UN Women Cambodia

MANUAL

Masterclass

'A rights-based approach to gender and climate change'

May 2019

Introduction to this Manual

This Masterclass document was adapted from the UN Women Bangladesh Masterclass titled, 'Rights based approach to gender and climate change' in Bangladesh which was developed by Irene Dankleman in cooperation with UN Women Bangladesh and the UN Women Regional Office for Asia Pacific. The Masterclass was delivered in Tangail, Bangladesh between 14 — 18 June 2014. This document was then adapted to the Cambodian context and has also benefitted from MoWA/UNDP Cambodia's (2015) 'Standardized Guideline for Mainstreaming Gender and Climate Change in Sectoral Ministries' Planning Implementation and Budgeting' and WOCAN's training manual on 'Integrating Gender in Planning' and several other existing gender and climate change related training manuals. This Masterclass Manual was reviewed by UN Women Cambodia: Sophea Khun, Sereyroth Lim, Channika Kong and Dibya Devi Gurung and UN Environment's colleagues: Annette Wallgren and Parimita Mohanty.

This Masterclass document was created by UN Women for the purpose of capacity building and training in the area of gender and climate change. The Manual is intended to guide the participants step-by-step through the Masterclass, following its overall agenda. The Manual was first piloted from 25 — 29 June 2018 in Cambodia with the Ministry of Environment's REDD+ team at their request. The Manual has been updated since then based on the discussions and outcomes of the Masterclass, as well as consultation with UN Environment project partners, and is now in a final version so that it can inform other stakeholders, and be rolled out to support work on gender and climate change in Cambodia.

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Acronyms

ADB	Asian Development Bank
AF	Adaptation Fund
CCCSP	Cambodia Climate Change Strategic Plan
DRR	Disaster Risk Reduction
FAO	Food and Agriculture Organisation of the United Nations
GAP	Gender Action Plan
GCCC	Gender and Climate Change Committee
GCCA	Global Gender Climate Alliance
GCF	Green Climate Fund
GEF	Global Environment Facility
GMAG	Gender Mainstreaming Action Group
IPCC	International Panel on Climate Change
MoWA	Ministry of Women Affairs
NAP-DRR	National Action Plan on Disaster Risk Reduction
NGO	Non-government organisation
NTFP	Non timber forest products
REDD	Reducing Emissions from Deforestation and Forest Degradation
RBA	Rights based approach
RGC	Royal Government of Cambodia
SADD	Sex and age disaggregated data
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change
WOCAN	Women Organising for Change in Agriculture and Natural Resource Management

Objectives of the Masterclass Manual

1) To develop a common understanding of the gender equality dimensions of climate action, particularly analysis and planning for the differentiated vulnerabilities of climate change impacts.

2) To create a space for members of the Gender Mainstreaming Action Group and relevant Ministry of Environment department officials to collaborate, build on existing working relationships and strengthen each other's ability as an institution to advocate for the integration of gender equality and women's rights in the work of the Ministry of Environment and climate change actions in general in Cambodia.

Content

Introductory Session

Duration - 1.5 hours

Welcome and Introductions

Purpose
- This session is about introducing the participants, understanding their motivation and expectations from the Masterclass.
- To provide the context of the Masterclass and share purpose, objectives, agenda, and set ground rules for the training duration.
- Informing the participants about the Masterclass logistics and administration.

Materials
Flip chart, marker pen, masking tape, A-4 size paper for each participant

Table 1: Suggested Activities for the Introductory Session

Time	Activity	Method
25 min	Registration of participants	Register names, contact address and provide training folder with stationary
15 min	Opening, Welcome	Speech – organizer or chief guest
45 min	Introduction of Participants	Ice-breaker exercises, e.g. games are effective to know the participants and put them at ease
30 min	Expectation of Participants and Objectives of Workshop	• Ask participants to write 2 expectations on meta card and go through it; if there is pre-assessment survey of participants then share it; • Read the course objectives and session outline aloud and explain how the course may or may not meet their expectations; • Go through the programme schedule, highlighting the modules and time allotted for each session, as well as the break time. Check if participants agree with the schedule. • Set the stage by explaining that Master Class is based on Adult Learning Theories and participants are expected to share their experiences
10 min	Agreement (Set Ground Rules)	• Ask participants to suggest rules and write down on a flip chart paper titled 'Agreement' Take up to 10 suggestions. Conclude the activity by explaining that participants have now entered into an agreement with the facilitators and with each other. Stress that it is very important for both participants and facilitators to abide by the agreement.
5 min	Administrative concerns	• Announce administrative and logistic information and ask if participants have any queries; also,

		introduce the focal person to contact for administrative/logistic queries.

Module 1. Key Socialization, Gender, Rights and Climate Change Concepts

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Learning Objectives
1. Common understanding of key socialization and gender concepts
2. Shared experiences on gender in the context of Cambodia
3. Rights based approach to gender and development

Module 1. Session 1. Key Socialization and Gender Concepts

Duration - 3 hours

Purpose
- Inviting participants to share and discuss their personal experiences to enable them to bond, open up and recount on how gender relations, roles and responsibilities are social constructs and shaped by socialization process.
- The participants will understand that their works are influenced by the way they are socialized. This understanding will help them to relate the connection between gender relations, roles and responsibilities with climate change and development based on the responses of the concerned government agencies, NGOs, CBOs and service providers.
- The participants will understand the key socialization and gender concepts, and relate to work and personal socialization process. This session will focus on the following concepts - Socialization Stereotypes; Gender, Intersectionality; Gender Roles and Relations; Material Condition and Social Position.

Materials
Flip charts, marker pens, meta-cards; A4 size paper for all participants.

Documents
- Personal Gender History Form (Annex 1)
- Power walk instructions (Annex 2)
- Social relations – how we organise society (Annex 3)
- Glossary of Key Socialization Gender Concepts/terms (Annex 4)

Table 2. Suggested Activities for Socialization and Gender Concepts

Time	Activity	Method
30 min	Introduce Socialization	• Mixed Group Exercise – Using Personal History Form (Annex 1) or any Socialization Game • Sharing and discussion in Plenary, and • Summarize through the definition of socialization
45 min	Introduce Gender and how it interacts and links with socialization	• Link gendered experiences from the 1st exercise on Gender Personal History form with gender concepts of, ⇒ Gender roles (productive and reproductive) and relations; ⇒ Gender equity and gender equality; ⇒ Access to and control over resources; ⇒ Material Condition and Social Position; and ⇒ Summarize
45 min	Introduce Stereotypes • In Society, workplace – with each other; based on different gender, caste, religion, nationality, disability, age etc. • How does socialization and stereotypes interact?	• Discuss in Plenary meaning of Stereotype • Group Exercise to discuss and list Stereotype experienced in, ⇒ Personal life, and ⇒ Workplace based on gender, geographic location, education level, age, disability position etc. • Discussion and sharing of experiences in plenary • Summarize – Stereotypes and its interaction with Socialization
1 hr	Introduce Intersectionality	• Individual Exercise: Begin with two examples, a woman and a man drawn in stick figures on the white board. Ask participants what they see. Who do they see a man and a woman? Is it because of the way they are drawn, clothes they are wearing? Explain to participants that there is much more than simple a man and a woman on this board. • Power walk and discussion in plenary

Summary

- Gender is a social construct and is changeable over time — have wide variations both within and between cultures and locations. On the other hand it also confirms the social constructs and pushes them to act as per their traditionally or culturally expected roles and responsibilities.
- While working on gender, how *we think* influences the way we work. It is difficult to work with our own expectations and others' expectations on how one should behave depending on gender roles. We are influenced the way we are constructed. (Socialization process of every individual influences the way one thinks and works).
- Gender roles and power relations directly influence who has access to and control over which resources and opportunities, and who makes decisions.

Annex 1. Handout 1. Personal Gender History Form[1]

CHILDHOOD	ADOLESCENCE	EARLY ADULTHOOD	STAGE OF BUILDING A FAMILY
When I was a child, my parents taught me that:	When I was a teenager, my family, teachers, religion taught me that:	When I was choosing my career/work, I learned that:	In building and nurturing a family, I learned that:
Little girls should behave this way:	*As a young woman, I should behave this way:*	*Careers/work associated with women are:*	*Women should take the following roles:*
Toys/games for girls are:	*Hobbies/interests for young girls should be:*	*At work, the capacities and attitudes expected of women are:*	*In making decisions women should be:*
Little boys should behave this way:	*As a young man, I should behave this way:*	*Careers/work associated with men are:*	*Men should take the following roles:*
Toys/games for boys are:	*Hobbies/interests of a young man should be:*	*At work, the capacities and attitudes expected of men are:*	*In making decisions men should be:*

Questions
- What did the exercise make you feel? Were you brought up to think this way?
- What else came to your mind while doing this exercise?
- How does our personal lives affect the way we behave at work?
- Are the experiences same for men and women? Are there changes? If so why and in what ways or areas?
- Are the experiences same for women and men from different groups (e.g ethnic groups; geographic location; urban or rural; education; religion etc.)?

Annex 2: Intersectionality and power walk

Intersectionality: Begin with two examples, a woman and a man drawn in stick figures on the white board. Ask participants what they see. Who do they see a man and a woman? Is it because of the way they are drawn, clothes they are wearing? Explain to participants that there is much more than simple a man and a woman on this board.

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[1] Adapted from ILO's Leadership Training Manual for Women Leaders of Cooperatives. 2005

Ask one facilitator to write on their drawing on the board (stick figure) their multiple identities. This could include their age, their race, ethnicity, religion, profession, education status, marital status and so on. Following this, ask one of the participants of the opposite sex to come to the board and write up their identities on their drawing. Go through the identities, ask people their perceptions when you group some identities together (using stereotypes) such as age, martial status and profession for example. The key message is to understand that while we think we only see a man and a woman, in fact people have multiple identities, which all influence who they are and their ability to act and react in difficult social circumstances. It is important that we avoid making assumptions about women and men, and that we try and understand in depth how different identified intersect, to ensure that we have a complete picture of the people we are trying to work with and design policies and projects for.

Facilitation Guidelines - Time: Minimum 1 hour, maximum 1.5 hours

Objectives
1. To build an understanding of how social position and power affects the day to day life of people and the services they can access.
2. To explore what it means and what we have to do to 'leave no one behind'.

Requirements
The power walk requires a large empty space. The space should be wide enough that all participants can stand shoulder to shoulder in a straight line and that each person has room to take 10 to 15 steps forward

Materials
• Slips of paper describing the different roles for the participants (in large type)

Directions:
1. Invite participants into the space for the Power Walk. Ask them to sit or get comfortable to prepare for the activity. Hand out the slips of paper with the roles, one to each participant. Tell them to keep it secret until the debriefing.
2. Ask them to silently reflect on the role you have given them, and to imagine the life of that person
3. Ask them some questions to help them think about the life of their character:
    • As that character, what was your childhood like?
    • What sort of house did you live in? What kind of games did you play?
    • Where do you socialize?
    • What do you do in the morning, in the afternoon, in the evening?
    • Where do you live?
    • How much money do you earn each month?
    • What do you do in your leisure time?
    • What excites you?
    • What are you afraid of?
4. Ask the participants to remain silent as they line up beside each other, shoulder to shoulder and facing the same direction, like on a starting line.

5. Tell the participants that you are going to read a list of statements. Every time that their character can agree with the statement, they should take a step forward. Otherwise, they should stay where they are. Tell them there are no right answers – they should just take a step or not based on whether they think the statement is true for their character.

6. Read each statement slowly and repeat as needed. Once participants have reacted (taken a step or not) go to the next statement. Participants will quickly spread out with some moving forward rapidly and others staying near the starting point.

- I have enough money to meet my basic needs all year around.
- I make decisions about how my household income is spent
- I have access to good health services when I need them and I can pay what is needed
- I have running water, electricity and sanitation facilities in my home
- I regularly have time to relax and visit with my friends.
- I am not in danger of being sexually harassed or abused
- I eat at least two full meals a day in all seasons
- I have access to micro or bank credit if needed.
- I can participate in and influence decisions made in my local community.
- I have control over family planning decisions
- I can decide who to marry and when
- If I was accused of wrong-doing I would be asked for my side of the story and believed
- I can question expenditure of family and community funds
- I can meet with government officials if needed
- I feel secure look forward to a "nice tomorrow"

7. Repeat for 10 to 15 statements. Decide how many statements based on the group's energy and the time available.

8. To end the activity: Tell participants that was the last statement and ask them to stay frozen where they are so that we can see what has happened.

Guidance for Reflection and Learning:

To help generate learning from this activity ask the group questions which will help them:
- To describe why they are where they are in the line and how that feels.
- To look for patterns: What are some of the shared reasons for people's places in the line? Are there reasons that don't fit with those patterns and what does this tell us?
- To connect these patterns to other learning points from the workshop (for example, gender relations; social inclusion; understanding our own power and privilege; etc.)

Possible debriefing questions (depending on time, the size of the group and the group's interest you may not use all of these questions):

- Ask people why they are where they are:
  - Ask people who were left behind at the back who they are and why they are at the back.
  - Ask people at the front who they are and how they got to that spot
  - Ask people in the middle who they are and why they moved forward some way but not all the way

- Ask how people feel about their position in the line. How did it feel to be left behind? How did it feel to be moving forward and leaving others behind?
- Ask what are the differences between people at the back and those who moved forward?
- Ask everyone who was a man to imagine themselves a woman and the women to imagine themselves as men. How would their position in the line change?
- Ask what could we change so that the people at the back could move forward? What programmes or policies could help bring change?
- Ask what will happen if we treat everyone exactly the same? Will that bring equality? Why or why not?

Characters:

A woman Country Director of an NGO, age 42, with two children and a husband who travels, living in Battambang city

A poor woman farmer, age 35, HIV positive, living with her husband and takes care of her poor parents

A Pnong Woman, age 16, married, has 1 baby living with her husband

Local police officer, age 45, HIV positive, married with 2 children, sometimes buys sex

Man, aged 35, graduated from Australia based on scholarship, living in Phnom Penh and working at a diplomatic mission

An educated man, age 54, can't walk due to disability, living with his son and daughter in law in remote area of Prey Veng province

A 50 year old man who is a chief villager in Rattanakiri province, living alone without wife or children

A 42-year old successful business woman, living in Phnom Penh, widowed with 1 child

A housewife, age 25, living in Kompong Speu province with her husband, 3 children and old parents

18-year old woman sex worker, living in Phnom Penh, who is the main financial support for her family in a rural area

A lesbian, age 30, working in an international company, living alone in Phnom Penh

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Annex 3. Social relations – how we organise society

There are many ways theorists have defined gender and there are a number of tools and models used to analyse gender relations. Social relations is one way in which we can understand society, the way in which we categorize it and also gender. The social relations of gender require us to understand that we organise and categorise people into different groups. These groups are defined in comparison to one another and it is important to recognise that these categories and groups are not neutral: some groups are valued more than others. The consequence of this is that access to rights are determined by your social group. The relation between the different groups is called the 'social relation'.

Gender is a social meaning given to being a woman or man: the difference is not the problem. The problem is the different value given to 'masculine' characteristics versus 'feminine' characteristics. These social relations are different between different societies and they change over time as society changes.

Annex 3. Glossary of Key Socialization and Gender Related Terms and Concepts

Socialization: In sociology, socialization is the process of internalizing the norms and ideologies of society. Socialization encompasses both learning and teaching and is thus "the means by which social and cultural continuity are attained". Socialization is strongly connected to developmental psychology. Humans need social experiences to learn their culture and to survive. Socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs, and actions of adults as well as of children.

Stereotyping: In social psychology, a stereotype is an over-generalized belief about a particular category of people. Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category. Such generalizations are useful when making quick decisions, however they may be erroneous when applied to a particular individuals. Stereotypes create a barrier that leads to prejudice, making one assume they know a person just based on a stereotype.

Intersectionality: the theory that the overlap of various social identities, as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual (often used attributively). It highlights how social relations interact, and in particular how gender operates within other groups that experience injustices. In this context a distinction can also be made between a 'condition' (material state and immediate environment) and 'position' (refers to the economic, social and political standing of women relative to men). ⌞SEP⌟

Sex refers to the biological differences between males and females, such as the genitalia and genetic differences.

Gender refers to socially ascribed roles, responsibilities, rights and opportunities associated with men and women, as well as the hidden power structures that govern relationships

between women and men. These relationships are dynamic, change over time and are context-specific. Gender is a social stratifier, like age, race, ethnicity, health and social status. (Dankelman, 2010).

Gender roles refer to how men and women should act, think and feel according to the norms and traditions in a particular place and time. (GGCA, 2009).

Gender equality is the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.
Hence, both gender equity and equality must be pursued in a complementary manner where gender equality is the ultimate goal. In other words, in order to achieve gender equality, it is often necessary to pursue gender equity measures. The achievement of gender equality is not a one-off goal. Because progress can all too easily be eroded, gender equity needs to be constantly promoted and actively sustained (Anguilar et.al., 2006)

Gender relations refers to ways in which society defines rights, responsibilities, and identities of men and women in relation to one another, in all spheres of life – in private (family, marriage, and so on) and public domains (schools, labour markets, political life). Other intersecting factors to consider are ethnicity, age, class, religion, and geographic location. Gender relations determine:

- Gender entitlement systems: assets, opportunities, capabilities, and choices.
- Gendered divisions of labour and employment opportunities (such as unpaid and temporary work).
- Gendered patterns of production.
- Power sharing at all levels: decision making, control of resources, and so on (FAO 2017).

Gender division of labour the allocation of the tasks and responsibilities of women and men at home, at work and in society, according to patterns of work that are felt to be acceptable in a particular place and time (GGCA, 2009).

Often a division (roles and responsibilities) is made between:

- **Productive tasks** This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in

the same way e.g. (agriculture, animal husbandry, forestry, fisheries/aquaculture, self-employment, workers in enterprises;

- **Reproductive tasks** This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter e.g. child bearing, rearing, care, education, household tasks, family health and protection;

Access To and Control Over, Resources

When considering the way in which resources are allocated between women and men (the 'gendered' allocation of resources), it is important to look at the difference between access to resources and control over them.

- _Access:_ This is defined as the opportunity to make use of a resource
- _Control:_ This is the power to decide how a resource is used, and who has access to it.

Women often have access but no control.

Condition: This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads.

Position: This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.

Empowerment refers to the enhancement of assets and capabilities of diverse individuals and groups to function and to engage, influence and hold accountable the institutions that affect them. It is about the people - both women and men - taking control over their lives, setting their own priorities, gaining skills, building self-confidence, solving problems, and developing self-reliance.

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Module 1. Session 2. Key rights and climate change concepts and its interaction with gender

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Learning Objectives
1. Understanding key rights and climate change concepts and its interaction with gender.
2. Basic understanding of the gender and climate change nexus and common understanding of the gender and climate change relationship in Cambodia.

Duration 2.5 hours

Purpose
- Understanding of key right based concepts and climate change concepts and its interaction with gender.
- Why gender matters in climate change?- Linkages

Materials
Flip chart, board marker pen, masking tape, beamer, white board

Documents
- Case study I– Participation in REDD+ activities (Annex 4)
- Case study II – Linking gender and climate change: a vulnerability assessment (Annex 4)
- Annex 5: CEDAW – linking gender equality and climate change with human rights
- Additional reading:
⇒ Redistribution and Recognition (Annex 6)
⇒ Climate Change in the Context of Gender (Annex 7)

Table 3: Suggested Activities for Rights Based Approach to Gender in Development and Climate Change

Time	Activities	Methods
1 hr 30 mins	Linkages Between Climate Change and Gender – case study from Myanmar	- Group Work - Case Study I: Linking gender with climate change - Discussions, sharing of experiences and summarize in plenary

1 hr	CEDAW – linking gender equality and climate change with human rights (Annex 5)	• Introduce CEDAW, specifically explain briefly what CEDAW is and how Cambodia has ratified this legally binding international treaty. Highlight the observations from the Committee for Cambodia specifically related to women and climate change, including rural women. • Ask the group to read the except in Annex 5, and discuss in their characters (from the power walk) their access to resources based on this info. Discussions, sharing of experiences and summarize in plenary

Annex 4. Case Study

Case Study I - Linking gender with climate change: a vulnerability assessment in Myanmar

Provide the data in tables only to the participants.

Procedure:
1. What does this data tell us about the potential differentiated vulnerability between women and men to climate change?
2. Based on the information provided, do you think any further information is needed to help inform the vulnerability assessment?
3. What ways could you go about collecting any missing information?
    a. What questions would you ask?
    b. To whom?
    c. How could you get this info?

Full notes for the facilitator:

In the Myanmar Climate Change Alliance (MCCA), UN Environment and UN Habitat are supporting the Government of the Union of the Republic of Myanmar in addressing the challenges posed by climate change. Within a vulnerability assessment of climate change in the communities of Myanmar a gender analysis was conducted. The methodology used was a combination of quantitative census data, qualitative data gathered from separate women's and men's community consultations, and desk review on gender issues in Myanmar. This analysis informed both the national climate change policies as well as the actions within MCCA. For example, the Myanmar Climate Change Strategy and Master Plan 2019-2030 was recently approved and includes gender equality framework as well as gender responsive activities and indicators for its implementation.

What did the quantitative sex-disaggregated data say?

Indicator	Men	Women
Economically inactive	31%	69%
Working in the textile sector	30%	70%
Economic migration (majority to cities)	73%	27 %
Heads of household	85%	15%

What did the qualitative data say?

- **Fisheries:** Women are heavily involved in the local seafood industry, except fishing from the boats in the ocean and rivers. Because male-identified capture fishing is considered "real" fishing, the entire fisheries sector is conventionally portrayed as a male enterprise. Most official data focus on open-ocean and river fishing, rather than the entire fishing cycle, which means that women's contributions are largely hidden. Failure to fully account for participation in fishing activities by women has serious implications for fisheries management and limits women's access to fishing tools and equipment, information and opportunities for income. The roles women in Myanmar in the small-scale fisheries include post-harvest processing, net-building, and selling of fish. They have primary responsibilities for performing jobs such as cleaning, smoking, salting and drying, as well as for selling fish and seafood products in local markets.

	Men	Women
Income fishing industry Women work in production and sales, men operate the fishing boats	5000 Kyat per day	3000 Kyat per day

- **Agriculture:** Women are mostly viewed as agricultural laborers rather than farmers. During the general consultations with both men and women these different roles in the agriculture sector were highlighted. Many explained that men are doing the more physically challenging work such as ploughing, whereas women work with planting, weeding, harvesting, processing and transplanting. The unrecognized role of women in agricultural work was particularly revealed during one consultation, when both men and women answered that women do not work or get involved in income related activities in the farming sector. Nevertheless, in a separate session with only women, the findings were different. In fact, it is evident to say that women are highly involved in undertaking agricultural operations such as sowing, planting, weeding, harvesting and processing.

	Men	Women
Income agriculture	5000 Kyat per day	3000 Kyat per day

- **Additional income generating activities:** Women contribute to additional income sources such as running small businesses e.g. growing vegetables and fruits, gathering wild fruits, collecting and growing medicinal and other plants, making snacks, sewing clothes, selling food in small scale entrepreneurship and commerce. As the traditional income sources such as fisheries and agriculture are being impacted due to climate change, for family's livelihoods, the findings suggest that their income from small businesses are highly valuable in terms of adapting to climate change. It is also securing food production for the families. However, these initiatives might not reach their full potential since women suffer from pervasive structures that limit their ability to own land, borrow and invest money, or start a business.

- **Hazards:** The findings from village consultations shows that during cyclones, floods, and other disasters that require mobility, women's responsibility for children and elderly people may hinder their timely escape, access to shelter or access to health care. More women than men die in disaster. As stated in the women's groups' consultations, during cyclones and storms the bamboo houses are not strong enough so the communities are required to evacuate. However, in the Nargis cyclone affected area of Labutta, many women shared their concern of not being able to take their children, sick and elderly people to the shelter. They expressed that it is easier for men, as "they can just go to the shelters". After Nargis, women have taken actions of preparedness to disasters, for example by having their belongings ready in plastic bags and readiness to escape.

Adding it all together – what does this mean in terms of vulnerability to climate change?

This assessment demonstrates that women in Myanmar are more vulnerable to the effects of climate change than men, primarily as they tend to be poorer (especially in the case of female-headed households), have less access to alternative income sources and most importantly – are not recognized for their contribution to the fisheries and agricultural sectors. Considering that many of the activities done by women are not defined as "economically active employment", women risk exclusion from trainings and information relating to climate change, specifically targeted to farmers and fishermen. It is evident to say, as women constitute a high share of informal employment and unemployment, they run the risk of being socio-economically dependent on men and families with less alternative income sources. In addition, while women are increasingly working as farmers, fisherwomen, forest gatherers and waged agricultural workers, they do so with very little legal protection in their access to natural and productive resources and in the workplace. However, the findings also strongly indicate that innovative adaptive measures are being performed by women in particular, which demonstrate women's important roles in community's overall resilience to climate change and that these capacities and skills should be fully supported in the programme and policy actions of Myanmar.

The main purpose is to explain that you need to unpack the quantitative numbers, through consultations with communities, CSOs, gender experts, etc., to better analyse the implications of gendered vulnerabilities and then to better design climate change solutions.

Instruction: When the groups share the results of their discussions, write it down on the board. Then present the key findings from the gender analysis in Myanmar and compare.

What did our assumptions say and what did the consultations with the communities say? As a wrap up, ask the question to the participants if they think that a gender analysis, as exemplified in this case study, would support the planning of a climate change project or a policy. If so, how?

Key messages:
- o Do not make quick assumptions and stereotypes about people's vulnerability;
- o Cannot only rely on data and statistics that are given to you. It tells only the tip of the iceberg. What we want to know is the rest of the story (what is under the water of the iceberg);
- o When collecting information, you cannot always ask those in charge (positions of power) what they and who they think will be affected (they may also be using stereotypes);
- o It is critical to be aware of how you collect information – you need to be conscious of existing gender relations that will influence your data collection;
- o It is important to acknowledge women's and men's vulnerability but also their capacities and capabilities.

Annex 5. CEDAW – linking gender equality and climate change

CEDAW and human rights related to gender equality in climate change

Introduction to CEDAW, ask the audience if they have heard of CEDAW, explain briefly what CEDAW is and how Cambodia has ratified this legally binding international treaty. Highlight the observations from the Committee for Cambodia specifically related to women and climate change, including rural women.

Ask the groups to quietly read the three paragraphs from the CEDAW General Recommendation 37 on gender equality in disasters and climate change.

1. Climate change is exacerbating both the risk and the impacts of disasters globally, by increasing the frequency and severity of weather and climate hazards, which heightens the vulnerability of communities to those hazards. There is scientific evidence that a large proportion of extreme weather events around the world are a result of human-caused changes to the climate. The human rights consequences of such disasters are apparent in the form of political and economic instability, growing inequality, declining food and water security and increased threats to health and livelihoods. Although climate change affects everyone, those countries and populations that have contributed the least to climate change, including people living in poverty, young people and future generations, are the most vulnerable to its impacts.

2. Women, girls, men and boys are affected differently by climate change and disasters, with many women and girls experiencing greater risks, burdens and impacts. Situations of crisis exacerbate pre-existing gender inequalities and compound the intersecting forms of discrimination against, among others, women living in poverty, indigenous women, women belonging to ethnic, racial, religious

and sexual minority groups, women with disabilities, refugee and asylum-seeking women, internally displaced, stateless and migrant women, rural women, unmarried women, adolescents and older women, who are often disproportionately affected compared with men or other women.

3. In many contexts, gender inequalities limit the control that women and girls have over decisions governing their lives, as well as their access to resources such as food, water, agricultural input, land, credit, energy, technology, education, health services, adequate housing, social protection and employment. As a result of those inequalities, women and girls are more likely to be exposed to disaster-induced risks and losses relating to their livelihoods, and they are less able to adapt to changes in climatic conditions. Although climate change mitigation and adaptation programmes may provide new employment and livelihood opportunities in sectors such as agricultural production, sustainable urban development and clean energy, failure to address the structural barriers faced by women in gaining access to their rights will increase gender-based inequalities and intersecting forms of discrimination.

Specific areas of concern – the key six human rights identified in General Recommendation 37:

- Right to live free from gender-based violence against women and girls
- Rights to education and to information
- Rights to work and to social protection
- Right to health
- Right to an adequate standard of living
- Right to freedom of movement

Ask the participants to work in groups and continue picture themselves as the identity they had in the Power Walk exercise. Through this next group work we will be adding the context of climate change. Briefly introduce (or ask participants to share) the main climate change issues in the country and the 'state of play' for the future.

Ask the groups to:

1. Read through paragraphs 1-3 in the introduction of CEDAW GR37 (above)
2. Discuss in the group at least two or more identities/roles and their current access to the resources as mentioned in Paragraph 3: food, water, agricultural inputs, land, credit, energy, technologies, education, health, adequate housing, social protection and employment.
3. Based on their access to resources, how do you think they will be impacted by climate change? And what kind of adaptive capacities (alternative livelihoods, decision-making power) do they have? (

Summary: The purpose of this exercise is to start introducing the links between the concepts of gender and climate change, using the individual perspective of how inequalities constitute vulnerability and that climate change can accelerate these inequalities further. The exercise also presents that addressing climate change cannot be efficient if the needs and perspectives of the most vulnerable are not included in the solutions.

Annex 6. Redistribution and Recognition

This session will begin with a case study to practice some of the analytical tools discussed in the morning sessions, before moving on to exploring how rights can be understood in gender equality.

This section explains the thinking of Nancy Fraser (1997) on **redistribution** and **recognition** and how it applies to a rights-based approach towards gender equality. The framework developed by Nancy Fraser provides helpful insights for work on rights generally and particularly for integrating concepts of gender, equality and justice into rights-based approaches to development. Fraser (1997) is concerned with justice and her argument is that achieving justice requires struggles for redistribution and for recognition.

When rights holders are calling for redistribution?

There are groups who experience injustices that are primarily caused by political and economic structures that exploit them – working class people or landless farmers for example. These groups may be looked down on by the rest of society – partly as a justification for exploiting them, but also because the results of the economic exploitation make them different from the 'social norm'. The main strategy needed to achieve justice for these groups is redistribution.

When rights holders are calling for recognition?

Other groups face injustices that are really about status – they are devalued or despised because they do not follow the 'norm'. Minorities, refugees, or people with another sexual orientation are examples. Because they are not valued by other groups in society they may also be subject to economic discrimination which means that they have less opportunities to access income or finance. Achieving justice for these groups requires recognition of their value as people and their rights as human rights.

In particular, gender equality and justice for women cannot be achieved without struggles for both recognition and redistribution. Gender structures the economy and allocation of resources – so redistribution is required. Gender is also a main characteristic of social (and power) hierarchies – women are less valued than men, not seen as men's peers and in fact traits culturally associated with being female are used to degrade or devalue other 'despised' groups.

A rights-based approach (RBA) to gender and climate change should lead to social transformation and recognize and realize rights, agency and autonomy of marginalized groups, strengthening their claims. Bee et all (2013) see 'adaptive social protection' as an interesting way to promote a RBA in climate change adaptation efforts. It combines social protection, disaster risk reduction and climate change adaptation as a dynamic notion, combining short and long-term, addressing more structural rights and opening up space for empowering the poor and marginalized to exercise their voice, claim their rights to protection, and shape processes of social transformation.

Annex 7. Climate Change in the Context of Gender

According to the Intergovernmental Panel on Climate Change (IPCC), 'climate change' refers to a change in the state of the climate that can be identified by changes in the mean climate and/or variability of its properties, and that persists for an extended period, typically decades or longer (IPCC, 2007).

> Today there is broad international scientific consensus that greenhouse gas (GHG) emissions from human activity, particularly fossil fuel use and deforestation, have increased the concentration of these gases in the atmosphere. As a result, according to the Intergovernmental Panel on Climate Change (IPCC), the earth's mean surface temperature has warmed by 0.75º Celsius over the past century, and 11 of the last 12 years (1995-2006) have been among the 12 warmest years since 1850. Based on projected GHG trends, temperatures could rise by another 2ºC to 5ºC, or perhaps even more, by 2100. Increases of this magnitude are expected to have widespread negative impacts on human welfare and natural ecosystems, including wide-ranging economic, ecological and social effects. (United Nations, 2007)

Climate change has major economic implications. According to the 2006 report of Sir Nicholas Stern et al, the cost of adapting to climate change could be as much as 10 per cent of the global economic output (Stern, 2006). But most of all, climate change is an ecological and humanitarian issue, as the livelihoods of numerous communities are threatened, and their security is at stake. Climate change threatens progress towards development itself and even its mitigation and adaptation, climate change could potentially create new inequities, vulnerabilities and insecurities.

Vulnerability can be defined as (UNEP, 2002): 'The interface between exposure to physical threats to human well-being and the capacity of people and communities to cope with those threats'. Vulnerabilities and capacities are usually place-based and context-specific. The latest report by the International Panel on Climate Change (IPCC, 2014) highlights vulnerability to climate change due to gender and other factors, including class, ethnicity and age:

Differences in vulnerability and exposure arise from non-climatic factors and from multidimensional inequalities often produced by uneven development processes. These differences shape differential risks from climate change...People who are socially, economically, culturally, politically, institutionally, or otherwise marginalised are especially vulnerable to climate change and also to some adaptation and mitigation responses...This heightened vulnerability is rarely due to a single cause. Rather, it is the product of intersecting social processes that result in inequalities in socio-economic status and income, as well as in exposure. Such social processes include, for example, discrimination on the basis of gender, class, ethnicity, age, and (dis)ability.

Research and data describe the differentiated impacts of climate change on women's and men's vulnerability. Some of the tangible and intangible impacts include loss of life, loss of (and access to) assets and resources, loss of livelihoods, reduced health and sanitation and also violence. These impacts are also often described in the context of human security. A brief overview of some of these impacts is presented below (adapted from Reggers, 2018).

- A study by Neumayer and Plümper (2007) states that women and children are 14 times more likely to die or be injured in a disaster than men; for example, during the 1991 cyclone in Bangladesh, reports state that 90% of the 140,000 killed were women. The rate of injury from extreme weather events is also high for women (Dankleman, 2009)

Table 5: Climate-related disasters and female mortality

Year	Disaster/Country	Female Mortality
1991	Cyclone 0B2 – Bangladesh	90%
2004	Tsunami – Aceh-Indonesia	77%
2004	Tsunami – Tamil Nadu-India	73%
2008	Cyclone Nargis – Myanmar	61%
2009	Tsunami – Tonga and Samoa	70%
2014	Solomon Island Floods	96% women & children
2015	Nepal Earthquake	55%

Source: UN Women (2016a)

- Decision-making over resource use and the buying and selling of land pre-, during and post-disaster or slow onset climatic change, often rests with men. While women are often charged with the safeguarding of small-scale household goods, it is mostly men who make decisions around productive assets, such as when to sell what, to financially cope in times of environmental stress (International Food Policy Research Institute 2014). Sultana (2014) argues that issues of land rights and inheritance is essential in the discussion and debate on reducing this specific vulnerability for women.

- Loss of livelihoods, particularly of small scale farmers and those in agricultural based livelihoods, also produces differentiated impacts for women and men. Women, who are often responsible for small scale household gardens, the production of fruits and vegetables for market stalls and farm-based activities are often the first to feel the impacts of the changing climate.

- Individual nutritional status and access to clean, safe drinking water, which reflect intra-household food distribution, are other factors of discrimination that contribute to women's differential vulnerability. Health concerns around increases in infectious diseases as well as physical and mental stress can often impact women more than men, especially in relation to women's reproductive role as family caregivers (Dankelman 2009).

- Violence and social isolation are also contributing factors to women's increased vulnerability compared to men. Gender based violence that exists in normal times, is often exacerbated in times of disaster or extreme weather events.

- The right to information often goes unrealized for women in rural climate-affected regions. In some instances, women do receive the information on weather patterns and changes that affect crop seasons, yet their unequal position in the household

means they lack the decision-making power to determine what to do with this information they receive.

Module 2. Gender Situation Analysis in the context of Climate Change

Duration 3.5 hours

Purpose
- Application and integration of key gender and climate concepts in gender situational analysis

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Materials
Flip Chart, Marker Pen, Masking Tape, White Board

Documents and Reading Materials (Annexes 7, 8, 9)
- Gender analysis notes (Annex 7)
- Gender Situation Analysis of Cambodia – case study III (Annex 8)
- Gender equality in Cambodia (Annex 9)

Table 6. Suggested Activities to conduct Gender Analysis

Time	Activity	Methods
30 Min	Introduction - Steps of Gender Integration in Planning Cycle	Brainstorm and in Flipchart -Introduce Result Chain Framework/Logframe and show how Gender and CC concepts can be applied in each step
30 Min	Overview of key issues and challenges in the climate change in Cambodia	Discussion of key gender issues in climate change policy in Cambodia; (Focusing on Roles/Participation; Time Poverty; Access to and control over resources, Information; Decision Making/Leadership; benefit sharing). Case study III: situational analysis of gender in climate change policy
2.5 hrs	Gender Situation Analysis by Participants using the key concepts discussed above. (Refer to Gender Analysis Questions and Results and Gender Glossary below)	Group Work – Gender Situation Analysis – Identification/listing of the problems from project document. Problem Tree – Identification of key Problem; Causes and Effects Presentation and discussion

Notes for the Facilitator on Gender Analysis

This session presents basic gender analyses and identifies key concepts and tools to understanding gender relations. **A basic gender analysis is the first step to gender mainstreaming**. Similar to any situational analysis that is conducted, gender analysis is used to understand the significance of the gender equality situation in any given context before actions and policies are designed.

Again, similar to a situational analysis, if you do not do a gender analysis, there is no way of knowing what the gender situation is and how the project/policy may or may not have the desired impact on the ground. Gender analysis helps us understand gender relations and gender roles and is an important planning tool as it provides a 'gender map' of a particular context. Gender is not only about women, but is based on gender roles and gender relations which include men and women and their interaction and representation.

Gender analysis needs to identify: male-based gender issues that make men and boys particularly vulnerable in a given context; ways that gender roles impact on women's and men's behaviour and may limit their opportunities; ways to change/modify men's views and behaviour which works against inclusiveness, equality and/or includes violence against women; and ways to engage men and boys as actors to promote and support increased gender equality (UN Women Training Centre, 2017).

In practical terms, addressing gender concerns implies an analysis of how the project/policy influences the role and/or status of women and men, especially those most vulnerable to risk, and the inclusion of gender-related special measures and components in the project/policy design. A gender analysis therefore provides concrete data on what the gender concerns are in a specific context and can be used to design gender informed policy and projects.

In order to conduct a gender analysis, the questioned listed above can for example: (1) form the basis for focus groups or interviews with community members and key stakeholders, (2) be used to guide secondary data collection and analysis, (3) be used to inform the development of time use surveys (the 24-hour clock technique), (5) be used to complete activity profiles for women and men, and (5) be a basis for understanding intra-household relations. Gender analysis is bound by time and resources, yet, however limited these are, taking the time to conduct a basic gender analysis will always be more beneficial to understanding the situation in which your development work operates.

After conducting the basic gender analysis, the results will help articulate the situation for gender equality in a given context. Below are some definitions often used to help understand and organise some of the gender analysis results.

Annex 7. Gender Analysis – Definition and Tools

Gender Analysis is a systematic way to identify key issues and factors that contribute to gender inequalities. It may consist of primary or secondary research, or a combination of the two. Gender analysis should explore individual, relational and structural factors, within both public and private spheres. Remember that individuals are likely to experience gender differently, or hold different roles, within different groups or relationships.

Table 7. Gender Analysis Questions and Results

Gender Analysis Questions	Analysis Results
Who does what and why?	Gender division of labour
How, and with what?	Access to resources
Who owns what?	Ownerships of assets
Who is responsible for what?	Roles and responsibilities
Who is entitled to what?	Rights
Who controls what?	Incomes and spending power
Who decides what?	Power
Who gets what?	Distribution
Who gains-who loses?	Redistribution
Why?	What is the basis for the rules, laws, norms, customs in this situation?

Source: Adapted from UN Women Training Centre (2017). What is gender analysis?

Gender Mainstreaming/Integration refers to the consideration of gender equality concerns in all policy, programme, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation.

Gender mainstreaming/integration intends to bring a gender perspective into institutions, policies and actions. A **gender perspective** means that:

A differentiation is made between the **needs** and **priorities** of men and women;
- The views and **ideas** of both women and men are taken seriously;
- The **implications** of decisions on the situation of women relative to men
  are considered; who will **benefit** and who will **lose**; and
- **Action** is taken to address inequalities between men and women.

A systematic approach to gender mainstreaming, creating a gender narrative, and developing a problem tree with identified barriers and risks is essential. The gender narrative synthesizes and explains the gender and stakeholder analysis and describes the gaps and issues to be addressed in project interventions. In this Masterclass we will focus on the problem tree.

A problem tree analysis helps to clearly define the central problem, its causes and effects, and to develop solution pathways. A gender-responsive investment barrier and risk analysis takes it a step further by identifying a range of gender-differentiated risks and underlying barriers associated with a climate change problem, which will affect the levels and kinds of investments and gender- responsive interventions needed (UN Women 2016a).

In many cases, to support the gender analysis, further information data will need to be collected. Most often, **qualitative and quantitative data** is needed to support a comprehensive gender analysis and develop a project baseline.
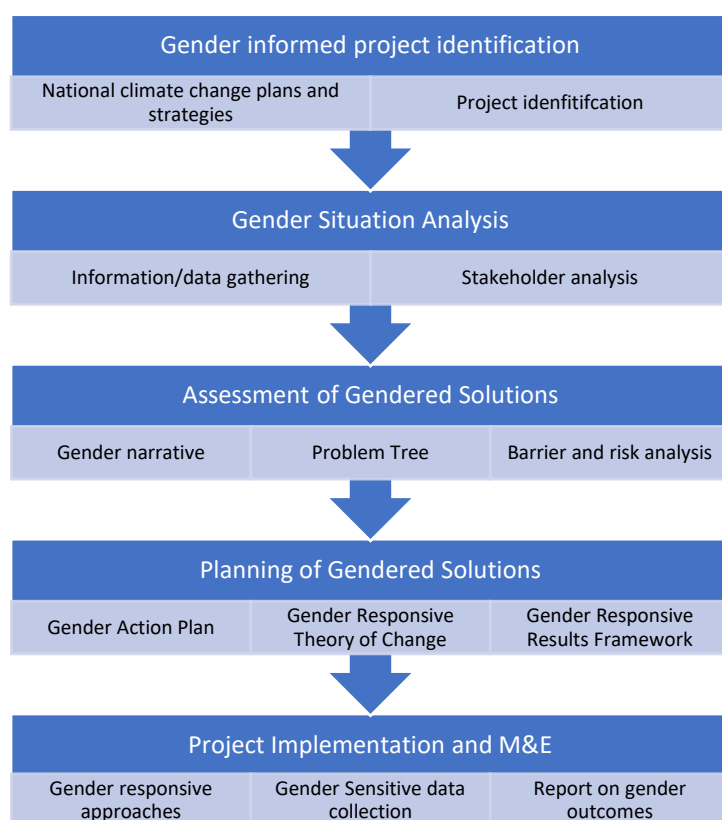
Disaggregated Data refers to distinguishing men and women, ethnic minorities, people with a disability, people from remote provinces and other excluded people in the data to reveal quantitative differences between them.
⇒ Gender (female, male and in some cases, 'other gender' is a third option)
⇒ Income (this is particularly important for poor and marginalised groups)
⇒ Location (rural and urban is a minimum, but by region if possible)
⇒ Age (as circumstance changes across the life cycle)

As part of the qualitative data collection, stakeholder analysis provides and important method to assessing problems, interests, needs and the potential support from different actors. Some potential questions to consider include (FAO & The World Bank, 2017):
• Who are the (male and female) stakeholders?
• What do they have at stake?
• What are the stakeholders' priorities?
• Are there gender-linked differences among stakeholder groups?

The UN Women 2016a figure below describes gender mainstreaming methodologies and tools, in a systematic way that can be applied to climate action.

Gender informed project identification

| National climate change plans and strategies | Project idenfitifcation |

Gender Situation Analysis

| Information/data gathering | Stakeholder analysis |

Assessment of Gendered Solutions

| Gender narrative | Problem Tree | Barrier and risk analysis |

Planning of Gendered Solutions

| Gender Action Plan | Gender Responsive Theory of Change | Gender Responsive Results Framework |

Project Implementation and M&E

| Gender responsive approaches | Gender Sensitive data collection | Report on gender outcomes |

Gender mainstreaming in the project cycle begins with the incorporation of gender considerations in national climate change plans and strategies, which facilitates **gender informed project identification**.

Gender analysis is at the core of gender mainstreaming and, through gender-sensitive data collection and stakeholder analysis, reveals existing gender inequalities in relation to the social, economic, and political factors underlying climate change

The next step involves **the assessment of gendered solutions t**hrough problem tree and barrier and risk analyses that may be articulated in a gender narrative

The **planning of gendered solutions** means the elaboration of a gender-responsive theory of change and results framework to incorporate gendered solutions into a climate change project

Finally, the **implementation and M&E of gendered solutions** should yield new data and information about the outcomes and impacts on women's and men's resilience to climate change, which can then inform national climate change plans and strategies and

Annex 8: Case study III: Situational analysis of gender in climate change policy – why gender matters in climate change?

> Gender and Climate Change
>
> The RGC recognizes that the rural poor of Cambodia, the majority of whom are women, are most vulnerable to climate change impacts because of their high dependence on agriculture and natural resources. This vulnerable group is very susceptible to diseases because of their limited resources and capacity to adapt to climate change impacts, including the lack of preparedness to cope with climate risks and hazards. Therefore, there is a need to mainstream gender into climate change response measures, such as into existing policies and laws, SCCSPs, in order for this cross-cutting issue to be supported by all government agencies especially at national and sub-national levels, development partners, NGOs, civil society organizations (CSOs), research and academia and the private sector.

Source: Cambodia Climate Change Strategic Plan 2014-2023, p.g 12

Procedure
1. Review the situational analysis of the CCCSP individually.
2. In your groups, discuss what is presented in this gender situational analysis. Answer the following questions:
   a. What does this analysis tell you about women's and men's vulnerability to climate change?
   b. What does this analysis tell you about women's and men's capacity to cope with climate change?
   c. What is missing from this analysis, considering the concepts we have discussed in the class so far? How could this situational analysis be improved?

Notes for facilitator on case study III:
Ask groups to report back on their answers to the questions above. Note some of the key issues:
- The situational analysis only discusses women, not gender.
- The situational analysis refers to women's vulnerability, and lack of capacity, but does not say why this exists or how this differs from men.
- There is no data or evidence in the analysis to support these claims or substantiate where they came from.
- The underlying inequalities in everyday life, which are the root cause of inequalities, remain unaddressed in this analysis.

Annex 9. Gender Equality in Cambodia

The current ranking of Cambodia on the global gender inequality index is 136 out of 187 countries (UNDP, 2013). The level of gender inequality in normal times is often an indication of some of the inequalities felt during times of disaster or sudden shocks. The more unequal the society, the more likely the impacts of climate change will also be unequal. Below is a short analysis of the gender equality situation in Cambodia, with specific reference to women's

leadership/decision making, women's economic empowerment and violence against women (adapted from UN Women, 2018).

Gendered social norms in Cambodia, often considered one of the root causes of inequality, are reflected in the **low representation of women in political leadership**, with the percentage of women in the National Assembly at 15%[2] (UN Women, 2018). There is only 17% of women that take part in decision-making and policy development at the national level for natural resource protection and conservation of biodiversity (Ministry of Environment, 2016).

Cambodian women have one of the **highest labour force participation rates** (78%), in the region, **but most are in vulnerable or unpaid work**. Women, predominantly young rural female migrant workers with low levels of literacy, make up 85% of the more than 600,000 people employed in the garment sector. Sexual harassment is a serious issue, with one in five women garment workers reporting sexual harassment at the factory (International Labor Organisation, 2012), which is likely to be an underestimate. Sexual harassment is one of the most common forms of abuse experienced by women in Cambodia, but 20% of the population still believes that sexual harassment is provoked by women.

Domestic violence is widely accepted as part of gendered power relations, with 50% of women believing that there is at least one reason that justifies wife-beating (National Institute of Statistics, 2015). About one-third of young women/girls and young men/boys aged 13-24 years condone spousal physical violence and more than nine out ten endorse at least one negative gender attitude towards sexual practices and intimate partner violence (UNICEF, 2014).

Among the young population women continue to be disadvantaged relative to men due to social norms and **commonly held attitudes** that **promote early marriage for girls**, **assign household work to women** and **associate women with lower intelligence as well as lower economic and social value** (OECD Development Centre, 2017). These social norms affect investment in girl's education, their opportunity to compete for decent work and their civic participation and involvement in decision-making.

The Royal Government of Cambodia (RGC) has committed to working on gender equality through the development of the national gender equality policy, Neary Rattanak IV, and Second National Action Plan for the Prevention of Violence Against Women. Cambodia's international commitments include its signatory status to the Convention on the Elimination of Violence against Women (CEDAW), as well as the Beijing Platform For Action (BPFA) and the Sustainable Development Goals (SDGs); all positive signs that the RGC is committed to reducing inequalities for women.

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[2] The percentage had remained static at around 20% for some years but fell to 15% in late 2017 as a result of dissolution of the main opposition party and redistribution of seats: https://www.phnompenhpost.com/national-politics/only-two-women-join-national-assembly

> Women are under-represented in forest governance institutions (USAID 2011) and more broadly within ministries responsible for climate change and DRR in Cambodia. 'The REDD+ programs currently being implemented reinforce gender inequality by failing to ensure that women are equal partners in decision-making, consultations, design, and benefit-sharing mechanisms '(USAID 2011). Women are also underrepresented in ministries responsible for climate action, as well as on governing bodies and at decision-making tables.

The international policy landscape to address the gendered vulnerabilities to climate change just described has dramatically improved over the last 15 years, with specific milestones reached under the United Nations Framework on the Convention on Climate Change (UNFCCC). The excerpt below from the UNFCCC report on 'Implementation of gender-responsive climate action in the context of sustainable development' (UN Women 2016b, p.g. 12) describes some of these changes:

"As one of the most at-risk regions, significant effort is needed in Asia to address climate change for women and men. 'While Asian economies are growing, so are the levels of temperature, pollution and greenhouse gas emissions. The retreat of glaciers, rising temperatures and permafrost in Asia is occurring at an unprecedented rate. Climate change is no longer a concern just for the distant future. As a consequence, every country in Asia is facing the impact of climate change. According to the World Risk Report (United Nation University 2016) five of the 15 most at-risk countries are located in Asia' (UN Women 2016c). A UN Women (2016c p.g 10-11) report details the gender inequalities in Asia that contributes to Asian women's disproportionate vulnerability to climate change compared to men. Research evidence also shows that certain social groups within the region experience more severe impacts of disasters and climate change than others. Because of **widespread gender inequality and discrimination against women**, women and girls are typically more likely to be negatively affected by the impacts of climate change and disasters than men and face greater barriers to influence, participate in and benefit from disaster risk reduction, recovery and climate change mitigation and adaptation efforts.

Women are **responsible for most of the unpaid household chores** and form the majority of those working in the informal sector, mainly in agriculture and domestic employment. Furthermore, **most rural women in Asia are often directly dependent on natural resources**, for agriculture, collection of non-timber forest products, water and energy provision, and for their engagement in the informal sector. The proportion of women in the agricultural workforce has been growing over recent decades: the further feminisation of agriculture took place worldwide, except in Europe.

Prevalent **gender inequalities and power differences in Asia limit women's ability to respond and adapt to disasters and climate change** impacts. It is the inequities in the everyday, and not just in times of disaster, that create greater risk and reduce life chances for women and girls (Bradshaw and Fordham, 2013). **Women and girls tend to have less access to or control over assets** compared to men, including the resources necessary to cope with and respond to

hazardous events, and adapt to climate change. This includes access to information, education, health and assets. Their vulnerability is therefore relatively greater than men's.

The **absence of women in the political and public spheres** means that decisions that shape the direction and development of **national priorities are skewed towards male priorities**. Despite the introduction of gender quotas in some countries to increase women's participation, in most sub-regions within Asia and the Pacific, there is a strong resistance to women's political participation. Cultural and social norms and practices are often used as excuses and barriers to women's participation in politics (True, 2012)."

Module 3. Planning of Gender Solutions – developing gender and climate change responsive objectives/results

Duration 2 hours

Purpose
• To develop gender and climate change related objectives/results to address the issues/problems identified during the session on Gender Situation Analysis.   • Analyse if the objectives/results are gender and climate change responsive

Materials
Flip Chart, Marker Pen, Masking tape

Reading Materials
• Gender Analysis Tools and Concepts and Reading materials (Annex 11)

Table 8: Suggested Activities for Planning Gendered Solutions – Development of Gender and Climate Change Responsive Objectives/Results

Time	Activity	Methods
	Identify and develop Gender, HR and CC responsive objectives/results (What change/result you want to achieve?) Policies, Strategies and Programmes	Video A Fair Climate: Gender Equity in REDD+ (USAID-Leaf) http://www.wocan.org/resources/fair-climate-gender-equity-redd Brief discussion in Plenary Group work – developing Objectives or results and check if the they are addresses/improves or does not address/improve or does no harm to: • Material Condition/ Practical Needs/ Vulnerabilities • Social Position/Strategic Interests/Capabilities of different groups of women and men

Annex 11: Key Gender for Integration in Objectives and Results

Practical Needs and Strategic Gender Interests
Linked to women and men's condition and position is the identification of practical gender needs versus strategic gender interests. Practical gender needs are identified by women as a response to an immediate perceived necessity, and usually relate to inadequacies in living conditions such as water provision, health care and employment. They are a result of the gender division of labour. Strategic gender interests tend to challenge gender divisions of power and control and traditionally defined norms and roles. They are a result of women's subordinate position and men's privilege. Strategic gender interests means addressing injustices of recognition and the way women are devalued and challenging the roots of unfair distribution.

Table 9: Characteristics of practical gender needs and strategic gender interests

Practical Gender Needs	Strategic Gender Interests
Immediate and short term	Longer term
Unique to particular groups of women and men	Common to most women or men
Relates to gender division of labour and daily needs	Relates to disadvantaged position
Easily identified	Not always easy to identify
Can be addressed through specific inputs	Can be addressed by increasing confidence, collective strength, consciousness raising, removing discrimination
Women as beneficiaries or participants	Focus on women as agents (or supports them to become agents)
Does not alter existing gender roles and relations	Can empower women and transform gender relations

Table 12: Gender checklist for developing Objectives/Outcomes/Results

	Gender questions
Objective/Impact	• Is gender equality one of the overall objectives to which the project aims to contribute? • Are men and women of different ages and socio-economic groups going to benefit equally from this long-term impact?
Outcome	• Does the outcome include clear reference to men and women, and to the existing inequalities between them? Does the intervention have the potential to improve women's access to productive resources, services, technologies, information, training, markets, and employment opportunities?

Source: FAO (2017)

Module 4. Session: Planning Gendered Solutions – Developing Gender and Climate Change responsive Activities

Duration 2 hours

Purpose
- Developing gender and climate change related activities and inputs to achieve the results developed in Module 4 (How will you achieve the results?)

Materials
Flip Chart, Marker pen, masking tape

Reading Materials (Annex 12)

Table 11: Suggested Activities for Planning Gendered Solutions – Developing Gender and Climate Change Responsive Activities

Time	Activity	Inputs	Methods
	Identify and develop Gender and CC responsive Activities (How will you achieve results developed in Module 4) • Policy/Strategy Level • Program Level	Understand and Develop what is Gender Responsive Budget; Gender sensitive and responsive technologies; approaches; equipment etc.	Discussion and sharing in plenary examples of gender-CC responsive activities (policy/strategy and Programme); Group work – developing Activities and check if the they addresses/improves or does not address/improve or does no harm to: • Material Condition/ Practical Needs/ Vulnerabilities • Social Position/Strategic Interests/Capabilities of different groups of women and men

Annex 11. Reading Materials

Gender Responsive Budget refers to government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting interventions to address gender gaps in sector and local government policies, plans and budgets.

Gender-sensitive approaches consider gender as a means to reach a development goal. Recognize gender roles and access to resources in so far as needed to reach project goals.

Gender-responsive approaches recognize and address the specific needs and priorities of men and women, based on the social construction of gender roles.

Gender-transformative approaches seek to transform gender roles and promote gender-equitable relationships between men and women. The ultimate aim of gender equality is for men and women to have equal participation in decision making; the same access and control over productive resources, services, and technologies; equal benefits from project results; and the same opportunities to access decent employment and livelihood systems.

Table 12: Gender checklist for a developing Activities

	Gender questions
Output	• Do the outputs respond to the different needs and priorities of men and women, as identified in the gender analysis? • Do the outputs challenge/redress existing gender inequalities and discriminatory norms and practices?
Activities	• Are men and women given equal opportunities to plan, participate, monitor, and evaluate the project's activities? • Do the planned activities take into account the roles and responsibilities of men and women in order to ensure equal opportunities and benefits from participation? • What will be the implications in terms of labour and time requirements for men and women?

Source: FAO (2017)

Module 5. Planning Gendered Solutions – Developing Gender and Climate Change sensitive Indicators and Monitoring and Evaluation Framework

Module 5. Session 1. Developing Gender and Climate Change sensitive Indicators

Duration 2 hours

Purpose
- To develop gender and climate change sensitive Indicators and Risks
- To develop Gender and Climate change responsive M&E plan

Materials
Flip Chart, Marker pen, masking tapes, white board

Documents and Reading Materials
- Key definitions – Results, Outcomes, Outputs, Impacts
- Types of Indicators and Key Points to remember while developing Indicators
- Results Framework

Table 13: Suggested Activities for Planning Gendered Solutions – Developing Gender and Climate Change Responsive Indicators

Time	Activity	Methods
20 min	Introducing Indicators – Types of Indicators: Output and Outcome; Qualitative; Quantitative; SMART – Indicators	Brainstorming, explanation and discussion
1 hrs	Develop Gender and Climate Change Responsive Outcome Indicators	Group work – develop indicators – How will they know if and when they have achieved the results/changes (developed in Module 3)? Check if the indicators developed can measure changes related to both the Condition/Practical Needs/Vulnerability and Position/Capability/Strategic Interest of different groups of Women and men.

Annex 13. Key Definitions

Results: consists of the Output, Outcome, and Impact.

Outputs: are normally quantitative results, products or services that are relevant for achieving Outcomes. Outputs are the short-term products of completed activities. They can be measured regularly. Examples of gender outputs are trainings for women's leadership skills, local organizational capacity, skills development to improve access to services and markets etc.

Outcomes: represent the most important result in this framework. Outcomes are both intended and unintended. Examples of gender outcomes in a project are: greater gender equality in decision-making, access to resources and division of labor etc.

Impacts: is the long-term improvement (s) in a given society. An example of a gender impact result would be when women and men benefit equally from sustainable and equitable agricultural growth.

Annex 14. Types of Indicators and Key Points to Remember When Developing Indicators

Quantitative Indicators	Qualitative
- measures of quantity - number - percentage - ratio	- perception - opinion - judgments about something
Examples: - Number of women in decision making positions - employment levels - wage rates - education levels - literacy rates	- women's perception of empowerment; - satisfaction with employment or school - quality of life - degree of confidence in basic literacy.
Source of Information	
Formal surveys or questionnaires	Public hearings, testimonials, focus groups, attitude surveys, and participant observation.

Source: United Nations Development Group's Handbook on Results- Based Management, March, 2010

Key points to remember when developing indicators[3]
- It is important to develop only a few key indicators.
- Fewer indicators may be more effective in delivering a message (particularly true for gender issues).
- Stakeholders (community, other partner organizations, donors etc.) should be involved in the process of developing indicators to the extent possible.

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[3] Adapted from WOCAN Manual

- As much as possible, indicators should be **S-M-A-R-T**

S = specific
M = measurable
A = achievable
R = relevant
T = time-bound

Module 5. Session 2. Developing Gender and Climate Change responsive Monitoring and Evaluation (M&E) Plan

Duration 2 hours

Purpose
• Develop M&E Plan based on the Gender Situation Analysis and Development of Gendered Solutions – Objectives/Results; Activities and Indicators in Modules 2, 3, 4 and 5.

Materials
Flip Chart, Marker Pen, Masking Tape, projector

Handout
Example of Results Based framework

Table 14: Suggested Activities for Planning Gendered Solutions – Development of Gender and Climate Change Responsive Monitoring and Evaluation Plan

Time	Activity	Methods
20 min	Introduce M&E	Ask Participants what they mean by M&E – ask to give examples
1.30 min	Develop Gender and Climate Change responsive M&E Plan	Group Work – Ask the participants to link and compile the Result Chain – Modules 2,3,4, and 5 (Problem, Objective/Result, Activities and Indicators) in the M&E framework; After completion of the M&E Plan ask each group to display their plans on the wall (Market Place). Gallery Walk – ask all participants to walk around and observe each plans.

		After Gallery walk bring all participants to the plenary and ask following questions:
		o Has Gender and Climate Change concepts and issues have been incorporated.
		o Do the interventions address the needs, and priorities of both women and men? Does it meet the Practical Needs and Strategic Interests of both Men and Women?
		o How do you feel about the M&E Plan?
		o Ask participants to write how they will share and use this plan in their respective organisations.

Annex 15. Example of an M&E Plan

Problem Statement: Poor Participation of Rural Women in Cambodia in Forestry/REDD+ related decision making positions due to high workload

Strategic statements	Indicators	Activities/Inputs	Responsibility	Means of verification
Programme Objectives: To Increase women's participation in key decision making positions in REDD+/Community Forestry	% of Women in Key decision-making bodies of REDD+/Forestry related Committees			Community Forestry data base
Outcome 1: Rural Women's household workload is decreased	Rural household women's workload decreased by % of or hours per days; % of rural women using alternative energy/time saving technologies % of women participating in Committee Meetings and activities	Introduction of tiem saving technologies for women; Mobilization and awareness of men to support women's leadership		Annual plan and reports
Outcome 2. Rural Women in key decision making positions/vital posts in Forestry/REDD+ related Committees. planning and policy development.	Women actively making demands for services from Forestry/REDD+ related institutions and other sevice providers increased from % in Year 1 to % in year 2; Women in key decision making position in	Leadership training tied up with regular coaching an mentoring for women and men;		Annual Plans and reports Public hearing

	Forestry/REDD+ committees increased by %			

Annex 16. The following recommendations are intended to support both the implementation of gendered solutions and to undertake gender-responsive approaches to project implementation.

- Use the gender analysis and assessment of gendered solutions to establish a project baseline against which progress can be measured, which should be reflected in the results framework.
- Ensure sufficient resources – people and funds – are available for gender equality and women's empowerment activities.
- Develop gender-responsive approaches to address these impacts to ensure men and women are not negatively affected, and can equally access project resources, services, technologies and training, and equally benefit (see Table 7). For example:
    - Seek local women's groups and wider women's networks in outreach efforts.
    - Ensure equitable representation of women and men on project committees and management, and in planning and conducting project activities and meetings.
    - Make sure that workloads are not unduly increased and that women's and girls' disproportionate share of unpaid care and domestic work is not further increased.
    - Include targeted training for women or men who need to develop skills in order to access new technologies involved in the project.
    - Schedule training when women have childcare or offer childcare during training events.
    - Take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as access to productive resources and assets, finance and credit.
    - Include provisions to address women's limited mobility and security challenges, if they exist.
- Ensure project partners have been trained in gender and gender-sensitive approaches.
- Include gender expertise in project and partner implementation team.

Final Session

Evaluation of the Masterclass and Closing

Duration 20 min

Provide the evaluation form to all participants and ask them to fill it up.

Questions
1. What was useful in the Masterclass?
2. What needs to be improved in the Masterclass?
3. Do you have any recommendations?

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Case Study and Field Visit:
Anlung Pring Conservation Area

Vision for Anlung Pring:

"A healthy, vibrant wetland with lots of wildlife including many Sarus Crane, managed sustainably by local communities to support their livelihoods as well as the reserve. The site will be visited by many tourists and it will be used as a showcase for community-based wetland management in Cambodia"

Project Goals:

- To increase the use of Anlung Pring by Sarus Cranes through appropriate management of hydrology and habitats
- To manage, maintain and enhance wetland biodiversity in Anlung Pring to support human livelihoods

Background:

In August 2012, 260 household interviews (10% sample size) were conducted in 7 villages in and around Anlung Pring and an "alternative state" in order to assess the net annual value derived from harvesting wild goods (fish and other wetland resources). It was found that only four villages use the wider floodplain around Anlung Pring on a regular basis. These are, in order of importance of the value they receive from Anlung Pring; Koh Chamkar and Chrees in Boeung Sala Khang Tboung commune and Preah Troheung and Koh Tnaot in Prek Kreus commune.

The data shows the composition of a typical household's net annual income derived from the wider floodplain around AP. Non-cultivated, wild harvested goods make up 87.5% of the total. Fish alone represent over half (52%) of household net annual value (NAV). Further treatment of results therefore focuses on the value of wild harvested goods.

Table 3. Net annual value of wider floodplain and AP for all villages included in the ecosystem service assessment

| Commune | Village Name | Total HHs | HHs Inter-viewed | Wild Good Collection | | | | |
				% HHs collecting wild goods	NAV	% of NAV from AP	NAV AP	Rank AP
Boeung Sala Kang Tboung	Kaoh Chamkaar	809	82	90%	$387,431	43%	$168,192	1
	Chrees	537	54	69%	$170,195	64%	$108,604	2
Prek Kreus	Preah Trohueng	229	23	65%	$121,352	41%	$49,226	3
	Kaoh Tnaot	220	22	100%	$327,141	13%	$43,083	4
	Kaoh Taa Kov	331	33	3%	$4,306	0%	$0	5
	Leak Chea	232	23	0%				
Boeung Sala Kang Cheung	Anlong Thngaan	228	23	0%				

Ecotourism:

Mlup Baitong (MB) is closely co-operating with WWT and authorities at all levels to provide administrative and technical support for the establishment of CBET by facilitating the formation of a Community Livelihood Development Management Committee (CLDMC) and a CBET Group (CBETG). It is intended that the CLDMC and CBETG will play an increasingly important role in managing AP and providing CBET services in AP. MB has so far provided training to them on management, administration, report writing, environment awareness, guiding skills and has supported them in establishing CBET infrastructure such as an information centre, checkpoint, toilets and parking area. At the same time, MB has produced 1,000 leaflets and distributed them to NGOs, hotels and travel agencies to attract national and international tourists to encourage visits to the Anlong Pring Sarus Crane Reserve. Additionally, MB installed education signboards in participating villages to raise awareness of villagers about the importance of Sarus Crane conservation and environmental protection. Both CLDMC and CBETG each consist of 7 men and women from Kaoh Chamkaar, Chrees and Kaoh Tnaot villages. The CLDMC oversees all community initiatives related to AP, conducts awareness raising activities and is the main link between communities and the government when it comes to matters related to AP.

The CBETG is focused on implementing community-based ecotourism at AP. The CBETG started providing a tourist guide service for bird watching to visitors in March 2012. So far the CBETG has received 89 visitors (50 Cambodian and 39 foreign visitors) and made US$ 255 income. This income is used for CBETG members' benefit, community development, maintenance of CBET facilities, and for Sarus Crane conservation activities. MB has also overseen the creation of community self help groups or saving groups (SHGs) which now include 119 people. Any member of the community can become a member by purchasing shares in a SHG. The funds are then invested in loans to members who pay interest on the loan.

The interest is then recapitalized in the SHG. Typical loans are for purchasing livestock, fertilizer and rice seed.

Procedure:
1. Individually review the situational analysis that has been extracted from the Anlung Pring Management Plan 2014-2018.
2. In your groups, identify what information currently contributes to a gendered understanding of the situation at Anlung Pring?
3. Now, identify what further information would be needed to support a more thorough gender analysis and detail out how you would collect this information, including what you want to know and how you would collect this information at the community level (the methodology).

Example objective from the Management Plan 2014-2018

Objective 3: Wetland resources that support human livelihoods are maintained and enhanced in the reserve as a result of more sustainable management for the benefit of people and wildlife.

Performance indicators*:
 i) Local communities actively co-managing Community Based Ecotourism and sustainable farming initiatives by 2018
 ii) Overall monetary value of food provisioning ecosystem services (wild harvested goods such as fish and plants) increased by 5% by 2018 (compared with 2012 values and taking into account price inflation)
 iii) Populations of key indicator species are maintained or enhanced by end of plan compared with 2016
 iv) Percentage of local people expressing the desire to conserve Anlung Pring as a natural wetland increased by 25% between start and end of management plan period
 v) current extent of wetland habitat maintained
 vi) number of illegal activities occurring in the reserve identified by Local Conservation Group patrols decline to zero in final year of plan

Procedure:
 1. Individually review the situational analysis that has been extracted from the Anlung Pring Management Plan 2014-2018 and Objective 3 above.
 2. In your groups, identify which indicators target community level results and re-write performance indicators to ensure that the data collected would provide more gendered results.
 3. Now, design a monitoring questionnaire to collect the data required for the new gendered indicators you wrote in Step 2. Include what you want to know and on a separate sheet, detail how you would collect this information at the community level (the methodology).