Gender-responsive disaster risk reduction in the agriculture sector

Guidance for policy-makers and practitioners
Cover photo: Men and women pulling in the fishing net in a disaster prone area in Mexico.
Gender-responsive
disaster risk reduction in the agriculture sector

Guidance for policy-makers and practitioners
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In the Disaster Risk Reduction (DRR) community, there is broad understanding that gender equality – the state in which women and men enjoy equal rights, opportunities and entitlements in civil and political life – is a fundamental part of increased resilience to disasters. The importance of integrating gender issues in building resilience is recognized globally and particularly since 2005, when the Hyogo Framework for Action, a global blueprint for DRR, was launched. Within that Framework, and the subsequent Sendai Framework, there was a call for gender mainstreaming in all DRR plans, policies and decision-making processes, giving increased attention to the specific needs of women and girls and to their constructive role in DRR and resilience building.

Many resources have been developed to enhance the capacity of policy-makers and practitioners on how to integrate gender concerns in DRR initiatives. However, what was missing from these resources is a strong focus on agriculturally-based livelihoods, which can be highly affected by disasters. For example, 82 percent of crop and livestock production losses are said to be due to drought and floods.

Within this context, FAO developed the present training guide, whose main objective is to present practical approaches to address gender issues in DRR strategies for the agriculture sector, with special attention to linking communities’ experiences with higher-level decision-making processes. In concrete terms, this means that the baseline study of disaster risks includes analysis of how gender norms, roles and inequalities shape vulnerability and resilience of both men and women. The results of the gender analysis will then inform the design, implementation and monitoring of actions so that the gender issues relevant to agriculturally-based livelihoods are adequately addressed in related plans, policy documents and programmes.

This training guide is intended primarily for policy-makers and practitioners, who have a good understanding of disasters but limited knowledge of gender issues, and work on DRR policies, plans, information systems, or other activities related to disaster-prone communities. We encourage users to consult this guide at the beginning stages and throughout the process of preparing a plan, policy or strategy on disaster risk reduction for the agriculture sector.

The Guide builds on the following three key messages:

1. **Gender issues that shape people’s lives must be at the basis of DRR efforts.**
   Knowledge of the gender dimensions of vulnerability and resilience is acquired at the start of any DRR activity.

2. **Participatory and gender-responsive approaches are part of all DRR work.**
   The views and needs of both men and women must be addressed while building resilience to disasters so that hidden gender biases do not limit success.

3. **Data for DRR is disaggregated by sex (and other social differences) during collection and analysis.** Identifying whether and where gender issues make a difference allows work to address the power dynamics, needs and priorities of the target population.

The training guide provides both theoretical and practical approaches for gender-responsive DRR planning, and also presents some stories to illustrate how gender issues cut across men’s and women’s experiences of disaster risk and can be addressed in DRR decision-making. An overview of a gender-responsive planning process is also provided, with emphasis on how to collect and use sex-disaggregated data and conduct a gender analysis, including a glossary of key terms and a “tool box” of qualitative data collection methods.
ACKNOWLEDGEMENTS

This guide was developed and written by Sibyl Nelson, International Consultant in Gender, Climate change and Disaster Risk Reduction, and Unna Mustalampi, Gender Mainstreaming Officer, under the technical guidance of Ilaria Sisto, Gender and Development Officer from FAO Social Policies and Rural Institutions Division.

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### LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CBDRM</td>
<td>Community-based Disaster Risk Management</td>
</tr>
<tr>
<td>CCAFS</td>
<td>CGIAR Research Program on Climate Change, Agriculture and Food Security</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination Against Women</td>
</tr>
<tr>
<td>CSW</td>
<td>Commission on the Status of Women</td>
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<td>CVA</td>
<td>Capacity and Vulnerability Analysis</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>DRR/M</td>
<td>Disaster Risk Reduction and Management</td>
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<tr>
<td>ECLAC</td>
<td>Economic Commission for Latin America and the Caribbean</td>
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<td>EWS</td>
<td>Early Warning System</td>
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<tr>
<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
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<tr>
<td>HFA</td>
<td>Hyogo Framework for Action</td>
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<tr>
<td>IFAD</td>
<td>International Fund for Agricultural Development</td>
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<tr>
<td>IFRC</td>
<td>International Federation of Red Cross and Red Crescent Societies</td>
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<tr>
<td>IUCN</td>
<td>International Union for Conservation of Nature</td>
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<tr>
<td>NGO</td>
<td>Non-governmental organization</td>
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<tr>
<td>RA</td>
<td>Rapid Appraisal</td>
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<tr>
<td>SEAGA</td>
<td>Socio-Economic and Gender Analysis</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNEP</td>
<td>United Nations Environment Programme</td>
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<tr>
<td>UNFCCC</td>
<td>United Nations Framework Convention on Climate Change</td>
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<tr>
<td>UNISDR</td>
<td>United Nations Office for Disaster Risk Reduction</td>
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<tr>
<td>WFP</td>
<td>World Food Programme</td>
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*Photo on the right: Tera, Bajirga, Niger - Everyday life scenes of a pastoralist family.*

Action Against Desertification is an initiative to promote sustainable land management and restore drylands and degraded lands, implemented by FAO and partners with funding from the European Union.
“Gender equality is possibly the single most important goal in the field of disaster reduction as without it no risk and vulnerability reduction can be achieved in an effective and sustainable manner.”
Sálvano Briceño, Director, ISDR Secretariat, 8 March 2005, CSW, New York
1.1 Introduction

In the Disaster Risk Reduction (DRR) community, there is broad understanding that gender equality – the state in which women and men enjoy equal rights, opportunities and entitlements in civil and political life – is a fundamental part of increased resilience to disasters. Evidence suggests that when women and men receive disaster-related trainings, when they share leadership roles, and when their differential knowledge on vulnerability is integrated into disaster risk reduction, community resilience is enhanced. The challenge continues to be turning this understanding into concrete action.

Over the past twenty-plus years, many resources have been developed for practitioners, ranging from innovative research to checklists and extensive training guides that demonstrate which gender issues are critical in DRR, explain why gender issues are important in the context of disasters and suggest how they should be addressed. These resources point toward some common findings: (1) men and women are impacted by disasters in different ways and often have distinct coping strategies and (2) a gender-responsive approach in all aspects of DRR, by reflecting the realities of all community members and promoting equality between men and women, helps to ensure more successful and equitable outcomes.

Missing from these resources, however, is a strong focus on agriculturally-based livelihoods, which can face enormous impacts from disasters: for example, 82 percent of crop and livestock production losses are said to be due to drought and floods. With strengthened international and national interest to improve DRR in the agricultural sector – which absorbs 22 percent of total damage and losses caused by disasters – practical guidance is needed to ensure that gender-responsive approaches are part of resilience planning in order to increase the impacts of the interventions.

The main objective of this training guide is to present practical approaches to addressing gender issues in plans, strategies or policies on DRR in the agricultural sector, with special attention to linking communities’ experiences with higher-level decision-making processes.

The training guide is organized around three key messages:

1. **Gender issues that shape people’s lives must be at the basis of DRR efforts.** Knowledge of the gender dimensions of vulnerability and resilience must be acquired at the start of any DRR activity.

2. **Participatory and gender-responsive approaches are part of all DRR work.** The views and needs of both men and women must be addressed while building resilience to disasters so that hidden gender biases do not limit success.

3. **Data for DRR is disaggregated by sex (and other social differences) during collection and analysis.** Identifying whether and where gender issues make a difference allows to address the power dynamics, needs and priorities of the target population.

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1 A recent example of international consensus on the importance of gender equality in DRR comes from the Sendai Framework for Disaster Risk Reduction 2015-2030, which states among its guiding principles that DRR requires “a gender, age, disability and cultural perspective in all policies and practices” (UNISDR, 2015a).
2 UNISDR, 2015b.
3 Seager, 2014.
4 FAO, 2015a.
5 _Ibid._
# Box 1.1 - Definitions of key Terms

**Disaster Risk Reduction (DRR):** refers to those programmes and practices which are specifically targeted at avoiding (prevention) or limiting (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development. Here the primary focus is on **natural disasters** (floods, droughts, typhoons, etc.).

**Gender** refers not to male and female, but to masculine and feminine - that is, to qualities or characteristics that society ascribes to each sex. People are born female or male, but learn to be women and men. Perceptions of gender are deeply rooted, vary widely both within and between cultures, and change over time. But in all cultures, gender determines power and resources for females and males.

**Gender equality** is the state in which women and men enjoy equal rights, opportunities and entitlements in civil and political life. It means equal participation of women and men in decision-making, equal ability to exercise their human rights, equal access to and control of resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods.

**Gender-responsive:** a gender-responsive approach to DRR planning means that gender issues are considered in the design of the policy, strategy or plan, and that gender equality is promoted in its implementation. In concrete terms, this means that the baseline study of disaster risks includes analysis of how gender norms, roles and inequality shape vulnerability and resilience. In addition, the results of gender analysis inform the design and implementation of activities under the policy so that the gender issues relevant to agriculturally-based livelihoods are adequately addressed.

**Resilience** is the ability to prevent and mitigate disasters and crises, as well as to anticipate, absorb, accommodate or recover from and adapt to them in a timely, efficient and sustainable manner. This includes protecting, restoring and improving food and agricultural systems as well as the abilities of men and women to maintain their livelihoods.

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## Box 1.2 - Examples of gender-responsive DRR activities

Addressing the differential needs of men and women, boys and girls in planning DRR activities is not only the right approach from a human-rights perspective, but it also makes sense for economic development*. Examples of gender-responsive DRR activities include:

- **The design of an animal disease surveillance network** that depends on both women and men livestock managers to monitor early warning signs.
- **A Community Risk Analysis** carried out with the active participation of both men and women, reflecting their different roles and priorities in ensuring household food security.
- **A National DRR Plan** that incorporates sex-disaggregated data, identifies the needs of different groups such as female heads of farming households, and how to address them.
- **A novel approach to managing livestock/crops** that increases resilience and reduces men’s and women’s workload.

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* UNISDR, UNDP and IUCN, 2009.
1.2 Context of this guide

International policy

As explained by the United Nations Office for Disaster Risk Reduction (UNISDR)\(^6\), at the normative level the international community has committed to a strong focus on gender equality and women’s rights in disaster risk reduction. These commitments are grounded in the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*, the *Beijing Declaration and Platform for Action*, as well as other international agreements such as the *Hyogo Framework for Action (HFA)*, the *UN Framework Convention on Climate Change*, and the Commission on the Status of Women (CSW) resolution 56/2 and resolution 58/2 on gender equality and the empowerment of women in natural disasters.

Most recently, these commitments have been re-iterated in the *Sendai Framework for Disaster Risk Reduction 2015-2030*. The Framework is a non-binding agreement made by the international community to reduce risks and losses associated with disasters over a fifteen-year period. It is based on four priority actions:

1. *Understanding disaster risk*;
2. *Strengthening disaster risk governance to manage disaster risk*;
3. *Investing in disaster risk reduction for resilience*;
4. *Enhancing disaster preparedness for effective response and to “Build back better” in recovery, rehabilitation and reconstruction*.

Gender issues are relevant in each of these priority actions.\(^7\)

FAO’s approach

Disaster risk reduction and management (DRR/M) is a corporate priority at FAO, to be addressed in the agriculture sector to match the Sendai Framework, while keeping a focus on people\(^8\). FAO’s *Disaster Risk Reduction for Food and Nutrition Security Framework Programme* aims to enhance the resilience of livelihoods against threats and emergencies to ensure the food and nutrition security of vulnerable farmers, fishers, herders, foresters and other at-risk groups. The Framework has four integrated thematic pillars that address core themes for disaster risk reduction for food and nutrition security for the agricultural sectors, which are similar to the priority actions of the Sendai Framework.

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\(^6\) UNISDR, 2015b.

\(^7\) United Nations, 2014.

\(^8\) While FAO’s Framework Programme supports national government partners, the direct beneficiaries are smallholders in developing countries, including small-scale farmers, fishers, pastoralists, foresters and the urban poor – particularly women – whose lives and livelihoods are threatened. Small-scale farmers represent 90 percent of the rural poor and make up the majority of the world’s hungry population.
In order to address gender issues within its disasters work, FAO draws on its Policy on Gender Equality9 as well as its Socio-economic and Gender Analysis (SEAGA) Programme10. The SEAGA Programme consists of a series of robust data collection tools and technical guidelines that have been applied in the development and humanitarian context for more than twenty years. It is based on three guiding principles: (1) Gender roles are key; (2) Disadvantaged people are a priority; and (3) Participation is essential. This guide draws on SEAGA methods in order to link the needs of men and women at community-level to broader-scale planning processes.

1.3 Structure and users of the guide

What is inside?

I. Overview
   An introduction to the guide’s content and approach.

II. Understanding the gender dimensions of DRR in the agriculture sector
   Stories are used to illustrate how gender issues cut across men’s and women’s experiences of disaster risk. Ideas of how these experiences can be addressed in DRR decision-making are presented.

III. Formulating a gender-responsive plan or policy on DRR for the agriculture sector
   An overview of a gender-responsive planning process is presented, followed by explanations of the use of sex-disaggregated data and gender analysis. Key entry points and information sources for addressing gender issues during the planning process are discussed.

IV. Annexes
   The annexes provide additional details to support the previous chapters. They include a glossary of key terms; a “tool box” containing explanations of qualitative data collection methods and a bibliography.

Users

This training guide is intended primarily for professionals who have an understanding of disasters but limited knowledge of gender issues and who are working on DRR policies, plans, information systems, or other activities related to disaster-prone communities. Ideally this guide will be consulted at the beginning stages and throughout the process of preparing a plan, policy or strategy on DRR for the Agriculture Sector.

The guide can be used by individuals or in a group training setting.

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What is not covered in the guide

Terminology on gender and Disaster Risk Reduction and Management is defined in the annex. In addition, Module 1 of the *Oxfam Gender and Disaster Risk Reduction Training Pack*\(^\text{11}\) provides a review of disasters and gender terms.

For a complete lesson on **gender basics**, see the FAO E-learning course *Gender in Food and Nutrition Security*\(^\text{12}\).

For a complete lesson on **DRR in the agriculture sector**, with a focus on systems analysis, see the FAO publication: *Disaster risk management systems analysis – A guide book*\(^\text{13}\).

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\(^{11}\) Ciampi *et al*. 2011.

\(^{12}\) FAO 2014.

\(^{13}\) Baas *et al*. 2008.

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* Photo on the right: Gaza City, West Bank and Gaza Strip - A beneficiary of the FAO Project tending to the vegetable garden she maintains on the rooftop of her home.
Chapter II
UNDERSTANDING THE GENDER DIMENSIONS OF DRR IN THE AGRICULTURE SECTOR

“Disasters result from the combined factors of natural hazards and people’s vulnerabilities. These vulnerabilities take the form of physical exposure, socio-economic vulnerability, and limited capacity to reduce vulnerability and disaster risk. Capacities to reduce vulnerabilities and risks arise out of a complex mix of factors, which include poverty, social class, age group, ethnicity and gender relations.”

(UNISDR, UNDP and IUCN, 2009)
LEARNING OBJECTIVE OF CHAPTER 2

By the end of this chapter, you will have an improved understanding of the gender issues that shape people’s lives and underlie their vulnerability and resilience to disasters in the agriculture sector. You will also begin to see how gender issues within a community can be addressed through gender-responsive disaster risk reduction plans and policies.

2.1 Illustrations of gender issues in DRR and agriculture

A gender-responsive approach to DRR planning means that gender issues are considered in the design of the policy, strategy or plan, and that gender equality is promoted in its implementation. In concrete terms, this means that the baseline study of disaster risks includes analysis of how gender norms, roles and inequality shape vulnerability and resilience. In addition, the results of gender analysis inform the design and implementation of activities under the policy so that the gender issues relevant to agriculturally-based livelihoods are adequately addressed.

The key gender issues of DRR in the agriculture sector are:

1. Needs, capacities and perception of risks of men and women, boys and girls
2. Gender roles and work burden
3. Access to and control over productive resources, goods and services, including information
4. Participation in decision-making and empowerment

To better understand the key gender issues, read the following three stories, which tell you how people in different parts of the world, whose livelihoods are based on agriculture, are involved in DRR. After each story, questions for reflection are provided. Possible answers to these questions can be found in section 2.2, which discusses in detail the four gender issues. In the final section, 2.3, linkages are made to how these gender issues are reflected in DRR policy and plan-making.

Story 1. Evelyn’s story

Evelyn, a 40-year-old mother of three children and head of her household, joins her community’s food insecurity early warning system in a rural part of a country in Southeast Asia.

Evelyn took her time to explain to the young mother which crops would be most nutritious for her squirming toddler. It was not so long ago that she was also a young mother, doing her best to feed three young children on her family’s small farming income, then suddenly, just on the small income she could earn.

14 Please note that the people in these stories are fictional characters, however they are based on true events.
When her husband was still alive, Evelyn raised and sold poultry while taking care of the children and household. Her parents also lived with them, helping out with farming advice, although their age meant they did not do much farming themselves anymore. Her husband grew cash crops and was a member of the local farmers’ association.

That changed when Evelyn became the head of the household. She took over her husband’s farming responsibilities, but soon encountered some challenges. As a woman, without the land title in her name, the bank would not give her a loan to purchase seeds, equipment and other inputs. The local extension worker did not invite her or any other women in her village to training sessions on improved practices. Evelyn worried that her farm could not keep up, and she would no longer be able to support her family.

Then, an opportunity presented itself. The provincial government nutrition program was seeking local workers to implement an early warning system to fight hunger and malnutrition. The workers would visit families and explain which crops to grow and which foods to prepare to avoid food scarcity and to support family nutrition. They would also gather data on families’, and in particular on the children’s nutritional status. This data would be monitored by the regional government for signs of a food security crisis, to help them in rolling out mitigation measures.

Evelyn had never held a paid job besides being a farmer, and she was not sure she had the right skills for the new responsibility. But she knew what these farming families were facing, and so she pushed aside her doubts and applied to become a community nutrition worker.

Happily, Evelyn was accepted and soon after went through an intensive training session. She learned what a food security crisis is, what a food insecurity early warning system is, what kinds of information the government collects to monitor the situation, and what types of crops and foods are best for children’s nutrition. Evelyn is now carrying out her first community visits and, while still in the early stages of her new job, she has already set her sights on becoming a team leader. In addition, with some of the income she earns from her new job, she plans to hire laborers to manage her family’s farm.

Questions for reflection:

- When Evelyn tried to obtain a loan to purchase farming inputs, she was denied it because of the lack of collateral. What could this mean for her ability to obtain the required resources to prepare for disasters?

- What changes took place within Evelyn’s household after her husband died?

- Which of Evelyn’s needs were met by her new job, and which ones still have not been met? Would you consider Evelyn to be empowered now?

- Who had access to training services in Evelyn’s story?
Miguel’s story

Miguel is a young father who earns his living by fishing in a coastal community in Latin America and is planning to participate in a DRR meeting organized by the local government.

Now that many years have passed, it would be hard to say that a massive hurricane tore past Miguel’s village. He and his fellow fishers are doing a bustling business and the solid homes built during the reconstruction house large and happy families.

While the signs of that disaster may no longer be readily visible, Miguel, who was a boy during the hurricane, remembers that an endless amount of rain fell from the sky, leading to floods and mudslides that wiped out homes, his school, his mother’s fish smoking kiln, and his father’s fishing boat. He remembers how his neighbors scrambled to help each other, with many men losing their lives as they tried to save others from the floodwaters, and many women taking on the care of the sick and injured. He fears that this could happen again.

This is why Miguel ensures that his children have a safe place to store their schoolbooks. He does not want them to fall behind in their studies, as he did when the floods ruined his books. He and his wife also read the daily weather forecasts before he heads out to work to be sure conditions are safe. But even though they have been able to withstand more recent storms, he feels that the risks faced by fishing communities like his could be better addressed.

Miguel is looking forward to attending an upcoming meeting organized by the local government. Apparently they are speaking to different communities to understand better their vulnerability and needs. He has been thinking back to when the big hurricane hit, and how everyone – men, women, boys and girls – did what they could to help each other out. If this happened during and after disasters, surely it is the case when trying to reduce disaster risks.

He has encouraged his wife to attend the government’s meeting, too. She wants to talk about how, in the village where she grew up, the early warning system, in which her mother participated as a phone operator, was so effective that not a single person died during the big hurricane. She and Miguel think there is a lot of knowledge about disasters in their community, they just need some better support to put their know-how into practice.

Questions for reflection:

- Who seems to be responsible for making decisions in Miguel’s family? Do men and women have the same voice in decision-making?
- What are some examples of small-scale and larger-scale disaster preparedness activities discussed in this story? What are the roles of men and women in these activities?
- Which members of Miguel’s family are likely to participate in the upcoming DRR meeting?
- What different information channels were used in Miguel and his wife’s villages to share information on disasters? Did both men and women have the same access to information?
- How did men’s and women’s immediate responses to disasters differ?
Makeda’s story

Makeda is a 14-year-old school girl who joins a new DRR initiative to make a difference for her family and community in a rural part of southern Africa.

Like most mornings, Makeda was up before sunrise, as it takes her about an hour to collect water before heading off to school. But today she had woken up even earlier to make sure she was on time for the first meeting of the Disaster Risk Reduction youth club.

The Risk Club, as the members were calling it, was a new initiative designed to help young people learn more about what they can do to lower the vulnerability of their community to hazards. It was organized by some local NGOs who had respectfully approached the village elders to ask permission to form the club. As soon as Makeda had heard about it on the radio, she was eager to join, as she knew that in recent years there was not as much water as her mother needed for the family’s kitchen garden. She saw how her father and brother sometimes struggled to find sufficient grazing lands for the cattle. She was also tired of receiving the smallest portion when the food was scarce. She wondered if there was anything she could do to make sure the family earned enough income during the dry times so they all had adequate food to eat.

Makeda’s father thought it was up to the men on the village’s DRR committee – not school-age girls – to protect the community from droughts and other big problems. But after Makeda made the case that things are changing, and all people can help, her father gave his permission for her to join the club.

When Makeda arrived at school for the first Risk Club meeting, most students from her class were already gathered. Two women from a local NGO invited the students inside, and quickly called the first meeting to order. They soon launched into a discussion of risk and vulnerability, and every member was invited to talk about risks they face in their lives, such as having less food to eat in times of food scarcity. By the end of the first meeting, Club members were already proposing actions they could take to reduce their own and the community’s risk to hazards. They planned to attend a meeting of the village’s DRR committee to explain the specific needs of young women, with Makeda serving as their spokesperson, and they also proposed participating in an irrigation project they had heard about.

On the way home from school, Makeda’s younger brother, Joseph, wanted to know what all the older students were talking about. She explained to him how important it is for everyone to understand the risks they face and do their part to prepare. Joseph thought he would like to join the Risk Club too.

Questions for reflection:

- Based on their different roles, which aspects of their household’s livelihood would you guess Makeda’s mother and father perceive to be most at risk from hazards?
- What do you think motivated Makeda to join the Club? If the DRR committees suggest new activities for Makeda, what already-existing responsibilities would need to be considered?
- Consider how the local NGOs gained permission to start the Risk Club from the traditional authorities in the community. How do you think they succeeded in organizing a group of people that normally does not participate in DRR-related activities?
- Using your imagination, how do you think Makeda’s life may be different from her mother’s?
2.2 Discussion of gender issues in DRR and agriculture

The stories of Evelyn, Miguel and Makeda demonstrate that while circumstances may vary greatly across societies, gender issues are everywhere relevant for DRR in the agriculture context. While it is possible to imagine additional gender issues requiring attention, this discussion focuses on four major gender issues to be addressed in DRR in the agriculture sector at community level. Keep in mind that the issues that are of most importance will vary by location. Additional social factors such as age, status, and ethnicity shape people’s vulnerability and resilience to disasters.

Linked to their different roles (see “Gender roles and work burden” below), men and women have specific needs, including practical needs, such as employment and having food for the family, and strategic needs, such as equality in access to resources, elimination of discrimination in land ownership, and equal participation in local decision-making mechanisms, such as DRR committees. At the same time, they have different capacities, which, when taken together, can enhance collective resilience. Men’s and women’s informal networks can be tapped into in preparing for or responding to disasters. Both needs and capacities are linked to their specific perceptions of risk. Disaster preparedness can provide an important opportunity to address women’s strategic needs and improve their position in the household and community.

- Drawing on her own experiences, Evelyn developed the skills to support her community to lower the risk of suffering from hunger. Evelyn was in a good position to work on food and nutrition security issues based on her past experience, status and her likely pre-existing network among women farmers. Existing capacities in networking can be a building block for resilience and an important asset in DRR.

- Makeda’s story suggests that how different household members perceive and experience risk is linked to their gender roles. She notices her mother’s struggle with the kitchen garden and her father’s challenges with the cattle, and experiences herself food scarcity. Even within the same household, different members have distinct needs for coping with risk. For this reason it is important to look within households to identify risks and coping strategies of the different members.

What a society considers an acceptable behavior for men, women, boys and girls shapes what they do. All three stories provide some examples of their different roles in agricultural households. While there are biological differences linked to these roles – for example, women give birth and breastfeed children – gender roles in and outside the home are not ‘natural’ (Bradshaw, 2013) but rather are socially-constructed. Gender roles also define appropriate behavior inside and outside the home. Men tend to be more engaged in the ‘public’ sphere – earning an income and participating in civic life – while women are more involved in the ‘private’ sphere.

- Evelyn’s story shows how in farming households, gender roles are linked to a distinct division of labor along lines of gender, which can affect how individuals are able to make a living from agriculture. If women who are not landowners cannot access credit to invest in their farm, as Evelyn found, then they are in a more difficult position with regard to making changes to absorb shocks, in comparison to men or women landowners.
Miguel remembers the men’s risky behavior to save others during a disaster as well as the loss of his mother’s fish-smoking kiln. Typical ‘masculine’ behaviors expected of men can influence their vulnerability in distinct ways, while women’s income can be diminished by loss of their equipment.

Makeda’s story shows how an individual has multiple roles. In relation to her father, she defers to his decisions. Within the context of the club she joins, Makeda takes on a public speaking role. It is important to keep in mind that gender is a relational concept, and a person’s gender role shifts depending on his or her context. This is because other social factors, including age, social status, and affiliation, intersect with gender to shape how a person acts in relation to a given situation.

As seen in all stories, men and women who rely on agriculturally-based livelihoods have a heavy workload. They have different responsibilities, and preparing for or responding to disasters can rely heavily on women’s perceived ‘natural’ ability to be caretakers and men’s perceived ‘natural’ ability to be protectors. On the other hand, changes in the social fabric brought on by disasters could present an opportunity to improve the balance of power and change the division of labor within households and communities.

As demonstrated in Miguel’s story, disasters can add to women’s work burden by increasing their care-giving activities such as tending to those who have been injured or collecting water and fuel. In some cases, women’s economic responsibilities may shift to tasks traditionally carried out by men, and vice versa. These types of gender-differentiated impacts need to be taken into account in disaster preparedness, so as to avoid increasing any one group’s work for an extended period.

In order to avoid or prepare for natural hazards so as to reduce the risk of disasters, men, women, boys and girls with agriculture-based livelihoods must be able to decide what they grow, how they harvest, when they fish, etc. This means they must be able to obtain productive resources like equipment, loans, and seeds when they need them.

Without being recognized as the owner of her family’s land, it would be nearly impossible for Evelyn to access the inputs she needs to avoid adverse impacts on the farming activities. Gender biases, which tend to concentrate more power in the hands of men, often lead to gender-based disparities in women’s access to and control over resources.

Going hand-in-hand with these resources are the goods and services, including information, required to anticipate risks, understand and implement possible changes to increase resilience. Services and information are distributed through local organizations which reflect social structures.

Evelyn encountered gender bias ingrained in the organizations from which she sought help. This means access to goods and services, like extension training and agricultural advisory services, are not always equally available to men and women.

Makeda learned about the Risk Club on the radio. However, it is not always a given that all household members have the same access to information or ability to act on it. Effective DRR relies on a timely flow of relevant information for both men and women, and thus understanding who has access to information sources is crucial. Special attention is often needed to cater for the needs of the more marginalized and illiterate men and women, boys and girls, adapting the materials to their education and knowledge levels.
Farming households engage in a complex process of decision-making to meet their food security, income, health and other needs. The ways in which decisions are made within and outside a household are linked to hierarchies of power, and to what men and women do. It cannot be assumed that the leaders of a community are familiar with the knowledge and experiences of all groups, thus public decision-making on resilience building should engage as many people or representatives as possible. DRR efforts that take into account men’s and women’s knowledge and priorities are less likely to reinforce any existing inequalities because they represent and target more than just the most powerful members of the communities.

- Miguel’s wife comes from a village where women were active participants in the public work of disseminating early warning messages. Not only does gender influence who participates in organizations outside the home, but it also affects whose knowledge is recognized in the more formal decision-making process. Because both he and his wife will participate in a government meeting on DRR, their knowledge and needs – shaped by their gender roles – will be captured in the planning process.

- Makeda’s story shows that in a community with rather traditional gender roles in what people do and in decision-making – the father decides what the daughter can do, men are in charge of the DRR committee – there is room for change. Innovative approaches like the Risk Club, which create inroads for discussions of DRR among vulnerable groups by adhering to locally-appropriate modes of socialization, are an example of how different voices can be captured in decision-making even when there are rigid gender roles.

- Over the course of her adult life, Evelyn’s engagement in the public sphere changed significantly. She became part of a network that developed the capacity of its members, thus enhancing their resilience to food insecurity threats and empowering the most vulnerable women and men. This is an example of how the DRR context can be an opportunity to explore new roles, particularly for women, by building the confidence of women and girls, giving them additional resources and decision-making power – leading to their increased empowerment. Efforts are needed to sustain these changes.
2.3 Linking community-level gender issues and DRR decision-making

Given the gender issues identified at community level, how can decision-makers draft plans and policies that will not only reflect the gendered experiences of men and women, but also contribute to the promotion of gender equality?

The most important step is to engage with men and women, boys and girls from the rural communities that are targeted in the work. The subsequent chapter will provide guidance on how to approach and carry out this work. Now, take some time to consider the following examples of how Evelyn, Miguel and Makeda's stories could be reflected in different types of gender-responsive DRR work.

Collection and distribution of information via an Early Warning System (EWS)

Risks and the related capacities and vulnerabilities to respond to them vary within households and communities. As Miguel’s story demonstrated, those responsible for the home-based livelihoods such as fish processing versus those earning an income through fishing at sea are exposed to different hazards, such as the physical risks faced by fishermen out in the sea or the possible destruction of fish processing equipment of women. This is why all community members must be included in the design and operation of a EWS. In addition, investment in strengthening local capacity of both men and women – such as the type of training that Evelyn received to support her neighbors – is fundamental to ensure information sharing and uptake.

Institutional strengthening to develop gender-responsive legislation, policies and strategies

The organizations tasked with supporting communities to manage disaster risk will not automatically provide benefits to all people. In assessing and strengthening institutions, it is critical to identify who currently receives support and whether some groups' needs are going unmet. Evelyn, as a female head of household, was not able to access the resources or training she needed to engage in traditionally male farming activities, however she was targeted for training on food security. Long-term changes in the agricultural sector are needed to ensure equality in opportunities among men and women. In the shorter-term, innovative approaches, such as the Risk Club that Makeda joined, can overcome existing disparities in who traditionally participates in organizations in order to better engage with all community members.

Agricultural practices that improve resilience to disasters

The promotion of improved agricultural practices that increase resilience to disasters – including both slow- and quick-onset events – inherently requires the engagement of end-users. In the development of such practices, it is crucial to consider time use and pre-existing workloads of men and women, such as the amount of time Makeda daily spent collecting water, to avoid creating additional work burden. Further, in testing and promoting the uptake of such practices, concerted efforts must be made to ensure that men and women can gain access to resources, assets and knowledge needed to be able to successfully take on new approaches. Attention should also be given to local knowledge – Miguel’s story, where they were protecting schoolbooks and tapping into existing networks to disseminate warnings, suggests that in some cases, there is no need to introduce new approaches, but rather to support the uptake of existing/indigenous solutions.
A key part of preparedness planning is to look ahead to possible impacts on different socio-economic groups based on their vulnerabilities and capacities, and create systems and approaches to reduce the chance of those impacts taking place. Within their existing networks, men and women have developed mechanisms for mitigating possible impacts, such as saving seeds or sharing information. As Evelyn’s story showed, **investing in women’s capacity can be an important avenue for reducing the risks of food insecurity**, especially among children. Also, women’s participation in a EWS, as mentioned in Miguel’s story, showed the importance of **reinforcing empowered members of communities to promote preparedness**.

After this analysis of key gender issues of disasters in the agriculture sector, it is time to consider ways to address these issues in the development of a plan, policy or strategy on DRR for the agriculture sector.
Chapter III

FORMULATING A GENDER-RESPONSIVE PLAN OR POLICY ON DRR FOR THE AGRICULTURE SECTOR

“To be successful, it is important that initiatives do not just assume women to be more vulnerable to disasters than men, but that they seek to understand how women and men experience disasters differently.”

(Bradshaw, 2013)
LEARNING OBJECTIVE OF CHAPTER 3

By the end of this chapter, you will have an improved understanding of the two main steps needed to integrate a gender perspective into a plan, policy or strategy on DRR for the agriculture and food security sectors. This includes: (1) a gender-responsive process for developing the policy or plan and (2) the collection, analysis and incorporation of information on gender issues into the DRR plan itself.

3.1 A gender-responsive process

In order to create the conditions for drafting a gender-responsive DRR plan, a commitment to gender equality must be framed in the planning process. This means, for example, that those developing the plan have an understanding of the importance of gender equality for DRR in the agriculture sector, gender experts are hired at the beginning of the drafting process, and funds are allocated for gender analysis.

The following checklist provides some concrete ideas on how to carry out a gender-responsive planning process.

<table>
<thead>
<tr>
<th>Table 3.1 - Checklist for gender-responsive planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps to ensure that a gender-responsive process is followed in the development of a DRR plan in the agriculture sector.</strong></td>
</tr>
<tr>
<td>Conceptual foundation:</td>
</tr>
<tr>
<td>✔ Recognize that risk and vulnerability have a fundamental social dimension: men’s and women’s livelihoods and perspectives differ in relation to specific natural hazards and this awareness should guide all work related to DRR planning. For example, men and women may have different jobs along a fishing value chain, with men catching the fish while women process it. These jobs may imply different types of vulnerability to hazards such as storms or tidal waves, making it essential that risks be understood from men’s and women’s perspectives.</td>
</tr>
<tr>
<td>✔ Be aware of and avoid gender-based biases, such as assuming that women are more vulnerable than men. Women and men, boys and girls often have their own experience responding to hazards and all can be powerful agents of risk reduction. Gender biases can also influence what is defined as being at-risk. For example, in some households, men and women grow different types of crops, with men’s crops generating an income and women’s used for household food consumption. While the crops may have different economic values or uses, both sets of crops should be prioritized for protection from disaster-related impacts.</td>
</tr>
</tbody>
</table>
### Table 3.1 continued - Checklist for gender-responsive planning process

<table>
<thead>
<tr>
<th>Participating organizations and people:</th>
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</thead>
<tbody>
<tr>
<td>✔ Encourage a participatory process with consultations and feedback mechanisms with a wide range of stakeholders, including women’s networks and academia.</td>
</tr>
<tr>
<td>✔ Ensure that the team members responsible for the process have different backgrounds and skills to provide deeper insights and understanding into the information gathered. Ideally all should have skills in gender analysis and one member be the lead gender expert.</td>
</tr>
<tr>
<td>✔ Include women’s organizations and farmers’ organizations in the planning/steering committee.</td>
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<tr>
<td>✔ Provide gender training as part of DRR related capacity development.</td>
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<tr>
<td>✔ Aim for a balanced representation of women and men among leadership and decision-making positions, and at all levels of staffing.</td>
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</table>

<table>
<thead>
<tr>
<th>Work approach:</th>
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<tbody>
<tr>
<td>✔ Promote an attitude of respect, humility, patience and a willingness to learn in order to build a positive relationship within the planning team, and with local women and men from different socio-economic groups, who will contribute to developing the DRR plan.</td>
</tr>
<tr>
<td>✔ Collect information from various sources using both quantitative and qualitative approaches so that as many perspectives as possible are captured.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Work plan:</th>
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<tbody>
<tr>
<td>✔ Carry out gender analysis at all stages of the work plan, starting from the initial problem analysis phase and develop gender-sensitive indicators.</td>
</tr>
<tr>
<td>✔ Allocate funds in the planning budget to recruit gender experts and for the collection and analysis of sex-disaggregated data.</td>
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</table>

## 3.2 Sex-disaggregated data and gender analysis

Moving on from the review of steps for ensuring a gender-responsive planning process, it is time to discuss in detail how to incorporate gender-related information into the plan itself.

First is a review of the approach used for understanding what men and women have, know and do, which includes two steps: (1) **collect sex-disaggregated data** and (2) **conduct gender analysis**. When information on men and women is collected and then used in a gender analysis to examine risk, vulnerabilities, and capacities related to different hazards, the foundation is being laid for truly gender-responsive – and stronger – DRR work.

### 1. Sex-disaggregated data

The collection of sex-disaggregated data is frequently mentioned in the context of gender and disasters as an area in need of improvement. Indeed, it has been found that data broken down by respondents’ sex and age group “are not systematically collected, analyzed or used to their full potential to inform humanitarian [planning and] response”\(^{(15)}\).

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\(^{(15)}\) Benelli, et al., 2012.
Without this type of data, it is impossible to understand how different groups of people are vulnerable and to plan strategies to increase their resilience. Despite the need for improvement in the collection of sex-disaggregated data, numerous resources exist and new data can be generated easily within the context of developing a DRR plan. This guide suggests the use of sex-disaggregated data from secondary sources, and the collection of both quantitative and qualitative data disaggregated by sex and other social stratifiers. Particular emphasis is placed on collecting and interpreting qualitative data as this is the established approach for elucidating the needs and priorities of men and women.

**Secondary data**

Secondary sources of data are those that you do not collect yourself and can include national census reports, news reports, policy documents, legal guidelines, reports on the status of women, academic articles and many others. Of particular relevance to work on gender in DRR planning are documents produced under international agreements including the United Nations Framework Convention on Climate Change (UNFCCC), the Commission on the Status of Women (CSW), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Hyogo Framework for Action 2005-2015 (HFA) and the Sendai Framework for Disaster Risk Reduction 2015-2030 (Sendai Framework)\(^\text{16}\). Drawing on secondary sources of information can save time, however “secondary data seldom provides all the information needed, particularly the detailed disaggregated data about people’s roles, needs and problems which is required for gender analysis”\(^\text{17}\). For example, data on employment found in census reports and labor force survey reports produced by statistical offices may not include information on the unpaid labor activities of men and women. Therefore you will likely also need to oversee the collection of gender-responsive qualitative and quantitative data specific to your disaster planning process.

**Quantitative data**

The production of sex-disaggregated quantitative data through surveys includes recording the sex and age of respondents, asking who-questions (e.g. who owns the equipment? who is responsible for harvesting?), and being careful to collect information on men and women individuals, as well as male- and female-headed households as distinct groups. Simple analysis of responses by groups of participants – such as what percentage of men prefer a specific coping strategy versus the percentage of women – can give a sense of whether or not women and men have different views. More complex analysis of multiple variables, for example different variables of gender, land holding and perception of risk can provide rich insights into the risk perceptions of various groups (e.g. women landholders compared to women non-landholders; women landholders compared to men landholders, etc.). It is not within the scope of the guide to explain in depth how to collect and analyze quantitative data through surveys\(^\text{18}\). Note that if you do engage in quantitative data collection and analysis, qualitative data are important for interpreting the results.

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\(^{16}\) For additional ideas of secondary sources, including online databases, see UNEP, 2005. Please note that some of the agencies mentioned, including UNFPA, UNIFEM and UNDAW, have been consolidated into UN Women.

\(^{17}\) Deare, 2004.

\(^{18}\) For detailed guidance on collecting quantitative sex- or gender-disaggregated data, see for example FAO, 2003a.
Qualitative data

One of the advantages of collecting qualitative data with communities is that it produces nuanced information not available through quantitative means. By asking the views and perceptions of local people through the process of collecting data, a dialogue between people facing disasters and those tasked with improving resilience through outside support is established. This guide suggests using the “Rapid Appraisal” (RA) approach\textsuperscript{19} with communities to collect data in a relatively short period of time. RA consists of focus group discussions carried out with different groups of people (men/women, young/old, wealthy/poor men/women, etc.), facilitated by a member of an RA Team who uses various tools and probing questions to explore key issues of the team’s assignment. The RA activities result often in a visual output (a map, lists or a diagram) and may be supplemented by RA team members’ observations and interviews with members of the community. The results of multiple focus group discussions and interviews can be used to triangulate the findings, that is, to verify information from different points of view. Once you have completed data collection and analysis, you will have a clearer picture of which gender issues are most relevant to the target communities.

2. Gender analysis

Gender analysis is an approach that places the social division of men and women and their relations with each other as a central focus. It is not simply an examination of “men and women” or “men vs. women”; instead it reveals how gender relations and roles shape vulnerability and resilience in relation to different natural hazards. While some of the existing gender analyses of disasters may place more emphasis on women than men\textsuperscript{20}, gender analysis should not be viewed as an analysis of women only. Instead it is a way to understand social differences of all kinds, to examine power dynamics and roles within societies, to bring to light assumptions about what people do, gather information on needs and priorities, as well as their access to resources and services, and more. It helps determine whether gender issues play a determining role in a disaster context, or they are a factor to be weighed among others\textsuperscript{21}. By also paying attention to other social differences, such as age, caste and ethnicity, which intersect with gender and shape people’s experiences with disasters, gender analysis puts a spotlight on people, and on what they have, need and do.

The following section will explain where gender analysis can be brought into different phases of plan making.

\textsuperscript{19} For detailed guidance on the RA approach, see FAO, 2003b.
\textsuperscript{20} Sohrabizadeh, et al., 2014.
\textsuperscript{21} UNDP, 2001.
3.3 Incorporating gender-related information into a DRR plan

This section describes which steps to take and what type of gender-related information to draw upon for each section of a DRR plan, in order to prepare a gender-responsive Plan of Action on DRR for the agriculture sector (national or local level)\footnote{Note: the term “plan” is used in the rest of the chapter in order to be succinct, but the guidance presented here could be applied to the development of a plan, policy or strategy document.}. Note that a gender-responsive plan goes beyond making references to gender or women throughout the document. A gender-responsive plan must address gender issues in all four of the main sections of the plan:

1. **Situation analysis**
   - Incorporate gender analysis to identify men’s and women’s differential vulnerabilities and coping strategies in response to hazard impacts on their agricultural livelihoods.

2. **Vision, objectives and guiding principles**
   - Acknowledge the importance of gender equality and highlight relevant gender issues in the agriculture sector, to be reflected also in the guiding principles.

3. **Strategic areas of action**
   - Design strategic areas of action that address gender-based needs and priorities, and take into account men’s and women’s differential vulnerabilities and capacities.

4. **Implementation/operationalization**
   - Address the gender dimensions in communication and training, and formulate gender-sensitive indicators to measure progress on gender equality.

Possible action steps for addressing gender within each section of the plan are described in the following sections, with an indication of how to gather the necessary information on gender issues. Some examples from real disaster plans are also provided (please note that the inclusion of excerpts from countries’ disaster plans is for purposes of illustration only and does not imply that this is the most recent example of gender-responsive planning by these countries or that FAO was involved in or endorses these plans). In the annexes, more details are provided on available methodological tools for gathering and interpreting the information.
1 - Situation analysis

The Situation Analysis section typically includes a summary of the policy context as well as the hazards addressed in the plan. It provides an opportunity to lay the foundation for gender-responsive work and to justify the relevance of gender issues to DRR in the agriculture sector. It is also the first instance of establishing what are the relevant gender and agriculture issues in the disasters context.

Action steps:

- Look for available policy frameworks and, in particular for references to an existing commitment to promote gender equality and for indications of where the gender gaps are most severe.
  
  **Information source:** Check international agreements (e.g. Sendai, UNFCCC, CSW and CEDAW) and national policies (e.g. related to DRR, Climate Change, and Gender and Women).

- Search available literature related to gender and agriculture to identify men’s and women’s roles in agriculture, fisheries, forestry and natural resources management, and where there are gender-based gaps. You can consider the following topics:
  
  - Formal economic activities in the agricultural sector (job, income, employment and unemployment levels), disaggregated by sex and age.
  - Informal economic activities, disaggregated by sex.
  - Access, control and use of resources and services: who owns (controls) and who has access (uses).
  - Land and land tenure patterns and their gender implications.
  - Literacy levels, disaggregated by sex and age.
  - Household food security: consumption patterns, responsibility for household food security within the household.
  - Demographic changes that could alter the social landscape, e.g. increasing migration of male heads of household making women de facto heads of household.

  **Information source:** Country gender profiles produced by development banks; FAO’s Gender and Land Rights Database; IFPRI’s Women’s Empowerment in Agriculture Index.

- Incorporate a summary of the main findings in the DRR plan, including references to existing commitments to gender equality, to justify why the plan will contribute to achieving these goals. Incorporate any available research findings on gender equality in the agriculture sector, highlighting men’s and women’s different roles and livelihood activities.
Document the gender dimensions of the risks addressed within the plan

Action steps:

- Analyze men and women’s perceptions of risks and assess their specific capacities to respond to shocks and stresses, noting their differential access to resources and services, and participation in decision-making.

  Information source: Qualitative data to collect men’s and women’s perceptions and opinions from sample communities in field visits, using the Risk Mapping and Capacity and Vulnerability (CVA) Matrix tools (described in Annex 2).

- Incorporate the findings of the above analysis into the DRR plan. For example, the gender dimensions of hazards and risks (how men’s and women’s livelihoods are impacted by different hazards and risks as well as their responses and needs) could be described alongside the physical science and economic aspects (e.g. frequency of hazard events, costs of damages, and location of impacts).
2 - Vision, Objectives and Guiding Principles

Most plans on DRR make reference to vulnerable groups in the vision and objectives and seek to promote equity, participation and fairness among their guiding principles. Nevertheless, often they do not specify how they will address existing gender inequalities and discrimination against certain socio-economic groups and women in particular. It is therefore essential at this stage to explicitly express a commitment to gender equality to facilitate the adoption of a coherent and systematic gender approach throughout the document. In addition, this section should identify at least one area of gender-based inequality (e.g. differences in work burden, access to and control over productive resources, services, and need for empowerment) that the plan will address.

Action steps:

- Include within the vision of the plan the achievement of equality between men and women of different ages and increase their access to resilience-enhancing actions.
- Include a gender-responsive objective among the objectives of the plan. This could state that the aim of the plan is to close any gender-based gaps relevant to DRR in agriculture, such as disparities in participation, access to resources, or capacities. For example, “ensure that disaster management is a joint responsibility of both the Government and target beneficiaries by strengthening the capacities of men and women at community level”.
- Ensure that at least one of the guiding principles of the plan addresses the importance of gender equality and includes the following:
  - Discriminatory practices in implementing policy measures or in designing actions that have gender-differentiated impacts will not be allowed.
  - Every effort will be made to include women and men, particularly from marginalized socio-economic groups, in decision-making processes and in action implementation, recognizing their different needs and roles.
  - The DRR actions will fully take into account the different needs and priorities of women and men, reflect the socio-cultural norms and address the underlying causes of gender inequality and discrimination against women and other vulnerable groups.

Action steps:

- Draw on the gender analysis conducted as part of the Situation Analysis (see previous section) to identify gender issues that are of most concern, which could include:
  1. Specific needs, capacities and perception of risks of men and women, boys and girls
  2. Gender roles and work burden
  3. Different access to and control over productive resources, goods and services, including information, for men and women
  4. Different participation in decision-making and empowerment

Formulate a stand-alone guiding principle on gender equality; you may draw on examples from existing plans:

- **Pakistan's principle on Strengthening the Resilience of Vulnerable Groups**\(^{24}\)
  
  “Needs and damage as well as vulnerability and risk assessments, and DRR programs (such as Community-based Disaster Risk Management, recovery and reconstruction or sector-specific mitigation initiatives) need to demonstrate gender-sensitivity.”

- **In the Philippine Disaster Risk Reduction and Management Act of 2010**\(^{25}\), “It shall be the policy of the State to....(j) Ensure that disaster risk reduction and climate change measures are gender responsive, sensitive to indigenous knowledge systems, and respectful of human rights.”

\(^{24}\) Government of Pakistan, 2013, page 15.
3 - Strategic areas of action

It is common to define the strategic areas of action, and their related activities, in line with the four pillars of the Hyogo or Sendai Framework for Action. Addressing gender within the activities envisioned by the plan includes identifying the roles and capacities of different groups within the target populations. Emphasis is placed on the importance of drawing on communities’ perspectives and experiences, taking into account the perceptions of both men and women.

As expressed in the Sendai Framework for Action26 “policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment.” This knowledge is then useful in all phases of responding to disasters, from assessment to prevention and preparedness and through response efforts.

Action steps:

- Put in place mechanisms to ensure that information systems on DRR, hazard risk and vulnerability assessments, and post-disaster needs assessments incorporate gender analysis. For example, by establishing standardized tools for collection of sex-disaggregated data and providing gender expertise to support the analysis of results.

- Include activities in the plan to strengthen the capacities of agricultural technical officers at provincial and local levels regarding the social impacts of disaster risks and sex-disaggregated data collection.

Case study 3.1

Gender-sensitive flood impact assessment in Myanmar

In October 2015, the Food Security Sector in Myanmar co-led by FAO and the World Food Programme released an Agriculture and Livelihood Flood Impact Assessment Report*. The assessment was jointly led by the Ministry of Agriculture and Irrigation, the Ministry of Livestock, Fisheries and Rural Development, FAO and WFP with the partnership of UN Women and several NGOs. By following a gender-responsive process, the assessment was able to reveal how female-headed households suffered most from the impact of floods on their livelihoods with large losses of small livestock and fishing equipment, deprivation of income by lack of casual labour demands, and limited access to land and productive assets for recovery. Twice as many women as men reported reduced food intake. The assessment allowed FAO to address these gender-specific needs in its response and recovery interventions, and to incorporate gender analysis for promoting resilient livelihood recovery.

*FAO et al. 2015

While it can be said that, “without institutions, there would be no action and DRR would remain a concept on paper”\(^{27}\), it is also the case that “institutions ensure the production, reinforcement and reproduction of social relations”\(^{28}\). When these social relations are unequal, such as along the lines of gender or caste, the result is an unequal distribution of resources, claims and responsibilities\(^{29}\). In other words, while institutions are the vehicle for translating DRR goals into activities, they are also social creations that reflect the social differences and power dynamics of society.

**Action steps:**

- Identify stakeholders that represent the views of rural women and minority groups in institutional mechanisms for DRR planning and implementation. They should be identified among participants in the description of activities related to institutional strengthening.

- If institutional analysis is foreseen among the activities, integrate gender analysis into the description to identify who currently benefits and who may be left out of DRR-related services.

  *Information source: Qualitative data: CVA Matrix and Institutional Profiles (tools are included in Annex 2).*

- Ensure that gender balance will be sought in activities related to strengthening DRR institutions. For example, establish a quota for at least 30% participation of women in decision-making bodies, such as DRR committees, at all levels; or include a commitment to the collection of sex-disaggregated data on who participates and who is involved in decision-making bodies (i.e. in board of directors of local producers’ organizations).

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**Case Study 3.2**

**Gender-sensitive Disaster Risk Reduction in Pakistan**

The natural disasters related to the 2005 earthquake in Pakistan and consecutive floods in recent years have revealed that women and girls have been most affected in both short and long term.\(^*\) FAO and the Pakistan’s National Disaster Management Authority (NDMA) have reviewed the Government disaster risk management (DRM) system to mainstream DRM approaches into agriculture and rural development. An assessment was conducted to identify the various dimensions necessary to build resilience of vulnerable communities and institutions. Interviews were conducted with sectoral department representatives, focal persons at provincial and regional levels, academia, civil society, and vulnerable communities, among others.

Although women contribute significantly to agriculture in Pakistan\(^**\), and are more affected by disasters, they are often not well represented in local institutions and their voices are not heard. The assessment reached out to women smallholders, through grassroots community dialogue, to include their perceptions and recommendations on disaster response and preparedness. This was done through joint and separate meetings with men and women at community level. Separate meetings with female facilitators gave women the opportunity to freely express their views, without pressure or domination by men.

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\(^*\) Samiullah and Shaw, 2014.

\(^**\) FAO, 2015b.

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\(^{27}\) Baas et al., 2008.

\(^{28}\) Kabeer, 1994.

\(^{29}\) According to the Social Relations Framework, “gender inequality is reproduced, not just in the household, but through a range of institutions, including the international community, the state and the market. *Institutions* are defined as distinct frameworks of rules for doing things and organisations as the specific structural forms that institutions take... Institutional analysis reveals how gender and other forms of inequality are produced and reproduced” (ILO, 1998).
The promotion of resilient agricultural practices aims to shore up agricultural livelihoods against different natural hazards by analyzing the specific activities of farmers, fishers and foresters.

**Action steps:**

- Refer back to the gender analysis conducted under the Situation Analysis, in which the main livelihood activities of both men and women, and the risks they are facing or were explored. Introduce findings from that analysis in a general discussion of agricultural practices.

- If the plan includes an activity involving the identification of good practices, incorporate the following issues into the description of how that activity will be carried out:
  
  - Men’s and women’s different vulnerabilities to hazards.
  - Different groups’ needs and priorities.
  - Coping strategies of local men and women.
  - Workloads of different groups (men, women, landless, pastoralists, etc.) at different stages of crisis.
  - Constraints to accessing resources or services.

  *Information source:* It is not necessary that the DRR plan itself addresses these issues. Rather take into account these issues when practices are evaluated, drawing on qualitative analysis (e.g. Changing farming practices, CVA Matrix tools, which are in Annex 2).

- If the plan foresees efforts to promote certain resilience-enhancing practices among farmers, fishers or foresters, ensure that the description of the activity acknowledges the following issues:

  - Women’s and men’s access to the practices.
  - Gender-appropriate communication methods to reach women and men (e.g. train women extension officers or collaborate with local women’s organizations in order to reach women).

  *Information source:* It is not necessary that the DRR plan itself address these issues. Rather consider these issues when practices are promoted among stakeholders, drawing on qualitative analysis (e.g. Information Flow tool in Annex 2).

- Ensure that monitoring activities planned in relation to the implementation of good practices will include the collection of sex-disaggregated data on time use related to adopting the practice; who takes up the practice; and perceptions of the success of the practice. This is essential information for identifying the extent to which men and women benefit from the good practices.
Reducing women’s work burden while building drought-resilience in Cambodia

The unpredictability of rains is a key concern for Cambodian farmers. FAO supports farmers to reduce this risk with simple and accessible rainwater harvesting technologies to meet household water needs with good quality water and a more constant water supply during the dry season and beyond. Combined with drip irrigation and technical support to horticulture, this has proved to be a powerful recipe resulting in significant labour savings, improved nutrition and income for the families and women in particular.

Water collection is often carried out by women and children, taking up to 3 hours every day. When there is water in the tank, this work is practically made non-existent, and the water can be used for both the household and irrigating the garden, and more:

*I use it for the garden, for cleaning, for drinking, for livestock, for everything. This really helps me a lot.* (Lead farmer and grandmother from Kampong Speu).

Plastic mulch used by some farmers was also reported to reduce the need for weeding, which contributed to reducing women’s work burden. The time released can be used more productively, for example for tending the garden. Mothers of young children, who are especially burdened with housework and often are not available for income-generating activities, have been able to diversify their income base and reduce their workload.

Action steps:

1. Ensure, while discussing preparedness initiatives, that a commitment is made to address the needs of different groups (for example, include water and fuel needs as part of community contingency planning). Further, make sure that the issues of access to the preparedness initiatives is addressed; hard-to-reach groups, such as women heads of household, should be mentioned in the DRR plan.

2. Incorporate activities that draw on in-country expertise on the good practices of participatory and gender-responsive community decision making, developed under the umbrella of Community-Based Disaster Risk Management. This is a tested approach for linking the experiences of vulnerable people to broader policy and decision-making processes.

3. Include an activity to assess and improve the capacity of stakeholders to address gender issues as part of the needs assessments and the implementation of gender-responsive early actions.

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Case Study 3.3

Reducing women’s work burden while building drought-resilience in Cambodia

*The activities described here have been carried out by FAO with the support from the DIPECHO programme (Disaster Preparedness ECHO) of the European Commission, under the project OSRO/RAS/401/EC: “Consolidating capacities for DRR in Agriculture in South East Asia”.*

Consider differential impacts on men and women in preparedness and early warning systems

Disaster preparedness requires looking ahead to the potential impacts of disasters and ensuring that systems are put in place for responding to the effects on men’s and women’s livelihoods, taking into account the specific gender issues for each setting.

30 See for example Bradshaw and Fordham, 2013 or World Bank, FAO and IFAD, 2009.
31 See FAO, 2001 for guidance on community decision-making approaches and CARE, 2009 for further guidance.
32 See for example CBDRM Training and Learning Circle, n.d.; Asian Disaster Preparedness Center, 2006; and Oxfam and Niripad, 2011.
Conduct case studies, or draw on existing literature, to document who receives weather warnings and climate services, and which means are available to get the information (e.g. radios, cell phones or word of mouth).

*Information source:* This activity can be carried out using analysis of surveys of end users of climate services, qualitative analysis and participatory tools (e.g. Information Flow tool is in Annex 2).

If an activity on information dissemination is planned, such as the dissemination of warning messages, make sure that you take into account existing information-sharing networks to find ways to tap into local (indigenous) mechanisms for responding to risks.

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**Case study 3.4**

**Involving women in EWS in Nepal**

A study on flood early warning systems in Nepal found that women had less access to hazard warnings than men, and when they did receive them, it was indirectly through the men in the community. In a case study, the warning information was transmitted by loudspeakers to men in public places less frequented by women. However, mandatory provisions for women’s involvement in local DRM committees and their inclusion in related trainings had given them better access to early warning messages. In addition, the study recommended providing women with access to mobile phones or portable radios to bridge the communication gaps.

*Shrestha et al. 2014*

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**Case Study 3.5**

**Preparedness with Community Contingency Funds**

There is an alarming increase in frequency and severity of extreme events in Central America and it is estimated that nearly 90 percent of soils are affected by erosion. Subsistence farmers and their families lack assets and opportunities to be prepared for the increasing frequency of natural disasters. FAO supports associations of men and women farmers to reinforce community-based disaster preparedness through the development of Community Contingency funds, or cajas rurales in Honduras and Guatemala.

While the formal insurance sector was not able to tailor feasible solutions for subsistence farmers, the community contingency funds provide credit to disaster-affected members to purchase inputs to resume food production. Groups establish mechanisms for acquiring loans, and tie them to the application of good practices on disaster risk reduction, climate change adaptation and natural resources management, which in turn foster production by reducing weather related risks and correlated losses. Groups have also developed early warning systems to monitor community food security and risk plans to increase their preparedness. In both countries women played a major role in the sustainability of Community Contingency Funds: they were the most active participants who ensured that savings payments were duly paid. On average, 71% of the association members were women. Initial results indicate that the approach has contributed towards gender equality: women have improved their ability to communicate and negotiate with their husbands on production and management of funds within the household, and became more involved in community decision-making through their roles in funds management.

*The activities here have been carried out by FAO with the support from the Belgian Cooperation under the project: OSRO/RLA/304/BEL: “Integrated community disaster preparedness of the development of resilient farmers associations in highly at-risk areas of Honduras and Guatemala”.*
4 - Implementation/operationalization

The last section of the plan usually addresses the practical issues related to putting the plan into place. Even if gender issues are thoroughly addressed in the previous sections of the plan, special attention must be given to how practical gender issues will be addressed in order for the implemented DRR activities to meet both men’s and women’s needs.

Action steps:

- Guarantee that all stakeholders will promote gender equality by clarifying their responsibilities. See Table 3.2 for some ideas on who can do what to ensure that gender issues are addressed in DRR activities.

- Ensure that men and women hold decision-making positions in the steering committee, and include women’s organizations among those tasked to implement the plan.

- Example from the Philippine Disaster Risk Reduction and Management Act of 2010[^33]: The Chairperson of the National Commission on the Role of Filipino Women is included among the members of the National Disaster Risk Reduction and Management Council; and the Head of the Gender and Development Office is part of the Local Disaster Risk Reduction and Management Councils.

- Include gender analysis as one of the tasks of the partners involved in the plan operationalization.

- Example from the Philippine Disaster Risk Reduction and Management Act of 2010[^34]: The Office of Civil Defense shall have the following powers and functions... (m) Conduct early recovery and post-disaster needs assessment institutionalizing gender analysis as part of it.

- Address the gender gaps in the information flow.

- Example from the Republic of Rwanda’s National Disaster Risk Management Plan[^35]: the gender mainstreaming working group was tasked to gather sex-disaggregated data and to ensure equal access for men and women to early warning systems.

[^33]: Republic of the Philippines, 2010, pages 12, 18.
[^35]: Republic of Rwanda, 2013, page 34.
### Table 3.2 - We are all responsible for gender

<table>
<thead>
<tr>
<th>Actors</th>
<th>Gender-responsive DRR activities*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International agencies and donors</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Incorporate messages on gender equality into awareness raising on DRR in agriculture.  
| • As part of quality control, check whether men’s and women’s roles and needs are addressed in any project proposals.  
| • Include an incentive to target DRR technology to women.  
| • Collect and disseminate information on the gender dimensions of disasters.  
| • Assess gender awareness of partners and incorporate gender analysis as part of trainings.  
| • Require reporting from grantees and partners using gender-sensitive indicators. (Indicators are discussed more in detail in the last section of this chapter.)  |
| **National government** |  
| • Commit to promoting gender equality in DRR, and include this commitment in relevant plans and policies.  
| • Establish risk-monitoring systems that collect data on men’s and women’s vulnerabilities and capacities and ensure that information channels are accessible to both of them.  
| • Appoint a Gender Focal Point in the Ministry of Agriculture and relevant line ministries, and provide adequate resources to support gender mainstreaming in plans and programmes for DRR.  
| • Address the risks faced by men and women in DRR plans by consulting with various groups, including women’s organizations, during the plan preparation.  |
| **Local government** |  
| • Develop local disaster prevention plans in a gender-responsive way by ensuring that women and men are equally involved, and consulting with minority groups.  
| • Collect sex-disaggregated data to understand different groups’ needs related to vulnerable natural resources.  
| • Ensure that women-headed households participate in the contingency plans (e.g. seed stocking).  
| • Make sure that both men and women participate in the testing and provide feedback on DRR-related technologies and techniques.  |
| **Community-based Organizations** |  
| • Include gender specialists in the teams or committees involved in liaising with communities and developing plans.  
| • Utilize qualitative tools to understand vulnerabilities of different household members and specific household types (e.g. female-headed, with persons with disabilities, landless).  
| • Address the needs of property users, not just owners, (women often do not own property but may use it).  |

* Table inspired by Baas et al., 2008.  
** * Note: Some activities are relevant for more than one category of actors, e.g. the collection of sex-disaggregated data, listed under “local government”, is relevant for all other actors.
Action steps:

- Include separate budget lines for gender-related actions, for example to conduct awareness-raising on the importance of including both women and men in the DRR decision-making bodies.
- Review the budget to ensure that the resource needs of target populations are met. This means not only exploring the needs of men and women, but also different groups of women, such as pastoralist women compared to those who do not lead mobile lifestyles.
- Mobilize resources from resource partners who are most supportive of gender-responsive work, as they may provide additional funding for work that demonstrates the potential to promote gender equality.

Action steps:

- Use gender-sensitive indicators to track how different interventions impact the lives of various socio-economic groups and assess whether progress is made toward gender equality. This means not only tracking numbers of men and women, but also their forms of participation, such as whether they hold decision-making positions.

*Information source: See boxes 3.1 and 3.2 and consult outside resources.*

- Collect and use sex-disaggregated data as part of monitoring activities and take corrective measures if certain groups benefit more than others.

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36 Flintan, 2011
37 See chapter 5 of UNISDR, UNDP, and IUCN. 2009; IFRC 2009; World Bank, FAO, IFAD, 2009; and The World Bank East Asia and Pacific Region, no date.
As discussed in previous sections, there are many entry points for addressing gender issues during the planning process for DRR in the agriculture sector, such as aiming for equal representation of men and women in planning teams, including gender equality as one of the guiding principles of the plan, and budgeting to collect sex-disaggregated data. The following gender-sensitive indicators are examples of different ways to track the extent to which the planning process is addressing gender equality.

- Multi-stakeholder coordination mechanisms include organizations and experts representing gender issues and women’s specific priorities in DRR.
- Participatory and gender-responsive mechanisms are put in place for DRR in the agriculture sectors, i.e. strategies specifically oriented to the participation of civil society, private sectors, and rural men and women in the planning of DRR in the agriculture sectors.
- Gender experts contribute to models that assess the vulnerability and coping capacity of men and women, boys and girls.
- Vulnerability assessment models include sex-disaggregated data. (Note that while the previous indicator tracks the process, it is also important to include gender-sensitive indicators that measure the outcome of efforts made to integrate gender issues.)
- Community plans integrate actions targeted at women’s specific needs.
- Number of fisherfolk involved in testing of good practices for DRR, disaggregated by age and sex.

The following excerpt from a case study in Fiji illustrates how to track the activities planned within the DRR action plan or policy using gender-sensitive indicators.

In a case study in Fiji where plans were made to install and operate a flood early warning system, the following gender issues were identified: men may be targeted for training to install, operate and maintain Early Warning System equipment. Many men migrate for work away from family farms, taking mobile phones with them, leaving women with limited access to communication technology.

Examples of gender-sensitive indicators to track gender equality outcomes of the activity:

- Numbers of people trained to install, operate and maintain EWS equipment, disaggregated by age and sex.
- Numbers of people with access to mobile phones and other technology relevant to EWS, disaggregated by age and sex.
- Percentage of total population who receive the warning on time (based on pre-event simulations and post-event reports), disaggregated by age and sex.
- Number of men and women in decision-making roles, including representatives in DRR committees.

* Secretariat of the Pacific Community, 2015.
<table>
<thead>
<tr>
<th>Sections of Plan</th>
<th>Summary</th>
<th>Gender entry points</th>
</tr>
</thead>
</table>
| Situation Analysis              | The Situation Analysis section typically includes a summary of the policy context as well as the hazards addressed in the plan. It provides an opportunity to lay the foundation for gender-responsive work and include a justification for the relevance of gender issues to DRR in the agriculture sector. It is also the first instance of establishing what are the relevant gender and agriculture issues in the disasters context. | • Incorporate a justification on the relevance of promoting gender equality within the summary of policies or plans on DRR in the agriculture sector.  
• Document the gender dimensions of the risks addressed within the plan. |
| Vision, Objectives and Guiding Principles | Most plans on DRR make reference to vulnerable groups in the vision and objectives and seek to promote equity, participation and fairness among their guiding principles. Nevertheless, often they do not specify how they will address existing gender inequalities and discrimination against certain socio-economic groups and women in particular. It is therefore essential at this stage to explicitly express a commitment to gender equality to facilitate the adoption of a coherent and systematic gender approach throughout the document.  
In addition, this section should identify at least one area of gender-based inequality (e.g. differences in work burden, access to and control over productive resources, services, need for empowerment) that the plan will address. | • Express a commitment to promoting gender equality.  
• Identify the gender-based inequalities that the plan will address. |
<table>
<thead>
<tr>
<th>Sections of Plan</th>
<th>Summary</th>
<th>Gender entry points</th>
</tr>
</thead>
</table>
| Strategic Areas of Action | It is common to define the strategic areas of action, and their related activities, in line with the four pillars of the Hyogo or Sendai Framework for Action. Addressing gender within the activities envisioned by the plan includes identifying the roles and capacities of different groups within the target populations. Emphasis is placed on the importance of drawing on communities' perspectives and experiences, taking into account the perceptions of both men and women. | • Understand disaster risk in all its dimensions.  
• Avoid perpetuating social inequalities in the process of strengthening DRR institutions.  
• Promote resilient agricultural practices that are accessible and usable by both men and women.  
• Consider the differential impacts on men and women in preparedness planning and early warning systems. |
| Implementation/Operationalization | The last section of the plan usually addresses the practical issues related to putting the plan into place. Even if gender issues are thoroughly addressed in the previous sections of the plan, special attention must be given to how practical gender issues will be addressed in order for the implemented DRR activities to meet men’s and women’s needs. | • Employ institutional mechanisms that ensure participation by women and decision-making power of women's groups.  
• Mobilize and allocate resources to implement gender-responsive activities.  
• Monitor progress on gender equality using gender-sensitive indicators. |
3.4 Conclusions

As discussed in Chapter 2, gender issues intersect with many aspects of disaster risk reduction and shape the lives of men and women, and must therefore be at the basis of DRR efforts. The following four main gender issues were discussed:

1. Needs, capacities and perception of risks of men, women, boys and girls.

2. Gender roles and work burden.

3. Different access to and control over productive resources, goods and services, including information.

4. Different level of participation in decision-making and empowerment.

The guidance in chapter 3, demonstrated that participatory and gender-responsive approaches are part of all DRR work. The views and needs of both men and women must be identified and addressed while building their resilience to disasters so that hidden gender biases do not limit the impact of any intervention. In addition, data collection and analysis for DRR should be disaggregated by sex (and other social differences). Identifying whether and where gender issues make a difference allows to address the power dynamics, needs and priorities of the target population, taking into account the specific situation and challenges of men and women.

Lastly, as summarized in Table 3.3, there are multiple entry points to integrate gender issues during the process of developing a DRR plan or policy for the agriculture sector.

Photo on the right: Les Cayes - Local farmers sorting Cajanus Cajan beans, a fast-growing, disease-resistant bean seed for a post-disaster seed reserve. Revival of local bean seed production system in Haiti. The main objective is to improve food security of rural households in Haiti through revived and improved agricultural production.
FAO commits to identifying and analyzing, through the use of sex and age disaggregated data, the different vulnerabilities and challenges women and men of all ages face, and scale up evidence-based gender-responsive programming in order to generate a long-term impact on livelihoods and resilience.

Annex 1. **Tool box**

This annex includes five qualitative tools to be used in focus group discussions. They can be combined and modified to better fit your situation. More tools are available in the SEAGA Field Level Handbook\(^{40}\).

**Tool 1. Documenting experiences with Disaster-related Risks\(^{41}\)**

**Purpose:** The aim of this tool is to capture the participants’ perceptions of cause and effect of past disaster events, as well as the impacts and responses. It can be used in a village context to understand what risks different groups of men and women have faced and their responses, focusing on a major and sudden onset event, such as a flood; a creeping event, such as a drought; or a recurring disaster, such as chronic food insecurity. This tool can be utilized to review all of the main gender issues discussed in section 2.2 of this guide, namely:

1. Needs, capacities and perception of risks of men, women, boys and girls.
2. Gender roles and work burden.
3. Access to and control over productive resources, goods and services, including information.
4. Participation in decision-making and empowerment.

**When to use this tool:** This tool is most useful during the development of the Situation Analysis, as it helps gather baseline information on men’s and women’s differential vulnerabilities and coping strategies in response to hazard impacts on their agricultural livelihoods, and their perceptions of risk.

**Process:** You likely have some familiarity with the disaster context of the location where you are carrying out your work. You also probably have a particular type of disaster in mind about which you would like to learn more. It is important that the participants agree to what type of disaster and which event in particular will be the focus of discussion, and so you should begin by bringing them together in one large group discussion.

Ask participants about a time in the past when they faced a crisis in their farming activities. If you have a sense that, for example, drought has been a challenge in the past, you may ask about a time when the weather was much drier than usual, and let participants tell you which past droughts stick out in their memories.

When the participants have had time to share ideas, propose that they form smaller groups to discuss more in detail the event (or series of events) that has sparked the most interest and discussion. Form groups of 6 to 8 people composed of just men and just women. If there are enough members in your team to assign one facilitator to each group, divide participants around different socio-economic or age groups. This will enable you to explore how other social factors intersect with gender and enrich the understanding of the diversity within the community.

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\(^{40}\) FAO (2001)

\(^{41}\) Adapted from FAO, 2001 and World Bank, 2007.
When the smaller groups have formed, the facilitator should ask participants why the event (or recurring events) was unique, the problems they faced and what kind of help was available. A note taker, or a member of the group, should draw a circle representing the major event. Participants can draw lines coming off of the circle and write or draw pictures of the effects of that event. Note what was lost due to the effects of the disaster. Discuss and list the problems/vulnerabilities that people observed and the coping strategies that were employed. You may also make note whether your own smaller team agreed with the larger group in terms of which crisis event became the focus of discussion.

After 45 minutes of discussion, if there is time, the full group should reconvene and each smaller group present a summary of the findings.

**Probing questions:**
- Did you do anything before the event to reduce its impact on you and your family?
- Why do you think the event happened?
- What was the event like?
- What happened to women during this event? What happened to men? What happened to girls, boys and elderly people?
- Did you change your regular activities due to this event? How did any changes affect the time you had available for your regular activities?
- Did anyone seek alternative livelihood activities? If so, what did women do? What did men do?
- Was there something you wanted to do but could not?
- What types of services, such as financial support or agricultural advice, were available to help you and your family before, during or after the crisis? Who was able to access these and utilize them? If you utilized these services, did they meet your needs and the needs of other household members? Why or why not? Was there any difference between men and women?
- One year after the event, did you feel that things for your family were better, worse, or the same as before the event occurred?
- Did you change anything in how you secure your livelihood after the event?

**Utilizing the information gathered from this tool:** The information can be used to identify which gender issues are of most relevance in a given context. You will need to compare, side-by-side, the responses of men and women (as well as youth, or other categories that you have been able to speak with). Make note of where there are similarities and differences using the gender issues as your guide. For example, were there differences in what was perceived as at risk, what men and women did to respond in a disaster situation, or which resources/services they utilized? Did they express similar desires in terms of the required assistance? Any differences found along gender lines can be summarized in the **Situation Analysis** and specific needs of different target groups be then addressed in the actions set forth by the plan.
Tool 2. Capacity and Vulnerability Analysis (CVA) Matrix

**Purpose:** The aim of this tool is to understand the resources and needs of men and women, the underlying vulnerabilities of different groups to disasters as well as the existing capacities for responding to crisis situations. It is an approach that can support and maximize local capacities, and supports long-term planning. Gender analysis is embedded in CVA to understand women’s and men’s roles in decision-making, their access to and control of resources and social systems of exchange. In other words, it helps you to gather information related to the gender issues:

1. Needs, capacities and perception of risks of men, women, boys and girls.
2. Access to and control over productive resources, goods and services, including information.
3. Participation in decision-making and empowerment.

**When to use this tool:** This tool is useful during the development of the Situation Analysis, as it provides information on the current situation, as well as for framing and defining the strategic areas of action, as it helps clarify areas of existing strengths and those requiring additional support.

**Process:** In a CVA, three components of capacities and vulnerabilities are considered: physical and material resources; social and organizational institutions and relationships; and motivational and attitudinal factors. The goal is to use the matrix to identify the capacities and vulnerabilities of different groups in the target population in relation to the type of disaster that participants have identified as their focus (the Risk Mapping tool can help you with agreeing to a focus). This tool can also help you identify the differential access to and control over resources\(^4\) of men and women. It might be useful to focus on a specific past event (for example a drought last year) to keep the discussion concrete rather than talking about types of events (droughts) in general.

You will want to prepare a matrix ahead of time to be filled out with a group of men and another with a group of women so that you can compare their views. Ideally you should also aim to capture the views of other groups, such as young men and women.

Begin by explaining to the group the types of information you would like to discuss with them. Be clear on the definitions of vulnerability and capacity, i.e.

- **Vulnerability** is a set of prevailing conditions adversely affecting people’s ability to cope with a threatening situation. (It can also be defined as: *The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard*, UNISDR, 2009). Vulnerabilities need to be assessed to identify men and women who are more at risk and to understand why.

- **Capacity** is a set of qualities that increase people’s ability to cope with a threatening event (i.e. needs exist when there is no local capacity to meet them).

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\(^4\) Adapted from FAO and CCAFS, 2013 and World Bank, 2007. You may also wish to consult Module 3 of FAO and WFP, 2008.

\(^4\) “We often identify resources necessary for managing risks but do not necessarily consider who has access to and control of those resources. This can undermine the approaches to strengthening adaptive capacity as the existence of resources does not necessarily mean that they are available to everyone. For example, early cyclone alerts are disseminated by radio. If the men in the household take the radio with them to the garden when they are farming, the rest of the household members will not have access to important information. This may influence our strategies for ensuring that everyone gets the information they need. In this case the problem is not the lack of technology or systems but of access to them” (Secretariat of the Pacific Community, 2015).
You may also want to explain the potential uses of this matrix, including:

- Improve targeting and prioritization of needs of men and women;
- Support long-term development and DRM programmes to address the underlying population vulnerabilities;
- Support and maximize local capacities and coping strategies in humanitarian response;
- Contribute to disaster risk response (Preparedness) with baseline information.

The following diagram shows an example of the matrix. At the top, both capacities (what people can do, who they rely on) and vulnerabilities (what they need or lack) are listed. These are divided into categories of men, women, boys and girls so that you can record the responses from these different groups to be assessed according to gender and age. This could be simplified to include only “men” and “women”, or, instead of youth groups, other categories could be captured such as landholding (male landowners, female landowners, landless men and landless women). Listed in the left hand column are the three dimensions of capacities and vulnerabilities to be assessed.

<table>
<thead>
<tr>
<th>Capacities</th>
<th>Vulnerabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Physical and Material Resources</td>
<td></td>
</tr>
<tr>
<td>Social and Organizational</td>
<td></td>
</tr>
<tr>
<td>Motivation and Attitudinal</td>
<td></td>
</tr>
</tbody>
</table>

Physical and material capacities and vulnerabilities may be related to:

- Land
- Health and disability
- Livelihoods and vocational skills
- Livestock and crops
- Markets
- Housing
- Water and food supply
- Capital and other assets, etc.

Social/Organizational capacities and vulnerabilities may be related to:

- Family structures
- Social and political organizations
- Informal social gatherings
- Divisions of gender, race, ethnicity, class
- Social capital (support and power systems)
- Education
- Distribution systems of goods and services
Motivational and Attitudinal capacities and vulnerabilities may be related to:

- Experiences of the history of crisis
- Expectations of emergency relief
- Existing coping strategies
- Cultural and psychological factors
- Changes in power structures and relations

The following probing questions can help you facilitate a discussion and enable you to fill in this matrix. You do not need to go cell-by-cell in the matrix; rather, the note taker should record insights from the discussion in the appropriate place in the matrix.

**Probing questions:**

- Who (women, men, girls, boys or all) is affected when there is (insert specific event identified by the group)? How are they affected?
- What kinds of adjustments do men and women make in their daily activities, including household responsibilities and work on the farm or outside the home?
- Do you have access to credit or savings that you rely on during this time? Is credit used for buying food or other household necessities?
- Do any of your possessions get affected, can you replace them?
- Is there anyone – a person or an organization – that has helped you when the event took place in the past?
- What else would help you?
- Have you ever learned techniques and processes that help you respond to this event from people in another village?

**Utilizing the information gathered from this tool:** The information produced by this tool is helpful for identifying where strengths already exist within communities, and prioritizing which assistance is needed for specific groups. You will need to develop a descriptive summary of the information collected via the matrix and summarize the responses provided by men and women (and other groups) about where they have existing capacities – this can then become a recommendation for groups or initiatives to be explored and supported further. The other key point to summarize is which groups have vulnerabilities and in which areas. Further research may be warranted to understand the relative importance of these vulnerabilities and how best to address them. It is critical that in your summary you combine responses where there was agreement between different groups and that you highlight where there were differences between men and women. This type of nuanced information is essential for developing targeted approaches that are gender-responsive.

**Tool 3. Information flow**

**Purpose** - This tool provides information on how women and men access and share information related to disaster preparation or response. Fieldwork participants review different communication methods in casual and formal settings and indicate who (men, women) gives and/or receives information for each technique/site of communication. Communication methods and contexts should be customized based on the context of the fieldwork location. Add columns to record how boys and girls give and receive information. This tool is particularly useful in understanding gender issues related to access to and control over productive resources, goods and services, including information.

44 Adapted from from ACDI/VOCA, 2012.
**When to Use this Tool:** The information gathered through this tool can be useful when developing the **Strategic Areas of Action**, in particular if your plan includes activities related to early warning systems, where information flows are a key concern. In addition, this tool is useful for the **operationalization** of your plan, in that it helps you understand how to reach end users.

**Process:** Prepare the gender communication profile chart on several flip chart pages in advance. Fill in the different methods of communication listed in your tool in a different color marker. Be sure to leave a few communication method boxes blank so that focus group participants can add other methods if they wish.

As with the previous tools, you should set up separate focus groups of men and women and ideally seek to include participants from different backgrounds to gather the views from different livelihood groups, religions, age groups, and other social backgrounds. Explain that the general purpose is to understand how members of the community currently receive and share information. Your specific purpose will depend on your context – you may be planning around disaster preparedness, so you may be interested in how information could be shared through a planned early warning system. Alternatively, you may want to identify how information was exchanged in relation to a past disaster event, to better understand how information exchange could be improved in the future. You may also want to focus on specific types of information – perhaps you would like to understand better how participants learn about weather, market prices, farming or fishing practices, coping strategies, availability of disaster relief services, or something else.

Once you have communicated the specific purpose to the participants, use the matrix to guide you in a discussion of each communication method. Ask participants to tell you who **receives** information for each particular communication method. Is it just men? Just women? Both? Using a third colored marker, put a check in the box for whoever receives information for the given communication method you are discussing. You can check boxes for both women and men if participants indicate that both genders can receive information with the communication method.

Next, ask participants to tell you who **provides** the information for each particular communication method. Is it just men? Just women? Both? Using the same color marker, put a check in the box for whoever gives information for the given communication method you are discussing. You can write down any key comments or responses under the “Comments” column for each communication method you discuss. Here it will be critical to make note of the education levels of the participants who give and receive information. In addition, comments could include issues such as timing of when information was received, and perceived reliability or quality of information. Go through each communication method listed on your chart in this manner.

Give participants the opportunity to name any communication methods that were not on your chart. Write these communication methods into your chart and ask participants to indicate who receives and gives information for each one. It is also important to discuss with participants the methods and places where women and men communicate to have a better sense of information flow in private versus public settings.
### Table A.2 - Information flow chart for documenting discussion

<table>
<thead>
<tr>
<th>Communication methods</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receive information</td>
<td>Give information</td>
</tr>
<tr>
<td>In Person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formal meetings</strong> (community, school, government)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend meetings and listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak at meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organize meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work on a committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Casual meetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ICTs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone – talking</td>
<td></td>
<td></td>
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<tr>
<td>Mobile phone – SMS</td>
<td></td>
<td></td>
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<tr>
<td>Mobile phone – internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet/email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
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<tr>
<td>Television</td>
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</tbody>
</table>

**Utilizing the information gathered from this tool:** This tool results in very practical information that can be used to identify which methods of communication are most effective for reaching different groups of people. By reviewing the matrix, you can easily identify which method to use in disseminating information to ensure that different groups are aware of your disaster plan, or specific information related to disaster preparedness. Further, the information generated here can show you where there may be gaps between men and women in terms of access to information and their roles in disseminating information which should be taken into consideration.
Tool 4. Institutional profiles

**Purpose:** The Institutional Profiles tool can help you learn about local organizations, including how they function and for what purpose. It helps clarify decision-making roles and identify any potential areas of conflict. In addition, it can be used to analyze the extent to which men and women farmers can access existing institutions and the services they provide, and identify possible areas of improvement with regards to their equal participation and benefits. It helps you in particular to gather information related to gender roles and work burden; access to and control over productive resources, goods and services, including information; and participation in decision-making and empowerment.

**When to Use this Tool:** This tool is useful when developing the Strategic Areas of Action in your disaster reduction plan or policy as it helps you identify where institutional strengthening can take place as part of efforts in DRR. It could also potentially be helpful during development of the Situation Analysis as it assists you in identifying who the main actors are.

**Process:** At the outset, an institutional analysis should recognize that:
- the needs of men and women producers, traders, consumers, laborers may be different, as may the needs of different ethnic, age and social groups;
- men and women have different capabilities to participate in the design and delivery of agricultural policies, community participation schemes, training programmes, agricultural and financial markets, and in government ministries;
- the organizations that design, deliver and evaluate agricultural programmes operate according to rules and norms, which may be gender biased, that is they normally function in ways which prioritize men’s needs and viewpoints over those of women.

Prepare a chart of key organizations involved in DRR in the sites you are investigating. You will discuss each organization within your male-only and female-only discussion groups. For each organization, list at least four kinds of information: foundation date and goals, management, achievements and needs. To deepen the discussion you can ask about leadership, membership, activities, decision-making processes and interactions or conflicts with other groups or institutions. Given their often different public and private roles, men’s and women’s perspectives of and knowledge about these organizations may differ in important ways. Make sure you gather information in the following five categories, taking into account the gender dimensions:

- **Rules** or how things get done; do they enable or constrain? Rules may be written or unwritten, formal or informal;
- **Activities** or who does what, who gets what, and who can claim what. Activities may be productive, regulative or distributive;
- **Resources** or what is used and what is produced, including human (labour, education), material (food, assets, capital), or intangible resources (goodwill, information, networks);
- **People** or who is in, who is out and who does what. Institutions are selective in the way they include or exclude people, assign them resources and responsibilities, and position them in the hierarchy
- **Power** or who decides, and whose interests are served.

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45 Adapted from FAO, 2001 and FAO, 2003b.
Probing Questions:

- What are the existing support structures and constraints for each community’s hazard prevention, relief, conflict resolution, and reconstruction and transformation efforts?
- Are they different for men and women?
- Which relevant organizations work most closely with community members? Which ones target men or women? What are their linkages with other levels of systems, such as government and private institutions? Which organizations do local people prefer as potential service providers and why? Do the preferences of women or minorities differ from those of the majority?
- Have women or men developed informal networks or formal organizations that could be supported?
- What solidarity networks and community self-help capacities exist? Are there groups exclusively for women or men? Which ones? Why? What is the focus of these groups? How do women assist each other?
- Do women have equal and effective access to food and agricultural programmes and extension services?
- What supportive measures or additional separate organizations are necessary?
- To what extent (presence, composition, function, and capacity) do men and women participate in decision making in local committees or groups?

Utilizing the information gathered from this tool: This tool can result in a lot of information and it is important that the discussions be kept focused on your main concerns to enable its interpretation. Use the probing questions to help you look for patterns in the outputs of the focus group discussions. Where did men’s and women’s responses overlap and where did they differ? Are there any stark differences that stand out? You can also look at the organizations themselves. Were there organizations that only men or only women were knowledgeable about or accessed? Did both men and women engage in informal networks? Who has decision-making power in these organizations and do they seem to represent the needs of different groups of people?

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Purpose (benefits)</th>
<th>Members</th>
<th>Who benefits?</th>
<th>Constraints</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
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</table>
Tool 5. Changing farming practices

**Purpose:** The purpose of the Changing Farming Practices tool is to document how a change in farming practices, such as planting trees or modifying soil management and changes in external inputs, impacts the activities of men and women. It can also foster discussion of how the change in farming practice came about, roles in decision making and access to any benefits created by the change. You can use this tool to better understand gender roles and work burden; access to and control over productive resources, goods and services, including information; and participation in decision-making and empowerment.

**When to use this tool:** This tool is most useful during the framing of the strategic areas of action, because it helps you explore concrete practices that are in place and determine how they benefit both men and women. Note that you could modify this to explore the potential impacts of a practice that has not yet been implemented.

**Process:** After you have divided the participants into separate focus groups of men and women, explain that you want to understand how a change in farming practice has altered the average day of a woman or a man in their village. With the group, choose an important change in a farming practice. If there is no dominant practice, you can carry out this exercise for multiple changes.

Make a list of the activities that men and women carry out each day (you can make separate lists for different seasons). Ask participants to describe the change that was undertaken, including how the decision was taken to make the change and how it was carried out. Then, ask them whether the change in farming practice led to additional activities that should be added to the list or if there are activities that are no longer performed.

Next, ask if the change in farming practice affected any of the activities that were already on the list.

Finally, analyze how the change has affected the overall well-being, income and food security of men and women, and their families and communities.

**Probing Questions:**
- What change was made?
- Who decided to make the change, women or men?
- How did you learn about this new practice?
- Who provided you with information, women or men?
- Who implemented the change, women or men?
- What was needed to make the change?
- Did you need new technology? How did you go about getting what you needed to make the change? And/or was the change based on a revival of traditional knowledge systems?
- If the change required new technology, who owns the technology, women or men? Who uses it, women or men?

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46 Adapted from FAO and CCAFS, 2013.
• Because of this new practice, did the responsibilities of men and women change at all? Did members of your household have new responsibilities?
• How did this affect the responsibilities you already had?
• Did you have more free time because of this change?
• Did you see any financial benefits or burdens from making this change? Was there an increase in income, for example? If some income was generated from this change, who decided what to do with it, women or men?
• Did this change impact what you ate or how much you had to eat? Did members of your household have more or less food after this change, or better or worse food?
• Did the change create any problems? For whom, women or men?
• Did you keep the change in place or return to previous practices?

Utilizing the information gathered from this tool: This tool is designed to look at very specific changes made at community level and understand how these have benefitted, or not, men and women. This type of assessment is useful in planning for scaling up practices for introduction among a larger population. You will need to look for patterns in the outputs of the focus group discussions to see, first, where men and women gave similar and different responses. Then, you will need to analyze the differences and whether an improvement may be needed. Did men and women adopt practices at a different rate because they had different resources or information? Or is it because they traditionally perform different tasks and the practice was not culturally-appropriate for men or women? Did men and women experience different impacts on their daily routines due to the new practice and if so, were they positive? What lessons can be drawn in terms of potential barriers or unforeseen problems that would need to be addressed in future applications of this practice?
Annex 2. Glossary of terms

**Gender Terms**

**Gender** refers not to male and female, but to masculine and feminine - that is, to qualities or characteristics that society ascribes to each sex. People are born female or male, but learn to be women and men. Perceptions of gender are deeply rooted, vary widely both within and between cultures, and change over time. But in all cultures, gender determines power and resources for females and males.

**Gender analysis** is the study of the different roles of women and men in order to understand what they do, what resources they have, and what their needs and priorities are. “Gender analysis is a sub-set of socio-economic analysis. Its purpose is to reveal the connections between gender relations and the development problem to be solved. Its purpose may be two-fold: (i) to “surface” the fact that gender relations are likely to have an impact on the solution to the problem, (some decision-makers may still need to be persuaded of this) and (ii) to indicate exactly what that impact is likely to be, and alternative courses of action. In some cases gender issues may be significant to the policy area, and play a determining role in policy outcomes. In other cases, they may be less significant, and constitute rather a set of factors to be weighed with others.” (UNDP 2001).

**Gender balance** is the equal and active participation of women and men in all areas of decision-making, and in access to and control over resources and services.

**Gender discrimination** is any exclusion or restriction made on the basis of gender roles and relations that prevents a person from enjoying full human rights.

**Gender division of labour**: the way work is divided between men and women according to their gender roles. This does not necessarily concern only paid employment, but more generally the work, tasks and responsibilities assigned to women and men in their daily lives, and which may, in their turn, also determine certain patterns in the labour market.

**Gender equality** is when women and men enjoy equal rights, opportunities and entitlements in civil and political life.

**Gender equity** means fairness and impartiality in the treatment of women and men in terms of rights, benefits, obligations and opportunities.

**Gender mainstreaming** is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women and men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. It is the globally recognized strategy for achieving gender equality.

**Gender roles** are those behaviours, tasks and responsibilities that a society considers appropriate for men, women, boys and girls.

**Gender relations** are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another.

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38 All gender terms are from FAO (http://www.fao.org/gender/gender-home/gender-why/why-gender/en/), unless otherwise noted.
Disasters Terms

**Disaster**: a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk. Note that there is no such thing as a “natural” disaster; disasters are induced by calamities or other hazards.

**Disaster risk** is usually described as a function of the hazard and the vulnerability context, including the resilience of the societal system under threat. Communities and households may be exposed to different forms of vulnerability that include:

- **Weather-related shocks and natural calamities/hazards**: e.g. drought, earthquakes, hurricanes, tidal waves, floods, heavy snow, early frost, extreme heat or cold waves.
- **Pest and disease epidemics**: insect attacks, predators and diseases affecting crops, animals and people.
- **Economic shocks**: drastic changes in the national or local economy and its insertion in the world economy, affecting prices, markets, employment and purchasing power.
- **Civil strife**: war, armed conflict, failed states, displacement, destruction of lives and property.
- **Seasonal stresses**: hungry season food insecurity.
- **Environmental stresses**: land degradation, soil erosion, bush fires, pollution.
- **Idiosyncratic shocks**: illness or death in family, job loss or theft of personal property.
- **Structural vulnerability**: lack of voice or power to make claims.

Vulnerability to the various types of natural hazards is not homogeneous across geographical areas or within communities. Some communities, or households within given communities will be more vulnerable than others.

**Disaster Risk Management (DRM)** is a broader continuum than DRR and encompasses the pre-disaster activities captured by DRR as well as those that take place during and following a disaster. The purpose of Disaster Risk Management is to reduce the underlying factors of risk and to prepare for and initiate an immediate response should disaster hit.

**Disaster Risk Reduction (DRR)** refers to those programmes and practices that are specifically targeted at avoiding (prevention) or limiting (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

**Hazard**: a potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Natural hazards can be classified according to their geological (earthquake, tsunamis, volcanic activity), hydro-meteorological (floods, tropical storms, drought) or biological (epidemic diseases) origin. Hazards can be induced by human processes (climate change, fire, mining of non-renewable resources, environmental degradation, and technological hazards). Hazards can be single, sequential or combined in their origin and effects.

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39 All definitions of disasters terms are from Baas et al., 2008, unless otherwise noted.
**Resilience** is the ability to prevent and mitigate disasters and crises, as well as to anticipate, absorb, accommodate or recover from and adapt to them in a timely, efficient and sustainable manner. This includes protecting, restoring and improving food and agricultural systems as well as the abilities of men and women to maintain their livelihoods.

**Resilience to shocks**: the ability to prevent and mitigate disasters and crises as well as to anticipate, absorb, accommodate or recover and adapt from them in a timely, efficient and sustainable manner. This includes protecting, restoring and improving livelihoods systems in the face of threats that impact agriculture, food and nutrition (and related public health) (FAO, 2013).

**Risk**: the probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions. [Risk = hazard x vulnerability (physical, social, economic, environmental)]

**Vulnerability**: the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard (UNISDR, 2009).
Annex 3. Bibliography of works consulted and cited


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United Nations. 2014. *Gender responsive disaster risk reduction: a contribution by the United Nations to the consultation leading to the Third UN World Conference on Disaster Risk Reduction*.


Men and women are impacted by disasters in different ways and often have distinct coping strategies. Using a gender-responsive approach to disaster risk reduction (DRR) planning means that gender issues are considered in the design of the policy, strategy or plan, and that gender equality is promoted during implementation. In concrete terms, this means that the study of disaster risks includes analysis of how gender norms, roles and inequality shape vulnerability and resilience. Gender analysis will inform the design and implementation of activities so that gender issues relevant to agriculturally-based livelihoods are adequately addressed.

The training guide Gender-Responsive Disaster Risk Reduction in the Agriculture Sector is intended primarily for policy-makers and practitioners, who have a good understanding of disasters but limited knowledge of gender issues, and work on DRR policies, plans, information systems, or other activities related to disaster-prone communities. Its main objective is to present theoretical and practical approaches to address gender issues in DRR strategies for the agriculture sector, illustrating some stories on how gender issues cut across men’s and women’s experiences of disaster risk and can be addressed in DRR decision-making. This guide also provides an overview of a gender-responsive planning process, and guidance on how to collect sex-disaggregated data and conduct a gender analysis, including a glossary of key terms and a tool box of qualitative data collection methods.