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Toolkit to Mainstream Gender into Energy, & Climate Change Community Based Adaptation Projects in the Pacific

**To assist community practitioners in the Pacific
working in Energy and Climate Change Community
Based Adaptation**

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Overview:

Climate change is essentially inevitable for the Pacific Island countries this is evident from the rise in sea level and extreme weather conditions such as frequent cyclones, flooding; droughts that have a devastating impact on the livelihoods of the Small Islands States. Adaptation and mitigation to climate change in developing countries is critical for the protection of the livelihoods and to have continuous progress to achieve sustainable development. Climate change affects all members of society and its impacts can be different for men and women. Hence it is important to understand the gender dimension when working on climate change adaptation and mitigation measures because of the different gender roles that women and men play in their society or community. In the Pacific these different gender roles are influence and depicted by culture, social systems and religion and it varies across the Pacific Islands.

Creating awareness and capacity building on climate change adaptation and mitigation to all gender groups is important to allow people and mostly women to make informed decisions. In addition the understanding on the causes of climate change and mainly on the energy uses should be delivered as both ways to mitigate and adapt to climate change. Mitigating and adapting to climate change should include changing of behaviors to a more efficient ways and promoting the uses of renewable energy sources, improving food security and agricultural uses through uses of renewable energy sources for food production and processes.

Community Based Organizations (CBOs), Non-governmental Organizations (NGOs) who are mostly involved in community projects should be empowered so that their projects can change government policies and that the focus are geared to solutions that are formulated through “bottom up” approach. A gender inclusive projects or policies have positive impacts on the strategic needs and practical needs of men, women, youths and children.

Throughout the Toolkit, the key questions are “what are the situations/cultural setting of men and women in the community? How does this Project impact women in the community?” “How does this Project impact men in the community? Are the different needs of women and men considered in the Project implementation? “Does the Project provide an opportunity to address gender inequalities in the community? Does the Project provide an opportunity to empower women in the community? The toolkit provides some key guidelines for doing this and should be considered alongside fieldwork to allow project implementers to put the guidelines into practice.

Purpose and objectives of the Toolkit

This Toolkit has been developed to assist those implementing Energy and Climate Change Community Based Adaptation Projects in the Pacific islands region to mainstream commitments for Gender Equality. The toolkit recognizes the different levels of understanding of Gender mainstreaming in the Pacific and adopts a step by step approach to the integration of Gender specific considerations at different stages of the Project cycle making the links between the Project and the different impact it may have on women, men, boys and girls. **Note: This toolkit can be used with the “Pacific Gender & Climate Change Toolkit” (SPC, 2013).**

The Toolkit recognizes the varied capacities of community workers in the Pacific and has been designed as a simple tool using practical learning techniques to communicate the key guidelines and principles around Gender and Energy and Gender and Climate Change Community Based Adaptation.

This toolkit aims to provide guidance to community practitioners in the region for the process of Gender inclusion, provide them with case studies from the region and practical tools, which can be used and draw from to integrate a gendered approach in implementing energy and community based adaptation projects/projects.

Overall Objectives

At the end of the training, participants should be able to understand:

- The difference between Gender and Sex
- The application of Gender concepts to Energy Projects
- The application of Gender concepts to Climate Change Community Based Adaption

There are five training modules in this toolkit. The first two modules provide the basis for understanding gender concepts and gender mainstreaming followed by modules 3,4&5 which look specifically at Applying gender sensitive approaches in Energy and Climate Change Community Based Adaptation with the final chapter introducing some practical tools and techniques to enable participants to successfully apply gender in their own climate change adaptation projects and energy.

THE MODULES:

Facilitators Guide

Learning Objectives: This module provides some tips and tools for facilitating an understanding of Gender in a community based setting.

Module 1: Understanding Gender differences

Learning Objectives: After completing the session all the participants should be able to

- Explain the difference between Gender and Sex
- Understand Gender Concepts and Definitions
- Gender Roles: Using the Gender Clock/time use survey
- Apply Gender concepts to their own societies/communities.

Module 2: What is Gender Mainstreaming

Learning Objectives: After completing the session all the participants (facilitators) should be able to

- Understand the meaning of gender mainstreaming
- Be able to identify how to mainstream gender at different stages of a Project Cycle.

Module 3: Applying Gender concepts to Energy Projects

Learning Objectives: After completing the session all the participants (facilitators) should be able to make the links:

- Between Gender & Energy: Why is Gender consideration is necessary to Energy Projects/work
- How to link energy interventions to meeting the productive and strategic needs of women in a targeted community.

Module 4: Applying Gender sensitive approaches to Community Based Adaptation Projects

Learning Objectives: After completing the session all the participants should be able to make the links between

- Gender & Climate Change adaptation: Why is Gender consideration/inclusion relevant to Climate Change?
- Explain why Gender consideration/inclusion is necessary to Climate Change adaptation projects in the Pacific

Module 5: Practical Learning Tools

Learning Objectives: After completing the session all participants (facilitators) should be able to

- Do a gender analysis of their project or intervention
- Do a gender impact assessment of the intervention
- Do a gender vulnerability assessment
- Outline a participatory method approach for the community intervention

A note for Facilitators

Explaining the differences between Gender and Sex and getting participants to fully grasp and accept the importance of these differences is the most crucial component of the toolkit. The onus is on the facilitator to deliver an interactive and interesting session to enable the participants to fully grasp and understand the word Gender and its concepts. The participants can be encouraged to discuss how similar or different their contexts are to the scenarios used.

Module 1: Understanding Gender

Learning Objectives: After completing the session all the participants should be able to

- Explain the difference between Gender and Sex
- Understand Gender Concepts and Definitions
- Apply Gender concepts to their own societies/communities

Step 1: The facilitator can use the “Ice Breaker” exercise below to know the participants and gauge their understanding of “Gender” and “Sex”.

Ice Breaker
Objective: To know your participants and gauge their knowledge and understanding of Gender and Sex
Method: <ul style="list-style-type: none"> ➤ Give each participant two small-sized cards (<i>should be different color</i>) ➤ Give only 3 minutes to all the participants to write only 1 sentence/word in each of card their own meaning/understanding of a “woman” and “man” ➤ Facilitator to collect cards and tag it on the chart. Then explain the difference between “Gender” and “Sex” (<i>can use the explanation below</i>) ➤ Nominate a participant to read out 2-4 cards, participants to identify if its “gender” or “sex” and tag it under the correct heading (either gender or sex). Facilitator can read out the first card and the other three can be done by one of the participant.
Duration: 5-10 minutes
Material needed: different color small-sized cards, flip chart paper, markers, pin up tags
Outcome: Participants is able to relate and better understand the difference between <i>gender</i> and <i>sex</i>

Facilitator highlight the meaning of gender and how it relates to the tasks, roles, obligations and privileges in public and private life of women and men as well as the relationships between them. “Gender” is not the same as “sex”. The latter is determined by biology, whereas the former is shaped by society.

Gender

- Socially constructed
- Determines what is expected of us
- What is valued in men and in women
- Roles that we play

Sex

- Biological
- Very difficult to change
- Two types, either man or woman

Activity 1: Group Work: What do we mean by Gender- sensitive, inclusion, consideration?

Step 2: The facilitator is to share the following scenario with the workshop participants.

Scenario: Gender roles in uses of energy (Solar Energy)

A solar project is introduced in a rural village in Fiji. The solar project is source of lights, and electricity for the villagers. Korotasere village in Savusavu has no access to any energy and basically depend on biomass (firewood) for cooking, subsistence fishing and farming for their livelihoods. They rely heavily on fishing, weaving, and farming for income generation. A lot of young men and women are unemployed and participate actively in farming and fishing. Women mostly weave mats, traditional baskets and look after children and other domestic duties while men farm and fish. Introduction of Solar energy project to the village was welcomed by the village as both men and women saw potential benefit for them and their community.

Source: SPC & PACE-SD Gender Inclusive Training, Daku Village, Fiji

Step 3: After sharing the scenario, the facilitator can ask the participants to work in groups and discuss the following questions.

- a) Identify some of the gender differences that you can see/note through the introduction of this project?
- b) List the differences between the way the men and women would perceive the solar project?
- c) Ask each other, why there are differences between women and men in the way they would perceive this project?
- d) Share group feedback with the rest of the participants.

Optional Step 4: The facilitator can go through the following concepts and definitions with the participants, depending on who the participants are:

Note to Facilitator

There are three activities in this Session: The first group activity is where the participants work in groups to look at the Scenario and try and explain the gender differences identified by men and women; the second is the application of the Concepts to communities or project with the third activity as the Gender Clock or Time use survey.

Gender Concepts & Definitions¹

Gender concepts	Definitions	Scenario
Gender equity	Process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantage that prevent women and men from operating on a level playing field.	Consultation with men and women in households for water problems and needs in Ewena village, Abaiang Island, Kiribati. At the village meeting to discuss water project – even though women were not represented in the meeting, their views on how to address water problems/ needs in the village were gathered during household survey which are usually informal discussions.
Gender equality	Refers to the equal enjoyment by males and females of all ages of rights, socially valued goods, opportunities, resources and rewards. Equality does not mean that men and women are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born male or female.	Introduction of the solar project in Korotasere village, Fiji. Both men and women are able to access this energy and benefit from it equally carrying out their roles in the household/community and opportunity to engage in income generating activity.
Gender roles	Roles that are socially constructed. Men and women have different roles in their society.	For example in some societies men are expected to farm, in others it is the women and vice versa.
Gender relations	Socially determined and are influenced by social, cultural, political and economic expectations. A range of institutions such as the family, social and cultural institutions in place, and legal systems shapes gender relations. Gender relations exist both within the households (private sphere) as well as within the community and workplace (public sphere). An analysis of a given situation based on gender relations differs from one based on gender roles because it gives more focus to power relations and its connections between women's and men's lives.	Men may have more decision making power within the household and community than the women; however, women in this case are members of committees and other groups where they make decisions relating to the village. Women are also resource owners through mataqali (clan) owned land. Women who are married into the family in some cases have lesser decision making power than those from the village, thus this group of women are more vulnerable
Gender norms	The way in which men and women behave within their gender roles are shaped by gender norms, the accepted standards of behavior shared by a particular society.	Traditional roles we assign women like child care and weaving and fishing and farming for men.
Matriarchy	Refers to a form of social organization in a culture or specific community in which descent and inheritance are traced through the female line of a family.	Women have control over resources. They can be landowners and hold status in the village, able to make decisions. There are numerous pacific islands societies that are matrilineal.
Patriarchy	Refers to a form of social organization in a culture or specific community in which descent and inheritance are traced through the male line of a family.	Men have control over resources and are decision makers. The Pacific Islands also have societies that are patrilineal.

¹ *Definitions of gender concepts were obtained from the following references:*

(IASC 2006) Gender Handbook: The Basics on Gender in Emergencies, accessed <http://www.who.int/hac/network/interagency/a1> the basics of gender equality.pdf
 BNRCC, Gender and Climate Change Adaptation: Tools for Community level action in Nigeria, 2011

Activity 2: Facilitated Group Exercise:

This activity is to assist participants apply Gender concepts to their specific communities and societies.

Divide the participants into groups

Each group is to pick three or four concepts and to spend 15 minutes reviewing the concepts and think of concrete examples from within their own context using their own community project. The following is a practical example of Gender Roles and its relation to the analysis of water needs in Ewena village, Abaiang Island, Kiribati.

Gender Roles and Gender Relations

Analysis of water needs in Ewena village, Abaiang Island, Kiribati

A village consultation was held to gauge the water needs and problems in the village it was noted that men were more dominant in the discussions and decision making both at the village and household level, there was only one woman – leader of a household in the village was sitting in line to the men but was not given a chance by the men or the chairman to voice her opinion. Women are normally seated in a group outside the formal meeting circle sitting arrangement and were not directly engaged during discussions.

In order for SPC- PACE-SD (USP) to gather both men and women’s water problems and needs, a household survey was conducted. The survey gathered more of women’s view on their water needs. Another method carried out was to held focus group discussions with women and men through the church groups.

The survey revealed the following roles and water needs for both men and women:

- 1) Women roles as caregivers they need water for cooking, washing, gardening, cleaning and store clean drinking water for family members. They use the well and tanks most of the time in the day and would know water problems such as higher salinity.
- 2) Men roles as protection for the family need gather and find clean drinking water; they will need to construct well, water tanks for their households, collect rainwater. Problem identified- Shortage of water, they have to walk far distance to collect water from other village wells/tanks.

The assessment of the above scenario is as follows:

Gender roles and Gender relations influenced the participation of men and women in analysis of water needs in the village. As women, their role as care givers they need to have clean and enough water to carry out their caregiving roles in their family and village. Roles such as cooking, washing, cleaning and storage of drinking water. In this case cultural expectations define women’s roles thus their being involved mainly in taking care of her family needs. Role of men in protecting the family, they are expected to find and gather clean water by constructing water tanks, well and collect rainwater. Hence the above scenario depicts that women and men roles are related when it comes to water needs. During village consultation women are seated outside the formal discussion area and there is a woman who is part of the formal discussion but does not have any say. The household survey and informal focus group discussions carry out by SPC AND PACE-SD has enabled them to gather water needs for both men and women in Ewena village and women and men are able to value the importance of each role in analyzing water needs, addressing water problems.

Source: SPC & PACE-SD Gender training report in Ewena village, 2012

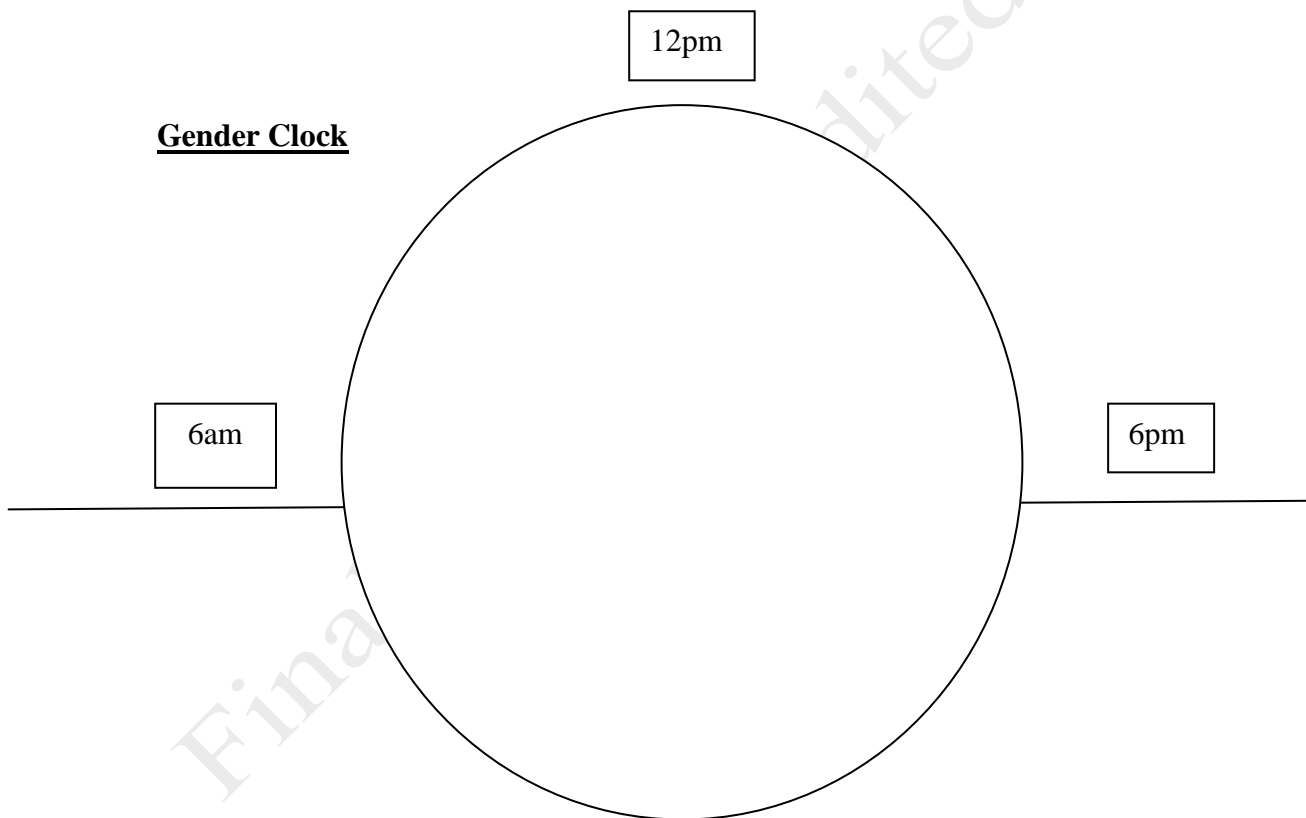
Activity 3: Gender Clock / Time Use surveys

Note: this tool maybe used in a totally traditional /subsistence setting but will have very different results where both men and women have paid employment.

Step 1: Use a creative way of dividing the participants into groups.

Step 2: Ask each group to work together and plot out on this gender clock the activities carried out by men and women in one day. Remind the group to allocate time for leisure/sports, TV sessions.

The purpose of this activity is for people in the community to map out the different activities carried out by men and women in one day



This tool will help map a day's activity for men and women

The tool can also be done in groups- one group working on a man's activity, woman's activity/etc.

Working in groups, start to map out on the Gender Clock, the different activities a man or woman would do each day from when you wake up in the morning to when you sleep at

night. Make sure to list your leisure time as well on the 24 hour clock. The facilitator is to provide 15 minutes for this activity and is to ask group to share their gender clocks with the

rest of the workshop. Ensure that the different groups are represented in the feedback sessions, youths, women and men.

Example

At 5am, a woman would wake up to prepare breakfast for her family, 6am a man would wake up and have breakfast and go the plantation, 4pm go fishing, the woman would clean the kitchen and prepare the children for school, she would then clean the house, attend the women's meeting, prepare lunch and do the washing etc. 9am back in the village, 10 breakfast (what sort of meal), 12 rest, 4pm back in the garden (location), back at sundown.

Resource Material Needed

Flip Charts
Butcher paper
Marker Pens

Module 2: Gender Mainstreaming

Learning Objectives: After completing the session all the participants should be able to

- Understand the meaning of gender mainstreaming
- Be able to identify how to mainstream gender at different stages of a Project Cycle

Note: Before the Facilitator commence with this session, he/she has to illustrate to the participants the linkages of community to the national level. This will assist the participants to understand that Gender mainstreaming is a process that ensure needs of both men and women are considered in all planning and policy making. Use the diagram below for illustration and get participants to visualize the linkages.



What is Gender Mainstreaming?

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.-ECOSOC 1997

United Nations, 2002, Gender mainstreaming: An overview<http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>

The facilitator can share the case study below with participants for better understanding of gender mainstreaming.

Case study: Gender mainstreaming process in Narikoso village, Kadavu, Fiji

Narikoso village located in Ono, Kadavu, Fiji with the population of 100+ is one of the village identified for relocation due to the impacts of climate change (rise in sea level, coastal erosion). At the National Climate Change Summit in August, one of the participants shared that village meetings that used to be conducted in the morning or lunch time are now held in the evenings to ensure participation of women in the discussion of the “relocation” and any other development projects.

Analysis

Changing the meeting times to enable women to participate in village meetings is a process of ensuring women’s needs is also addressed. The changes in the meeting time has engaged both women and men to segregate their traditional gender roles and build mutual support within households and village, develop a workable solutions that addresses both women and men’s needs. This process also empowers women by building their confidence and both groups can develop ideas, skills, knowledge to benefit the household and village. Finally this process will enhance livelihoods of both men and women within their families and village because they will apply and implement a project/initiative that addresses both men and women’s needs.

Source: Participant from Narikoso Village at the Fiji National Climate Change Summit, 12 August, 2013

Activity 1: Open Discussion

Facilitator can get participants to share their experience from their own community.

Time: 20 minutes

Mainstreaming gender into each of the project Cycle

The project cycle consists of four stages: design, implementation, monitoring and assessment. To Guide the process of Gender Mainstreaming the following questions should be asked at the various stages of the Community Based Project Cycle.

Project Design Stage	
Guiding questions	How to implement
What is the institutional set up in the community? Where do women, men, children fit in this set up?	a) Ensure that the community project team (drive the implementation in the village) has been trained and understand gender concepts. b) Form focus groups (women and men) to gather information. c) Undertake a household survey.
What are the traditional gender roles in existence	
What are the gender roles in church	
What gender groups/organizations/networks exist in the community how active are they?	

Gather sex and age disaggregated data if possible	<p>d) Focus group can again be used to identify problems affect them and how the project will address these problems.</p> <p>e) Women and Men in the community/village can meet to prioritize the specific issues facing community and their needs.</p> <p>f) Obtain and collate feedback on project design and consult with community for consensus purposes.</p>
Review numbers of men, women, boys and girls in target community, in terms of employment, how many are at school, in leadership positions?	
What are the land and marine/fisheries areas ownership defined	
Who makes the decision? What are the various forms of decision making in the community? (Identify where women make decisions?)	
Identify the different roles of men and women in the community? Also in various sectors- in village functions, church functions, in external meetings	
How will the intervention impact men and women differently?	
What are the possible interventions on women and men?	
Project Implementation Stage	<i>Note:</i> Institutions and dynamics in a community situation cannot be changed overnight. As facilitators and managers of projects we have to try and find entry points to ensure women can practically involve and included
What actions can be taken to ensure that women and men are participating equally in the project? What are the entry points to ensure that women can be included meaningfully in the project?	<p>The project should indicate suitable support structures and components to encourage participation of women and men in the activities.</p> <ol style="list-style-type: none"> 1) Focus group discussion to find out how women and men can actively and equally participate; 2) Take the lead as CBO and propose to have village meetings consultation /project meetings where and when everyone (women and men) are available; 3) Resources equally allocated in the project budget to address women's and men's practical and strategic needs; 4) Ensure equal representation of men and women from that particular community in the implementation of the project ; and 5) Install and develop practical indicators with the community to measure project's contribution towards their practical and strategic needs.
What are some of the things (meeting times/meeting places/etc) that can be changed to facilitate these entry points?	
Identify women and men's:	
<ol style="list-style-type: none"> i. Practical needs; and ii. Strategic needs 	
How is the project addressing women's and men's practical and strategic needs	
Monitoring	
Identify indicators to monitor progress of women's inclusion	Training for gender sensitive monitoring is to be conducted
How has the project impacted women and men differently	The project management and women and men – project beneficiaries should develop a gender responsive monitoring and evaluation system to measure impact of the project.
How has the project contributed to increasing women's access to income/resources/decision making	Project should collate data on access to income/resources/decision making by women and

	men.
Assessment	
How can future projects be improved to make sure that equal consideration is given to women and men	Gender Responsive Monitoring and Evaluation System should have information data to assist in ensuring future projects benefit men and women equally.
For long term sustainability of project what are some tools that can be used to ensure systematic progress	Training for project beneficiaries and key measurements to be visited frequently and address at an early stage to ensure project sustainability.
How can lessons learned in gender mainstreaming further informed the next project	Project beneficiaries (women and men) to encourage to share their experiences and documented to benchmarking future projects
Provide a list of lessons for integration into other projects.	

Activity: Facilitated Group Exercise (30 – 45 minutes)

Divide the participants into their own community groups. Based on the groups experience:

- Work within their community.
- Identify a proposed project or work on a current project in their community
- Discuss the Gender mainstreaming questions within the context of that community
- Facilitator can use some of the practical tools outlined in Module 5 for creativity and better understanding among participants
- Share their feedback with the rest of the group

Note: Participants can also be divided into groups and facilitator gives them a project each for their community. Project can be related to water, energy, food security, health, relocation & e.t.c.

Module 3: Applying Gender Concepts to Energy Projects

Session Objectives:

After completing the session all the participants should be able to make the links:

- Between Gender and Energy
- Between Energy and the Practical, Productive and Strategic needs of women

Overview and Background

In the previous session, we were able to establish that women & men have different & multiple economic & social roles & responsibilities, within the household & in community affairs

▶ **Therefore women & men may have different needs.**

To meet their responsibilities, women & men often have separate sources of income, & different access to household & community resources to produce this income. In the Pacific men and women also perform complimentary roles in household's communities and there are designated gender roles within these complimentary tasks.

▶ **Women may have different production priorities to men**

Women's and girls' work is often critical to household & family survival, especially in poor families & in female-headed households.

In most low-income households, women involved in development activities also have to still carry out traditional and social obligations.

Increased income to men may not mean women being included in decisions relating to the use of the income.

▶ **Income sharing will vary from place to place & should not be assumed**

Women's needs and priorities are not the same in many situations

- They will vary according to cultural & religious factors, & social status, ethnicity and other social factors.
- Control over & access to productive resources differ according to cultural, economic and social dynamics

For all these reasons, it is necessary to:

- ▶ Properly research and understand women's & girls' & men's & boys' situations and not rely on assumptions. Understanding institutions and dynamics in place in the community is important
- ▶ Collect and analyse data on gender relations within the household, community, workplace, economy & social institutions

- ▶ External partner agencies may also have incorrect assumptions about gender relations, based on their experience, cultural background & social status.

Consult with local women & men, & ensure that they have realistic opportunities to participate in program/project identification, design & implementation as decision makers & beneficiaries. Workshops and training should be at time that is conducive to women's daily work program.

Understanding that women have practical and productive needs as well as strategic interests that can be addressed by Energy projects, leads to the question of why energy projects should be gender inclusive?

Objectives of Gender Mainstreaming in Energy

Why do we take a gender approach in planning the project? What do we hope to achieve?

Mainstreaming gender into energy projects usually has one or more of the following objectives or *gender goals*:

- ▶ **To improve quality of life**, of the household by reducing women's work load, improves working conditions at home through electricity (lights), improve their health through efficient and better stoves, reduce time and efforts to gather firewood.

To increase women's productivity and income, by providing them with the energy access needed to work more efficiently or for new opportunities for income generation. Increasing women's independent income means increasing economic livelihoods of families in Pacific island countries. It is also a key indicator for MDG #1 on hunger, and also may be necessary in order for women to be able to invest in more efficient energy appliances and fuels.

- ▶ **To ensure project efficiency and sustainability**, because unless men's and women's needs are properly understood, project interventions may be wrongly targeted and thus fail. Energy projects with poverty reduction as a goal recognize that women are the majority of the poor target group. Household energy technology projects need women's participation as consumers, and often in maintenance, repair, promotion and extension, in order to meet dissemination targets and sustainability goals. Energy projects that already target women may want to explore gender mainstreaming because they hope that following a more systematic process of gender mainstreaming may make their activities more effective and able to extend benefits from women's practical needs to strategic needs.

- ▶ **To promote gender equality and to empower women**, that is, to help them participate in activities and decision making which they maybe traditionally excluded from, and to contribute strategically to the transformation of gender relations.

Table 2: Opportunities for improving the position of women and men through energy project (electricity and solar energy). Example from Kiribati training on Gender & Energy

Energy sources	Groups	Women & Men needs		
		Practical needs	Productive needs	Strategic needs
Electricity, solar energy, LPG cooking stove	Women	Cooking for food using solar cook/LPG stoves- reduce health risks Improve working conditions at home able to iron and wash clothe	Increase opportunities and more time for extra productive activities during the evening hours such as weaving mats, handcraft items, sewing clothes. Provide refrigeration for food production and sale.	Safe to move around in the night and increase participation in women's and church meetings. Use internet, watch TV and listen to radio for news.
	Men	Use solar lights to gather food (go out fishing early morning or late at night) Carpentry work use of electrical machines to build and repair the house	Use of solar lights to go fishing for income purposes. Storage for fish in solar refrigerators Use electrical machine to carry out work in the village	Able to held meetings in the night. Use internet, watch TV and listen to the radio for news

Source: SPC Energy Programme (ICI Project) Gender & Energy Training in Kiribati, March 2013

Case Study Example – Gender Mainstreaming in Renewable Energy Projects

In 2010, SPC's Energy Programme of the Economic Development Division was contracted by IUCN Oceania Regional Office (ORO) office to review Gender Mainstreaming in IUCN ORO Renewable Energy Projects in Tuvalu, Tonga, Vanuatu, Samoa and Palau. To conduct the assessment a literature review was done to map the gender, energy and development nexus situation in the individual countries, project documents were reviewed to identify gender issues and goals with an institutional assessment of the 5 Projects' capacities and those of their key partners to implement engendered projects. A final report was developed on the action plans for mainstreaming gender into the 5 SIDS IUCN Energy Projects.

The assessment found that while there was organizational commitment to gender equality and equity, slow progress was being made on the implementation and integration of Gender Equality commitments. Out of the five countries reviewed, the energy policies for Vanuatu, Tuvalu make specific reference and commitment to gender inclusion but there was a lack of knowledge amongst project staff on relevance of gender mainstreaming to projects with women recognized as passive beneficiaries and not as decision makers. While efforts had been made to consult with women's groups, gender goals were not specific with staff supportive of gender mainstreaming but not sure how it could be done effectively. Specific project case studies are further outlined here.

Gender Needs & Issues in Energy

Three main categories

1. Practical needs

Make women's lives easier and thus improving the quality of lives of households and communities i.e. household lights, improved cooking stoves, improved supply of fuel wood for household use etc - *Addressing practical needs does not affect gender relations*

Interventions to meet practical needs aim to make women's and men's lives easier and more pleasant, but do not challenge the traditional roles of women and men in the household or in society, or their gender relations. They are mainly needs related to activities that keep the household running and the families daily survival ensured, which can also include improving household income.

Case Study: Tonga Solar PV Project

In Tonga, the Department of Energy was implementing a Solar PV Project on the Island of Mounga'one. A field visit was conducted to the island to identify how the energy service provided was contributing to meeting the practical gender needs in that community. The field visit found that the energy service had made things easier for the women who were able to weave their mats at night with the lighting. This means more free time during the day for women to do other things. It also meant that the students were able to do their homework with proper lighting in the evening, the use of mobile telephones allowed them to talk to their family living in the urban areas and abroad. The productive needs of men such as the use refrigerators were not included as part of the project as the capacity of the system only allows for use of lights. Productive needs of the communities, in particular of men was not achieved. The main income activity for men is fishing and the needs of refrigerator was raised as it will allow men to store catches and maybe once a week take the catches to the main market centre thus saving time and money on fuel for boat.

2. Productive needs

These activities allow women to produce more and better products (for income and social gain). Makes work easier and reduces work load. Productive activities may affect traditional gender relations by improving women's status in the household. Many women would like to be engaged in productive activities that earn income. Many of these may be an extension of household tasks, for example cooking food for sale or making clothes at home for sale to others.

Case Study: Tonga PV Project

While the energy source made work easier for the women in Tonga and reduced work load it did not change the gender relations in the household and community. It assisted the women by enabling them to work better (weaving at night) when producing mats and other handicraft for sale in this way contributing to meeting their productive needs. The communities requested to have a refrigerator to store fish as fishing was one of the main income generating activities for men. A community solar PV refrigeration project could be considered as it will increase productive use of solar energy.

3. Strategic Interest

Relates to the empowerment of women in relation to men or men in relation to women. For example the introduction of advance technologies such as Television, Radio and Internet allows both men and women to access information/knowledge that could be used to enhance their livelihoods and brings about positive changes in their community. Addressing strategic interests aims to transform gender relations to improve women's and men's societal position. Both men and women could attain continue with higher and tertiary education and through online courses.

Women's strategic needs are generally to do with transformation in gender roles and relations by empowering them to "break through" traditional and take on new challenging roles. *For example a woman has qualification and acquired skills in solar engineering will be able to install and provide maintenance for any solar projects introduced in the community. In addition she will be able to be part of decision making of any energy projects introduced in the community and provide training to other women and men on solar installation, operations and maintenance. Another example is women earning an income through an enterprise have been found to increase their status, accompanied by greater influence in decision making and control over resources, within their family and community.*

Case Study: Tonga PV Project

The Tonga PV Project had the potential to address women's strategic needs by involving women in the maintenance and upkeep of the Solar PV system. While the maintenance of the system was primarily seen as a man's job, there was no reason that women could not also be trained to do the maintenance work. It was also noted that the men were often away from the island, either fishing or working on the main island, which left the women to take care of the system. Training the women builds their capacity and also challenges gender norms. In this case a strategic approach where women are to be trained to ensure long-term sustainability of the project and ensure long-term capacity building.

Case Study: Talise Hydro Project, Maewo Island, Vanuatu

The people of Maewo in the Province of Ambae in Vanuatu have been working with the Department of Energy for a few years on the implementation of a Hydro Project to supply energy to three villages. As a result of this Project partially supported by IUCN ORO, a field visit was conducted as part of the Gender Mainstreaming activity. Following consultations with the women's groups and interviews with the villages, the project team were able to identify the different roles of the men and women in the community. The women take care of most of the practical needs of the community, and there is joint responsibility in other areas such as copra production, and caring for livestock, cattle, pigs and chicken. The visit was also able to identify the key role of the women in cash crop/marketing and the running of a Cooperative Agricol where the Agricol bought the crops and sold them at a weekly market at a slightly higher cost with the difference kept by the Agricol and distributed at the end of each year to the members to assist with the payment of school fees and school supplies etc. The Field study team were able to identify the strategic role of the women in sustaining the Talise Hydro Project through the income from the Agricol and as such recommended their continued involvement in decision

making regarding the Project. Up until then, the women had not been involved in any of the discussions or decision making regarding the Hydro Project. This is an example of how an Energy project can address strategic needs of women by highlighting their involvement in the decision making processes and recognising their key contribution to the sustainability of any village project or activity.

Step 3: Activity 4

Discussion Point: Working in groups, brainstorm for 15 minutes on how women's strategic interests can be met through a range of energy projects for example, energy efficiency and conservation and participation in technical workshops on maintenance and operations of solar PV systems. Share your discussions with the group.

Key Questions for Group Discussion

Discuss the involvement of women and men at all levels of the project- *Design and planning, implementation and monitoring.*

Discuss the different benefits and impacts of the Energy project on men and women in the community thinking about practical, productive and strategic gender needs.

Thinking about the above, discuss some of the practical, productive and strategic needs that can be met through a particular Energy project.

Each group to share their feedback with the rest of the group at the end of the session.

Resource Material Needed:

Flip Charts
Butcher paper
Marker Pens and Enthusiastic Participants.

Additional Handout for this Session

Distinction between Practical and Strategic Gender Needs

Practical Needs	Strategic Needs
<ul style="list-style-type: none"> • Tend to be immediate, short-term, • Unique to particular women, or particular men • Relate to daily needs; food, housing, income, health, schooling, employment, etc. • Easily identifiable by women or men. • Can be addressed by provision of specific inputs; food, water, clinic, etc. 	<ul style="list-style-type: none"> • Tend to be mediate, long-term. • Common to almost all women, or all men • Relate to unequal socio economic <i>position</i> and power relations between men and women: e.g., access to credit, land ownership, reproductive decisions, vulnerability to poverty and violence. • Basis of inequality and potential for change not always identifiable by women, or men • Can be addressed by; consciousness-raising, increasing self-confidence, education, strengthening women' organizations, political mobilization, etc.
Addressing Practical Needs	Addressing Strategic Interests
<ul style="list-style-type: none"> • Tends to involve women and men as <i>beneficiaries</i> and perhaps as <i>participants</i> • Can improve the <i>condition</i> of some women's or some men's lives • Generally does not alter traditional roles and relationships, but it may have potential to do so 	<ul style="list-style-type: none"> • Involves women and men as <i>agents</i> of change or <i>enables</i> women (and men) to become agents • Can improve the <i>position</i> of women in society • Can <i>empower</i> women (and men) to <i>transform</i> relationships

Handout: Gender Action Plan for Talise Hydro Project

Module 4: Gender and Community Based Adaptation to Climate Change

Note to facilitators: To start this session, the facilitator can encourage the participants to define the different sectors of people in a community, the institutional set up, the social and cultural dynamics and to view this with the objectives of the Community Based Organization (CBO) they are working with in mind. Participants are to also discuss gender dynamics, roles and stereotypes as preparation for the session. This will help the facilitator gauge the participants understanding of the dynamics of the community and their understanding of gender roles.

Community Based Adaptation emerged from a growing awareness that those most vulnerable to climate change and climate-related risks are coastal and rural communities whose livelihoods often directly depend on those natural resources most prone to climatic stress (for example, rural farmers in Pacific islands, coastal communities who rely on fisheries for subsistence and economic needs). Many vulnerable groups are living in either remote locations or isolated islands and have difficulty in accessing government support and services. In addition, many do not have access to basic infrastructure and services and this further affects ability to adapt to climate change. CBA targets the needs and priorities of those people in these communities.

CBA is an approach that includes the participation of both men and women in communities.. Because of the different roles that women and men play in farming, fishing, and general resource use, climate change will affect men and women differently. In many communities, climate change will have a slightly greater impact on women, since women are often responsible for providing food for the family and involved in basic agriculture and fishing activities. Women are also often excluded from decision making processes at the community level and other levels of decision making because of their traditional roles and status in society.

Women are active members of Pacific societies and their inclusion in CBA work is necessary because of their knowledge of resources and habitats, their skills and familiarity with their immediate environment. Women can be community leaders and are often natural resource managers who can help develop strategies to cope with climate-related risks. The inclusion of both men and women in CBA guarantees that the different knowledge and skills possessed by women and men are captured and utilized for adaptation work.

Case study Inclusion of Kiribati women in *adaptation measures during dry seasons in Ewena village, Abaiang Island, Kiribati*

Ewena village is more of a patriarchal setting where men are decision makers, carry out heavy burden work such as carting of water, and provide for the family and income through boat venture business and fishing. Women are more care givers, they care for the household needs (cooking, looking after the children) and plant vegetables for subsistence needs, weaving for source of income).

Water is important for all household and is one of the basic needs for human. The major concern for all households in Ewena village is the access to safe drinking water. Due to prolonged drought that last for more than 6 months without heavy rainfall, this has affected most of the villages in Kiribati and for Ewena village accessing drinking water from the major reservoirs and their own wells are not sufficient and clean for drinking and doing other practical activities such as cooking, cleaning and washing. During the drought season, safe and drinkable water are available far away from the village, to carted water from these sources, men of Ewena village use motorbikes and bicycles to collect water for the women. However when men are out fishing

and for extra supplements women and children of Ewena village collect water from the well, these water tasted saline, but they have knowledge to boil the water at a certain period of time and it is added to toddy and coffee and is drinkable and reduce the saline taste.

Women of Ewena village also have vegetable gardens for food source of the family, they used to rely heavily in planting “baibai” (taro swamp) and breadfruit due to the increasing salinity and dry season women are now planting pumpkin and papayas it does not need a lot of water and grows well during dry seasons.

Analysis

Adaptation measures in Ewena village, men use bicycles and motorbikes to carted water and the women do not have to walk miles to get clean water. When men are not available and are out fishing, women with their knowledge, collect water from their nearby well, boil the water at certain period of time and mix it with toddy and coffee so it's drinkable and does not have a salty taste. With this knowledge women are also able to have enough cleaning water and have supplements for the family to use during the dry season.

Women as vegetable farmers know that they cannot rely on taro swamps and breadfruit and has now plant pumpkin and papaya as it grows well in dry season and will not require water. Women of Ewena are still able to secure food for their family during the dry seasons.

Group Activity

Note: The facilitator must do a background check on the land ownership, institutional set up of a community before giving out this exercise. This is to avoid generalization and to understand the dynamics of the community.

After sharing the above case study the facilitator to divide the participants in groups (men, women) and get them work on a community based adaptation project they are familiar within their own community. The facilitator can work with each group and use the guiding questions together with the practical tools in module 5 to conduct a gender assessment of their project.

Module 5: Participatory Learning Tool

These participatory learning tools can be used as methods to facilitate group activities during the training. These tools are designed to enable local communities to take action and develop their own gender inclusive sustainable development roadmap in climate change adaptation and energy. The process of using these tools provides a sense of ownership to the project beneficiaries, measures/plans they can easily identify themselves with and are actually enthusiastic to implement them.

5.1 Guiding questions below for gender mainstreaming

<p>Doing the Gender analysis</p> <p>Guiding questions</p> <ul style="list-style-type: none"> • Identification of numbers of women/men/boys/girls/ minority group-special needs; • Identification of gender roles - what do women do? What do men do? • What is the institutional set up in the community, what forms of groupings and leadership exist? • Are resources individually or communally owned? Who makes the decisions over the use of resources, over land use, over marine resource use, household expenditure, education and health matters, and disaster risk response situations in the community? • How is communally owned resources allocated? • What are specific differences (in roles, status) between men and women, young and old, rich and poor within the community? • What are some known impacts of climate change on land and marine resources, settlement and economic and social livelihoods? How do these impacts affect the different gender groups?
<p>Gender Impact Assessment</p> <p>Objective: Find out the different impact of the project on men and women in communities.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • <i>Doing a relevance test</i> – what is the relevance of the intervention (energy or cc adaptation intervention on men/women/girls/boys/PLWD. Is the intervention going to be important to men as well as women, will they both benefit from the intervention? • <i>Detailed and differentiated analysis of the gendered aspects of the proposed intervention</i> – how will the intervention contribute to improving women’s practical, productive and strategic needs and how will this also improve the needs of men in the community. • <i>Looking at the different gender aspects of the project-</i> how can both women and men be actively engaged to sustain the project, consideration of long term impacts, discussing alternative development options that can be a result of the project, , finding entry points to ensure that there is gender equity and women empowerment etc. • <i>Care economy (unpaid care work for the family and community)</i> - Does the intervention take into account the requirements of care-work adequately, which is mostly done by women (needs of time, food security, transport, energy). This may differ in cases where women have paid employment. • <i>Financial Resources</i> – Does the project ensure that financial resources of the project equally benefit women and men? How has the project tried to ensure a more balanced distribution of resources? • <i>Women in decision making:</i> Does the project engage women at all the different stages of the project? What steps have been taken to ensure that women are included in

<p>community committees being set up to implement and monitor project. Has the project helped increase women's influence in planning and decision making at the community level?</p> <ul style="list-style-type: none">• Has the project tried to address gender-biased power relations and allocation of duties?• Has the project benefitted men and women in other areas of work?• Has the project assisted in women's productive activities, income generation activities?• Have women generally been empowered through the project.
<p>Gender Vulnerability Assessment</p>
<p>This needs to be assessed through separate consultations with women and girls in the community. This is to try and identify the different vulnerabilities and gender-sensitive adaptive responses.</p> <p>Questions to be asked are:</p> <ul style="list-style-type: none">• What are some of the issues that make women and girls particularly vulnerable to climate change/ energy use in the community?• How can the intervention respond to these vulnerabilities?
<p>Participatory Methods</p>
<p>Guiding questions</p> <ul style="list-style-type: none">• Does the project ensure the participation of women and all other sectors of community at each stage of planning, implementation and monitoring?• Are women given an opportunity to also participate in the decision making in relation to the project? What strategies were used to ensure women participation?• Is the project likely to impact on the strategic needs of the women in the community?

5.2 Practical learning tools

The following practical learning tools described in detailed below were sourced from the various community work already conducted by the University of the South Pacific, SPC and WWF. They have employed these tools at their community training. These practical tools are been modified to ensure that its gender inclusive.

- 1) *Professor Joeli Veitayaki & Michael Fink, University of the South Pacific (USP), April 2012, "Disaster Risk Preparedness on Gau Island, Fiji" -Report of a workshop in Lamiti, Gau Island, Fiji*
- 2) *Secretariat of the Pacific Community, Assessing Vulnerability and Adaptation to sea level rise in Lifuka Island, Working with Communities Methodology.*
- 3) *WWF- South Pacific Programme, Climate Witness Community Toolkit*

Note: Focus group discussions, it will be best to get participants to work in groups of "men" and "women" based on the fact that it's a community/village and not to off balance the social system but find entry points to include the vulnerable groups in discussions. Facilitator to remind participants during group work to also consider the needs of the minority groups in the community such as the Special needs, elders e.t.c.

Tool # 1: Mapping

1) Mapping
<p>Short description: Mapping is a very useful tool to determine the village setting as a whole in terms of its population, resources ownership, environment, agricultural and fishing grounds. This tool will also assist community to develop record, organize and present information about their surroundings. It can also be used to illustrate an issue and useful for planning.</p>
<p>Purpose: To collect information and develop a community map of resources available in the village, availability of natural resources, infrastructure and areas of cultural significance; and the use pattern of those resources.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all community members to share and review map Completed with a “transect walk” with some members of the community to see the resources and the points of interests.</p>
<p>Duration: 2 hours for each focus group; 1 hour meeting presentation; 1 hour for transect walk.</p>
<p>Material needed: Flip chart paper, markers, Tape or push pins, colored pens/crayons, map of the community, aerial photographs.</p>
<p>Step 1: Ask participants to draw a map of their village and the resources surrounding their village including fishing grounds, land and forestry.</p> <p>Step 2: Participants to explain how they use the different areas/ resources for their practical, productive and strategic needs.</p> <p>Step 3: Complete the maps with a transect walk.</p> <p>Step 4: Engage the women to produce 3 dimension maps.</p>
<p>Transect walk: A transect walk is an observation tool for understanding the location and distribution of resources, features, landscape, main land uses, fishing grounds along a given transect. The team walks with villagers along a previously defined route, observing and listening to the villagers’ explanations and asking relevant question listed above in the interview guidelines. This tool should be used preferably at the beginning of a fieldwork to gain an overview over the village. For this study, it is advisable to do 2 transect walks, one with women and one with men to find out about their daily activities, mobility, use of resources, land, etc. It is important to acknowledge that this tool only gives a snapshot of a situation in a village which changes over the course of the year and time. Try to do a transect walk with men and another one with women only; they may provide different type of information which will reflect a diversity of interests and activities based on their respective roles. With the information generated with the village map and transect walk, a 3 dimensional map will be constructed and will provide a visual tool the community will use for development of their roadmap.</p>
<p>Note: The map will be utilized during the historical timeline and vulnerability assessment.</p>

Tool # 2: Community Time Line

2) Community Time Line (Also known as the Historical Timeline)
<p>Short description: This tool is used to list key events in the history of a community or village. The timeline facilitates community both men and women discussion and examination of past trends, actions, problems and achievements. The tool is useful for resource planning and decision making in terms of noting how these past events and experiences have influence present attitudes and actions for women and men in the community/village.</p>
<p>Purpose: Assist community (women and men) better understand what natural and human events have influenced the lives of men and women in the community/village.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: Flip chart paper, different color markers, village map.</p>
<p>Step 1: Ask the community elders if they have information about establishment of their community/village (when- how many families, women (educated), youth e.t.c). Step 2: List what important events occurred in the last 10 years. Step3: What changes their communities (women, men) have experienced in the last 10 years. (Include: education, social, economic and natural changes). Step 4: If there were any changes in terms to their environment and climate that have occurred and are currently happening in the last 10 years (rainfall, droughts, cyclones, coastal erosion, sea level rise e.t.c). These can be changes in their plantation, water quality, food sources (lagoon, river). Step 5: Ask if those events have had an impact on them (women and men) in terms of their productive, practical and strategic needs. Step 6: Ask about the projects implemented in the community in the last 10 years and how it has impact on the women, men.</p>

Tool # 3: Vulnerability Mapping and Prioritization

3) Vulnerability Mapping & Prioritization
<p>Short description: The vulnerability mapping and prioritization tool is used to easily identified vulnerability areas in the village. The participants are aware of and identify the existing risks that are faced by the different groups (men, women, disabled persons, elders) in the village/community. The tool is also useful able to prioritize, which problem needs to be addressed first.</p>
<p>Purpose: To identify the most severe places of vulnerability, environmental problem and persons who are more vulnerable. Able to understand various severe problems in the village/community and prioritize each area and problem.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: Colored pens, flip chart paper, small size cards, pins, tags, spots.</p>
<p>Procedure Step 1: Need the community/village map (developed in tool 1- introduce the activity and its purpose to the participants. Ask participants to use the small size cards to identify certain landmarks (coastline, rivers, special buildings, roads, main natural resources). Step 2: Use another colour to identify the most vulnerable area, and another colour to identify what are some socio-economic factors that determine their vulnerability and limit their capacity to adapt. Step 3: Ask participants to identify which group of people (men, women, special needs persons, and youths) in the community are affected in terms of environment and other socio-economic factors identified in <i>step 2</i>. Step 4: Write down in a paper problem encountered by the different groups in the community. Step 5: Ask participants to score and value the severity of each problem for women, men, youths and special needs persons. Step 6: Presentation and remind them to give reasons of their scoring.</p>

Tool # 4: Problem Tree

4) Problem Tree
<p>Short description: This tool will enable community to get an in-depth understanding of the environmental problems a woman or man encounters. It will provide interrelations of socio-economic factors that contribute to their vulnerability and lacks capacity to adapt.</p>
<p>Purpose: To identify the causes of vulnerability and its impacts on women, men, disabled persons. It is important to discuss with communities these problems to be able to identify the root causes of their vulnerability and about different sources of the problem. This is also important because it helps identifying actions that can be done at the community or household levels – actions that empower people to play a role in reducing their vulnerability.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: Colored pens, flip chart paper, small size cards, glue and tags. All tools developed by the groups previously.</p>
<p>Procedure Collect each problem identified by the participants and list them on small-sized cards. (Use their feedback for tool 1-3). Each group to work on one of the problems they have prioritized in tool 3. The trunk of the tree will represent the problem. The roots represent the causes of their vulnerability. (It will be good to identify at least 2-3 levels of root causes). The leaves represent the impact of their vulnerability. Step 1: Ask participants to identify at least 2 causes (roots of the tree) of the community vulnerability. Use two different colour small-size cards, one can be used for causes of environment problem and the other one is for socio-economic factor that contributes to their vulnerability. Step 2: Identify what are the results of community’s vulnerability (leaves of the tree). Indicate separate for women, men, special needs persons- use different colour small-size cards. <i>Leave spaces in between the cards as these will be needed for the solutions.</i> Step 3: Compare the answers provided by men and by women, to show the different perspectives and engage a discussion on what people can do, at their level, to address coastal erosion and water issues. <i>(N.B. Again, be careful to explain that the different points of views are enriching the discussion and nobody is right or wrong)</i></p>

Tool # 5: Solution Tree

5) Solution Tree
<p>Short description: This tool will enable participants to get an in-depth understanding of best practical methods to address the environment, socio-economic factors that the different groups (men, women, disabled persons) are challenged with. It should be clear that actions undertaken by the participants can have huge positive impacts in their community/village. This tool should encourage each participant to take action to strengthen their resilience and empower the more vulnerable group in the community.</p>
<p>Purpose: To identify best practical solutions to the problem that will address women, men, youths and disabled person’s needs.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: Problem Tree, Colored pens, flip chart paper, small-size cards and glue</p>
<p>Procedure Step 1: Each group to find solutions for the problem, ask participants to write solutions on small-sized of a different colour. Each solution to be attached to the root cause and impact. Remind and highlight participants it would be best to find solutions for the root causes as they reduce the root problem and the impacts. Step 2: Ask each group to indicate the quality of each solution, they can use the three dimension of: i) the extent to which the problem is solved; ii) the practicality of the solution (example knowledge, time, materials needed); iii) further impacts of the solution, as each activity might produce additional, positive and negative outcomes to women and men in the community/village. Use different colored small-sized cards. Step 3: Glue cards to the problem tree. Step 4: Group to present and discussion of findings.</p>

Tool # 6: Gender Inclusive Community Action Plan

6) Gender Inclusive Community Action Plan
<p>Short description: This tool will enable each group to develop action plan that is gender inclusive to address the problems encounter by the different groups in the community/village and reduce their vulnerability level. The Action plan is to be presented to the village community committee, discussed, modified and implemented.</p>
<p>Purpose: To develop a Gender Inclusive Community Action Plan.</p>
<p>Method: Focus group 1 with men 1 with women 1 meeting with all members of the community to share and review the community timeline.</p>
<p>Duration: 1 hour for each focus group; 1 hour meeting with community members to share.</p>
<p>Material needed: All tools developed by the groups previously, Colored pens, flip chart paper, small-size cards and glue.</p>
<p>Procedure Step 1: Introduce the activity and its purpose to each of the groups. Review with the groups the previous tools developed by each group during the training/workshop. Step 2: Identify feasible ways to reduce these problems with the help of their solution tree. If necessary split each solution into small tasks among group members. Step 3: Ask participants to indicate specific timelines when to implement each action and identify who will be responsible for its implementation. Step 4: Presentation and discussion of findings. Merge of the two action plans developed by men and women into one Community Action Plan. <i>Give time to the community to optimize their Action Plan and get their feedback. Appeal to the community to implement their Action Plan.</i></p>