

Who should carry the burden?

Short Course on

GENDER & CLIMATE CHANGE in UGANDA

TRAINING MANUAL



THE REPUBLIC OF UGANDA

Short Course on

**GENDER &
CLIMATE
CHANGE**
in
UGANDA

TRAINING MANUAL

This manual has been produced by the Climate Change Unit at the Ministry for Water and Environment in Uganda and the Gender Equality Studies and Training (GEST) Programme at the University of Iceland in partnership with Ministry of Gender, Labour and Social Development, School of Women and Gender Studies at Makerere University, the Icelandic International Development Agency and the Royal Norwegian Embassy in Uganda.

The Course Development Team (CDT):

Lawrence Aribu,
Principal Climate Change Officer - Outreach, Climate Change Unit, Ministry for Water and Environment, Uganda.

Annet Kabarungi,
Senior Gender Officer, Ministry of Gender, Labour and Social Development, Uganda.

Beatrice Mukasa,
Lecturer, School of Women and Gender Studies, Makerere University, Uganda.

Maria Nandago,
Senior Project Officer, Icelandic International Development Agency (ICEIDA), Uganda.

Jón Geir Pétursson,
Specialist, GEST Programme / Director, Ministry for the Environment and Natural Resources, Iceland.

Þórunn Sveinbjarnardóttir,
Specialist, GEST Programme / former Minister for the Environment, Iceland.

Project co-ordinator and copy editing:

Lilja D. Kolbeinsdóttir
GEST Programme
www.gest.hi.is
gest@hi.is

English and copy editing:

Annadís G. Rúðólfssdóttir
GEST Programme
annadis@hi.is

Graphic design:

Sóley Stefánsdóttir
www.soleystefans.com
soleystefans@gmail.com

Photos:

Jón Geir Pétursson
jgp@skog.is



FOREWORD

This short course on gender and climate change "*Gender and Climate Change in Uganda –Who should carry the burden?*" is a part of Uganda's efforts addressing the emerging challenges on climate change.

It is evidently clear that the impact of climate change has significant gender implications because of the different roles, needs, capacities and positioning of women and men in society. As a consequence, women and men are exposed to different risks and vulnerabilities which call for enhancing their adaptive capacities and promoting ecosystem resilience. It is also clear that although women and men in the different communities in Uganda use diverse mechanisms to cope and adapt to the effects of climate change, their adaptive capacities are generally low. Therefore, gender dimensions come into play when it comes to decision-making on access to and the use of land and natural resources critical to livelihoods.

In Uganda for instance reaction to diminishing water resources means that rural women will walk longer distances, line up at a crowded water source for long hours and carry the water on their heads to ensure access to water for the households. On the other hand reaction to diminishing biomass fuel means these same women will travel long distances to forest resources to cut down and utilize forest products which they carry on their heads to ensure cooking energy for the family needs, if this is not possible branches will be cut off from the fruit trees such as mangoes. Such adaptation scenarios compound the already negative situation in the sense that the natural resources on which the woman depends continue to be depleted while the woman sinks more into intense vulnerability.

For these reasons, it is important that with the increasing climate change impacts being experienced in Uganda and the world over, the rights of men, women and children, particularly rural women, are ensured in regards to food security, non-discriminatory access to resources, and equitable participation in decision-making processes.

Government of Uganda has therefore taken a bold step to ensure that this happens and inspires people to act. This inspiration comes from the many ongoing initiatives including, but not limited to, this short training course.

We need more national action on the ground, to avoid citizens and humanity becoming completely helpless and possibly forced into illegitimate survival engagements. This will threaten our peace, environmental integrity and eventually our development.

Tackling climate change now with a gendered perspective is a win-win because it ensures water, energy and food security even for our generation, while also making progress on a broader range of issues such as global health, poverty reduction, and global political stability.

Borrowing from an old adage – where a woman adapts – change follows.



Betty Bigombe
minister of state for water

TABLE OF CONTENTS

| | |
|--|-----|
| FOREWORD | 3 |
| LIST OF ABBREVIATIONS | 6 |
| 1. INTRODUCTION | 7 |
| 2. THE COURSE OBJECTIVES AND OUTLINE | 9 |
| 3. SET-UP AND PRACTICALITIES | 12 |
| 4. GETTING STARTED: INTRODUCTION ON DAY ONE | 14 |
| 5. GUIDELINES TO GROUP EXERCISES: AN INCLUSIVE APPROACH | 16 |
| 6. DAILY RECAP | 17 |
| 7. DOCUMENTARY FILM ON THE GENDER PERSPECTIVE TO CLIMATE CHANGE | 19 |
| 8. STUDY ON GENDER AND CLIMATE CHANGE IN UGANDA | 20 |
| 9. MODULE 1: WHY GENDER AND CLIMATE CHANGE? | 23 |
| 10. MODULE 2: CLIMATE CHANGE: SCIENCE AND POLICY OPTIONS | 52 |
| 11. MODULE 3: MECHANISMS FOR MAINSTREAMING GENDER IN CC. ADAPTATION AND MITIGATION | 104 |
| 12. MODULE 4: PRACTICAL APPLICATION OF GENDER AND CC. CONCEPTS – FIELD WORK | 133 |
| 13. MODULE 5: LESSONS LEARNT AND THE WAY FORWARD | 142 |
| 14. OVERALL EVALUATION OF THE G&CC TRAINING COURSE | 151 |
| REFERENCE LIST | 153 |

LIST OF ACCOMPANYING MATERIAL AND SUPPLEMENTARY SOURCES:

- I. DOCUMENTARY: THE HUMAN FACE OF CLIMATE CHANGE (2012)
- II. DOCUMENTARY: THE INCONVENIENT TRUTH (2006)
- III. ABBREVIATIONS
- IV. COURSE READER
- V. SLIDES FOR LECTURES AND PRINTOUTS
- VI. THE TRAINING MANUAL IN DIGITAL FORMAT

LIST OF ABBREVIATIONS

| | |
|-----------------|--|
| CAO | Chief Administrative Officer |
| CC | Climate Change |
| CCU | Climate Change Unit |
| CDT | Course Development Team |
| COP | Conferences of the Parties |
| CSOs | Civil Society Organizations |
| DCDO | District Community Development Officer |
| DDPs | District Development Plan |
| DEO | District Environmental Officer |
| DPMO | District Production and Marketing Officer |
| G&CC | Gender and Climate Change |
| GEST | Gender Equality Studies and Training Programme (University of Iceland) |
| GGCA | Global Gender and Climate Alliance |
| GHG | Greenhouse Gas |
| ICEIDA | Icelandic International Development Agency |
| IPCC | Intergovernmental Panel on Climate Change |
| MW&E | Ministry of Water and the Environment |
| NAPA | National Adaptation Plan of Action |
| NDP | National Development Plan |
| PLWAs | People Living with HIV/AIDS |
| UNFCCC | United Nations Framework Convention on Climate Change |

1. INTRODUCTION

1.1. SETTING THE SCENE

The global community struggles to find a common solution to the alarming threat of human induced climate change. Climate change does not respect international boundaries and will therefore not be solved unless the global community works together.

It is predicted that Africa will be the continent that will suffer most from climate change. Most experts agree that Africa is the continent least able to adapt to the effects of climate change. This is due both to the expected intensity of climate change in the regions, but also to the fact that most people there are subsistence farmers or pastoralists that are highly vulnerable to climate changes.

In Uganda about 80% of the population are rural self-subsistence farmers, deriving their basic livelihoods directly from land and available natural resources. It is predicted that this large group of people are those that will be most affected by climate change. However, the effects are different for women and men.

Women are however not just vulnerable victims of climate change - they are important agents of change. Empowering and educating women and bringing them closer to decision making, is the single most effective measure to combat climate change. There has been a lot of talk around the importance of gender in relation to climate change. It is now time to move forward to concrete actions.

1.2. THE SHORT COURSES

This is a Training Manual for short courses on gender and climate change in Uganda. There is an increased understanding and recognition that the effects of climate change have a gendered face. However, the importance of a gender approach to finding sustainable solutions to the risks caused by climate change has not been fully embraced. This short course is an attempt to fill that knowledge gap, and to link gender issues and climate change in a comprehensive way.

This course is part of larger umbrella partnership between the Ugandan Government, Ministry for Water and Environment and Ministry (Climate Change Unit), Ministry of Gender, Labor and Social Development, and three Nordic development partners in Uganda, Iceland, Norway and Denmark. Its aim is to advance gender responsive policy and practice when addressing the challenges of climate change.

The course was initiated, developed and piloted in partnership with, the Gender Equality Studies and Training (GEST) Programme at the University of Iceland, and the School of Women and Gender Studies at Makerere University in Kampala. The GEST Programme had a lead development partner role in the facilitation and coordination of the work.

In order to develop and test the short course, a Course Development Team (CDT) of six experts with expertise within gender, policy making, development studies, environment, natural resources and climate change was established. The CDT started its work in December 2011 and focused on developing the course curriculum and to prepare the pilot training. The team based its preparation on materials from multiple sources. These included the team members' extensive experience of different aspects of gender and climate change, both in Uganda and internationally. Furthermore, the short courses are part of a wider gender and climate change initiative in Uganda, which the team has been able to draw upon. The study "Gender and Climate Change: Assessing impacts and strategies for mitigation and adaptation to climate change in Uganda" by the School of Women and Gender Studies at Makerere University was especially

important, bringing new and relevant findings. In addition a documentary film on gender and climate change in Uganda, produced as part of the project, was a very good addition to the training material for the course. Further, the GEST Programme was given permission to use the Global Gender Climate Alliance's (GGCA) Training Manual (2009) on Gender and Climate Change. Furthermore, the work was based on various documents from multiple secondary sources on gender and climate change including Uganda's National Development Plan (NDP) 2010-2014.

1.3. PILOT TRAINING

The CDT organized three pilot training courses where the material was tested and then revised. The pilot trainings were held in the towns Mbale, Lira and Masindi. These locations were strategically selected to reflect the different regions in Uganda most vulnerable to climate change. Altogether 19 districts were invited to send participant to the course. From Mbale, seven districts from Mid Eastern and North East region, from Lira five districts from the Mid North region and from Masindi seven districts from Central II region. The pilot training has therefore included vulnerable eco-system regions in the country, especially the cattle corridor, mountainous regions, Karamoja and Northern Uganda.

The target groups for this training were mainly senior officials from different sectors within the District Local Governments, as well as representatives from civil society and the educational sector in the respective districts. Uganda has in recent years undertaken a major decentralization of government. The number of local districts has been expanded and substantial power and a number of tasks have been devolved from the central to local governments. Currently there are 112 District Local Governments.

The outcomes and experiences, evaluations and various feedback from the 128 participants attending the three pilot regional trainings contributed greatly to the course development and the completion of this training manual.

The Royal Norwegian Embassy and the Icelandic International Development Agency in Kampala funded the short course development and testing.



From the training in Lira, Uganda 2012. Photo: Jon Geir Petursson.

2. THE COURSE OBJECTIVES AND OUTLINE

2.1. THE OVERALL OBJECTIVES OF THE COURSE

The overall objective of this short training course on gender and climate change in Uganda is to build knowledge and understanding of the causes of climate change and its impact on development and gender relations in Uganda. Furthermore, it should build local capacity in Uganda to design and implement gender-responsive climate change policies, strategies and programs by using analytical and critical thinking skills. These objectives are to be reached through the implementation of the five modules that run through five days.

Implementing the knowledge and skills learned in the course will go a long way towards realising an effective and socially just climate policy and the prevention of climate change related conflicts at local level in Uganda. Gender-sensitive intervention such as this short training course reduces the likelihood of conflict over natural resources. By mainstreaming gender and climate change into the District Development Plans gender roles and gendered responsibilities around natural resources, are recognized and responded to. The course also looks at the gender impact of natural resource depletion; limited access to natural resources and the effect these have on inter-household conflicts and gender based violence.

2.2. THE COURSE OUTLINE

| Day | Module 1: Sessions | Exercise | Time |
|--|--|------------------|-------------|
| Day 1 Start 09:00 End 17:00 | Official opening | | 09:00-09:30 |
| | Introduction to the course (CDT) – outline the week | | 09:30-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 1: Uganda – country and gender and climate change context. Regional challenges | 1. Group work | 11:00-12:30 |
| | Session 2: Climate change – introduction to concepts and definitions. | | 12:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 3: Gender – introduction to concepts and issues | 2. Card game | 14:00-15:00 |
| | Session 4: A documentary film: The Faces of Climate Change: The Gender Aspect. | 3. Group work | 15:00-16:45 |
| | Evaluation | | 16:45-17:00 |

| Day | Module 2: Sessions | Exercise | Time |
|--|---|------------------|-------------|
| Day 2 Start 09:00 End 17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 5: Climate change – the great global challenge | | 09:15-10:00 |
| | Session 6: Climate change in Uganda | | 10:00-11:00 |
| | Tea break | | 11:00-11:30 |
| | Session 7: Gender mainstreaming when addressing climate change challenges | 4. Group work | 11:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 7 continues | | 14:00-15:00 |
| | Session 8: The global climate regime Gender as a global concern | | 15:00-15:30 |
| | Session 9: The film: Inconvenient Truth | 5. Discussion | 15:30-16:45 |
| | Evaluation | | 16:45-17:00 |

| Day | Module 3: Sessions | Exercise | Time |
|--|--|--|-------------|
| Day 3 Start 09:00 End 17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 10: Gender mainstreaming in adaptation and mitigation – relevant cases from Uganda | 6. Group work (NAPA + mitigation criteria) | 09:15-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 10 continues | | 11:00-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 11: Financial instruments for CC adaptation and mitigation in developing countries | | 14:00-14:45 |
| | Session 12: Guest from relevant climate change projects Uganda Carbon Bureau Other regional projects | | 14:45-16:30 |
| | Introduce the field visits | | 16:30-16:45 |
| | Evaluation | | 16:45-17:00 |

| Day | Module 4: Sessions | Exercise | Time |
|--|---|----------|-------------|
| Day 4 Start 09:00 End 18:00 | Session 13: Introduction to the field trip Start with presentations of the field work from selected sites in the neighbourhood Split into groups Each group visits specific gender and climate change site, both adaptation and mitigation | | 09:00-14:00 |
| | Late lunch | | 14:00-15:00 |
| | Session 14: Presentations from the field findings | | 15:00-17:45 |
| | Evaluation | | 17:45-18:00 |

| Day | Module 5: Sessions | Exercise | Time |
|--|--|---------------|-------------|
| Day 5 Start 09:00 End 14:00 | Session 15: District Development Plans: Gender mainstreaming in adaptation to climate change The District Officers bring the respective District Development Plans The way forward | 8. Group work | 09:00-12:00 |
| | Tea break (during the group work) | | |
| | Session 16: Wrap-up session | | 12:00-13:45 |
| | Lunch before departure | | |

3. SET-UP AND PRACTICALITIES

Certified trainers with in-depth knowledge and skills in gender and climate change and appropriate course material are all needed to successfully implement this regional training course. This section outlines the necessary preparations.

3.1 GENERAL PREPARATIONS

Preparation for the short course should be completed well before the planned training date. The following should guide the preparations:

- ▶ Liaise with the host district
- ▶ Send out invitations
- ▶ Coordinate with the trainers and make sure they can commit to taking part in the training during the planned dates
- ▶ Detailed budgeting for each sub-regional training
- ▶ Procurement and preparation of material
- ▶ Certificates printed out
- ▶ Venue: Timely booking of a training venue and accommodation in hosting district
- ▶ 3.2. Target group and invitations

The training is tailored for senior officers from the district local governments, selected Civil Society Organizations (CSOs) and teachers' representatives. The invitations should be prepared by the CCU, MW&E and the letters should be sent to potential participants no later than 4 weeks before the date set for the short course by the office of the District Chief Administrative Officers (CAOs) in each district. The CAOs need to be alerted about the meeting in advance of receiving the formal invitations. Formal invitations need to be followed up with telephone calls to the potential participants as a mobilization strategy.

The appropriate number of participants for each training is 50. It is therefore recommended that seven participants from each of the seven target districts are invited. The employees in the following office posts should be invited from each district:

- ▶ District environmental officer
- ▶ District community development officer
- ▶ District planning officer
- ▶ District production officer
- ▶ District Information officer
- ▶ A Teacher
- ▶ A Representative from the civil society (CSO)

3.3. HUMAN RESOURCES

The course requires five people to run it, one serving as a course manager, another as rapporteur and the other three as trainers.

Course manager

The Course Manager has a role that extends beyond the one week long training. The Course Manager is

responsible for all practical arrangements in preparation for each short training course. In addition, the Course Manager handles practicalities during the training such as communication with venue managers, registration of participants according to districts, paying out allowances, taking photos, handling evaluation of each module and writing the training progress report. The course manager is responsible for overall timekeeping throughout the course according to the timeframe for each module.

Rapporteur

The rapporteur takes note of the daily proceedings and ensures that key issues in the plenary are captured. S/he takes photos of relevant scenes in the training progresses for inclusion in the report and assists the course manager where necessary.

Three trainers

The course is designed to be run by three trainers. There should be one trainer who has specialized in Gender, another in Climate Change and the third should take on the role of the General Facilitator. The trainers share the sessions according to subjects, and collaborate with each other. It is necessary that the trainers have a sound knowledge of the subjects discussed and their knowledge should be superior to what can be expected in the districts.

The trainers are responsible for keeping time according to the course outline.

3.4. THE ROLE OF THE HOST DISTRICT

The key persons in the host district are the District Environment Officer (DEO) and the District Community Development Officer (DCDO) who should jointly coordinate the training activity. They need to be contacted well in advance of the planned short course to inform them about the dates and the objectives of the course. They should also be consulted on protocol issues, such as the opening and closing ceremonies (invitations of dignitaries). In addition, they are responsible for identifying and inviting local climate change projects for session 12 in module 3 and the field visits in module 4.

3.5. VENUE

The training programme is designed as a 5-day residential course. The participants arrive the day before the training commences and leave on the last day of the training, or the following morning. The setting should be a conference hotel in a large regional town. The venue should have adequate conference facilities, decent accommodation for all participants and an environment conducive to learning with minimal distractions. The venue should have spaces for break-away groups.

When choosing the training venue you should also consider the distance to the likely field sites that the groups will be visiting (as part of Module 4). A venue that is very far from the field sites would not be ideal because a lot of time would be wasted on moving to and from the field. This means that before confirming the training venue, the organizer should consult the DEO in the community for suitable field visit sites.

3.6. COURSE MATERIAL FOR PARTICIPANTS

All participants receive a pen and a notebook, a binder with hard copies of the presentations for each module, a USB memory stick with soft copies of all the course material including accompanying material and supplementary sources.

Participants who attend each day of the 5-day course receive certificates on the last day. The certificates have to be signed by authorized persons from appropriate academic institutions i.e. Makerere University and the Gender Equality Studies and Training (GEST) Programme at the University of Iceland.

The USB stick given to the participants should include the course material, course reader, the documentary films and preferably some photos from the workshop.

The participants should be provided with the following:

- ▶ Photocopies of all overhead slides, sorted according to Modules.
- ▶ Photocopy of the course outline
- ▶ Photocopy of the evaluation forms for each module and the overall course evaluation form
- ▶ Binders
- ▶ Pens
- ▶ Notebooks
- ▶ Name tags
- ▶ USB flash sticks
- ▶ Certificates

3.7. COURSE MATERIAL FOR TRAINERS

The course is designed to be supported by the following material that has to be brought to the respective up-country venue:

Hardware:

- ▶ 2 laptops (for the overhead projector and for the course manager)
- ▶ 1 overhead projector
- ▶ 1 set of speakers
- ▶ 1 printer/copier/scanner
- ▶ Digital camera

In addition:

- ▶ Flip charts
- ▶ Markers
- ▶ Masking tape
- ▶ Cartoons

4. GETTING STARTED: INTRODUCTION ON DAY ONE

The course starts with an official opening from a local dignitary who bids the participants welcome to illustrate good relations with the community.

The opening is followed by an introduction to the course and its objectives, starting with content and the schedule for the 5 days (session 0 in the course outline). It is important to state clearly the scope of the learning material; give the participants an overview of each module and discuss what they can expect.

The trainer should stress that the prerequisite for an effective course, conducted in a positive environment is that all participants are engaged and that they attend all sessions. Participants will only receive a certificate if they attend each day of the 5 day course. Following this introduction the participants are asked to introduce themselves. They are then asked to reach an agreement on ground rules for the short course to ensure that it runs smoothly.

The five modules are divided into 17 sessions (0-16) which should be split as equitably as possible among the three trainers who attend all sessions (including when they are not in charge of a session).

The aim of the introductory session is the following:

- ▶ The participants get to know each other
- ▶ Ground rules for the short course are established, i.e. punctuality, active participation, respect for different opinions, etc.
- ▶ The participants are committed to respecting each other and following the rules they have just set for the five day course and to show up every day on time.

It is important to reach a consensus among the participants on the above. The short course on gender and climate change should be conducted in an amicable and informal atmosphere, where all participants are treated as equals.

As the modules suggest, the short course provides an opportunity for trainers to employ different techniques when it comes to training. The mix of lectures, group work, documentaries and field work should result in an interesting and engaging course for all.

At the end of each module, and then at the end of the course, participants are asked to evaluate the day's sessions and the entire course. This should provide the trainers with important feedback on how well the course is running. Trainers should discuss the evaluations between themselves at the end of each day to see what is working and what improvements need to be made.

The success of any training depends on how well participants are able to engage with the learning topic. A number of factors including the learning environment and the spaces that participants have to interact in during the learning process play a key role in how successful the learning process is. How the training is started will set the pace for the whole course.

4.1 STARTING OUT: INTRODUCTIONS AND GROUND RULES

The facilitator may use different methods to help break the ice at the beginning of the training. What is important is that each of the participants is given a chance to speak out during this session. Interactions with other participants should also be encouraged; this is why it is important that the introduction is done in such a way that it gives participants a chance to share their views with others rather than having them stand up one by one to introduce themselves.

The training needs to be orderly. Participants should set their own rules that will guide them comfortably through the whole course. The rules will vary based on the category/ caliber of participants and the training environment. In the pilot training, the following were some of the common rules listed:

Training Workshop Ground Rules:

- ▶ Keep your phones in silent mode
- ▶ Respect others' views
- ▶ Avoid unnecessary movement

Once the rules have been set, participants should be encouraged to select leaders who ensure that the rules are respected and support the general administration of the training workshop. The participants are free to choose the relevant offices and to choose the officeholders. The usual officeholders are the course coordinator, welfare officer and time manager. It is important that the distribution of men and women is equal.

5. GUIDELINES TO GROUP EXERCISES: AN INCLUSIVE APPROACH

General introduction to the group exercises which are included in the different modules.

5.1. APPROACHES TO GROUP WORK

The trainers need to be innovative and flexible in their approach to the group exercises. Everyone brings with them their own experiences and ideas and these enrich the group discussions and presentations.

Below are some suggestions for how the group work should be managed based on our experiences from the pilot phase of the short course.

5.2. GROUPING PARTICIPANTS

The participants can either be divided into their respective district groups or randomly into a given number of groups that the trainer will have already determined based on the number of participants. Smaller groups (3-7 members) are always more effective for intensive group discussion / group learning. There are different ways to divide the participants into groups. To make the training enjoyable and for breaking the monotony, the participants should not always be in the same group. Below are fun suggestions to how participants can be divided into groups from the pilot courses:

Example 1:

- ▶ Participants are DIVIDED according to a common feature they share, i.e. districts, sex, and color of cloth.

Example 2:

- ▶ Participants are DIVIDED by counting numbers 1, 2, 3, 4 ... depending on the number of groups.

Example 3:

- ▶ Participants are DIVIDED according to task / theme/ topics of discussion. Participants are allowed to choose which group they join, and can choose a group that is discussing an issue of interest or topics they know well and are passionate about.. For example, when discussing and engendering the National Adaptation Plan of Action (NAPA) intervention areas a participant could choose to join the group that looks at “Farm forestry” or “Policy, legislation and planning” and not join “Water resources” or “Alternative livelihoods”.

Example 4:

- ▶ Grouping participants could also be done as an energizer. The trainer calls out numbers and participants hurry to form their groups. The instructions are that once the trainer / participant calls a number the rest should move fast and form a group with the participants with the same number. It is competitive in that if a participant misses joining any group then s/he will be the next to call a number. This is continued until the required number of groups is formed.

Example 5: (Applicable to Module 4, setting up groups for the field work.)

- ▶ Using a matrix, the facilitator lists the number of groups s/he would like to form and the categories (teachers, CDO's, DEO and so on) of participants who should be in each group.

- Participants are asked to sign up in their district teams following the listed groups in the table below. Example demonstrated below:

| | DEO | District Planner | DCDO | DPMO | Teacher | CSO |
|---------|-----|------------------|------|------|---------|-----|
| Group 1 | | | | | | |
| Group 2 | | | | | | |
| Group 3 | | | | | | |
| Group 4 | | | | | | |

5.3. TIMING OF GROUP WORK

Group work is a very effective method of interactive learning, although it can be disruptive and time consuming if not well managed. The trainer should allow ample time for the groups to effectively discuss the topic in question and should monitor the discussion to ensure that they are on track and that the discussion is not dominated by a few members of the group. Note that much of the learning takes place during the group discussions and less in the plenary, but this calls for effective management. It is good practice for each group to nominate a leader or leaders to give direction to the group and document the deliberations.

The amount of time needed for any group work will depend on how big the task is. Avoid giving complicated tasks because in many cases groups get derailed when they have too much to handle or, conversely, too much time on their hands.

5.4. GROUP FEEDBACK

This normally is the most time consuming element of the training. However, it should be noted that the plenary session is not for sharing everything that was discussed by the groups. It is supposed to bring out a synthesis of the main points and possibly the unresolved issues from each group. Group feedback should be timed.

Once the group presentations have been completed the trainer and the participants should be able to pull out the common threads, observations and issues to note in a general discussion, as well as draw conclusions and indicate the way forward, if applicable.

6. DAILY RECAP

6.1. PURPOSE

Recap is supposed to help the facilitator / trainers to assess learning. The recap captures the lessons learnt; the gaps, questions and challenges the participants have about previously covered sessions.

In this course, there are three recap sessions; on day two, day three and day four.

6.2. METHODS OF DOING RECAP

There are a variety of approaches to conducting a recap session. Listed below are some of the examples used in the pilot training. The recap session should be open enough for the participants to feel they can freely express their views about the module.

The Ball Game

The Facilitator / Trainer prepares a ball or any other object that can easily be tossed from one participant to the other.

- ▶ S/he explains the purpose of the session and that a ball will be tossed to a participant.
- ▶ Whoever receives the ball mentions what s/he learnt, or the questions s/he still has about the module.
- ▶ Then s/he tosses the ball to another participant who has not spoken.
- ▶ When all participants have had a chance to speak out, the ball comes back to the Trainer / Facilitator who now clarifies any of the unclear issues / questions raised during the exercise.
- ▶ The rapporteur should be able to capture any of the outstanding issues raised.

Recap cards

This method is useful for checking comprehension of climate change and gender concepts covered in module 2.

- ▶ The facilitator / Trainer prepares cards with one concept on each
 - Examples of concepts to be written on the cards: Global warming, gender equality, UNFCCC, gender, COP, Kyoto Protocol, sex, sex roles, IPCC, gender roles, GHG, NAPA, Gender equality etc.
 - The Facilitator divides participants into two teams. By making the exercise competitive the session becomes more interesting as well as enhancing learning.
 - The Facilitator asks for volunteers from each group and asks the volunteers to pick a card from the box. (Number of volunteers depends on the number of cards with concepts).
- ▶ Those who have picked cards should keep them turned upside down so they do not read the concept/ word till they are told to do so.
- ▶ When all cards have been distributed, the facilitator asks which team would like to start and picks a volunteer from the team to turn their card, read what is on it and explain what it means. The explanation should also cover the significance of the concept locally and globally.
- ▶ The team gets a full score if the explanation they have provided is satisfactory to all participants and trainers. If the explanation is not satisfactory the team is given one more chance to come up with an explanation.
- ▶ If after the second attempt, another team feels there is a gap in the explanation, another participant from the same team will be given a chance to explain/ describe the concept.
- ▶ N.B. Explanations will be scored:
 - 1 full point if the volunteer from the team explains the concept clearly
 - ½ score if the volunteer from the team does not explain the concept well and has support from the other team
 - However, remember that the main purpose of the session is to review the module, enhance learning; so do not allow participants to get too caught up in the scores.

Buzz Group recap

Here the participants are required to turn to their immediate neighbor in the training room (forming Groups of 2 or 3 people). In those buzz groups the facilitator asks them to discuss the following:

- ▶ What they have so far learnt from the module?
- ▶ What struck them as interesting or surprising?
- ▶ Do they have any issues that they want to raise about the modules so far or generally about gender and climate change?

There will be a lot of buzzing across the room since all participants will be talking / sharing at the same time. Allow them ample time to share; 5 to ten minutes is adequate. Then ask if any of the buzz groups are willing to share the outcome of their discussion. Facilitator / Trainers clarify if there are issues, questions raised that require more explanation.

Using a case study for recap

The Facilitator will need to be well prepared if s/he is to use this method of recap. Either s/he can draw from existing text, newspaper articles or could write out a case study/ story based on the experiences from one of the sub regions of Uganda affected by climate change. The text should be brief and to the point. The story should depict all the issues pertaining to gender and climate change that have been discussed in the modules. The role of the participants is to analyse the text, identify the issues and suggest solutions.

The facilitator / Trainer will allow time for the participants to read the case study.

This is a plenary type of session but if the Facilitator so wishes, s/he can divide the group into two; but should remember that the time given for recap is limited.

- ▶ Ask the participants to identify issues relating to the effects of climate change on gender relationship
- ▶ Ask them to suggest steps they would take if they were the ones confronted with the situation in their respective areas
- ▶ Find out if they can relate to the case study and what measures were taken to reduce the effects
- ▶ Facilitator / Trainers listen attentively while assessing the extent to which the participants have internalized the issues related to gender and climate change
- ▶ The Facilitator concludes by summarizing the issues (trying to capture those that could have been left out during the participants discussion); and also commenting on the measures suggested to reduce the effects.

7. DOCUMENTARY FILM ON THE GENDER PERSPECTIVE TO CLIMATE CHANGE

The “Faces of Climate Change - the gender perspective” was produced in collaboration between the Ministry of Water and Environment and the Royal Danish Embassy. The documentary film is screened on the first day of the training.

The objective of the film is to put a human face on the climate changes in Uganda and the changing conditions and challenges these entail.

The film chronicles the plight of Ugandan women, men and children in the wake of extreme weather events such as heavy rains, flooding, drought and landslides. It shows how unpredictable seasons affect the livelihoods of the many families that live off the land – encapsulating the human face of climate change.

It shows that climate change has significant gender implications because of the different roles, needs, capacities and positioning of men and women in society. Women and girls have to walk further to find

increasingly scarce food, water and firewood. They must also care for family members who are exposed to the health risks linked to climate change. All of this leaving them with less time for education, income-generating activities and participation in community decision-making processes, further contributing to unequal gender relations.

Men on the other hand may experience frustration and stress when their rural livelihoods are undermined as a result of climate change and they are no longer able to fulfil their socially expected roles as providers. Increased domestic violence and/or abandonment of women and children when men migrate to urban centres are some of the severe consequences of climate change in Uganda.

The film brings alive many of the issues raised in the lectures during the training and provides a good platform to stimulate discussion among the course participants. The film is 33 minutes long.

THE PRODUCERS OF THE DOCUMENTARY FILM

Faces of climate change – the gender perspective

Produced by Tvjournalist.dk

Video journalist and editor: Tanja Jørgensen

Lead consultant: Bob Natifu

Colorgrading: Søren Gensbøl

Sound mix: Michael Svensson

Subtitling: Jonathan Sydenham

Music: Upright Music (All rights reserved)

Production year: 2012

Produced for: Climate Change Unit, Ministry of Water and Environment, Uganda in collaboration with Danida

Copyright: DANIDA & Tvjournalist.dk. 2012

8. STUDY ON GENDER AND CLIMATE CHANGE IN UGANDA

In order to get a sound scientific background and understanding of the impact of climate change on gender relations, and for an overview of gender responsive strategies for mitigation and adaptation to the effects of climate change in Uganda, Makerere University was commissioned to conduct a study on gender and climate change. The study was conducted by the School of Women and Gender Studies in 2011 and the results published in a scientific report “Gender and Climate Change: Assessing impacts and strategies for mitigation and adaptation to climate change in Uganda”.

This study provided the necessary factual background for the work of the CDT in developing the course material for this Training Manual. The executive summary from the study report is given here, but trainers need to be well acquainted with the full report.

8.1. EXECUTIVE SUMMARY

There is an increasing body of evidence indicating that the world’s climate is changing at a fast rate, threatening the world’s environmental, social and economic development. Global warming has led to rising average global air and ocean temperatures, widespread melting of snow and ice, and rising global mean sea level. Evidence shows that many parts of Africa are experiencing changes in rainfall patterns, with decreased and increased rainfall expected in the Sahel region and central Africa respectively and an increase in the frequency and intensity of storms.

In Uganda, climate change and increased weather variability has recently been observed and is manifested in the increase in frequency and intensity of weather extremes including unusually high temperatures

leading to prolonged droughts, erratic rainfall patterns and lowering of the water table. Consequently, this has led to an increase in disasters related to hydrometeorological hazards including drought, floods, tropical storms, wildfires, siltation, soil erosion and frequent incidences of thunderstorms, lightening and hailstorms. All these effects are threats to human security with significant gender implications due to the different roles, needs, capacities and positioning of men and women in society. As a consequence, women and men are exposed to different risks and vulnerabilities.

This report presents the findings of a study on gender specific experiences of climate change impacts and the extent to which existing interventions address women and men's needs in situations of climate change. The study was conducted in the districts of Kasese, Mbale and Nakasongola representing three ecological zones with a known history of climate change impacts, namely the mountainous, semi-arid and lake zone. The study was cross sectional and employed mixed methods of data collection including semi-structured and key informant interviews, focus group discussions and observation.

Key findings

Women and men in the study districts are aware of the climate changes namely: erratic and destructive rainfall with frequent hailstorms, thunderstorms and lightening as well as general reduction in the average rainfall in the semi-arid zones such as Nakasongola district, leading to prolonged droughts. Women are most vulnerable to the impacts of climate change, notably food insecurity, water shortage and fuel wood scarcity. This is because women are responsible for availing food, need nutritious foods themselves due to pregnancy-related demands and for the children they take care of. Women are most vulnerable to water shortage because of their domestic roles such as cooking, fetching water, personal and home hygiene as well as being exposed to risks of sexual abuse when collecting water. On shortage of fuel wood in Mbale and Kasese districts, women are more helpless because of their responsibility for firewood collection and cooking, and are exposed to diseases associated with smoke during cooking. Regarding the increased occurrence of illnesses related to climate change namely malaria, flu and cough, children are most vulnerable because of their low immunity, poor nutrition and playing in dirty, cold or dusty environments. The effects of climate change have led to changes in gender roles, consequently making some men and women take on non-traditionally prescribed roles. These include women's engagement in income generating activities to provide for their families and men's involvement in fetching water from distant places during the dry season for domestic use.

Women and men in the different study communities use diverse strategies to cope and adapt to the effects of climate change. The most common strategies include agroforestry, mixed farming, soil conservation, food storage, migration to the lake in search of water and pasture, harvesting rain water, planting trees, use of mosquito nets, use of crop residues and plastic materials as sources of energy and engaging in various alternative sources of income.

However, despite the range of coping mechanisms and adaptation measures existing in the communities, the adaptive capacities of men and women are generally low due to: limited access to weather and climate information; limited access to and control over resources such as land and water needed in mitigation/adaptation, particularly among women; and low participation in relevant social networks that may provide resources or various forms of support needed to cope with the impacts of climate change. Worse still, the technical support received by the communities from both government and NGOs is inadequate and largely addresses practical needs (such as provision of food, farm inputs, and health services).

Although there are various laws, policies and regulations that address climate change issues in general or that propose strategies for mitigating and adapting to the effects of climate change, they are gender neutral and do not reflect the importance of addressing gender specific issues resulting from the impacts of climate change. Key aspects such as men and women's participation in the development and implementation of mitigation and adaptation strategies, ownership and control over productive resources, unequal power relations, gender responsiveness of the budgets and the capacity of the various stakeholders to implement gender responsive adaptation programmes remain unclear.

Recommendations

Based on the findings of the study the following recommendations are suggested:

- ▶ There is need to increase awareness among men and women in the various communities about the causes of, mitigation, coping and adaptation strategies to address the impacts of climate change.
- ▶ There is need for capacity building and training of various stakeholders on how to adequately integrate gender into climate change related interventions. These include policy makers, planners, and technical persons at various levels, and NGOs among others.
- ▶ There is need to enhance the capacity of the national coordinating institution to mainstream gender into national climate change policies and operations through the development of gender sensitive policies, gender awareness creation, gender training, use of internal and external expertise and the development and application of relevant climate change mechanisms and tools.
- ▶ Due to women's vulnerabilities brought about by unequal power relations in households, it is necessary to encourage and promote equal and mutual household decision-making among men and women on resource use and management. This could help in transforming gender relations in the local communities through awareness raising and community dialogue about climate change, its impacts on families and the possible mitigation and adaptation strategies.

There is a need to promote gender sensitive climate adaptation and mitigation strategies such as: increasing women's access to land and other productive resources; increasing communal access to water; promoting the use of fuel efficient stoves; and facilitating and encouraging tree planting as a source of fuel wood. These measures will go a long way in reducing women's vulnerability and the risks they face in fetching water and firewood. In addition, there is need to provide gender responsive and area specific technical support in form of essential materials, equipment, and information on relevant climate matters.

Authors of the study

Florence Kyoheirwe Muhanguzi, Consolata Kabonesa and Hosea R.D. Muhanguzi, assisted by Bob Natifu, Amon Mwiine Ashaba and Asaba Richard Bagonza. School of Women and Gender Studies, Makerere University and Ministry of Water and Environment, Climate Change Unit.

Produced for: Climate Change Unit, Ministry of Water and Environment, Uganda in collaboration with Government of Iceland/ICEIDA in Kampala

© 2012 by Climate Change Unit, Ministry of Water and Environment

9. MODULE 1: WHY GENDER AND CLIMATE CHANGE?

Learning objectives

1. To share views on how the participants perceive climate change in a Uganda / sub-region
2. To introduce the key concepts on gender and climate change

9.1. MODULE 1: OUTLINE

Module 1 sets the stage for the whole course. The first day is an introduction to the key concepts and definitions the participants need to know and apply. The module provides an overview of the main issues in gender and climate change with a focus on Uganda and the specific districts represented in the training. The participants share perceptions and experiences through group work and an exercise in the form of a card game.

Introductory session: Uganda – country and gender and climate change context

The first session in Module 1 provides a situational analysis of climate change and the gender issues these raise in the sub region and specific districts. It is an eye-opener to the climate change issues in the respective districts, especially for those officers engaging with the subject for the first time. Two group exercises are assigned to district groups to handle concurrently. The guiding questions are listed here below:

Exercise 1 a.

- ▶ What do you understand by the term “Climate Change”?
- ▶ What does it mean in the context of your sub region or district
- ▶ What are communities’ interpretations of the changes?
- ▶ List common indicators / signs known to the communities about climate change
- ▶ Categorize the interpretation of the signs as follows:

The categorisation could be done by marking the initials (F,M,B,FL) on the relevant interpretation)

Exercise 1 b.

What are the effects (social, environmental, economic, and political) of climate change in different parts of the district/ region?

- ▶ How have men, women, girls and boys been affected by climate change?
- ▶ How are the communities addressing issues that climate change raises?
- ▶ Identify the main challenges in addressing climate change issues in the sub region /district.

Plenary:

During the plenary, selected participants present group/ district reports. When all reports have been presented, a general discussion is led by the facilitator / Trainer to pull out key issues. Some issues might come in form of observations, questions or conclusions. As this will be the first session, the facilitator should clarify some of the most urgent issues and mention that other issues will be covered in the course of the training. This is then followed by the concluding remarks as shown in the slides.

Session 2: Climate change – introduction to concepts and definitions

Sessions 2 and 3 are meant to introduce the common concepts embedded in the Gender and climate change discussion and the short course training. It seeks to demystify the vocabulary used for making sense of gender and climate change and also to ensure that there is a common understanding of the main concepts used in the short course.

Session 2 focuses on climate change related concepts while session 3 looks at concepts relating to gender.

Session 3: Gender – introduction to concepts and issues

In session 3 a card game will be played to acquaint the participants with some of the concepts used in the course. These are concepts that at first glance seem to be common vocabulary among Ugandans yet have a meaning that might be confusing to many. In Uganda, some words like “gender” are a household word, yet many do not fully understand its actual meaning besides equating gender to women. By using the card game (described below) participants are able to scrutinize /question their own understanding of the concepts.

Exercise 2. The Gender Concepts Card Game (**Step by step process**) adapted from: The Global Gender Climate Alliance’s (GGCA) Training Manual (2009) on Gender and Climate Change

Before the session, write out the concepts and corresponding definitions on separate cards/pieces of paper.

1. Place all cards/ papers in a box
2. Ask the participants to pick a card /paper from the box.
3. Explain that the exercise is intended to deepen the knowledge of some gender concepts.
4. Once all the cards have been picked, ask participants who have cards / papers to move around the room searching for the concept or definition that matches with what is written on their card /paper.
5. Allow for discussion once a participant identifies the matching concept or definition. Your role as facilitator is to provide clarity whenever there are any queries.
6. Once all the participants have made their choices and these have been agreed upon by the group, ask them to post their matching pairs somewhere where everyone can see.
7. Revisit all the concepts and related definitions to correct false impressions, errors and clarify what could have come out as controversial.
8. Finally, ask the participants whether there are any concepts that require further clarifications; go ahead to clarify with clear examples
9. Ask participants what they have learned from the exercise.

Note to the facilitator

The facilitator can demonstrate a few concepts. For example the concept of equality may be demonstrated as follows;

- ▶ The facilitator places an object on a table to represent opportunities and resources.
- ▶ S/he then selects two volunteers to compete for the object. The volunteers should be drawn from different locations in the training room so that one is at an advantage over the other.
- ▶ Ask the participants what they think will happen.
- ▶ Ask them whether they think this is a fair arrangement or not.
- ▶ Ask them what they think can be done to make the situation fair.

Underline that the proposed solutions are positive actions which aim to make the situation fairer. Point out that there can be no equality when people do not have the same opportunities. Build on this discussion to explain the concept of Affirmative Action.

Session 4: The documentary film: The Faces of Climate Change, the gender perspective

Prior preparations need to be made before screening the film. These include pre-testing the gadgets, and checking the sounds.

The documentary “The Faces of Climate Change; The Gender Perspective” is screened and discussed in the last session of the day. The documentary can be found in accompanying materials. This is a documentary, made in Uganda 2012, which directly addresses the current effects of climate change and the way they influence gender roles and relations. After watching the documentary, open the plenary discussion to allow participants to reflect on what they saw using the following guiding questions:

Exercise 3

- ▶ What thoughts do you have about the documentary?
- ▶ What key concepts (gender and climate change) are reflected in the documentary?
- ▶ What gender and equality issues are captured?
- ▶ Does the documentary indicate any relationship between gender and climate change?
- ▶ What lessons can we draw from it?
- ▶ What possible actions can you take to address the issues identified (at individual, community and district levels)?

At the end of the day the participants should have acquired awareness of the effects of climate change in Uganda and especially how it affects men and women in different ways. They should also appreciate the need for an appropriate gendered response to these changes in the lives and livelihoods of the communities.

Outline of Module 1:

| Day | Sessions | Exercise | Time |
|--|--|------------------|-------------|
| Day 1 Start 09:00 End 17:00 | Official opening | | 09:00-09:30 |
| | Introduction to the course (CDT) – outline the week | | 09:30-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 1: Uganda – country and gender and climate change context. Regional challenges | 1. Group work | 11:00-12:30 |
| | Session 2: Climate change – introduction to concepts and definitions. | | 12:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 3: Gender – introduction to concepts and issues | 2. Card game | 14:00-15:00 |
| | Session 4: A documentary film: The Faces of Climate Change: The Gender Aspect. | 3. Group work | 15:00-16:45 |
| | Evaluation | | 16:45-17:00 |

9.2. PRESENTATIONS



Who should carry the burden?

GENDER & CLIMATE CHANGE in UGANDA

INTRODUCTION








INTRODUCTION

OVERALL COURSE OUTLINE

GENDER & CLIMATE CHANGE IN UGANDA

2

MODULE 1: WHY GENDER AND CLIMATE CHANGE?

| Day | Sessions | Exercise | Time |
|----------------------|--|---------------|-------------|
| Day 1 09:00-17:00 | Official opening | | 09:00-09:30 |
| | Introduction to the course (CDT) – outline the week | | 09:30-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 1: Uganda – country and gender and climate change context. Regional challenges | 1. Group work | 11:00-12:30 |
| | Session 2: Climate change – introduction to concepts and definitions. | | 12:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 3: Gender – introduction to concepts and issues | 2. Card game | 14:00-15:00 |
| | Session 4: A documentary film: The Faces of Climate Change: The Gender Aspect. | 3. Group work | 15:00-16:45 |
| | Evaluation | | 16:45-17:00 |

MODULE 2: CLIMATE CHANGE: SCIENCE AND POLICY OPTIONS

| Day | Sessions | Exercise | Time |
|----------------------|--|---------------|-------------|
| Day 2 09:00-17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 5: Climate change – the great global challenge | | 09:15-10:00 |
| | Session 6: Climate change in Uganda | | 10:00-11:00 |
| | Tea break | | 11:00-11:30 |
| | Session 7: Gender mainstreaming when addressing climate change challenges | 4. Group work | 11:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 7 continues | | 14:00-15:00 |
| | Session 8: The global climate regime Gender as a global concern | | 15:00-15:30 |
| | Session 9: The film: Inconvenient Truth | 5. Discussion | 15:30-16:45 |
| | Evaluation | | 16:45-17:00 |

MODULE 3: MECHANISMS FOR MAINSTREAMING GENDER IN CLIMATE CHANGE ADAPTATION AND MITIGATION

| Day | Sessions | Exercise | Time |
|----------------------|---|--|-------------|
| Day 3 09:00-17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 10: Gender mainstreaming in adaptation and mitigation – relevant cases from Uganda | 6. Group work (NAPA + mitigation criteria) | 09:15-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 10 continues | | 11:00-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 11: Financial instruments for CC adaptation and mitigation in developing countries | | 14:00-14:45 |
| | Session 12: Guest from relevant climate change projects Other regional projects | | 14:45-16:30 |
| | Introduce the field visits | | 16:30-16:45 |
| | Evaluation | | 16:45-17:00 |

MODULE 4: PRACTICAL APPLICATION OF GENDER AND CLIMATE CHANGE CONCEPTS: FIELD VISITS

| Day | Sessions | Exercise | Time |
|----------------------|---|----------|-------------|
| Day 4 09:00-18:00 | Session 13: Introduction to the field trip | | 09:00-14:00 |
| | Start with presentations of the field work from selected sites in the neighbourhood | | |
| | Split into groups. | | |
| | Each group visits specific gender and climate change site, both adaptation and mitigation | | |
| | Late lunch | | 14:00-15:00 |
| | Session 14: Presentations from the field findings | | 15:00-17:45 |
| | Evaluation | | 17:45-18:00 |

MODULE 5: LESSONS LEARNED AND THE WAY FORWARD

| Day | Sessions | Exercise | Time |
|----------------------|--|---------------|-------------|
| Day 5 09:00-14:00 | Session 15: District Development Plans: Gender mainstreaming in adaptation to climate change | 8. Group work | 09:00-12:00 |
| | The District Officers bring the respective District Development Plans | | |
| | The way forward | | |
| | Tea break (during the group work) | | |
| | Session 16: Wrap-up session | | 12:00-13:45 |
| | Lunch before departure | | |

**Who
should
carry
the
burden?**



GENDER & CLIMATE CHANGE in UGANDA

1. MODULE

Why gender and climate change?

GEST⁸
Programme

MAKERERE UNIVERSITY

Ministry of Water
and Environment
Climate change unit

Ministry of Gender,
Labor and Social
Development

iceida

NORWEGIAN EMBASSY

1. MODULE

WHY GENDER AND CLIMATE CHANGE?

GENDER & CLIMATE CHANGE IN UGANDA

2



Women - bringing firewood from the forest and carrying water | From Kapchorwa District

Module 1: LEARNING OBJECTIVES

1. To share views on how the participants perceive climate change in a Uganda / sub-region
2. To introduce the key concepts on gender and climate change



From Kapchorwa District, 2004

Module 1: OUTLINE

Session 1:

- Introduction: Uganda - country and climate change context
- Exercise 1 – group work

Session 2:

- Introduction of climate concepts and definitions

Session 3:

- Introduction of gender concepts and issues
- Exercise 2 – a card game

Session 4:

- A documentary film from Uganda: “The faces of climate change: The gender perspective”
- Exercise 3 – general discussion

SESSION 1

- INTRODUCTION:
UGANDA – COUNTRY AND G&CC CONTEXT
- EXERCISE 1

KEY MESSAGES I

- Livelihoods!
- 80% of the population (83% of which are women) are dependent on **rain-supported subsistence agriculture**
- **Effects** of climate change are pronounced and visible
- Manifested in frequent and extreme weather conditions (SWAGs, 2011)
- Climate change **affects** men, women, boys and girls **differently**
- Men and women can be **agents of change**

KEY MESSAGES II

- ▶ Need for **collective action** to minimize the negative effects of climate change on women, men, boys and girls
- ▶ **Rich indigenous knowledge exists** about the changing climatic conditions and indicators (especially with the elderly) which describe change
- ▶ Little **documentation and use** made of such existing knowledge

LEARNING OBJECTIVES

1. **Enhance understanding** of climate change and its impacts on the lives of men, women, boys and girls in Uganda
2. Appreciate the development of **appropriate response** measures to address climate change in Uganda



From Mbale District, 2011

EXERCISE 1A: CC IN UGANDA

- What do you understand by the term “Climate change”?
- What does it mean in the context of Uganda and in the different regions - Eastern region / Northern, North-West
- List common indicators / signs known to the communities in regard to climate changes
- What are communities’ interpretation of the changes?
- Categorize the interpretation as follows:

EXERCISE 1B: CC IN UGANDA

- What is the effect of climate change in different parts of the district / region (social, environmental, economic, political)
- How have men, women, girls and boys been affected by that change?
- How are communities addressing the pertaining issues?
- Identify the challenges in addressing climate change issues in the district / region

CONCLUSIONS

- Climate change is a problem which knows **no boundaries**
- An **emerging threat** to environment, human well being and development
- **Limited awareness** of the threat of climate change
- Combined with the increasing population that leads to high demand for food and energy and more waste generation, climate change poses a **challenge for all sub-regions** in Uganda
 - Examples: increased vulnerability, inequality and poverty among women, children and poor rural men

SESSION 2

- CLIMATE CHANGE – INTRODUCTION TO CONCEPTS AND DEFINITIONS

KEY MESSAGES

- ▶ Despite efforts in Uganda to create climate change awareness
 - by Government, Civil Society and the private sector
- ▶ Still limited understanding
 - at various levels : National, Sub-national / District Local Government and Community
 - in different sectors
 - by men, women, boys and girls



From Lira District, 2011

LEARNING OBJECTIVES

1. Introduce the **concepts** climate change, variability and related concepts / terms
2. Enhance understanding of climate change and climate **variability**



From Luwero District, 2011

CONCEPTS AND DEFINITIONS I

Climate change is **man-made**

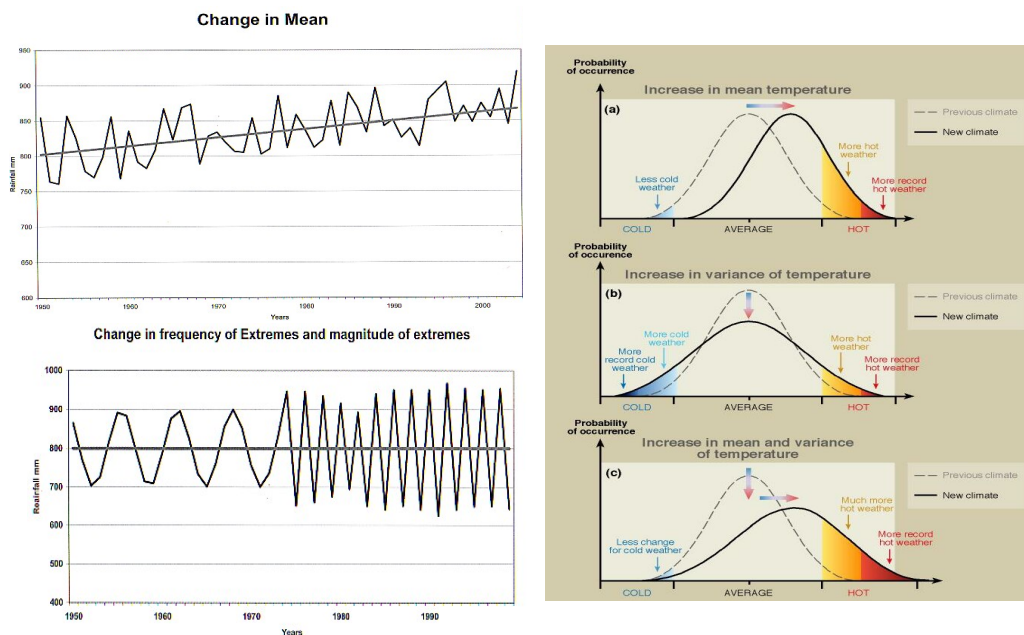
- Refers to any change in climate, attributed directly or indirectly to **human activity that alters the composition of the global atmosphere** and, which is in addition to natural climate variability observed over comparable time periods (UNFCCC, 2002)
- A reality, scientifically evident (IPCC, 2007)

CONCEPTS AND DEFINITIONS II

Climate change : WMO recommends at least 30 years average weather as indicator for climate change

- Thus a change in the average weather conditions (temperature, rainfall, wind, relative humidity, etc.) of a particular region over 30 years or more, is climate change
- Long time observed (in-situ) **meterological data** is required to determine it

ILLUSTRATION OF CLIMATE CHANGE

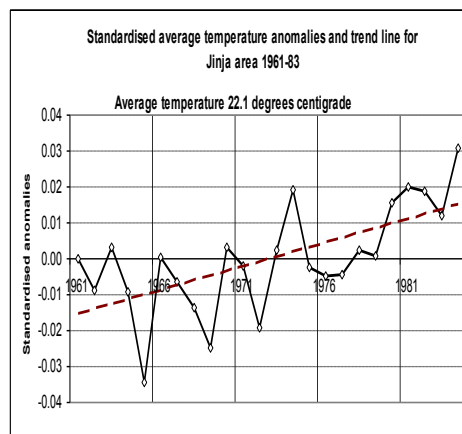
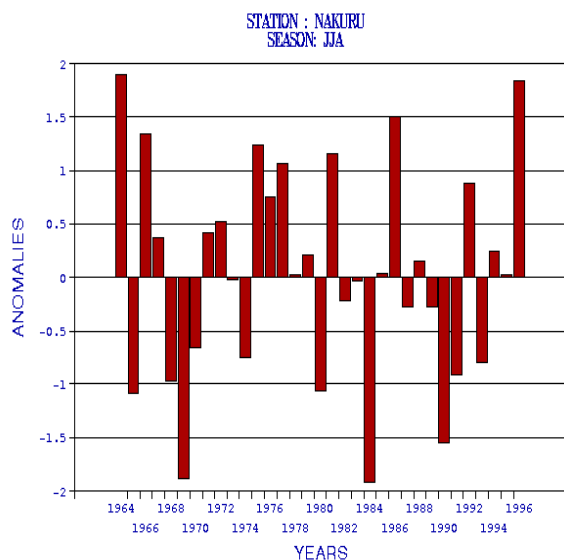


CONCEPTS AND DEFINITIONS III

Climate Variability

- Short term fluctuations in the climatic elements above and below the mean
 - Diurnal / daily
 - Seasonal
 - Yearly (annual) or year-to-year (inter-annual)
 - Decadal (over ten-year periods)

ILLUSTRATIONS OF CLIMATE VARIABILITY



Source: Uganda NAPA, 2007

CONCLUDING REMARKS I

Climate change impacts intensify:

- ▶ environmental degradation and conflict over natural resources (civil unrest)
- ▶ discrimination against and inequalities between women, men, boys and girls
- ▶ undermine Government's poverty reduction and development efforts
- ▶ CC also makes attainment of the MDGs difficult

CONCLUDING REMARKS II

The limited awareness calls for:

- increased effort to boost education, training and public awareness & skills development in climate change
- informed decision making and action to deal with the already biting impacts of climate change

SESSION 3

- GENDER – INTRODUCTION TO CONCEPTS AND ISSUES
- EXERCISE 2

KEY MESSAGES

- ▶ Gender as the basis for understanding the different **social roles** of women and men in society and how it affects their lives
- ▶ Different concepts call for various tools for analyzing the **gender relations** in society
- ▶ Stress the importance of gender mainstreaming



From Kapchorwa District, 2004

LEARNING OBJECTIVES

1. To understand the importance of gender as a development issue
2. How to use gender mainstreaming as a **strategy** to reduce inequalities and vulnerability in society



From Mbale District, 2011

HUMAN RIGHTS AS A STARTING POINT

- ▶ The importance of mainstreaming gender equality for the realization of human rights, sustainable development and/or poverty eradication and disaster reduction has been recognized in a series of international instruments
- ▶ Universal Declaration on Human Rights (1948)



From Kapchorwa District, 2008

PRINCIPLES OF EQUALITY AND PROTECTION AGAINST DISCRIMINATION

Universal Declaration of Human Rights

International Covenant of Civil and Political Rights

International Covenant on Economic, Social and Cultural Rights

- ▶ These instruments, though not legally binding by themselves, are highly influential and together with CEDAW (Convention for the Elimination of Discrimination Against Women – 1979) establish a clear prohibition on discrimination
- ▶ These further define the obligations of states to secure a fair and equitable distribution of benefits (funds, technology, information) and ensure women's participation in decision making

CEDAW CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (1979)

- Women's Bill of Rights
- Requires states to eliminate discrimination against women in areas of economic and social life
- Relates to the Uganda Constitution

EXERCISE 2

- Card game for definition of terms and identification of gender and equity issues



From Bushenyi District, 2008

WHAT DOES GENDER MEAN?

- ▶ Different **learned identities** associated with stereotypes of masculinity and femininity
- ▶ Focuses on **socially constructed** as opposed to biologically determined identities
- ▶ Gender is **not static but dynamic**, changes with time and place
- ▶ Gender roles are **learnt** through socialization
- ▶ **Ascribed** to wo/men in early socialization
- ▶ Climate change is **not** gender neutral

WHAT DOES GENDER REFLECT?

- ▶ Myths, assumptions, expectations, obligations, rights, roles and power of wo/men
- ▶ Culture, history and time specific
- ▶ The status of public and private spheres
- ▶ The multi-dimensional nature of society and can thus alter in different political, social and economic contexts
- ▶ State, market, community, household level

DEFINING TERMS

Sex and sex roles

- ▶ A sex is a **biological and physiological** identity (male or female)
- ▶ Sex roles are **"God given"**, universal and do not change
- ▶ There **are different sex roles** for men and women such as impregnating, conception, pregnancy and giving birth and breastfeeding



From Mbale District, 2008

DEFINING TERMS (CONT.)

Equity v. equality

- ▶ **Gender equity:** justice or fairness in treatment of women and men – also sense of location (urban / regional, rich / poor, disabilities)
- ▶ **Gender equality:** a principle of equal access to and control of opportunities and resources for both men and women
- ▶ **All are equal** before and under the law; women and men have equal dignity (worth) of the person
- ▶ Equity is a **means** of achieving equality (ultimate goal)

DEFINING TERMS (CONT.)

Gender Analysis

- ▶ Identify, assess and classify **different roles** of women and men in a given sector or activity, their relations, and access to and control over resources and benefits
- ▶ Highlights the **gender gaps** or differences in society
- ▶ A **systematic** way of examining the different effects and impacts of development programs on women and men, particularly taking stock of their **participation** as service providers and beneficiaries

DEFINING TERMS (CONT.)

Gender mainstreaming

- ▶ Refers to **deliberate efforts to integrate** strategies and actions that address gender inequalities into policies, plans, programs / projects, institutions, and laws
- ▶ It involves **identifying and removing** women's and men's constraints that may deter their effective participation or benefit in the development process

DEFINING TERMS (CONT.)

Triple gender role framework

- ▶ Productive roles
- ▶ Reproductive roles
- ▶ Community roles



From Kapchorwa District, 2008

GENDER ISSUES AND CONCERNS

- ▶ **Gaps**
(statistical and social indicators of the different situation of women and men)
- ▶ **Discrimination** (preferential or restrictive treatment)
- ▶ **Oppression**
(prevention from accessing opportunities)



From Mbale District, 2008

GENDER, EQUITY AND DEVELOPMENT

- A development approach
- Focus on both women and men
- Ensure that women and men participate in and benefit from development programs on equal terms through mainstreaming gender concerns in the development agenda of government and other organizations

GENDER, EQUITY AND DEVELOPMENT (CONT.)

- Special attention is given to the **disadvantaged persons**, be they female or male.
- There is however substantial evidence that in most sectors of the economy, **women are disadvantaged** and that is why, although there is a drive for gender equality, in most cases the emphasis is on women.

CONCLUDING REMARKS

SESSION 4

- THE DOCUMENTARY FILM: THE FACES OF CLIMATE CHANGE, THE GENDER PERSPECTIVE
- EXERCISE 3

FACES OF CLIMATE CHANGE – THE GENDER PERSPECTIVE

- ▶ The film puts a **human face** on the climate changes in Uganda and the changing conditions and challenges these entail.
- ▶ Hon. Maria Mutagamba, Minister for Water and Environment stated: "It is our hope that 'Faces of Climate Change - the gender perspective' **will bring local and international attention** to the pervading social dimensions of climate change and that it will inspire decision-making stakeholders to implement possible solutions."
- ▶ The film is **available** at the Danish Embassy on the Kampala website: <http://uganda.um.dk/en/danida-en/climate-change-activities/projects/faces-of-climate-change/>

9.3. EVALUATION OF MODULE 1: WHY GENDER AND CLIMATE CHANGE?

Please tick the box that is closest to your view.

1. MODULE CONTENT:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.1 | The amount of material covered in the module was appropriate | | | | | |
| 1.2 | The degree of difficulty was appropriate | | | | | |
| 1.3 | The module content contributed to my understanding of the issues discussed | | | | | |
| 1.4 | The module content was interesting | | | | | |
| 1.5 | The material covered will increase my abilities for doing work within the field of gender and CC | | | | | |
| 1.6 | The group work added to my understanding of the module's content | | | | | |

2. MODULE ORGANIZATION:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 2.1 | The module was well organized | | | | | |
| 2.2 | Statement of learning outcomes was clear | | | | | |
| 2.3 | The organization of teaching, group work and learning activities was good | | | | | |

3. LEARNING OUTCOMES:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 3.1 | I know the content of the course and what to expect in days to come | | | | | |
| 3.2 | I understand the Ugandan and regional challenges in relation to gender and climate change | | | | | |
| 3.3 | I understand the concept "Climate Change" | | | | | |
| 3.4 | I understand the concept "Gender" | | | | | |
| 3.5 | I found the documentary film useful for the contents of the course | | | | | |

4. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 4.1 | Which teaching sessions were most useful to you? Why? | | | | | |
| 4.2 | Which teaching sessions were least useful to you? Why? | | | | | |
| 4.3 | Would you like to make any comments about the exercises/group work and how it could be improved? | | | | | |
| 4.4 | What are your main suggestions regarding improvements we could make to the design or implementation of this module? | | | | | |
| 4.5 | How would you rate your overall opinion of this module? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

10. MODULE 2: CLIMATE CHANGE: SCIENCE AND POLICY OPTIONS

Learning objectives

1. To understand the basic facts about climate change.
2. To facilitate understanding of the impact of climate change in Uganda.
3. To examine and understand how gender can be mainstreamed into climate change projects/ programs and budgets.
4. To understand the role of key actors in the global climate regime and the interconnections from the global to the local level.

10.1. MODULE 2: OUTLINE

Day two starts with a recap to review day one's sessions, drawing out lessons learnt from module 1.

In Module 2 the science of climate change is addressed and how to mainstream gender issues into climate change issues. There is a session on the international climate regime under the UNFCCC and a screening of excerpts from the documentary film "The Inconvenient Truth" (see accompanying material). The first two sessions of the day require that participants have a basic understanding of natural sciences and statistics. The session on gender mainstreaming is a lengthy group exercise where participants need to put to use what they have learnt in module 1.

Session 7:

During the session on gender mainstreaming, the facilitator should emphasize the following:

- ▶ Gender should not be looked at in isolation, there is a need to consider issues of equality in programming and implementation. Vulnerable socio-economic groups such as the disabled and the widows.
- ▶ Widows in communities need to be specifically targeted. The reason is the stigma society attaches to their social situation and the effect this has on their identity and self-worth. Such groups and PLWAs are very vulnerable and this applies also to the effects of climate change.
- ▶ Equality can also be looked at from a geographical point of view. For example there are areas that have been marginalized because of their geographical location and are commonly referred to as "the hard to reach areas". In planning, there is a need to consciously involve people living in those areas so that they can benefit from the planned interventions.
- ▶ Therefore, the categorization should not only stop at women and men, it should go further to look at the rich, poor, urban, rural, married, widowed etc among others. Such breakdown helps in addressing relevant equality issues.
- ▶ Urban and rural people are subjected to different conditions, even for schools there is a difference between rural and urban schools. In most cases better services are provided for the urban schools at the expense of schools in the rural areas.

Exercise 4: Gender Analysis using the 24 Hour Clock

Participants are divided into small groups. Each group is requested to draw a 24 hour clock and plot the activities done in a typical day during the dry season, for the selected social economic groups, which may include: 1. Rural Woman, 2. Rural Man 3. Rural Female Youth 4. Rural Male Youth etc.

The purpose of the exercise is to examine the work load of the different social groups of people during the dry season/drought.

The group identifies some gender issues from the presentations such as the following:

- ▶ domestic violence
- ▶ heavy work load for women
- ▶ men's idleness /redundancy
- ▶ misuse of resources
- ▶ lack of control on resources, property by women even their own bodies

Exercise: the group identifies one gender or equality issue for further analysis as in the example in the table below:

| Gender issue | Causes | Consequences | Suggested solution |
|--|---|--|---|
| <ul style="list-style-type: none"> • Heavy work load for women e.g. long distance in search of water and firewood | <ul style="list-style-type: none"> • Laziness on the part of the men • Scarcity of water due to drought | <ul style="list-style-type: none"> • Starvation • Sickness • Death of animals • Domestic violence • School drop out • Migrations | <ul style="list-style-type: none"> • Water harvesting • Tree planting • Introduce Energy saving technology • Wetland restoration • Drought resistant varieties • Massive sensitisation • Enforcing existing laws |

Issues to think about - which of the suggested solutions can be dealt with and under the mandate of which sector?

Climate change is a global challenge and there is a general consensus that strategies are needed to address the problems it causes.

It has been noted that gender has been missing in the dialogue on climate change and therefore gender mainstreaming instruments should be brought on board.

The session on the framework for international climate change negotiations is short, but the film titled 'The Inconvenient Truth' provides a good insight into climate change as a global issue. It is a documentary made by Al Gore, former vice-president of the USA, in 2006. Al Gore and the Intergovernmental Panel on Climate Change (IPCC) were awarded the Nobel Peace Prize in 2007 for their work in raising public awareness of climate change and conducting sound scientific research on the effects of climate change.

When participants have watched the film, allow them to form small groups of 2-3 people (buzz groups) and to reflect on the film. Present a slide with the following guiding questions so that they keep the discussions focused.

Guiding questions

- ▶ What struck you about the film?
- ▶ What key concepts (gender and climate change) are reflected in the film?
- ▶ What gender and equality issues are captured?
- ▶ Does the film indicate any relationship between gender and climate change?
- ▶ What lessons can we draw from it?
- ▶ What possible actions can you take to address the issues identified (at individual, community and district levels)

Outline of Module 2:

| Day | Sessions | Exercise | Time |
|--|---|---------------|-------------|
| Day 2 Start 09:00 End 17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 5: Climate change – the great global challenge | | 09:15-10:00 |
| | Session 6: Climate change in Uganda | | 10:00-11:00 |
| | Tea break | | 11:00-11:30 |
| | Session 7: Gender mainstreaming when addressing climate change challenges | 4. Group work | 11:30-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 7 continues | | 14:00-15:00 |
| | Session 8: The global climate regime Gender as a global concern | | 15:00-15:30 |
| | Session 9: The film: Inconvenient Truth | 5. Discussion | 15:30-16:45 |
| | Evaluation | | 16:45-17:00 |

10.2. PRESENTATIONS



Who
should
carry
the
burden?

GENDER & CLIMATE CHANGE in UGANDA

2.

MODULE

Climate change:
science and policy options



GEST Programme



MAKERERE UNIVERSITY



Ministry of Water
and Environment
Climate change unit



Ministry of Gender,
Labor and Social
Development



iceida



NORWEGIAN EMBASSY

2. MODULE | CLIMATE CHANGE: SCIENCE AND POLICY OPTIONS | GENDER & CLIMATE CHANGE IN UGANDA | 2



Young mother with her child carrying firewood and water, crossing a mudslide that wiped away the road and cut access to the market | From Sironko District

Module 2: LEARNING OBJECTIVES

1. To understand the **basic facts** about climate change
2. To facilitate understanding about its **impact in Uganda**
3. To examine and understand **how gender can be mainstreamed** into climate change projects/programs and budgets
4. To be able to understand **the role of the key actors** in the global climate regime and the **interconnections** from the global to the local level

Module 2: OUTLINE

Session 5:

- Climate change – the great global challenge

Session 6:

- Climate change in Uganda

Session 7:

- Gender mainstreaming
- Exercise 5

Session 8:

- The global climate regime – local linkages
- Gender as a global concern

Session 9:

- Screening the film: The Inconvenient Truth
- Exercise 6 – general discussion

SESSION 5

► CLIMATE CHANGE – THE GREAT GLOBAL CHALLENGE

KEY MESSAGES

- Human activities are increasing the amount of **greenhouse gases** in the atmosphere
- The world is **warming**
- Climate models cannot simulate the warming observed since the mid-twentieth century without the inclusion of **man-made** greenhouse gas emissions
- If greenhouse gas concentrations continue to rise, it is likely that global average **temperature** will continue to **increase**, with potentially dangerous consequences

LEARNING OBJECTIVES

1. To achieve **basic understanding** of climate change, its causes and effects
2. To understand climate change **mitigation**
3. To understand **adaptation** to climate change



From Kapchorwa District, 2008

SESSION OUTLINE

Climate change

1. What is climate change?
2. Mitigating climate change
3. Adapting to climate change



From Pader District, 2008

THE SCIENCE OF CLIMATE CHANGE

- ▶ Climate change is happening - human activities are the major driver for this; future risks are substantial
- ▶ This includes wide-ranging, long term and robust observations of changes that are taking place, and projections of possible future changes that are based on basic physical laws
- ▶ There are also many areas where major uncertainties remain and where more research and long term, reliable observations are required
- ▶ The fact that uncertainty exists in climate science - as it does in other fields - does not disprove the value of the evidence

THE GREENHOUSE EFFECT

- ▶ The greenhouse effect is a natural phenomenon that warms the Earth's surface
- ▶ Greenhouse gases (GHG) occur in the atmosphere, both naturally and due to human activities
- ▶ The main GHG are carbon dioxide (CO₂), Nitrous oxide (N₂O) and methane (CH₄)
- ▶ They keep the Earth at the right temperature for all life and without them, the world would be much cooler
- ▶ However, humanly induced increase in these gases can prevent the heat from Earth to be released back to space

ATMOSPHERIC GASES

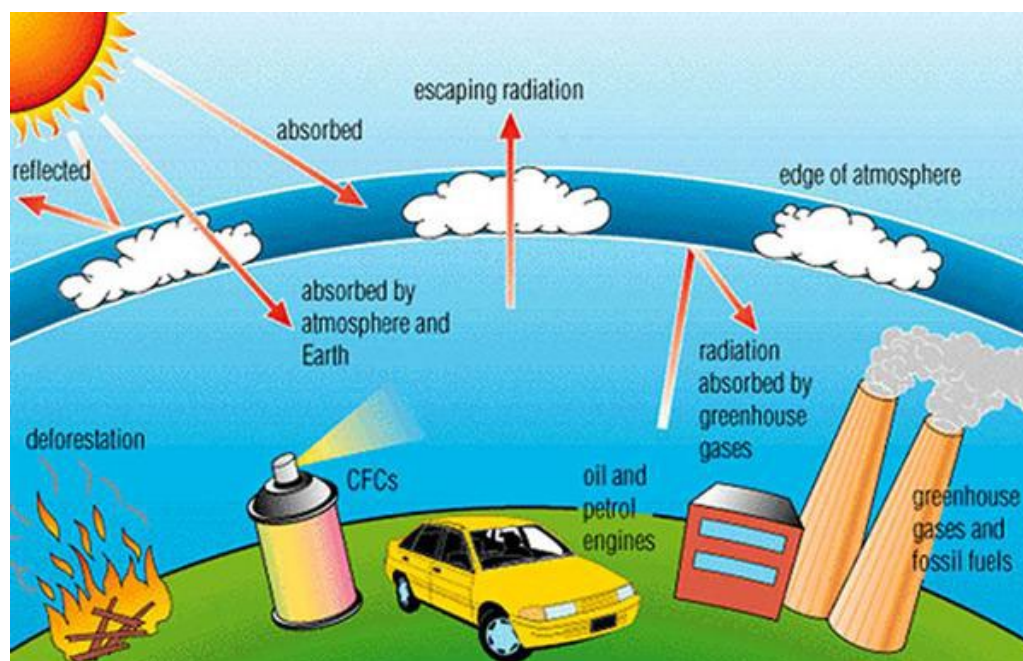
- ▶ The atmosphere is made up of a number of different gases
- ▶ Water vapour is additional to these figures, with its concentration varying significantly both spatially and over time

| Gas | Percent Volume |
|----------------|----------------|
| Nitrogen | 78.08% |
| Oxygen | 20.95% |
| Argon | 0.93% |
| Carbon Dioxide | ~0.038% |
| Neon | 0.0018% |
| Helium | 0.0005% |
| Methane | ~0.00018% |
| Hydrogen | 0.00005% |
| Nitrous Oxide | ~0.00003% |
| Ozone | ~0.000004% |

HUMAN ACTIVITIES ARE INCREASING THE AMOUNT OF GHG IN THE ATMOSPHERE

- ▶ Certain **human activities** release GHG into the atmosphere
 - For example, burning fossil fuels, cement production and deforestation release CO₂, and decay of organic matter in anaerobic conditions in peatlands releases methane
- ▶ Careful accounting of these processes allows the amount of GHG being released into the atmosphere to be calculated

GLOBAL WARMING DESCRIBED



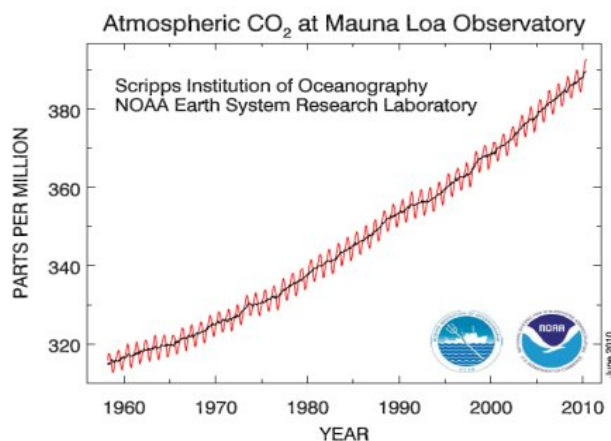
Source: www.thegreenstep.com

Emissions, main sources and change in the atmospheric concentration of the main anthropogenic greenhouse gases since pre-industrial times.

| Gas | Estimated global annual emissions (Gt CO ₂ e) | Main anthropogenic sources | % increase in concentration since pre-industrial times |
|--|--|---|--|
| Carbon dioxide (CO ₂) | 30.09 | -Burning fossil fuels/cement production (~85%) -Effects of land use change in plant and soil carbon (incl. deforestation (~15%)) | 39% |
| Methane (CH ₄) | 7.07 | Agriculture (rice production and livestock), natural gas distribution and landfills, wetland drainage, manure | 150% |
| Nitrous oxide (N ₂ O) | 2.43 | Fertilizer use, biomass burning, raising cattle, industry, | 19% |
| F-gases (HFCs, PFCs, SF ₆) | 0.71 | Refrigeration agents and industrial processes | |

THE RISE OF CO₂ DUE TO HUMAN ACTIVITY

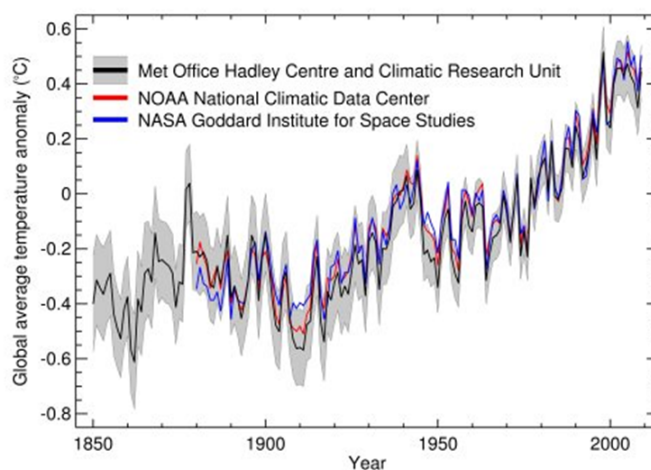
- ▶ Observations show that the concentration of GHG in the atmosphere has been increasing over the past 50 years
- ▶ - Extensive global measurements now exist, confirming the trend in all regions



Source: IPCC, 2007

THE WORLD IS WARMING

- ▶ All records are in close agreement, showing that global average temperature has increased by approximately 0.75°C since 1900



Source: IPCC, 2007

THE WORLD IS WARMING (CONT.)

Trends observed in a wide range of physical variables over the past few decades are consistent with global warming, including:

- increases in the number of heavy rainstorms, hailstorms and heat waves over many land areas
- shifts in rainfall patterns
- prolonged dry spells, drought
- widespread ice mass losses from glaciers and ice caps
- increases in atmospheric humidity in the lower atmosphere

THE WORLD IS WARMING (CONT.)

- Climate models cannot simulate the warming observed since the mid-twentieth century without the inclusion of man-made GHG emissions
- If GHG concentrations continue to rise, it is predicted that global average temperature will continue to increase, with unforeseen catastrophic consequences

SOME EXAMPLES OF PROJECTED CLIMATE CHANGE IMPACTS

- The productivity of major rain-fed crops could increase in high-latitude regions for local warming of up to 3°C
- But any temperature rise in seasonally dry and tropical regions is expected to reduce yields
- Expected increased insect outbreaks
- Expected increase in animal and crop diseases / losses
- Overall the negative health effects from warming, especially in developing countries, are expected to be greater

WE NEED TO ACT!

- It is worth remembering, too, that even if we could stabilize greenhouse gas concentrations at current levels, global average temperature would still rise by about 0.6°C over the coming decades and sea level would continue to increase for centuries, due to inertia of the climate system.
- **We need to mitigate and adapt to climate change**

MITIGATING CLIMATE CHANGE

- ▶ Climate change mitigation is in essence about halting or slowing down human-induced climate change
- ▶ Climate Change mitigation can be defined as:
 - An intervention to reduce greenhouse gas (GHG) emissions
 - Or enhance GHG sinks (forests, wetlands, etc.)
- ▶ This can be seen as reduction in burning fossil fuel, slowing deforestation and rewetting of drained wetlands, and as enhanced sinks by planting trees or reclaiming degraded lands

ADAPTING TO CLIMATE CHANGE

- ▶ The simple version: We are running late to curb / mitigate climate change: Ok, the fact is that the climate is already changing – how can society adapt to that?
- ▶ "...adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts is adaptation
- ▶ This term refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change." (IPCC, 2001)

CONCLUDING REMARKS

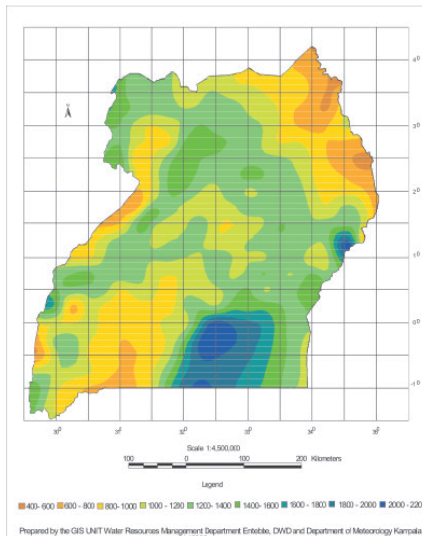
- Climate change is a real global challenge and there is a great need to act
- There is need for immediate action to mitigate climate change to minimize the human induced effects
- There is a great need for effective climate change adaptation strategies to cope with the ongoing and foreseen changes

SESSION 6

- CLIMATE CHANGE IN UGANDA

CLIMATE CHANGE AND UGANDA

Fig. 1.4

Mean
annual
rainfallSource: Department of
Meteorology

Source: Uganda NAPA, 2007

Daily Monitor on Wednesday reported that a massive landslide that swept the slopes of Mount Elgon in eastern Uganda on Monday night killed at least 80 people, with 350 missing and feared dead. The landslide erased the three villages of Kubehe, Namakansa and Nametsi located in the Bukalasi sub-county in the Bududa District. As earlier predicted, climate change will continue to cause severe damage in communities least prepared to adapt.

Uganda - The two ministers started distribution of food supplies, mainly maize flour and beans, to support famine and drought stricken residents who have died in the eastern district of Bulambuli of hunger and 1.2 million people in Karamoja are at risk of starvation.

Flooded rivers in Central Uganda cut off access to some northern and eastern sections of the country in mid-September 2007, reported the Monitor, a Kampala (Uganda) news service, on September 18. Like many other countries in western, central, and eastern Africa, Uganda faced severe flooding as a result of unusually heavy rains from July through September. By September 18, the floods had killed at least 10 and affected about 300,000 people in Uganda, said the United Nations Office for the Co-ordination of Humanitarian Affairs (OCHA).

Cattle Corridor Hit By Harsh Climate Changes

Kampala — The increase in temperatures by 0.3°C in Ankole cattle corridor has led to drought in the area. More than half the water sources have dried up. The pastures and over 70% of boreholes in the area have dried up too!

"I have sold off half of my cows because there are no pastures to feed them. I feared losing all my 40 head of cattle and sold off half of them. I don't understand what is happening," says Morris Katwine, a cattle keeper in Mbarara.

Source: Ugandan News Papers

KEY MESSAGES

- Climate Change is a **serious** issue for Uganda
- It is a **cross cutting** issue
- Climate Change in Uganda will **affect** regions and gender **differently**
- Climate Change is **already** having a significant impact in Uganda
- It is predicted that Climate Change will have a **more severe**, long-term impact

LEARNING OBJECTIVES

- To examine the climate change challenges in Uganda



Murchison Falls MP, 2009 photo Lilja D. Kolbeinsdóttir

SESSION OUTLINE

1. Uganda: National circumstances – some facts
2. Climate change evidence in Uganda
3. Natural resources and the vulnerability to climate change
4. Impact of climate change on Ugandan development

SOME NATIONAL CIRCUMSTANCES

- Uganda, some physical facts: area, location, altitude
- Ugandan climate: some basic facts
- Ugandan population: number and growth
- The population: rural (80%) and depends on rain to maintain agriculture / natural resources
- Exports: About 90% of exports are agricultural products

NATIONAL CIRCUMSTANCES (CONT.)

- ▶ The economy of Uganda has been growing at a rate of 5-7% over the past decade
- ▶ Number of people living below the poverty line declined from 56% in 1992 to 35% in 2002
- ▶ While the climate in Uganda offers a great potential for food production, the prolonged and frequent droughts in many parts of the country, particularly the north-east, have led to almost perpetual dependency on food aid. A typical example is in the arid areas of Karamoja

DATA ON ONGOING CLIMATE CHANGE IN UGANDA

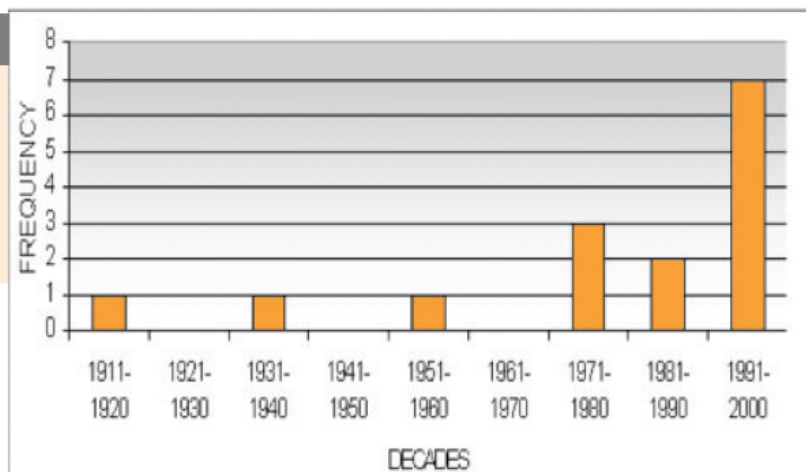
- ▶ Since 1960, Uganda's average annual temperature has increased by 1.3°C, with a significant rise in the number of hot days and nights (McSweeney et al., 2009)
- ▶ In addition, the country has experienced statistically significant declines in rainfall since this time, a decrease of 3.5 % per decade (McSweeney et al., 2009)
- ▶ Uganda has also been experiencing more frequent extreme weather events including droughts, floods and landslides over the past several decades (GOU, 2007; OneWorld, 2009)

OCCURRENCE OF DROUGHTS

Fig. 3.1

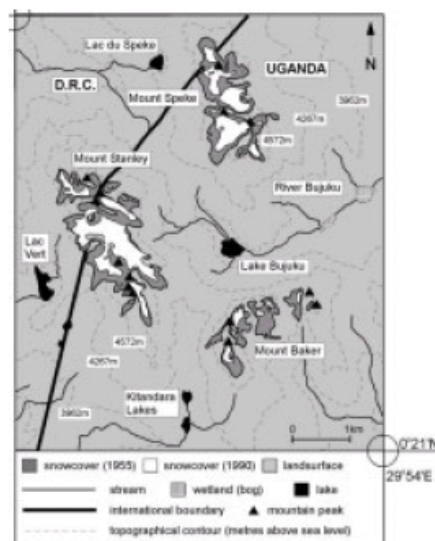
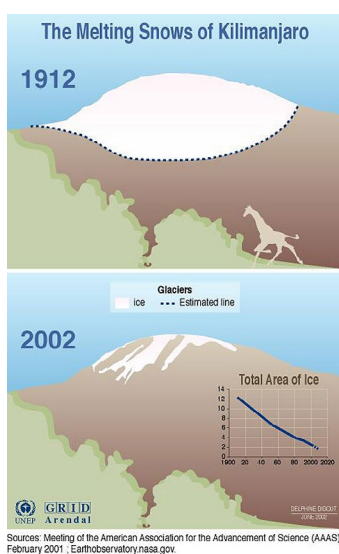
Occurrence of droughts in Uganda

Source: Department of meteorology



Source: Uganda NAPA, 2007

MELTING ICE ON RWENZORI AND KILIMANJARO



Source: Uganda NAPA, 2007

PREDICTED CHANGES IN CLIMATE AND IMPACTS IN UGANDA

- With continued climate change, temperatures in Uganda are projected to increase by 1 to 3.1°C by the 2060s, and 1.4 to 4.9°C by the 2090s
- Projected changes in annual rainfall are largely consistent in suggesting there will be an increase in rainfall, potentially an increase of between 7% and 11%
- Models also point to the likelihood that there will be an increase in heavy rainfall events, which can strongly influence Uganda's rainfall and soil

PREDICTED CHANGES IN CLIMATE AND IMPACTS IN UGANDA (CONT.)

- In Uganda there are likely to be changes in the frequency / severity of extreme climate events, such as heat waves, droughts, floods and storms (DIFD, 2008)
- Climate change is going to have a differentiated impact in different parts of Uganda, based on physical locations and ecosystems
- Changes in temperature are likely to have significant implications for water resources, food security, natural resource management, human health, settlements and infrastructure

CLIMATE CHANGE IN UGANDA

We need to be aware that:

- There is a scarcity of climate data in Uganda, especially regionally and locally, where a great variation can be expected
- Therefore, local and traditional knowledge is of immense importance. This knowledge is not least held by the rural Ugandan women

NATURAL RESOURCES AND CLIMATE CHANGE

- Uganda is richly endowed with the bounties of nature
- Management of natural resources is important and critical to Ugandan long-term development and the well-being of her citizens
- The climate of Uganda is a key determinant of the status of natural resources, such as water, forests, agriculture and wildlife
- However, climate change which has started manifesting itself through the increased frequency of extreme weather events, such as droughts, floods and landslides, is posing a serious threat to Ugandan natural resources and therefore also social and economic development

IMPACTS OF CLIMATE CHANGE

1. Water and climate change

Source: Uganda NAPA, 2007

| Issue | Impact | Mechanism |
|-------|-------------------------------|---|
| Water | Changes in river flow regimes | Higher temperatures and melting of Rwenzori glaciers temporarily increasing and then reducing flows in the Semiliki River downstream |
| | Water scarcity | Higher temperatures, evaporation and recurrent drought leading to stress, higher demands for water, conflict, and biodiversity loss. Partially implemented water source regulation system hands legal access to water to the powerful |
| | Flooding | Higher mean and increased intensity of rainfall, coupled with land degradation and encroachment, raises risks of loss of life and property and damage to infrastructure via flooding |

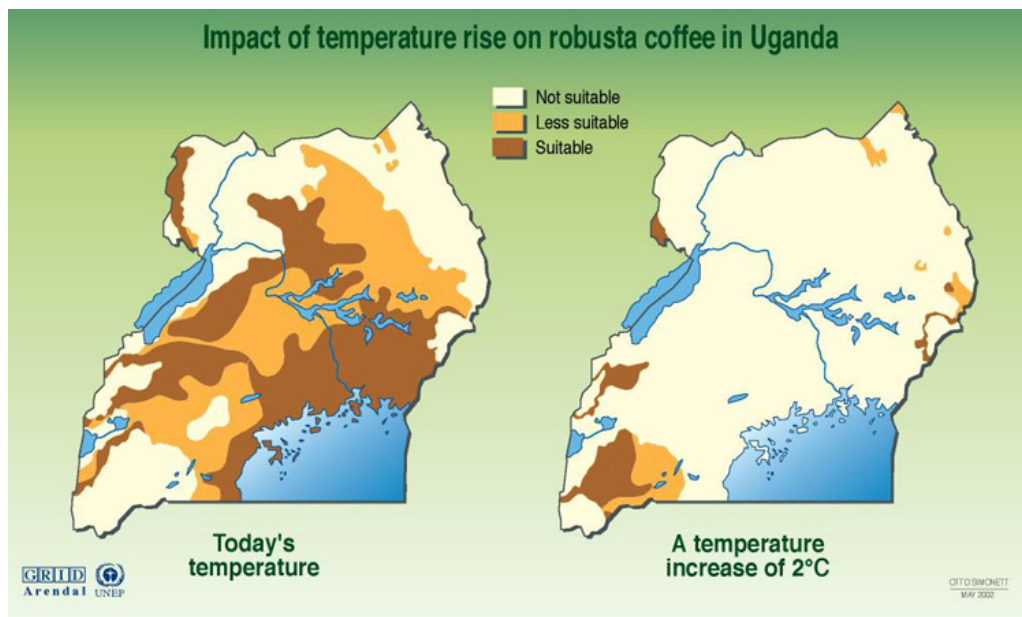
IMPACTS OF CLIMATE CHANGE

2. Agriculture and climate change

Source: Uganda NAPA, 2007

| Issue | Impact | Mechanism |
|-------------------------------|--|--|
| Agriculture and food security | Malnutrition and famine | Associated with lower food production and insecurity, particularly with widespread damage brought by floods and droughts |
| | Seasonal rainfall change | Erratic onsets and cessation of the rainy seasons. Shorter rains. Crop failure and lower yields of staple foods. Reduction in traditional varieties; more crop disease |
| | | Additional agricultural workloads – particularly for women |
| | Higher average rainfall, high intensity events | Crop damage and soil erosion |
| | Pastoralists | Increase in rainfall in semi-arid areas could be beneficial, given mobility to take advantage of the rains. Droughts reduce viability of cattle corridor. |
| | | Lower milk production |

AGRICULTURE AND CLIMATE CHANGE



IMPACTS OF CLIMATE CHANGE

3. Human health and climate change

| Issue | Impcat | Mechanism |
|--------|-------------------------|--|
| Health | Malaria | Extension into higher and once cooler areas with temperature increase where resistance may be low |
| | Water-borne disease | Flooding is associated with diarrheal disease including cholera epidemics, particularly where sanitation is poor and in slum areas |
| | Respiratory disease | Associated with prolonged dry spells |
| | Malnutrition and famine | Associated with lower food production and insecurity, particularly with widespread damage brought by floods and droughts |

Source: Uganda NAPA, 2007

IMPACTS OF CLIMATE CHANGE

4. Infrastructure and climate change

| Issue | Impact | Mechanism |
|-----------------------|---------------------------------|--|
| Infrastructure | Transport links and settlements | Damage to bridges, roads, telecommunications and buildings during flood and storm events |

Source: Uganda NAPA, 2007

NATIONAL RESPONSES

- Development of climate change policy
- CCU within the MoWE
- NAPA (National Climate Change Adaptation Program of Action)
- Focal points in different institutions
- Local District responses?

THE NAPA REPORT

- Ugandan government has identified where the most urgent and immediate adaptation measures to climate change are needed
- Ugandan NAPA submissions to the UN
- We will work more explicitly on the NAPA recommendations tomorrow

Table 1: Prioritized and ranked NAPA interventions

| Intervention | Ranking |
|--|---------|
| Community Tree Growing | 1 |
| Land Degradation Management | 2 |
| Strengthening Meteorological Services | 3 |
| Community Water and Sanitation | 4 |
| Water for Production | 5 |
| Drought Adaptation | 6 |
| Vectors, Pests and Disease Control | 7 |
| Indigenous Knowledge (IK) and Natural Resources Management | 8 |
| Climate Change and Development Planning | 9 |

Source: Uganda NAPA, 2007

CONCLUDING REMARKS

- Indeed Climate Change is a serious issue for Uganda
- It is a cross-cutting issue
- Everybody needs to act!

SESSION 7

- GENDER MAINSTREAMING:
PLANS AND BUDGETS
- EXERCISE 4

SESSION LAYOUT

1. Gender Diagnosis: Needs assessment / gap analysis / identifying gender and equality issues / problems in Climate Change
2. Reasons for addressing inequalities
3. The step by step participatory planning methodology for gender and equality mainstreaming
4. How to identify gender and equality issues
5. Addressing gender and equality issues within Climate Change mitigation and adaptation measures

OBJECTIVES OF THE SESSION

1. To assess the participants' past practices and experiences in Gender and Equality Mainstreaming in order to identify strengths, weaknesses and lessons learned
2. To understand the step-by-step participatory planning methodology for gender and equality mainstreaming
3. To guide participants on how to identify gender and equality issues for inclusion in the BFP / Plans and budgets
4. To enable participants to integrate gender and equality issues in the BFP

ELEMENTS OF GENDER AND EQUALITY ISSUES

Gender Issues

The inequality of sexes in terms of:

- Power Relations
- Access to Resources
- Control over Resources
- Participation
- Gender Roles
- Gender Responsibilities
- Rights / entitlements

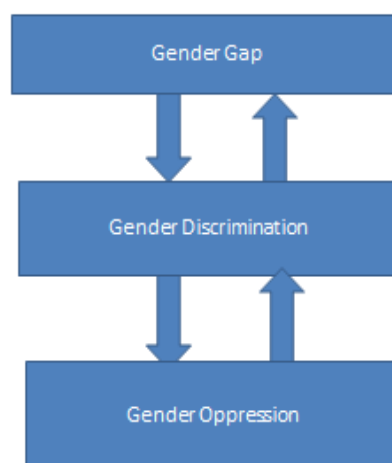
Equality Issues

There are inequalities between groups such as:

- People with disabilities
- Orphans
- Widows and widowers
- Internally Displaced Persons
- Minority tribes
- Elderly
- Urban poor
- Poor income groups
- Landless

ELEMENTS OF GENDER AND EQUALITY ISSUES / GENDER DIAGNOSIS

- ▶ In the analysis of policy planning, program and project development, gender inequality can be “unpacked” by:
 - identifying gender gaps;
 - discriminatory practices and
 - ways in which institutions (Policies) and cultural practices are gender oppressive.
- ▶ The “unpacking” is the first step to removing the disparities in decision making, as well as access to and use of resources and the distribution of benefits



Elements of Gender Inequality
Longwe and Clarke (1994; 1996)

GENDER GAP

Gender gaps do not arise by accident. There is usually a quantifiable measure of gender inequality, such as:

- number of meals taken per day during the drought
- number of hours of work per day and distance of walk in search of firewood, water and pasture
- time to rest and engagement in social networks
- in case of poor crop yields, therefore lower income, decisions related to education, benefits and other opportunities
- terms and conditions of service and working conditions
- career path and promotional opportunities; compensation; curriculum and course offerings, research agendas, etc.

GENDER AND EQUALITY DISCRIMINATION

- ▶ The **differential treatment** or discrimination is usually explained and justified in terms of stereotyping of both groups based on gender roles – that is, the women’s core responsibility to family care and community development and the men’s central role as the family breadwinner, provider of security, and as public figures
- ▶ Differential in workloads / incomes / benefits / entitlements
- ▶ Differential access to resources / opportunities
- ▶ Differential access to schooling and later job placement and career advancement are normally explained in terms of these considerations

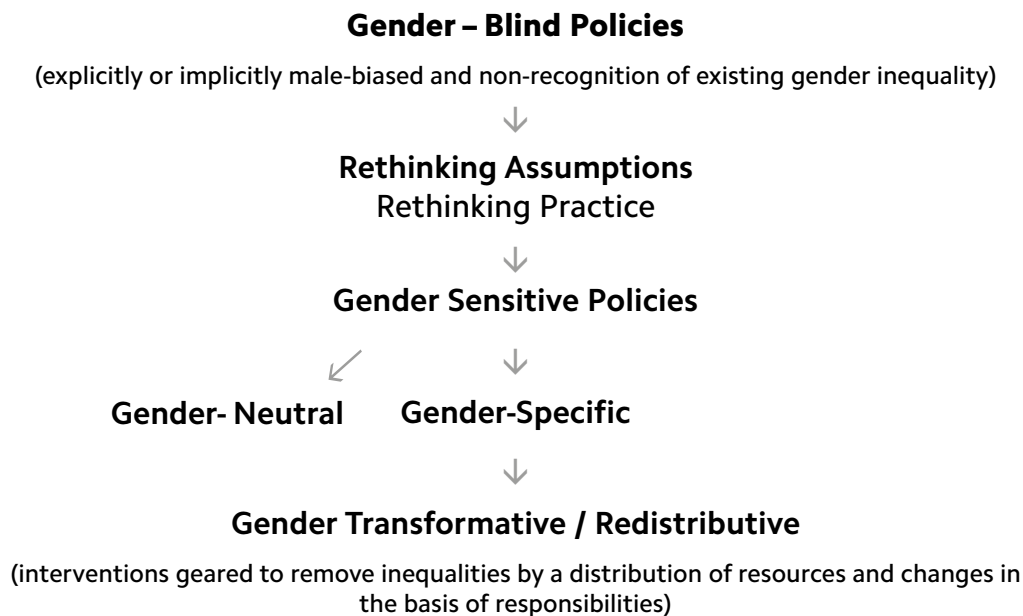
GENDER AND EQUALITY DISCRIMINATION (CONT.)

- Gender discrimination can be found in spheres of local government functioning, in sectors namely:
 - Responses to disasters due to Climate change, like funds to households
 - In service delivery: Distribution for programs such as NAADS, Farm Income Enhancement, NUSAF, CDD, UPE, USE, BTVET, Higher Institutions of Learning, etc.
 - Resource allocations including finances (budgeting), etc.

GENDER-AWARE APPROACHES

- Kabeer (1996:1-60) has provided a heuristic model for gender analysis and achieving equality between men and women in policy planning, program and project development
- Policy planning, program and project development activities can be assessed as gender-blind or gender-sensitive
- The latter can further be categorized as gender-neutral, gender-specific or gender redistributive / transformative (see fig. below)

FIG: CATEGORIES OF GENDER AWARENESS



REASONS FOR ADDRESSING INEQUALITIES

- ▶ Policies and public expenditures have different effects on men, women, PWDs, ethnic minorities, youth, children and regions
- ▶ Socio-cultural, structural and geographical vulnerability and/or discrimination that keeps some groups far from development processes and benefits
- ▶ If these issues of vulnerability and discrimination are not built into policies and expenditure plans, the results are likely to be unfair and inefficient

REASONS FOR ADDRESSING INEQUALITIES (CONT.)

- ▶ Certain vulnerable categories in the population, e.g. orphaned children, the elderly, aged widows, PWDs, and PLWH and AIDS, need special attention
- ▶ Different regions of the country have different levels of poverty and unequal levels of service provision
- ▶ In particular, the Government of Uganda is concerned about the disadvantages suffered by people living in the war-affected, hard to reach and remoter areas, and disaster-affected and prone areas

STEPS IN IDENTIFYING GENDER AND EQUALITY ISSUES

There are four steps:

- ▶ **STEP 1:** Review and analyse existing data to identify gender and equality gaps (issues)
- ▶ **STEP 2:** List gender and equality issues identified and state the possible causes of the problems / gaps / inequalities from Step 1 above
- ▶ **STEP 3:** Describe the consequences of the identified issues for the sector outcomes
- ▶ **STEP 4:** Suggest possible solutions / interventions to the problems and determine who is responsible for implementing the solutions

STEP 1:**Review and analyse existing data to identify gender and equality gaps (issues)**

- ▶ Get relevant sources of information (HH Survey reports, Sector statistical reports, etc.)
- ▶ Use of Gender Analysis tools at this stage to collect gender disaggregated data
- ▶ Identify as many gender and equality issues as possible
- ▶ Use a table to ease presentation and discussion of the issues

Example of Gender Analysis Tool: Daily activity profile

| Women/girls | | Men/Boys | |
|-------------|----------|----------|----------|
| Time | Activity | Time | Activity |
| | | | |

- ▶ The 24-Hour daily calendar explains how women and men spend a typical day from the time they wake up until they go to bed
- ▶ The purpose of the tool is to analyse the roles women, men, boys and girls are involved in so that they can be taken into consideration when planning and implementing interventions

Example of Gender Analysis Tool: Activity Schedule

| Type of Activity | Who (Gender) Age | Where | How Often | When | How | Why |
|---------------------------|------------------|-------|-----------|------|-----|-----|
| Productive Work | | | | | | |
| Reproductive work | | | | | | |
| Community management work | | | | | | |

This tool helps to understand the gender division of labour

STEP 2:

Identify the causes of the problems / gaps / inequalities

- ▶ Identify the causes of the problems / gaps / inequalities which were identified in Step 1, and add them to the table
- ▶ The identified causes are the gender and equality issues to be addressed

An Illustration of the Analysis for Gender and Equality Issues

| Type of Issue (Step 1) | Possible Causes (Step 2) | Consequences of the Issues (Step 3) | Possible Solutions (Step 4) |
|-----------------------------|-----------------------------|---|-----------------------------------|
| Gender Issues Identified | | | |
| Equity Issues identified | | | |
| | | | |
| | | | |
| | | | |

STEP 3: Consequences of the identified issues for the sector outcomes

- ▶ To acknowledge the importance of addressing the gender and equality issues identified, describe the consequences of the issues of gender and equality for the sector outcomes
 - Women's lack of ownership of productive resources, such as land, affects household food security, especially in times of drought
 - Women's lack of collateral limits their access to credit
- ▶ The above Steps are crucial in convincing the sector working groups or District Councils about resource allocation

STEP 4:**Possible solutions / interventions to the problems and responsibility for implementing the solutions**

- Ideally solutions should address the causes identified in Step 2 above
- Some of these issues have to be addressed by the sector under review
- In this case the sector must embrace those concerns that are within its mandate and encourage other stakeholders to play their respective roles

STEP 4 (cont.)

- Increase in workload of women in search of water and firewood
 - Water harvesting
 - Planting of fast growing trees
 - Fuel-saving stoves
- Increase in the population of insects, e.g. mosquitoes (Kabale and W. Uganda). This results in increased burden of care on women as they look after the sick
 - Sensitization of communities
 - Spraying and the use of mosquito nets

EXERCISE 4

- ▶ Addressing gender and equality issues in climate change
- ▶ How would you incorporate these interventions in the Local Government assessment system?



From Oyam District, 2008

EXERCISE 4: Addressing gender and equality issues within Policies, Plans and Budgets

- ▶ Sector Overview
 - Sector Objectives
- ▶ To address the identified gender and equality issues
 - **Step 1:** List key sector objectives for the period
 - **Step 2:** Identify sector objectives that can address the identified gender and equality issues
 - **Step 3:** Identify gaps in addressing gender and equality issues by the sector in the objectives
 - From the priority issues in Step 2, identify which ones will not be addressed by any sector objectives. The fallouts are the gaps and must be listed

Addressing gender and equality issues within Policies, Plans and Budgets (Ex. 4 cont.)

- The gaps are the differences between what the sector objectives will achieve in terms of addressing the identified gender and equality issues and what actually needs to be done to effectively handle the issues
- Identify the stakeholders to address the gaps. Where the gaps to be addressed lie within the mandate of another sector, they should be communicated through available mechanisms using:
 - Inter-sectoral collaborations
 - Inter-ministerial consultations,
 - Sector review
 - Cabinet meetings

Addressing gender and equality issues within Policies, Plans and Budgets (Ex. 4 cont.)

- At the Local Government level stakeholders may include:
 - Technical Planning Committees
 - Budget desk
 - Sectoral committees
 - Executive Committee
 - District Council

CONCLUDING REMARKS

SESSION 8

- THE GLOBAL CLIMATE REGIME
 - LOCAL LINKAGES
- GENDER AS A GLOBAL CONCERN

KEY MESSAGES

- UNFCCC is the key global actor
- The importance of rights of women is guaranteed by international instruments (CEDAW, ECOSOC Resolution 2005/31, Beijing Platform for Action)
- Gender mainstreaming into climate change regimes and policies – in particular UNFCCC mitigation and adaptation – is not an issue of voluntary action, but a legal obligation

LEARNING OBJECTIVES

1. To gain basic knowledge of the **international instruments** that deal with the effects of climate change and their relation to legislation and policy options of nation-states
2. Understanding the role of gender as a key to successful climate change mitigation and adaptation
3. Relevance of international instruments for Uganda



From Kapchorwa District, 2008

CLIMATE CHANGE: WHY IS INTERNATIONAL CO-OPERATION NEEDED?

- The causes and effects of climate change do not respect borders – it's a global issue
- Also very important historical dimension
- Industrial Revolution
- A question of ecological debt

RELATIVELY SHORT HISTORY OF INTERNATIONAL ENVIRONMENTAL GOVERNANCE

- Origins can be traced back to the mid-1960s
- **Important milestones:**
 - 1972 Stockholm Conference – first UN conference on environmental issues which led to the establishment of UNEP with HQ in Nairobi
 - 1987 Our Common Future – UN Brundtland Report. Defines concept of sustainable development. Human development and well-being is dependent on sustainable use of environmental resources

International environmental governance

THE RIO SUMMIT IN 1992

- 1992 – The Earth Summit, the UN Rio de Janeiro Conference on Environment and Development
- This was an immense milestone
- Produced three legally binding agreements on the environment and development and one non-legally binding on forests
- All countries are signatories to this

THE THREE RIO CONVENTIONS

- UN Framework Convention on Climate Change (UNFCCC)
- UN Convention on Biological Diversity (UNCBD)
- UN Convention to Combat Desertification (UNCCD)



United Nations
Framework Convention on
Climate Change



Convention on
Biological Diversity



All these conventions have annual conferences of parties (COP) as a key decision making body where all countries have the same rights

UNFCCC is the only international treaty among the three Rio Conventions that does not include gender

RIO CONVENTIONS' CLOSE RELATIONS

- ▶ The three conventions are interrelated
- ▶ Climate change affects biodiversity and desertification
 - The more intense and far-reaching climate change is, the greater will be the loss of plant and animal species and the more dryland and semi-arid terrain, around the world will lose vegetation and deteriorate



From Apac District, 2008

SOME UN TOOLS

- ▶ **Declarations (like MDG)**
 - State good will / moral sanctions
- ▶ **Conventions (like UNFCCC)**
 - State obligations, often general. Have to be ratified by nation states
- ▶ **Covenants / Protocols (like Kyoto protocol)**
 - Additions on specific issues to conventions. Have to be ratified back home

STATUS OF THE UN CONVENTIONS WITHIN NATIONAL LEGISLATION

- Signing these instruments is not enough for them to become legally binding
- Given the obligations they impose on states, conventions enter into force only after the state's government has formally ratified them
- This has been implemented by the respective nation state that then becomes responsible for actions within its sovereignty

Source: http://www.unfpa.org/derechos/preguntas_eng.htm#faq6.

THE GLOBAL CLIMATE REGIME THE KEY CLIMATE ACTORS

- United Nations Framework Convention for Climate Change (UNFCCC)
- Intergovernmental Panel on Climate change (IPCC)
- Kyoto protocol
- Country focals (e.g. CCU)
- Local actors



From Soroti District, 2011

UNFCCC - NEGOTIATIONS

- ▶ The United Nations Framework Convention on Climate Change (UNFCCC) is an international environmental convention
- ▶ The objective is to stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system
- ▶ The parties to the convention have met annually from 1995 in Conferences of the Parties (COP) to assess progress and negotiate in dealing with climate change
- ▶ There are now 195 Parties to the Convention

IPCC – THE SCIENTIFIC BODY

- ▶ IPCC – Intergovernmental Panel on Climate Change
- ▶ Established by UNEP and the World Meteorological Organization (WMO)
- ▶ A scientific body. Reviews and assesses scientific information worldwide relevant to the understanding of climate change
- ▶ Thousands of scientists contribute to its work
- ▶ Intergovernmental body open to all member states of the UN and WMO
- ▶ Membership 195 countries

KYOTO PROTOCOL (1997)

- UNFCCC Kyoto Protocol established legally binding emission targets for industrialized countries and created innovative mechanisms to assist these countries in meeting these targets
- 5.2% average reduction of GHG emission from 1990 levels for 37 countries (Annex I to the KP)
- Period of implementation 2008-2012

KYOTO PROTOCOL II

- At COP17 in Durban the parties to the Kyoto Protocol decided that a second commitment period, from 2013 onwards, would follow the first commitment period
- Second commitment period 5 or 8 years long
- Not all parties to the Kyoto Protocol have signed up to the second phase

CLIMATE CHANGE ACTORS IN UGANDA

- The Ministry for Water and Environment
- The Climate change Unit (UNFCCC focal point)
- Other Ministries
- District Local government
- Individual farmers
- CSOs
- Development partners
- Private sector

GENDER IN THE INTERNATIONAL CLIMATE WORK

- The international climate work has been relatively gender blind
- This is hopefully changing as many countries have started to emphasize its vital importance

CONCLUDING REMARKS

SESSION 9

- THE FILM: AN INCONVENIENT TRUTH
- EXERCISE 5

EXERCISE 5

- ▶ Parts of the film “An Inconvenient Truth” will be screened
- ▶ Is an Oscar® winning documentary that brought great attention to the issue of global warming
- ▶ Made and presented by the former US Vice- President Al Gore
- ▶ Provides a good basis for discussion on the global–local linkages, and the political dimensions of the climate change issue

GUIDING QUESTIONS

- ▶ What struck you about the film?
- ▶ What key concepts (gender and climate change) are reflected in the film?
- ▶ What gender and equality issues are captured?
- ▶ Does the film indicate any relationship between gender and climate change?
- ▶ What lessons can we draw from it?
- ▶ What possible actions can you take to address the issues identified (at individual, community and district levels)

10.2. EVALUATION OF MODULE 2: CLIMATE CHANGE - SCIENCE AND POLICY OPTIONS

Please tick the box that is closest to your view.

1. MODULE CONTENT:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.1 | The amount of material covered in the module was appropriate | | | | | |
| 1.2 | The module is highly relevant to my work | | | | | |
| 1.3 | The module content contributed to my understanding of the issues discussed | | | | | |
| 1.4 | The material covered will increase my abilities for doing work within the field of gender and CC | | | | | |
| 1.5 | The film viewed and discussions added to my understanding of the module's content | | | | | |

2. MODULE ORGANIZATION:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 2.1 | The module was well organized | | | | | |
| 2.2 | Statement of learning outcomes was clear | | | | | |
| 2.3 | The organization of teaching, films and learning activities was good | | | | | |

3. LEARNING OUTCOMES:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 3.1 | I understand the great global challenge of climate change and its impact locally in Uganda | | | | | |
| 3.2 | I understand the Ugandan and regional challenges in relation to gender and climate change | | | | | |
| 3.3 | I understand how the global climate regime is linked with local Ugandan climate change | | | | | |
| 3.4 | I understand the local Ugandan link between gender and climate change | | | | | |
| 3.5 | I understand why gender should be a concern in the UN negotiations on climate change | | | | | |
| 3.6 | I found the film "An Inconvenient Truth" relevant to the course | | | | | |

4. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 4.1 | Which teaching sessions were most useful to you? Why? | | | | | |
| 4.2 | Which teaching sessions were least useful to you? Why? | | | | | |
| 4.3 | Would you like to make any comments about the exercises/group work and how it could be improved? | | | | | |
| 4.4 | What are your main suggestions regarding improvements we could make to the design or implementation of this module? | | | | | |
| 4.5 | How would you rate your overall opinion of this module? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

11. MODULE 3: MECHANISMS FOR MAINSTREAMING GENDER IN CLIMATE CHANGE ADAPTATION AND MITIGATION

Learning Objectives

1. To become familiar with the key climate change related financial instruments
2. To understand the relations between gender and climate change adaptation
3. To understand what climate change mitigation is and the role of gender in CC mitigation efforts in Uganda
4. To learn from the experience of relevant Ugandan projects to mitigate climate change
5. To be prepared for field visits to examine and understand local Ugandan G&CC challenges

11.1. MODULE 3: OUTLINE

At this point in the course all the participants should have acquired basic knowledge of the interrelation and importance of gender and climate change. In Module 3 participants are required to work with the NAPA (National Adaptation programme of Action) to assess the level of gender mainstreaming in one of the planned climate change interventions in Uganda. This is done in session 10, which takes the whole morning.

The purpose of the session is twofold, firstly to introduce the participants to the NAPA, to get acquainted with the NAPA prioritized projects/activities designed for adaptation to the negative effects of climate change in Uganda. Secondly, the session is intended to engage the participants in a practicum, using the knowledge and skills acquired in the training.

Process: Participants are divided into appropriate groups.. A practical option would be to divide the district technical officials according to their respective districts; while other categories such as the CSOs and the teachers can each make separate groups. Each group is given a copy of the NAPA and guided on how to allocate the NAPA project/s. These are interventions which were developed by the Government of the Republic of Uganda as strategies for adapting to climate change.

The following questions should guide the groups in undertaking a gender screening for each of the NAPA projects/activities:

1. Examine the possible negative impact of climate change which is related to gender or equality (this is identifying the gender/equality issue)
2. Explain the root causes of each gender/equality issue
3. Describe the implications of not addressing the identified causes. Propose actions to address the gender issues (interventions) and identify the responsible actors. Make an attempt to give a gender focused objective for the NAPA project/activity the group has handled.

In the afternoon the financial instruments for adaptation and mitigation to climate change are introduced, followed by a session where guest speakers from relevant climate change projects, such as the Uganda Carbon Bureau, Ecotrust present their work in the field of climate change. The day ends with a short introduction to the field trips to be undertaken the following day.

Outline of Module 3:

| Day | Sessions | Exercise | Time |
|--|--|--|-------------|
| Day 3 Start 09:00 End 17:00 | Introducing the day/Recap | | 09:00-09:15 |
| | Session 10: Gender mainstreaming in adaptation and mitigation – relevant cases from Uganda | 6. Group work (NAPA + mitigation criteria) | 09:15-10:30 |
| | Tea break | | 10:30-11:00 |
| | Session 10 continues | | 11:00-13:00 |
| | Lunch | | 13:00-14:00 |
| | Session 11: Financial instruments for CC adaptation and mitigation in developing countries | | 14:00-14:45 |
| | Session 12: Guest from relevant climate change projects Uganda Carbon Bureau Other regional projects | | 14:45-16:30 |
| | Introduce the field visits | | 16:30-16:45 |
| | Evaluation | | 16:45-17:00 |

11.2. PRESENTATIONS

Who should carry the burden?

GENDER & CLIMATE CHANGE in UGANDA

3. MODULE

Mechanisms for mainstreaming gender in climate change adaptation and mitigation

3. MODULE | Mechanisms for mainstreaming gender in climate change adaptation and mitigation | GENDER & CLIMATE CHANGE IN UGANDA | 2



Woman doing household chores | From Pader District

Module 3: LEARNING OBJECTIVES

1. Become familiar with the key climate change related **financial instruments**
2. Understand the **relations between gender and climate change** adaptation
3. Understand **what climate change mitigation is** and the role of gender in CC mitigation efforts in Uganda
4. **Learn from the experience** of relevant Ugandan projects to mitigate climate change
5. Be **prepared for field visits** to examine and understand local Ugandan G&CC challenges

Module 3: OUTLINE

Session 10:

- Gender mainstreaming in adaptation efforts
- Gender-sensitive strategies for mitigation actions
- Exercise 6 – Ugandan NAPA

Session 11:

- Some of the key financial instruments for climate change adaptation and mitigation in developing countries

Session 12:

- Guest from relevant climate change projects
- Carbon finance projects: The Uganda Carbon Bureau

Session 13:

- Preparation for field visits

SESSION 10

- GENDER MAINSTREAMING IN ADAPTATION AND MITIGATION EFFORTS
- EXERCISE 6

KEY MESSAGES I

- Climate change mitigation is not sufficient
- Adaptation measures are necessary
- Sub-Saharan Africa including Uganda will be among those worst hit by climate change
- Both women and men are affected by climate change but existing inequalities determine who is most impacted by climate related natural disasters
- Men and women have different needs and interests in adaptation and mitigation efforts

KEY MESSAGES II

- ▶ As regards clean energy sources and technologies, women's role can not be underestimated as they are mainly responsible for ensuring energy supply and security at the household level
- ▶ Concerning carbon storage or sequestration, it is essential to highlight women's role in agriculture and forestry



From Mbale District, 2008

LEARNING OBJECTIVES

1. Better understand what is climate change adaptation and mitigation
2. Explore and understand the linkages between CC adaptation and mitigation and gender in Uganda
3. Learn to Identify best practices for mainstreaming gender in mitigation actions
4. Learn about the Ugandan priorities in CC adaptation and mitigation, mainly the NAPA



From Nakasongola District, 2011

SESSION OUTLINE

1. Adaptation vs. Mitigation of climate change
2. Gender inequalities intersect with risks and vulnerabilities
3. The role of women in climate change adaptation and mitigation efforts
4. Climate change and equitable access to resources
5. Gender-sensitive national planning
6. Exercise 6

ADAPTATION VS. MITIGATION

- Adaptation originally viewed as secondary to mitigation efforts
- As it has become clear that mitigation efforts will not be sufficient, adaptation is now considered to be a priority
- How to apply gender approach?

WHAT TO TAKE INTO ACCOUNT?

- Access, control and distribution of benefits
- Viability of communal and natural resources
- Levels of vulnerability, resilience and autonomy of men and women when confronted with different threats
- Importance of local knowledge for social and economic development
- Present subsistence and adaptation gender strategies
- Disaster risk reduction (DDR) management to take action on causes and lessen impacts

GENDER INEQUALITIES INTERSECT WITH RISKS AND VULNERABILITIES

- **Vulnerability** is the condition in which a population is exposed to or in danger of being affected by natural or human-made phenomena. It is dynamic and changes with time, place and social, economic, and political conditions



From Kibale District, 2004

THE ROLE OF WOMEN IN CLIMATE CHANGE ADAPTATION AND MITIGATION

- Women use and manage natural resources in a different way from men
- Degradation of natural resources affects them differently
- Patterns of disadvantage may increase with the change in or loss of natural resources due to climate change
 - Women and men as agents of change
 - Differentiated relationships of women and men with the environment
 - Women's role in adapting to and mitigating climate change
 - Risk management and empowerment of women

PARTICIPATION AND EQUITABLE ACCESS TO RESOURCES

- Only by applying a gender approach is it possible to have a clearer and complete view of the relations people have built with ecosystems
- Men and women face different social, economic and environmental realities
- How they participate is also different and is closely related to age, socioeconomic class and culture. For example, women have access to only 5% of the concessions given worldwide to manage and use natural resources

GENDER AND CARBON SEQUESTRATION

Example 1

Tree planting / forestry

- ▶ What are the implications for men and women? Do both have access and control? Who gets the proceeds?
- ▶ Given their literacy levels, can they figure? Who gets the proceeds?
- ▶ Soil carbon



The climate change project: Trees for global benefits. *From Bushenyi District, 2008*

GENDER AND CARBON STORAGE: THE ROLE OF WOMEN. Example 2

Land management

- ▶ Conservation agriculture
- ▶ Wetlands
- ▶ Women as users of the environment through performing their day-to-day roles of tilling land, fetching water, collecting firewood, etc.
- ▶ Women as caretakers and active agents



From Oyam District, 2008

REDUCING EMISSIONS

through clean energy sources and technologies: The gender aspect

Example 3

Clean energy sources

- Energy saving stoves (reduce CO₂ emissions)
 - Address issues of affordability for women.
 - Sensitization on advantages in regard to reducing emissions.
- Solar (very GHG clean energy)
- Biogas (reduce CO₂ emissions)
- Other, such as hydro, geothermal
- Women need the right knowledge at the right time



Woman in her kitchen with home-made energy saving stove. *From Mpigi District, 2004*

REDUCING EMISSIONS: FIREWOOD/CHARCOAL: THE GENDER ASPECT

Example 4

Firewood / charcoal issues

- Women's role in collecting firewood and using it at the household level
- Fuel wood scarcity and its impact on women and girl children
- Charcoal is an important source of income for women and men
- 95% of Uganda energy: fuel wood and charcoal
- Active agents



From Soroti District, 2008

GENERAL REDUCTION OF EMISSIONS: GENDER ASPECTS. Example 5

- ▶ General consumption has increased due to population pressure
 - Dialogue on population issues
- ▶ Growing middle class in Uganda, more cars, etc.
 - Strategies for fuel efficient cars



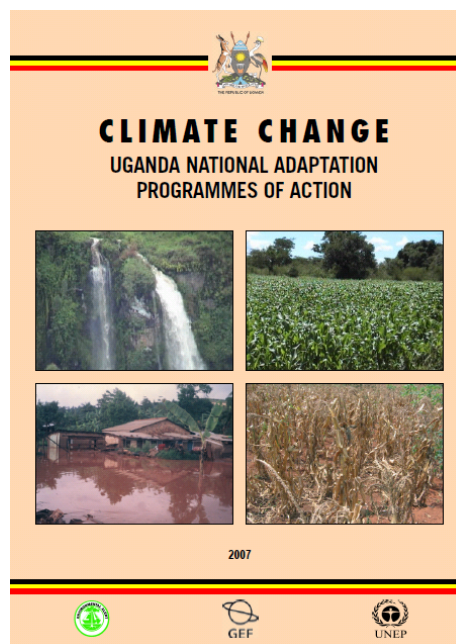
From Lira District, 2011

GENDER-SENSITIVE NATIONAL PLANNING IN THE CONTEXT OF CC

- ▶ The Ugandan National Development Plan (NDP)
- ▶ The Ugandan CC National Adaptation Programme of Action (NAPA)
- ▶ Disaster Risk Reduction plans

EXERCISE 6

- ▶ Group work
- ▶ The Ugandan NAPA as basic document
- ▶ The Ugandan NAPA is her submission to the UNFCCC outlining her priorities to adapt to climate change



EXERCISE 6 (CONT.)

- ▶ The Ugandan NAPA priorities

| No | Project Title |
|----|--|
| 1 | Community Tree Growing Project |
| 2 | Land Degradation Management Project |
| 3 | Strengthening Meteorological Services |
| 4 | Community Water and Sanitation Project |
| 5 | Water for Production Project |
| 6 | Drought Adaptation Project |
| 7 | Vectors, Pests and Disease Control Project |
| 8 | Indigenous Knowledge (IK) and Natural Resources Management Project |
| 9 | Climate Change and Development Planning Project |
| | Total |

EXERCISE 6 (CONT.)

- Split into 9 smaller groups
- Each group examines one NAPA project
- The assignment for the groups is to examine:
 - How gender can be mainstreamed into the respective NAPA focus project
- The groups will each give a short presentation

CONCLUDING REMARKS

- There is a need for active participation of all actors, men and women
- Political will at all levels
- Gender mainstreaming at all levels
- Gender training and sensitization so that all actors know the gender relevance of the work they do
- The involvement of gender experts to bring gender perspectives on board
- Gender sensitization and capacity building for all actors

SESSION 11

- ▶ **FINANCIAL INSTRUMENTS FOR CLIMATE CHANGE ADAPTATION AND MITIGATION IN DEVELOPING COUNTRIES, WITH A FOCUS ON UGANDA**

KEY MESSAGES

- ▶ There are many financial instruments for transfer of funds to address CC from developing (emitting) countries to countries in the South
- ▶ These funds address either or both CC adaptation and mitigation
- ▶ To date, more emphasis has been on funding CC mitigation, but this is changing
- ▶ It is important that key actors in developing countries have the capacity to understand these mechanisms to be able to harness their potential

LEARNING OBJECTIVES

- ▶ To understand the key **financial instruments** for climate change adaptation and mitigation and how gender relates to these
- ▶ To advance understanding about available climate change **funding** in Uganda



From Fort Portal District, 2011

SESSION OUTLINE

1. Sources of funding - overview
2. Different mechanisms
 - Kyoto compliance market (CDM)
 - Voluntary market
 - International public financing initiatives
 - Multilateral
 - Bilateral
 - REDD+
3. The gender aspects

SOURCES OF FUNDING

- Not necessarily easy to identify and access
- Mapping the amounts of climate financing and the mechanisms through which this financing flows is rife with terminological and methodological challenges
- Globally, there is no standard definition of what is counted toward 'climate finance'; it is conceptually difficult to distinguish between funds that support mitigation, adaptation or both; and it is difficult to track committed funds from source through to disbursement

CLIMATE FINANCE - DEFINITIONS

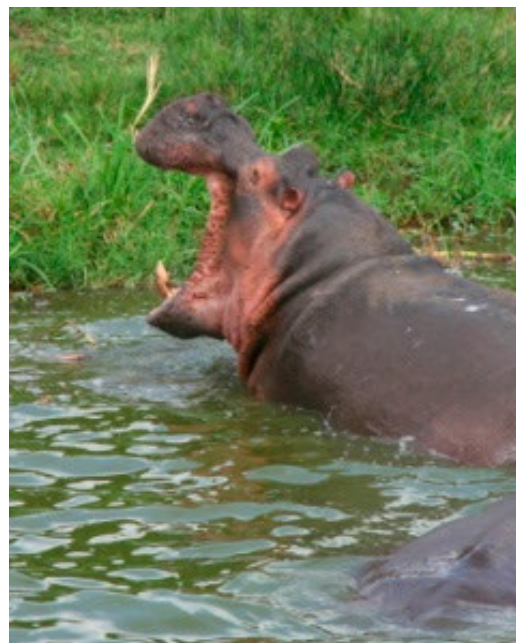
- A working definition of 'climate finance' is as follows: Climate finance is finance flowing from developed to developing countries, including support for mitigation, adaptation, and related policy and capacity building
- **Mitigation** projects include renewable energy projects, energy efficiency and fuel switch, forestry and land use, sustainable urban transport and sequestration projects, and technical assistance and capacity building dedicated to addressing climate change
- **Adaptation** projects may involve water, agriculture, health, infrastructure, capacity building or other purposes, but must be dedicated, at least in part, specifically to adaptation to climate change
- Also included is direct budgetary support for climate policy (from UNEP, 2011)

THE CLEAN DEVELOPMENT MECHANISM (CDM)

- The countries / signatories to Kyoto can enter carbon projects in developing countries under the CDM mechanism to meet their commitments. This funds mitigation of climate change
- Follows strict rules and has to be verified by the respective government
- The CDM allows emission reduction projects in developing countries to earn certified emission reduction (CER) credits, each equivalent to one ton of CO₂. These CERs can be traded and sold, and used by industrialized countries to meet a part of their emission reduction targets under the Kyoto Protocol
- The mechanism stimulates sustainable development and emission reductions, while giving industrialized countries some flexibility in how they meet their emission reduction limitation targets
- But although the CDM has proven successful in generating emissions reduction projects in several developing countries, and more particularly in large emerging economies, Africa currently holds less than 3% of registered CDM projects (OECD, 2009)

CDM IN UGANDA

- ▶ In Uganda there are currently few verified CDM projects:
 - Hydro
 - Afforestation
- ▶ There are, however, other CDM projects under way in Uganda



From MF NP, 2004

OTHER FUNDS AT UNFCCC

- ▶ **Adaptation fund:** The CDM is the main source of income for the UNFCCC Adaptation Fund, which was established to finance adaptation projects and programs in developing country Parties to the Kyoto Protocol that are particularly vulnerable to the adverse effects of climate change. The Adaptation Fund is financed by a 2% levy on CERs issued by the CDM
- ▶ **The Least Developed Countries Fund (LDCF)** was established to support work programs to assist Least Developed Country Parties (LDCs) carry out the preparation and implementation of national adaptation programs of action (NAPAs). The Global Environment Facility (GEF) has been entrusted to operate this Fund

VOLUNTARY MARKET

- In contrast to the strict rules set out for the CDM market, the voluntary market provides companies with different options to acquire emissions reductions
- A solution, comparable to those developed for the mandatory market, has been developed for the voluntary market, the Verified Emission Reductions (VER)
- This measure has the great advantage that the projects / activities are managed according to the quality standards set out for CDM projects but the certificates provided are not registered by the governments of the host countries
- As such, high quality VERs can be acquired at lower costs and in smaller scales
- This can include direct connection between the GHG emitter and a carbon project

GLOBAL ENVIRONMENTAL FACILITY (GEF)

- ▶ The GEF unites 182 member governments — in partnership with international institutions, nongovernmental organizations, and the private sector — to address global environmental issues
- ▶ An independent financial organization, the GEF provides grants to developing countries and countries with economies in transition for climate change projects (and other environmental projects)
- ▶ Established in 1991, the GEF is today the largest funder of projects to improve the global environment
- ▶ The GEF serves as the financial mechanism for UNFCCC projects

OTHER INTERNATIONAL FINANCIAL INITIATIVES

There is further a range of international public financing initiatives that address both climate adaption and mitigation.

1. Multilateral

- The World Bank
- UN system
- Groups of bilateral actors (Like the Nordic Climate Facility (NCF))

2. Bilateral

- Donors agencies / Development partners

REDD +

- Stands for Reducing Emissions from Deforestation and Forest Degradation. + stands for the addition of afforestation / reforestation and sustainable forest management
- Negotiated under UNFCCC
- The basic idea: Climate funding will pay forest owners not to cut down trees – that it will be more profitable to let forests stay than being cut down. Offer financial incentives to developing countries to slow down their rates of deforestation / forest degradation to reduce emissions of GHGs
- New and significant finance mechanism to mitigate climate change
- Policies and measures under REDD+ include payment for environmental services

REDD+ IN UGANDA

- The rules for REDD+ are still under negotiation
- There is a range of pilot countries where REDD+ is being tested
- REDD+ is underway in Uganda

INTERNATIONAL INITIATIVES - UGANDA

Ugandan cases:

- The stove project – NCF
- The gender and climate change short course training – the Icelandic, Norwegian and Danish development partners
- A long list of projects

SOME RECENT DEVELOPMENTS ON CC FINANCE FROM THE COPS

- At COP15 in Copenhagen in 2009, the needs and sources for short- and long-term climate financing were discussed
- Developed countries pledged to mobilize fast-start finance to the amount of 30 billion USD for 2010-2012, as well as a long-term 100 billion USD per year from 2020
- The COP16 in Cancún 2010 formalized these pledges, and proposed, among other things, new institutions to manage them
- Among these new institutions is the future 'Green Climate Fund' (GCF). While its form and governance are still under consideration, the anticipated function of the GCF is to be a source of climate financing, providing a 'balanced' allocation of funding between mitigation and adaptation
- The COP 17 in Durban decided to work on the Green Climate Fund but without any guarantee about financial contributions

THE GENDER ASPECTS

- Generally it can be stated that gender aspects have been relatively weak in carbon finance and the bulk of such finance is gender blind

CONCLUDING REMARKS

- There are many sources for CC funding available for Uganda
- Many of these financial instruments are gender blind

SESSION 12

- GUESTS FROM RELEVANT CLIMATE CHANGE PROJECTS

LEARNING OBJECTIVE

- To learn about real climate change projects that are ongoing in Uganda

GUEST PRESENTATIONS

1. Guests from relevant climate change mitigation projects in the region



From Mbale District, 2008

SESSION 13

- PREPARATIONS FOR THE FIELD VISITS

FIELD VISITS

- ▶ Field visits are an important part of the learning process to see and experience the topics we have been discussing in class the last few days
- ▶ Issues for the field visits:
 - Where to go?
 - What to see?
 - What to do?
 - How to report?



From Mbale District, 2008

FIELD VISITS (CONT.)

- ▶ Split into groups – each group will visit one site

FIELD VISITS

- ▶ The groups need to give an oral presentation answering the following:
 - What was the climate change challenge the group looked into?
 - What is the gender aspect of the respective climate change challenge / project?
 - How can gender be mainstreamed into the challenge?
- ▶ Present this in brief to the other groups tomorrow afternoon

11.3. EVALUATION OF MODULE 3: MECHANISMS FOR MAIN-STREAMING GENDER IN CLIMATE CHANGE**ADAPTATION AND MITIGATION.** Please tick the box that is closest to your view.**1. MODULE CONTENT:**

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.1 | The amount of material covered in the module was appropriate | | | | | |
| 1.2 | The module is highly relevant to my work | | | | | |
| 1.3 | The module content contributed to my understanding of the issues discussed | | | | | |
| 1.4 | The module content was interesting | | | | | |
| 1.5 | The material covered will increase my abilities for doing work within the field of gender and CC | | | | | |
| 1.6 | The group work added to my understanding of the module's content | | | | | |

2. MODULE ORGANIZATION:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 2.1 | The module was well organized | | | | | |
| 2.2 | Statement of learning outcomes was clear | | | | | |
| 2.3 | The organization of teaching, films and learning activities was good | | | | | |
| 2.4 | The lecture on the on-going CC projects in Uganda was useful | | | | | |

3. LEARNING OUTCOMES:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 3.1 | I know about and understand the financial instruments for CC adaptation and mitigation in developing countries | | | | | |
| 3.2 | My skills in mainstreaming gender in adaptation efforts have improved | | | | | |
| 3.3 | I understand the importance of gender-sensitive strategies for mitigation actions in climate change policies and planning | | | | | |

4. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 4.1 | Which teaching sessions were most useful to you? Why? | | | | | |
| 4.2 | Which teaching sessions were least useful to you? Why? | | | | | |
| 4.3 | Would you like to make any comments about the exercises/group work and how it could be improved? | | | | | |
| 4.4 | What are your main suggestions regarding improvements we could make to the design or implementation of this module? | | | | | |
| 4.5 | How would you rate your overall opinion of this module? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

12. MODULE 4: PRACTICAL APPLICATION OF GENDER AND CLIMATE CHANGE CONCEPTS – FIELD WORK

Learning objectives:

1. To see and realize in the field the gender and climate change challenges we have been discussing in the course.
2. To advance understanding on the issues of gender and climate change.

12.1. MODULE 4: OUTLINE

On the fourth day of the short course participants are split into the groups they will work in during the field visit. The groups will visit sites in the host district where there are adaptation or mitigation projects they can acquaint themselves with. The aim is to examine, observe and evaluate the climate change related projects for gender and equality responsiveness.

Participants should be able to critically observe the projects and report on their findings. The field visits may take some time. The participants return for a late lunch, and then finalize documentation of their findings from the field and present them in plenary. A whole day is required for the field visits, group work and presentations. A sample check-list to guide the field data gathering is provided below:

Field work checklist:

The Groups would be guided by the following questions in order to fulfill the objectives of the field visit as listed in Module 4 slides.

Key questions:

- ▶ Identify the climate challenge the project seeks to address OR what is the existent climate change challenge?
- ▶ What are the gender issues in the project / site?
- ▶ How can gender be mainstreamed into the project / challenge?

Checklist

- ▶ What is the focus of the Project?
- ▶ What climate change challenge does it address?
- ▶ What are the gender issues identifiable in the project?
 - Look at the number of people involved (by sex)
 - Who is involved in decision making?
 - Who owns the resources?
 - Who has access to which resources and opportunities?
 - Who controls which resources?
 - How are resources /benefits allocated/shared?
- ▶ What equality issues can you identify?
- ▶ Is there any link between what is done in this project and the national and international climate change mitigation and adaptation interventions?
- ▶ Suggest solutions to some of the identified challenges
- ▶ What lessons can you draw from the project / site

Choose your Group leaders – e.g. team leader, secretary, time manager

Preparations /logistics for the field work

- ▶ Field sites should have been identified prior to the field visit. Liaise with host district to identify and organize the field visit.
- ▶ Divide participants into smaller groups that will allow for effective learning.
- ▶ Ensure diversity in the groups i.e. districts, multi- disciplines, sex ratios. Each district should be represented in every group and each sector should be represented in every group
- ▶ Each Group should be guided by one Trainer/Facilitator, one officer of the host district or any other identified local resource person for ease of language interpretation where necessary
- ▶ Ensure there is a vehicle for each group so Groups do not spend time dropping and waiting for other groups with whom they could have shared a vehicle.
- ▶ Ensure early departure so groups can have enough time for travel and interacting with the visited site / project
- ▶ Groups should be given a time limit as to when they are expected to be back at the hotel so that their late return does not affect the time for feedback

Feedback session

- ▶ The groups need to prepare for an oral presentation answering the key questions listed above.
- ▶ Depending on the number of groups, allocate realistic timeframe for group feedback. 5 minutes per group would be ideal time.
- ▶ Allow time for general discussion following all presentations
N.B. Rapporteur should take note of the pertinent issues arising from the groups' feedback and general discussion.

(Encourage participants to make the presentation as creative as possible)

Outline of Module 4:

| Day | Sessions | Exercise | Time |
|--|---|----------|-------------|
| Day 4 Start 09:00 End 18:00 | Session 13: Introduction to the field trip Start with presentations of the field work from selected sites in the neighbourhood Split into groups Each group visits specific gender and climate change site, both adaptation and mitigation | | 09:00-14:00 |
| | Late lunch | | 14:00-15:00 |
| | Session 14: Presentations from the field findings | | 15:00-17:45 |
| | Evaluation | | 17:45-18:00 |

12.2. PRESENTATIONS



Who should carry the burden?

GENDER & CLIMATE CHANGE in UGANDA

4. MODULE

Practical application of gender and climate change concepts:
Field work



GEST8 Programme



MAKERERE UNIVERSITY



Ministry of Water and Environment
Climate change unit



Ministry of Gender, Labor and Social Development



iceida



NORWEGIAN EMBASSY

4. MODULE | PRACTICAL APPLICATION OF GENDER AND CLIMATE CHANGE CONCEPTS: FIELD WORK | GENDER & CLIMATE CHANGE IN UGANDA | 2



Woman heading home from the market | From Mbale region

Module 4: LEARNING OBJECTIVES

1. To see and realize in the field the G&CC challenges we have been discussing in the course
2. To advance understanding on the issues of gender and climate change



From Mbale District, 2008

Module 4: OUTLINE

Session 13:

- Field visits

Session 14:

- Group presentations
- Exercise 7

SESSION 13

▸ FIELD VISITS

THE FIELD VISITS

- Field visits to a selection of climate change projects in the region



Kafu river, 2011

FIELD VISITS

- The groups need to give an oral presentation answering the following:
 - What was the climate change challenge / project the group looked into?
 - What is the gender aspect of the respective climate change challenge / project?
 - How can gender be mainstreamed into the project / challenge?
- Present this in brief to the other groups tomorrow afternoon

SESSION 14

- PRESENTATIONS FROM THE FIELD FINDINGS

EXERCISE 7

- Presentation of the group findings:
 - Each group presents for the others the findings from the field visits.
 - What did they see?
 - How does it relate to gender?



From Mbale District, 2008

FIELD WORK CHECKLIST:

The Groups would be guided by the following questions in order to fulfill the objectives of the field visit as listed in Module 4 slides.

Key questions:

- Identify the climate challenge the project seeks to address OR what is the existent climate change challenge?
- What are the gender issues in the project / site?
- How can gender be mainstreamed into the project / challenge?
- What lessons can you draw from the project / site

Choose your Group leaders – e.g. team leader, secretary, time manager

Checklist

- What is the focus of the Project?
- What climate change challenge does it address?
- What are the gender issues identifiable in the project?
 - Look at the number of people involved (by sex)
 - Who is involved in decision making?
 - Who owns the resources?
 - Who has access to which resources and opportunities?
 - Who controls which resources?
 - How are resources /benefits allocated/shared?
 - What equity issues can you identify?
 - Is there any link between what is done in this project and the national and international climate change mitigation and adaptation interventions?
 - Suggest solutions to some of the identified challenges
 - What lessons can you draw from the project / site

Choose your Group leaders – e.g. team leader, secretary, time manager

12.3. EVALUATION OF MODULE 4: FIELD WORK

(Please tick the box that is closest to your view)

1. MODULE CONTENT:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.1 | The module content contributed to my understanding of the issues discussed | | | | | |
| 1.2 | The module content was interesting | | | | | |

2. MODULE ORGANIZATION:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 2.1 | The module was well organized | | | | | |
| 2.2 | Statement of learning outcomes was clear | | | | | |

3. LEARNING OUTCOMES:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 3.1 | The field visit was a useful addition to the short training course | | | | | |
| 3.2 | I understand better the subjects of gender and climate change after the field visits | | | | | |

4. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 4.1 | Was the field visit useful to you? Why? | | | | | |
| 4.2 | Would you like to make any comments about the field visit and how it could be improved? | | | | | |
| 4.3 | Would you like to make any comments about the group work and how it could be improved? | | | | | |
| 4.4 | What are your main suggestions regarding improvements we could make to the design or implementation of this module? | | | | | |
| 4.5 | How would you rate your overall opinion of this module? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

13. MODULE 5: LESSONS LEARNT AND THE WAY FORWARD

Learning Objectives:

1. To explore how gender and climate change issues can be addressed in the District Development Plans (DDPs).

13.1. MODULE 5: OUTLINE

The fifth and last day of the short course focuses on action plans for the districts represented in the training. The action plans build on the gender and equality issues identified from the District Development Plan. The Module finishes with certificate issuing and closing formalities. Before lunch participants work on their respective District Development Plans (DDPs) in groups to scrutinize where and whether the plans are gender sensitive and take care of climate change issues. They then present their findings in plenary.

Group Exercise

- ▶ Groups are arranged in respective districts (but Teachers and CSOs form separate groups)
- ▶ Use the District Development Plan to identify and make a list of the gender and equality issues related to climate change; you can get this from any Sector; alternatively, the group can also be guided by the most striking climate change challenge in their respective districts. Discuss the impact/effect of these climate change effects on women, men, girls and boys; and to the community as a whole. This discussion will help the group identify gender/equality issues to work with in the group exercise.
- ▶ Prioritize one climate change related gender/equality issue identified from the above list
- ▶ Make a problem analysis of the gender/equality issue using the following matrix:

| Gender/Equality Issue identified | Causes | Consequences (if causes and issues are not addressed) | Possible Solutions |
|----------------------------------|--------|---|--------------------|
| | | | |

- ▶ Prioritize one intervention (possible solution listed above) and make an Action Plan as indicated below (flexibility allowed in matrix)

| Objective | Activity | Indicators | Budget | Responsible Office | Time frame |
|-----------|----------|------------|--------|--------------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |

- ▶ Give the way forward

Commitments

As part of the way forward, participants should be given time to make personal commitments where they outline how they are going to do to address gender and climate change issues. Commitments are made on two levels – at individual level and as an office holder within a given district.

The commitments are written down, given to the Trainer and later sent to the individual participants as reminders of their commitments.

At the end of the morning session there is time for a general discussion on the way forward for the participants; what they will take from the short course and how they can use it in their daily work. This leads into the wrap-up session and the official closing of the short course on gender and climate change.

Wrap up session

During this session participants share their general impressions of the short course training. Discussion could be guided by the following questions:

- ▶ What is your impression of the training?
- ▶ What was the most positive feature of the short course?
- ▶ What was the most negative feature of the short course?
- ▶ What message do you take home with you (key lesson learnt) from the short course?

All participants who have taken part in the entire course receive certificates and the course material on a USB memory stick. After the official closing people have lunch together.

It is very important that the trainers plan the wrap-up session in detail. Participants need ample time to fill in the evaluations of the whole course. Practical issues such as ensuring that there is an appropriate official to hand out the certificates and enough time for a formal closure of the workshop. Make sure there is also enough time for a group photo.

Outline of Module 5:

| Day | Sessions | Exercise | Time |
|--|--|---------------|-------------|
| Day 5 Start 09:00 End 14:00 | Session 15: District Development Plans: Gender mainstreaming in adaptation to climate change The District Officers bring the respective District Development Plans The way forward | 8. Group work | 09:00-12:00 |
| | Tea break (during the group work) | | |
| | Session 16: Wrap-up session | | 12:00-13:45 |
| | Lunch before departure | | |
| | | | |

12.2. PRESENTATIONS



Who should carry the burden?

GENDER & CLIMATE CHANGE in UGANDA

5. MODULE

Lessons learned and the way forward








5. MODULE | LESSONS LEARNED AND THE WAY FORWARD | GENDER & CLIMATE CHANGE IN UGANDA | 2



Woman bringing charcoal to the market | On Mt Elgon

Module 5: LEARNING OBJECTIVES

1. To explore how G&CC issues can be addressed in the District Development Plans



From Mbale District, 2008

Module 5: OUTLINE

Session 15:

- District Development Plans for gender mainstreaming in adaptation to climate change
- Exercise 8

Session 16:

- Wrap-up session

SESSION 15

- DISTRICT ACTION PLANS FOR GENDER MAINSTREAMING IN ADAPTATION TO CLIMATE CHANGE
- EXERCISE 8

KEY MESSAGES

- The District Local Government administration is responsible for a wide range of issues that relate to G&CC
- It is important to understand how the challenges of G&CC relate to the District Development Plans



From Bushenyi District, 2008

LEARNING OBJECTIVES

1. To understand the links between G&CC and the District Development Plans
2. To examine how gender issues can be mainstreamed into adaptation to climate change in District Development Plans

SESSION OUTLINE

- This session is mainly based on group work
- Groups start to work on Exercise 8



From Oyam District, 2008

EXERCISE 8

- Create smaller groups around each DDP
- The objective for each group is the following:
 - How can G&CC issues be incorporated into the district development plans?

SESSION 16

- WRAP UP SESSION

CONTENTS OF THE WRAP-UP SESSION

- Individual evaluations (written forms)
- Open forum - discussion and feedback to the CDT
- Lessons learned
- Commitments (how to use the knowledge)
- Certificates
- Photo session
- Final remarks
- Official closing



From Oyam District, 2008

13.3. EVALUATION OF MODULE 5: LESSONS LEARNED AND THE WAY FORWARD

Please tick the box that is closest to your view.

1. MODULE CONTENT:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 1.1 | The support the group received while working on the assignment was good | | | | | |
| 1.2 | Working on this assignment gave me a better understanding of the problem/issues addressed | | | | | |
| 1.3 | I am likely to use the assignment as a basis for bringing gender mainstreaming in adaptation/mitigation to CC in my District. | | | | | |

2. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 2.1 | Was this day/module useful to you? Why? | | | | | |
| 2.2 | What are your main suggestions regarding improvements we could make to the design or implementation of this module? | | | | | |
| 4.5 | How would you rate your overall opinion of this module? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

14. OVERALL EVALUATION OF THE G&CC TRAINING COURSE

Please tick in the box that is closest to your view.

1. CONTENT OF THE COURSE:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1.1 | The content of the short course is relevant for my future work on gender equality and CC | | | | | |
| 1.2 | The content of the short course contributed to my understanding of the issues discussed | | | | | |
| 1.3 | The content of the short course was interesting | | | | | |
| 1.4 | The short course met my expectations in terms of content | | | | | |
| 1.5 | The field visit added to my understanding of the short course content | | | | | |

2. ORGANISATION OF THE COURSE:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 2.1 | The short course was well organised | | | | | |
| 2.2 | The short course met my expectations in terms of quality | | | | | |
| 2.3 | The Course Dev. Team of the short course were helpful and supportive | | | | | |
| 2.4 | The quality of the accommodation I stayed in and the food during the short course was good | | | | | |

3. LEARNING OUTCOMES OF THE COURSE:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 3.1 | My capacity to advance gender mainstreaming in CC policy/programs in my work has increased | | | | | |
| 3.2 | I understand what are the main issues in gender and climate change | | | | | |
| 3.3 | My skills for gender analysis have increased | | | | | |
| 3.4 | My skills to disseminate knowledge about gender equality methods have increased. | | | | | |
| 3.5 | My ability to participate in critical dialogue and planning on gender and CC has increased | | | | | |
| 3.6 | I am able to organise and manage projects focusing on gender and climate change. | | | | | |

4. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 3.1 | My capacity to advance gender mainstreaming in CC policy/programs in my work has increased | | | | | |
| 3.2 | I understand what are the main issues in gender and climate change | | | | | |
| 3.3 | My skills for gender analysis have increased | | | | | |
| 3.4 | My skills to disseminate knowledge about gender equality methods have increased. | | | | | |
| 3.5 | My ability to participate in critical dialogue and planning on gender and CC has increased | | | | | |
| 3.6 | I am able to organise and manage projects focusing on gender and climate change. | | | | | |

5. PLEASE ANSWER THE FOLLOWING QUESTIONS:

| | | | | | | |
|-----|---|-----------|------|---------|-----|----------|
| 5.1 | Are there any topics or themes you would like to see included or omitted in future Short Course? Why? | | | | | |
| 5.2 | Now that you have completed the Short Course on Gender & Climate Change do you think you will implement some of the ideas or techniques you have studied in your work in the future? If so, which one, and how? | | | | | |
| 5.3 | Are there any comments you would like to give to the trainers? | | | | | |
| 5.4 | Which experiences from the Short Course stands out? Why? | | | | | |
| 5.5 | Is there anything that you would like to add that we have not asked you about? | | | | | |
| 5.6 | How would you rate your overall opinion of this Short Training Course? | Very good | Good | Neutral | Bad | Very bad |
| | | | | | | |

REFERENCE LIST

1. Aguilar, L. et al. 2009. Training manual on gender and climate change. IUCN, UNDP and GGCA. San José, Costa Rica.
2. DIFD Scoping mission to Uganda. 2008. Climate Change in Uganda: Understanding the implications and appraising the response by Hepworth, N. and Goulden, M. LTS International, Edinburgh.
3. Government of Uganda. 2007. Uganda National Adaptation Program for Action on Climate change (NAPA). Kampala, Uganda.
4. IPCC, 2001: Climate Change 2001: The Scientific Basis. Contribution of Working Group I to the Third Assessment Report of the Intergovernmental Panel on Climate Change [Houghton, J.T., Y. Ding, D.J. Griggs, M. Noguer, P.J. van der Linden, X. Dai, K. Maskell, and C.A. Johnson (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
5. IPCC, 2007: Climate Change 2007: Synthesis Report. Contribution of Working Groups I, II and III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, Pachauri, R.K and Reisinger, A. (eds.)]. IPCC, Geneva, Switzerland,.
6. Kabeer, N., and Subrahmanian, R., 1996, 'Institutions, relations and outcomes: framework and tools for gender-aware planning', IDS Discussion Paper, No.357, IDS, Brighton
7. Longwe, S. H.; and Clarke, R. (1994), Women in Development, Culture and Youth: Workshop Readings., Longwe Clarke and Associates, Lusaka, Zambia.
8. Maathai, W. 2008. Unboved. Anchor Books, US.
9. McSweeney, C., New, M. and Lizcano, G. 2009. Uganda. UNDP Climate Change Country Profiles. UNDP, UK.
10. OECD. 2009. Carbon finance in Africa, OECD Journal: General Papers, Vol. 2010/4, OECD, Paris.
11. One World, 2009. Just budgets. Budgeting for Gender Equality and Women's Empowerment. A Practical Tool. One World Action, UK.
12. United Nations Development Program (UND). 2010. Gender, climate change and community based adaptation. A guidebook. UNDP, New York.

