



Ministry of Water and Environment

Climate Change Department

Capacity Building Initiative for Transparency (CBIT)

“Strengthening the capacity of institutions in Uganda to comply with the transparency requirements of the Paris Agreement”

**SENSITIZATION WORKSHOP ON THE IMPORTANCE OF
GENDER AND THE NEED FOR GENDER-DISAGGREGATED
INFORMATION IN GHG INVENTORY**

THE WORKSHOP REPORT



Africa Innovations Institute

@ March, 2019

ACKNOWLEDGEMENTS

The Ministry of Water and Environment through Climate Change Department (CCD MWE) would like to acknowledge the support received from Global Environment Facility (GEF) through Conservation International (CI). We appreciate the overall guidance and direction of this report that was provided by CI and AfrII. We thank teams from the two Institutions for insights and reviews during compilation of this report. Specifically we wish to thank the CBIT-Project Management team from AfrII; Dr. Felly M. Tusiime, Ms Elizabeth Ahumuza, Mr. Arthur S. Kimeze, and Prof. G. W. Otim-Nape for their technical support, coordination and reviews of this report. We recognize the support from Mr. Victor Esendi and Dr. Peter Alele from CI for their technical and administrative guidance throughout the assignment. Special appreciation to CCD/MWE staff led by Hon. Chebet Maikut – CCD Commissioner, Mr. Henry Bbosa, Ms Irene Chekwot, Mr Isaac Rubayiza and others, and representatives from the five sectors Energy, Transport, Waste, Agriculture and Forestry who spared their time for consultations. Finally, we acknowledge the tireless efforts by the consultancy team led by Prof. Gorettie Nsubuga Nabanoga assisted by Dr. Justine Namaalwa Jjumba and Mr. Anthony Tugaineyo for the research and compilation of this report.

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1. Introduction

The Government of Uganda through the Climate Change Department (CCD), Ministry of Water and Environment (MWE) received funding from the Global Environment Facility (GEF) through Conservational International (CI) to support the Capacity Building Initiative for Transparency (CBIT). The specific project focus is to “*Strengthen the Capacity of Institutions in Uganda to comply with the Transparency requirements of the Paris Agreement*”.

The CBIT project has three components, one of which, Project component No. 2, is to build the capacity of CCD and key stakeholders to collect, process and feed gender-disaggregated data into the GHG emissions inventory and MRV system. Therefore, the one of the project activities is to *support mainstreaming of gender in the GHG inventory systems and strengthening the gender focal points in the five sectors (Agriculture, Forestry, Energy, Transport and Waste)*.

2. The Workshop Process

2.1. Preparatory activities

Stakeholders from the five major emitting sectors, that is ; Agriculture, Forestry, Energy, Transport and Waste were identified)by the Climate Change Department (CCD MWE), and CBIT-Project Management Unit (PMU), and invited to a one-day training workshop. The stakeholders represented the following institutions; Climate Change Department (CCD MWE), Ministry of Energy and Mineral Development (MEMD), National Environment Management Authority (NEMA), Kampala Capital City Authority (KCCA), Ministry of Agriculture Animal Industries and Fisheries (MAAIF), National Forest Authority (NFA), Ministry of Works and Transport (MWT), Ministry of Lands Housing and Urban Development, Africa Innovations Institute (AFrII) among others. In total 43 people attended the training session (Appendix I).The workshop was held on March 15, 2019 at Hotel Africana, Kampala. The workshop programme (Appendix II) was earlier drafted and shared with the stakeholders.

2.2. Participant Expectations

The consultants briefly presented the workshop programme and urged the participants to derive their expectations from the training sessions (Table 1).

Table 1: A tally of the participants' expectations

No	Expectation	Tally	Frequency
1.	How to engender CC/GHG projects and activities	////////	8
2.	How to derive gender-disaggregated data & reporting	/////	6
3.	How activities carried out by different gender categories contribute to GHG emissions	////	4
4.	Definition of gender and gender concepts	///	3
5.	How to mainstream gender in work plans and budgets	///	3
6.	The link between gender & climate change	//	2
7.	What can be done to mitigate emissions of GHG due to gender activities	//	2
8.	How to attract more participants of women into GHG programs	/	1
9.	An understanding of synergies of CC and gender for transparency requirements	/	1

The expectations were further aggregated and the synthesis revealed that more participants were expecting to learn more with regards to gender in Climate Change and GHG activities as well as generating gender disaggregated data (Figure 1).

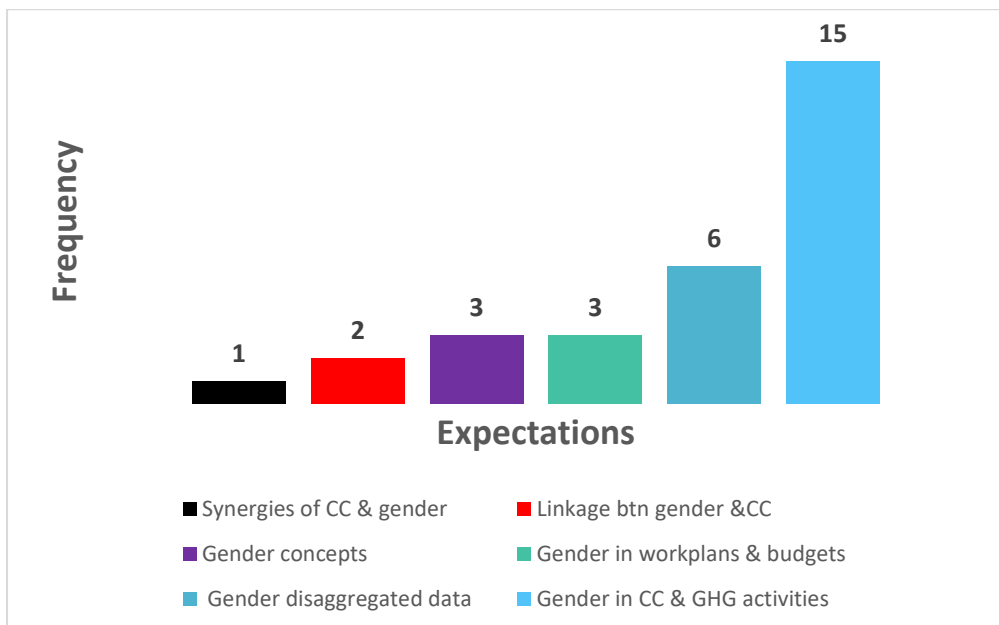


Figure 1: Synthesized participants expectations

2.3. The Presentations

The presentations were structured into three complementary sessions including;

- **Session I: Gender Concepts**
 - The gender Concept
 - Gender-related concepts

- **Session II: Mainstreaming Gender in GHG Inventory processes**
 - Why gender in CC Actions
 - COP decisions on Gender
 - Embracing gender in Uganda
 - Mechanisms of Mainstreaming Gender in GHG Inventory

- **Session III: Case Studies: Application of gender in climate change Assessment/Actions**
 - *Gender and Climate Change Adaptation in Uganda: Insights from Rakai*

The presentations were made through Power Point (Appendix III) and after each session, there was an open discussion including questions and comments (Figure 2).



Figure 2: Participants during the presentation

The questions raised by the different participants were responded to by both the Consultants as well as other participants (Table 2). To a greater extent, examples were used to explicitly respond to the concerns raised.

Table 2. Areas of discussion for the different sessions

Questions/Reaction	Consultant's response
Session I: Gender Concepts	
Difference between equity and equality	Equality emphasizes sameness while equity emphasizes fairness
Difference between feminism and women empowerment	Discussion – understanding the genesis of the concepts and the recognition that women were historically mostly disadvantaged and the need for equity in order to achieve equality
The transport sector has collected a lot of gender disaggregated data	Assess and analyze the data for gender lens
Gender equity may be misjudged for favoritism	Equity refers to fairness of treatment for different categories of men and women for their respective needs
Session II: Mainstreaming Gender	
Who bears the cost of gender Mainstreaming?	Gender mainstreaming calls for gender budgeting while developing projects and plans. GM also requires institutional commitment to embrace the engendering processes
Whether there is a National MRV road map	CCD department noted that there are documents being developed for the MRV road map
When do other gender groups manifest	Discussion – Mainly looking beyond sex disaggregation(male/female) and include all other socio-economic and political factors in a specified context
At what point should the gender lens be used in generation gender disaggregated information	The gender lens should be employed from the planning phase; one should not expect to report gender disaggregated information if it was not planned for at data collection.

2.4. Assessment of the Presentations versus the Participants' expectations

A rapid appraisal was done to assess whether the participants' expectations had been met. There was a general consensus, that although more time would have been needed to discuss the content presented, most of the participants' expectations had been addressed (Table 3). The participants however, expressed a need for a hands-on-training on analyzing data in order to produce gender-responsive reports.

Table 3: Extent to which the participants' expectations were met

No	Expectation	Frequency	Assessment after the Training
1.	How to engender CC/GHG projects and activities	8	Satisfactory but more hands-on required
2.	How to derive gender-disaggregated data & reports	6	
3.	How activities carried out by different gender categories contribute to GHG emissions	4	Satisfactory, more hands-on in the data collection
4.	Definition of gender and gender concepts	3	Satisfactory
5.	How to mainstream gender in work plans and budgets	3	Emphasized in relation to the cost of mainstreaming gender
6.	The link between gender & climate change	2	Satisfactory
7.	What can be done to mitigate emissions of GHG due to gender activities	2	Could be addressed more under climate action
8.	How to attract more participation of women into GHG programs	1	
9.	An understanding of synergies of CC and gender for transparency requirements	1	Satisfactory but more in-depth discussions required

3. Assessing the stakeholders' gender training needs

Following an in-depth discussion about the gender concepts and what is required to prepare gender-responsive reports, the stakeholders' knowledge and skills gaps were identified. This was through an individual and institutional assessment tool. The individual tool (Appendix IV) was filled by each participant with a focus on the following areas:

- a) Attendance of any previous trainings/awareness sessions on the gender concepts.
- b) Attendance of any previous trainings/awareness sessions on the incorporation of gender in climate change actions.
- c) Involvement in specific programmes in which gender mainstreaming has been a key consideration.
- d) Involvement in specific programmes where the gender lens was not considered, even though it would have been desirable, and the possible reasons for this occurrence.
- e) Personal challenges faced in the quest to generate gender-disaggregated information.
- f) The specific knowledge and skills required to satisfactorily deliver the generation of gender-disaggregated information during the GHG emissions inventory.

After the individual level assessment, an institutional level assessment was undertaken, where the participants formed groups according to their sectors/institutions (Agriculture, Forestry, Transport, Energy and Waste). A checklist (Appendix V) was provided which addressed the following areas:

- a) Any previous trainings/awareness sessions on the gender concepts organized/facilitated by the Institution.
- b) Any previous trainings/awareness sessions on the incorporation of gender in climate change actions organized/facilitated by the Institution.
- c) Identification of specific programmes in which gender mainstreaming has been a key consideration at institutional level.
- d) Identification of specific programmes where the gender lens was not considered, even though it would have been desirable. And the possible reasons for this occurrence.
- e) Institutional challenges faced in the quest to generate gender-disaggregated information.
- f) The specific knowledge and skills required by stakeholders in the institution/department to satisfactorily deliver the generation of gender-disaggregated information during the GHG emissions inventory.

4. Workshop closing Remarks

Dr. Felly M. Tusiime, the CBIT project Manager appreciated all the participants for having attended the training workshop and appreciated the consultants for having delivered a well- prepared presentation, technically valuable but presented in a format that is easily comprehensible by the target audience.

Prof. Otim-Nape, the CEO AfrII also appreciated the participants for having attended the workshop and applauded the consultants for the work well done. He said *“I was seated at the back during the presentation and realized that all participants were paying attention; an indicator that the material being presented was of value and being understood”*. Prof. Otim-Nape acknowledged the fact that Uganda has knowledgeable people and all that is required to meet the ambitious target of the Paris Agreement is commitment and willingness of all Ugandans. He also noted that the effects of climate change are so alarming and real, and urged everyone to take part in mitigation actions, especially tree planting. *“I implore everyone to take part in tree planting; let everyone plant a tree on everyone’s special celebration days like birthdays, wedding anniversary and professional achievements,”* he emphasized. He called upon each participant to embrace change and noted that once everyone is committed, Uganda can mitigate the effects of climate change.

Mr. Free de Koning, the CI-GEF representative appreciated the CCD and AfrII team for organizing the workshop. He noted that the challenges of implementing the transparency requirements of the Paris Agreement are also being faced by other

developed countries. He called upon all relevant sectors to play their respective roles in meeting the transparency requirements.

Mr. Bob Natifu, the Assistant Commissioner MWE/CCD commended the collaboration and support from GEF and Conservation International. He noted that addressing the impacts of climate change requires combined efforts by the different stakeholders. He also emphasized that Uganda had signed an ambitious mandate (Paris Agreement), and thus, the Country has to strive hard to fulfill the transparency requirements like the Nationally Determined Contributions (NDCs). He then declared the workshop officially closed.

		
Prof. George William Otim-Nape	Mr. Free de Koning	Mr. Bob Natifu

Appendices

Appendix I: Workshop Participants







NO.	NAME	SEX	ORGANISATION
1.	MR. Ibrahim WANYAMA	Male	GHG Scientist
2.	MS. Justine AHEBWA	Female	National Forestry Authority
3.	MS. Fridah BASEMERA	Female	National Forestry Authority
4.	MR. Innocent KAYINZA	Male	Environmental Alert
5.	MR. Sadam YIGA KIWANUKA	Male	Kampala Capital City Authority
6.	MR. James OGWANG OKIDI	Male	Ministry of Agriculture, Animal Industry and Fisheries
7.	MR. Free de KONING	Male	Conservation International
8.	MR. Mark OKETCH LAZARUS	Male	Ministry of Energy and Mineral Development
9.	MS. Brenda OWOMUGISHA	Female	Ministry of Energy and Mineral Development
10.	MS. Juliet ATINO	Female	Ministry of Works and Transport
11.	MR. Richard MUGAMBWA	Male	National Environmental Management Authority
12.	MR. Antonny TUGAINEYO	Male	Consultant/ Makerere University
13.	PROF. Gorette N. NABANOGA	Female	Consultant/ Makerere University
14.	MS. Charity NALYANYA	Female	Conservation International
15.	MR. James LWASA	Male	National Agricultural Research Organization
16.	MS. Christine NAKALEMA	Female	Ministry of Energy and Mineral Development
17.	MR. Henry BBOSA	Male	Ministry of Water and Environment /Climate Change Department
18.	MR. Martin OJOK	Male	Ministry of Water and Environment /Climate Change Department
19.	MS. Mercy KANYESIGYE	Female	Ministry of Energy and Mineral Development
20.	MR. John Paul SAJJABI	Male	Kampala Capital City Authority
21.	MS. Martha MUGARURA	Female	Ministry of Lands Housing and Urban Development
22.	MR. Joshua KATO	Male	New Vision
23.	MS. Angella Lowra AJAM	Female	Africa Innovations Institute
24.	MS. Imelda KANZOMBA	Female	Ministry of Agriculture, Animal Industry and Fisheries
25.	DR. Alex MUKASA	Male	Ministry of Agriculture, Animal Industry and Fisheries

NO.	NAME	SEX	ORGANISATION
26.	MS. Annanciata HAKUZA	Female	Ministry of Agriculture, Animal Industry and Fisheries
27.	MS. Sylvia AYEBARE	Female	Africa Innovations Institute
28.	MS. Elizabeth AHUMUZA	Female	Africa Innovations Institute /CBIT-Uganda
29.	MS. Moniqith AKULLO	Female	National Environment Management Authority
30.	MR. Dan KIGULI	Male	National Environment Management Authority
31.	MR. Jotham MUYAMBI	Male	Ministry of Lands, Housing and Urban Development
32.	MR. Innocent TWESIGYE	Male	National Water and Sewerage Corporation
33.	MR. Daniel SEKISEMBU	Male	
34.	MS. Florence KEISHANYU	Female	Africa Innovations Institute
35.	DR. Felly MUGIZI TUSIIME	Female	Africa Innovations Institute / CBIT-Uganda
36.	MR. Victor ESENDI	Male	Conservation International
37.	MR. Arthur S. KIMEZE	Male	Africa Innovations Institute/ CBIT-Uganda
38.	MR. Bob NATIFU	Male	Ministry of Water and Environment /Climate Change Department
39.	MR. Derrick SEYONGA	Male	Ministry of Water and Environment /Climate Change Department
40.	Prof. George William OTIM-NAPE	Male	Africa Innovations Institute
41.	MR. Isaac OKIROR OREMA	Male	Ministry of Water and Environment /Climate Change Department
42.	MR. Adrian BBAALE BWANIKA	Male	Vision Group
43.	MR. Isaac RUBAYIZA	Male	Ministry of Water and Environment /Climate Change Department
44.	DR. Justine NAMALWA	Female	Consultant / Makerere University
45.	MS. Flavia ANYANGO	Female	Ministry of Water and Environment
46.	MR. Moses ODYAMBO	Male	Ministry of Water and Environment

Appendix II: Programme for the Gender Workshop

TIME	ACTIVITY	RESPONSIBLE PERSON
8:30am – 9:00am	Arrival and registration of participants	AfrII
9:00am – 9:15am	Recap from day 3	MWE
9:15am – 9:30am	<ul style="list-style-type: none"> Brief Introduction about the Topics to be discussed Generate Participant Expectations 	Consultant
9:30am – 10:15am	Gender Concepts	Consultant
10:15am – 10:30am	Discussions	
10:30am – 11:00am	Break	Hotel services
11:00am – 12:00pm	Gender Perspective to Climate Change / Mainstreaming Gender in Climate Change & GHG Inventory	Consultant
12:00pm – 12:20pm	Discussion	
12:20pm – 1:00pm	Individual Training needs Identification for Gender integration	Consultant
1:00pm – 2:00pm	Lunch break	Hotel services
2:00pm – 2:30pm	Case studies: Application of gender in Climate change Assessment/Actions	Consultant
	Discussion	
3:00pm – 3:50pm	Group work (<i>sectoral</i>): Training needs identification for Gender Integration	Consultant
3:50pm – 4:30pm	Presentations: Group discussions on gap analysis on Gender Integration	All
4:30pm – 4:45pm	Highlights and closure of the meeting	CCD-MWE
4:45pm – 5:00pm	Tea break and departure	Hotel services

Appendix III: The Gender workshop presentation

<p style="text-align: center;">Gender Sensitization in Transparency Requirements for Climate Action</p> <p style="text-align: center;"><i>FOR</i> CBIT PROJECT- STAKEHOLDERS</p> <p style="text-align: center;"><i>Consultants</i> Prof. Gorette N. Nabanoga Dr. Justine Namaalwa Mr. Antony Tugainayo</p> <p style="text-align: center;"><i>Makerere University-College of Agricultural and Environmental Sciences</i></p> 	<p style="text-align: center;">Presentation Sessions</p> <p>Session I: Gender Concepts</p> <p>Session II: Gender Mainstreaming in Climate Change Actions</p> <p>Session III: Case Studies: Application of gender in climate change Assessment/Actions</p> 
<p style="text-align: center;">SESSION I</p> <p style="text-align: center;">GENDER</p> <ul style="list-style-type: none"> • The gender Concept • Gender-related concepts 	<p style="text-align: center;">The Gender Concept</p> <ul style="list-style-type: none"> • Sex: The biological characteristics of man & woman <ul style="list-style-type: none"> • Identified at birth • Never change; <i>very few exceptions – the transgender</i> <ul style="list-style-type: none"> • E.g. only women can give birth; only men can have sperms ... • Gender: Entails the roles, responsibilities, rights and limitations ascribed by societies and cultures <ul style="list-style-type: none"> • Gender roles are learnt: we learn to be a boy or girl through norms • Context-specific & dynamic-varies from place to place and over time <p style="text-align: center;"><i>It shapes expectations, attributes, roles, capacities and rights of individuals</i></p> 
<p style="text-align: center;">Gender-related Concepts</p> <p>1. Gender roles</p> <ul style="list-style-type: none"> • Activities that men and women actually do; ascribed by culture/society • Involve the relation to power; are influenced by Race, Class, Religion, Ethnicity, Economic trends <ul style="list-style-type: none"> ✓ Reproductive roles: <i>relates to child bearing, raising and nurturing family, domestic chores</i> ✓ Productive roles: <i>the work of generating income that men and women do; involves activity outside the home by both women and men for payment in cash or in kind</i> ✓ Community roles: <i>Involves time allocated to participating in activities within the local community to help further the welfare of its members- these are voluntary and unpaid activities</i> <p style="text-align: center;"><i>The Triple role of women</i></p> <ul style="list-style-type: none"> ✓ Political roles: <i>Participation in decision-making at all political levels on behalf of interest-based constituencies)- Mostly men</i> 	<p style="text-align: center;">Gender-Related Concepts</p> <p>2. Gender Needs</p> <ul style="list-style-type: none"> ✓ Basic/Practical gender needs: often related to shortage in working and living conditions such as ; food, water, living places, income, health care and work ✓ The strategic gender needs: Related to labour distribution & power relations <ul style="list-style-type: none"> - Change according to specific social, economic and political situation in which these needs form 

Gender-related Concepts

3. Gender stereotypes- When women & men are treated according to rigid thinking based on social/cultural expectations of their sex rather than a more flexible (or open minded) consideration based on evidence of their individual capacities and behaviour (e.g Colours)

4. Gender bias- Prejudiced action or thought based on gender-based perceptions that one sex is not equal to another (e.g. that women are weaker)

5. Gender blindness- The inability to consider the differences between men's and women's needs, benefits, access to resources, access to power, or socio-political status.

- This blindness helps perpetuate gender-based discrimination

6. Gender disparities: Difference in men's & women's access to resources, status, and well-being that are often institutionalized through laws and social customs



Gender-related Concepts

7. Equity: Both men and women have a fair chance of having their needs met and each has equal access to opportunities for realizing their full potential as human beings



8. Equality: Equal enjoyment by men and women of socially valued goods, opportunities, resources and rewards-not=to equal outcomes



Gender-related Concepts

9. Gender perspective- means that the views, concerns and ideas of both men and women are taken seriously

10. Gender gaps - refer to societal differences between men and women that are felt to be undesirable

11. Gender-responsive- ability to examine and actively address gender norms, roles and inequalities in order to promote gender equality



Gender-related Concepts

12. Gender mainstreaming

✓ A strategy for making **the concerns and experiences of women and men an integral part of the design, implementation, monitoring and evaluation** of policies and programmes in all political, economic and societal spheres

- ✓ So that women and men benefit equally, and inequality is not perpetuated

The ultimate goal of mainstreaming gender is to achieve gender equity



Gender-related Concepts

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10. Gender gaps - refer to societal differences between men and women that are felt to be undesirable

11. Gender-responsive- ability to examine and actively address gender norms, roles and inequalities in order to promote gender equality



Gender-related Concepts

13. Gender Analysis

A method/tool used to better understand the different social, economic, cultural and political realities/relationships of women and men, girls and boys

- their activities, and the constraints they face relative to each other
- ✓ Provides a lens for policy-makers to understand—and develop—policies that take gender into account



Gender-related Concepts

14. Gender Disaggregated Data

- **Sex-disaggregated data:** Data collected and tabulated separately for women and men
- **Gender Disaggregated Data:** Data that captures real **needs, contributions, benefits** based on **other variables** (*age, race, education, religion, etc*)
 - to reflect gender dynamics and improve **effectiveness and sustainability** through providing better **information that benefits** both women and men



Gender Analysis

Sex-disaggregated data?

- Data that are collected and analysed separately on males and females.
 - Asks the “**who**” questions – (*who provides labor, who makes the decisions, who owns and controls the land and other resources*).
 - Asks men and women about their individual roles and responsibilities

Gender-Disaggregated Data?

- Asks the “**who**” questions
 - *who provides labor*
 - *who makes the decisions*
 - *who owns and controls the land and other resources*
- **Which category** of male/female (*relating to socio-economic attributes e.g. Sex, Religion, education etc*)
- Asks the “**Why**” questions



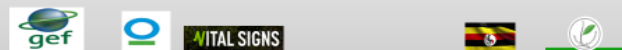
Gender Related Concepts

- | | |
|-----------------------|-------------------------------|
| 1. Gender roles | 8. Equality |
| 2. Gender Needs | 9. Gender perspective |
| 3. Gender stereotypes | 10. Gender gaps |
| 4. Gender bias- | 11. Gender-responsive |
| 5. Gender blindness | 12. Gender mainstreaming |
| 6. Gender disparities | 13. Gender Analysis |
| 7. Equity | 14. Gender Disaggregated Data |



SESSION II

GENDER MAINSTREAMING IN CLIMATE CHANGE ACTIONS



Gender Mainstreaming in Climate Change Actions

- WHY GENDER IN CC ACTIONS
- COP DECISIONS ON GENDER
- EMBRACING GENDER IN UGANDA



Why Gender in CC Actions

- Gender shapes expectations, attributes, roles, capacities and rights of both women and men
- Climate change is not gender-neutral
 - affects everyone, women and men, though differently due to differing social roles
 - Women often disproportionately negatively affected than their male counterparts



COP decisions on Gender

- 2001-COP7: Decision 36/CP.7 and Gender in NAPAs
 - It focused on the participation and representation of women
- 2010-COP 16: Gender in Cancun Agreement
 - Requested views on options and ways to advance the goal of gender balance
- 2011- COP 17: Gender in GCF Operational Guidelines
- 2016- COP22: Decision 21/CP.22
 - Requesting both technical bodies and Parties, as well as the Financial mechanism, to enhance communications and reporting on progress implementing gender-responsive climate policy
- 2017- COP 23: Gender Action Plan
 - Key for gender under the UNFCCC is a focus on tools, methods, activities and guidance to support the implementation of gender responsive policies at national level



Embracing Gender in Uganda

- **The Uganda Gender Policy, 2007** defines gender as
 - ✓ the social and cultural construct of roles, responsibilities, attributes, opportunities, privileges, status, access to and control over resources and benefits between women and men, boys and girls in a given society
- This policy makes gender-responsiveness mandatory for development practitioners
- **Climate Change Policy, 2015: Policy Directions (4.1-5):**
 - Mainstream gender issues in CC Adaptation and Mitigation approaches in order to reduce the Vulnerability of Women and Children to the impacts of CC and recognize their key roles in tracking this issue



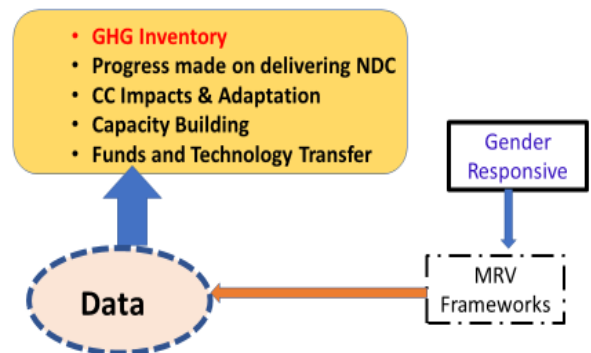
The Paris Agreement-Gender consideration

The Paris Agreement

- Article 11(2) of the PA---- Capacity-building should be country-driven
 - based on and responsive to national needs, and foster country ownership of Parties, and,
 - should be an effective, iterative process that is participatory, cross-cutting and gender-responsive
- **Gender-responsive**- ability to examine and actively address gender norms, roles and inequalities in order to
 - encourage equal participation and fair distribution of benefits

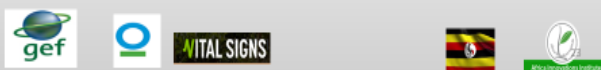


Reporting Requirements for the Paris Agreement

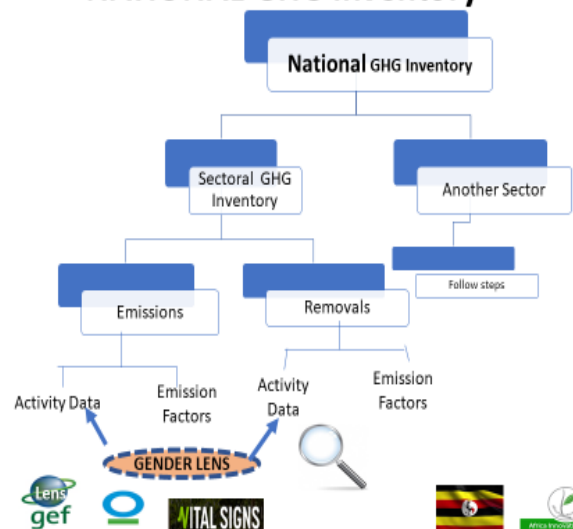


Mechanisms of Mainstreaming Gender in GHG Inventory

- **THE GHG INVENTORY**
 - THE DATA ROADMAP
- **AVAILABLE GUIDELINES: GENDER & CLIMATE CHANGE**



NATIONAL GHG Inventory



Generating Activity Data

- Guidance on the estimation of GHG emissions & removals is provided in the IPCC Good Practice Guidance for different Sectors
- What characterizes emissions from source categories?
- What characterizes removals by GHG Sinks?



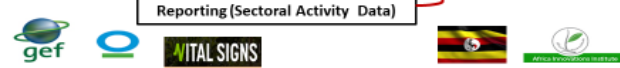
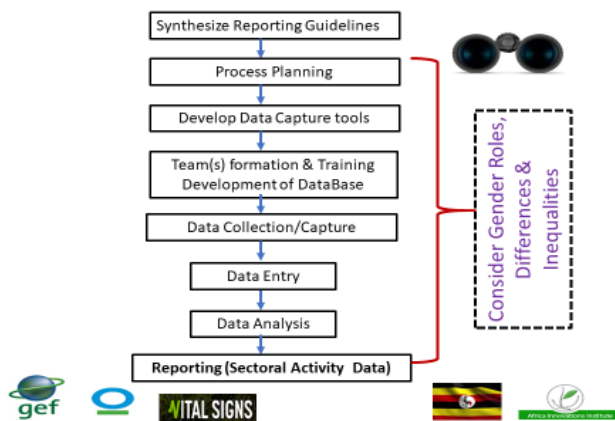
Activity Data

Agriculture	<ul style="list-style-type: none"> • Crop Farming • Livestock Farming
Energy	<ul style="list-style-type: none"> • Stationary Combustion • Mobile Combustion • Fugitive Combustion
Waste	<ul style="list-style-type: none"> • Generation • Composition • Management

Different Roles played by Men & Women (picture of a lens)

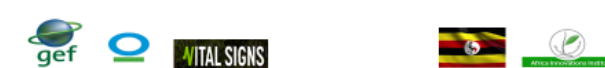


The Guiding Road Map



Emphasis on Gender Mainstreaming

- It is equally important to consider whether the types of data collected are adequate to responding to the basic questions
 - which need to be asked about sectors/issues from a gender equality perspective
- Gender mainstreaming requires attention to the basic concepts utilized and
 - to methods of collection and analysis to ensure that gender equality issues are being covered adequately
- Attention needs also to be given to methods of presentation and dissemination
 - to ensure the issues are presented in an adequate manner and reach all potential target groups



Incorporating Gender in CC Action: *Some Available Resources*

1. Gender-Responsive National Communication Toolkit
2. GCF Gender Analysis and Gap Template



SESSION III

CASE STUDIES

Application of gender in climate change Assessment/Actions



GENDER AND CCA IN UGANDA: INSIGHTS FROM RAKAI

- This case study summarizes key gender-related findings regarding climate change;
 - **perceptions**
 - **adaptation strategies**
 - **information needs and access**

based on an intra-household survey of women and men in Rakai in south-central Uganda.

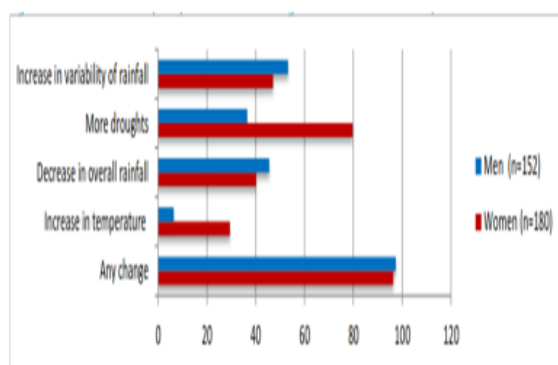


GENDERED PERCEPTIONS OF CLIMATE CHANGE

- Respondents were asked about their perceptions of;
 - short-term weather-related shocks (e.g. droughts and floods) over the last five years
 - long-run changes in weather patterns they have experienced over their lifetime (climate change).



Women and Men's perceptions of climate change



Source: IFPRI-CCAFS Uganda household survey.



GENDERED PERCEPTIONS

- In terms of perceived impacts of climate change, women, compared to men, were more likely to notice impacts on
 - agricultural productivity
 - livestock problems
 - reduced water availability
- Men and women roughly equally reported that climate change contributes to poverty.



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 - agricultural productivity
 - livestock problems
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Access to and use of climate and agricultural information

Type of information	Access to information			Use of information**		
	Women (N=187)	Men (N=156)	Significant difference	Women	Men	Significant difference
Pest and disease outbreak	83	90	*	63	66	
Seasonal weather forecast	80	81		93	74	*
Forecast of the start of the rains	73	84	*	94	93	
Crop production	69	74		74	72	
Droughts	64	78	*	77	45	*
Livestock production	60	79	*	74	55	*
Post-harvest handling	56	72	*	55	66	
Short-term weather forecast	37	91	*	39	57	*
Long-term weather forecast	18	53	*	65	57	

*Significant difference between men and women.



DIFFERENCES IN ADAPTATION TO CLIMATE CHANGE

- There were significant differences in the rate of adaptation between men Vs women, **Why...**
 - The differences in the type of climatic change perceived
 - Differences in access to and control over resources and decision-making authority
- Women who did not take up any adaptation options **reported**;
 - Ignorance of action measures,
 - Insufficient financial resources to implement desired changes



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CONCLUSIONS

- Different efforts in collecting sex-disaggregated data but quite often reported as gender information
- While “Who” and “How” would generate the sex-disaggregated data
 - The “Why” would associate the roles, responsibilities and rights

=Gender-disaggregated Information



No	Expectation	Frequency	Assessment after the Training
1.	How to engender CC/GHG projects and activities	8	Satisfactory but more hands-on required
1.	How to derive gender-disaggregated data & reporting	6	
1.	How activities carried out by different gender categories contribute to GHG emissions	4	Satisfactory, more hands-on in the data collection
1.	Definition of gender and gender concepts	3	Satisfactory
1.	How to mainstream gender in work plans and budgets	3	Emphasized in relation to the cost of mainstreaming gender
1.	The link between gender & climate change	2	Satisfactory
1.	What can be done to mitigate emissions of GHG due to gender activities	2	Could be addressed more under climate action
1.	How to attract more participants of women into GHG programs	1	
1.	An understanding of synergies of CC and gender for transparency requirements	1	Satisfactory but more in-depth discussions required



Appendix IV: Individual level Training Needs Assessment Checklist

Area of Interest	Response
1. Institution/Department	
2. Designated Responsibility	
3. Background Academic Training (<i>e.g. BSc. Agriculture; MSc. Environment</i>)	
4. Previous trainings/awareness sessions on the Gender Concepts	
5. Previous trainings/awareness sessions on the Incorporation of Gender in Climate Change Actions	
6. Do you find it appropriate/desirable to consider gender mainstreaming your activities? (Yes/No)	
7. If yes (to Qn.6.) Which specific activities are desirable for gender mainstreaming?	
8. If No (to Qn.) please give reasons	
9. What competences do you have to implement the desired activities	
10. Please state your capacity gaps/Training Needs	

Appendix V: Institutional level Training Needs Assessment Checklist

Area of Interest	Response
1. Institution/Department	
2. Previous trainings/awareness sessions on the Gender Concepts <i>facilitated by the Institution</i>	
3. Previous trainings/awareness sessions on the Incorporation of Gender in Climate Change Actions <i>facilitated by the Institution</i>	
4. What specific Programmes have had gender Mainstreaming?	
5. Which Programmes have we been Unable to mainstream Gender	
6. Give Reasons to Qn. 5	
7. What Institutional Challenges do you face in gender mainstreaming	
8. Please state the Institutional capacity gaps	

