

Gender-sensitive Climate Vulnerability and Capacity Analysis (GCVCA)

Practitioners Guide

By CARE International in Mozambique

And CARE International Poverty, Environment and Climate Change Network

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List of Acronyms

CBA	Community-Based Adaptation
CFCs	Chlorofluorocarbons
CSOs	Civil society organisations
CVCA	Climate Vulnerability and Capacity Analysis
DRR	Disaster Risk Reduction
ENAMMC	<i>Estratégia Nacional de Adaptação e Mitigação de Mudanças Climáticas</i> (National Climate Change Strategy)
ENARC	<i>Estratégia Nacional para a Redução do Risco de Desastres e de Adaptação às Mudanças Climáticas</i> (National Strategy for Disaster Risk Reduction and Climate Change Adaptation)
FGD	Focus Group Discussion
GBV	Gender based violence
GCM	Global Climate Model
GCVCA	Gender-sensitive Climate Vulnerability and Capacity Analysis
GDP	Gross Domestic Product
INGC	National Disaster Management Institute
IPCC	Intergovernmental Panel on Climate Change
IUCN	World Conservation Union
JFM	January February March
M&E	Monitoring and Evaluation
MICOA	Ministry for the Coordination of Environmental Affairs
MINAG	Ministry of Agriculture
MMAS	Ministry of Women Affairs and Social Action
NGO	Non-Governmental Organisation
OND	October November December
PRA	Participatory Rural Appraisal
SPCR	Strategic Program for Climate Resilience
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNIFEM	United Nations Office for Women

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Glossary

Adaptation	Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.
Adaptive capacity	The ability of a system to adjust to climate change (including climate variability and extremes) to moderate potential damages, to take advantage of opportunities, or to cope with the consequences. ¹
Climate change	Any change in climate over time, whether due to natural variability or as a result of human activity. ²
Coping	Short term mechanisms to ensure survival in face of a livelihood stress that DO NOT reduce underlying vulnerability.
Disaster risk reduction	Action taken to reduce the risk of disasters and the adverse impacts of natural hazards, through systematic efforts to analyse and manage the causes of disasters, including through avoidance of hazards, reduced social and economic vulnerability to hazards, and improved preparedness for adverse events
Gender	A social construct that defines what it means to be a man or woman, boy or girl in a given society – it carries specific roles, status and expectations within households, communities and culture. Individuals may also self-identify as neither male or female, or both male and female.
Gender equality	(or equality between women and men) The equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male.
Gender equity	The process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.
Gender Transformative Approach	Programme approaches or activities that seek to change social norms and structures to make them more equitable, in addition to individual gender-equitable behaviour.
Hazard	<p>A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.³</p> <p>It is important to distinguish between the hazard - for example a flood, and the effects of the hazard - for example death of livestock. Some effects, such as food shortages, may be the result of a combination of hazards, including climate shocks and stresses, declining soil fertility, and insecure access to markets. To effectively analyze vulnerability, we must understand the dynamic nature and interactions of hazards.</p>

¹ Intergovernmental Panel on Climate Change (IPCC) Working Group 2, 2001. Third Assessment Report, Annex B: Glossary of Terms.

² IPCC, 2007. Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, Annex I., M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 976pp.

³ UNISDR, 2009. Terminology: Basic terms of disaster risk reduction.

Resilience	<p>The ability of a community to resist, absorb, and recover from the effects of hazards in a timely and efficient manner, preserving or restoring its essential basic structures, functions and identity.⁴</p> <p>Resilience is a familiar concept in the context of disaster risk reduction (DRR), and is increasingly being discussed in the realm of adaptation. A resilient community is well-placed to manage hazards to minimize their effects and/or to recover quickly from any negative impacts, resulting in a similar or improved state as compared to before the hazard occurred. There are strong linkages between resilience and adaptive capacity; consequently, resilience also varies greatly for different groups within a community.</p>

Risk	Something that, involving a potential danger, and which could undermine a group or institution's ability to achieve its objectives, or something that diminishes the effectiveness and cohesion of a group or organisation".
Sex	Biological differences between men and women.
Vulnerability	<p>The degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude, and rate of climate variation to which a system is exposed, its sensitivity, and its adaptive capacity.⁵</p> <p>In the context of the GCVCA, the systems we are referring to are communities (recognizing that communities are not homogeneous, so particular households or individuals within communities may have differing degrees of vulnerability).</p>

Note regarding intellectual property: This document incorporates elements of many other CARE documents and tools which are not always quoted word by word.

⁴ Adapted from: UNISDR, 2009. Terminology: Basic terms of disaster risk reduction and IISD et al, 2007. Community-based Risk Screening – Adaptation and Livelihoods (CRISTAL) User's Manual, Version 3.0.

⁵ Intergovernmental Panel on Climate Change (IPCC) Working Group 2, 2001. Third Assessment Report, Annex B: Glossary of Terms.

1. Introduction

Mozambique is classified as one of the world's most vulnerable countries in the face of climate change and natural disasters. Amongst African countries it is one of the most exposed to weather-related hazards such as periodic floods, cyclones and droughts, and most of these hazards are significantly influenced and intensified by climate change.

With 60% of the population living in extreme poverty and depending on natural resources, between 75 and 80% depending on rain-fed agriculture and 60% living in the highly sensitive coastal areas, climate change in Mozambique has the potential to undermine all development gains. CARE in Mozambique has identified climate change and natural disasters as a key driver of poverty, together with poor governance, and social and particularly gender inequality. Together, they form barriers for lasting poverty reduction and people's ability to recover from and adapt to the impacts of climatic shocks and shifts.

Community-based adaptation (CBA) is an approach addressing these three key drivers of poverty through a climate change and disasters' lens. CBA examines people's livelihoods through a particular climate change lens, taking social and gender inequalities, as well as governance issues, into account.

It provides *"an effective, practical and integrated approach which strengthens adaptive capacity, and supports planning and implementation of disaster risk reduction and climate resilient development, informed by knowledge of climate information and risks."*



Figure 1: CARE's Community-based Adaptation Framework

Community-based adaptation has four key components:

- **Promotion of climate-resilient livelihoods strategies** in combination with income diversification where appropriate, and capacity building for planning and improved risk management
- **Disaster risk reduction strategies** to reduce the impacts of increasing climate-related natural disasters, particularly on vulnerable individuals and households
- **Strengthening local adaptive capacity** in 1) local communities and 2) local civil society and governmental institutions to better support communities in their adaptation efforts
- **Local and national level empowerment, advocacy and social mobilisation** to: a) address the **underlying causes of vulnerability**, such as poor governance and social & gender inequalities and b) influence the **policy and enabling environment**

Recognizing the importance of an enabling environment for effective CBA, our strategy is not limited to promoting change at the community level. CARE's approach also endeavours to influence policies at regional, national and international levels drawing from our community-based experience. This involves evidence-based advocacy as well as constructive engagement in key decision-making processes.

Table 1: Difference between Adaptation and Coping

How is adaptation different from coping?	
The terms "adaptation" and "coping" are sometimes used interchangeably, leading to confusion about the similarities and differences in these two important concepts. The following lists of characteristics are a compilation of brainstorming sessions by groups of development practitioners in Ghana, Niger and Nepal.	
<i>Coping</i>	<i>Adaptation</i>
<ul style="list-style-type: none">- Short-term and immediate- Oriented towards survival- Motivated by crisis, reactive- Often degrades resource base- Prompted by a lack of alternatives	<ul style="list-style-type: none">- Oriented towards longer term livelihoods security- A continuous process- Results are sustained- Uses resources efficiently and sustainably- Involves deliberate planning- Combines old and new strategies and knowledge- Focused on finding alternatives

1.2 Purpose of the gender-sensitive CVCA – "GCVCA" guidebook

The GCVCA practitioners guidebook provides a framework for analysing vulnerability and capacity to adapt to climate change and build resilience to disasters at the community level, with a particular focus on social and in particular gender dynamics, and on Mozambique. It incorporates and builds on content from the Climate Vulnerability and Capacity Analysis (CVCA) Handbook, which has been used and adapted in different ways since its initial release in 2009, within CARE and with other

organisations. Feedback on its strengths and weaknesses often included demand for more specific guidance on applying the approach in a more gender-sensitive way.

Link to original CVCA & link to reports on the CVCA e.g. Understanding Vulnerability and Kenya

CARE's efforts to conduct Climate Vulnerability and Capacity Analysis (**CVCA**) have helped generate an understanding of how the climate is and will continue to be impacting the lives of vulnerable people, and as such is a key element and ideal starting point for community-based adaptation and development programming that consider climate change and natural disasters. The CVCA is a process that empowers vulnerable communities and their local governments and service providers to self assess their capacities and vulnerabilities related to climate change and collectively identify how to adapt.

CVCA Handbook – CARE's original 2009 handbook for Climate Vulnerability and Capacity Analysis:

For English version: http://www.careclimatechange.org/files/adaptation/CARE_CVCAHandbook.pdf

For Portuguese version:

http://www.careclimatechange.org/files/adaptation/CARE_CVCA_Handbook-2009-Portuguese.pdf

Kenya case study – a report outlining the vulnerability and adaptive capacity of communities in Garissa County in north eastern Kenya:

http://www.careclimatechange.org/files/CVCA_Kenya_Report_Final.pdf

The main objectives of the GCVCA are to:

- **Analyse vulnerability to climate change and adaptive capacity at the community-level with a focus on social and in particular the gender dimensions.** The GCVCA is a methodology for gathering, organising and analysing information on the vulnerability and adaptive capacity of communities, households and individuals. It provides guidance and tools for participatory research, analysis and learning. It also takes into account the role of governance, i.e. local and national institutions and policies in facilitating adaptation.
- **Help assess community knowledge on climate** as a complement to scientific data to achieve greater understanding of the local impacts of climate change on different groups in a community. One challenge of working on community-based adaptation is the lack of scaled down information on impacts. This is coupled with the often inadequate data and information on weather and climate predictions. The process of gathering and analysing information with communities serves to build local knowledge on climate issues and appropriate strategies to adapt. The participatory exercises and associated discussions provide opportunities to link the knowledge of different groups in a community to available scientific information on climate change. This can help local stakeholders understand the implications of climate change for the livelihoods of women and men, girls and boys, so that they are better able to analyse risks and plan for community-based adaptation.

The GCVCA focuses on how climatic hazards, such as changing temperatures and rainfall, or extreme events such as droughts, floods and cyclones affect people's lives and livelihoods in a given community setting, and what conditions either make people more vulnerable to these impacts or allow them to adapt and prepare better. The approach recognises the important role that decisions and actions from the community to the local and national government level play in creating these conditions.

The GCVCA is based on participatory qualitative methods that aim to empower and engage the community members participating in an analytic process. Instead of extracting information from communities and then analysing and summarising the data in their absence, the participatory methods in a GCVCA are intended to guide a conversation that helps people in communities articulate and understand their own vulnerabilities and capacities in the face of climate change and natural disasters. The process therefore focuses on enabling people to use their own knowledge of their context to identify possible changes which would reduce the negative impact of climate variability and shifts and natural disasters on their lives and livelihoods.

Addressing gender inequalities is a key element of CARE's work on addressing climate change. Empowering women, and engaging men in a process whereby women and men work together as equally recognised decision-makers and change agents – from the household to the global level – is a crucial pathway toward social and climate justice.

Social inequalities put many poor people on the frontline of harmful climate change impacts while constraining their options for taking actions to reduce them through adaptation. Gender inequalities, combined with other factors such as age, ethnicity, livelihood group or economic status, form important barriers to adaptation in poor and vulnerable communities. Communities are not 'homogenous', in other words we cannot assume that everyone who lives in the same community faces the same challenges and has the same priorities or capacities to adapt. People have different levels of access to and control over resources that determine their ability to anticipate climatic impacts, or to buffer the shock of, for example, a drought or a flood. Different wealth groups in a community can have very different priorities and concerns, but also different levels of influence over decision-making processes and different levels of access to critical resources and services that affect their chances and opportunities in a changing climate.

Gender dimensions of climate vulnerability need to be better understood from early analysis and adaptation planning stages. Unless specific efforts are made in the analysis and planning process to understand specific demographic, wealth, religious and ethnic groups whose voice is otherwise likely to be omitted (including young people and elderly people, for example), important knowledge and contributions to potential adaptation solutions is left out.

This gender-sensitive CVCA (GCVCA) guide therefore provides an approach to CVCA which is focused on understanding how social dynamics, in particular those around gender, influence and distribute vulnerability to climate change and natural disasters in a community, or among a population. This helps ensure community-based adaptation efforts will not only reach the appropriate groups but will also lead to fair, inclusive and affirmative actions and decisions for those groups who are most vulnerable to climate change impacts and natural disasters.

1.2 Who is the GCVCA for?

- **International NGO Emergency and development personnel:** Staff that are engaged in livelihoods projects or community-based adaptation projects will find useful guidelines on how to collect and analyze information from community, government and scientific perspectives. This information can be used to design locally appropriate and gender sensitive climate change adaptation activities.
- **Local partners (government and NGOs):** The tools and process are designed to be used and replicated by a wide range of stakeholders. Local governmental and non-governmental organizations can use the GCVCA to assist in integrating vulnerability and adaptation issues into planning and programs (both long term development as well as emergency programs).
- **Donor community:** Donors may also use the tools in this handbook to deepen their understanding of how climate change and natural disasters affect communities and a given country, to complement other perhaps more quantitative analysis, and inform their strategies.
- **Communities:** Communities can use the tools in this Handbook to support their own conversations in a process of investigation and learning. The results can be used to plan collective action on adaptation, or to lobby local government or NGOs for appropriate interventions to support them in adapting to the changing climate.

This Handbook is intended as a starting point. We hope that practitioners will experiment with the GCVCA methodology by adapting it to their circumstances and enriching it with their experiences. Your feedback will help us evolve the methodology and will form the basis for future updates.

1.3 How to use this guide?

The GCVCA Practitioners Guide is designed to help conduct a process that stimulates analysis and dialogue about climate change and the conditions and drivers of vulnerability different socio-economic groups find themselves in, in a given community setting, with particular focus on gender dynamics. It uses guiding questions to examine factors at multiple levels through a variety of tools to gather information. It is designed to be flexible so that the learning process can be adapted to suit the needs of particular users.

What the GCVCA Practitioners Guide will *not* do: The GCVCA guide is not meant to guide the entire process of developing a project or designing an advocacy campaign. Rather, it is intended to help create the understanding of a particular context for either of these undertakings, and to provide suggestions on types of actions to support community-based adaptation to climate change.

It is also important to note that the GCVCA methodology is not designed to quantify vulnerability or provide results that can be generalised to regional or national levels. However, qualitative information from the GCVCA can be used to design or complement quantitative surveys, if desired.

2. Climate Vulnerability and Gender Inequality in Mozambique

2.1 Climate change in Mozambique

Mozambique is classified as one of the world's most vulnerable countries in the face of climate change and natural disasters. Due to its geographic location downstream of three major river basins in Southern Africa, it ranks 3rd among African countries most exposed to weather-related hazards such as periodic floods, cyclones and droughts, and most of these hazards are significantly influenced and intensified by climate change.

Global models predict a number of future impacts for different regions of Mozambique. The Southern Region is predicted to incur an **increase in average annual rainfall** by about 25% per year (Davis, 2011) combined with higher **temperatures** leading to a 10% yearly increase in evapotranspiration and higher crop water requirements, leading to loss of some of the gains in rainfall. **Drought risk** is likely to increase for the main growing season between January and March, as well as between October and December. In addition to facing very likely increases in drought risk as well, the Central Region is particularly exposed to **the impacts of sea level rise**, and more intense cyclones, with the majority making landfall in the central and northern regions. For the Northern Region, **increases in average annual rainfall**, particularly between January and May, are predicted. Climate change also comes with increasing **unpredictability** of current climate variability, e.g. the onset and end dates of rainy seasons, and **changes in weather extremes**, such as the lowest and highest temperatures, or changes in the spread of rainfall over the rainy season.

What causes climate change?

The greenhouse effect is a natural phenomenon which keeps the earth at a temperature suitable for the life of humans, animals and plants. A number of gases (including water vapour, carbon dioxide, methane, ozone, nitrous oxide (NO_x) and chlorofluorocarbons (CFCs)), known as greenhouse gases, exist in the atmosphere. These gases trap warm air near the surface of the Earth. The greenhouse effect is essential to life on earth because without it, average temperatures on earth would be -18°C, which is too cold for humans and most other life to survive. With the greenhouse effect, average temperatures on earth are around 5°C. So the phenomenon is not only natural, it is essential for life on Earth. However, human activity, such as industrialisation (and, to lesser extents, deforestation and agriculture) has been increasing the concentration of greenhouse gases in the atmosphere, resulting in an overall warming of the atmosphere. The warmer atmosphere results in changing weather and climate patterns (including not only temperature, but also rainfall and extreme events) – what we refer to collectively as “Climate Change” or “global warming”. Its effects include changes in temperature and rainfall, changes in the magnitude and frequency of extreme weather events, sea level rise and various associated effects.

Table 2: How is climate change expected to affect Mozambique?

	Impact of Climate Change	References
Agriculture	<p>Over 95% of the food crops are produced under rain-fed conditions making them highly vulnerable to changes in rainfall patterns.</p> <p>Changes in soil humidity as a result of decreases in rainfall and increase in temperature (increasing evaporation) will lead to a reduction in the absorption of nutrients (nitrogen, phosphorous, potassium) which, in turn, will result in lower yields and lower nutritional value of food crops</p> <p>The increase both in frequency and magnitude of extreme events, such as cyclones, will negatively affect the agriculture sector, through the disruption of routine practices, the destruction of fields and crops, of infrastructure and the erosion of the soils.</p> <p>In areas close to the coast, salt water intrusion will increase as a result of lower river flows combined with ocean tidal activity, probably aggravated by sea level rise after 2030, impacting on agricultural land. The largest affected areas are in the Zambezi, Save and Limpopo estuaries.</p> <p>However, there are positive effects of climate change – areas suitable for agriculture may increase, especially in the north of the Centre and the North of Mozambique due to the projected increases in annual rainfall</p>	INGC, 2009
Forestry	<p>Forests, already very threatened in Mozambique due to illegal timber exploration, population growth and charcoal production, will also be affected by changing temperatures, changing rainfall and the altered availability of nutrients.</p> <p>Modelling future forest production for four main species shows that tropical rainforests can be maintained, with top biomass and height increasing by 12-13% for most species</p> <p><i>Copen</i> species will decline by between 14-28%.</p>	INGC, 2009; MICOA, 2003.
Tourism	Sea level rise would affect coastal areas and infrastructure while wildlife is associated with the availability of forests, also dependent on climatic conditions, potentially deterring tourists from visiting Mozambique	Ruby et al, 2008
Fisheries	<p>Warming of the ocean will lead to changes in the range of fish species</p> <p>Increased cyclone activity will result in damage to fishing infrastructure</p>	
Health	Warmer temperatures and increased rainfall may extend the range, and prolong the seasonality of transmission of vector-borne diseases, especially malaria.	Epstein, 2008

	<p>The frequency and intensity of extreme weather events influences the incidence of water- and rodent-borne diseases. Extreme events such as cyclones and floods may also lead to disaster related death and trauma.</p> <p>Cholera may intensify and occur in new locations, especially following flooding and with warm temperatures. Paradoxically, an increase in cholera and other water-borne diseases can also be associated with drought, due to the associated decline in personal hygiene and lack of adequate drinking water.</p> <p>Other health risks which can be related indirectly (through the impact on food security) are <i>konzo</i> (caused by the eating of bitter cassava that has not been processed correctly. People eat the toxic unprocessed bitter cassava because they have nothing else to eat)</p>	
Energy and Infrastructure	<p>Floods, cyclones, torrential rains and windstorms are the most important disaster types that affected the infrastructure, including roads and that of the power supply.</p> <p>Upstream rainfall reductions in Zimbabwe and Zambia could reduce river flows in Mozambique, notably for the Zambezi and Save which could, in turn, affect the Cahora Bassa hydroelectric power supply.</p> <p>Extreme climate events such as tropical cyclones and heavy rains occur frequently along the country's coast and are responsible for significant changes of the coast line as a result of their strong erosive action. As much of Mozambique's infrastructure is found close to the coast, this is a significant problem.</p> <p>In an extreme but possible scenario, resulting from polar ice melt (timing unknown), it is the permanent inundation of the coast and the low-lying areas behind which forms the principal threat, particularly to large estuaries and subsiding deltas. Coastal set-back by erosion would reach approximately 500m. Overall, this scenario is likely to be catastrophic for Mozambique.</p>	Cuamba, 2012; INGC, 2009

Further information on climate change in Mozambique

Davis, C.L., (ed) 2011, *Climate Risk and Vulnerability: A Handbook for Southern Africa*. Available online at www.rvatlas.org/sadc

CSAG at the University of Cape Town <http://cip.csag.uct.ac.za>

INGC, 2009: *Main report: INGC Climate Change Report: Study on the Impact of Climate Change on Disaster Risk in Mozambique*. [www.data.dirisa.org/INGC]

IPCC, 2012: *Summary for Policymakers. In: Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation* Available online at www.ipcc.ch

2.2 Climate change and gender inequality as key drivers of poverty in Mozambique

Mozambique's climate vulnerability is amplified by extreme poverty and social inequality. Mozambique's Poverty Reduction Strategy Paper (PRSP) recognises adaptation to climate variability and change as a key priority. It is critical to understand the strong dependence of the average Mozambican rural population on land and natural resources and to put this in the context of climate change. With 60% of the population living in extreme poverty and depending on natural resources, between 75 and 80% depending on rain-fed agriculture and 60% living in the highly sensitive coastal areas practicing a mix of fishing and agricultural activities, the impacts of climate change in Mozambique on these crucial natural resources and the people living off them have the potential to undermine all development gains. CARE in Mozambique has identified **climate change and natural disasters as key drivers of poverty, together with poor governance, and social and particularly gender inequality** (see Figure 2). Together, they form barriers for lasting poverty reduction and people's ability to recover from and adapt to the impacts of climatic shocks and shifts.

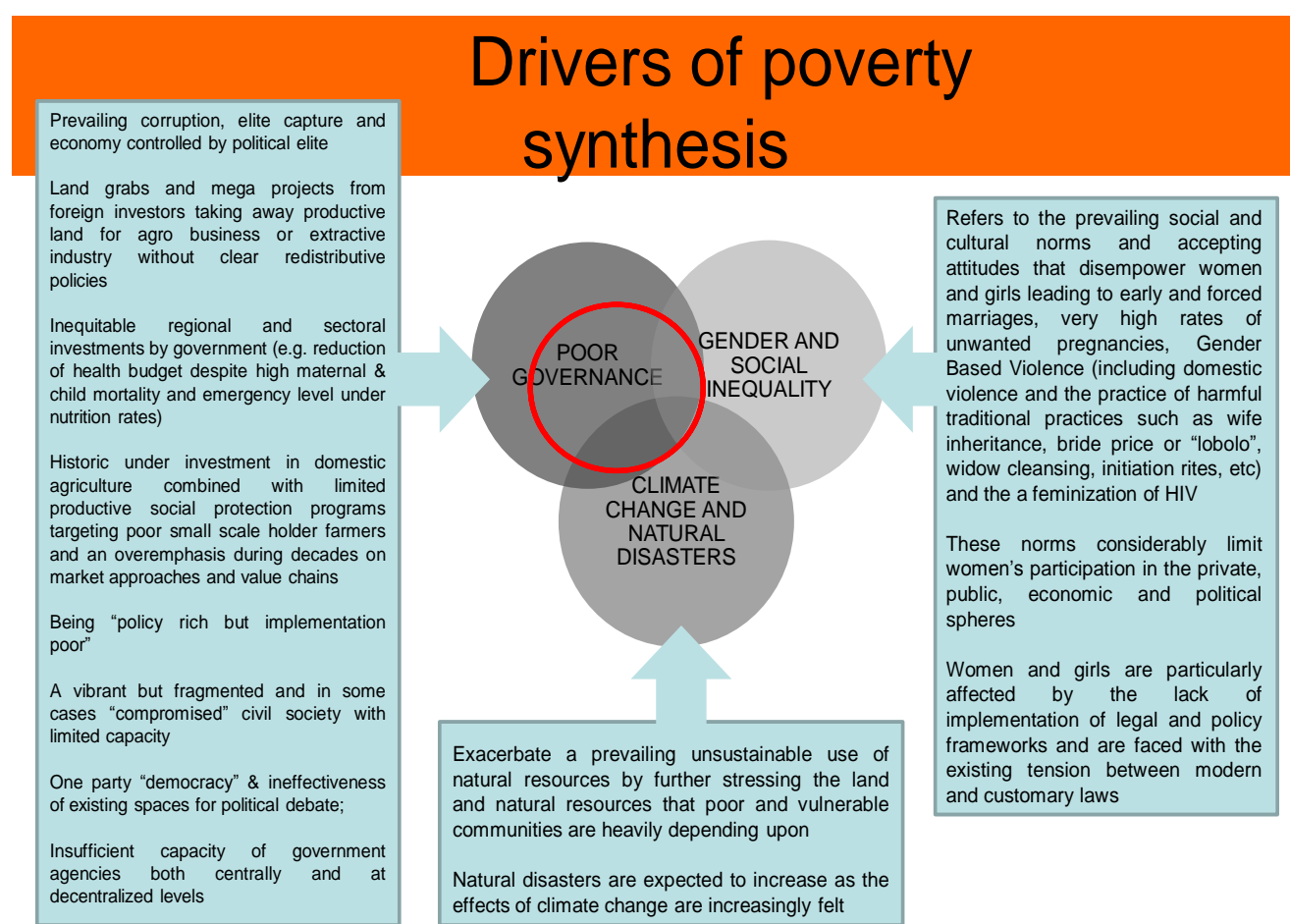


Figure 2 Climate change in the CARE Mozambique analysis of drivers of poverty

CARE's situational analysis of Mozambique conducted in 2012 identified poor governance and gender inequality as the two underlying structural causes of poverty. Progress on both has been very slow. The eroding effects of natural disasters, as well as climate change as a more recent phenomenon, were identified as a third key driver of poverty because of their potential to reverse all efforts to reduce poverty, if they are not addressed.

Together these drivers of poverty, among other things, accelerate the degradation and shrinking of the natural resource base on which so many Mozambicans depend for their survival. Land and other natural resources become increasingly scarce and fragile while the population continues to grow rapidly. This leaves entire segments of the population trapped in a vicious cycle of poverty that manifests itself through generally poor human development indicators, particularly high levels of food and nutritional insecurity and the use of damaging, high risk coping strategies. Women living in rural poverty often face additional and particular challenges on top of those already affecting everyone.

2.3 Gender inequalities in Mozambique

Social inequalities increase harmful climate change impacts on vulnerable people while limiting their options to take action to reduce these impacts. Gender inequalities, together with other factors such as age, ethnicity, livelihood or religion, form important barriers to development work, including community-based adaptation. They play a key role in determining the fulfilment of rights for women and men in any culture, and in determining their social roles, the range of opportunities and services they have access to, the resources they control and decisions they influence. Because of persisting gender inequalities, e.g. in social status, land and natural resources' access and rights, education, decision-making power, political participation, women and girls in poor settings often face particularly difficult conditions in the face of disasters and climatic impacts.

At the same time, climatic shifts are contributing to changes in gender roles and power relations. For example, in Inhambane, men migration caused partly by climate variability leads to women assuming new roles and responsibilities in the private and public spheres. This adds to the varied and continually changing political, economic and socio-cultural contexts that make women, men, girls and boys in various places differently vulnerable to climate change.

Climate change is likely to magnify the existing patterns of gender disadvantage. For example, there is a gap in disaster mortality between women and men, which has shown to be linked to the gaps in fulfilment of economic and social rights for women and men (Neumayer & Pluempner 2007).

What is Gender?

Gender is not merely about the biological differences between men and women, boys and girls, but it is about what it means to be a man or woman, boy or girl in a given society. To be a boy, girl, man or woman, single, married or divorced, carries specific roles, status and expectations in any culture. These differences mean that individuals face different situations as to what economic, social and political opportunities are open and accessible to them, and what status and power they hold at home and within economic, social and political institutions. They can be very different from place to place and also change over time, but there are some global tendencies that can be observed, for

example the under-representation of women worldwide in positions of economic and political power, gender gaps in education, income, land access & rights, health, or the continued presence of violence against women and girls across many cultures. Men worldwide, in turn, often face social stigma and even legal barriers when attempting to move beyond their traditional gender roles to become, for example, more involved in caring for their children.

What is Gender equality?

Gender equality does not mean that women and men become the same, but that a person's enjoyment of rights, opportunities, resources and rewards does not depend on whether they were born male or female.

The Policy Environment for Gender and Climate Change in Mozambique

Mozambique has policies and strategies to address both climate change adaptation and disaster risk reduction, and is ahead of the curve in terms of considering gender issues in these. In November 2012, Mozambique's Council of Ministers were presented with the country's National Climate Change Strategy (*Estratégia Nacional de Adaptação e Mitigação de Mudanças Climáticas, ENAMMC- 2013-2025*). The strategy, incorporating both adaptation and mitigation, recognises the risk of climate change to Mozambique's development targets, and presents a vision to expand low carbon development and the green economy covering the period 2013-25.

Allied with the National Climate Change Strategy is the Strategy for Gender and Climate Change (*Estratégia do Género, Ambiente e Mudanças Climáticas*- June 2010). As well as being adopted by the Council of Ministers, it was recognised as a catalyst for the inclusion of a gender perspective in the development of the country's Strategic Program for Climate Resilience (SCPR) under the World Bank's Climate Investment Funds. The aims of this strategy include the empowerment of women, assuring equitable participation in decision-making, ensuring gender-sensitive programmes, projects and plans; and ensuring that the Ministry for the Coordination of Environmental Affairs (MICOA) promotes gender equality within its activities. The strategy builds on the development of a climate change and gender action plan (ccGAP) undertaken by IUCN in collaboration with UNIFEM in 2010.

Whilst MICOA itself takes the lead on climate, the National Disaster Management Institute (INGC) is responsible for disaster risk reduction, which has also demonstrated commitment to gender through its Gender Strategy and Action Plan (*Estratégia de Género do Instituto Nacional de Gestão de Climas e Plano de Acção 2014-2018*:

http://www.cebem.org/cmsfiles/publicaciones/Estrategia_genero_ambiente.pdf and
[www.qcca.eu/.../mozambique natl climate change st](http://www.qcca.eu/.../mozambique_natl_climate_change_st))

Overview of critical gender inequalities affecting climate vulnerability in Mozambique

A regional baseline study for the SADC Protocol on Gender and Development, conducted by the Southern African Gender Protocol Alliance (Namburete, 2009) concluded that despite great strides in the Mozambican Constitution towards gender equality, in practice many of these provisions have not been attained – “there is still a noticeable gap in translating these commitments into clear plans, locating sufficient funds and human resources to the realization of the goals” (p.6)

Constitutional and legal rights: The Mozambican Constitution makes it clear that all citizens are equal before the law and that anyone attempting to discredit this principle will be punished. All discriminatory laws have been either amended or repealed and the minority status of women has been abolished, though the penal code currently being revised still contains many articles directly in opposition with women and girls' basic rights.

However, in reality, traditional practices (prioritising boy's formal education, early marriage, early unwanted pregnancies, initiation rites in the North which teach girls to be submissive to their husbands and prepare them for sex, bride price known as "lobolo" in the South, widow cleansing, wife inheritance, etc) still hamper the advancement of women and girls in Mozambique. Women's access to justice is impeded due to a lack of information on their rights and the laws that protect them, the cost of proceedings and the lack of training of police and legal personnel as well as reliance on customary traditional law, which is particularly discriminatory against women and usually in the hands of men.

Political and economic participation: There has been some improvement since 2004 in the representation of women in political structures as well as in the executive branch of government, but in most of the key ministries such as Finance, Planning, and Education, women's contributions are limited. Furthermore, women's participation in district level planning processes is low due to distances, women's limited mobility and lack of confidence and capacity to engage.

The 2011 SADC gender and development index rates Mozambique last (behind DRC) in a review of 15 countries of the region in terms of women's participation in the economy. Women have limited involvement in decision-making with regards to the economy and the majority of the unemployed population consists of women. Of those who are self-employed, men represent the majority with most of the women in this category operating in the informal sector.

Gender-based violence: A number of laws and policies are in place in Mozambique to reduce GBV and help the victims of GBV (including the 2009 Domestic Violence Law) but more, including the revision of the penal code and more gender sensitisation and public awareness programmes, is needed to translate these into practice. 32% of women, compared with 12% of men, claim to have experienced domestic violence (INE, 2012). The weight of traditions, which continue to be protected in order to safeguard the "Mozambican identity", together with the patriarchal vision of society, keep Mozambican women in a position of inferiority and impede the effective application of laws protecting their rights. Furthermore, it is not unusual for representatives of religious communities and traditional leaders to accuse women's associations of advocating "immorality" and "wanting to destroy the family". Domestic violence enjoys considerable social legitimacy stemming from a widespread view that the man, as the head of family, has the prerogative to use force to solve marital disputes and conflicts.

Land & property rights: Although the Land Law adopted in 1997 and the Family Code 2004, explicitly provide for equal property rights, in practice the application of these provisions is problematic. Yet women account for more than half of those working the land. In this area, resistance to the law is especially strong due to the weight of traditions. With regards to inheritance, customs are especially discriminatory. Widows are often expelled from their family home and receive no inheritance from their husbands.

The southern and central provinces are strongly patrilineal, meaning that land and property are passed down through the husband's line. Women become part of their husband's families through the traditional payment of a *lobolo*, or bride price, leaving their birth families and often their birthplaces. However, when a man dies or leaves his wife, she has few, if any, customary rights to her husband's land or assets (even though these rights are guaranteed by the Land and Family Laws), and her birth family is often unwilling, or unable, to take her back or support her (Save the Children, 2007). The northern provinces are largely matrilineal, but this does not necessarily mean that women have a higher social position than in the south. Matrilinearity simply means that lineage is traced through the maternal line but power increasingly rests in the hands of men (e.g. power will pass from a man to his sister's son). Furthermore, the strong Islamic influence reinforces other cultural norms that keep women subservient to their partners, who in turn are culturally expected to be the ones providing for their families and making all of the decisions. Control of property generally does not transfer to the husband but remains in the hands of older men in the wife's family, often her maternal uncle (Tvedten et al, 2009).

Women heading households (i.e those who do not have a husband or partner in their lives) often face social exclusion and may be viewed with suspicion, whether they are divorced, separated, or widowed. Though less likely to face stigma than widows or divorced women, unmarried women may have less control over their resources and their children's upbringing despite having to face most challenges alone (see box 5). Polygamy is now illegal in Mozambique but remains quite common across the country. Approximately 30% of women have co-wives, with the highest prevalence in the central provinces. Some authors have argued that women in such arrangements are more socially accepted than single mothers and that support networks often develop among co-wives, particularly in the southern and central provinces where the wives may be farther from home and where their husbands are more likely to be involved in migratory labour (Rosario, 2008). However, many second wives lack financial and emotional support as other wives and children are favoured by their partners; they may also be forbidden from seeking jobs or other sources of income. Widows, older women, women living with HIV/AIDS, and teenaged mothers (and their children) count as particularly vulnerable.

Overall, almost one in three households in Mozambique is headed by a woman, with higher prevalence in the south (over 50% in Gaza and Inhambane) than in the north (as low as 25% in Nampula). Although the majority of household heads – both male and female – are between the ages of 20-49, a large minority are headed by older women: in Inhambane Province, for example, one out of every five household heads is a woman aged 50 or older (INE, 2009).

One of the characteristics that is shared by the vast majority of rural female-headed households in Mozambique is extreme poverty. Out of every ten rural female-headed households, nine rely on subsistence agriculture; this number has not changed in the past decade even as more of their male-headed neighbours are finding alternative sources of income (Fox, 2008). Female-headed households are disproportionately represented in the lowest income brackets, and their children are significantly more likely to be experiencing severe deprivations. In most places, fishing and hunting are considered men's activities, and few among the poorest have chickens, ducks or goats. This means that female-headed households either must buy their protein or rely only on beans. Nevertheless, despite being poorer than male-headed households, there is evidence that female

heads of household spend more of their meagre resources taking care of their families' health and educational needs than similarly poor male heads of household (Fox, 2008). Rural female-headed households are also the least likely to own durable goods and the most likely to lack access to any sort of mass media. (CARE 2010)

Agricultural & fisheries labour division. The control and access to resources affects the way in which men and women earn a living. In Mozambique, women contribute to, but benefit little from, agricultural production. Women account for 86.7% of the labour force in agriculture (which is the sector with the lowest wages)(INE, 2012). Women farm for subsistence, using low technology and labour-intensive techniques, and may contribute labour to the production of cash crops, but men are typically in charge of selling and thus retain the profit. When weather and climate contribute to lower levels of production, women respond by diversifying their livelihoods beyond dependence on agriculture. Coping strategies consist of livelihood diversification and income generating activities but these are still mostly natural resource-based (e.g. consuming wild fruits, sale of casual labour (*ganho-ganho*), sales of traditional drinks, production and sale of charcoal, sale of wildlife and honey harvesting) and therefore also dependent on climate variability and change. In the fisheries sector, men traditionally go out fishing at sea while women are involved in intertidal shell collection. With most of the coast in the North being given out to investors, women's access to the beach is at threat.

Gender gaps in education and access to information. Mozambique has made proactive legal provisions and strategies to promote equal access to education, but implementation of these is still underway, meaning that particularly older women are still the most illiterate of the population. Women and girls continue to face difficulties with access to education, information and knowledge (e.g. access to rural extension services), which restricts their opportunities in seeking employment in nonfarm and non natural resources based sectors. Cultural and traditional practices deter girls from achieving higher levels in schooling. With regards to vocational education for example, most options (such as mechanic, carpentry, plumbing, electricity, mathematics) are believed to be for men and boys.. Although parity is increasing, particularly at primary level, it will take several generations for women to be on a par with men of working age. Without education, women are at a disadvantage in terms of their adaptive capacity, as they have less access to crucial information and fewer means to turn the information into usable knowledge about, for example, climate risks and adaptation, livelihoods diversification strategies, including how to enter into more formal paid employment which further reinforces their subordinate position relative to men.

HIV and AIDS is a devastating pandemic in Mozambique, as in many other African countries, and it is impacting more on women and girls as the highest number of new infections continues to be registered among girls and young women ages 15-24. There are low levels of knowledge of HIV and AIDS among women – research shows that more men have knowledge of the pandemic than women. As a result, HIV infections disproportionately affect women and girls. The high rate of infection among women can be attributed to many factors, such as women's lack of power to negotiate sex; unequal access to resources; illiteracy; economic dependency and inequality in power and authority in the household; women's subordinate status; coercive sex; initiation and purification rites, among others.

Maternal and Infant Health: The Population Policy strategically aims at reducing maternal and infant mortality; however, these objectives have not been followed with tangible results. Although the

government has introduced free prenatal care, the maternal death rate is still a high (480 per 100,000 births), although only half of what it was ten years ago. Illegal abortions are one of the main reasons for maternal deaths in Mozambique. This is directly associated to the current legal status of criminalizing abortion. Health infrastructure, particularly in the rural areas, which was destroyed in the civil war, has not been completely rebuilt

Gender patterns in migration. Migration is an increasingly important coping and adaptation mechanism in times of crisis. However, social and cultural norms, along with limited education, often stop women from leaving where climate change has hit hardest. In Inhambane province, the high male labour migration has left many women leading the household and often in polygamous relationships. Climate change is likely to increase male labour migration in the most affected regions and to increase polygamy “errante” as men who may not have been polygamous are more likely to take on another wife or sexual partner as they migrate for work. CARE’s recent GCVCA in Angoche revealed that men are starting to abandon fishing and farming due to low catch / yields to migrate to Montepuez in Cabo Delgado in search of job opportunities in the mining sector. With increased migration, polygamy and the related risk of HIV increase with all its consequences on development and adaptation capacity. Moreover, when men migrate seasonally, women are often left to manage all the tasks that a two person household used to tend to, thereby increasing their workload substantially.

Geographical and rural-urban differences in gender dynamics. As noted, the north of Mozambique is matrilineal, whereas the central and southern regions are patrilineal. In addition to this tradition, other conjunctures have been important for evolving gender relations. The south and central regions are increasingly exposed to “modernity” and labour migration, whereas the more remote north remains more subject to the influence of tradition, though this is rapidly changing due to the very high number of mega projects in the North, in the agro and extractive industry sectors. Related to this is the increasing exposure to urbanisation in all three regions, which creates new opportunities for both men and women and enables “freedom” from entrenched cultures in rural areas.

In the northern part of the country the culture is becoming more and more patriarchal (despite the matrilineal tradition). Women’s political representation, from the formal provincial to the informal local level, remains low. Women hardly work outside subsistence agriculture and are practically absent from the informal economy. Additionally, the levels of education and health conditions are poor – with the exception of the HIV/AIDS infection rate which is the lowest in the country. The proportion of female-headed households in the region is relatively low at 21%, as many as 30% of women are parts of polygamous households, and most women are formally married with very limited decision-making power in male-headed households. As many as 43% of girls in Nampula have sex before the age of 15, most probably due to the prevalence of initiation rites after the first menstruation, and early marriages are common in the region. 62% of women have an ‘accepting attitude’ towards domestic violence.

In the southern part of the country, gender disparities are often class-related, with women with access to economic means more likely to being equal relative to men. The southern part of the country has historically witnessed profound processes of socio-economic change, including an extensive male labour migration to South Africa, a ‘feminisation’ of agriculture due to male

absenteeism and a strong influence of urban and 'modern' life from the adjacent capital city of Maputo. Studies show that women in Gaza have found themselves with increasing socio-economic responsibilities, and are well represented in formal political offices. Women also show a high level of participation in small-scale agriculture and the informal economy, and girls enrol in education at the same level as boys. The proportion of female headed households is exceptionally high at 53%, polygamy is high and the majority of those living with men are not formally married but live in cohabitantships. However, women also suffer from the highest HIV/AIDS rate in the country at 32%.

Women in urban areas generally have higher participation in the economy; higher involvement in education; and are more likely to head households than in rural areas. Urban women also have better access to information, resulting in better knowledge about how to avoid HIV/AIDS, the new Family Law, the new Law on Domestic Violence and other vital issues for women's empowerment. At the same time, however, the very poorest men and women in urban areas seem even more vulnerable than their rural counterparts. Employment and income is essential for food and basic social services; reciprocal relationships are largely based on exchange of money and material items; and the urban poor have more difficulties in maintaining essential rural relationships for agricultural production and extended family support.

Sources of support available within CARE on gender

To enhance learning and knowledge sharing, CARE has set up a CI Gender Network, a global Gender Working Group, as well as six thematic working groups on Gender Equity and Diversity, Gender-Based Violence, Male Engagement, Gender in Policy and Advocacy, Impact Measurement for Gender and Women's Empowerment and Gender in Emergencies.

CARE Gender Wiki at <http://gender.care2share.wikispaces.net/>

CARE, *Gender Toolkit*. Available online at <http://pgdl.care.org/gendertoolkit/default.aspx>

Sources of further information on gender and climate change

Ribeiro, N. and Chauque, A. (2010). Gender and Climate Change: Mozambique Case Study. Heinrich Boell Stiftung Southern Africa. Available at: <http://www.za.boell.org/downloads/Mozambique.pdf>

UNDP guidebook on Gender, Climate Change and Community-Based Adaptation
http://www.beta.undp.org/undp/en/home/librarypage/environment-energy/climate_change/gender/gender-climate-change-and-community-based-adaptation-guidebook-.html

World Bank/FAO/IFAD Gender in Agriculture sourcebook
<http://siteresources.worldbank.org/INTGENAGRLIVSOUBOOK/Resources/CompleteBook.pdf>

Sources of further information on community-based adaptation:

Forsyth, T., 2013: Community-based adaptation: a review of past and future challenges, *Wiley Interdisciplinary Reviews: Climate Change*

Joto Afrika, 2012, Community-based adaptation: Experiences from Africa, *Adapting to climate change in Africa*, Special Issue, 11.

CARE, 2012: Participatory Monitoring, Evaluation, Reflection and Learning for Community-based Adaptation. PMERL Manual, A Manual for Local Practitioners, CARE. Available online at www.careclimatechange.org/files/adaptation/CARE_PMERL_Manual_2012.pdf

Gender and community-based adaptation

Joto Afrika, 2011, Why mainstreaming gender into community-based climate change adaptation is a priority, *Adapting to climate change in Africa*, Special Issue, 9.

http://www.careclimatechange.org/files/adaptation/JotoAfrika_11112011.pdf

Communique on integrating gender into community-based adaptation in Africa:

http://www.careclimatechange.org/files/adaptation/ALP2011_Gender_and_CBA.pdf

3. Overview of the GCVCA Process

This section outlines the various steps in the process of getting ready to undertake a GCVCA. It is important to remember that the time each step takes may vary, and the idea is to be very flexible – “facilitate and understand”, not “extract and describe”.

3.1 What does the GCVCA process involve?

The GCVCA process uses a series of guiding questions to analyse information on climate change, disaster risk and vulnerability at national, local government/community, and household/individual levels. Many people only think of the participatory tools used at the community and/ or individual level when they think of GCVCA – but research at national and local government level is more likely to be secondary research (e.g. literature review of relevant reports, policy analysis, key informant interviews). As outlined above (section 1), secondary research and looking for existing data – whether large scale quantitative or small scale qualitative, is essential in order to ensure that your GCVCA builds on and complements what already exists.

The GCVCA handbook outlines a number of guiding questions at the three levels of national, local government and community/individual level. You should consult the GCVCA **Handbook** (CARE International in Mozambique and Kulima Integrated Development Solutions, 2013) for the complete list but examples of the type of data that would be sought include:

At national level :

- Observed and projected impacts of climate change for country
- The extent of integration of climate change into various key development policies (eg. Agriculture, fisheries, health, environment, etc)
- Disaster management planning (including early warning systems)
- Government capacity on climate change
- Participation and decentralization
- Recognition of socio-economic dimensions of vulnerability – in particular the gender differences in vulnerability between men and women

At local government level:

- Observed and projected impacts of climate change for region/ecological zone
- Integration of climate change into local plans and policies
- Capacity of local sectoral and planning agencies to integrate climate change
- Local disaster management planning
- Participatory planning and extent to which both men and women and vulnerable groups are participating
- Rights of vulnerable groups (including women and children) and the extent to which they are enshrined in local policies and programmes

At the community/individual level:

- Local observations of climate change and the existence of climate-related hazards and natural disasters
- Livelihoods resources and coping strategies employed by men and women
- Capacity to manage risks and how this differs between men and women
- Social safety nets and their access by men and women and vulnerable groups
- Access to information, resources and services by vulnerable groups, men and women
- Power dynamics within communities and households

Although national level and local government processes are essential (as no communities exist in a vacuum), **the emphasis in this training manual is on the process of GCVCA at the community level**, proposing guiding questions at this level to help you design your GCVCA. In this section we outline the various stages involved in preparation. Box 14 outlines potential sources of secondary research that you may nonetheless wish to consider prior to the design of your GCVCA in Mozambique to inform the scope of your GCVCA at community level.

Selected sources of background information to use in your GCVCA:

This list is non-exhaustive, but ideas include:

National:

- INE Statistical surveys (including gender indicators, and demographic and health survey)
- Gender strategies from relevant line ministries (e.g. MICOA, INGC, MINAG)
- Latest Mozambique Vulnerability Assessment Committee report
- National policy documents and implementation plans, particularly as relevant to your area of interest (e.g. National Strategy for Adaptation and Mitigation to Climate Change (ENAMMC), Strategy and Action Plan for Gender, environment and Climate Change- MICOA 2010)
- Various pieces of research and reports from a range of actors related to disaster risk reduction, climate change adaptation and gender;

Local government:

- District Development Plans (to see priority activities and whether they are gender-sensitive/if there are opportunities for community based adaptation and gender transformation)

Community/individual:

- Reports from other NGOs/CBOs that work in the area – particularly if they have undertaken vulnerability assessments in order to target their interventions

3.2 The seven steps to follow in planning and conducting a GCVCA

Figure 3 outlines the seven steps involved in designing a GCVCA. Arriving at the point of deciding to conduct a GCVCA usually means that there is recognition that vulnerability to climate change and natural disasters exists in a community, and often that there is an intention to use the information to inform the design of a community-based adaptation or a DRR intervention, or some form of action plan. Within these broad aims, there are likely to be specific objectives for each particular GCVCA, reflecting the particular context and circumstances. In **step 1**, the guiding questions proposed in this

guidebook can be utilised as a basis for developing specific questions for your particular context and circumstances. This will be elaborated on in the next section.

Having decided upon the scope of your research, your specific questions, the next step (**step 2**) is to determine what data might be required to answer the questions. If, for example, you seek to understand gender relations in natural resource use and how they have been affected by climate, data requirements may include:

- The level of dependence on different natural resources by men and women, and their direct and indirect importance for their respective livelihoods
- Factors that affect men's and women's access to and control over different natural resources
- Other significant interactions of men and women with the different natural resources, habitats or species
- Effect of men's and women's activities on resource availability and ecosystem services.
- Effect of climate variability and shifts on gendered division of labour and more broadly on gender relations (e.g. women assuming more decision making power as men leave households to migrate for better livelihood options?)

Although you will have done your background research prior around step 1 (in terms of looking to see what existing data is available), it is wise to revisit this here in **step 3**, as it may be that existing data sets or studies exist that either (a) will further complement your study or (b) have undertaken similar studies, in which case you will want to return to step 1 and set complementary questions. It is also possible that your insights at this stage surface new or different questions.

Only once questions and data needs have been determined should the GCVCA Practitioner Guide be consulted for ideas of available tools to be used to elicit the data required (**step 4**). **This point cannot be overemphasised: the GCVCA handbook is NOT a recipe book that can be followed from start to finish: it is a toolkit from which tools can be used (and adapted) as required to suit the particular research questions and data needs.** For that reason, in this section we discuss further practicalities of preparing to go to the field before turning to the tools in section 7 (they also appear as field guides in the appendix here, and in the selection of GCVCA tools in the final section of this practitioner guide).

Figure 3: Designing your GCVCA: Schematic of the seven steps



1. Be clear on the circumstances and purpose of this GCVCA. Why are you conducting it and what is it needed for? Use the guiding questions to produce your set of research questions, specific to context and the purpose of your GCVCA.	2. Data might include availability and accessibility of resources (human, social, natural, physical and financial), livelihood activities and change over time, gendered division of labour, coping and adaptation strategies for men and women, and constraints, outcomes of those strategies (e.g. production levels), nature of weather and climate hazards	3. Although you will have undertaken background secondary research prior to deciding on your GCVCA, it is worth revisiting the existence of relevant data AFTER you have defined your questions, as there may well be existing literature upon which you can draw. If it turns out a similar study has been undertaken, you can revisit your questions	4. Select appropriate tools to help you explore your questions. These tools might include transect walks, historical timelines, resource maps, seasonal calendars, daily time budgets, Venn diagrams, gender analysis, wealth ranking – some of them are included in this guidebook.	5. Collect data and review the information to determine gaps, categorising data and seeking patterns and explanations for those patterns	6. Within the community, and with a wider range of stakeholders concerned with the community (e.g. CSOs, local leaders, etc)	7. GCVCA process climate context livelihoods/climate linkages for men and women changing disaster risks for men and women underlying causes of vulnerability for men and women existing coping and adaptation strategies by men and women
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4. Planning and Conducting a GCVCA, step by step

4.1 Before doing your research: plan and prepare

Define your questions

As discussed in the previous chapter, the GCVCA Handbook outlines a series of guiding questions at the national, local government and community / individual level, while this Practitioners Guidebook focuses on the community level. Here, we will therefore propose a number of **guiding questions specifically for the community / individual level**, which can serve as the starting point for planning a GCVCA that is adapted to the context you are looking at. This is an essential step in the process – you need to know *what* you want to find out (= your research questions), before you identify *how* you will go about answering your questions (= research process and tools).

As described in the introduction (figure 1, page 7), in CARE’s thinking community-based adaptation is effective when the following four components come together: **1) climate-resilient livelihoods, 2) disaster risk reduction, 3) local and community capacity, and 4) addressing underlying causes of vulnerability**. The guiding questions proposed here are therefore structured according to these four components. It is not recommended to try to cover all of these areas in one GCVCA, so they are divided in three sets of essential, recommended and variable areas of focus.

- **Set A** is about establishing or confirming the broader climatic and social context. This is essential information and likely already available unless you have not worked with the community in question before. The GCVCA can help reaffirm and deepen the understanding of the community’s climatic and social context.
- **Set B** is a set of guiding questions we recommend putting a strong focus on. Understanding the underlying causes of vulnerability to climate and disasters is key for addressing social inequalities and poverty in a context affected by climatic shocks, stresses and disasters. These are also particularly important questions with a view to understanding gender dynamics.
- **Set C** covers the remaining three components of community-based adaptation and, depending on the circumstances and purpose of the GCVCA, the inquiry can have a particular focus on either one of the other three areas – it is not essential, often impossible and not recommended to cover all of them unless you are looking at a systematic, well-resourced and longer term piece of research.

Important note for the use of these guiding questions: *Guiding* questions are meant to guide you in identifying the specific set of questions for your particular GCVCA. So they are neither exhaustive, nor final. They are a starting point for identifying what, for your particular purpose and circumstances, and based on consultation of available information, you want to find out in the GCVCA you will be conducting.

We therefore recommend that you produce your own table of research questions based on the below example. It will then assist you in the planning and analysis steps of the process.

Table 3: Guiding Questions for GCVCA

GUIDING QUESTIONS FOR GCVCA AT THE LOCAL LEVEL ⁶		
A. Essentials	Broader Context	
	A1. Climate and disasters context	<p><i>What weather extremes (temperatures, precipitation, cyclones, floods, droughts, etc.) are considered normal, and has this changed?</i></p> <p><i>What changes in the climate and weather have people observed over decades and over recent years?</i></p> <p><i>Which hazards occur in the area, when, how often and how strong are they? Have changes been observed in the occurrence of these hazards (frequency, intensity, etc)?</i></p>
	A2. Social context	<p><i>What are the most important livelihood resources to different groups within the community?</i></p> <p><i>Who are the better off and worse off in the community? Who are the different wealth groups? Different ethnic and religious groups? What do they do (main livelihood) and own, how do they live?</i></p>
B. Recommended focus	Underlying Causes of Vulnerability	
	B1. Access to and control over assets and services	<p><i>Which assets (e.g. land, sea, rivers, other natural resources, livestock, etc) and services are key for the ability of men and women to buffer shocks and adapt to changes, and what degree of access to and control (i.e. decision-making power) over these do they have?</i></p> <p><i>Which of these assets and services come under most stress from climate variability and disasters?</i></p> <p><i>How have gender inequalities in access to and control over these assets and services changed in the past or are currently changing, and why?</i></p>
	B2. Decision-making and participation	<p><i>How do local planning processes work? Who is involved in, or influences decisions at the community level? Whose interests are represented externally, e.g. towards local government?</i></p> <p><i>In what ways do women and men participate or make sure their interests are represented in local decision-making?</i></p> <p><i>When climate variability and change affect people's lives and livelihoods, who makes decisions over changes in resource distribution and practices?</i></p> <p><i>Who tends to benefit from these decisions, and who does not?</i></p> <p><i>Who influences and decides how natural resources such as land and water are allocated?</i></p>

⁶ Based on CARE areas of inquiry for gender analysis: Gender Analysis framework by the Adaptation Learning Programme for Africa, and ACCCA Local Adaptive Capacity Framework and CVCA Handbook.

	B3. Division of labour, use of time	<p>Who (women, men, boys, girls in what circumstances) is allowed or expected to do certain types of work, complete certain tasks?</p> <p>What specific sets of opportunities, constraints and status do these specific types of work and duties mean for individuals of different gender and age groups? How much time do women, men, boys, and girls spend engaging in these different duties?</p> <p>How have labour division and time use changed over time and why? What happens to people's roles and time use under changing climatic circumstances, for example when floods and droughts become more frequent and intense?</p>
	B.4 Control over one's body	<p>To which degree are women, men, boys and girls in control over their own bodies and sexuality, decisions on marriage, family planning and freedom from abuse and exploitation?</p> <p>What factors affect decisions over marital status, marital partner or family planning?</p> <p>What threats jeopardise women's, men's, boys' or girls' control over their bodies, and what factors drive these risks?</p> <p>Have there been any changes in these dynamics and why?</p> <p>What impacts do climate variability and disasters have on this or how is climate change and disasters influencing women and girls' control over their own bodies?</p>
C. Possible area of focus for GCVCA	Climate resilient livelihoods	
	C.1 Livelihoods	<p>Which livelihoods are most vulnerable to climate variability and disasters? How are they affected by them? Whose livelihoods are they (women or men, young or older, married, unmarried etc.)? Which livelihoods are least affected and why?</p> <p>How are the livelihood strategies of women and men at different stages in their lives (adolescent / adult/ elderly, unmarried/ married/ divorced/ widowed etc.) evolved? Who is changing them and why? Are men and woman adapting differently? How female headed household are adapting? Do households (male headed and female headed) have diversified livelihood strategies? Does this include non-natural resource based of nonfarm strategies? Do livelihoods strategies involve working away from the community? If so, who does that and when, for how long and with what effect, on whom?</p>
	C.2 Coping and adaptive strategies	<p>What strategies are currently employed to deal with shocks and stresses to the livelihoods of women and men?</p> <p>How are women and men in different social situations managing risk, planning for and investing in the future? Who generates and who makes use of climate information for planning?</p> <p>Are women and men headed households employing climate-resilient agricultural practices and if so, which households do so (socio-economic situation, male or female headed households etc.)?</p>
C. Possible area of focus for	Disaster Risk Reduction	
	C.3 Hazards and changes	<p>What are the most important climate related hazards and other hazards the region and/or ecological zone faces? How have these hazards changed in recent decades and years, and how are they currently changing?</p> <p>How do they affect different groups within the community, which groups</p>

		<i>are most vulnerable to which hazards and why? Within each group, how are women affected these hazards and how are men affected? Why?</i>
	C.4 Disaster risk information	<i>What disaster risk information do local institutions, men, women, boys and girls have access to and how useful is it? What early warning systems in place and how well are they working? Who (among women, men, boys and girls in different social situations) has access to them and makes use of these and who does not?</i>
	C.5 Response and risk management strategies	<i>How do women, men, boys, girls protect themselves and their assets in the event of a disaster? Who has protected reserves of food and agricultural inputs, secure shelter, and mobility to escape danger, and who does not? Who can seek support?</i>
C. Possible area of focus for GCVCA	Local and community capacity	
	C.6 Aspirations for oneself and strategic interest	<i>What are the aspirations that men, women, boys and girls articulate for themselves, or for future generations? What are the changes that they are hoping to see around themselves to make these aspirations possible – in terms of services and resources available, social rules, the natural environment or security issues? To which degree do women, men, boys and girls feel in control over their fate and future, make plans and set priorities? To which degree do they feel able to face the changes in the context of broader trends they are seeing?</i>
	C.7 Knowledge, information and innovation	<i>What distinct knowledge do women and men hold in their livelihood activities? What knowledge do they hold of expected future changes? Who has the knowledge, skills and resources to employ innovative strategies to support adaptation? What innovative strategies are available to women and men to adapt to changes in the climate and disasters context? Who can take advantage of them and who receives institutional support to do so – and who does not? Who makes decisions on innovations?</i>
	C.8 Flexible and forward-looking decision-making	<i>How are predictions made about the future when, for example, deciding which crops to plant or when to sell seeds, yields, animals or other assets? Among women and men in the community, who makes these predictions and whose opinions are considered in these decisions? What weather and climate forecasting information is available and how are they disseminated to women, men, girls and boys in different social settings? Among them, who has best access to it, who makes use of it and who does not?</i>

Assemble the team

Having determined the questions, data needs, and appropriate tools and data collection methods (**steps 1-3** in figure 8), it is important to assemble the team who will be involved in the assessment. The range of skills and expertise required is broad and, of course, it is not necessary that all the people on the team need to have all of these skills. Furthermore, if it is not possible to source all the skills from within your organisation, it is possible to supplement the team with external consultants and / or partners. The range of skills that are useful for GCVCA includes:

- Research skills – for background research (e.g. literature review, key informants interviews at national level, etc)
- Knowledge of climate change and disaster risk reduction – to analyse and summarize available climate information
- Policy and institutional analysis – to analyse the enabling environment
- Sector specific expertise – in agriculture, water, food and nutrition security, and other relevant sectors
- Gender and diversity – to ensure gender and diversity-sensitive facilitation and to analyse differential vulnerability & conduct gender analysis
- Facilitation of participatory processes –to animate and balance the participation of everyone in the group, keep the group on track and to construct an environment of trust and openness
- Conflict management – to help the group understand diverse perspectives and opinions, and to come to conclusions and/or consensus
- Qualitative interviewing –to listen actively and probe to push for deeper reflection/additional information
- Analytical skills – to ensure that information collected is effectively analysed and thus of optimal use
- Appropriate language skills as communities may not speak the language of the staff
- Writing skills – to present a convincing, clear and robust argument to various audiences for incorporating adaptation strategies within projects or as new activities

The above are the skills needed by the team of facilitators. Other key team members include other local stakeholders (e.g. community leaders, CSOs, etc.) to allow easier access to the community.

Ensure the team is fully briefed and trained

Ensure that ALL members of the GCVCA facilitation team are fully briefed on the purpose of the GCVCA, i.e. they understand the questions, data requirements, and intended tools that will be used. The size of the facilitation team may vary: ensure that everyone is assigned a particular role (e.g. facilitator, co-facilitator, public note-taker, discreet note-taker recording behavioural observations, etc.). Wherever possible, having women facilitators working with women's groups is highly preferable. Practising the application of the tools and field testing in advance is necessary to ensure questions are well understood, the tool is not too long, etc. Gather background information before going to the field. Be aware of community or group history, past or present conflicts and power dynamics which may be important in selecting groups or in facilitating dialogue. Find out about literacy levels in advance so as to plan exercises (and the materials required) accordingly. Find out about community "traditions"/ ways of doing things and try and fit into these as much as possible (e.g. closing with a local chant/song). Consider the agricultural calendar and the daily activity schedules of the men and women with whom you will be working. Team members should also establish a "communication plan" – for example if a note-taker observes that additional probing is required on a particular topic, (s)he could discreetly pass a note to the facilitator (Awuor, *no date*).

Choosing tools

The following table (table 4) is an example of a plan for a GCVCA which was produced during steps 1-3 (figure 8). Note that, this is just *an example* of the plan or schedule which the research team should come up with, and an *indication* of which tools could be used for which topics. In principle, most tools can be used to answer a broad array of questions – depending on how you use them and how you facilitate the discussion around them. You will see that each topic appears a number of times with a variety of tools identified as useful for gathering data for each objective – it is NOT the case of using 1 tool per topic! The table is also useful in that, along with which tools could be used for each of the objectives, you lay out whom you want to participate, as well as specific considerations on timing of the exercises. Any specific materials or equipment needed for each tool could also be added to the table.

Table 4: Example of a plan for a GCVCA

Research questions for which this provides data	Exercise/tool	Participants	Time	Notes
A2, B1, B2, C1, C3	Resource map	One group of men, mixed ages (8-10) One group of women, mixed ages (8-10)	2 hours	Needs to take place early on, as you will need the information generated to probe in subsequent exercises
A1, B3, C1, C2, C3, C5, C7	Seasonal calendar based on resource availability and use	One group of men and women, mixed ages (but can ask them to specify which sex uses which resources)(8-12) OR one group of men and one group of women	2 hours	Ideal to take place close to the rain calendar
A1, C1-7	Historical timeline focusing on impacts of, and responses to, weather and climate events	Older men and women in one group (8-12)	1.5 hours	
A1, B1-4, C1-7	Focus group to tease out impacts and responses (and barriers to responses) of weather-related events	One group of mid to older aged men and women (6-10)	1.5 hours	This should take place after both historical timeline, and build on events identified in it
A1, A2, B1-4,	Community	One group of men, mixed ages	1.5	One of the later

C1-7	problem ranking	(6-10) One group of women, mixed ages (6-10)	hours	activities
B1-3, C4-7	Venn diagram - Institutional mapping (roles and responsibilities, particularly in responding to crises)	One group of men, mixed ages (8-12) One group of women, mixed ages (8-12)	1.5 hours	Ideal to take place after the historical timelines and focus group to tease out impacts, responses and barriers

Get the support of community leaders

It is essential to gain the permission of appropriate leaders to work in the community. Introductions may be made by local government officials, or NGO or CSO representatives. It is also useful to hold a community meeting which brings together all stakeholders to allow the facilitators to explain the purpose of the research and to allow community leaders to express their endorsement for participation by the community members (this may not be necessary if you/your organisation is already well established within the community). Community leaders can designate locations for the exercises to take place – but consult more widely to ensure that they are appropriate for all (male leaders, for example, may not be sensitive to women’s priorities) (Awuor, *no date*).

Visit the community beforehand to lay the groundwork

Even if you have the necessary permission from the appropriate leaders in the community it is also important to get the buy-in of the whole community. Before starting the GCVCA it would be advantageous to facilitate an introductory session (where a trusted community member or local representative introduces the team, and facilitates community members /or key representatives to introduce themselves). Take the community through the purpose of the exercises, objectives, tools and methods to be used, duration, expected outcomes, benefits to the communities, how (if at all) the exercise and its outcomes links with previous ones and contributes to the big picture, etc.

From the CVCA for ALP Project, Angoche District, Mozambique (CARE, 2011, 16)

“Even though staff had personally spoken to leaders, there was some confusion on the first day of fieldwork and people were not prepared. This was rectified by a personal visit by staff to re-brief communities and community leaders.”

Be aware of, and manage, participants’ expectations. Many communities are beginning to suffer from “research fatigue”. Be prepared for questions about payment for taking part in the research and what is going to be done with the research/ commitments to the community, and the way forward.

Consult community members and, where possible, facilitate them to develop ground rules, decide on types of focus groups, venues for discussions and select members to participate (members should be sufficiently representative of the different livelihood, gender, wealth, etc. groups). If enough facilitators are available, it is critical to have concurrent sessions in the same community to allow

participants in different groups (e.g. separated by sex) to speak freely without being concerned about being heard by other groups. Facilitate agreement on how results of the focus group discussions will be communicated to other groups and to the wider community and who will take the lead on this (Awuor, *no date*).

Selecting individuals for participation

In your steps of planning the GCVCA you will have identified the people from whom you want to collect data (e.g. men and women). In reality, however, it is often key decision-makers within a community who will designate which people within those categories will participate. This can be problematic as the poorest and most vulnerable members of the community are typically disenfranchised from local governance (including village chiefs), and thus if left to the key decision-makers, their voices may not be heard. This serves to reinforce existing power relations – whereby the most powerful retain the power, and the powerless are excluded.

In order to rectify this situation, it is useful to conduct a preliminary exercise within the community to identify participants that are truly representative of all levels of power. This exercise can take place at the same time as getting support from community leaders and laying the groundwork with the community meeting. Wealth ranking (see section 7) can help to identify the broad wealth groups within the community, and then the same participatory approach can be used to determine which households fall into each category. Particular direction can then be given to the local decision-makers who arrange for the participants to be available for the group exercises (e.g. for this exercise, please invite 2 women from households in the wealthiest category; 2 women from households in the middle category, and 4 women from households in the poorest category).

Ensuring rigour in qualitative research

Following on from the introduction to qualitative research in section 2, it is worth noting that some steps should be followed to ensure that the research process is rigorous. In particular, since we are looking often at the unusual and relying on people's voices, it is worth employing a process of triangulation. As the name suggests, triangulation involves looking at the same question from more than one viewpoint. To ensure that the data we are obtaining from GCVCA is robust, we can triangulate in many ways: between researchers, methods, and times (day, week and season). Triangulating between researchers involves getting more than one researcher to conduct the same exercise/ask the same questions. Both researchers can therefore compare their responses, and assess their own subjectivity and bias, in order to cross-check whether their findings are similar. An important principle for GCVCA is to triangulate the methods used to collect data. Since many tools are available, and it is likely that many exercises will be planned, it is possible to seek the required data in different ways, again enabling to cross-check findings. Triangulating times is also an opportunity within a GCVCA process, which should take place over several weeks to months. Due to various commitments (for example the seasonal agriculture calendar), there are times of the year when certain sub-sections of the population may be too busy to participate in the process. This even exists on a daily scale. It is therefore important to schedule exercises at various times of the day, reflecting the intended participants, in order to accommodate their availability (see table 5 below).

Plan the agenda and calendar

Based on the incorporation of triangulation into your implementation plan, you will be ready to prepare the agenda for the community visits – which will also need to be shared with the decision-

makers who are arranging for the participants to come together at the right times for each exercise. The agenda should ensure that participants are able to move at their own pace, but that the required ground will be covered in the available time (see table 5). Facilitators should be briefed on the need to be flexible with timing: on the one hand, keep in mind that community members are very busy and thus do not draw exercises out unnecessarily but, on the other hand, do allow time for clarification, questions and answers, discussion and “learning moments”. Also plan time for any issues of protocol, for example a formal welcome by a community leader, a song before the proceedings start may be appropriate in certain contexts, etc. In-keeping with the need for flexibility, bear in mind there is the opportunity to add additional exercises and/or key informant interviews (at community/local government or even national level) to corroborate findings, if required (Awuor, *no date*).

Table 5: An example agenda for GCVCA exercises

Time/Date	Day 1: 10 August	Day 2: 17 August	Day 3: 24 August	Day 4: 30 August
Location	Mkokoni	Mkokoni	Kiwayu	Kiwayu
08h00 – 10h00	1 x group (8 – 10) of men, mixed ages 1 x group (8 – 10) of women, mixed ages	1 x group (8 – 12) of men, mixed ages 1 x group (8 – 12) of women, mixed ages	1 x group (8 – 12) of men, mixed ages 1 x group (8 – 12) of women, mixed ages	1 x group (8 – 12) of men, mixed ages 1 x group (8 – 12) of women, mixed ages
Break				
10h30 – 12h30	1 x group (8 – 12) of men, older 1 x group (8 – 12) of women. older	1 x group (8 – 12) of men, mixed ages 1 x group (8 – 12) of women, mixed ages	1 x group (8 – 12) of men, older 1 x group (8 – 12) of women. Older	1 x group (8 – 12) of men, mixed ages 1 x group (8 – 12) of women, mixed ages

Plan the exercises

If possible and relevant, divide men and women into separate groups – both in terms of researchers and respondents. In some contexts women are much more likely to contribute when there are no men around. This will also make the job of the facilitator much easier. Being gender-sensitive may also mean choosing a location and time for the exercise that suits the participants: for example, women may prefer to be near their homes if they are looking after children; or in their fields if they are tending crops. If you have divided the group into sub-groups then make sure that the groups are far enough away from each other so as to not distract each other. Note that dividing men and women into different groups is not sufficient to truly probe gender differences – you should ask both groups about what men do and what women do (depending on the question), as cross-referencing at the end will further illuminate power dimensions and the way in which they play out in perceptions of the different sexes.

Ensure that the team is well prepared BEFORE community participants arrive at the chosen venue. This includes setting the venue up to be conducive to dialogue (ideally have participants sitting in a semi-circle so that everyone can see each other). Be aware of the significance of particular colours/logos on clothing (e.g. if you wear a particular colour might you be seen to be associated with a particular political party?) and jewellery. Also consider the appropriateness of using different technologies – equipment such as iPeds or big cameras not only reinforce the difference between

the facilitators and the community, but can also be very distracting or intimidating. Consider language issues and the possible need for translation of the questions and to have researchers who speak the local language/ dialect.

Agree with co-facilitators on how concepts such as hazards, livelihood resources, etc. will be described in local languages. Note that the concept of climate change may be difficult to explain. Community members may be more comfortable talking about seasons, weather, the environment, etc. Also, jointly develop guiding questions that will be used in facilitating the different participatory exercises (Awuor, *no date*).

From the CVCA for ALP Project, Angoche District, Mozambique (CARE, 2011, 16)

“There were difficulties for some of the facilitators and note takers in differentiating between climate threats and hazards; other community threats and issues which were not threats (e.g. lack of schooling). This seems to be related to the levels of education and understanding within the communities of climate related effects and impacts on livelihoods. Also, there are some threats which have always existed in communities, which are naturally part of the biophysical environment and its cycles. An example is lack of potable surface water due to the fact that streams and surface bodies are seasonal. This has always been the case, however, it is being exacerbated by rainfall variability and higher temperatures. For communities, the threat even 20 years ago was the lack of easily potable water. Teasing out these “chicken and egg” situations is complex and requires a good understanding of the complexity of biophysical systems and human interactions.”

It is vital that, before starting on any of the tools detailed in the next section, **you gain the consent of the participants**. It is not enough that the community leader granted permission or that the community as a whole agreed to the GCVCA taking place in their village. It needs to be clearly explained to all the participants that, despite the above, they have the right (at any time) to withdraw from research. The anonymity of their inputs must also be stressed (i.e. no one will ever be mentioned by name).

If it is appropriate, make sure you have refreshments available for your participants.

Planning how findings will be recorded

As outlined in section 2 above, qualitative data generates lots of data (normally in the form of words and images). Considering how to record this data from the exercises is therefore important at the preparation phase. There are several options, each with their own pros and cons (and different material requirements):

- Tape recording (must get permission) and later transcribing
 - Advantage: allows you to concentrate on what’s being said
 - Disadvantage: may be intimidating to interviewee(s)
- Notes (difficult to do at the same time as formulating questions and listening actively)
 - Advantage: less intrusive
 - Disadvantage: hard to be comprehensive

A combination of the two approaches is also possible.

It is also important to remember that you should not only record what you are told: observations are just as important. If you have designated observer note-takers in your team, it will be their responsibility to record behaviour. Take, for example, the case of a group of men and women that is

asked whether there are gender differences in their community. What they say (or what the most vocal members of the group might say) may be no – but if there is pausing and awkwardness before the answer, that needs to be recorded as it provides a valuable context in which the words may be interpreted.

Since on-going analysis is essential within GCVCA, it is also recommended to keep a fieldwork notebook. This can be used to record non-verbal communication, such as the example listed above, but also to chart examples of reflexivity – where an issue arises and an adaptation is made to the methodology. It can also be used to jot down thoughts which occur to you during the process, or to make a note of things to follow up on at a later date (see box 15).

Box 1. Excerpts of a fieldwork diary

On interview with HHH 43

“the girl from the neighbouring household did a lot of filling in with dates when they were asked for”

An issue came up with whether or not you count chickens if someone else tends them and they are not at the property – I decided yes because they are still assets owned by the household and they could sell them if they got the chance.

Ensure you have the materials you need

These may include:

- Flipchart paper
- Thick-tipped markers in a variety of colours
- Coloured paper
- Masking tape
- Local materials such as stones, sticks, seeds, etc.
- Recording device (permission should be obtained to use this)
- Camera to document the process (ensure that this is culturally appropriate and that permission should be obtained to photograph people and their property)
- Notebook and clipboard
- Snacks/lunch/water (depending on how much time the meeting will take, and where it will take place)

BOX 2. In summary: Plan carefully before going into the field

- Assign roles and responsibilities in advance (e.g. facilitator; “public” note-taker; time-keeper; “private” observation note-taker. A “public” note-taker is one that the community sees taking notes while the “private” note-taker should be more circumspect). Some roles can be combined.
- Request relevant permissions
- If possible, spend some time in the community beforehand to introduce yourself and your project. Take time to build trust between you and the community members.
- Get as much background information on the community you are visiting as possible.
- Be aware of, and prepared for, any conflict in the community, and be sure to enable participation of disempowered members. No community is homogeneous!
- Decide on group participants and the exercises in advance (but be prepared to be flexible!)

(Source: CARE, 2009)

How you ask the questions is important. Remember what we have already covered about the subjectivity of research. No research is neutral or unbiased – be aware of your role and how your presence and your facilitation of the research process will influence the results. Acknowledge your own bias. Also be prepared to think about several different ways you can ask the same question.

Box 13. Exercise: Planning and running GCVCA exercises

When learning to conduct GCVCA, it is essential to have the opportunity to practice the skills and techniques that you have learnt about. Since there are ethical and time issues of conducting community research and particularly since you will “learn best by doing”, we will use the following simulation exercise, designed to take place in a classroom setting.

Example of scope of work:

You have been asked to undertake a gender-sensitive climate change vulnerability assessment in a flood-prone community in Gaza province in order to determine what type of adaptation intervention would be most appropriate to reduce vulnerability.

We propose the following objectives would be realistic to meet such an aim.

Objectives:

- (1) To understand how men and women use resources and how this has been affected by climate.**
- (2) To understand men’s and women’s experience of changes in climate and how this has affected their livelihoods.**
- (3) To understand how gendered division of labour and gender roles are changing as a result of climate change.**

In plenary, we will discuss particular and more specific research questions and the associated data requirements to answer those questions. To give you an example, the first objective has two major components, so research questions and data might include:

- (1) To understand how men and women use resources and how this has been affected by**

climate.

a) Community resource use

- **What is the level of dependence (both direct and indirect) on different resources and the importance of these resources for livelihoods?**
- **Are there other significant interactions with the different natural resources, habitats or species?**
- **What is the effect of human activities on resource availability and ecosystem services?**

b) How have weather and climate affected natural resources and their use by men and women?

- **What weather and climate hazards has the community experienced?**
- **How have men and women responded to weather events and what has affected their response?**
- **How has the natural environment changed and in response to what?**

We will then define 4 different exercises that can be used to gather the data required to answer the questions, each of which will incorporate a different tool. You will be divided into 4 groups: each group will work with another group to facilitate two of the exercises, and act as participants in the other two. (Remember that, in reality, you would use more than one tool to gather the same information - in order to triangulate the validity of that information - but time constraints in this exercise mean that it is not possible here). You will have 15 minutes to prepare briefly in your teams, then each exercise will last 30 minutes (so less time than you will have in the field). Because of the shortened time, you do not need to give the same level of introduction that you might if more time were available.

Things you need to think about when your group is leading include:

- Assigning roles in your team (i.e. facilitator, note-taker)
- What types of probing questions will you have to start off with
- Time management
- Managing different personalities (primarily ensuring that quieter members of the group are brought into the conversation)
- If you were doing this exercise in the field, what materials would you need to have? Who in the community should be involved? What would be your strategy for inviting their participation?

Things you need to think about when you are the participants in the session include:

- Organisation of the session
- Appropriate explanation at the start
- Timekeeping
- Effective note-taking
- Did they ask leading questions?
- Did they allow people space to express themselves?
- Did they give everyone a chance to speak without interruption?
- In wrapping up, did they explain next steps? Did they thank participants?
- Do you believe they obtained the type of information they needed (see research objectives)? Why?/why not?

At the end of the day, we will have a feedback discussion of self-reflection on the challenges and opportunities of conducting effective GCVCA, and to identify practical lessons and tips that you have picked up.

4.2 Collecting the primary data

In this section we will look at how to use the tools from the GCVCA toolkit. You will find these tools in the final section of this practitioners guide. It is vital to remember that tools are used to help you get the data you have identified in order to answer the question(s) that you want to answer. **Use them selectively and adapt them to your needs and context but do not be controlled by them – this is a toolkit and not a recipe book that needs to be slavishly followed.**

Within the community - during exercises

Introductions

Although all members of the research team should have been introduced at the community meeting, it is critical to take the time to do proper introductions at the beginning of exercises, particularly at the start of the process, or if some time has elapsed since the last exercise. If participants are sitting on the floor it is likely better for facilitators to remain seated on the floor too, to avoid the impression of “us” and “them” – although if you are in a classroom setting it may be important to stand at the front of the classroom to be heard.

It is essential to be polite and respectful but, at the same time, you need to show the community that you know what you are doing and are confident in running the exercise – take charge (but in a polite and respectful way!) If you think it is necessary, facilitate a discussion with the community group members to decide on “group rules” e.g. no cell phones, only one person at a time is allowed to talk. Spend some time putting community members at ease – ask conversational questions. Be prepared to use personal details of your own life (where are you from/ are you married/ how many children do you have? etc.) If your team is quite large, get the note-takers, etc. to integrate themselves into the audience/ community when undertaking the exercise – do not all sit together in front of the community as this can be very intimidating. Having team members integrated can also be useful as they can observe/hear any disagreement or conflicts arising between participants.

Presenting the tool that you will be using

Whilst an overview of the exercise (and time needed) and tools is important, keep this overview simple. Do not try and explain in detail too many steps at one time.

During the conversations

Recommendations for good practices of group facilitation:

- Be gracious and welcoming
- Ask permission to take photographs or video, and refrain if participants are uncomfortable with it. Explain what they will be used for.
- Manage community members’ expectations by clarifying the purpose of the participatory exercises and suggesting exploration of community-based solutions as well as institutions or organizations that they could link with to address any issues that they expect but are beyond the scope of your program.

- Facilitation requires finding a good balance between letting the participants direct the discussion whilst keeping the conversation in line with your research questions. Encouraging participants to participate actively by e.g. drawing the maps and elaborating the timelines, can help make the conversation more dynamic and engaging. Try to follow the agenda/programme but incorporate flexibility to accommodate any emerging issues in the community.
- Listen keenly and actively much more than you speak.
- Avoid using jargon such as “natural resources”, “sustainability”, “infrastructure”, “institution”, “Venn diagram”.
- Admit to, and correct your errors.
- Approach community members constructively and value participants’ knowledge and experiences. Reward members either verbally or through privilege for taking initiative and for actions of any kind. Encourage those that are timid to participate and contribute, and gently silence those that take the floor too much or consider themselves “experts”. Everyone needs to know their contributions are appreciated. Even if their comments are not practical, a reply can begin with "That's a good point but what about... ", or "That's an interesting point, what do others think?"
- Be impartial; allow participants to raise issues, but keep the process on track. Ensure that you are moving quickly enough to cover the necessary ground in the time allocated.
- Use open ended questions (in other words, questions that cannot be answered by “yes” or “no”) and probe for more information to clarify issues, facilitate communities to analyse, reflect, and reach consensus.
- Remember that the research question is for YOUR use. Putting your own research questions directly to the people you are speaking to is not a recommended strategy for getting them answered. Consider the data you need in order to answer your question and then strategically ask questions to direct the conversation. People will often be inclined to giving you the answers you would like to hear, so make sure you ask probing questions.
- Often, some individuals will dominate the group discussion while the rest remain in silence. It is not always possible to entirely change group dynamics, but some techniques can be applied to encourage more diversity in the conversation and give others more chances to speak. For example, use the ‘talking stick’ technique, where a particular object (e.g. a stick) is handed around between people, and only the person holding the stick is allowed to talk.
- Consider giving members of the group who are not happy with the process the opportunity to leave.
- As GCVCA is about the community level it is important to find a consensus for the answers to your questions – e.g. make clear that you are not asking individuals for their personal opinions but for answers representing the community. That said, remain aware that you cannot expect completely ‘objective’ and un-biased answers.
- Be flexible! It is important to have a plan but it is equally important to be flexible enough to “think on your feet” and change your plan/ way of doing things during the exercise if what you had planned is not working.
- Ideally plan two facilitators right from the start – one who facilitates and the other who is ready to take over with a new plan (which has been devised while the other facilitator is involved with the group) if necessary with minimum disruption.
- Be ready to handle conflicts & interrupt any “attacks”. Discussions could draw out issues of gender or other socio-cultural or economic inequalities that need to be addressed in order to

reduce vulnerability. With these issues, facilitators must tread carefully, as there are generally established levels and centres of power and influence within various community members or groups; or between communities and other groups. Having a grasp on conflict resolution techniques will help facilitators manage the process should any conflicts arise.

- Remember you are GATHERING information during this stage of the GCVCA exercise – this is not the time to start categorising (beyond the simple priority listing, etc.) e.g. when identifying institutions, it is not necessary to ask the community to categorise into “formal” or “informal”.

Box4. Exercise: Dealing with the unexpected

Facilitators have to be skilled to deal with a variety of situations, some of them unexpected, which can arise and risk loss of focus within the exercise. How might you handle the following situations?

- A baby that won't stop crying
- Someone who keeps answering his cellphone
- A dominant individual who doesn't let anyone else speak
- A very shy individual who is not actively participating

Gender-sensitive facilitation and use of the tools

- When acquiring background information before working with the community, consult available resources on gender dynamics amongst your target groups. What can people who have worked here, as well as reports of previous activities done on this area, tell you about livelihoods resources, cultural norms, values and practices within the community? Have previous projects in the village considered gender dynamics? What successes and challenges did they experience? Are there existing community groups encouraging collective action by women, men, youth? What about the legal and policy environment, and the strategies and practices of relevant actors?
- Appropriate timing is essential for a gender-sensitive CVCA field exercise. In preparing the agenda for the visit, consider what you know about people's time use throughout the day, throughout the year: At what time of the day will you be able to speak with young, adult and elderly men and women? How can you ensure different groups get their say?
- Ensure the facilitation team includes both men and women who are sensitive to local cultural norms and practices. As eluded to in the CVCA field guide, community group discussions are likely to yield richer information if the facilitator is of the same sex.
- In preparing the field tools, think about people's literacy levels. Are men and women from different groups literate and numerate or not, what can be done to ensure everyone can contribute to the discussion in equal measure?

Also, remember

- **to ask about changes.** In any inquiry about gender roles and relations, it is important to keep in mind that you are dealing with social *dynamics* – meaning that these things are not static and change over time. In an analysis of climate change vulnerability and adaptive capacity in particular, it is crucial to understand how and why things can change over time, and what impact changes in the climate, and particular strategies for adaptation, may have on these dynamics.

- **that good facilitation is *not* a one-way question-and-answer session.** Consider how you can use the tools and ask open questions to **stimulate discussions** amongst the community members which will help them explore how gender dynamics relate to climate vulnerability

Wrapping up

Make sure you leave enough time at the end of each exercise to allow for feedback and questions from the community members. Even “informal” conversation at the end of the exercise can lead to the gathering of important information. Inform community members of the next steps BUT... be careful about speculating what the government/ donor/CSOs or your own organisation may or may not do with your research findings – community members may see this as a promise.

A reminder on recording your findings...

Review the notes immediately after the interview or discussion so you can complement them while the discussion is still fresh in your mind. Don't wait to do that after having conducting another or more interviews or FGDs. This needs to be considered when planning the time for the field work. If you are working in a team, you should debrief with other team members because – since everyone sees things in different ways – they may be able to raise additional questions which can be covered in subsequent exercises.

Furthermore, NEVER discard any notes you have taken. Even rough notes which have been transcribed should be kept as you may need to refer back to them at a later date.

4.3 Transcribing, Analysing, Documenting and Disseminating GCVCA Data

Analysing the data from a GCVCA, as any qualitative research, is an ongoing process that needs to take place throughout the duration of the research, as opposed to only at the end.)

4.3.1 Transcribing your data

A critical component of the GCVCA process is to transcribe your data, ideally to type up the notes and any audio recordings from the exercises. This should be done as soon as possible after the exercise, whilst the experience is still fresh in your mind, and you can elaborate on your notes and add in any observations you might have made (reluctance to discuss certain issues, points where certain members of the group tried to dominate, etc). Each exercise will generate a lot of data, so another reason for transcribing as you go along is to make the task more manageable.

All your transcriptions should contain the following information at the top of the file:

Your name:

GCVCA location: (e.g. community name)

Date and time: (e.g. Monday 8th July, morning)

Exercise: (e.g. seasonal calendar, focus group probing change in livelihoods over time)

Participants: (e.g. 8 women of mixed ages; 8 older men; anything you know about their status or ethnicity if relevant)

Observations: (e.g. any observations on the process which will help you with the interpretation of your data, e.g. whether everyone was actively involved or the conversation dominated by 1 or 2 people etc.)

Other information: (if more than one person took notes of the same group, you might like to add their name here for easy cross-reference later)

When you write up your notes, they need to become a clear and self-explanatory record of the exercises. That means they should include the line of question, and the resulting discussion. It does not have to be in the form of “interviewer asked.....” and “person X replied....”, because the purpose of group discussions (as is the case with all the GCVCA tools, except individual interviews) is to look at collective thoughts and understandings. That said it is recommended to record how each point was arrived at (e.g. “everyone immediately agreed that the flood had been the most critical weather event in the village” or “some participants mentioned the locust invasion, but the majority said the flood, and after discussion about the relative impacts the group seemed to agree that the flood had been the most important”). The box below shows two examples of notes from a previous CVCA, and their strengths and weaknesses.

Bear in mind that not all data from GCVCA can be easily transcribed in word format. A Venn Diagram of social institutions, for example, loses all the essential information (regarding the size and relative importance of each institution, and the relationship between different institutions, as well as whether they are based inside or outside the village) if it is reduced to a list of institutions. Photographs of the products of any GCVCA exercises (e.g. flipcharts or the low-technology

alternative, using local materials) can be used to supplement your write up. But in order to be able to analyse your data, you will need to transcribe these into a narrative. For example, a transcribed Venn diagram could include the following statements: “major institutions within the village include the chief, local office of the Red Cross, and the police (which is linked with the chief). Less important are the women’s credit society and the men’s club, neither of which are linked to other institutions. Outside the village, the extension officer and district health worker play small roles”.

Box 5: Example of field notes – strengths and weaknesses

Focus groups were used to probe how livelihoods have been affected by both climate-related and non-climate-related events over time

Example 1:

WEATHER EVENTS

- Planting of maize starts with the onset of long rains in the month of May with harvesting in the month of August through September. Some years back onset of rains was April.
- Planting of Sim Sim starts with the onset of short rains in the month of September with harvesting through the month of December.
- Rainfall distribution and intensity in the last two years has been quite erratic resulting in poor crop performance and famine.
- Water shortage for this village that wholly depends on rain water harvesting has lasted for as long as rainfall intensities have decreased. The community traced the event to have started occurring after any El-Nino rains. They gave the example of the 1963 rains and 97/98 rains.
- Flooding is associated with El Nino rains in this part of Lamu. High siltation as a result of run offs into the sea affected ecosystems such as mangroves, sea grass and corals. Farms however, were not affected by flooding as the soils could allow faster seepage of surface water. The rains impacted positively on the uptake and faster growth with minimum attention from the farmer.
- Rising sea temperatures impacting on ecosystem services

NON WEATHER EVENTS

- Shifta war caused the great immigration of people from northern Lamu –Ishakani, Kiunnga , Rubu and Mwambore to Pate island
- Al-shabab (since the government closed the border and minimized the interaction at sea with Somalia no fish is imported into Lamu as has been the case. Some members of the group likened the Alshabab continued conflict with Kenya Defense forces with good tidings on their lives as it resulted in better fish prices from their catches.

Critique of Example 1.

Example 1 is a reasonable summary of notes from the discussion – it is clear to see which weather events have affected livelihoods, and which non-weather events have affected livelihoods. The transcriber has made an effort to explain the notes (s)he took so that they are clear to others reading them. What is not clear is WHO in the community has been affected by all these changes – as they will not have all been affected in the same way. None of the basic information is given regarding participants in this exercise, date etc.

EXAMPLE 2:

- Seasonality - Kusi and Kaskazi - business, fishing
- Rainfall changes - sporadic and low

- Cutting of trees - today many trees and cut - increased in charcoal burning, (in the past - things were better - it's more cold now, Kusi has passed and there was no rain - times have really changed)
- Fish catch - decline, no adoption of fishing by the younger generation, restriction of fishing areas, no help for fisherfolk - little assistance, even in the sea there has been decline),
- destructive or unsustainable fishing
- Middle men make more profit from fishing
- Waste disposal - a problem in lamu
- Al Shabab and uncertainty - lack of peace – terrorism
- Politics & election
- Diseases outbreak - cholera,
- Insecurity
- Lamu harbour - employment, fishing and mangroves, infrastructure development
- Oil exploration - employment, social ills or erosion of the social fabric

Critique of example2:

This person has also captured what was obviously a wide-ranging discussion on both climate and non-climate-related hazards affecting livelihoods, but their transcription is poor – it looks as though they have literally just typed up their handwritten notes. To those of us who weren't there, this is too superficial and does not adequately capture the discussion. For example “politics and election” and “insecurity” are not even described in terms of the effects they had on livelihoods. As with example 1, there is also no information on who was affected by these various hazards. None of the basic information is given regarding participants in this exercise, date etc.

4.3.2 Analysing your data

Analysis is about breaking down a complex topic (for example the gendered nature of vulnerability and adaptive capacity in the face of climate change!) in order to gain a better understanding of it. Having collected and transcribed data for the GCVCA, the process of analysing it is about linking the findings back to your original questions.

DURING FIELDWORK:

Daily team reflection: As an ongoing exercise during the field work it is important to reflect, as a team, on the research questions at the end of each day spent with the community. Discuss and record issues and themes that are emerging for you with regard to the particular research topics and identify gaps, as well as issues that might need deeper probing and more clarification. Also discuss how you will respond to these on the following day: You may want to identify or change specific questions, or perhaps change in your plans for the sequence or choice of tools.

AFTER FIELDWORK:

Step 1: Compiling your data. If you have multiple sets of notes from the same exercises (i.e. from different groups you worked with as well as different note-takers), your first step is to merge them into one comprehensive set of notes per exercise. You now have a set of qualitative data, largely in the form of words and images, and initially structured around the different focus group discussions and tools you used to conduct the conversation, and the questions you asked during those conversations.

Step 2: Identifying themes and issues. Your next step is about systematically going through all the data and look for issues raised and emerging themes. These are identified by looking across the data and identifying patterns and repetitions, but also conflicting statements which may be pointing to contentious issues in the community.

Do this first with an overall “broad stroke” approach – reading through the entire data making note of the key themes you see emerging. Then work through the data section by section, highlighting each key theme in your data. You can either use a colour coding system – using pens or the highlight function in word to apply a different colour to every theme, or numbers or symbols.

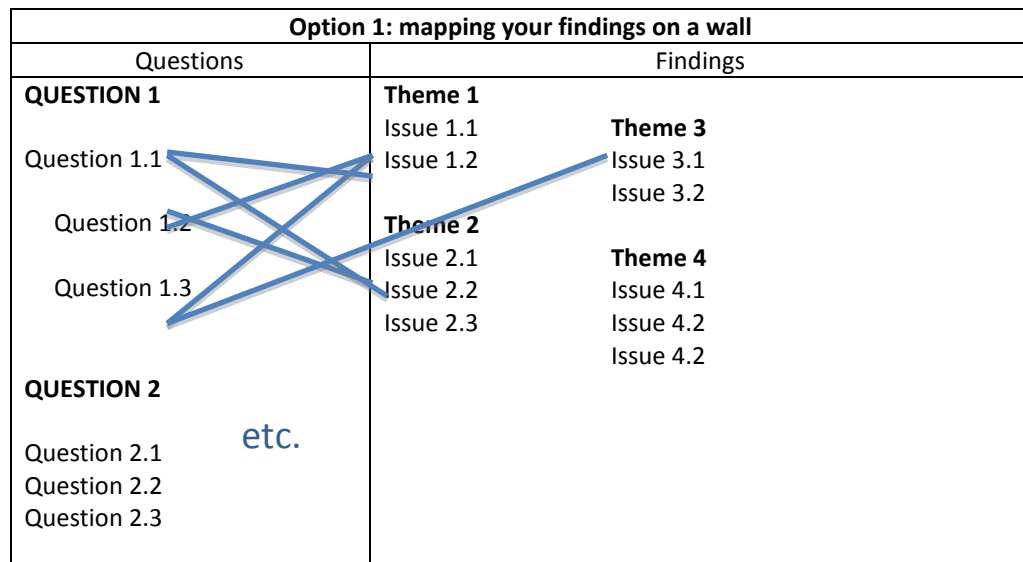
For example, in the examples in box 5 changing rainfall patterns were noted in both groups. You could ascribe this one colour, for example red, and mark it every time it appears in your notes.

Step 3: The next step is about reorganising and clustering your data around the identified themes. It is up to you to decide how you organise this – it can be done by constructing a table in a word document or an excel document. An effective way to do this working in a group is by using a wall of flipcharts. Cluster your pieces of data under each theme, making sure you keep track of the details of data recording for each piece, so you can reconstruct where and who you got the information from. Decide on an appropriate name or heading, or key words for each theme – and identify the issues raised under each theme.

Step 4: Now you are ready to return to your research questions. One way of doing this is to pin your research questions on a wall, alongside the headings of your key themes and issues. You can use idea cards to move them around, or thread and pins to link them. Another option is to do it digitally, again in a table in word or excel. At the end of this process you want to see clearly how the themes and issues identified relate to your research question (figure 4 provides an example), so that you can start crafting *findings* – on idea cards on your wall, or in bullet points in your table – for your research questions. In some cases it makes sense to visualise your findings in some way (see box below for examples) and use visuals from your field work (pictures of maps and diagrammes produced by the community) as well as quotes, to substantiate and illustrate your findings.

Note: Keep probing, keep discussing and, if needed, go back to your original transcripts to fill your table with more substance, with quotes, etc. You may return to this process after validating your findings with the community. *Only* start crafting your narrative findings in a report once you have done so (see the following steps).

Figure 4: Options for mapping identified key issues and themes against findings.



Option 2: A digital table			
Question	Theme/ issue	Source	Notes/ reflection
Question 1.1	Issue 1.2	Date/ group/ tool	Observations, linkages, assumptions etc.
	Issue 2.1	Date/ group/ tool	
Question 1.2	Theme 2		
	...		
Question 1.3	Issue 1.1		
	...		
	...		
Question 2.1			
etc.			

Box 6 outlines an exercise we will conduct to analyse GCVCA data. You may wish then to start synthesising the data at this point using tables, graphs and figures, examples of which are shown below (box 6).

Box 6: Various examples of presenting GCVCA analysis

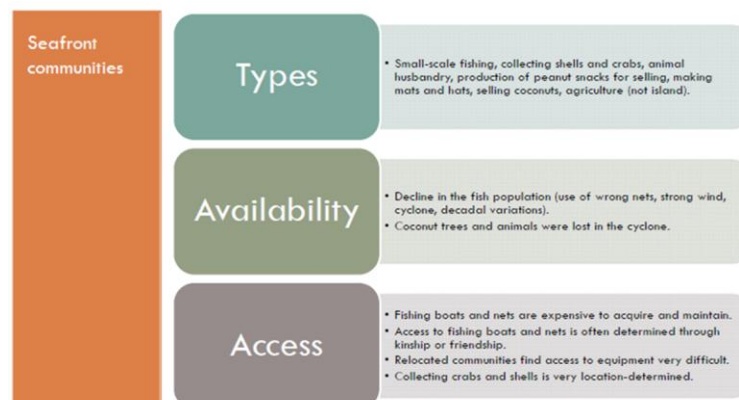
Example of wealth differences in access to response strategies

Strategy	Ultra poor	Very poor	Poor
Seeking assistance from friends and family	✓	✓	✓
Diversifying income sources (e.g. seeking employment)	x	✓	✓
Reconstructing house with same materials	✓	X	X
Reconstructing house with new, stronger materials	x	✓	✓

Seasons in two sites in Ethiopia (Source: SCUK and CARE, 2009)

Months	J	F	M	A	M	J	J	A	S	O	N	D
Borana	Boona hagaya (long dry season)		Gaana (long rainy season)			Adolesa (short dry season)			Hagaya (short rainy season)			
Shinile	Jilaal (long dry season)		Diraa' or Gu (short rainy season)			Hagaa (short dry season)		Karan (long rainy season)			Jilaal (long dry season)	

Results of resource analysis (Source: Østergaard, no date)



Main hazards affecting livelihoods in Shinile, Ethiopia (Source: SCUK and CARE, 2009)

District	Community Group	Hazard 1	Hazard 2	Hazard 3
Shinile	Old men	Drought	Livestock & Human disease	Extreme Heat
	Young men	Drought	Livestock & Human disease	Extreme Heat
	Old women	Drought	Livestock diseases	Human diseases
	Young women	Drought	Livestock diseases	Extreme Heat
Ayisha	Old men	Drought	Livestock diseases	Land degradation
	Young men	Drought	Livestock diseases	Human Diseases
	Old women	Drought	Extreme heat	Human & livestock Diseases
	Young women	Drought	Human & livestock disease	Extreme heat
Erer	Old men	Drought	Livestock & Human disease	Extreme Heat
	Young men	Drought	Disease	Land degradation
	Old Women	Drought	Livestock diseases	Extreme Heat
	Young women	Drought	Extreme Heat	Diseases

4.3.3 Validating the analysis

Since qualitative data, such as that obtained within GCVCA, is analysed through this inductive process of looking for themes, it is important to validate your analysis with the community member themselves, to ensure that you are accurately representing their reality. Validation also enables you to fill any gaps that may have emerged in the process of data analysis. In keeping with the spirit of GCVCA as a participatory process that also aims to empower the participants, validation also further encourages local ownership over the research process and the findings. Communities themselves should always be offered copies of the report in local language, so that they have a record of the process and findings.

4.3.4 Documenting and disseminating

Now you are ready to write up your report. Whilst the process of participating in the GCVCA is empowering for the communities, it is the resulting report and spin-off products from it (such as shorter briefing paper or policy recommendations, or inputs into project and programme design) that will likely be critical in promoting gender-equitable climate change adaptation strategies among civil society, government partners and others. It is therefore essential that the entire process of GCVCA, and the findings, is accurately and comprehensively captured. The format of the report can follow the generic style of a research report, as outlined in table 6:

Table 6: Suggested structure for report documenting your GCVCA findings

Executive Summary	A concise summary of the whole report, useful for advocacy
Introduction	Brief overview of the report and the structure and, perhaps, how the reason for the study fits in with CARE's other plans and strategies
Background	Including information on the research objective (e.g. designing a new intervention, better understanding climate change vulnerability and capacity within an existing initiative, etc), the community itself and the perceived climate risk (you may wish to include past temperature and rainfall data, if it is available)
Methodology	Include the objectives, research questions and data requirements, as well as the exercises designed to elicit that data, and a fieldwork timetable. You may also wish to include information on the training process of the team. Discuss study limitations, if any.
Results	Structure your results by your research questions, or by major emerging themes relating to vulnerability and adaptive capacity, bearing in mind the need to interrogate the gender implications of each
Conclusion and recommendations/next steps	Put the implications of the findings in the wider context, and explain any plans to use the information going forward, potential recommendations for different stakeholders (community itself, government at various levels, CSOs at various levels, private sector, etc).

Once you have produced your report, it is essential that you disseminate it to relevant stakeholders. In addition to the community themselves, this may include others who contributed to the research process, for example through the provision of secondary data in the early stages. You may also want to ensure that local decision-makers receive a copy, such as village leaders and district development staff. If possible, you might be able to support the community itself to present the findings, particularly women, in the spirit of participation and empowerment.

4.3.5 What now?

The purpose of GCVCA is to identify the gendered nature of vulnerability and adaptive capacity at community level. The results of a GCVCA, therefore, feed nicely into the subsequent development of community-based adaptation strategies that are gender-transformative within the appropriate context. The outcomes of your GCVCA will act as a starting point for this process. CARE's Adaptation Learning Programme has been working to develop a flow chart that identifies where various parts of the (G)CVCA process can be used in order to inform the subsequent identification, implementation, and monitoring and evaluation of adaptation interventions. This flow chart can be used as a way to structure subsequent plans and the use of your GCVCA findings.

5. GCVCA Tool Guides⁷

5.1 Key informant interviews and focus group discussions

A number of specific tools will be outlined before turning to the specific GCVCA tools on the following pages. You can complement these with the following two major, related, methods of qualitative data collection – interviews and focus group discussions.

Key Informant Interviews - Individual

Interviews can take place with individuals or with groups (typically known as focus groups – see below). They can also be structured, using pre-defined questions (also known as an oral survey); semi-structured, where the interviewer has pre-determined themes to explore, but the order and way in which they are explored is flexible and can respond to what arises; and also open-ended, where the interviewer has very few pre-defined goals for the interview. Many of the interviews which will take place for GCVCA will be semi-structured – where themes and data needs exist, but the way in which they are explored are open to enable responsiveness to the interviewee.

As alluded to above, interviewing is hard work for the interviewer. This is particularly the case for semi-structured and open-ended interviews, where the interviewer must listen to every response and be ready to change tack and explore any new issues arising. It is also necessary to be aware of your own bias – the way you see and frame the questions reflects your own worldview; and it is important to be open to the fact that your interviewee may not see things the same way.

Interviews – Group (also known as Focus Group Discussions (FGD))

Focus groups usually involve 5 – 12 people selected to be representative of different livelihood systems and/or vulnerable groups in the community. A single focus group can include people selected by age and gender (e.g. teenage girls, or elderly women, or young married men), or by some other common characteristic (e.g. people with chronic illnesses, or members of farmer associations). They are used to explore various themes on which data is required to answer the objectives of the GCVCA.

⁷ The tools in this section are adapted from
CVCA; CARE ZIM CVCA GUIDANCE NOTE

Abarquez, I. and Murshed, Z., 2004, *Community-Based Disaster Risk Management Field Practitioners' Handbook*, Asian Disaster Preparedness Center. Available online at <http://www.adpc.net/PDR-SEA/publications/12Handbk.pdf>

Food and Agriculture Organization of the United Nations (FAO), *PRA Toolbox*. Available online at <http://www.fao.org/docrep/003/x5996e/x5996e06.htm>

International Federation of Red Cross and Red Crescent Societies, no date, *Make that change: community-based disaster management*. Available online at http://www.proventionconsortium.org/themes/default/pdfs/CRA/IFRC2003_meth.pdf



Focus group in Limpopo Province, South Africa (K. Vincent, 2004)

Objectives

The objectives of focus group discussions can vary: they are often useful in the second stages of GCVCA for probing a little deeper on issues that have arisen in the use of the GCVCA tools, or to cover any gaps identified at an earlier stage.

Particularly useful for the following guiding questions: Can be used for any of them.

How to Facilitate

This activity should take approximately 1 hour and 30 minutes to 2 hours.

1. Explain to the participants that you would like to discuss your objective.
2. Have some probing questions in mind in order to get the discussion started. As an example, you may start with “in the resource map we saw that fisheries are an important resource. Can you tell me how the fishery has changed over time?”, or “what did you do within your households when you were aware that drought was coming? Did you make any changes to your livelihood activities?” or “what is needed in the community so that floods do not cause such devastation?”
3. Remember to have different ways in mind of asking the same question. For example, “did you make any changes to your livelihood activities?” could also be asked as “did the way you earn a living change after the drought?” or “did you continue to engage in farming/fishing/whatever livelihood activity you have discovered to be important after the drought?”
3. Ideally each focus group should be sex-disaggregated in order to compare perspectives. Even so, within each group you can ask the women what they did, and what men did; and ask the men what they did, and what the women did.
4. Note-taking is critical in focus group discussions: refer to Chapter 4 for detailed tips.

5.2 Wealth Ranking

Objectives:

- ✓ To determine perceptions of wealth differences and inequalities within a community
- ✓ To discover what wealth and well-being mean in the context of the village
- ✓ To establish the relative position of family households in a community (which can help to assemble a selection of households to participate in the next steps of the process to ensure participation from different wealth groups are captured, with a special emphasis on the most vulnerable)

Particularly useful in relation to the following guiding questions: A2, B1, C1

Sensitivities around wealth ranking and poverty analysis

Wealth ranking is often a critical element of community participatory methodologies. Resource constraints regularly require that some kind of criteria is used to justify targeting, and given that all households within a community will differ in terms of their wealth, this is an obvious criterion to use. However, whilst it has become part of the standard PRA menu, it is inherently politically sensitive to undertake, as people understand it can have implications for future action priorities and allocation of resources.

How to facilitate:

1. With assistance from the village leadership, a numbered list is made of all the households in the community, and the name of each household head and the household number is written on a separate card. For example if there are 50 households, you will have one sheet of paper with all of them numbered, and then 50 pieces of card – one per household.
2. A number of key informants who know the village and its inhabitants very well are asked to sort the cards in as many piles as there are wealth categories in the community, using their own criteria. To avoid bias, this should include CBOs representing different livelihood or interest groups and other informants who know the community dynamics well, in addition to local leaders. Assure the informants of confidentiality and do not discuss the ranks of individual families. Ensure gender balance among the key informants.
3. After sorting, ask the informants for the characteristics for each pile and differences between the piles. Discuss what they are likely to do and own, how they live (shelter etc.), what their household compositions (gender, age) are likely to look like, etc. You may also want to ask if there have been any major changes to the distribution of wealth in the community of late, and if so, why.
4. Ask the group to compile an overview of characteristics of each of the groups as derived from the ranking discussion.

The note taker should carefully transcribe the key points of the discussion.

5.3 Transect Walk

A transect walk is an ideal early exercise, as it allows you to obtain an overview of the community's space, and can identify other issues to probe later on. It is particularly useful if you are in a community for the first time.

Objectives

- ✓ To understand the physical geography of the community's space as perceived by men and women, and where climate variability and disasters most affect them
- ✓ To understand the infrastructure of the community's space as perceived by men and women and how it is affected by natural hazards

Particularly useful in relation to the following guiding questions: A1-2, B1, C1, C4

How to facilitate

This activity should take approximately 1 hour and 30 minutes to two hours, depending on the number of participants and size of the village.

1. Arrangement with the participants must be done in advance (mixed sexes and ages) – including an agreed-upon meeting point.
2. The group leads a walk along an imaginary transect (imaginary line) through their community, showing the facilitator(s) what exists (noting what they do and do not remark upon can also be interesting and give an idea of what is important to them and what is not).
3. Note down what the community have shown you, and note if there are any gender differences in what is deemed important. One way of doing this is to draw your own map of the community, and mark the transect line that you have followed with the group. You can then highlight what they emphasised.

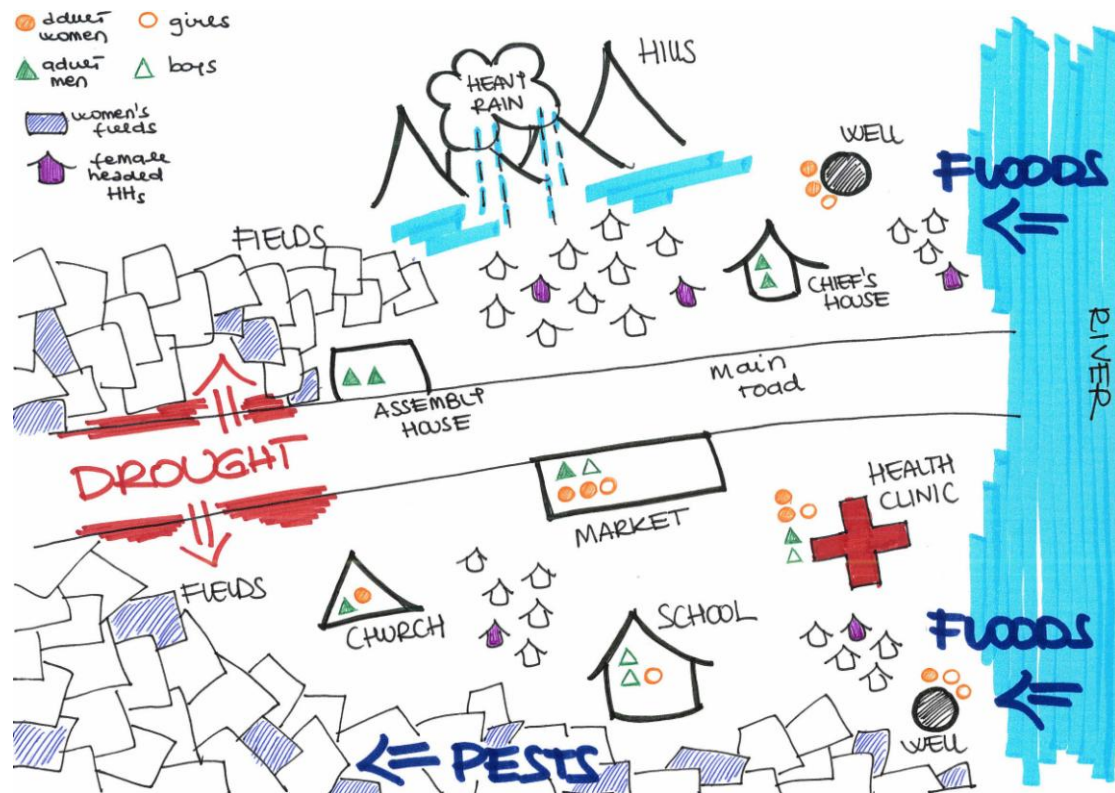
Some questions you may ask here

Key observations (and/or themes to raise with participants) include:

- Quality and state of housing
 - Do particular members of the community seem to have particular types of housing?
 - Is the housing for the poorest members of the community?
 - What does housing of particular groups. E.g. female-headed households and the elderly people look like in relation to others?
- Quality and state of other infrastructure (water pumps, roads, schools, clinics, other public facilities)
 - Who uses this infrastructure? You can make observations (e.g. "6 women were pumping water from the borehole", "there was a long queue of elderly men and women at the clinic") and ask questions around this
 - What factors have affected the quality and state of infrastructure (e.g. flood damage, neglect)
 - How is the infrastructure affected by natural hazards? Has this changed in recent years? Has anything been done in response to it?

- Quality and state of natural resources (fields, plots, wild areas, forests, rivers)
 - What crops are cultivated? Who farms them?
 - What farming system?
 - What fishing resources are used?
 - Rainfed or irrigated?
 - Inputs and outputs
 - Land tenure system
 - Are there differences between how men and women use natural resources? In what way?
- Observation of any problems (e.g. erosion, landslides, collapse houses, industrial farming, industrial fishing, land grabbing, etc)
- Social systems
 - Are there many female-headed households? Why?
 - Are there child-headed Households? Why?
 - Are there other vulnerable groups? Who are they? Why?
 - Access to markets

5.4 Hazard Maps



Example of a hazard map (CARE, 2013)

Objectives

- ✓ To become familiar with the community, and to see how the physical (and social) environment of the community is perceived by men and women
- ✓ To identify important livelihoods resources in the community, and who has access and control over them
- ✓ To identify areas and resources at risk from climate hazards and natural disasters
- ✓ To analyse changes in hazards and planning for risk reduction

Particularly useful in relation to the following guiding questions: A1, B1-3, C1-C5

How to Facilitate

This activity should take approximately 1 hour and 30 minutes including discussion: 45 minutes for the map, and 45 minutes for discussion. In order to draw out the different perceptions of men and women with regard to livelihood resources and climate hazards it is important to divide men and women into separate groups.

1. Explain to the participants that you would like them to build a map of their community.

2. Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map. If the map is made on the ground or floor, the note taker will then have to copy the map on a flipchart or in his/her notebook. A photo can also be helpful and is recommended.
3. First, build the community map. Ask the community members to identify a landmark in the community.
4. Put a mark or a stone to stand for the landmark (e.g. a school, a Church, a hospital, etc.) NOTE: The facilitator should help the participants get started but let them draw the map by themselves.
5. Ask the community members to draw the boundaries of the community.
6. Ask men and women to draw the location of settled areas, critical facilities and resources in the community. This should include houses (the map doesn't need to show every house, but the general area where houses are located), facilities such as churches/mosques, health clinics, schools, and resources such as forested areas and water bodies.
7. When the community members have agreed that the map is representative of their community, begin the second step: identifying the hazards.
8. Ask the community members to identify the areas at risk from different types of hazards. These should include:
 - Natural hazards
 - Health crises such as HIV/AIDS or malaria
 - Socio-political issues such as conflict or redistribution of land, etc.
 - Hazards that are mentioned that are not location-specific should be noted on the report.



Here and in the other tools, this is the first “line of enquiry” that you may wish to use. Since we do not know how communities will respond to these, we cannot tell you what to ask next! But it is critical that you do not merely use the suggestions here and end up with a very superficial question-and-answer type discussion. Remember to probe any issues arising, in particular the gender and

Questions you may ask here

When the map is complete, ask the group members the following questions:

- Which are the most important resources (e.g. most fertile fields) and who owns them? Who works on them? Who allocates them?
- Which are the resources or places that only provide privileged access to a certain group? Why is that the case?
- Who has access to the resources shown on the map? Who controls this access?
 - Are there differences between men and women? Have they changed over time?
- What are the impacts of the hazards identified?
 - Are there different effects on men and women? On powerful vs. less powerful members of the community?

- What does the map say about who is most affected by certain hazards? Does that resemble reality? Are there exceptions, other patterns?
- Are the hazards different now than they were 10/20/30 years ago (depending on age of participants)? How?
- Are there places in the community that are safe from the hazards?
 - Is there a correlation with where the powerful people in the community live?
- Are these safe places used to protect from hazards (e.g. to store food and inputs, or to shelter livestock)?
 - If so, by whom? Does everyone have access to them?
- How do people (men and women) in the community currently cope with the impacts of the specific hazards identified? Are the current coping strategies working? Are they sustainable?

Where community members identify the areas at risk from different types of hazards, also let them reflect on issues of labour division, access to and control over assets and services, and access to public spaces.

5.6 Seasonal calendar



Example of a seasonal calendar (CARE, 2013)

Objectives

- ✓ To identify periods of stress, hazards, diseases, hunger, debt, vulnerability, etc.
- ✓ To understand livelihoods and coping strategies for men and women
- ✓ To analyse changes in seasonal activities for men and women
- ✓ To evaluate use of climate information for planning by men and women

Particularly useful in relation to the following guiding questions: A1, C1-C5, C7-8

How to Facilitate

This activity should take approximately 1 hour and 15 minutes including discussion: 30 minutes for the calendar, and 45 minutes for the discussion. In order to draw out the different perceptions of men and women with regard to the different periods and strategies it is important to divide men and women into different groups to work on this activity separately.

1. Use the ground or large sheets of paper. Mark off the months of the year on the horizontal axis.
2. Explain to the participants that you would like to develop a calendar to show key events and activities that occur during the year.

3. Ask men and women to list seasons, events, conditions, etc., and arrange these along the vertical axis. The list should include:

- Holidays and festivals
- Planting and harvest seasons
- Periods of food scarcity
- Dry and rain seasons
- Times of migration
- Timing of hazards/disasters such as cyclones, droughts and floods
- When common seasonal illnesses occur, etc

4. When the key events have been listed, plot the timing of them in the table based on agreement among the participants. The note taker should note any events for which the group has difficulty deciding on timing.

5. To add a more specific gender lens, agree on symbols for different gender groups (e.g. adult men, adult women, boys, girls). If you are working on a specific impact group (e.g. female heads of household), you may want to add it. You can use objects (beans, pebbles), different colours and shapes (circles, triangles, squares in different colours).

Ask the participants to attach gender symbols to any activities that are typically undertaken by one gender group. Ask them to reflect on what they see. Is this an adequate representation of the amount of work done by the community? Which activities or important aspects of activities are missing from the list? Is there a time of the year when particular groups are very busy? What does the calendar mean for girls' and boys' school attendance?

Ask the participants to attach gender symbols to important events that occur, if they particularly affect some gender groups more than others – for example, migration, seasonal illnesses, periods of food scarcity. You can also turn the question around and ask who is most affected by these events. Why is that the case? What are the coping strategies these groups employ?

Remember to ask about changes over time! This is important across all CVCA tools and gender inquiries, but particularly interesting in the context of a seasonal calendar.

Learning and Discussion

When the calendar is complete, ask the group members the following questions:

- What are the most important livelihoods strategies employed at different points of the year?
 - Do they differ between men and women?
 - Have climate factors played a role in bringing about change over time?
- What are current strategies to cope during the difficult times? Are they working?
 - Do men and women employ different strategies?
- Are there any differences in the timing of seasons and events as compared to 10/20/30 years ago?
- Have livelihoods/coping strategies changed based on the changing seasons or events?
- Are there incidences where new strategies have had to be employed to deal with recent changes?
- How are decisions made on timing of livelihoods strategies?

5.7 Historical timeline

Note that this tool can easily be combined with the seasonal calendar into one exercise

Objectives

- ✓ To get an insight into past hazards, changes in their nature, intensity and behaviour
- ✓ To make men and women aware of trends and changes over time
- ✓ To evaluate extent of risk analysis, planning and investment for the future by men and women

Particularly useful in relation to the following guiding questions: A1, B1-4, C1-C6, C8

How to Facilitate

This activity should take approximately 1 hour and 15 minutes including discussion: 45 minutes for the timeline, and 30 minutes for the discussion. In order to draw out the different perceptions of men and women with regard to changes over time, men and women should be divided into different groups to work on this activity separately.

1. The facilitator should consult with the group to decide on how they wish to represent history – often a long line is useful, with one end at the present, and other events can be placed relative to that.

2. Ask men and women if they can recall major events in the community such as:

- major hazards and their effects
- changes in land use (crops, forest cover, houses etc.)
- changes in access and use of resources (including ocean resources)
- changes in land tenure
- changes in food security and nutrition
- changes in administration and organization
- major political events

3. The facilitator can write the events down on a blackboard or large sheets of paper in chronological order.

4. Periodically run back through the events already reported to prompt recall and help the informant to fill in gaps. Just concentrate on key events.

NOTE: It must be kept in mind that there may be a bias in the timeline as events in recent memory are more likely to be noted.



Historical timeline in Mkokoni Village, Kenya (K. Vincent, 2012)

Discussion Questions

When the timeline is complete, ask the group members the following questions:

- Are there any trends or changes in the frequency of events over time?
- How important are climate factors relative to others?
- What are current strategies to cope during the difficult events? Are they working?
 - How do they differ between men and women?
- Have coping strategies changed based on the changing frequency of events?
 - Have they changed for both men and women? If not, why not?
- What events do you expect will occur in the future? When?
- Does this perception of future events affect your plans for the future?
 - Do you anticipate changes to your livelihoods?
 - Do you anticipate changes to gender roles and relations?

The historical timeline is a great tool for discussions on most aspects of gender roles and relations as one of its objectives is to make people aware of trends and changes in the community over time. Important historical events and greater trends such as those listed in the field guide questions – e.g. major natural and other hazards and their effects, destabilising political events, declining economic and food security trends often mark the turning point or run in parallel with important changes in the social fabric of a community, for example:

- migration and changes in household structures
- (empowering or disempowering) increases in responsibilities and increases in work load for those gender groups not migrating
- (empowering or disempowering) changes in decision-making practices
- loss of access to communal or private land
- changes in the timing and frequency of marriages and births
- diseases affecting whole communities or particular groups
- changes in the supply of education and young people's ability to attend school
- increases in gender-based violence

These are just examples. Discussion questions can be framed around the following key questions: How did major disasters and conflicts affect households in the community? How did they affect women/ men/ boys/ girls of different age groups? How did they affect the most vulnerable groups? What happened to family structures? What other changes happened? Who were the winners and losers? How are current trends in seasonal and weather patterns likely to affect the social dynamics in the community? Who will win and who will lose?

5.8 Vulnerability matrix

Legend:
 ▲ MEN
 ● WOMEN
 1 — 2 — 3
 SEVERITY of the IMPACT

	ERRATIC RAIN 	DROUGHT 	FLOOD 	PESTS
LIVESTOCK ▲▲	1 2	3 3	2 3	1 1
POULTRY ●●●	1 1	3 1	3 1	1 1
AGRICULTURE ▲▲▲●	3 3	3 3	2 3	2 3
TRADING ▲▲●	1 1	1 1	2 3	1 1
LOCAL INDUSTRIAL ACTIVITIES ▲▲●	1 1	2 1	3 3	1 1

Example of a vulnerability matrix (CARE, 2013)

Objectives

- ✓ To determine the hazards that have the most serious impact on important livelihoods resources for men and women
- ✓ To determine which livelihoods resources and productive assets are most valuable and which are most vulnerable for men and women
- ✓ To identify coping and adaptive strategies currently used by men and women to address the hazards identified

Particularly useful in relation to the following guiding questions: A1-2, B1, B3, B4, C1-C5, C7-8

How to Facilitate

This activity should take approximately 1 hour and 30 minutes including discussion: 45 minutes for the matrix, and 45 minutes for the discussion. This can be combined with hazard mapping as well. As with hazard mapping, it is advantageous to divide men and women into different groups to work on this activity separately.

1. Prepare a matrix in advance. This can be done on the ground or on flip chart paper.
2. Ask the group to identify their most important livelihoods resources. These do not have to be resources and assets that they currently have, but those that they consider to be most important in achieving well-being. They may create a long list of resources. You may want to organize the list based on the different categories of resources – human, social, physical, natural and financial (refer to figure 9).
3. Ask the group to identify the five resources that they consider to be MOST important in achieving well-being. List these priority resources down the left side of the matrix on the vertical. If people in your group are illiterate then you can rather use symbols or pictures to help them to better understand.
4. Then ask the group to identify the greatest hazards to their livelihoods. Hazards may be natural or caused by humans. Do not limit the discussion to only climate-related hazards, but you may want to prompt the group if they are not identifying environmental hazards.

NOTE: It is important to be specific in the hazards, and to ensure that the issues identified are actually hazards. Participants may identify conditions such as “food insecurity” as hazards. It is up to the facilitator to ask the group to break down these conditions to determine if they are caused by hazards (e.g. food insecurity may be the result of a drought, which is a hazard). Similarly, some groups may identify scarcity of resources, such as “lack of money”, as a hazard. In this case, it should be determined whether the lack of a resource is the result of a hazard, or in some cases, whether the resource should be added to the list of priority resources identified in the previous step. The four most important hazards should be listed horizontally across the top of the matrix, again using symbols or pictures if necessary.

5. Agree on symbols for different gender groups and let the respondents mark, on the “livelihood resources” axis of the matrix, which resources are of key importance to which group.
6. Now respondents can indicate the severity of the impact (on a scale from 1 to 3) that each climate stressors/shock has had on the given livelihood resource. In the above illustrative example, this has been done by using colour coding (i.e. orange for women’s responses and green for men’s responses) to identify any differences in how different groups perceive these severity of impacts.

This will involve coming to consensus as a group. The note taker should note key points of discussion that lead to the scores assigned, and any disagreements on the scores.

Questions you may ask here

When the matrix is complete, ask the group members the following questions:

- Are the hazards the same for men and women? For powerful and less powerful members of the community?

- What coping strategies are currently used to deal with the hazards identified? Are they working?
- Are there different strategies that women and men would like to adopt which would reduce the impact of hazards on your livelihoods?
- What resources do different groups have that would help them to adopt these new strategies?
- What are the constraints to adopting these new strategies? Who in particular faces these constraints and why?

5.9 Venn Diagram

Objectives

- ✓ To understand which institutions are most important to men and women in communities
- ✓ To analyze engagement of men and women, and other vulnerable groups, in local planning processes
- ✓ To evaluate access to services and availability of social safety nets for men and women

Particularly useful in relation to the following guiding questions: A2, B1, B2, C2-8

How to facilitate

This activity should take approximately 1 hour and 30 minutes including discussion: 1 hour for the diagram, and 30 minutes for the discussion. In order to draw out the different perceptions of men and women with regard to what is important in their community, men and women should be divided into different groups to work on this activity separately.

1. There are a number of different ways to do the Venn Diagram. You can draw and write with a stick on a soft ground or you can work on paper. If you decide to use paper, people should first use a pencil in order to be able to make changes. Another option is to cut circles of different sizes from coloured paper and let participants decide which size of circle represents the different institutions.
2. If people find it difficult to understand this tool, it may be helpful to draw a simple example for them. As with other tools, you do not need to use the name of the tool with the participants – “Venn diagram” will be unnecessarily confusing!
3. Ask the participants which organisations/institutions/groups (from government, civil society, private sector, religious groups, etc.) are found in the village and which other ones from elsewhere are working with them. Encourage them to also think about informal groups and community-based organizations.
4. Write down all the institutions that are mentioned and give each organisation a symbol which everybody can understand. Include information on which are for men, women or both sexes. You could also note others which have “accessibility” criteria – for example a women’s saving wheel will be contingent on ability to contribute.
5. Ask the participants to draw a big circle in the centre of the paper or on the ground that represents them.
6. Ask them to discuss for each organization how important it is for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask the participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the relative importance of the institution, organization or group.
7. Every organization/group should be marked with the name or symbol.

To go deeper:

An additional option is to let the group(s) decide which of the institutions are most important for their ability to deal with climate-related shocks and stressors, and then ask them to map how much access different groups have to these institutions. This is a good opportunity to better understand the situation of different groups – for example different types of households (male-headed, legally female-headed, de-facto female-headed), age groups (e.g. youth / adult / elderly men and women), or life situations (single, married, divorces/ widowed, ...). See the example provided below.

	GIRLS	BOYS	ELDERS	MEN	WOMEN
HEALTH CLINIC	x	x	xxx	xx	xxx
SCHOOL	x	xxx	—	—	—
EXTENSION SERVICES	—	—	x	xxx	xx
BANK			x	xxx	x
LOCAL GOVERNMENT	x	x	x	xx	x

Deepening understanding of gendered access to institutions (CARE 2013)

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