These actions take place at individual and organizational level. These can be actions that are integrated into our day-to-day work that modify the business-as-usual approach, such as hiring a gender specialist to conduct a gender analysis or organizing a training workshop on gender indicators and establishing a partnership with a women's rights organization. In addition, specific goals are needed to ensure that gender is integrated into a specific adaptation plan for agriculture, such as conducting awareness-raising amongst Parliamentarians on the importance of addressing gender equality as part of climate change adaptation in agriculture or screening the budget of the adaptation plan for fair allocation of resources.

**Figure 5.2.1 - Review: Skills and actions needed to integrate gender in adaptation planning**

Addressing attitudes and improving knowledge	Ensuring a gender-responsive planning process	Analysing the problem and solutions	Formulating the plan and gender-responsive budgeting	Monitoring and managing for change
<ul style="list-style-type: none"> <li>• Clarifying values and attitudes around the importance of addressing gender issues in climate change adaptation (Unit 1.2)</li> <li>• Improving understanding of basic concepts for integrating gender in agricultural adaptation (Unit 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting principles of good governance (Unit 2.1)</li> <li>• Conducting inclusive stakeholder consultation and stocktaking to identify gender-responsive adaptation initiatives and gaps (Unit 2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a gender analysis in the agriculture sector to inform the adaptation plan (Unit 3.1)</li> <li>• Assessing gender dimensions of climate vulnerability (Unit 3.2)</li> <li>• Prioritizing gender-responsive adaptation options (Unit 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating an adaptation plan document to address gender issues (Unit 4.1)</li> <li>• Allocating resources of an adaptation plan using gender-responsive budgeting (Unit 4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the implementation of the plan using gender indicators (Unit 5.1)</li> <li>• Improving gender capacity at all levels plus meeting goals (Unit 5.2)</li> </ul>

### Part 3. Closing the workshop

Now that participants have channelled their knowledge and skills into discussions around setting goals and next steps, it is time to close the workshop.

The workshop closing may feature remarks by the trainers as well as an invited speaker. You will want to be sure to conduct a final evaluation (see Annex 1.9) and hand out certificates (if locally appropriate). Be sure to clarify for everyone where they may access materials related to the

workshop or additional resources and specify how you will follow up on the workshop, for example a survey, coaching, field visits, or invitations to other adaptation planning workshops.

After the workshop, be sure to compile your notes and set goals for the training team for follow up actions such as seeking resources for a follow up workshop on CVA or helping a Gender Focal Point organize a seminar for the ministry. Schedule now the date you will carry out a survey of participants in four to six months' time (see Annex 1.9).

## ADDITIONAL RESOURCES

**Crowley, F. et al.** 2017. *Building resilience by challenging social norms: Towards a gender transformative approach*. BRACED, Learning paper #5: 8 pp. (also available at <http://www.braced.org/resources/i/building-resilience-challenging-social-norms/>).

**FAO.** 2017d. Developing country capacity [e-learning course]. [5 May 2019]  
<https://elearning.fao.org/course/view.php?id=337>

**FAO.** 2018c. *Institutional capacity assessment approach for national adaptation planning in the agriculture sectors*. Rome. 12 pp. (also available at <http://www.fao.org/3/I8900EN/i8900en.pdf>).

**Faramand, T., Ivankovich, M., Holtemeyer, J.** 2017. *A Guide to Integrating Gender in Improvement*. Published by the USAID Applying Science to Strengthen and Improve Systems (ASSIST) Project. Chevy Chase MD, University Research Co., LLC. (also available at [https://www.usaidassist.org/sites/default/files/assist\\_gender\\_integration\\_guide\\_final\\_aug2017.pdf](https://www.usaidassist.org/sites/default/files/assist_gender_integration_guide_final_aug2017.pdf)).

**IUCN.** 2019. *Compilation of national Climate Change Gender Action Plans*. [5 May 2019]  
<http://genderandenvironment.org/works/ccgaps/>

**UNFCCC.** 2016. *Guidelines or other tools for integrating gender considerations into climate change related activities under the Convention*. UN Framework Convention on Climate Change. Bonn, Germany. (also available at <http://unfccc.int/resource/docs/2016/tp/02.pdf>).



# Activity 5.2a

## Communicating effectively on gender

**Objective:** Explore some of the myths we hear about integrating gender into our work on adaptation in agriculture and practice ways to communicate why those myths are false.

**Time:**  
20 min.

**Materials:**

- myths printed on a sheet of paper

### STEPS

1. Introduce the exercise quickly. Explain to participants that soon they will be back in their regular work place and it is likely they will encounter colleagues who believe some myths about gender, like “gender is just about women”. Tell participants they will now have a chance to practice how they may respond to colleagues who have not been at this training and persuade them of the importance of integrating gender into adaptation planning in agriculture.
2. Ask participants to form two circles facing each other, either standing or seated (so they all have a partner). If there is an uneven number of people, give the odd person out a task to do such as reading out the different myths or observing so they can provide some comments on the exercise after.
3. Tell participants that the partner in the outside circle will have only three minutes to argue against a gender myth that the trainer will read out. The person arguing against the myth should try to build on the learning of the training workshop and provide a convincing argument.
4. Read the first myth.

**Examples of gender myths (modify to local context):**

- Gender is about women.
  - It isn’t our job to change culture.
  - It’s up to the Ministry of Gender to work on these issues.
  - We don’t have time or resources to add in these gender issues to our work.
  - Gender differences in agricultural labour are normal because women are weaker.
5. After three minutes, stop the group and ask if people had heard a persuasive argument against a myth. Ask a volunteer to share with the group what persuasive argument their partner made.
  6. Next, ask the partner in the inside circle to argue against a myth. Read out the second myth.
  7. After three minutes, stop the group and ask someone to share a persuasive argument they heard. Then ask the outside circle to move one spot to the right to find a new partner.
  8. Choose a third myth for the outside partners to use.
  9. Finally, choose a fourth myth for the inside partners to use.
  10. To close the activity, ask participants questions along the following lines:
    - i. How did you feel arguing against these myths?
    - ii. What were some of your challenges?
    - iii. Which messages and arguments did you hear during this exercise that you would use back at your office?
  11. Lastly, you may want to reference Activity 1.2, and reflect on how perceptions may have changed during the workshop.

# Activity 5.2b

## Setting personal and organizational goals

**Objective:** To introduce the concepts of individual and organizational capacity and encourage participants to set goals for changes they can influence after the workshop.

**Time:** 1 hour

**Materials:**

- copies of Handout 5.2b or markers and cards to hang on wall

### STEPS

#### Part One (20 min.)

1. Introduce the exercise by explaining that the workshop has been focusing on the skills of individuals, but organizations must also have the capacity to mainstream or integrate gender in order to make progress on gender equality. This activity will explore organizational issues to better understand the opportunities and challenges for your gender-related work including:
  - a. senior management committed to gender equality;
  - b. adequate resources;
  - c. knowledgeable staff;
  - d. clear guidance; and
  - e. accountability frameworks.
2. Invite participants to come and stand in an empty part of the room. Tell the participants you are going to read out a statement, and based on their knowledge, they should walk to one side if they agree, the opposite side if they disagree, or come to the middle if they do not know or are unsure.

3. Read the first statement. Give participants time to move to the “Agree” side, the “Disagree” side, or the “Don’t know/not sure” spot.

**Example statements** (adjust to local context):

- My organization has a gender policy.
- My organization includes a provision for me to address gender in my work, for example through job terms of reference.
- My organization provides staff with training on gender.
- My organization partners with other organizations that specialize in gender or youth issues.

4. Once participants have chosen their position, observe about how many people fall under each category. Encourage discussion with relevant questions.

**Discussion questions** (can be modified):

- For those of you who “don’t know”, why is that? Are you new to the job, or perhaps were never briefed on gender issues?
- Are you surprised to see people’s responses?
- Why do you think this might be important for addressing gender in adaptation?

5. Read additional statements, have participants move to show their response, and discuss (repeat three or four times).
6. After all the statements have been used, wrap up the exercise by asking: “Is there anything you feel we have missed that is important from an organizational perspective to effectively address gender in adaptation?” To address gender in adaptation planning for the agriculture sectors, both programming (policy included) and organizational issues need to be considered. One must support the other.

## Part Two (40 min.)

1. Invite participants to return to their seats. Let them know it is time now to consider what needs to be done to advance gender in their adaptation work.
2. Ask participants to take time to think of what they feel needs to happen at the capacity development “levels”, focusing on organizational and individual capacities. If your workshop participants are the stakeholders who will carry forward gender mainstreaming in an adaptation planning process, you can also invite them to set goals related to the adaptation planning process. Invite them to either write their goals on Handout 5.2b (this way they will have something written down to take home with them) or on coloured cards to hang on the wall (this way everyone can easily visualize the ideas of the whole group).
3. As the participants are thinking and writing down their goals, circulate around the room and assist them. Pose questions to help them think about goals they can set as well as opportunities to integrate gender into the adaptation planning process, for example:
  - What are some ways you could raise awareness among your colleagues about what you have learned at the workshop?
  - Is there a way to make gender mainstreaming more systematic within your agency, such as through funding a gender specialist?
  - Which stakeholders are engaged in and represented in the adaptation planning process and are there additional groups that should be brought in? Can you help bring on board additional actors?
  - Is sex-disaggregated data being collected and analysed as part of the analytical efforts to understand climate vulnerabilities? Could additional studies be carried out to better document the gender dimensions of vulnerability, capacity and adaptation?
4. When all participants have finished writing their goals (either on the handout or on cards), have them put these on the wall (if cards) or share (if on paper) and have a discussion around each area of focus.

### Discussion questions (can be modified):

- What opportunities exist for taking these ideas forward?
- What are the possible constraints or challenges to taking these ideas forward and how might these be addressed?

# Handout 5.2b

## Setting personal and organizational goals

### Task:

Take ten to fifteen minutes to reflect on what you can personally accomplish and what changes you can influence within your organization to contribute to gender-responsive adaptation in agriculture. You may also reflect on a set of goals outside of your direct influence for integrating gender into an ongoing adaptation planning process. Write down your ideas, setting a due date if possible and noting what resources are needed, for example approval from your supervisor to organize a training workshop for your team, or securing funding for a gender specialist.

### Personal:

Your goals could include:

- encouraging the hiring of, or hire (if you are in a position to make hiring decisions), a gender specialist to conduct a gender analysis during formulation of your district's adaptation plan;
- raising colleagues' awareness of the importance of gender issues by sharing information; or
- organizing a training workshop on gender indicators.

My personal goals for after this workshop:	I will work to achieve this by... (date)	Resources I may need...
1.		
2.		
3.		

### Organizational:

Your goals could include:

- establishing a partnership between your agency and a women's rights organization on an upcoming fisheries resilience programme; or
- encouraging implementation of your ministry's gender equality policy.

My organizational goals for after this workshop:	I will work to achieve this by... (date)	Resources I may need...
1.		
2.		
3.		

### Goals for the process of adaptation planning in agriculture:

Goals to be achieved by multiple stakeholders could include:

- conduct awareness-raising amongst Parliamentarians on the importance of addressing gender equality as part of climate change adaptation in agriculture.
- include a gender-focused adaptation activity as part of the adaptation plan for agriculture, reflecting the needs and priorities of women and men in agriculture subsectors.
- screen the budget of the adaptation plan for fair allocation of resources.
- improve collection of sex-disaggregated data in the agricultural census to be used in tracking adaptation outcomes.

Goals related to the process of adaptation planning in agriculture process:	Who can take the lead	Resources needed
1.		
2.		
3.		



Women participate in a project to reduce flood risk in Nepal.  
© UNDP ClimateChangeAdaptation

# Resources for organizing a training workshop

<b>Preparations</b>	<b>2 weeks</b>	
• Identify training team and assign responsibilities		See Annex 1.1
• Consider which gender-related skills are needed in your adaptation process		See Annex 1.2
• Clarify workshop objectives and draft concept note		See Annex 1.3
• Identify stakeholders and possible training participants		See Annex 1.4
<b>Needs assessment</b>	<b>Up to 1 month</b>	
• Simple survey <ul style="list-style-type: none"> <li>◦ Collect information on target audience's skills and knowledge gaps; summarize findings</li> </ul>		See Annexes 1.5, 1.6
• Detailed assessment <ul style="list-style-type: none"> <li>◦ Collect information on target audience's skills and knowledge gaps and the organizational environment; summarize findings</li> </ul>		
<b>Training design</b>	<b>Up to 1 month (can overlap with needs assessment)</b>	
• Develop and revise a training workshop agenda, gather local case studies, prepare training materials and liaise with speakers and experts		See Annex 1.7
• Prepare training materials		See Modules 1-5
• Arrange for accommodations, food and travel		
<b>Training delivery</b>	<b>Up to 4 days</b>	
• Conduct opening survey		See Annex 1.8
• Take notes and photos		
• Conduct closing survey		See Annex 1.8
• Make learning materials available to workshop participants		
<b>Training follow up</b>	<b>Over the course of six months or longer, depending on resources and goals</b>	
• Provide continued support to trainees		
• Include trainees in adaptation planning activities		
• Conduct a survey to measure impact		See Annex 1.8
• Seek sustainability of training efforts by identifying follow up actions with Gender Focal Point network and/or training institutes or universities		

## 1.1: Identify training team and assign responsibilities

### THE TRAINING TEAM MEMBERS

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- **Lead trainer or trainers**, ideally with expertise in gender equality, climate change and agriculture as well as experience running interactive and participatory workshops;
- **Local resource persons** from government, policy negotiators, academia, NGOs and the private sector to deliver presentations, share local case studies or speak on panel discussions to ensure the workshop is tailored to the local context;
- **Gender Focal Points** or representatives of gender-focused organizations who can share successful strategies for gender mainstreaming in adaptation planning in the agriculture sectors and identify gaps in addressing gender;
- **Representatives of training institutes or universities** to act as partners for scaling up efforts beyond the workshop; and
- **Administrative support persons** who can help with logistics such as reserving a meeting room, making photocopies, and taking notes and photos during the workshop.

### RESPONSIBILITIES OF TRAINING TEAM

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- Review documentation that can inform the training design (e.g. literature on gender, agriculture and climate change adaptation in the agriculture sectors in relevant country and survey reports).
- Draft a workshop concept note for your institution that provides an overview of the context in which the training is occurring and what is needed in terms of responsibilities, activities, logistics, budget, and other essentials. Note that some organizations may not require this.
- Identify target stakeholders for a training workshop and conduct a needs assessment, either through in-person interviews or through a survey.
- Identify local resource persons and gender specialists, such as Gender Focal Point persons who can contribute to the design of the training and delivering content, either from within the Ministry of Agriculture or an NGO that works with rural communities.
- Draft a training agenda (based on literature and needs assessment responses) and integrate feedback from relevant offices.
- Develop a detailed training plan with proposed exercises, resource persons and facilitation roles.
- Arrange training logistics such as room and meal arrangements, transportation if needed, printing of materials, liaising with participants and guests, and any other needs.
- Ensure that the communications person from the relevant Ministry, government office, or other organization involved in the training drafts a story for publication on the institution/programme's web site, ensures high quality photos are taken, and shares updates via social media as relevant to the institution.
- Facilitate any follow up to training by writing of training workshop report, checking in with trainees, and completing any other follow up tasks as necessary.

## 1.2: Consider which gender-related skills are needed in your adaptation process

The gender training workshop may take place within an ongoing adaptation process. If you are part of a process to develop a National Adaptation Plan (NAP) for the agriculture sectors, you may be following the approach outlined in UNFCCC (2012) and Karttunen, *et al.* (2017). This approach divides the NAP process into four elements. You may choose to focus your workshop on the skills most relevant to a specific element in the NAP process, or to cover skills relevant throughout the process. The following table indicates which modules are most relevant to each of these elements.



Element of NAP process	Module and skills of training guide
<p><b>A. Lay the groundwork and address gaps</b></p> <p>Sets the scene at the country level for adaptation planning in the agriculture sectors, including stocktaking of ongoing sectoral and sub-sectoral adaptation and development activities and the participatory assessment of individual, organizational and institutional capacity development needs. One of its main objectives is to ensure and facilitate the appropriate involvement of relevant stakeholders from the different agriculture sectors in the process of formulating and implementing NAPs.</p>	<p>Module 1: Addressing attitudes and improving knowledge</p> <ul style="list-style-type: none"> <li>• Clarify values and attitudes</li> <li>• Understand basic concepts</li> </ul> <p>Module 2: Ensuring a gender-responsive planning process</p> <ul style="list-style-type: none"> <li>• Promote good governance</li> <li>• Conduct inclusive stakeholder consultation and stocktaking</li> </ul>
<p><b>B. Preparatory elements</b></p> <p>Proposes issues for consideration when doing in-depth climate change scenario analyses as well as vulnerability, risk and impact assessments for the agriculture sectors. It presents various options that agricultural stakeholders and other participants should consider when undertaking adaptation planning, including enhancing capacities for climate change mainstreaming.</p>	<p>Module 3: Analysing the problem and solutions</p> <ul style="list-style-type: none"> <li>• Conduct a gender analysis in the agriculture sector</li> <li>• Assess gender dimensions of climate vulnerability</li> <li>• Prioritize gender-responsive adaptation options</li> </ul>
<p><b>C. Implementation strategies</b></p> <p>Guides the design of nuanced implementation strategies for the adaptation plans. For agriculture, the main output is a strategy for implementing the NAP that takes into consideration crop and livestock production, forestry and fisheries and aquaculture. Implementation issues are also discussed, such as strengthening long-term institutional and regulatory frameworks that are particularly important for agriculture. Implementation considers the results of the stocktaking of existing work in the agriculture sectors and related areas in Element A and builds as much as possible on ongoing activities.</p>	<p>Module 4: Formulating the plan and gender-responsive budgeting</p> <ul style="list-style-type: none"> <li>• Formulate an adaptation plan document to address gender issues</li> <li>• Allocate resources using gender-responsive budgeting</li> </ul>
<p><b>D. Reporting, monitoring and review</b></p> <p>Focuses on how to monitor the development of the agriculture sectors' contribution to the NAP, the inclusion of agriculture sectors in the NAP, progress in strengthening human and institutional capacities, and the progress of adaptation measures from the design stage to implementation on the ground.</p>	<p>Module 5: Monitoring and managing for change</p> <ul style="list-style-type: none"> <li>• Monitor implementation using gender indicators</li> <li>• Improve gender capacity and meet goals</li> </ul>

Note: description of 4 NAP elements from Karttunen, *et al.* (2017)

## 1.3: Clarify workshop objectives and draft concept note

The different people responsible for organizing the gender training workshop may wish to clarify amongst themselves the objectives and other key aspects of the workshop by drafting a concept note. Portions of the concept note can also be used when inviting participants in order to explain the rationale for holding the event. A concept note may use the following structure:

1. Background
  - a. What is the current status of adaptation planning in the agriculture sectors and what are the existing commitments for addressing gender in this process?
2. Context of the training workshop
  - a. Is a particular project or agency organizing the workshop as part of a broader process?
3. Training workshop description
  - a. Purpose and objectives
    - i. Will the workshop enhance skills and knowledge of specific stakeholders so that they can contribute to a specific process, integrate gender into their work, or something else? This may be written as, "by the end of the workshop, participants will be able to..."
  - b. Preparations and follow up
    - i. What will take place before the workshop, such as a needs assessment? What will come after, such as a report and follow-up coaching?
  - c. Format
    - i. How many days will the workshop last? Where may it take place and who may be the trainers? Will it be held more than once?
- d. Participants
  - i. How many participants are expected to attend (target around 30 people) and what organizations will be invited?
- e. Training team members and responsibilities
  - i. Which organizations/individuals are responsible for organizing the workshop and what are their tasks?
4. Proposed agenda
  - a. What are the main themes that may be addressed on each day of the workshop? This can be developed in further detail after the needs assessment.
5. Budget
  - a. Include estimates for staff time, workshop space, meals, accommodation, transport, materials and other relevant costs.
6. Calendar of work
  - a. Set deadlines for the main preparatory and follow-up tasks.
7. Resources list
  - a. List the publications, policy documents, videos and training guides that may be drawn upon for the design of the workshop.
8. Terms of Reference for trainer (if a trainer is being hired for the workshop)

## 1.4: Identify stakeholders and possible training participants

### STAKEHOLDERS WHO WILL BENEFIT FROM AND CONTRIBUTE TO A GENDER TRAINING WORKSHOP

- National-level government
  - » Heads of unit and technical staff working on climate change adaptation in the Ministry of Agriculture (and other agriculture-related ministries if Forestry, Fisheries, Crops or Livestock are managed in a different agency)
  - » Ministries and departments relevant to adaptation planning: Finance, Environment, Water, Planning, Local Government, Energy, Rural development, Statistics, Women's Affairs/Gender, and Monitoring & Evaluation
  - » Parliamentary members
  - » Gender Focal Points
- District and local-level planners
  - » Consider actors at different levels of planning who have a role in designing and implementing national-level plans
- Non-governmental organizations
  - » Should have relevant technical focus: rural livelihoods, agriculture, gender equality, youth, farmers, women's groups, rural savings
- Academia and research institutes
  - » Gender specialists
  - » Agriculture and rural research centres
- UN agencies
- Donors
- Private sector
- Media

### CONSIDERATIONS

- Diversity amongst participants and presenters is important for capturing different perspectives. Pay attention to gender balance, and whether participants and speakers encompass a range of ages, ethnicities and disciplines.
- Stakeholders have different knowledge to contribute. In an adaptation planning process, there may be a tendency to give priority to knowledge from the scientific community, however it is valuable to allow space for indigenous knowledge, particularly with regards to adaptation practices in the agriculture sectors for coping with climate variability. The Indigenous Peoples of Africa Coordinating Committee has prepared guidance on incorporating African indigenous and traditional knowledge into national adaptation planning (see IPACC, 2016).
- Some stakeholders may not feel as empowered to participate. For example, colleagues from non-governmental organizations may be viewed as, or view themselves as, outside the main planning process. Ensure that you are maintaining an inclusive training environment by identifying the specific perspectives and unique contributions of a range of stakeholders. Resources designed for non-governmental stakeholders may be useful for this broad scope of stakeholders and addressing their role (IFRC, 2013). Stakeholders may play different roles in adaptation planning; some may have more influence over decision-making, while others have specific knowledge on the challenges rural communities are facing.

## 1.5: Needs assessment: simple survey

A few weeks ahead of the training workshop, circulate a survey via e-mail or via an online survey tool to the individuals who have been identified as the ideal workshop participants.

When you have received the responses, compile the answers and scan for trends that will help you in developing the agenda. Ask yourself the following questions.

- Do most of the participants have similar work responsibilities? How can you ensure that the skills and activities covered in the workshop are relevant to the different day-to-day tasks that the participants do (e.g. project manager vs. researcher vs. budget officer)?
- Is there generally a good understanding of gender issues in the context of climate change adaptation, or should the agenda allow for substantial time dedicated to concepts? Are there any participants who report using gender analysis in their work who could be invited as speakers?
- What were the highest priority training topics and what should have lower priority on the agenda?

**Sample Survey:****INTRODUCTION**

Prior to the training workshop (TITLE AND DATE OF WORKSHOP), participants are kindly requested to complete the below needs assessment questionnaire and return it by (DATE) to (NAME AND E-MAIL ADDRESS).

The results of this needs assessment will assist the training organizers in designing the content for the sessions and selecting the most appropriate materials. We look forward to the opportunity of working with you!

**PROFESSIONAL PROFILE**

Name

Sex  Female  Male

Where do you work and what is your title?

What are your main tasks and responsibilities?

**FAMILIARITY WITH GENDER ISSUES**

How would you define gender equality and its relevance to climate change adaptation?

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Have you ever attended a course on gender analysis, gender integration or gender mainstreaming?  Yes  No

If yes: What topics did it cover and was it useful in your work?

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In what tasks/areas of your work do you address gender issues or do you need to improve the way gender issues are addressed?

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Do you use gender analysis in your work?  Yes  No

If yes: Please describe the tools/methods/models you use.

**TRAINING TOPICS**

Please prioritize the following areas in terms of issues you would like to see covered during the training.

H = High priority; M = Medium priority; L = Low priority

Topic	H, M, L Priority
Gender concepts	
Gender analysis	
Gender-responsive budgeting	
(CHANGE ABOVE OR ADD OTHERS)	

Please list other related issues or skills you would like to see covered in the training.

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What would be the most important benefits you would expect from the training?

## 1.6: Needs assessment: detailed analysis

You may be part of a team tasked with conducting a stand-alone assessment of knowledge and skills gaps related to integrating gender into adaptation planning, or you may be identifying gender skills needs as part of a broader assessment, such as a skills assessment for National Adaptation Planning using a detailed methodology (see UNITAR, 2015).

The results of a detailed analysis of gender-related skills at the individual level and capacities at organizational level may have this outline:

1. Rationale and background
  - a. Global gender gaps in climate change and agriculture
  - b. Gender gaps in climate change adaptation policies and programmes in the country
  - c. The national adaptation planning process in the country and gender entry points
  - d. Literature review of gender gaps in the agriculture subsectors
  - e. Objectives of the needs assessment of key stakeholders
    - i. Example: To gather relevant information on gaps and capacities in four agriculture subsectors (livestock, crop production, fisheries, and forestry) as a basis for tailoring trainings and workshops on gender mainstreaming and gender-responsive policy making and programming
- f. Methodology
  - i. Example: Literature review; qualitative, in-depth interviews with key focal points/persons regarding both gender and climate change and with management staff of the relevant agencies; a survey of 200 staff of relevant agencies
- g. Limitations
- h. Target groups
  - i. Example: agricultural research agencies in fisheries, livestock, forestry and crop resources; budgeting and planning units and Gender Focal Points of Ministry of Agriculture, Ministry of Environment, Ministry of Finance, Ministry of Local Government; non-governmental organizations; UN organizations
2. Key findings
  - a. Institutional capacity and gaps for gender and climate change
  - b. Gaps in knowledge, skills and practice
  - c. Overview of capacity development needs
  - d. Overview of technical resources to fill gaps and meet needs
3. Ways forward for long-term capacity development
  - a. Recommendations for ministries
  - b. Recommendations for national research institutes
  - c. Recommendations for district-level planners
  - d. Recommendations for non-governmental organizations
4. References

## 1.7: Sample agendas

### Agenda for learning pathway 1:

#### 1-day workshop

**Expected outcome:** Participants, primarily managers, improve their general knowledge and set goals to make institutional changes in support of gender mainstreaming in adaptation planning.

#### Day 1

8:30 a.m. – 9:00 a.m.	Arrival and registration	<ul style="list-style-type: none"> <li>• Unit 1.1, Process Step 1</li> <li>• Annex 1.9</li> </ul>
9:00 a.m.– 9:45 a.m.	Official welcome and introductions	Unit 1.1, Process Steps 2, 3 and 4
9:45 a.m.– 11:00 a.m.	Session 1: Conceptual foundations (what is gender and why it matters in adaptation in agriculture)	Unit 1.2, Process Steps 1, 2 and 3
11:00 a.m.– 11:30 a.m.	Coffee/tea break and group photo	
11:30 a.m. – 1:00 p.m.	Session 2: Gender-responsive approach to planning	<ul style="list-style-type: none"> <li>• Combine Unit 2.1, Process Step 1 with Unit 2.2, Process Step 1</li> <li>• Unit 2.2, Process Step 2 (Activity 2.2a or 2.2b)</li> </ul>
1:00 p.m. – 1:20 p.m.	Energizer	Unit 1.2, Process Step 4 (Activity 1.2b)
1:20 p.m. – 3:00 p.m.	Session 3: Gender analysis and integration in agriculture plan formulation	<ul style="list-style-type: none"> <li>• Combine Unit 3.1, Process Step 1 with Unit 4.1, Process Step 1</li> <li>• Modify Unit 3.1, Process Step 2 to fit the time available (Activity 3.1a or 3.1b)</li> </ul>
3:00 p.m.– 3:15 p.m.	Coffee/tea break	
3:15 p.m.– 5:15 p.m.	Session 4: Manage for change	<ul style="list-style-type: none"> <li>• Modify Unit 4.2, Process Step 1 to fit the time available</li> <li>• Unit 5.2, Process Steps 1, 2 and 3</li> </ul>
5:15 p.m. – 5:45 p.m.	Closing	<ul style="list-style-type: none"> <li>• Unit 5.2, Process Step 4</li> <li>• Annex 1.8</li> </ul>

**Agenda for learning pathway 2:****2-day workshop**

**Expected outcome:** Participants, mainly mid-level professionals, improve their knowledge and basic gender mainstreaming skills and set goals for integrating gender into their day-to-day work in agriculture and climate change projects linked to an adaptation planning process.

**Day 1**

8:30 a.m. – 9:00 a.m.	Arrival and registration	<ul style="list-style-type: none"> <li>• Unit 1.1, Process Step 1</li> <li>• Annex 1.9</li> </ul>
9:00 a.m.– 9:45 a.m.	Official welcome and introductions	Unit 1.1, Process Steps 2, 3 and 4
9:45 a.m. – 12:00 a.m.	Session 1: Gender, climate change and agriculture concepts	Unit 1.2, Process Steps 1, 2 and 3
12:00 a.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 1:30 p.m.	Energizer	Unit 1.2, Process Step 4 (Activity 1.2b)
1:30 p.m. – 3:00 p.m.	Session 2: Gender-responsive approach to planning	Unit 2.1, Process Steps 1, 2 and 3
3:00 p.m. – 3:15 p.m.	Break for group photo	
3:15 p.m. – 4:30 p.m.	Session 2 (continued): Gender-responsive approach to planning	Unit 2.1, Process Step 3 Unit 2.2, Process Steps 1 and 2
4:30 p.m. – 5:30 p.m.	Session 3: Gender analysis for adaptation in agriculture	Unit 3.1, Process Step 1
5:30 p.m. – 5:45 p.m.	Daily wrap up	Annex 1.8

**Day 2**

9:00 a.m.– 9:15 a.m.	Recap of day 1 and overview of day 2	
9:15 a.m. – 11:45 a.m.	Session 3 (continued): Gender analysis for adaptation in agriculture	Unit 3.1, Process Steps 2 and 3
11:45 a.m. – 12:30 p.m.	Session 4: Gender mainstreaming entry points	Unit 4.1, Process Step 1
12:30 p.m. – 1:30 p.m.	Lunch	
1:30 p.m. – 1:45 p.m.	Energizer	Unit 5.2, Process Step 1 (Activity 5.2a)
1:45 p.m. – 3:15 p.m.	Session 4 (continued): Gender mainstreaming entry points	Unit 4.1, Process Step 3
3:15 p.m. – 5:00 p.m.	Session 5: Gender-responsive monitoring and indicators	Unit 5.1, Process Steps 1 or 2 and 3
5:00 p.m. – 5:45 p.m.	Session 6: Setting goals	Unit 5.2, Process Steps 2 and 3
5:45 p.m. – 6:00 p.m.	Session 7: Closing	Unit 5.2, Process Step 4 Annex 1.8

### Agenda for learning pathway 3:

#### 3-day workshop

**Expected outcome:** Participants, primarily members of a team working on a planning process, hone their analytical skills to identify relevant gender issues and compile recommendations for mainstreaming gender into a specific part of the planning process.

#### Day 1

8:30 a.m.– 9:00 a.m.	Arrival and registration	<ul style="list-style-type: none"> <li>• Unit 1.1, Process Step 1</li> <li>• Annex 1.9</li> </ul>
9:00 a.m.– 9:45 a.m.	Official welcome and introductions	Unit 1.1, Process Steps 2, 3 and 4
9:45 a.m.– 11:00 a.m.	Session 1: Conceptual foundations (what is gender and why it matters in adaptation in agriculture)	Unit 1.2, Process Steps 1 and 2
11:00 a.m.– 11:30 a.m.	Coffee/tea break	
11:30 a.m.– 11:45 a.m.	Summary of goals and questions posed by participants	Box 1.1.2
11:45 a.m. – 1:00 p.m.	Session 1 (continued): Conceptual foundations	Unit 1.2, Process Steps 3 and 4
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 3:30 p.m.	Session 2: Gender-responsive approach to planning	Unit 2.1, Process Steps 1, 2 and 3
3:30 p.m. – 4:00 p.m.	Coffee/tea break and group photo	
4:00 p.m. – 5:00 p.m.	Session 3: Gender, stakeholder consultation and stocktaking	Unit 2.2, Process Steps 1 and 2
5:00 p.m. – 5:30 p.m.	Daily wrap up	Annex 1.8

#### Day 2

8:45 a.m. – 9:00 a.m.	Recap of day 1 and overview of day 2	
9:00 a.m. – 10:45 a.m.	Session 4: Gender analysis for adaptation in agriculture	Unit 3.1, Process Steps 1, 2 and 3
10:45 a.m. – 11:00 a.m.	Coffee/tea break	
11:00 a.m. – 12:45 p.m.	Session 4 (continued): Gender analysis for adaptation in agriculture	Unit 3.1, Step 3
12:45 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 1:30 p.m.	Energizer	
1:30 p.m. – 3:30 p.m.	Session 5: Gender in climate vulnerability and risk assessments	Unit 3.2, Process Steps 1 and 2
3:30 p.m. – 3:45 p.m.	Coffee/tea break	
3:45 p.m. – 4:00 p.m.	Session 5 (continued): Gender in climate vulnerability and risk assessments	Unit 3.2, Process Step 2
4:00 p.m. – 5:30 p.m.	Session 6: Gender in selection of adaptation options	Unit 3.3, Process Steps 1 and 2
5:30 p.m. – 6:00 p.m.	Daily wrap up	Annex 1.8

**Day 3**

8:45 a.m. – 9:00 a.m.	Recap of day 2 and overview of day 3	
9:00 a.m. – 10:30 a.m.	Session 7: Gender entry points in plan formulation	Adapt Unit 4.1 to be a discussion of where team's analytical work will be used in planning process
10:45 a.m. – 11:00 a.m.	Coffee/tea break	
10:45 a.m. – 12:45 p.m.	Session 8: Gender-responsive monitoring and indicators	Unit 5.1, Process Steps 1, 2 and 3
12:45 p.m. – 1:45 p.m.	Lunch	
1:45 p.m. – 3:45 p.m.	Session 9: Manage for change	Adapt Unit 5.2 so participants set goals for their assignment to mainstream gender into a specific part of, or throughout, a planning process
3:45 p.m. – 4:30 p.m.	Closing	Unit 5.2, Process Step 4

**Agenda for learning pathway 4:****4-day workshop**

**Expected outcome:** Participants, mainly mid-level professionals, improve their knowledge and a broad set of gender mainstreaming skills and set goals for integrating gender into their day-to-day work in agriculture and climate change projects linked to an adaptation planning process.

**Day 1**

8:30 a.m. – 9:00 a.m.	Arrival and registration	<ul style="list-style-type: none"> <li>• Unit 1.1, Process Step 1</li> <li>• Annex 1.9</li> </ul>
9:00 a.m. – 10:15 a.m.	Official welcome and introductions	Unit 1.1, Process Steps 2, 3 and 4
10:15 a.m. – 10:45 a.m.	Coffee/tea break	
10:45 a.m. – 11:00 a.m.	Summary of goals and questions posed by participants	Box 1.1.2
11:00 a.m. – 1:00 p.m.	Session 1: Gender, climate change and agriculture concepts	Unit 1.2, Process Steps 1, 2 and 3
1:00 p.m.– 2:00 p.m.	Lunch	
2:00 p.m. – 2:30 p.m.	Energizer	Unit 1.2, Process Step 4 (Activity 1.2b)
2:30 p.m.– 4:30 p.m.	Session 2: Gender-responsive approach to planning	Unit 2.1, Process Steps 1, 2 and 3
4:30 p.m. – 5:00 p.m.	Daily wrap up and announcements	Annex 1.8

**Day 2**

8:45 a.m. – 9:00 a.m.	Recap of day 1 and overview of day 2	
9:00 a.m. – 11:30 a.m.	Session 3: Gender, stakeholder consultation and stocktaking	Unit 2.2, Process Steps 1 and 2
11:30 a.m. – 12:00 p.m.	Coffee/tea break and group photo	
12:00 p.m.– 1:00 p.m.	Session 4: Gender analysis for adaptation in agriculture	Unit 3.1, Process Step 1
1:00 p.m. – 2:00 p.m.	Lunch	
2:00 p.m. – 2:20 p.m.	Energizer	
2:20 p.m. – 5:00 p.m.	Session 4 (continued): Gender analysis for adaptation in agriculture	Unit 3.1, Process Steps 2 and 3
5:00 p.m.– 5:30 p.m.	Daily wrap up and announcements	Annex 1.8

**Day 3**

8:45 a.m. – 9:00 a.m.	Recap of day 2 and overview of day 3	
9:00 a.m. – 11:00 a.m.	Session 5: Gender in climate vulnerability and risk assessments	Unit 3.2, Process Steps 1 and 2
11:00 a.m. – 11:15 a.m.	Coffee/tea break	
11:15 a.m. – 1:00 p.m.	Session 6: Gender in selection of adaptation options	Unit 3.3, Process Steps 1 and 2
1:00 p.m.– 2:00 p.m.	Lunch	
2.00 p.m.– 2:30 p.m.	Energizer	
2:30 p.m. – 5:00 p.m.	Session 7: Gender entry points in plan formulation	Unit 4.1, Process Steps 1, 2 and 3
5:00 p.m. – 5:30 p.m.	Daily wrap up and announcements	Annex 1.8

**Day 4**

8:45 a.m. – 9:00 a.m.	Recap of day 3 and overview of day 4	
9:00 a.m. – 10:30 a.m.	Session 8: Gender-responsive budgeting	Unit 4.2, Process Steps 1 and 2
10:30 a.m. – 10:45 a.m.	Coffee/tea break	
10:45 a.m. – 1:00 p.m.	Session 9: Gender-responsive monitoring and indicators	Unit 5.1, Process Steps 1, 2 and 3
1:00 p.m.– 2:00 p.m.	Lunch	
2:30 p.m.– 4:30 p.m.	Session 10: Manage for change	Unit 5.2, Process Steps 1, 2 and 3
4:30 p.m.– 5:00 p.m.	Closing	<ul style="list-style-type: none"> <li>• Unit 5.2, Process Step 4</li> <li>• Annex 1.8</li> </ul>

## 1.8: Surveys of training participants

### EXAMPLES OF SURVEYS TO CONDUCT AT OPENING OF A TRAINING WORKSHOP, AT DAILY WRAP UP, AT CLOSE OF WORKSHOP AND FOUR TO SIX MONTHS AFTER A WORKSHOP

*Adapted from FAO (2012b)*

Note: In some situations, people may prefer to keep their responses anonymous. If they do provide their names, you can share with them their responses so they can see how their knowledge changed over time.

#### Part 1. Survey to be completed at the opening of the workshop

##### Instructions

Please respond to these questions so we can better understand your expectations for the workshop.

Name, Position:

1. What are your main expectations of the workshop?
2. Please score the following training course topics in terms of their expected relevance for you and your current level of confidence.

Topic	This is relevant to my work 3 = relevant 2 = somewhat relevant 1 = not relevant	I am confident I know about this/can do this 3 = confident 2 = somewhat confident 1 = not confident
Gender and climate change concepts		
Adaptation planning in agriculture – policy and project context		
Gender in stakeholder mapping and stock-taking		
Gender analysis		
Integrating gender into projects and plans		
Gender-responsive budgeting		
Gender-sensitive indicators		
Communicating on gender		

3. For each of the three topics that you rated as being most relevant to you in Question 2 above, please explain briefly why you consider them to be particularly relevant to your job:

Topic #1:  
Why relevant?

Topic #2:  
Why relevant?

Topic #3:  
Why relevant?

**Part 2. Feedback form to use during daily wrap up at the end of each day****Instructions**

Use this feedback sheet as follows:

- > KEEP IT! – For the special things that you appreciated
- > CHANGE IT! – For the things that you did not appreciate
- > ADD IT! – For the suggestions that you would like to offer
- > WHAT I WILL REMEMBER! – For the points that you will retain after the event

Keep it	Change it!
Add it!	What I will remember!

### Part 3. Survey to be completed at the end of the workshop

#### Instructions

Please respond to these questions so we can better understand what you gained from this workshop.

Name, Position:

1. How would you rate the overall usefulness of the training workshop, as it related to your ability to integrate gender into your work on adaptation planning? Please use a scale from 1 to 5 (1= Not useful, 2= Useful to little extent, 3= Somewhat useful, 4= Useful to a large extent, 5=Extremely useful).

Rating:

2. Were there any particular elements/topics that you were missing in this training course which you would recommend including in future training courses?

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3. Please score the following training course topics in terms of their expected relevance for you and your current level of confidence.

Topic	This is relevant to my work 3 = relevant 2 = somewhat relevant 1 = not relevant	I am confident I know about this/can do this 3 = confident 2 = somewhat confident 1 = not confident
Gender and climate change concepts		
Adaptation planning in agriculture – policy and project context		
Gender in stakeholder mapping and stocktaking		
Gender analysis		
Integrating gender into projects and plans		
Gender-responsive budgeting		
Gender-sensitive indicators		
Communicating on gender		

4. Are you considering sharing this experience/learning with others?

Yes/No:

If yes, please indicate how you may do that (e.g. presentation at a staff meeting, dissemination of training report, etc.):

#### Part 4. Survey to be completed four to six months after the training workshop

##### Instructions

Please respond to these questions to help us understand whether you have applied the knowledge and skills covered in the training workshop.

1. Based on your work experience after the training workshop, please describe how you have been using your experience/learning from the training in your work. Provide feedback on as many topics as you wish.

Topic	This is how I have been making use of my experience/ learning on this topic in my work
Gender and climate change concepts	
Adaptation planning in agriculture – policy and project context	
Gender in stakeholder mapping and stocktaking	
Gender analysis	
Integrating gender into projects and plans	
Gender-responsive budgeting	
Gender-sensitive indicators	
Communicating on gender	

2. Please indicate whether the following factors have been limiting or supportive of your ability to apply your acquired experience/learning on the job.

Factor	Limiting	Neutral	Supportive	Comment
Manager(s)				
Colleague(s)				
Advice or inputs from others				
Job responsibilities				
Other				

3. Have you been sharing the experience/learning with others?

Yes/no:

If yes, how?:

4. Would you be interested in future learning opportunities on gender and adaptation in agriculture? If yes, please describe the skills and knowledge you would like to further develop, as well as the type of learning environment (e.g. workshop, web-based, practical experiences) that interest you.



Farmers attend a demonstration of drought-resistant crop varieties in the Gambia  
© FAO Sibyl Nelson

# Glossary

**Disclaimer:** The definitions of terms included here are primarily drawn from UN sources. You are encouraged to draw upon the commonly-used definitions in your own context, such as those that may be framed in a national gender equality policy.

**Adaptation options:** Examples of adaptation options include engineering, ecosystem-based, policy, legal, social, management and financial solutions to improve climate resilience and adaptation capacity. Adaptation options are considered green measures. They can target:

- accepting climate change impacts, and bearing the losses resulting from risks for example managing retreat from sea level rise;
- off-setting losses by sharing or spreading risks, such as weather insurance);
- avoiding or reducing exposure to climate risks such as building flood defences or developing drought resistant crop varieties; and
- exploiting new opportunities such as engaging in new diversifying agricultural livelihood strategies (Climate Adapt, 2019).

**Adaptive capacity:** The ability of systems, institutions, humans and other organisms to adjust to potential damage, take advantage of opportunities, or respond to consequences (IPCC, 2014).

**Barrier analysis:** Barrier analysis helps identify and analyse barriers to the adoption of adaptation options. It helps planners design appropriate measures to overcome these barriers (Nygard and Hansen, 2015) and understand that gender-differentiated barriers can lead to stronger adaptation as gender-differentiated barriers are identified and adaptation options are designed and implemented.

**Capacity development:** The “process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time” (UNDP, 2009, p. 5). FAO also defines it as the process whereby individuals,

organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time (FAO, 2010b).

**Climate:** The average weather, or, in statistical terms, “the mean and variability of relevant quantities over a period of time ranging from months to thousands or millions of years. The classical period for averaging these variables is 30 years, as defined by the World Meteorological Organization. The relevant quantities are most often surface variables such as temperature, precipitation and wind. [In a wider sense, climate is the state -- including a statistical description -- of the climate system]” (IPCC, 2014, p. 120).

**Climate change:** “A change in the state of the climate that can be identified (e.g. by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings such as modulations of the solar cycles, volcanic eruptions and persistent anthropogenic changes in the composition of the atmosphere or in land use. Note that the Framework Convention on Climate Change (UNFCCC), in its Article 1, defines climate change as: ‘a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods’. The UNFCCC thus makes a distinction between climate change attributable to human activities altering the atmospheric composition and climate variability attributable to natural causes” (IPCC, 2014, p. 120).

**Climate change adaptation:** “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 effects” (IPCC, 2014, p.118). In the agriculture sectors, this might include water

management, drought resistant crops, livelihood diversification or floodplain management. From a gender perspective, it can also include behavioural changes in households and communities that support more equitable sharing of labour and benefits.

**Climate change mitigation:** “A human intervention to reduce the sources or enhance the sinks of greenhouse gases (GHGs). [This may also include human interventions to reduce] the sources of other substances which may contribute directly or indirectly to limiting climate change, including, for example, the reduction of particulate matter emissions that can directly alter the radiation balance (e.g., black carbon) or measures that control emissions of carbon monoxide, nitrogen oxides, Volatile Organic Compounds and other pollutants that can alter the concentration of tropospheric ozone which has an indirect effect on the climate” (IPCC, 2014, p.125).

**Climate variability:** Variations in the mean state 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, called internal variability, or variations in natural or anthropogenic external forcing, referred to as external variability (IPCC, 2014, p. 121).

**Climate vulnerability and risk analysis:** An analysis of the climate vulnerability and risk that women and men experience in their households, livelihoods, communities and infrastructures.

**Climate-smart agriculture (CSA):** “CSA is an approach to developing the technical, policy and investment conditions to achieve sustainable agricultural development for food security under climate change. It integrates the three dimensions of sustainable development (economic, social and environmental) by jointly addressing food security and climate challenges. It is composed of three main pillars: (1) sustainably increasing agricultural productivity and incomes; (2) adapting and building resilience to climate change; and (3) reducing and/or removing greenhouse gas emissions, where possible” (Nelson and Huyer, 2016, p. 2).

**Cost-benefit analysis (CBA):** CBA is used to assess adaptation options when efficiency is the only decision-making criteria. A CBA involves calculating and comparing all costs and benefits using only monetary terms. Comparing expected costs and benefits informs decision makers of the likely efficiencies of an adaptation

investment and helps them prioritize adaptation options (UNFCCC, 2011).

**Cost-effectiveness analysis (CEA):** CEA helps assess the least costly adaptation option or options for meeting specific targets, and is used to find the lowest cost option for meeting adaptation objectives. CEA does not consider if the measure is justified, for example by generating a certain benefit-cost ratio or investment return rate or IRR (UNFCCC, 2011).

**Exposure:** “The presence of people, livelihoods, species or ecosystems, environmental functions, services, and resources, infrastructure, or economic, social, or cultural assets in places and settings that could be adversely affected” (IPCCC, 2014, p. 123).

**Enhanced greenhouse effect:** The process where increasing levels of greenhouse gases, including carbon dioxide (CO<sub>2</sub>), increase the amount of heat retained on the earth's surface, causing it to heat up (FAO, 2012a).

**Equitable:** Treating people fairly and in the same way.

**Gender:** Socially constructed roles, behaviours, activities and attributes that a particular society considers appropriate when ascribed to men or women. Gender refers to both women and men and the relations between them. Gender roles are learned or acquired during socialization of individuals as members of a given community. Because these attributes are learned behaviour, they can (and do) change over time, and vary across cultures and contexts. The concept of gender does not only apply to women. Gender and sex are also not the same. Unlike the sex of males and females or women, which is biologically determined, the gender roles of women and men are socially constructed (Nelson, 2015; CARE, 2012).

**Gender action plan (GAP):** “By decision 21/CP.22, paragraph 27, the Subsidiary Body for Implementation was requested to develop a gender action plan (GAP) was requested by that supports the implementation of gender-related decisions and mandates in the UNFCCC process including priority areas, key activities and indicators, timelines for implementation, key actors, and indicative resource requirements for each activity, including the means for reviewing and monitoring processes. The GAP, created under the Lima work programme on gender, seeks to advance women's full, equal and meaningful participation and promote gender-responsive climate policy and the mainstreaming of a gender perspective in the implementation of the Convention and the work of

Parties, the secretariat, United Nations entities, and all stakeholders at every level" (UNFCCC, 2017).

"Gender action plan" also refers to a plan that might be included in projects and programmes, e.g. under the Green Climate Fund or other initiatives. A gender action plan typically should include a succinct list of goals, responsibilities and deadlines, based on existing assessments and commitments that are agreed to by members of the planning process. In this case, the gender action plan can serve as a checklist for the adaptation planning group to ensure that gender is being integrated throughout the formulation of the plan.

**Gender analysis:** Gender analysis is the systematic attempt to identify key issues that underlie structural gender inequalities, and subsequently contribute to poor development outcomes (CARE, 2012). It provides information that can help bring gender disparities to the surface and reveal the connections between social, political, and economic structures (for example policies, socio-cultural norms, customary practices, regulatory frameworks governing agricultural inputs, markets) and gender and social relations, and the development challenges to be solved (UNDP, 2016; CARE, 2012). This analysis can be used to inform the design, implementation, and monitoring and evaluation of climate change and agriculture policies, programmes and projects "Other important analysis factors that should be considered along with gender include age, poverty levels, ethnicity, race and culture" (Nelson, 2015, p. 6).

**Gender aware:** An adjective used to describe policies and programmes that assess and address the gendered economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations. Gender aware programmes also consider the dynamics among men, women, boys and girls (IGWG, 2017).

**Gender balance:** Gender balance is the "equal and active participation of women and men in all areas of decision-making, and in access to and control over resources and services" (UN Women Training Centre, 2019).

**Gender blind:** Gender blind adaptation planning neglects considerations of how gender norms and unequal power relations can affect the achievement of adaptation planning objectives for the agriculture sectors. It also fails to consider how adaptation planning policies and options can affect social norms and power relations. "Projects, programs, policies and attitudes which are gender blind do not take into account these different roles and diverse needs. They maintain the status quo and will not help

transform the unequal structure of gender relations" (UN Women Training Centre, 2019).

**Gender discrimination:** "Any exclusion or restriction made based on gender roles and relations that prevents a person from enjoying full human rights" (UN Women Training Centre, 2019).

**Gender equality:** The "equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development" (UN Women Training Centre, 2019).

**Gender equity:** "Specific measures that are designed to redress historical inequalities between men and women. There are many examples of gender equity and they apply across all sectors. Examples include taking steps to ensure girls and boys and women and men have equal access to health and education opportunities, designating temporary special measures to bring women into decision-making arenas and employment, and/or designing processes to ensure women can safely participate in economic life" (Nelson, 2015, p. 6).

**Gender focal points or persons:** "Change agents whose overriding role is one of advocating for increased attention to and integration of gender equality and women's empowerment in his or her agency's policy and programming and in the related work of development partners. Gender focal points serve as a hub for new information on gender equality and as a conduit for information on what has worked well in the organization. The role of gender focal points differs somewhat from country to country and agency to agency, depending on where she or he is placed within the organization and what kind of gender architecture the organization has in place. A gender focal point is not, however, intended to serve as a substitute for a full-time institutional gender specialist. The focal point's role is often more one of advocacy and facilitating communication and connections related to gender equality and women's empowerment

but may at times involve providing gender expertise or assisting colleagues and development partners to identify potential national or international consultants or organizations that have this expertise. Basic functions may include: coordinating the organization/office/program gender mainstreaming strategy; contributing gender information and technical support for inclusion of gender issues; supporting capacity development on gender equality within the organization; knowledge management; and coordination on interagency initiatives, among others” (UN Women Training Centre, 2019).

**Gender gap:** The underperformance of the agriculture sectors in many developing countries, partly caused by women lacking equal access to the resources, decision-making, and opportunities that they need to be productive. The gender gap harms society due to lost agricultural output, decreased food security and stunted economic growth (FAO, 2011).

**Gender integration continuum:** The Interagency Gender Working Group (IGWG) developed the Gender Integration Continuum for designers and implementers to use in planning the integration of gender into their programmes/policies. The tool categorizes approaches according to how they treat gender norms and inequities in the design, implementation, and evaluation of programmes and policies (IGWG & USAID, 2017).

**Gender mainstreaming / integration:** Gender mainstreaming is “the chosen approach of the United Nations system and international community toward realizing progress on women’s and girl’s rights, as a sub-set of human rights to which the United Nations dedicates itself. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys” (UN Women Training Centre, 2019). Further, “gender mainstreaming is the process of assessing the implications for men and women of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a way to ensure women’s and men’s concerns and experiences are an integral dimension of all development efforts. The goal of gender mainstreaming is gender equality. Gender mainstreaming is a ‘whole of government’ responsibility” (Nelson, 2015, p.7). Alternatively, sometimes the term, “gender integration” is used.

**Gender-neutral:** “Gender is not considered relevant to development outcome. Gender norms, roles and relations are not affected (worsened or improved)” (UN Women Training Centre, 2019).

**Gender-responsive:** Gender-responsive refers to projects, programmes, plans, actions, budgets, workplans, etc. that reflect an understanding of and response to, identified gender relations and roles in ways that try to address gender inequalities including encouraging equal, active participation equal opportunities, and fair distribution of benefits. Gender responsiveness is accomplished through gender analysis and gender inclusiveness (Adapted from Nelson, 2015).

**Gender-sensitive:** Gender-sensitive “adaptation actions and plans acknowledge existing gender differences in needs and priorities, consider them in design and implementation, and monitor and assess gender-sensitive indicators” (UN Women Training Centre, 2019).

**Gender-transformative:** Gender transformative “approaches go beyond just considering the symptoms of gender inequality, and addresses the social norms, attitudes, behaviours and social systems that underlie them. Gender is central to promoting gender equality and achieving positive development outcomes. Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women’s empowerment” (UN Women Training Centre, 2019).

**Gender relations:** The “specific sub-set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the sexes. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be transformed over time to become more equitable” (UN Women Training Centre, 2019).

**Gender-responsive budgeting (GRB):** A “method of determining the extent to which government expenditure has detracted from or come nearer to the goal of gender equality. A gender-responsive budget is not a separate budget for women, but rather a tool that analyses budget allocations, public spending and taxation from a gender perspective and can be subsequently used to advocate for reallocation of budget line items to better respond to women’s priorities as well as men’s, making them, as the name suggests, gender-responsive” (UN Women Training Centre, 2019).

**Gender-sensitive indicators (GSI):** Also referred to as “gender indicators,” these measure gender-related changes over time and are expressed as a measurement,

number, opinion or perception based on quantitative or qualitative data. Gender indicators are applied in the context of an agricultural adaptation plan to express the outcomes for different groups or progress toward gender equality against a baseline.

**Hazard:** “The potential occurrence of a natural or human-induced physical event or trend or physical impact that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, ecosystems and environmental resources. In this report, the term hazard usually refers to climate-related physical events or trends or their physical impacts” (IPCC, 2014, p.124).

**Inclusive:** Inclusive approaches ensure that the views and needs of different groups or individuals are considered and that each actor a voice in the planning process. These groups or individuals could include different types of organizations and individuals including by gender, age, class, caste, among others.

**Least Developed Countries (LDCs):** Countries that meet the following criteria:

- “Low income countries with a three-year average per capita gross national income (GNI) of under USD 750 are included, those above USD 900 qualify for graduation;
- Weak human assets, which involves a combined Human Assets Index (HAI) based on indicators of:
  - » nutrition
  - » health
  - » education
  - » adult literacy.
- High economic vulnerability, which involves a combined Economic Vulnerability Index (EVI) based on indicators of:
  - » the instability of agriculture production;
  - » the instability of exports of goods and services;
  - » the economic importance of non-traditional activities (share of manufacturing and modern services in GDP);
  - » merchandise export concentration;
  - » the handicap of economic smallness (as measured through the population logarithm); and
  - » the percentage of population displaced by natural disasters.

To be added to the list of LDCs, a country must satisfy all three of the criteria listed above and have a population of less than 75 million. To qualify for graduation from LDC status, a country must meet the thresholds for two of the

three criteria in two consecutive triennial reviews by the Committee for Development Policy of the UN Economic and Social Council. Alternatively, its GNI per capita must exceed at least twice the threshold level, and it must be highly likely that this level of GNI per capita can be sustained” (UNFCCC, 2019e).

**The Lima Work Programme on Gender:** “The United Nations Framework Convention on Climate Change (UNFCCC) 20th Conference of the Parties (COP20) in December 2014 in Lima provided the world with an important milestone to advance the issue of gender equality in relation to addressing climate change. The decision, the Lima Work Programme on Gender (LWPG), in its articles 17 and 18, requests the UNFCCC Executive Secretary to develop and ensure the implementation of an action plan for the two-year Plan of Action on gender and climate change and invited Parties and relevant organizations to provide the means for implementing gender-related activities within the two-year Work Programme” (IUCN, 2019b). The decision established a two-year programme that included:

- “a review of implementation of all gender-related mandates by the UNFCCC Secretariat;
- training and awareness raising for delegates on gender-responsive climate policy;
- training and capacity building for women delegates;
- two in-session workshops on gender in relation to mitigation, technology, and adaptation and capacity building at the [Subsidiary Board for Implementation (SBI), Session 42 (1-11 June, 2015) and Session 44 (16 – 27 May 2016)];
- submissions by Parties on these workshops;
- a technical paper by the Secretariat on guidelines for implementing gender considerations in climate change activities; and
- appointing a senior focal point on gender at the UNFCCC Secretariat” (WEDO, 2014).

**Multi-criteria analysis (MCA):** MCA “allows assessment of different adaptation options against a number of criteria. Each criterion is given a weighting. Using this weighting, an overall score for each adaptation option is obtained. The adaptation option with the highest score is selected. MCA offers an alternative for the assessment of adaptation options when only partial data is available, when cultural and ecological considerations are difficult to quantify and when the monetary benefit or effectiveness are only two of many criteria” (UNFCCC, 2011, p.28).

**Monitoring and evaluation (M&E):** “A continuous management function to assess if progress is made in achieving expected results, to spot bottlenecks in implementation and to highlight whether there are any unintended effects (positive or negative) from an investment plan, programme or project (project/plan) and its activities” (FAO, 2019b).

**National adaptation plan (NAP):** A NAP is the process developed by the UNFCCC to facilitate adaptation planning in LDCs and other developing countries as a means of identifying medium- and long-term adaptation needs. NAPs help countries to develop strategies and programmes to address those needs (UNFCCC, 2019f).

**National adaptation programme of action (NAPA):** A NAPA is a plan submitted to UNFCCC by LDCs to summarize the country's focus on its most urgent and immediate needs to adapt to climate change. The rationale for NAPAs is the limited ability of LDCs to adapt to the adverse effects of climate change. In the NAPA process, community-level input is prioritized as an important source of information, recognizing that grassroots communities are the main stakeholders. NAPAs use existing information, so no new research is needed. They are action-oriented, country-driven, flexible and based on national circumstances. As at December 2017, 51 countries had completed and submitted their NAPAs to the secretariat (UNFCCC, 2019e).

**Nationally determined contributions (NDC):** According to Article 4, paragraph 2, of the Paris Agreement, each Party shall prepare, communicate and maintain successive NDCs, or post 2020 climate actions that it intends to achieve to reduce national emissions and adapt to the impacts of climate change (UNFCCC, 2019b).

**Needs assessment:** A process which identifies and assesses the needs of different people, households, communities, regions or countries.

**Participation:** “Women's participation in public life, specifically in the realm of public decision-making, is a key measure of the empowerment of women and a strategy for bringing about gender equality. The Beijing Platform for Action includes two strategic objectives related to participation. Take measures to ensure women's equal access to and full participation in power structures and decision-making (G.1) and Increase women's capacity to participate in decision-making and leadership (G.2). Women's equal participation in decision-making is not

only a demand for simple justice or democracy but can also be seen as a necessary condition for women's interests to be taken into account. Without the active participation of women and the incorporation of women's perspective at all levels of decision-making, the goals of equality, development and peace cannot be achieved. It is important to recognize that decision-making refers to many different areas of public life, including but not limited to decision-making positions in Governments, legislative bodies, and political parties. It is also necessary to seek equal representation of women and men in decision-making positions in the areas of art, culture, sports, the media, education, religion and the law, as well as employer organizations and trade unions, transnational and national corporations, banks, academic and scientific institutions, and regional and international organizations, including those in the United Nations system” (UN Women Training Centre, 2019).

**Resilience:** “The capacity of social, economic and environmental systems to cope with a hazardous event or trend or disturbance, responding or reorganizing in ways that maintain their essential function, identity and structure, while also maintaining the capacity for adaptation, learning and transformations” (IPCC, 2014, p.127).

**Risk:** The “potential for consequences where something of value is at stake and where the outcome is uncertain, recognizing the diversity of values. Risk is often represented as probability or likelihood of occurrence of hazardous events or trends multiplied by the impacts if these events or trends occur. In this report, the term risk is often used to refer to the potential, when the outcome is uncertain, for adverse consequences on lives, livelihoods, health, ecosystems and species, economic, social and cultural assets, services (including environmental services) and infrastructure” (IPCC, 2014, p. 127).

**Sensitivity:** The term is not included in IPCC5 but is included in the NAP Country Level Training Materials which extracts the definition from IPCC4. “The degree to which a system or species is affected, either adversely or beneficially, by climate variability or change. The effect may be direct (e.g., a change in crop yield in response to a change in the mean, range, or variability of temperature) or indirect (e.g., damages caused by an increase in the frequency of coastal flooding due to sea level rise)” (GIZ, 2016).

**Sex-disaggregated data:** “Qualitative or quantitative data that is collected and presented separately on men and women” (UN Women Training Centre, 2019)

**Stakeholder:** A person, group or institution with an interest in a plan/policy/programme, or with the ability to influence the outcomes of a plan/policy/programme. Stakeholders may be directly or indirectly affected by the plan/programme/policy. The range of potential stakeholders is diverse and may include target beneficiary groups, locally affected communities or individuals, national and local government authorities, and civil society actors, including non-governmental organizations (NGOs) (both domestic and at times international), indigenous peoples, politicians, religious leaders, the academic community, private sector entities, workers organizations, UN agencies and donors and other special interest groups. Importantly, stakeholders may include groups opposed to proposed interventions. The “stake” that each of these different groups has in the project will vary (UNDP, 2017).

**Stocktaking:** “Identifying available information on adaptation activities, climate change impacts, vulnerability and adaptation and assessing gaps and needs of the enabling environment for the NAP process” (UNFCCC, 2012, p.18).

**Sustainable Development Goals:** A collection of 17 global goals set by the United Nations General Assembly in 2015 for the year 2030. The SDGs are part of Resolution 70/1 of the United Nations General Assembly, the 2030 Agenda.

**United Nations Framework Convention on Climate Change (UNFCCC or FCCC):** An international environmental treaty negotiated at the United Nations Conference on Environment and Development (UNCED), informally known as the Earth Summit, held in Rio de Janeiro from 3 to 14 June 1992 (United Nations, 1992).

**Vulnerability:** Vulnerability is “the propensity or predisposition to be adversely affected. Vulnerability encompasses a variety of concepts and elements, including sensitivity or susceptibility to harm and lack of capacity to cope and adapt (IPCC, 2014, p. 128). It is the “extent to which a system, individual or group of people is susceptible to, and unable to cope with, the adverse effects of climate change. Vulnerability to climate change depends on exposure to climate change, sensitivity to its effects, and adaptive capacity” (Jost et al 2014, p. 17). Vulnerability depends on a number of different factors including gender, age, socio-economic group, ethnicity, caste, and others.



A manager works with her staff to harvest fish in Uganda.  
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This Guide for Trainers, based on workshops in nine countries, provides a complete set of materials for use in training sessions on mainstreaming gender in adaptation planning in the agriculture sectors. It is designed for a trainer or team responsible for delivering a training workshop for stakeholders who are involved in adaptation planning and related budgeting processes in agriculture. The guide presents a mix of interactive activities and presentations, to be used in whole or in part, to improve the individual-level skills and behaviours needed to foster gender-responsive agriculture adaptation plans within a broader capacity development process. The emphasis is on adaptation in agriculture, however the materials can be applied to planning for climate change adaptation in other sectors. In addition to this Guide for Trainers, there are companion PowerPoint templates that workshop organizers can tailor to their specific context.

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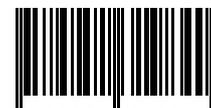
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