

ASSESSING THE PROCESS

Learning from the (planning/implementation) process of gender responsive and transformative DRM/CCA

Learning Event

Same Disaster – different Effects – different Strategies
Swiss NGO DRR Platform & SDC,
Bern, 24 & 25 November 2021

Irene Dankelman, IRDANA



<https://wedo.org/case-study-gender-human-security-and-climate-change-in-ghana/>

Session Contents

1. Why do we need to learn/follow?
 2. How do we follow the process?
 3. Challenges
 4. Sharing results.
- Short presentation (14:15 – 14:35)
 - Exercise (14:35-15:00)
- I/P/P = Initiative, Project, Programme



RISE, 2018

1. WHY do we need to learn/follow?

- To determine: have we reached goals + objectives of the I/P/P in the area of DRR/DRM/CCA: looking into input, output, outcome and/or impact?
- Lessons to be learned from process leading to (planning/ implementation of) I/P/P - to improve future steps and efforts.
- Explicitly: to find out if the I/P/P is developing from gender-responsive towards gender-transformative and why.

>> For example: Heinrich Böll Stiftung, Washington & Gender Action, 2021. ***More than an add-on? Evaluating the integration of gender in Green Climate Fund projects and programs.***

- *Many disaster [reduction and] recovery efforts have largely bypassed or missed women; most vulnerable (e.g. informal settlers, landless, single mothers, elderly households) most invisible in databases on loss and damage. (From: GFDR, n.y., E-learning Course: Introduction to Gender and Disaster Risk Management)*
- **Critical** to understand the needs and perspectives of different groups women and men, as well as the **impact of social norms** on the (level of) success.



2. HOW do we follow (the process)? Methodologies

- Engage **local communities** and groups/**CBOs-NGOs**;
- Engage **experts** and expert teams (internal/ external);
- Apply **participatory methods**, incl. interviews, focus group discussions, community mapping and transects, video-making, *missing voices approach*, citizen-science, life stories → *mainly qualitative*;
- Collect and use **statistical information**/verification sources: censuses, surveys, financial records, attendance lists → *mainly quantitative*.

Examples Gender-Sensitive Indicators

DRM Cycle	Gender Indicators
Risk Assessment	<ul style="list-style-type: none">-Number of women and men participating in community hazard mapping (disaggregated by sex).-Gender-differentiated vulnerabilities and coping capacity by gender identified in risk assessment.
Risk Reduction	<ul style="list-style-type: none">-Number of women and men participating in DRR/CCA activities (disaggregated by sex and other social differentiators).-Mechanisms to address gender issues are included in DRR/CCA plans, policies and strategies.

(continued)

Preparedness

- Number of women and men reached through early warning mechanisms (disaggregated by sex).
- Engagement of women's organizations/women leaders in the design and planning of warning and evacuation.

Financial Protection

- Number of women and men reached by financial protection mechanisms (disaggregated by sex).
- Financial protection mechanism targets the specific needs of women

Post Disaster Response and Recovery

- Gender-differentiated recommendations are included in the Post-Disaster Assessments (PDAs) and Recovery Framework. (based on gender data)
- Number of women and men engaged in recovery activities.

3. Challenges gender-responsive indicators (UNDP, 2019)

→ *Indicators are signals – they often call for wider level of analysis.*

- **Limited capacity and budget** to collect and/or analyse sex-disaggregated data (and SADDD).
- Baseline **data inadequate** and not disaggregated.
- Indicators do **not fully capture** the impact of gender-responsive/-transformative climate/disaster action
- Feeling that gender issues are **too personal** and more urgency felt to tackle CC/disasters.



4. Sharing results, including communication

- Essential to not only inform and involve project staff and funders;
- But also: **inform and involve communities**;
- Particularly **strengthen voices and decision-making power** of women and other social groups in the communities.
- Make **results widely available** to colleague organizations, researchers/students, and wider public; e.g. in publications, workshops, broadcasting.



Exercise *(see also: Hand-out)*

- * Brainstorm in your existing group (1, 2, 3) – during 20 minutes (14:35-14:55).
- Try to **identify an indicator** for three of the gender-transformative measures you have identified before lunch ;
- Put these on a flip-chart next to your measures poster.
- Short plenary reflection (14:55-15:00).

