EnGenDER

Enabling Gender-Responsive Disaster Recovery,
Climate and Environmental Resilience in the Caribbean

Behaviour Change Communication Guidance Framework Document

BEHAVIOUR CHANGE COMMUNICATION GUIDANCE FRAMEWORK DOCUMENT

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                      Barbados and the Eastern Caribbean

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ACKNOWLEDGEMENTS

ACRONYMS

AFDO	Australian Federation of Disability Organisations
ARY	At Risk Youth
ASL	American Sign Language
BC	Behaviour Change
CARICOM	Caribbean Community
CariFLAGs	Caribbean Forum for Liberation and Acceptance of Genders and Sexualities
CBCRF	Communications for Behaviour Change Regional Framework
CC	Climate Change
CCA	Climate Change Adaptation
CCCCC	Caribbean Community Climate Change Centre
CDB	Caribbean Development Bank
CDC	United States Centre for Disease Control and Prevention
CDEMA	Caribbean Disaster Emergency Management Agency
CDRRF	Community Disaster Risk Reduction Fund
CoP	Community of Practice
CR	Climate Resilience
CRA	Climate Risk Assessment
CREAD	Climate Resilience Execution Agency for Dominica
CRRF	Caribbean Resilient Recovery Facility
CSGM	Climate Studies Group, University of the West Indies, Mona
CYEN	Caribbean Youth Environment Network
CVA	Community Vulnerability Assessment
DESA	Department of Economic and Social Affairs (UN)
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DRRC	Disaster Risk Reduction Centre
ECA	Eastern Caribbean Area
ECADE	Eastern Caribbean Alliance for Diversity and Equality, Inc.
ECLAC	Economic Commission for Latin America and the Caribbean
EFAF	Equality for All Foundation
EIGE	European Institute of Gender Equality
EnGenDER	Enabling Gender-Responsive Disaster Recovery, Climate and Environmental Resilience in the Caribbean
EWS	Early Warning Systems
FAO	Food and Agriculture Organisation of the United Nations
FGD	Focus Group Discussion
FP	Focal Points
GB	Gender Budgeting
GBA+	Gender Based Assessment Plus
GCVCA	Gender-Sensitive Climate Vulnerability and Capacity Analysis
GFD	Guidance Framework Document
GFDRR	Global Facility for Disaster Reduction and Recovery

GGCCA	Global Gender and Climate Change Alliance
GRA	Gender Risk Assessment
GRB	Gender Responsive Budgeting
GS	Gender Specialist
GVA	Gender Vulnerability Assessment
HRBA	Human Rights-Based Approaches
ICT	Information Communication Technologies
IDB	Inter-American Development Bank
IGDS	Institute for Gender and Development Studies
IISD	International Institute for Sustainable Development
IOM	International Organization for Migration
J-CCCP	Japan-Caribbean Climate Change Partnership
KAP	Knowledge, Attitudes and Practices
KABP	Knowledge, Attitudes, Behaviours and Practices
KII	Key Informant Interview
KM	Knowledge Management
LBA	Livelihood Baseline Assessment
LGBTQ	Lesbian, Gay, Bi-Sexual, Transgender and Queer
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MRV	Monitoring, Reporting and Verification
MSDF	UN Multi-Country Sustainable Development Framework
NAMA	Nationally Appropriate Mitigation Plan
NAP	National Adaptation Plan
NAPA	National Adaptation Programmes of Action
NDC	Nationally Determined Contribution
NGO	Non-Governmental Organisation
MNRF	Model National Recovery Framework
OECS	Organisation of Eastern Caribbean States
PAHO	Pan American Health Organisation
PLA	Participatory Learning Action
PMU	Project Management Unit
PPCR	Pilot Programme for Climate Resilience
PWD	Persons with Disabilities
SALISES	Sir Arthur Lewis Institute of Social and Economic Studies, UWI
SDG	Sustainable Development Goals
SIDS	Small Island Developing States
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
UN Women	United Nations Entity for Gender Equality and Women's Empowerment
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNISDR	United Nations International Strategy for Disaster Reduction
UNOPS	United Nations Office for Project Services
UWI	University of the West Indies
WB	The World Bank Group
WEDO	Women's Environment and Development Organisation

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PART ONE

1| INTRODUCTION

The Enabling Gender-Responsive Disaster Recovery, Climate and Environmental Resilience in the Caribbean (EnGenDER) Project was initiated to further integrate gender equality and human rights-based approaches into climate change, disaster risk reduction and environmental management interventions in nine (9) Caribbean countries, by leveraging sector level entry points (e.g. NAPs and NAMAs) specifically supporting implementation and/or upscaling of countries' priority actions.

The project is meant to analyse and prioritise the needs of the most vulnerable with respect to climate change adaptation and mitigation in priority sectors as well as to increase livelihoods resilience to accelerate post-disaster recovery and mitigate risk.

In 2021, a Knowledge, Attitudes, Behaviours and Practices (KABP)[1] study was conducted for the EnGenDER Project by the International Institute for Sustainable Development (IISD) led by UN Women. This study aimed to increase the understanding of gender-related perceptions and biases and how they play out in coordination mechanisms for climate change adaptation (CCA) and disaster risk reduction (DRR) as a basis to determine how they can be challenged individually and institutionally.

Following the completion of the KABP study, the main objective of this assignment is to provide guidance to the nine (9) EnGenDER participating countries, through the development of a guidance framework which will support countries in the development of gender responsive behavioural change strategies and action plans. The KABP identified an initial set of perceptions (and misperceptions) and attitudes that may hinder implementation of gender equality and human rights considerations into DRR and CC processes.

Now that these barriers and gaps have been identified, the next step is for the countries to develop their behavioural change communication strategies and action plans in support of the integration of gender equality and the application of human rights-based approaches into climate change and disaster risk reduction frameworks.

To this end, CHANGE Communications has been contracted to prepare a Guidance Framework Document (GFD) which outlines guiding principles, communication approaches, a range of communication methods and tools as well as practical steps that the countries may consider to enhance their gender responsive efforts as well as to help effectively drive gender responsive behavioural change – depending on the resources and constraints they each face.

1.1| ORGANISATION OF THE GUIDANCE FRAMEWORK

This Guidance Framework Document (GFD) includes a mix of both theoretical and practical guiding suggestions but seeks to be as practical as possible.

It is organised into (7) main sections:

1. An outline of the methodology that was used to develop the GFD.
2. A brief theoretical review of obstacles to gender mainstreaming as well as what is involved in behaviour change communication is presented. This outlines a few approaches and flags key features to be aware of as well as "best bet" actions to consider.

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[1] UN Women and International Institute for Sustainable Development. (2021). *Gender-Responsive Resilience Building in the Caribbean: Understanding the role of knowledge, attitudes, behaviours, and practices in coordination mechanisms for climate change and disaster risk reduction.* A. Dazé and C. Hunter (authors). https://www.iisd.org/publications/gender-responsive-resilience-building- Caribbean

3. Then, the principal features of successful gender mainstreaming are presented.

4. A section which clarifies different types of communications is next. Although the countries are to develop "behaviour change" communication strategies, they will also need to consider other forms of communication such as Public Relations, Social Media Campaigns, advocacy, general public awareness. These are outlined so the countries can determine the precise mix that might suit them.

5. A section which defines and articulates what is gender responsive behavioural change within CC and DRR and how this is to be achieved within the context of a BCC Strategy, is illustrated by examples.

6. A discussion on how to determine primary and secondary audiences is also outlined and explains why it is so important to use a Gender Based Assessment Plus (GBA+) lens to ensure that diversity and inclusion are considered – so that the needs and priorities of those who are most vulnerable are factored.

7. An overview of media tools and methods are then suggested. This list includes those that are deemed to be most appropriate for gender mainstreaming behaviour change. The pros and cons of each are also shared.

8. The last chapter then outlines practical steps to follow for strategy development. It includes how to do an analysis of the gaps in Knowledge, Attitudes, Behaviours and Practices KABPs and to prioritise those to be addressed. It covers how to design a clear and SMART[2] gender responsive communication goal with SMART objectives. Then steps to match the communication activities to achieve the determined objectives, as well as monitoring and evaluation and budgeting considerations are outlined. Practical examples are given in several instances.

9. Annex 1 includes a matrix of the gaps in KABPs from the IISD report as well as additional gaps that have been identified through the stakeholder engagement process used to prepare this GFD. It also delineates between behaviour change priorities that can be addressed through communication and public awareness activities and those that instead will require technical training or education. Illustrative examples of gender responsive communication activities and messaging are also suggested. This is provided to make it easier for users to determine exactly which gaps they wish to prioritise in their strategy without have to review the IISD report.

Annex 2 includes examples of gender responsive monitoring and evaluation indicators, indicative budgets for promotional items, indicative templates for designing the implementation and action plan, and examples of specification sheets for the development of media products.

Case study examples of best practices towards gender mainstreaming from within the region are also included in Annex 7.

Annex 9 provides a template for defining SMART behaviour change goals and objectives, determining appropriate communication activities and determining indicators. This is provided to help make it easier for the countries to logically and robustly develop their strategies and action plans.

Taken together, the GFD therefore serves as a "one-stop shopping" guide to assist the countries as they prepare their strategy documents.

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2 Specific, Measurable, Achievable, Realistic and Time-Bound

1.2| AUDIENCES AND USERS

The GFD is meant to be used by decision makers such as government ministers, senior civil servants, technical specialists, and civil society leaders, especially persons working within the gender machinery, climate change, disaster risk management and related sectors within the nine (9) countries participating in the EnGenDER project, namely Antigua and Barbuda, Belize, Dominica, Grenada, Guyana, Jamaica, Saint Lucia, Saint Vincent and the Grenadines, and Suriname.

The authors of the GFD recognise that target audiences and users may vary, as the public sector may be structured differently in each of the nine (9) countries. While in some countries, the Bureau/ Department / Directorate of Gender Affairs is positioned as the machinery to advise on and mainstream gender considerations throughout government ministries, defining gender policies for the country as a whole, in other countries, the structure may be more decentralised, and several agencies may share the responsibility for gender and related affairs.

While these nuances are acknowledged, an effort was made to ensure that the language and style of the GFD is broad enough to be relevant and appeal to these diverse audiences, given that it is meant to serve as a general guide for countries as they are embarking on their journey to determine a BCC programme for CC and DRR.

Under another component (Activity 1212) of the EnGenDER project specific support is being provided to partner countries in the design and implementation of behavioural change communications interventions and activities.

2| METHODOLOGY

In developing this GFD, CHANGE Communications undertook a comprehensive desk review which included: (a) an understanding of the obstacles to gender mainstreaming; (b) theories of behaviour change – which explored a few different models such as the **Ecological Approach**, the **Pathways Model**, and others. Elements of these models have informed the identification of key guidelines and core principles for gender responsive behaviour change and are shared briefly.

Review was also done of **Barrier Analysis** – an exploration of the obstacles and issues pertaining to resistance to gender mainstreaming. In addition, a review of a few other Knowledge, Attitudes and Practices/Behaviour (KAPB) studies focusing on institutional decision makers in the Caribbean, especially looking at gender mainstreaming in climate change, disaster management and related themes across priority sectors was done.

In identifying the appropriate gender-responsive behavioural change communication tools that could be considered for the GFD, the team highlighted that behaviour change communication not only involves "**messaging and mediated communication**" but also needs to consider pedagogical and learning approaches to support long term behaviour change. The analysis therefore included supportive best practices pertaining to communication and pedagogy and some of the messaging approaches that have proven successful.

In determining how gender responsive a theory of behaviour change is, it is important that it is benchmarked against accepted tools used in gender mainstreaming. The **Gender Equality Continuum**, is one such tool that can be used as a planning framework or for diagnostics, depending on the stage of the project cycle, to determine how best to move along the continuum toward more transformative gender programmeming. Alternatively, the **Gender Assessment Scale** uses specific criteria to rank policies and programmes from gender neutral at the lowest level, to gender transformative at the highest.

Altogether, these analyses have allowed the CHANGE team to draw critical conclusions and a solid rationale justifying the need for the GFD and helped to inform the design of this document to ensure that it provides a solid foundation for the development of tailored gender responsive behaviour change communications plans at the national and sectoral level.

The review of the various behaviour change (BC) theories that were examined – particularly in light of gender mainstreaming, clearly show that BC is complex and involves change at the personal, social and institutional level. Moreover, the review also suggests while information is needed, information alone is not sufficient to support long term behaviour change. Encouraging transformative change may involve radical changes in how individuals perceive themselves – including how they may perceive their own and others' gender identity. Such changes can be very emotional for the persons involved.

Following the desk review, from May 23 to June 15, 2022, the UNDP EnGenDER and the CHANGE team invited stakeholders in the nine (9) participating countries to participate in a series of engagement exercises to get a better understanding of how best to ensure that the guidance framework document would fit their needs as they prepare their communication strategies for gender mainstreaming behaviour change.

Four methods were employed:

- A mandatory quantitative on-line survey (55 respondents participated see participants list in Annex 6)
- Four optional participatory engagement exercises using the Mentimeter platform in which 34 stakeholders participated;
- Four (4) Key Informant Interviews (KII); and
- The development of best practice case study testimonials.

3| DESK REVIEW FINDINGS

3.1| OBSTACLES TO GENDER MAINSTREAMING

For gender responsive behavioural change to be effective and sustained, BC efforts must be informed by an understanding of the common obstacles and underlying forms of resistance to gender mainstreaming. While the principle of gender mainstreaming has become increasingly widespread across the Caribbean, there is a **persistent gap between theory and practice**. Other common obstacles include the following:

The persistence of a glass ceiling where the corporate culture may "talk about gender equality/equity"[3] but in reality, not believe that men and women are equal – as shown in persistence gender pay gaps.

Cultural attitudes which carry the baggage of their own traditional male cultures of work and power. These attitudes and cultures continue to be transferred in practice at home and in the field.[4]

Ignoring the fact that solutions may be costly.[5] Improving commitment of senior management, fund raising, and other measures require time, energy and resources.

Educational inequality. Even though in much of the Caribbean, women's educational achievements surpass those of males, the educational areas of expertise are still often traditional engendered. Fewer females are in science, technology, engineering, and mathematics (STEM) fields. Advancement in education may require support for childcare and other types of enabling environments to be created if the educational gap is to be reduced.

Even where gender policies and plans exist within organisations, if **senior leadership** is not fully supportive and behind it, policies simply remain on paper.

Another important point to remember, **is that gender equality and mainstreaming are part of a transformative "movement"[6] and not a simple fix**.

Insufficient resources (time, personnel, and financial resources) are delegated to monitoring and evaluation of gender mainstreaming impacts – so it is not always possible to prove or show that gender mainstreaming makes a difference. This is even more the case if gender advisors are perceived as "gender police".

Men are often left out: Integrating men must be part of the solution. Building their support is perhaps one of the most effective means of ensuring full gender integration.

There are not enough women in leadership: Despite years of experience addressing gender constraints and increasing benefits to women in many countries, few women have made it to the highest levels of leadership, including as Senior Directors, Permanent Secretaries or Ministers of Government.

3 Mwai, Angela. February 2019. TakeFive: Oneof theMain Obstacles to Gender Parity is theGlass Ceiling." Takefive: "Oneof themain obstacles to gender parity is the glass ceiling" | UN Women –Headquarters

4 UKEssays. (November 2018). Gender Mainstreaming: Impact and Effects. Retrieved from https://www.ukessays.com/essays/social-work/analysing-the-outcomes-and-benefits-to-gender-mainstreaming-social-work-essay.php?vref=1

5 Russell, Mara. #26 March 2014. How to Overcome 5 Common Constraints to Integrating Gender into Programmeming. https://www.devex.com/news/how-to-overcome-5-common-constraints-to-integrating-gender-into-programming-83146

6 Business Ethics Group (BS35). March 26th, 2019. The Obstacles to Achieving Gender Equality. The Obstacles to Achieving Gender Equality –Gender Equality – It's Good for Everyone! (home.blog)

3.2| THEORETICAL OVERVIEW OF BEHAVIOUR CHANGE FOR GENDER MAINSTREAMING IN DRR AND CCA

Behaviour change (BC), especially BC to promote gender mainstreaming, is a complex process that involves a few elements for long-term sustainable change to be achieved. It is useful to look at a few theoretical models of behaviour change to better understand the gaps that exist in each country and regionally, and to then identify appropriate solutions and practical steps to support BC.

Most theories of behaviour change have come from the health sector however, those that are most applicable to gender are shared here.

3.2.1.   The ecological approach to behaviour change

This approach suggests that sustainable behaviour change requires change at three different levels:[7]

- Personal or individual: beliefs, knowledge, attitudes, skills, genetics
- Social: interaction with other people including friends, family and the community
- Environmental: the area in which an individual lives, e.g. school, workplace, local shops and facilities, and wider factors including the economy (such as prices) and technology.

Behaviour change is generally best served by a mix of interventions, delivered over a long time and modified in response to measured impact. Interventions that only address factors at the individual level and do not consider the social and environmental influences mentioned above, are unlikely to work. An ecological approach "that identifies and addresses the factors influencing behaviour at all three levels is likely to be most effective at bringing about behaviour change".[3] This approach also appears to be the most cost-effective according to the experts involved.

3.2.1.1.1.   *Providing Information and direct advice alone are not adequate*

The traditional approach to BC relies primarily on providing direct advice and information and perceives BC as being mainly a matter of missing information. While information is important, it is rarely sufficient to change behaviour. It assumes that people lack knowledge (of what they should be doing) and that improving knowledge changes attitude, creating the desire to change. It does not take account of the many complex influences on behaviour. In this case, the BC problem is defined as a matter of telling people what to do, which many times creates resistance to change.

The provision of information is likely to appeal to those who want to know how to change their behaviour and who are already amenable to doing so but will likely not be effective at inspiring change among those who are not.

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7 Central Office of Information (COI) (2009). Communications and behaviour change. London: COI. Cited in EUFIC, op.cit.

3.2.1.1.2. Theories and models of behaviour change

Transtheoretical Model and Social Cognitive Theory (explained below) are the most applied theories of behaviour change. The Theory of Planned Behaviour has also been effectively applied to physical activity and dietary interventions.

Transtheoretical Model (also referred to as the 'Stages of Change' model): segments the audience and tailors the intervention to their stage of change: precontemplation, contemplation, preparation, action, maintenance, and termination.

Social Cognitive Theory: focuses on the role of observing and learning from others, and on positive and negative reinforcement of behaviour.

Theory of Planned Behaviour: assumes that people's behaviour is determined by intention, and is predicted by attitudes, subjective norm (beliefs about whether other people approve or disapprove), and perceived behavioural control (beliefs about whether it is easy or difficult to do).

Models and theories identify techniques to change behaviour. Interventions often use several different behaviour change techniques. They range from providing information (for example, about the consequences of behaviour) to prompting the setting of specific goals and providing opportunities for social comparison. They can also include stress management, motivational interviewing and time management.[17]

Figure 1 – Nudge Theory Process

(Source: Nudge Theory Change Management Cycle Model | PowerPoint Slides Diagrams | Themes for PPT | Presentations Graphic Ideas (slideteam.net)

3.2.1.1.3.   Nudging

An approach commonly known as 'nudging', primarily drawn from behavioural economics (see Figure 1 above), has attracted interest in recent years.[8] It aims to 'nudge' people's choices, not by removing the less desirable behaviours, but by making better options easier to adopt and by supporting short-term wins throughout the process.

The following short YouTube clips are good examples of how nudges can work in practice:

Nudge Theory 1

Nudge theory: 5 everyday examples - Bing video

3.2.2.   Behaviour Change theory in practice

Numerous frameworks aim to encourage and support the integration of behaviour change theory into the design of interventions. An example of such a framework is shown in the box below in Table 1.

Table 1 - The Cyclical "Nine Principles Framework"– Source: Eufic

1. Identify the audience groups and the target behaviour. If faced with a complex behaviour, break it down into its component behaviours and/or adopt a systems thinking approach.
2. Identify relevant behavioural models (use both individual- and societal-level models). Draw up a shortlist of influencing factors.
3. Select the key influencing factors to work on. Use these to design objectives in a draft strategy for the intervention.
4. Identify effective intervention techniques which have worked in the past for the influencing factors selected.
5. Engage the target audience for the intervention to understand the target behaviour and the factors influencing it from their perspective.
6. Develop a prototype intervention based on the learning from working with the actors. Cross-check this against appropriate policy frameworks and assessment tools.
7. Pilot the intervention and monitor continuously.
8. Evaluate impacts and processes.
9. Feedback learning from the evaluation.

N.B. The process is iterative; learning from one principle could require revisiting an earlier assumption.

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[8] Thaler RH & Sunstein CR (2008). Nudge: improving decisions about health, wealth, and happiness. New Haven, CT & London: Yale University Press, cited in Eufic above.

3.2.3.   The Pathways Model

This describes a process of social change that can be influenced by communication in a variety of ways depending on the goals a programme sets for itself. The Pathways™ framework charts the continuum of change, ensuring that a programme addresses not only the immediate drivers of change, but also the contextual factors that determine sustained health outcomes, see Figure 2 below.

Figure 2 - HCCC's Gender Pathways Conceptual Framework (Source: SBCC and Gender: Models and Frameworks
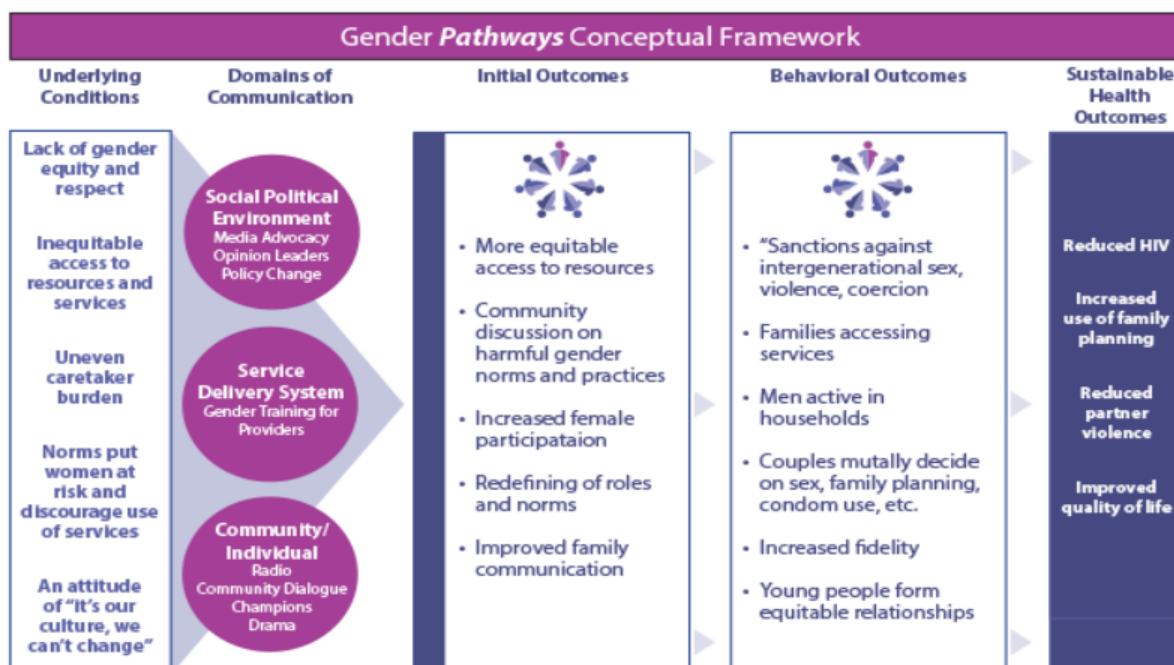
Very importantly though, the HCCC[9] mostly endorses behaviour change communication programmes that generally fit along the Gender Equality Continuum, which can be used as a planning framework or as a diagnostic tool. As a planning framework, it can be used to determine how to design and plan interventions that move along the continuum toward transformative gender programmeming. As a diagnostic tool, it can be used to assess if, and how well, interventions are identifying, examining and addressing gender considerations, and to determine how to move along the continuum toward more transformative gender programmeming.

3.2.4.   Gender Equality Continuum

The Gender Equality Continuum (Figure 3) shows a process of analysis that begins with determining whether interventions are gender blind or gender aware. Gender blind policies and programmes ignore gender considerations. They are designed without any analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male, or the dynamics between and among women and men, girls and boys.

9 Integrating Gender into Social and Behaviour Change Communication – SBCC and Gender (sbccimplementationkits.org)

Gender aware policies and programmes examine and address the set of economic, social and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male, and the dynamics between and among women and men, and girls and boys.

The process then considers whether gender aware interventions are exploitative, accommodating, or transformative.

Figure 3 - Gender Equality Continuum Model (Source: SBCC and Gender: Models and Frameworks)
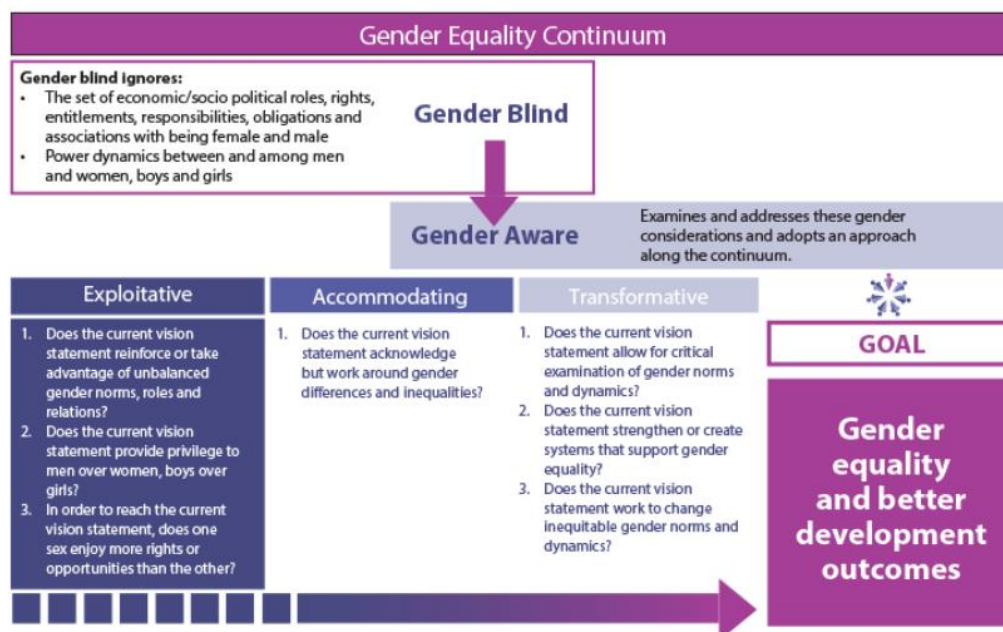
3.2.4.1.Transformative Gender Programming

These are policies and programmes that seek to transform gender relations to promote equality and achieve programme objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics; 2) recognizing and strengthening positive norms that support equality and an enabling environment; 3) highlighting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

The World Health Organisation (WHO), likewise uses the same Gender Assessment Scale (GAS)[10](see Figure 4) and makes the following distinctions among different types of "gender" programming:

Level 1: Gender-negative
Level 2: Gender-neutral
Level 3: Gender-sensitive
Level 4: Gender-Positive
Level 5: Gender-transformative

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[10] World Health Organisation. 2011. Gender Mainstreaming for Health Managers: A Practical Approach. WHO, Geneva.
Gender mainstreaming for health managers: a practical approach (who.int)

Figure 4 – Gender Assessment Scale (WHO)
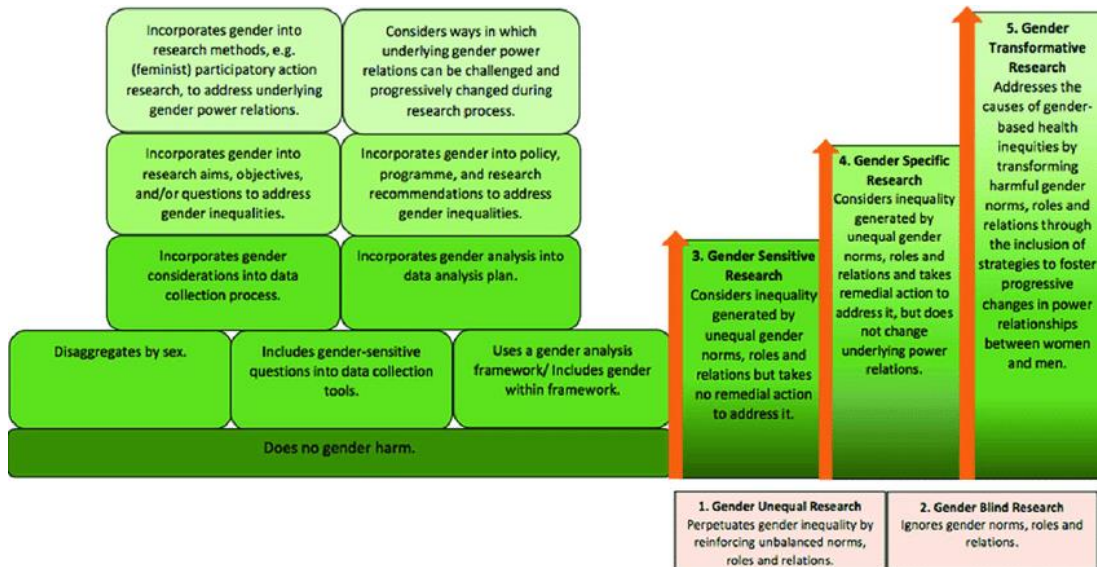
Figure 5 - How Am I Fighting the Climate Crisis?
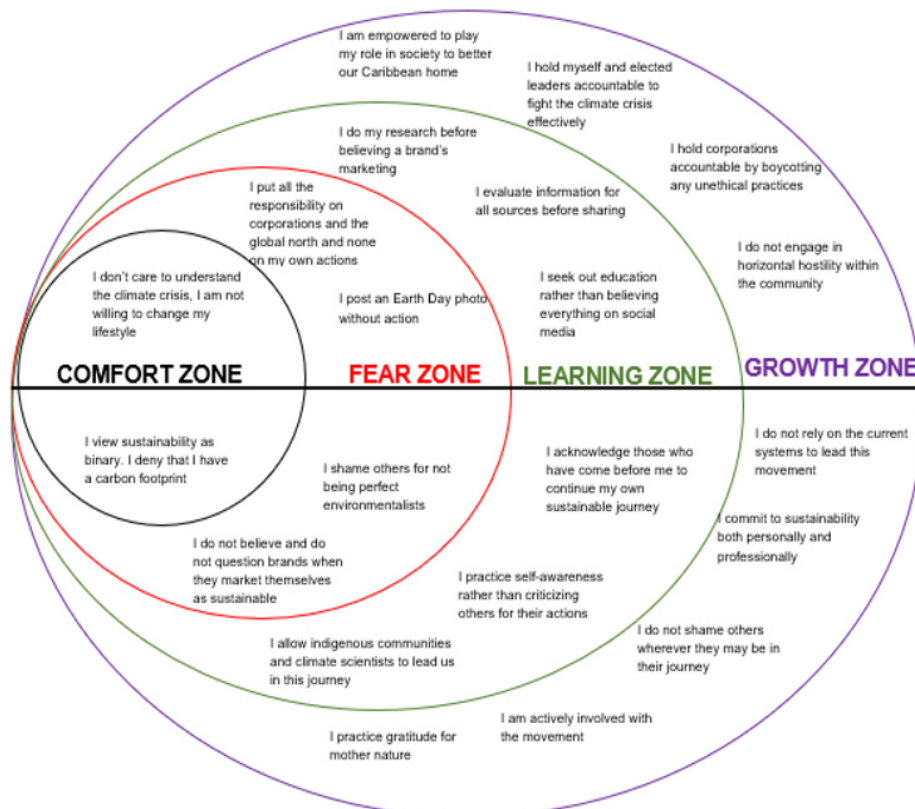
Another useful behaviour change example to consider comes from the Slow Factory Institution[11]. This model looks at what factors are at play for persons to take climate change action and to try to reduce their own carbon footprint.

Their model distinguishes between the "Comfort Zone" where individuals may start at, the Fear Zone, then the learning zone and then the growth zone. Although not referring to gender mainstreaming at all, these same zones may be at play when promoting behaviour change for GM in DRR and CCA. See Figure 5.

It is useful to consider each of these models as they each bring considerations that are useful and because each country will likely be at a different stage in the gender transformative process.

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11 Slow Factory

PART TWO

4| FEATURES OF EFFECTIVE GENDER MAINSTREAMING

"Gender mainstreaming is not an end in itself, but a means to an end"

4.1.1.   Setting the Stage: Knowing What Success Looks Like

With the theory behind behaviour change outlined, it is then possible to consider some of the features of what effective gender mainstreaming looks like.

"The true measure of success is the survivability of gender initiatives and planning considerations independent of the gender advisor. Incorporating gender considerations into planning has become normalised when others advocate for these issues on your behalf. The focus shifts from having to 'make the case' for gender, to others starting to own it."

Evidence of committed buy-in to gender mainstreaming is therefore a critical indicator of success, where gender initiatives had committed leadership support; and were delivered as part of the broader operational mandate (not as a standalone topic); and were owned by the staff, not the gender advisor; and were…operationally relevant" they would be sustainable." [12]

Deveny (Deveny, 2021), identifies four critical elements for success gender mainstreaming as follows.

1. **Delegation of Responsibility:**   The first is the need to foster a culture of empowerment and a transfer of responsibility for gender mainstreaming from gender advisors and gender machinery to others within the entire organisation. *Lone gender advisors cannot be responsible for all the gender mainstreaming work that needs to be done within an organisation but should play a supportive role for others to do so within their respective tasks and departments.* Delegating responsibility among co-workers gives them ownership of the outcomes and helps to build a sense of responsibility. It also builds trust.

2. **Language is Important:** Gender concepts need to be translated so they are more than general concepts but are reframed in a way that is useful and digestible andlanguage needs to be gender inclusive.

   The language used to promote gender mainstreaming is critical. Fear that gender mainstreaming involves the promotion of "feminism" remains in many circles. DeFrancisco (1997)[13] suggests that, "Language, as a medium of concept change and renewal, is the key link between theory and action. And for this reason, some

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[12] Deveny, Jade. August 8th, 2021. "Critical Success Factors to Operational Gender Mainstreaming" Critical Success Factors to Operational Gender Mainstreaming – Grounded Curiosity
Serving as Gender Advisor in the Strategy and Planning branch of the Australian military, as part of the global coalition to defeat Da'esh in Iraq and Syria, Deveny worked with the intelligence, information operations and civil affairs teams to understand how gender roles and responsibilities within Iraqi culture affected military operations. Employing a gender perspective during this campaign enabled the operation to identify and address gender related vulnerabilities, threats, and opportunities.

[13] Communicating or just talking? Gendermainstreaming and the communication of global feminism. (n.d.) >TheFreeLibrary. (2014). Retrieved Apr 302022from https://www.thefreelibrary.com/Communicating+or+just+talking%3f+Gender+mainstreaming+and+the...-a0106941809

of the conversations and language to support gender mainstreaming need to be reframed, as much of it still seems abstract and confusing."

3. **Leadership:** Most of the literature that has analysed constraints to gender mainstreaming, stress the importance of support for gender mainstreaming (GM) at the highest levels of leadership within an organisation. If there is no support (not just theoretical support but practical support) gender advisors will remain siloed. "Leadership isn't just about providing direct support, but also shaping the environment."[14] Leaders need to expect their staff to consider gender in their work thereby creating a 'pull' rather than 'push' approach at the practitioner level. *If it is to be truly transformative, gender mainstreaming, is about correcting structuraland cultural power imbalances by enhancing women's political agency.*

4. **The connection between Gender Advisors and Technical Operational Planners:** The ability to mainstream gender, relies on a complementary relationship between the gender advisor and operational planners, each bringing their own expertise in their specialised areas. Gender advisors need to be "fluent in operational planning processes, systems, and frameworks" to bring the two worlds together. In other words, gender advisors must also be technical experts in their specific fields, not only gender specialists. In this way, they can create synergies, so gender mainstreaming makes technical operations successful.

In addition to those identified by Deveny, there are other features to look out for:

5. Training and capacity building use **practical, work related examples** that are tailored to the specific sector and focus of work. Protocols and guidelines are specific to staff's work responsibilities.
6. Uses participatory methods to draw on the experience of participants and staff and builds on their experiences.
7. Is conceived as a "process" rather than an "event"
8. Encourages peer-to-peer learning among colleagues
9. Is inclusive of men
10. Considers diversity - employs a Gender Based Assessment Plus (GBA+) Lens and incorporates the needs, experiences and priorities of those who are most vulnerable and marginalised so staff can more effectively support these stakeholders.

In this way, **gender mainstreaming brings practical value-added relevance to the overall success of an organisation or programme.** "Once staff branches were empowered, results spoke for themselves, and it was commonplace for gender issues to be discussed in operational forums."[15]

4.1.1.1.1. Gender Responsive Behaviour Change

It should be noted that while Gender Mainstreaming is a critical means to an end, for this framework the emphasis is on ensuring a gender responsive approach to behaviour change within the climate change and disaster reduction arena.

Gender responsive may be defined as a state of recognition and reaction to gender inequality in implementing activities, policies, and programmes.[16] It is intended to create an environment that responds directly to meet the

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[14] Deveny, J. supra note 5.
[15] Ibid.
[16] https://inee.org/eie-glossary/gender-responsive

unique needs of a specific gender[17] Both gender mainstreaming and gender responsive approaches require gender analysis to determine a course of action.

In some instances, however, gender responsive differs from gender mainstreaming in that it may be more targeted and focused on the specific need of one sex. For example, research has shown that disabled women are at high risk of physical abuse in a shelter environment. So, a particular behaviour that could be encouraged is to have greater community vigilance for women with disabilities. This could look like asking for other shelter dwellers to give an extra eye on women with disabilities. This would help reduce the risk of them being picked on. Or it could be points of vulnerability for these women could be identified so if going to an outside bathroom is one then there could be increased security presence near the bathrooms.

Another example of being gender responsive is given below:

A BEST PRACTICE – GBA+ MAINSTREAMING FOR PERSONS WITH DISABILITIES IN JAMAICA - THE PANOS CARIBBEAN DISASTER RISK AND CLIMATE CHANGE PROJECT

Synopsis

In October 2013, Panos Caribbean, the Office of Disaster Preparedness and Emergency Management (ODPEM),

the Combined Disabilities Association (CDA) and Jamaica Association for the Deaf (JAD) collaborated to launch an Early Warning System (EWS) for persons with disabilities in three communities – Gregory Park, Waterford and Bridgeport in Portmore, St Catherine.

The EWS saw more than 140 individuals (80 women and 60 men) trained in working with persons with disabilities during disaster situations. It also saw persons with disabilities being trained on the impacts of climate change and disasters. Additionally, all stakeholders were trained in the operation of Emergency telecommunications equipment as part of the EWS response. Another partner – the Portmore Municipal Council – also did a simulation exercise to identify how well the EWS functions.

The project responded to the following challenges:

- A lack of early notification of a disaster, resulting in a lack of preparedness.

- The inability to relocate from home to a shelter or a safer place due to the lack of necessary resources, such as transportation, manpower, etc.

- Shelters ill-equipped to deal with the needs of the disabled (including inaccessible bathrooms and a lack of   wheelchair ramps).

- The minefield of physical infrastructure created after a disaster, leaving persons with disabilities vulnerable to injury, courtesy of debris and road damage of which they are not appropriately advised.

Key Outputs

- Documented and established interagency communications channels.

- At least 200 persons with disabilities trained and equipped to respond to climate change and disasters.

- Pilot Early Warning system for persons with disabilities in 3 vulnerable communities.

Media Engagement

- At least two media houses (television and radio) engaged as part of the early warning response system.

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[17] https://www.cscroward.org/news/importance-gender-responsive-programmeming-youth

Mobilisation and Training

At least 20 shelter managers and 40 caretakers within the community of persons with disabilities mobilised and trained to assist the disabled in disaster response, preparedness and evacuation.

Registry Creation

An updated listing and registry of persons living with disabilities in flood-prone areas, starting with those in Portmore. This was shared with key disaster responders in the Kingston Metropolitan Area (KMA).

Representation by Persons with Disabilities in Community Disaster Planning

This meant that an organisation working for the disabled, such as the Portmore Self Help Group was asked to   be the focal point and sat on the Parish Disaster Committee and/or the Portmore Community Disaster Committee.

Input was fed via this mechanism to ODPEM. However, there was also direct access to ODPEM if and when necessary.

Challenges

1. Delays in project implementation due to establishment of coordinating mechanisms with the disabled community.

2. The participatory nature of the project ensured that the necessary stakeholders were consistently consulted on key activities of the project. However, while this significantly built the level of ownership by the stakeholders, it also meant that it took longer than estimated to implement activities.

3. Sourcing equipment that could effectively meet the communication needs of the different disabilities group within the project. ODPEM had to do extensive research to source equipment that had audio mechanisms to ensure that blind persons could be informed and lights so that deaf persons could see texts in an emergency. It also took some time to ensure that materials were produced and made accessible to the various disabled groups in different channels, for example, via braille and email for blind persons.

4. There was also a challenge with the interconnection of newly acquired equipment with the ODPEM telecommunication system. A fair amount of time had to be spent working on this.

Main Successes

1. Establishment of the first EWS for persons with disabilities in Jamaica.

2. Conducting the first-ever simulation for persons with disabilities, held in Portmore and involving almost 50 people.

3. Establishment of the first disabled-friendly shelter in Jamaica at the Naggo Head Primary School in Portmore.

4. Creation of greater lines of communication between disaster responders and the disabled community in the Kingston Metropolitan Area, through the sharing of the disabled registry as well as targeted meetings and workshops.

5. Targeted discussions and awareness raising of the vulnerability of disabled women in shelter situations.

6. Awareness raising among more than 60 disaster and community responders on the needs of persons with disabilities and the education of over 60 persons with disabilities on their climate and disaster risk.

7. Sensitisation of at least six (6) journalists on covering issues affecting persons with disabilities.

8. Strengthened partnership and engagement among ODPEM, the Portmore Municipal Council and disability organisations, such as the CPFSA. This is also seen through the policy decisions to include persons with disabilities on the Parish Disaster Response Committees.

9. ODPEM's commitment to continue rolling out the equipment and telecommunication aspect of the project in other parishes.

Recommendations

1. Island-wide replication of the project to ensure that more disabled persons are able to access the EWS while building on the other achievements from the project.

2. Continued efforts at deepening the involvement of the two main telecommunications entities on the island. This would boost ODPEM's capacity to reach vulnerable disabled communities, such as the deaf, through greater text messaging access.

3. Establishment of an emergency response line accessible to deaf persons via text messaging to reduce their vulnerability during disasters.

4. Explore in more detail the gender dynamics of persons with disabilities in disaster situations.

5. Continued engagement of the media to ensure that disaster information is broadcast in a way that   will   reach persons with disabilities. The Broadcasting Commission has already been engaged on this and Panos and other partners will continue to their efforts to see this becomes a part of media policy.

6. Greater awareness of the general public on the EWS as well as the special needs of persons with disabilities during a disaster. This will help to ensure that these vulnerable groups are not neglected.

The links below provide some perspectives on Gender responsive action:

https://www.ncbi.nlm.nih.gov/books/NBK143050/

https://www.ohchr.org/en/climate-change/gender-responsive-climate-action

https://www.iisd.org/story/gender-responsive-climate-action/

5| CLARIFICATION OF DIFFERENT TYPES OF COMMUNICATION

In addition to the guiding principles listed above, the strategy notes that there is often a tendency to confuse "communication outputs" – posters, videos, public service announcements, etc. – with actual "communication outcomes" and results. In addition, there is often a push to produce a flurry of communication products (posters, PSAs, etc.) to show that projects are being "implemented", but without necessarily knowing whether these outputs will communicate as intended.

For this reason, it is important in the strategy's design to distinguish between different types of communication efforts. There are several communication dimensions that could be employed in the strategy, but they do not all do the same thing.

Appreciating these differences is important to select the right type of communication process for the specific objectives to be achieved and for specific audiences/stakeholders. These distinctions are outlined below:

- **Behaviour Change (also known as Social Marketing)** - Social marketing and behaviour change communication borrows the principles of 'for-profit marketing,' but is geared towards changing specific attitudes and behaviours. It still "sells" something, but in this case, the message might be "here's how implementing gender equity measures in your department's work will bring much value-added to your outcomes." This is the key focus of the communication strategies to be developed here. Changing one's behaviour is always difficult, so it is one of the most challenging types of communication efforts to get right.

- **Public Relations (PR)**- The purpose of PR is to promote major accomplishments and milestones in the minds of the public at large. Whenever something newsworthy occurs, PR should be employed**.** PR promotes "visibility." But "visibility" does not equal "impact" or behaviour change "outcomes." Visibility is critical to build momentum and gain traction for key messages, but it cannot necessarily achieve behavioural results. **This type of visibility is important in a behaviour change effort to promote champions among your agency's staff as well as key milestones. It is also very important for showcasing how your agency is promoting gender equality, diversity and inclusion – especially with vulnerable groups.**

- **Public Education/Awareness and Outreach (PEAO)** - Public awareness and outreach may have some PR elements, but the goals are different. PEAO seeks to educate and inform the public in general about what an agency or initiative is doing, why it is important, how it will benefit them and why they should get involved. It is also a useful approach for raising visibility. This is less relevant for an internal behaviour change strategy in support of gender mainstreaming but is important for reaching out to vulnerable groups.

- **Marketing** - The purpose of marketing is to sell products and make a profit and is mainly used by the private sector. This type of communication dimension is only relevant if your organisation wants to "brand" itself as a model agency that promotes gender equity for CCA and DRM.

- **Social Media Marketing** – in truth, social media can and should be used for all different forms of communication included on this list and should not necessarily be considered as having a separate purpose. However, because social media is so important in today's world, it is also very useful for raising visibility.

- **Communication for Development (C4D)** - C4D is a highly participatory communication process that does not "promote or sell messages to audiences" but instead works with local people and stakeholders to define

and prioritize various issues of concern and to then develop communication and learning opportunities to address these issues and problems. Also, sometimes it is equated with "Learning for Sustainable Development" or L4SD. There should be elements of C4D in each strategy as well.

- **Advocacy** - Advocacy communication aims to change policies and laws and is targeted at decision-makers. It is also used to get marginalised and diverse voices heard. There may need to be some advocacy components to your strategy.

- **Inter-agency communication** involves the establishment of mechanisms and protocols for many agencies participating in the same project or programme to plan effectively and coordinate their efforts. Generally, these are communication efforts that have to do with internal management or partnership relationships. This may need to be part of your strategy as well.

- **Intra-Agency Communication** or internal corporate communication pertains to internal management within your organisation. It is likely that there are some of these protocols already in place, but it may be important to look at them afresh with a gender lens.

- **Knowledge Management** – Knowledge Management (KM) is mainly geared to ensure information being produced that can better inform decision-making and learning is easily shared and accessible among many stakeholders. This is to improve knowledge sharing and data exchange among partners as well as lessons learnt, case studies, and the like. KM should be part of each country's strategy as well.

- **Formal Education** – Normally, formal education should not be confused with public education or communication. The KAPB and gap analysis has shown that training and capacity building will be needed so formal education interventions may also be necessary.

It is also good to know that Public Education/Awareness and Outreach, Social Marketing and Behaviour Change, Social Media Marketing, Communication for Development, Inter-agency and Intra-Agency Communication are the main types of Communications used for behaviour change purposes. However, specific and targeted technical training and education may also be required through other forms of behavioural change interventions namely capacity building and institutional strengthening processes especially given the scope, expected outcomes and target audience of the GFD.

Below are some behaviour change communication activities that build capacity as well as encourage institutional strengthening. It is key to ensure that the BCC activities:

1. Encourage inclusive participatory approaches (which fosters a whole of society approach to ensure the voices of the most vulnerable are included in decision making process, policies, programming and projects or that projects/ programmes are developed which considers/ places vulnerable groups at the center.

2. Increase the participation of women in decision making processes or leadership positions as much as possible.

Table 2 – Recommendations with Implementation Authorities, linkages, synergies, and potential time frames for Delivery Noted, Source – GDRRF 2022

Recommendation	Implementation Responsibility
1 National DRM agencies should determine and document their precise disability-related information needs. This will enable the design of a schedule of fit-for-purpose databases for integrating disability inclusion in DRM activities.	• National governments to implement through ministries with portfolio responsibilities in DRM and working closely with those in community services and disability inclusion. • Collaboration with CDEMA will support regional consistency • Consultants to be contracted to discover and document data needs and recommend the design, schedule, and management of the database • This work is included for consideration in the 2021–22 CRF work plan in combination with Recommendation 2.
2 Inventory of national repositories of data related to disability inclusion that includes categories that identify content detail, metadata, ownership, accessibility, and management standards.	• National governments to implement—through ministries with responsibility for national statistical offices and national data management standards national statistics offices • This work is included for consideration in the 2021–22 CRF work plan in combination with Recommendation 1.
3 National governments support the collection of prioritized disability demographic data to complement existing datasets.	• National government to implement—multiagency Will be informed by Recommendations 1 and 2.
4 Development of data-sharing agreements among national institutions based on existing national and international data management standards for accessing and sharing data in support of disability inclusion in prevention, preparedness, response, and recovery activities and building climate resilience across the region.	• National governments to implement with formalized agreements at ministerial level. • Will include the partnerships and institutions managed under various portfolios such as government agencies, statutory bodies, national authorities, tertiary, and special education institutions, and donor-supported projects. • Regional level collaboration will support regional consistency. This will be supported and informed by the outcomes of Recommendations 1 and 2.

5	All agencies with a responsibility for the collection and management of national datasets ensure that relevant personnel be trained in WGSS philosophy and methodologies.	• National governments to implement through the ministry with responsibility for the national statistics offices and data management standards • Training provided through Washington Group on Disability Statistics
6	Belize, Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines need to enact disability legislation that will give force of law to their CRPD obligations	• National governments of Belize, Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines to implement
7	All national governments should provide adequate support for their national organisations of persons with disabilities and other organisations, such as youth groups, vulnerable women, men's organisations, and all other civil society organisations. Where lacking, they should ensure that the working partnerships with these organisations are formalised and supported through the various Ministry portfolios	• To be implemented by national governments • All should review current levels of support • Governments of Belize, Dominica, Grenada, Saint Vincent and the Grenadines could consider inclusion of organisations of persons with disabilities (OPDs) in government infrastructure.
8	Inclusion of persons with disabilities and all vulnerable groups at all levels of consultation and planning. This should be facilitated with the provision of accessible venues and appropriate communications systems and support technologies.	• National governments to implement at the national levels through the national emergency management offices. • Synergy with Recommendation 9.
9	Raising awareness and increasing capacity of DRM and CR practitioners to foster a change in attitudes and approaches toward persons with disabilities through the delivery of awareness-raising and training material that is jointly developed with the national organisation of persons with disabilities and readily available for DRM and CR practitioners. Training activities and raising awareness events could also be delivered by persons with disabilities.	• To be implemented by national organisations for persons with disabilities • Will require adequate resourcing and national government funding support • Could be developed with support from donor agencies with expertise in developing training packages and educational institutions—the University of the West Indies and CDEMA • Delivered OPD in partnership with DRM in appropriate DRM planning and training forums • Synergies with Recommendations 12 and 13.
10	National governments should ensure the development of legislation, and enforcement of national planning policies and building codes is applied to all new and retrofitted public and commercial buildings and public facilities. These must include international standards and provisions to ensure accessibility and support easy access and egress for persons with disabilities across a range of disabilities.	• National governments to implement, monitor and manage through their appropriate portfolios • As in many instances existing provisions are not well adhered to additional research to explore gaps would be useful.
11	The Caribbean Uniform Building Code (CUBiC) does not include requirements that ensure accessibility for persons with disabilities. Belize and Suriname should amend national building and planning policies with additional or supplementary provisions specifically including requirements that ensure accessibility for persons with disabilities.	• National governments Belize and Suriname to implement

12	Produce public awareness and education literature to support, DRM, and CR in a range of accessible formats, including braille, easy-to-read and large print as required, and graphic, and in all appropriate local languages.	• To be implemented through national emergency offices in consultation with relevant organisations for persons with disabilities, particularly those focused on the blind and visually impaired, and representatives of multicultural communities. • National governments to ensure adequate resources through relevant ministries.
13	Public awareness and education information to support DRM and CR across a range of media and platforms—including online, social media, traditional broadcast media, print, and direct personal contact.	• To be implemented through national emergency management offices with support also provided for local and community emergency authorities • Attention should be paid to both formal and informal communication networks
14	Sign language should be available in televised and video-recorded presentations of warnings and public awareness-raising information, consultation and planning meetings or workshops, and training exercises as needed. The critical shortage of sign language interpreters should be addressed with targeted American Sign Language (ASL) training for DRM purposes. This training could be facilitated at a regional level.	• To be implement by national governments through their national emergency management offices in partnership with the appropriate organisation of persons with disabilities and other vulnerable groups • Signed warnings and information is not a simple matter of direct translation. It requires interpretation of both language and meaning that is specific to the national context. • Targeted training is essential. • ASL is the dominant (but not only) sign language used throughout the Caribbean region. • It is likely that training in ASL for emergency management (EM) has been developed in the US and could be adapted to suit the CRF-eligible countries.
15	Compliance of WCAG 2.1 standards in DRM and climate change information in official government websites.	• To be implemented by national governments through their departments with responsibility for ICT standards and applied to all government websites—information related to EM is spread across multiple portfolios • National disaster management offices to support compliance through skilled web management. • CEDMA could provide oversight and support training for DRM where necessary.
16	Availability of the greatest possible range of internet-enabled dissemination platforms for the originators of early warnings, national governments. CDEMA and CMO should continue to support national DRM and NHMSs in the application of the common alerting protocol (CAP) in the development of inclusive weather and climate-related, and other warning services in the preparation of warning messages.	• CMO and CDEMA to support NMHSs to develop locally produced weather and climate warnings and information in CAP format through ensuring forecaster and weather services managers are trained and proficient in CAP • National emergency management offices—with CEDMA support, to ensure all web managers with a responsibility for developing DRM related warnings be trained and proficient in the use and application in CAP • CAP training is made widely available throughout the Caribbean region facilitated through regional training workshops.

Notes: Recommendations require legislation or policy change. Delivery will be in the longer term. With support, all other recommendations can be delivered in the short to medium term.

PART THREE

6| SUITE OF COMMUNICATION TOOLS, METHODS AND APPROACHES

This section of the Guidance Framework presents a menu or suite of behaviour change communication tools for consideration as you develop your strategy.

6.1 Good Examples of Communication for Gender Mainstreaming Practices

The 2002 OSAGI Gender Mainstreaming – Competence Development Tools to Support Gender Mainstreaming facilitators' manual[18], suggests some interesting communication methods that are worthy of consideration. It outlines a progressive competency development programme that includes the following characteristics, a few of were mentioned earlier but they are now discussed in more detail here:

Practical and work-related approaches, focusing on issues and work processes rather than teaching of techniques. The point of departure is the day-to-day work of participants rather than analytical frameworks. This approach is promoted because of the lessons of experience from gender training in other organisations. Most people have difficulties translating general analytical frameworks into their own work.

For participants who have not worked with gender perspectives, or are skeptical of their value to their work, such analytical frameworks are not a useful or persuasive starting point for discussion. In other words, it suggests that it may not be as important to understand theory generally, but rather to generate insights about "how and why" gender inequalities and differences are relevant in their current work. Therefore, it is recommended that **efforts need to be specifically tailored to the issues and needs of each participating group**. The way in which gender perspectives are relevant will vary with the role and subject matter of a particular work unit and the professional responsibilities of participants. It is best to have a participatory process that identifies the gender priorities for a work unit or Ministries, Departments and Agencies (MDA).

Uses participatory methods to draw on the experience of participants. A participatory approach that engages participants in thinking through issues and opportunities is particularly important for adult learning. Participatory methods are also critical for ensuring that vulnerable voices are heard effectively and brought to the attention of decision makers. This requires the preparation of discussion sessions and problem-solving exercises that allow participants to work through the meaning of new concepts and their practical implications (rather the use of lectures). The programme must allow time for discussion among participants, and the use of mechanisms such as small groups to encourage the exchange of ideas on issues and problem-solving. See Annex 8 for a checklist that can be used in these discussions.

Conceived as a "process" rather than an "event." Training and staff development are often approached as an event – an activity is scheduled, and a programme delivered. By contrast, the approach here is to develop an Institutional gender raining pProgramme that consists of several steps – a preliminary step to begin the discussion and develop

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[18] OSAGI Gender Mainstreaming - Competence development tools to support gender mainstreaming (un.org)

a relationship with a division, follow-up with a workshop specifically designed to address the issues, gaps and concerns identified, and then feedback that the division can use in its own follow-up efforts. Critical to the Programme's success is that participants identify the follow-up steps that the division will take to explore issues and opportunities and to implement the insights gained. Management and staff must take this further for there to be tangible results, and therefore the competence development programme must be seen as a step in an internal process of capacity development. This means that internal leadership for the programme and for follow-up must be considered when planning the programme itself.

The approach also encourages peer-to-peer learning among colleagues, including learning from the most vulnerable. In other words, experience behind the manual found that although participants in the training programmes said they wanted questions answered by the gender experts facilitating the sessions, they valued what their colleagues had to say about key questions more.

This manual does not address issues of gender equality and equity within the structure of the organisation per se, but rather how to ensure that operational staff are incorporating gender considerations into their daily operations. One activity that can be considered here is a mentoring situation where staff members with staff with experience in gender can mentor and share experiences with those who are just starting. The manual suggests the following key steps in implementing the approach to competence development - outlined here are (for each division participating in a programme):

An event or process to engage management in the programme. Senior management involvement is important as a means of signalling commitment to the competence development programme and more generally to gender mainstreaming as an institutional responsibility. In addition to preliminary consultations with management about the programme aims and the concerns to be addressed, senior management can also be involved in launching the programme in some way, e.g., through an introductory meeting chaired by the director to introduce the programme to staff of a division.

A workshop to deepen understanding and identify follow-up steps – involving all professional staff of the division (including senior management), with a programme planned in response to the issues, gaps and opportunities identified through the initial working groups. The workshop plan needs to be specific to the mandate, subject matter and professional responsibilities of the division and provide for discussion of both analytical approaches and workprocedures. It also needs to provide an opportunity to identify specific next steps that the division will take to implement the insights gained.

Feedback reports to each participating division - Feedback reports are an important part of the process. They are a means of documenting the specific implementation steps proposed by the participants and thus provide a stimulus for action by participants and a basis for monitoring progress by the department and the in-house gender mainstreaming unit or adviser. These reports also provide an opportunity for facilitators to comment further on the issues raised and to identify additional opportunities to move forward.

They also found that although participants said they wanted "answers" from the facilitators, they are more receptive to insights from their colleagues. According to participants, one of the most useful aspects of the sessions in DESA was the opportunity to exchange views with colleagues.

They also found that the most effective facilitation teams were those that included both a "facilitator" and a "subject matter specialist." This was because of the need for different types of expertise and because a two-person team is better able to maintain a lively discussion and respond to issues than a single facilitator (facilitation is demanding).

Another finding was that individuals with expertise in applying gender equality perspectives in a field do not necessarily have experience in participatory processes for competence development. An important role for the facilitator is therefore to develop an approach that draws on the expertise of the subject matter specialist in both designing exercises and delivering the programme. (This also has implications for work sharing and time demands.)

The manual producers also acknowledged that discussions about gender equality issues tend to provoke considerable heat. Both women and men tend to have preconceived ideas about what is meant by "gender perspectives" and/or an emotional response. Every group is likely to include at least one person who has a deep antipathy to a "gender approach" and is determined to state this at least once. Each group is also likely to include individuals who have devoted thought or efforts to gender equality issues, and others who are open to doing so if they have further inputs to work with.

Resistance to engaging with gender equality objectives as substantive professional concerns arises for a range of reasons and is manifested in different ways. A complicating factor is the tendency of many to confuse gender mainstreaming with issues of gender balance among staff, which in many organisations has resulted in much anxiety, particularly when efforts to achieve better gender balance have coincide with restructuring and downsizing, and this seems to colour assessments of the need for and relevance of gender equality to substantive professional responsibilities. Some of the arguments that can be anticipated include:

Gender mainstreaming undermines excellence – the view that gender mainstreaming is concerned with women's participation and efforts to increase the representation of women as experts and committee members, and that such efforts will result in a lowering of standards (without considering the potential to identify qualified women). The manual also suggests the use of "lunch and learn" sessions or just 'holding a reasoning' – informal conversations to discuss gender progress and lessons learned among teams.

Other ideas in the literature include making it easier for technical staff and decision-makers to both understand, and explain, what gender mainstreaming gender is and the difference/value added it brings to their work. Such tools in the arsenal should include:

Development of simple, country-specific briefs: policy and sectoral, brochures or fact sheets that decision-makers can use to share at different types of meetings. These should also be done with the participation of technical decision makers in each country.[19]

Likewise, publications of scientific reports and technical documents that feature and credit staff involved in gender responsive work.

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[19]   European Institute   for   Gender   Equality   (EIGE).   March   2021.   Gender   Mainstreaming   Tools   and   Methods.
[20]In this case, an elevator pitch is a short, pithy answer to the question, "What is gender mainstreaming and why is it important for climate change adaptation and DRR in this sector"? Questions such as this can come up at any time and on any occasion, such as conferences, bus stops, waiting rooms, cocktail parties, and so forth. What is needed is a response that is terse but catchy and which can be delivered in two minutes or less. CHANGE can draft an example for consideration.

6.1.1.   Elevator Pitch

An agency/departmental/sectoral elevator pitch[20] that decision-makers are involved in producing – that allows them to easily say what gender mainstreaming is, why it is important, how it benefits everyone they serve and why they are doing it.

An example of an elevator pitch might be something like this:

Outside colleague or friend:

I hear your agency now has to mainstream gender considerations into all of your programmes and activities. What exactly is gender mainstreaming and what does it involve?

You:

Hi there. Sure. I'm very happy and excited to share. Simply put, it means "Leave No One Behind!" With climate change and everything else that is going on today, we need all hands on deck! But we need to be sure that people participate in ways that promote equality and ensure equity. That's why we need to shine a gender lens on everything we do. Gender mainstreaming is a transformative, evidence-based process, based on human rights, that not only looks at the equitable ways men and women should be engaged in development efforts, but also thinks about how the other inter-sectional factors such as race, class, ethnicity, religion, physical ability, age, and gender identity need to be accommodated to ensure equitable participation. In doing so, we can ensure that "no one is left behind" and that we get the best and most equitable outcome for every dollar spent.

Pros: Very inexpensive. Can be catchy and easy to remember. Makes it easy for staff to communicate.

Cons: Sometimes challenging to put complex concepts into short, pithy terms.

6.1.2. Development of Regional and Country/Sectoral Specific Case Studies that Prove Gender Equality/Equity Benefits Men as well as Women

Case studies are excellent tools to illustrate the value added that gender mainstreaming brings as well as highlights practical approaches to integrating/adopting gender within climate and disaster resilient actions. Case studies can also illustrate best fit options for replication and upscaling as well challenges to implementation. Case studies allow for a move from a theoretical understanding to illustrate practical examples for implementing gender responsive behaviour change steps and show the value-added that a GBA+ gender responsive approach brings to CC and DRR.

Case studies can make use of digital, written and audio/visual formats and be part of champion promotion campaigns that showcases successes as well as illustrate diversity and inclusion efforts.

Annex 7 includes a set of testimonials from Antigua & Barbuda, Belize, Guyana and Suriname that illustrate the type of case study experiences which can be useful for Gender responsive behaviour change

Pros: There is rich experience in the region already that can make gender responsive efforts more culturally relevant. Supports cross country learning and exchange. Can be developed through participatory learning processes and methods that foster exchange. Can make use of digital, written and audio/visual formats. Can be part of a champion promotion that showcases success. Assist with knowledge management and sustainability.

Cons: None except investment of time to identify and document case study examples.

6.1.3. Mentorship Programmes

Mentors are experienced and trusted advisors who can help to guide and train other colleagues. Communication efforts should include mentorship where more senior gender advisors can adopt interested co-workers with less experience or adopt middle management staff and mentor them in gender mainstreaming approaches.

Pros: Encourages shared learning and enhances teamwork.

Cons: Human resource and budgetary constraints coupled with the investment of time and ensuring there is senior level commitment to factor mentorship into existing work activities of staff with sufficient time and remuneration.

6.1.4. Publicise Success Stories Through Social Media

Post gender successes on regional UNDP sites – Also the UN has short modules on gender and gender equity that consultants must do before undertaking a contract – perhaps some of these short modules can be made available online (Perhaps in collaboration with the Institute of Development Studies (IGDS) at the University of the West Indies (UWI) where interested managers/decision-makers can do these modules at their own pace – perhaps they could also get credits or certificates of participation that can be added to their resume.

Pros: Facilitates sharing and mutual learning and showcases best bet practices.

Cons: May require a social media manager and time to devote to development of a social media campaign strategy with dedicated resources.

6.1.5. Provide Accredited Gender Certification

Consider liaising with CCCCC, CDEMA and UWI to host high level webinars and discussions pertaining to how to mainstream gender. Perhaps with CCCCC and CDEMA, create a "gender certified" brand and award ceremony for champion agencies that mainstream gender in CCA and DRR plans and strategies. Or identify existing accredited courses that staff can take such as Gender 3032: Gender, Climate Change and Disaster Risk Management offered by UWI.

Pros: Accredited courses are a real concrete incentive for professional development that staff can carry with them. There are several existing accredited courses already.

Cons: Not all existing courses can be done on-line. May need to involve sending staff away to physically do elsewhere which can be expensive. Can also be expensive and involved to create new courses within the region.

6.1.6. Award/Campaign for Best Gender Responsive Actions Taken

Perhaps also with CCCCC or CDEMA or UWI, create an award programme that recognises successful efforts for climate change and/or disaster resilient recovery gender mainstreaming. "Equity" equals Resilience Awards for example.

Pros: Would likely have regional appeal and credibility. Would elevate the importance of GM in the CC and DRR sphere and give high prominence to awardees. Can build on the healthy "rivalry" that sometimes exists between and among states in the region. Can help to foster cross country learning and exchanges.

Cons: Judging criteria need to be determined. A neutral panel of judges need to be identified who are willing to select. A regional award programme requires considerable planning and would require resources for the "rewards" to be bestowed. Also requires resources to plan and promote. National awards would be less involved.

6.1.7. Public Relations-promote regular gender milestone successes

The international environmental calendar has several dates that can be used to use a gender lens to promote CC and DRR awareness – even if indirectly. The point of using this calendar is not to suggest that agencies should formally adopt any of the dates listed, but rather that it can be used to identify story angles when CC and DRR messages with a gender focus can be promoted. The table below presents the calendar with the dates that are of most relevance to Climate Change and DRR and further flags the possible angle to take for each event. It is not expected that any agency actively recognises all of these dates, however. Rather they are shared as "options to mark" or as a menu of opportunities to anchor visibility efforts.

Pros: Using the environmental calendar (Table 3), stories can be planned and written in advance. Very effective at raising visibility of success stories outside of the agency. Good for agency recognition.

Cons: Requires some degree of journalistic skill. A PR strategy and plan and time invested, at least quarterly, to identify stories and to write/video/record and get into shape for distribution. Also requires solid relationships with the media.

Table 3 – Calendar of Environmental, DRR and Gender Observances

Potential Calendar Dates for Public Relations and General Awareness		
EVENT	**CALENDAR DAY** * Are Fixed Annual Dates	**Angle/Hook**
January 31	Street Children's Day	Are there any projects/impacts that directly benefit street children and have adopted the GBA+ model
World Wetlands Day	February 2	Wetlands are critical to decrease climate vulnerability cause by storms and surges.
World Sustainable Energy Days	26-28 February (these dates change annually)	Very relevant for all energy related projects
International Women's Day	March 8	Any projects show casing women's climate change issues are relevant here. Could be possible to revisit some of the community water projects that were completed and see what impact they've had on women or to highlight innovative Climate Smart women farmers
World Consumer Rights Day	March 15	Any projects related to consumer awareness re; climate change, the building code and so on.
World Day of Happiness	March 20	Climate resilient communities are happier communities. Interviews with individual persons who've benefitted from the various climate change projects

International Day of Forests	March 21st*	Links between upper watershed activities and forests and CC – it is possible to revisit some of the community projects
International Clean Energy Day	March 31st (may change annually)	Any projects related to clean energy or renewable energy that involve gender equity and inclusion
World Water Day	March 22*	Projects obviously related to water improvements and/or health
World Meteorological Day	March 23	Relevant to climate change/climate resilience activities that the project/partners are doing. Also, can highlight the scientific portals and assistance to national MET offices in the region
World Health Day	April 7	Stories that mitigate the impact of climate change on health or show how climate impacts affect the health of different types of groups of persons in different ways
International Mother Earth Day	April 22*	Lots of options and angles
International Migratory Bird Day	May 10	Related to wetland protection and wider biodiversity and its importance in climate resilience
International Day of Families	May 15	Could be used to highlight how families are becoming climate resilient. Also, the educational tips and materials could be repromoted here
International Compost Awareness Week	2nd week of May	Upper watershed related issues. Reducing carbon footprints. Clean energy – biomass projects
World Fair Trade Day	2nd Saturday in May	Climate Resilience requires fair trading practices globally – any work that countries are doing on this front that have a gender angle
World Day for Cultural Diversity, Dialogue and Development	May 21	Project supporting cultural efforts to improve CC resilience. Also, any projects that support indigenous communities should be feature
International Day for Biological Diversity	May 22*	Lots of relevance
International Children's Day	June 1	Any impacts and activities that are related to children could find a CC angle
World Environment Day	June 5*	Lots of relevance across the board
World Oceans Day	June 8*	Projects related to sea level rise & CC
Disaster Preparedness Month	June 1-30	All projects/activities/planning efforts could be featured here
Atlantic/Caribbean Hurricane Season	June 1-November 30	As above
National Environmental Awareness Week	June 3-9	Many different angles possible
Global Wind Day	June 15th (may vary slightly from year to year)	Climate change and energy
World Solar Day	Usually around June 20th	Climate change and energy
International Day of Cooperatives	1st Saturday in July	Any projects working with cooperatives to become more climate resilient
Global Energy Independence Day	July 10th (Birthdate of Nikola Tesla)	Climate change and energy
Day of the World's Indigenous Peoples	August 9th	Climate Change and Indigenous Peoples
International Bio-diesel Day	August 10th	Climate change and energy
International Youth Day	August 12	Any activities that help youth become more climate resilient or which use youth help to promote CC messages (perhaps revisiting the 1.5 campaign)
International Ozone Day	September 16*	All CC related projects
International Coastal Clean-up Day	3rd Saturday in September	Waste management and carbon footprints
World Water Monitoring Day	September 18	Water quality monitoring activities – revisit community water projects that were completed
World Tourism Day	September 27	Very relevant to all the tourism interests
International Right to Know Day	September 28	Governance angles – perhaps how the government is helping member states to govern better by enhancing climate capacity Environmental protection activities
World Habitat Day	1st Monday in October	Sanctuary protection activities. Reef initiatives.
World Teachers' Day	October 5	Any teachers that are champions at CC education and using the 1.5 curriculum
National Tree Planting Day	October 5	Agro-forestry -tree planting
National Wood & Water Day	October 6	Agro-forestry, tree planting
International Day for Disaster Reduction	October 13	Any projects that make households, communities, utilities, and hotels more resilient

World Standards Day	October 14	Projects promoting awareness of new climate standards
World Food Day	October 16	Climate Smart farming and fishing and food security – C-Fish, climate smart gardening
International Day for the Eradication of Poverty	October 17	Any stories related to activities promoting improved livelihoods
World Statistics Day	October 20	All the portals and data management activities could be highlighted here
International Day for Natural Disaster Reduction	2nd Wednesday of October	Climate change and DRM
Earth Science Week	3rd week of October	Science initiatives – science/policy interface
Annual UNFCCCC Conference of Parties	Usually the last week of October to 1st week of November. Annually.	All stories pertaining to CC
Caribbean Tourism Month	All of November – Official month in the Caribbean	All tourism and hotel related activities
Science and Technology Month	November 1-30	Science initiatives, data management and coordination
International Energy Saving Day	November 11th	Climate change and energy
World Town Planning Day	November 8	How better data management can lead to better governance and better planning
International Men's Day	November 19	Stories about men and their vulnerability to climate and disaster impacts especially older men.
16 Days of Activitism Against Gender Based Violence	November 25 – December 10	Stories about the links between climate impacts and disasters such as hurricanes and increases in Gender Based Violence.
International Youth Day.	August 12th	Stories about youth benefiting from the governmental CC actions
International Day of Persons with Disabilities (IDPD). International Pride Day. International Day of Older Persons. October 1.	December 3 June 28 October 1	Stories about Marginalised and vulnerable persons coping with climate change

6.1.7.1.   Other Angles and CC Lenses to Use to Identify Stories

It is not always critical to mention the words "climate change" specifically in a headline or even in the first few paragraphs of a news release to get gender mainstreaming for CC/DRR messages across. The relevance of CC and DRR can come out later in a story. Below are some additional angles or "lenses" to use to pitch messages.

1 INTERNATIONAL AGREEMENTS ON CLIMATE CHANGE

Promotion of how the country is fulfilling its obligations to the UNFCCC Paris COP and to the U.N. Sustainable Development Goals (SDGs) by focusing on gender.

2. CONFLICT/CRISIS LENS

To show the country's work is helping to reduce potential conflicts and crises caused by climate change and in seeking to foster disaster resilience.

3. POLITICAL LENS

To show how the country is making hard political choices which ensures no one is left behind as actions are taken to foster climate and disaster resilience over the long term, while avoiding short term political expediencies.

4. BUILT ENVIRONMENT LENS

To showcase any examples of work that is being done with respect to gender responsive, climate improved infrastructure in order to enhance equity for diverse groups.

5. HUMAN INTEREST LENS

Put a human face on efforts by highlighting personal stories of unique individuals and people who either make their living from new opportunities presented through CCA, or who are working hard to reduce climate change and natural hazard impacts. For example, this action can highlight success stories where behavioural change occurs that considers diversity and inclusion within communities. Can Stories about vulnerable persons who are taking the lead and implementing innovative, local climate change actions are good examples to highlight.

6. LIVELIHOOD/POVERTY REDUCTION LENS

To show how the livelihoods will be disrupted through climate change and how these impacts will be GBA+ differentiated and how poverty reduction efforts build climate resilience. Focus on livelihood improvements of both men and women.

7. SCIENTIFIC RESEARCH/TECHNOLOGY LENS

Highlight and showcase gender champions in science, climate change and disaster resilience.

9. CULTURAL LENS

Stories pertaining to the gender GBA+ interface where culturally-based gender biases have been overcome or that feature success stories of indigenous persons involved in CCA could be highlighted.

10. DISASTER RISK MITIGATION (DRM) LENS

A gender lens on Disaster Risk Mitigation (DRM) projects.

11. BEHAVIOUR CHANGE LENS

Stories that can show concrete behaviour change and adoption of improved gender mainstreaming for CC and DRR

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12. TOURISM/RECREATIONAL LENS

Any projects that showcase how this critical sector is becoming more climate resilient and more gender equitable

13. MEDICAL/HEALTH LENS

Any initiatives that focus on improving the management of vector borne diseases (Zika, Dengue, Malaria), improving health through food security, and/or reducing the impacts of chronic illnesses in the face of CC are appropriate here. Also, initiatives that ease the distress caused by COVID-19 as the pandemic has further exacerbated the already existing inequalities and inequities that have arisen through climate change.

14. INTELLECTUAL PROPERTY RIGHTS LENS

Climate change not only brings problems, it also brings opportunities. Any projects that are strengthening new careers and livelihoods can be featured in this manner. Innovative science from the region can be showcased.

15. AGRICULTURAL LENS

As mentioned in the table above, CC and food security, new CC farmer innovations, home gardening, and so on are all candidates for stories through this lens. Any agricultural adaptation Initiatives that have been undertaken to

address the 2021 eruption of the Soufriere Volcano in St. Vincent, for example, as well as actions taken to address the severe flooding that both Suriname and Guyana have experienced should be highlighted.

16. ECONOMIC ACCOUNTING LENS

Projects that are helping to extend CC financing, lines of credit, and/or helping countries reduce their debt can be looked at through this prism.

17. SCIENTIFIC AND METEOROLOGICAL DATA LENS

Any projects or activities pertaining to CC science and data should also be promoted.

Additional Visibility and PR Activities

6.1.7.2. Development of a Climate Change, Disaster Risk Reduction and Gender Photo Database

Social media is increasingly relying on visuals for communication. The mainstream media are also more likely to publish at least a photo if they do not have space or time to publish a complete news release. High quality photos can have significant impact especially on younger persons who are more visually cultured. Every news release should have an accompanying "action" or "human interest" photo to support the story that is being told since the photo might be the only part of the story that is picked up.

Why are visuals so important?

a. Visuals can give accurate representation of ideas: visuals help to define facts and information easily and precisely. They can identify and describe in concrete terms giving meaning to words.

b. Visuals save time. Rather than describing what you want to communicate, you can show.

c. Visuals help memory. Visuals help people to remember and recall much better.

d. Visuals can stimulate the imagination. Pictures can often be used as a starting point for discussions and debates. Visuals are not only a quick way of acquiring facts but also of using them. Details presented in a picture can make people think and react.

e. Visuals provide a shared experience. Visuals get two people thinking on similar lines about the same subject. Visuals get people talking!

Pros: Many people are very familiar with Instagram, Tik Tok and SnapChat. Smart phones mean most staff already have high quality cameras in their hands and can thus readily document their work as well. Audiences respond to photos very well. Mainstream print media often use photos when they don't have space to publish a whole story or news release.
Cons: Staff may require some training in the type of photos/videos to take. Also, photos will have to be labelled and will require tags so they can be organised for easy identification. This may require dedicated personnel and time to curate effectively.

6.1.7.3. High Level Appearances in National and Regional Media

Where possible, efforts should be made to showcase regional gender success stories through high level mainstream and social media at both the national and regional level.me

Pros: High visibility with not only national but regional recognition.

Cons: Very competitive arena.

To attract media coverage, it is wise to maximize the media by:

- Getting to know gender responsive journalists and media houses – foster win-win relationships
- Using the calendar to plan media events ahead and let the media know when your stories are coming out
- Being inclusive: feature diversity and vulnerable persons in your stories.
- Identifying a roster of "official spokespersons" that the media can call regularly and quote
- Finding out what media channels and messengers your most vulnerable audiences prefer

6.1.7.4.   "Scaling Up Change" Webinar/Podcast Series/Workshops

It is very important to capture key lessons learned as gender mainstreaming for CCA/DRR is implemented. One key way to do so is to scale up critical lessons learned from pilot projects. Webinars and podcasts are ways to explore this. They are relatively inexpensive to produce/host, and they do not involve broadcast fees. Podcasts are short radio programmes in digital audio files that can be made available on the Internet for downloading to a computer or mobile device, typically available as a series, where new instalments can be made available to subscribers automatically, and that can be downloaded by different audiences at their leisure.

Additionally, in the spirit of partnering and leveraging resources, it may be possible to partner with the Climate Studies Group (CSG) or the Institute of Gender and Development Studies (IGDS) at the UWI. The CSG is also developing an interactive "Climate Smart" Series of workshops to build knowledge in the Borrowing Member Countries (BMCs) of the Caribbean Development Bank (CDB). The CSG is also developing an on-line platform that will permanently host the content they produce.

Pros: Very good for high-level, high-quality learning. Can be used at leisure. Can be built into accredited courses as well. Also serve to assist with knowledge management.

Cons: Require investment in development and likely on-line learning webinar specialists as consultants.

6.1.7.5.   Team Retreats

Every so often, it is a good human resource investment to sequester teams away from the office at an organised reflective retreat to allow team members time to discuss important issues in a safe environment with an outside, neutral facilitator. Retreats can be held over the weekend or during the week as well.

Pros: Going to a neutral, non-office environment can provide a clear-headed space for staff to open and share. Most staff look forward to retreats as a "perk" if they take place in hotels or pleasant environments.

Cons: Can be expensive. Also, staff with children or other persons to care for may not be able to afford to go away unless this is cost is covered. Also requires a consultant or facilitator to organise.

6.1.7.6.   Sending Staff to Conferences and Workshops

Staff are often keen to travel and attend professional development conferences, workshops and exhibits. Being chosen to represent one's organisation is prestigious. Where such opportunities are available, this should be explored.

Pros: Opportunities for staff participation at international and national workshops and conferences where they serve as "ambassadors" for the department are viewed as prestigious for those chosen to attend.

Cons: Can be expensive. Also, the organisation needs to be sure that staff officially share knowledge learned upon return through follow-up, scale up sharing methods. Can create some staff rivalry perhaps.

6.1.7.7.   Team Branding

Coming up with a gender responsive "tag line" or team brand as well as providing team branding promotional materials such as pens, water bottles, office supplies or other products can go a long way to create a real team identity among staff.

Pros: Supports a winning team spirit that further supports all other elements in the strategy. Shows staff that senior management take gender seriously.

Cons: Can be expensive to produce branded promotional products. See Annex.

6.1.7.8.   Knowledge Management Methods

Essentially knowledge management (KM) is the "*efficient handling of information and resources within an organisation*" and it is very important to ensure sustainability of your behaviour change efforts. It has also been defined as "the process of capturing, distributing, and effectively using knowledge."

Duhon, (1998) describes KM as follows: *"Knowledge management is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an [organisation's] information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual(s)..."*[21]

Ultimately, the main thrust in KM is to capture knowledge and make it available, so it can be used by others. Often, much of the information and knowledge that is in "*people's heads as it were, and ... has never been explicitly set down*." To this extent, part of the KM process is also about "learning".

Duhon (1998) suggests that KM has two main dimensions:

    A.   Establishing systems and protocols for "collecting stuff" (content); and
    B.   Establishing systems and protocols for connecting people, for learning and for sharing.

The first of these above, "A" relates mainly to information technology (IT) and the creation of databases and repositories and encouraging people to use them. Once created, the repositories need to be introduced and promoted among members, so they are encouraged to make content "deposits" on a regular basis. However, the

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[21] http://www.kmworld.com/Articles/Editorial/What-Is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx

second KM dimension "B" is more interactive and involves learning. This is the dimension where communication and on-line learning is needed.

Duhon (1998) further organises these two related tasks associated with KM in Table 4 below for consideration. Information Technology (IT) expertise will need to be employed to create the specific protocols, databases, and repositories that will be needed "to collect" the following "stuff" or information. IT resources are needed for:

- a. Creating a photo database repository
- b. Creating a repository for Project Reports & Products
- c. Repositories for useful maps & statistics
- d. Use of (online) dashboards (M&E maps)
- e. Stakeholder information and expertise database
- f. Event calendars for relevant events/meetings/workshops
- g. And part of the Management Information System (MIS) that is to be developed.

Table 4 – Knowledge Management

	COLLECTING (STUFF) & CODIFICATION (Information Technology – IT)	CONNECTING (PEOPLE) - SHARING AND LEARNING Communication
DIRECTED INFORMATION & KNOWLEDGE SEARCH EXPLOIT	• Databases, external & internal • Content Architecture • Repositories • Information Service Support • Documentation of best practices and lessons learnt • After action analysis **(HARVESTING)**	• Creating communities of practice • Peer learning • Directories • Findings & facilitating learning tools **(HARNESSING)**
SERENDIPITY & BROWSING EXPLORE	Cultural support Current awareness profiles and databases Selection of items for alerting purposes / push Data mining best practices **(HUNTING)**	• Cultural support • Spaces - libraries & lounges (literal & virtual) • Travel & meeting attendance **(HYPOTHESISING)**

Source: Tom Short, Senior consultant, Knowledge Management, IBM Global Services

In addition to these standard types of repositories, IT will also be needed to create the other databases that have to do with learning and sharing. As important project/programme lessons and successes are achieved and collected, the databases will also allow others to learn from them and share their recommendations. Some examples include:

(1) Lessons Learned Databases
Lessons Learned databases are databases that attempt to capture and to make accessible knowledge that has been operationally obtained and typically would not have been captured or documented through some type of medium (video, audiotape, print, etc.). This involves capturing knowledge embedded in persons and making it explicit. Documentation of lessons learned, successful efforts to promote equality, diversity and inclusivity, as opposed to documentation of "best practices" alone allows for the richer learning involved in mistakes and failures to be captured. Lessons learned can be just as important, or even more valuable than are successes.

Pros: Like photo data bases, lessons learned databases can be designed to be very interactive and participatory. Very good for capturing multiple dimensions of learning and diversity. Very inclusive as well as flexible and iterative.

Cons: As is the case for photo data bases, would likely require dedicated resources and staff member(s) to manage and curate.

(2) Communities of Practice (CoPs)
CoPs are groups of individuals with shared interests that come together in person or virtually to tell stories, to share and discuss problems and opportunities, discuss best practices, and talk over lessons learned (Wenger, 1998; Wenger & Snyder, 1999). Communities of practice emphasize the social nature of learning within or across organisations and are generally understood to mean electronically linked communities.

Pros: Are largely very informal, flexible and iterative. People can join and weigh in at their leisure. Very good for shared learning. Can be done across agencies and countries as well, but also kept in house.

Cons: May require a moderator, but otherwise, few cons.

6.1.7.8.1.   Strategies to Promote KM
With respect to what communication can bring to the KM process, a few options are likely to be relevant.

Webinars and E-Forum Discussions
On a quarterly or annual basis, it can be useful to have regular gender learning exercises. Can be useful to bring in the voices of the marginalised and most vulnerable so that decision-makers include their concerns and perspectives. The pros and cons have been covered above.

Blogs
Another alternative is to create relevant blogs that staff can contribute to as the implement gender mainstreaming practices so they can continue to learn from one another.
Similar pros and cons to CoPs covered above but likely involve more investment of time to moderate.

WhatsApp Shared Groups
WhatsApp is a mobile phone app that can also be used on one's computer. Most people in the region already use WhatsApp regularly.

Pros: Like a CoP, very flexible and iterative.

Cons: No moderator is possible. So, persons may abuse the platform. No opportunity for anonymity as well.

Learning Diaries
Your agency may also want to look at the work of one regional non-governmental organisation (NGO) - the Caribbean Natural Resources Institute (CANARI) - https://canari.org/. CANARI uses a very innovative "learning journal" that staff members must fill in on a weekly basis. Without being overly onerous, this tool allows staff to take time and reflect on the lessons that they've learned in any week, while things are still fresh and current. Staff members also share their experience and learn from each other as they execute their work and implement their respective activities.

Peter Honey's Five-Day Learning Diary[22] suggests that learning from experience is a process that can be broken down into 4 stages:

- Stage 1: Having the experience
- Stage 2: Reviewing the experience
- Stage 3: Concluding from the experience
- Stage 4: Planning the next step

Completing a Learning Diary assumes that partners have had an experience from which they wish to learn and share for the benefit of others.

The next step is to write a detailed account of what happened during the period of activity of focus. Then, participants are asked to list the main conclusions that they've reached as a result of thinking about the experience – defining the main learning points.

Finally, they are expected to decide which learning points they want to implement in the future and work out an action plan that covers: - what they are going to do – and when they are going to do it.

Pros: Learning diaries can take many forms and are varied enough to appeal to a cross-section of stakeholder interests. By using ICT tools and social media stakeholders can easily share their content with identified audiences.

Cons: Establishing a blog/learning diary requires an investment of time, i.e.,set up, writing an reviewing the content, and responding to audience comments. Staff may see this as extra effort and work. Will need to be curated/moderated as well, however this responsibility could be rotated, enhancing ownership and learning.

Lunch and Learn

The agency may wish to host and promote a lunch series where staff and project partners can come together to share best practices over lunch. This can be pitched based on the cultural context of each country. In Jamaica for example, it could be called "Holding a reasoning". The concept is for persons to have a conversation around gender mainstreaming in a less formal way to increase understanding and change behaviour. Very good forum for inviting vulnerable and marginalised groups to share their perspectives.

Pros: This activity can be cheap and can easily be organised. Staff often look forward to these sessions.

Cons: The activity might not attract the highest level of staff members, except where they have an active role to play, e.g., as a presenter. Can be a cost investment if the agency provides lunch regularly.

Case Study Publications

A final, but quite important option, is the publication of case study reports or scholarly books. The following formats can be considered:

- Written, printed case studies for scholarly documentation and learning
- Video testimonials from beneficiaries and quotes from key experts or stakeholders involved in the activity
- Photo documentation and evidence of results
- Short fact sheets outlining the main findings and conclusions

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[22] http://www.london.ac.uk/fileadmin/documents/staff/staff_development/diary_law.pdf

For some good examples of "Lessons Learned" templates to adapt, check out the following:

The Programme Manager's Blog-http://www.the-programme-manager.com/wp-content/uploads/2013/04/Lessons-Learned-Template-ThePgM.pdf

Project Management Docs - http://www.projectmanagementdocs.com/project-closing-templates/lessons-learned.html#axzz4N0l7cViF

Project Management Tips - http://pmtips.net/blog-new/lessons-learned-template

Pros: Case studies are usually well received especially when a story-telling type format is used.

Cons: Writing a case study requires investment of time to do the research and develop the content.

6.2. Gender Responsive Good Practices to Ensure Inclusivity and Diversity Within Behavioural Change Communication Strategies

In promoting a GBA+ approach to behavioural change which targets key decision makers and government actors; it is very important that stakeholders fully appreciate and understand the value that marginalised groups bring to the climate change adaptation and mitigation process and in disaster response and recovery efforts. The needs and priorities of these groups need to be kept at the forefront as government actors implement their gender mainstreaming activities. Ideally, to ensure inclusivity and diversity, marginalised groups should play an active as well as an inclusive participatory role in the implementation of Government's action plans.

At the same time, it is important to point out that marginalised and vulnerable groups **are not** the **primary audience** for the communications strategies to be developed here. While they are indeed critical groups for decision makers to understand and engage, largely because their policies, programmes and actions are likely to have direct and indirect impacts on the said marginalised and vulnerable groups , it is not their behaviour and attitudes that the strategies should seek to change. But rather ensure that the knowledge and behaviours of key decision makers and government actors is enhanced to effectively consider the specific gender inequalities and vulnerabilities within their decision-making processes. Separate and distinct communication strategies and interventions therefore need to be developed to reach these audiences in order to address their gaps in knowledge and behaviours pertaining to climate change and disaster resilience. So, it is critical that decision makers recognise this distinction.

That being said, in order for decision makers to fully appreciate the needs and perspectives of marginalized and vulnerable groups in their implementation efforts, there are certain guiding principles and communication engagement activities that decision makers can consider to ensure inclusion. In this section, some illustrative examples are provided for how to do so, but these are not exclusive. It is very likely that once dialogue commences with the specific groups further creative approaches will be identified through direct discussion.

6.2.1.   Some Guiding Principles for Inclusion

Before looking at some actual communication tools to engage vulnerable groups, it is useful to consider the following steps and guiding principles:

6.2.1.1.1.   First, educate yourself.

Do some background research to understand how climate change impacts, natural hazards events and disasters affect vulnerable groups differently. The first step in communication – is to know your audience. In this section the GFD provides a brief overview of each of the most vulnerable groups and then shares links that you can explore further. The EnGenDER project, has already done considerable work in this respect, but here are some additional links to useful fact sheets and reports that may be useful to get you started. Not all are from the Caribbean, and some only reference the Eastern Caribbean, but they still offer important insights.

The Elderly

In the Caribbean, the United Nations estimates that the over-age-60 population will increase from 11.1% of the population (4,498,275 persons) in 2005 to 24.6% (12,395,202 persons) in 2050. In 2006, two Caribbean countries figured among the top 25 countries worldwide with the highest percentage of older persons. Among the over-age-60 population in four Caribbean countries (Antigua and Barbuda; St. Lucia; St. Vincent and the Grenadines; and Trinidad and Tobago), 16-20% had one or more disability.

Older persons are a very diverse group and not all older persons are equally vulnerable, so it is important to identify those who are the most vulnerable. Elderly persons also often suffer from chronic diseases such as diabetes, hypertension, arthritis, and heart disease which can be exacerbated by climate change and in the case of natural hazards events or disasters these existing vulnerabilities are intensified.

Older persons are often more likely to suffer from mental illnesses such as dementia as well as depression if they do not have adequate social support systems and are socially isolated.

Challenges with mobility, vision and hearing are also often problems for the elderly which can be further exacerbated with climate change impacts or in the event of natural hazard events.

In many Caribbean countries, older persons have a low level of education, as their educational years pre-date existing educational systems. While home ownership is high among older persons, they may face challenges maintaining their dwellings and independence. Irrespective of these vulnerabilities it is important consider the elderly as an equally valuable resource, through their history of survival and contribution to current and future generations. In view of the foregoing, it is therefore important that the BCC strategies and interventions being designed under the EnGenDER project consider elderly persons as a key vulnerable group.

Links and Resources Pertaining to the Elderly

Article: https://smallislandpeople.weebly.comCaribbean Disasters - Elderly, Disability and Vulnerability (weebly.com)

Pan American Health Organisation. 2012.   Guidelines for Mainstreaming the Needs of Older Persons in Disaster Situations. Washington, D.C.:   PAHO, © 2012
https://www.paho.org/disasters/dmdocuments/GuideForOlderPersonsInDisasters_Carib.pdf

Article; Palloni, Alberto & Mceniry, Mary. (2007). Aging and Health Status of Elderly in Latin America and the Caribbean: Preliminary Findings. Journal of cross-cultural gerontology. 22. 263-85. 10.1007/s10823-006-9001-7. https://www.researchgate.net/publication/6772995_Aging_and_Health_Status_of_Elderly_in_Latin_America_and_the_Caribbean_Preliminary_Findings

Article - The impact of climate change on elderly health and wellbeing

https://www.nia.nih.gov/research/blog/2022/04/studying-impact-climate-change-older-adult-health-and-well-being

Article - https://www.niehs.nih.gov/research/supported/translational/peph/resources/assets/docs/climate_change_and_vulnerability_in_the_elderly_508.pdf

Persons with Disabilities

Data on disabilities is almost completely non-existent. The World Report on Disability in 2011 found that 15-20 percent of the world's population was living with a disability (Davis-Wray, 2013, cited in https://smallislandpeople.weebly.com).Fortunately, a recent 2022 GFDRR23 study has shed some critical light on this important group. This desk review found that more than a million persons across the English-speaking Caribbean region live with a range of physical, sensory, and mental disabilities with visual impairment and limited mobility being the most prevalent sensory and physical disabilities across virtually all age categories. Less data is available pertaining to the rates of intellectual, mental and psychological disability.

The study found that rates of disability across all impairments are generally higher among females and that disability often intersects with other marginalizing characteristics, such as poverty, poor literacy, low income, homelessness, ethnic and religious diversity and social or geographic isolation.

Just as is the case with the elderly, persons with disabilities are not a homogenous group. The range of individual capacities, strengths, capabilities and needs is not generally well understood or accommodated in DRM and CCA planning and persons with disabilities are often not well engaged in many CCA planning processes. Despite policy supporting inclusive practices DRM planning tends to be done for rather than with PWD and is based on their limitations rather than their strengths.

In times of disaster, emergency or conflict, people living with disabilities become more vulnerable, and the impact of these situations on their health is higher. PWDs (physical/mobility and intellectual/learning challenges, deaf and blind) may be unable or disinclined to evacuate during the disaster, are more likely to suffer physical injury and to lose their medication and assistive devices and have care-giving support disrupted or lost. Persons who are deaf may not be aware of messages of warnings regarding possible disasters or to evacuate based on the media used to disseminate such information. Modes of transportation and/or shelters may not be physically equipped or accessible to meet their needs. Persons, who become disabled due to a disaster, may need, apart from medical care, psychotherapy, which may not always be available or affordable to them (Davis-Wray, 2013 – cited as above).

Although there are commitments to become disability inclusive, there are still challenges with implementation. The 2022 GFDRR study found that all of the countries have active organizations of persons with disabilities but not all are well supported, and many are often poorly resourced although most are trusted by their communities and are seen to be active advocates for the people they represent.[24]

Most are underutilized in DRM planning, particularly at the national level, and should certainly be supported to play a greater role in policy and planning forums and in supporting education that raises awareness and understanding of hazards, warnings and preparation for response to emergencies among people with disabilities.

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23 Global Facility for Disaster Reduction and Recovery (GFDRR). 2022. Disability Inclusion in Disaster Risk Management-Assessment in the Caribbean Region: No With Us without Us. International Bank for Reconstructionand Development/World Bank, Washington, D.C. https://documents.worldbank.org/en/publication/documents-reports/documentdetail/711291647617458424/disability-inclusion-in-disaster-risk-management-assessment-in-the-caribbean-region

24 A study that is currently being done by the Caribbean Development Bank (CDB) is apparently finding that many are underfunded and under resourced.

The 2022 GFDRR desk study included several recommendations that have implications for awareness planning including the following:

PWDs should be included at all levels of consultation and planning. This should be facilitated with the provision of accessible venues and appropriate communications and support technologies.

Raising awareness and increasing capacity of DRM and Climate Resilience (CR) practitioners to foster a change in attitudes and approaches toward persons with disabilities through the delivery of awareness-raising and training material that is jointly developed with the national organisation of persons with disabilities and readily available for DRM and CR practitioners. Training activities and raising awareness events could also be delivered by and with persons with disabilities.

Produce public awareness and education literature to support, DRM and CR in a range of accessible formats, including braille, easy-to-read and large print as required, and graphic, and in appropriate local languages.

Public awareness and education information to support DRM and CR across a range of media and platforms including online, social media, traditional broadcast media, print and direct personal contact.

Sign language should be available in televised and video-recorded presentations of warnings and public awareness-raising information, consultation and planning meetings or workshops, and training exercises as needed. The critical shortage of sign language interpreters should be addressed with targeted American Sign Language (ASL) training for DRM purposes. This training could be facilitated at a regional level.

Fact Sheet

https://www.ohchr.org/sites/default/files/Documents/Issues/ClimateChange/materials/InfoDisabilities2.pdf

Website:https://www.ohchr.org/en/stories/2020/07/persons-disabilities-disproportionately-affected-climate-change

Website: https://www.epa.gov/climate-change/climate-change-and-health-people-disabilities

Website: Persons with Disabilities Needed in the Fight Against Climate Change - https://www.hrw.org/news/2020/05/28/people-disabilities-needed-fight-against-climate-change

Report: Uzair,Yusra; Balog-Way,Simone Andrea Breunig; Gupta,Mira Lilian; Phillips,Emma Katrine Alexandra; Krylova,Yulia.

Disability Inclusion in Disaster Risk Management Operations : An Exploration of Good Practices and Resources - Guidance Note (English). Washington, D.C. : World Bank Group.

https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099025008152214591/p176516025211304f09f9201fb04c176943

ECLAC Report 2009. https://repositorio.cepal.org/bitstream/handle/11362/27727/S2009003_en.pdf

At Risk Youth

"At Risk Youth (ARY)" are also a very important vulnerable group that need to be considered. According to a World Bank study done by Cunningham25, et.al., young people are frequently perceived as the source of many problems plaguing the Caribbean region. Crime, violence, and illegal drugs are often associated with this demographic. Youth unemployment rates are reaching new highs, and girls are giving birth at younger and younger ages, putting enormous financial and psychological costs on young people and on their societies.

"At Risk Youth" (ibid.,) are defined as young people who have factors in their lives that lead them to engage in behaviours or experience events that are harmful to themselves and their societies, and that affect not just the risk taker, but society in general and future generations. These behaviours include leaving school early without learning, being jobless (neither in school nor working), engaging in substance abuse, behaving violently, initiating sex at a young age, and engaging in unsafe sexual practices.

A 2017 ground-breaking study 'Global Initiative on Out of School Children: Eastern Caribbean'[26] found that up to 33 per cent of the children in secondary schools across that region are at risk of either dropping out or failing and that 17 per cent or just over 1,700 children at the primary level faced similar risks.

The researchers found that exclusion begins as early as kindergarten. Eight (8) per cent of the students were at least one year behind at kindergarten level. The percentage then increased to 11 per cent at grade one level, 13 percent at grade two level and 17 per cent at grade three level. By the time students got to form five, it was 38 per cent which indicates the problem of dropping out of school is actually identifiable in kindergarten but when it's not addressed it's very difficult for those children to improve. The resultant effect was students starting to drop out of school as early as first form due to their inability to cope.

The same 2017 study also concluded that boys were twice as impacted as girls, with repetition and dropout rates for boys standing at 8 per cent and 6 per cent respectively. There was a 15 percent loss for girls between first and fifth form compared to 32 per cent for the boys. This shows that the boys are most impacted by this exclusion, the first to drop out, most represented in the repetition classes, the suspension list, with discipline issues,"

The main causes identified were:

- inadequate support for struggling learners
- inadequate special needs provisions
- negative teacher attitude towards academically weak students
- weak academic performance and participation of boys, and
- low parental engagement and involvement in children's education.

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[25] Cunningham, Wendy, et.al. 2008. Youth at Risk in Latin America and the Caribbean Understanding the Causes, Realizing the Potential. The World Bank, Washington.

[26] High Numbers of East Caribbean Teens at Risk of Dropping Out, Failing - The St Kitts Nevis Observer

Many if not most of below offer some insights into how this vulnerable groups should be appropriately considered within "At Risk Youth" come from households in the lowest economic bracket. The links provided the development and execution of the project's Behavioural Change Communication Strategies and interventions.

> Research Report - The impact of climate change on youth depression and mental health https://www.thelancet.com/action/showPdf?pii=S2542-5196%2817%2930045-1
>
> Website link: 5 ways climate change affects young people 5 Ways climate change affects young people - ESI-Africa.com

Women

There is substantial documented evidence[27] that women are generally more vulnerable to climate change impacts and disasters because:

- Women face certain unique reproductive health challenges. For example, access to water and proper sanitation may greatly impact them when they are menstruating if these services become unavailable during disasters. Pregnant women are very vulnerable during disasters, as are women with small children who are highly dependent on them.
- Decision-making has traditionally been in the hands of men but the region is seeing more and more women coming into positions of leadership in government and the private sector. Vigilance is needed to ensure that women are not left out of decision-making processes related to resource allocation and prioritised services.
- Women are more often victims of violence during disasters, although girls and boys, Persons with Disabilities (PWD) as well as persons in the Lesbian/Gay/Bi-Sexual/Trans/Queer (LGBTQ) community are also more likely to suffer abuse. Research shows that in the first few weeks following a disaster there tends to be increased incidents of domestic disputes. This is partly attributed to the stresses associated with coping with the disaster.

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27 International Federation of Red Cross and Red Crescent Societies. 2010. Practical Guide to Gender-Sensitive Approaches for Disaster Management. Asia Pacific Zone. Geneva, Switzerland.

Mainstreaming Gender in Climate Change and Disaster Risk Reduction in the Caribbean. Symposium on Mainstreaming Gender in Water Resources Management, Climate Change and Disaster Risk Reduction Policies in the Caribbean. Port of Spain, 26-27 November, 2019.

Mortley, Natasha Kay. 2020. GENDER MAINSTREAMING for Natural Disaster Risks and Climate Change, Caribbean Development Bank (CDB), Barbados.

Oxfam. 2010. Gender, Disaster Risk Reduction and Climate Change Adaptation: A Learning Companion. OXFAM Headquarters, United Kingdom.

UNDP. Global Gender and Climate Change Alliance (GGCCA) and UNDP. 2013. Gender and Disaster Risk Reduction: Policy Brief. UNDP, New York.

UNISDR, UNDP and IUCN. June 2009. Making Disaster Risk Reduction Gender-Sensitive. Policy and Practical Guidelines, United Nations, Geneva, Switzerland, June 2009.

Value for Women. 2020. **Study of the Impacts of Climate Change on the Women and Men of the Caribbean. Pilot Programme for Climate Resilience Countries**. TECHNICAL NOTE No IDB-TN-02064. Inter-American Development Bank (Climate Change Division).

- Women may have restricted mobility to public places as compared to men. In many parts of the world, women are not permitted to drive for example, or do not own their own vehicles. Increased vulnerability due to family disintegration as a result of migration and loss of life, further limit women's mobility and thus their access to markets or income generation alternatives.
- Women have less access to, and control over, over critical assets such as land, cash, credit, and property which in turn limits their ability to cope with disaster impacts. The fewer resources one has at one's disposal, the harder it is to cope and bounce back from disasters.
- Women face the disadvantages of gendered division of labour as they are the ones to look after the children and the elderly. More women work in the unorganized sector thereby meaning that they are underpaid with no union representation.
- They also have limited ability to diversify their sources of income because of their extra domestic responsibilities and the time constraints these duties involve. In some parts of the world, women are restricted from working outside of the home altogether and are not permitted to earn their own income.
- When migrating to other places in search of livelihood during crisis, women bear the dual burden of productive as well as reproductive tasks.

These pre-existing vulnerabilities can become exaggerated in the face of climate impacts.

Weblink - How climate change impacts women https://www.nrdc.org/stories/how-climate-change-impacts-women

Global Citizen weblink https://www.globalcitizen.org/en/content/how-climate-change-affects-women/

The climate reality weblink: https://www.climaterealityproject.org/blog/how-climate-change-affecting-women

Relief Web Link: https://reliefweb.int/report/world/5-ways-climate-change-affects-women-and-girls

Men

On the other hand, men's vulnerability tend to be due to the following reasons:

- In many parts of the world, including the Caribbean, society has traditionally seen men as 'bread-winners of the family'. Men are expected to bear full financial responsibility for their households. When these expectations cannot be met, men suffer stress.
- Many of men may not know how to perform household chores and face problems in cases when they have to perform domestic chores and take care of children.
- Some men may struggle to deal with their emotions in times of crisis resulting in stress and trauma. They tend to suppress them. Usually men are less able to cope with the loss of status they enjoyed in the previous system; and oftentimes resort to alcoholism, drug abuse and suicides. Others may view receiving financial aid as a stigma and feel challenged in their role as a breadwinner.
- The role of men as protectors may place a greater responsibility on them for risk taking during and after a disaster, both within their households and as volunteers and rescue workers. They are therefore more prone to injury or loss of life.
- Men's inability to live up to the ideals of masculinity affects their capacity to cope with crises and reintegration into society, which in turn may also have negative consequences on their domestic life and may result in domestic neglect or violence.
- Stress and psychological trauma increase in crises and post crisis periods. Such trauma is often inadequately addressed and may influence people's capacity for productive work. The few services available tend to target women rather than men.

Report - Relief Web Study of the Impacts of Climate Change on the Women and Men of the Caribbean. Pilot Programme for Climate Resilience Countries https://reliefweb.int/report/haiti/study-impacts-climate-change-women-and-men-caribbean-pilot-programme-climate-resilience

IPPMedia https://www.ippmedia.com/en/editorial/climate-change-impacts-women-and-men-differently

Migrants, Migration and Immigration

A recent study of the Eastern Caribbean (Serraglio, et. al., 2021[28]), found that little data exists pertaining to migrants even though it is known that there is a strong link between human mobility, climate change, and the occurrence of disasters. Scant attention has been paid to collecting data on migration and mobility within the region even though persons who have migrated because of climate change and disasters are some of the most vulnerable in the region.

Serraglio, et.al. quote the United Nations Department of Economic and Social Affairs (UN Department of Economic and Social Affairs (DESA), 2019 cited in Andreola Serraglio 2021) estimate that more than 1,397,777 people have migrated out of the Eastern Caribbean States within the period of 1990–2019. While some of this movement may be due to purely economic reasons, a considerable amount must be due to the impact of climate change and recent disasters.

In the Serraglio 2021 study, consultation with national immigration, statistics, and disaster agencies found many gaps in information that would have provided insight into what they call the "human nobility nexus". Most of the data captured by national immigration departments are mostly related to passengers and visitors arriving or departing from their territories, as well as information on visa issuance and renewals. Some of the censuses that are done in the region look at the country of origin, but there are no related questions asking the reasons why people have migrated, so it is not possible to determine if their reasons for doing so were related to climate change/disasters or not.

> Andreola Serraglio, D., S. Adaawen and B. Schraven, 2021. Migration, Environment, Disaster and Climate Change Data in the Eastern Caribbean – Regional Overview. International Organization for Migration Global Migration Data Analysis Centre (IOM GMDAC). Berlin. https://research.rug.nl/en/publications/migration-environment-disaster-and-climate-change-data-in-the-eas-4Web article - How does climate change affect migration https://earth.stanford.edu/news/how-does-climate-change-affect-migration#gs.bpaex4

> Web article - Climate change and its impact on immigration http://news.unm.edu/news/climate-change-and-its-impact-on-immigration

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28 Andreola Serraglio, D., S. Adaawen and B. Schraven, 2021. Migration, Environment, Disaster and Climate Change Data in the Eastern Caribbean–Regional Overview. International Organization for Migration Global Migration Data Analysis Centre (IOM GMDAC). Berlin.

Relief   web   –Migration   in   the   Caribbean: Trends,   Opportunities   and   Challenges
https://reliefweb.int/report/haiti/migration-caribbean-current-trends-opportunities-and-challenges

Indigenous Persons

Indigenous people are often dispossessed of their traditional lands and territories and deprived of their resources for survival, both physical and cultural, *further weakening their capacity to deal with hazards, both natural and manmade.*

Even though these first persons are often from smaller, close-knit communities that live close to the earth, understand their environment and practice risk reduction strategies and methods that have originated within their communities and have been maintained and passed down over generations, the factors listed above place them at particular risk from the effects of climate change and natural disasters. The resources provided below provided further insights into the plight of these first persons and therefore offer some guidance on how to effectively consider their unique vulnerabilities in the development of BCC Strategies and interventions.

Cures Blog – Impact of Climate Change on Indigenous Peoples https://curesblog.lmu.edu/impact-of-climate-change-on-indigenous-peoples/

Climate   Home   News   –   Five   Ways   Climate   Change   Harms   Indigenous   People
https://www.climatechangenews.com/2014/07/28/five-ways-climate-change-harms-indigenous-people/

Green Left Org - https://www.greenleft.org.au/content/indigenous-people-most-affected-climate-change

Persons in the LGBTQ Community

The lesbian, gay, bisexual and transgender (LGBT) community is one of the most marginalised and vulnerable groups of persons in many parts of the world, but with its discriminatory laws and culture of fear, A number of countries in the Caribbean region are considered to be among the most dangerous places for LGBT persons[29].

Finding official statistics on the number of persons in the LGBT community in the Caribbean is a challenge. Few persons willingly agree to be identified, within national statistics because of the danger they may face if their sexual orientation and gender identity are discovered. Nevertheless, while it is not known at this time how many persons in the Caribbean may identify as LGBT, according to STATISTA [30](www.statista.com), a 2021 study conducted in 27 countries, found that 7 in 10 people identify as heterosexual. Around three percent of respondents declared to be homosexual, gay, or lesbian, while four percent identify as bisexual. Additionally, one percent are pansexual or omnisexual. Pansexuality describes people who feel attracted to other people regardless of their biological sex, gender, or gender identity, whereas omnisexuality refers to attraction to all gender identities and sexual orientations.

There is no reason to assume that these same rough percentages would not apply in the Caribbean.

[29] https://www.asherfergusson.com/lgbtq-travel-safety/
[30] https://www.statista.com/study/104242/LGBT-worldwide/

In March 2018, Human Rights Watch (HRW) published a 107 page report [31], "I Have to Leave to Be Me:" Discriminatory Laws Against LGBT People in the Eastern Caribbean that provides critical insights into the realities LGBT persons face in the Eastern Caribbean.

The region's countries do however have civil society organisations that represent LGBT persons and most of these national organisations are also members of the regional NGO the Eastern Caribbean Alliance for Diversity and Equality (ECADE). The Human Rights Watch study worked closely with ECADE to engage with community members safely and anonymously in its study. In addition to ECADE, at the CARICOM level, there is also the Caribbean Forum for Liberation and Acceptance of Genders and Sexualities (CariFLAGS) which is also very active.

CariFLAGS) has worked for over 18 years to provide LGBT people in the Caribbean with safe spaces, support services, and stronger communities. Currently based in Trinidad and Tobago, CariFLAGS is composed of several LGBTQ NGOs across the Caribbean.

During disasters the prejudice and discrimination that LGBT persons experience is even more exaggerated. Given these factors it is critical that a greater understanding and appreciation of the unique challenges which this vulnerable and marginalize groups face is appropriately considered both in the design of BCC strategies and interventions. Equally important also in the design of BCC interventions which are geared to enhancing the overall knowledge and understanding of persons within decision making positions to consider these vulnerabilities so that in the decision making process-policies, programmes and interventions are developed which support the equal benefit of all gender based groups.

Climate Action – How Climate Change Affects the LBGTQ Community https://www.earthday.org/how-climate-change-affects-the-lgbtq-community/

The Green Ideal The Intersection of Climate Change and the LBGTQ Community https://greenerideal.com/news/politics/climate-change-an-lgbtq-issue/

Vulnerable Children

In 2017, UNICEF together with the OECS conducted an assessment[32] of child poverty in the Eastern Caribbean Area (ECA). While focused on the Eastern Caribbean, the study found that while child poverty varies considerably. On average one in every three children in the ECA was poor.

The study found that children were disproportionately represented among the poor. The share of children in poverty was always significantly higher than the share in the overall population, which was a direct result of higher child poverty rates. The study found that the adult-child ratios were always lower in poor households, indicating a lower availability of potential income earners and child carers in these households.

It further found that the majority of ECA countries, children in female- headed households were more likely to be poor than those in male-headed households.

31 https://www.hrw.org/report/2018/03/21/i-have-leave-be-me/discriminatory-laws-against-lgbt-people-eastern- aribbean#:~:text=Populations%20in%20these%20countries%20range%20from%2054%2C000%20in,of%20LGBT%20activists%20leading%20the%20fight%20for%20equality.

32 OECS Commission and UNICEF. 2017. Child Poverty in theEastern Caribbean Area, Final Report. Castries, Saint Lucia: OECS Commission and UNICEF

In countries with high levels of immigration, poverty rates were substantially higher among migrant-headed households as opposed to those headed by nationals. Additional information on the important of this vulnerable group can be found in the links captured below.

UNICEF – Caribbean Children Facing Climate Threat
https://www.unicef.org/easterncaribbean/reports/caribbean-children-facing-climate-crisis

https://www.unicef.org/stories/impacts-climate-change-put-almost-every-child-risk

6.2.2. Be Aware of Your Language

When engaging with vulnerable groups it is also very important to be aware of your language.

For example, when engaging with Persons with Disabilities, the U.S. Centre for Disease Control and Prevention (CDC), recommends not using language that suggests persons are lacking something, for example. Instead of saying "disabled, handicapped" they suggest saying person with a disability. Instead of saying "epileptic" they suggest saying "person with epilepsy or seizure disorder". The conversations need to emphasize the personhood of those involved. "People first" language is a must and therefore required.

The fact sheet "Communicating with and about People with disabilities"[33] offers some very constructive guidelines. So too does the Australian Federation of Disability Organisations (AFDO)[34].

Language and tone are also important to bear in mind when engaging at-risk-youth, victims of domestic abuse, indigenous persons and persons in the LGBTQ community. Here are some recommended approaches for linking with At Risk Youth, but similar principles apply for other vulnerable persons.

https://www.canr.msu.edu/news/engaging_at_risk_youth_in_youth_development_programs_part_1

https://at-riskyouth.org/blogs/news/5-tips-for-helping-empowering-at-risk-youth

https://at-riskyouth.org/blogs/news/aids-and-barriers-to-communicating-with-at-risk-youth

Listening, being respectful and not being condescending are critical for victims of sexual violence. While persons in the LGBTQ community, confidentiality, anonymity and personal safety are also of paramount importance.

6.2.3. Consider Modalities for Engagement

Once you feel you're ready to begin a consultative process with representatives of these groups to consider their needs and perspectives as part of your gender responsive action plan and implementation process, it is next important that you effectively consider how to best and most appropriately actively

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33 https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html
34 https://www.afdo.org.au/resource-communication-with-people-with-disabilities#:~:text=General%20tips%20for%20communicating%20with%20people%20with%20a,still%20speak%20directly%20to%20the%20person%20with%20disability.

engage with these stakeholders. It may require the establishment of partnerships between Government and these representative agencies/ organisations either through MOUs or other alternative arrangements and modalities. Or working closely through an inclusive participatory process with persons who are directly involved or work with these agencies, organisations, and groups. Noting however, that different approaches may be needed for different groups.

For example, for persons with disabilities, they may be quite keen to come to your organisation to give a presentation, or to participate in a webinar or in a "lunch and learn" discussion.

Persons with disabilities may also be interesting in initiatives that document their experiences through case studies and testimonials using participatory video and social media platforms such as TikTok, YouTube and SnapChat. Your department should also consider sponsoring a stories series that engages PWDs to directly tell their stories dealing with climate change and disaster risk reduction. WhatsApp chat groups are also likely to appeal. Some technological and funding support, however, may be required for example, WiFi connectivity or support in the creation of the digital content.

Young people will quite likely also be open to these same modalities for engagement. In the Caribbean there are two best practices for climate change youth engagement that offer important opportunities for partnerships.

For example, the Caribbean Youth Network (CYEN) has done some very impactful climate change communication work and could be very important partners for further engagement with youth: http://www.cyen.org/documents/ccmmedia.php

Young   people.   **1.5   to   Stay   Alive: Saint   Lucia's   Reality-   A   Youth   Perspective** https://www.youtube.com/watch?v=527-4dVrSXU
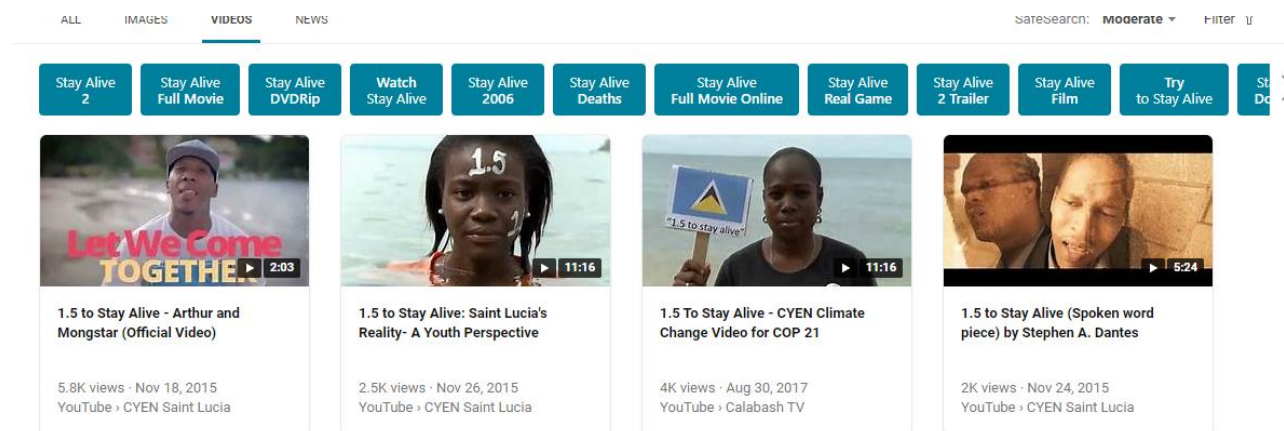
UNICEF also has a program "Voices of Youth" that seeks to highlight climate change stories from the world's young people. One of its stories featured youth journalist Russell Raymond from Dominica who has a blog and posts video stories . Similar support can be provided where other young journalists could be supported in each of the EnGenDER countries.

https://www.youtube.com/watch?v=uShfOIk7SSc

https://www.voicesofyouth.org/blog/frontlines-climate-change-dominica

For those vulnerable groups for whom confidentiality and anonymity are critical however, different modalities are needed. To reach LGBTQ persons and victims of domestic violence for example, working in tandem with the organisations that represent them is essential. Anonymous webinars, focus group discussions or other platforms may be needed such as on-line surveys, blogs, Mentimetre exercises and so forth.

6.2.4. Consider What You Want to Know

Before you reach out to engage, be clear what you want to know and hear about. Have very precise questions to ask so the engagement is focused, and people don't feel their time is being wasted, but instead they feel valued.

6.2.5. Anticipate Questions

People will undoubtedly have questions of their owns. Some persons may have been consulted before but may feel that nothing came of their inputs and that their voices were really not heard or that they wasted their time. Expect that they will ask how their inputs will be used and "What's in It for them?" Be prepared to answer clearly without raising false expectations or over-promising.

6.2.6. Consider Diversity and Inclusion Realities in the Collection of Data and in Material Production Design

Be sure that the data collected is not only disaggregated by sex (male and female demographics), but also by other indicators pertaining to diversity: gender identity, homelessness, age, location, level of income, culture, education, employment and other considerations.

When developing communication materials and products, be sure they are produced to reflect the ability needs. Ensure sign language or captioning is included where necessary, for example, the use transcriptions in the development of video content or brail is used where needed.

6.2.7. Consider Most Trusted Messengers and Media Preferences

Different vulnerable groups will have different persons that they trust as messengers and there will also be different preferences with respect to media channels and types of media used. For example, victims of sexual violence and persons in the LGBTQ community may trust only messengers within their own known organisations and may prefer largely face to face communication with these messengers or limited social media, such as WhatsApp. At Risk Youth and may do the same. Vulnerable elderly persons may only prefer face to face communication with trusted persons but may also favour the traditional media of radio and television.

It's therefore critical to know which media, which channels and which messengers are preferred by each and use those modalities.

6.2.8. Develop Mechanisms for Continued Involvement & Engagement

It is very important to build strong working partnerships with the civil society organisations and agencies that represent vulnerable persons. One way to sustain engagement is to ensure these partnerships and persons play a role in implementation of the behaviour change strategy. This can be done by inviting them to:

- Perhaps sit on a steering committee that hears reports on progress made, lessons learned, obstacles/challenges encountered.
- Involve persons in the setting of targets and any behaviour change indicators to be used to measure impact.
- Actively involve persons in monitoring, evaluation and capturing of lessons learned.
- Involve persons as judges in any champion competitions that might be included as an activity in the strategy.
- Involve persons in the editorial review of communication materials and content. Better yet, involve them in the development and design of content and media materials to be produced.
- Be sure they are involved in the pretesting of any materials that will be used for public education and outreach; and
- Involve them in annual or quarterly planning of public relations stories to ensure stories include their experiences and success stories.

There will likely be additional creative approaches that your team can consider, but by adopting some of these measures your team will be closer to ensuring that its gender mainstreaming efforts are indeed inclusive of diversity and involve those who are most vulnerable and marginalised.

7| STEPS INVOLVED IN DOING A COMMUNICATION STRATEGY TO SUPPORT GENDER RESPONSIVE BEHAVIOUR CHANGE

Designing a communication strategy to support gender responsive behaviour change involves steps that are similar to those for other types of communication strategies such as those for a Public Relations or a general public awareness campaign, but there are also differences.

Here the Guidance Framework Document (GFD) outlines the key steps that are involved in behaviour change strategy design and provides examples of what the content pertaining to each step/component might look like.

The steps involved in designing a communications strategy (CS) for Gender Responsive Behaviour Change (BC) include:

1. Conducting a gender responsive Gap Analysis, which identifies gender as well as behavioural determinants
2. Drafting an overall introduction, justification and rationale for the strategy based on the gap analysis
3. Establishing an overall gender responsive SMART behaviour change goal or goals
4. Establishing supporting gender responsive SMART objectives
5. Developing an Audience Profile – inclusive of media preferences
6. Determining key gender responsive communication activities to support each objective
7. Determining possible risks and constraints and mitigation processes
8. Establishing gender responsive indicators for monitoring and evaluation
9. Developing a gender responsive budget
10. Designing a gender responsive implementation and action plan with a work schedule inclusive of roles and responsibilities
11. Developing Gender responsive TORs and SPEC sheets for tasks and media products

These steps are now outlined in detail.

7.1. Gap Analysis

The first step is to review the Gaps in the Knowledge, Attitudes and Practices/Behaviour Change (KAPB) findings and to then prioritise the key gaps KAPBs to be addressed.

The UN Women-led EnGenDER KAPB study that was done has already provided the countries with an understanding of what their own specific gaps are, but the stakeholder engagement survey results completed under this consultancy with CHANGE also highlighted additional gaps where some attention is needed. The key highlights from both are presented in the Annex to make it easier for stakeholders to review and identify which are most relevant to their situation. The next step is to prioritise the most important gaps that stakeholders believe are most critical for their agency to address.

The gap analysis should also include gender responsive messages and proposals that encapsulate the key gender responsive communication messages and recommendations to address the gaps. These messages don't need to be creative at this stage, but they need to fully articulate what needs to get communicated. The Annex includes suggested messaging based on the gap analysis that was done Please see Annex 1.

7.2. Overall Introduction and Justification

The next step is to write a short background or situational analysis and justification for why the strategy is needed. This would be the opening chapter of the strategy but will be informed by the gap analysis which is why the gap analysis should be done first.

7.3. Establish an Overall Gender Responsive SMART Goal

With the gaps in KAPBs prioritised and the key messages needed determined, the next step is to craft an overall SMART behaviour change communication goal for the strategy that is "Specific, Measurable, Achievable Realistically and Time Bound" and captures the essence of the key priority gaps.

It is important to clearly understand the difference between communication goals and objectives. Goals represent the "end line" – and answers where an organisation wants to be with respect to gender mainstreaming for example, in the next three to five years. Goals are what represent the key outcomes to be achieved.

Objectives on the other hand, are the steps taken to achieve the overall goal.

To illustrate, a common SMART BCC goal from the health sector may be: "To lose 30 pounds within six months".

In order to achieve this goal, SMART objectives may be:

- To do intense aerobic exercise for 30 minutes at least four times per week.
- To eat at least seven fruits and vegetables per day.
- To drink two litres of water per day.
- To keep a daily journal and to monitor progress and challenges.

It is very important to be realistic and perhaps even understate a goal. It is better to under promise and then over deliver. Of course, one can always exceed a goal, which would be fantastic, but it is critical that a goal is crafted in a way that it is doable, based on what one knows about the organisation's resources and capacities.

A SMART behaviour change goal for gender mainstreaming for an organisation might look something like this:

A) *By the end of 2025, our agency will be known by at least 10% of the public for its progressive gender equity policies as well as for its gender and diversity inclusive practices; And by the end of 2025 at least 25% of our staff will be fully trained in gender mainstreaming and will be comfortable regularly applying gender considerations in all their work activities.*

An alternative goal might be:

B) *By the end of 2025, our organisation will have at least a five per cent (5%) increase in the number of women and other minorities in senior management positions and at least 25% of our technical officers and management staff will be fully trained in gender mainstreaming and will be comfortable applying gender principles in all their work activities.*

Obviously, the goal that is crafted for an organisation will depend on the organisation's needs and the gaps that have been identified as priorities.

A very important caveat!

NOTE – the above SMART goals are specifically **behaviour change goals**. The following are **NOT** behaviour change goals

>   a) To conduct an awareness campaign that promotes gender equality in our work place.
>   b) To conduct a public awareness campaign that highlights our organisations efforts.

These are not "goals" but rather may be communication activities that you decide to implement as part of your objectives to achieve your goal.

7.4. Establish Supporting Gender Responsive Communication Objectives SMART

Once you've articulated an appropriate SMART BCC goal, you next need to articulate your BCC objectives that will help your agency reach its goal. The objectives that are designed to achieve an organisation's overall goal also need to be written in a SMART manner so progress can be measured as a gender responsive strategy is implemented.

Here are some examples of objectives to support draft goal A above.

Box 1 – Sample Gender Responsive Behaviour Change Goal and Objectives

Goal - By the end of 2025, our agency will be known by at least 10% of the public for its progressive gender equity policies as well as for its gender and diversity inclusive practices and by the end of 2025 at least 25% of our staff will be fully trained in gender mainstreaming and will be comfortable regularly applying gender considerations in all their work activities.

Gender Responsive Objectives
In year one, develop and implement an organisational gender strategy and action plan through a participatory engagement process with at least 25% of our middle and senior management personnel.
In year one, design and implement a Gender Balance Policy through a participatory engagement process with at least 25% of our middle and senior management personal.
In year one, identify available accredited courses in Gender Budgeting or design a tailored gender budgeting course in-house, and train at least 25% of senior and middle management of which at minimum 10% - trainees are women in gender budgeting for their sectoral and technical fields.
In year one, identify available accredited courses in the use of the Logical Results-Based Framework (LRBF) approach inclusive of gender considerations or design a tailored in-house course, and train at least 25% of senior and middle management of which at minimum 10% of the trainees are women in LRBF their sectoral and technical fields.
By year two, provide learning opportunities for at least 25% of junior technical staff of which at minimum 10% are women in the principles and tools of doing gender analysis to promote gender equity and equality at work.
In year two, identify at least three (3) gender champions (at minimum one female and one male) within the organisation and promote their achievements both within the organisation and outside of the organisation as well through, at least three Public Relations and/or social media and outreach activities.

7.5. Define Your Audiences

It is very important that your communication strategy distinguish between primary and secondary audiences and to understand the difference between the two.

The "**80/20 rule**" is the most useful way to identify primary and secondary audiences as follows:

> By **primary audience**, for communication purposes, we mean the "**main group of persons who – if their awareness, practices and behaviours can be positively changed, will solve 80% of the problems we are trying to address or will help us reach at least 80% of our goal**."

> By **secondary audiences**, for communication purposes, we mean "**those groups or persons we need to engage, work with, inform, target in order to get to our primary audience(s)**." They may be the gate keepers or decision-makers who have influence over the primary group we really want to reach.

In the case of EnGenDER, the primary audiences are the key decision makers and senior/middle managers and technical staff who need to be involved gender mainstreaming activities for CCA and DRR.

By **secondary audiences**, for communication purposes, we mean "**those groups or persons we need to engage, work with, inform, target in order to get to our primary audience(s)**." In this case, they could be donors and partner organisations.

Globally, the term **gender** while addressing the socially constructed roles of men, women, boys and girls **also includes GBA+** vulnerable groups such as people living with disabilities, youth, the elderly and persons in the LGBT community. These persons are also additional audiences we need to keep in mind, but remember that your key audience for this BCC strategy are your staff and key decision-makers.

7.6. Determine Possible Risks, Constraints and Limitations

What risks are there likely to be? How will these risk and constraints be mitigated? These also need to be clearly articulated.

In the context of the EnGenDER project, it is important to consider gender responsive actions that can mitigate risks for target audiences. In the case of vulnerable groups such as persons living with disabilities, one of the risks they face is the lack of access to emergency warnings in a timely manner. Deaf persons in particular may not get a hurricane warning disseminated via national weather channels as they won't hear it in the broadcast media and often it is not captioned. This increases the risk of them not being prepared for the hurricane for example. At the policy level this could be addressed by mandating media houses and disaster entities to ensure that emergency warnings are captioned so deaf persons can access it. At the community level, awareness raising around the issue and actions by the disaster response community groups could help to ensure that measures are put in place to alert deaf persons to potential disasters such as hurricanes.

7.7. Determine Gender responsive Communication Activities to Support Each Objective

Once your SMART goals and objectives are defined, it is then necessary to select what types of communication activities you'll use to help achieve your objectives. There are many different activity options that can be undertaken to support implementation of each objective. In other words, to get from Point A to Point B – you can either take a helicopter, private car, bus or bicycle for example. All will do the trick. But of course, these each have different speeds, effectiveness and costs. The same is true for communication activities to support gender mainstreaming. The GFD presents a few different options to consider.

Each defined objective may require multiple activities to produce the desired results.

One must also recognise that behaviour change for gender mainstreaming cannot only be addressed through mediated communication activities, but in many cases requires technical training, education and capacity building. The GFD makes a distinction in this regard as well in the options that are presented. That is why Annex 1 has made some initial suggestions for the type of communication activities to consider and has also clarified the type of intervention it should be.

For example, to truly increase the theoretical appreciation and understanding among staff of what gender mainstreaming is and why it is so important, technical training will likely be required through specially designed courses or participation in existing courses. Communication products – such as videos and brochures – can support this effort, but communication efforts in and of themselves likely won't be sufficient – especially if staff are very new to gender concepts.

However, promotion of key milestones and staff achievements at implementing gender responsive activities can be highlighted through communication activities – especially through PR and awareness campaigns.

Selection of the communication activities also needs to consider budget, human resources and the time required to implement.

The communication activity discernment process will also allow you to develop the precise media mix to use in your organisation's strategy.

Prioritise the communication activities with their respective budgets. Identify which activities are must do activities to achieve the objective and which are likely to be desirous.

In the selection of activities, also distinguish the type of communication activity proposed. Is it more of Public Relations activity (important for promotion of results), a general awareness activity, an educational/capacity building activity, a social media activity, knowledge management activity, and so on.

On the following page is a sample of how to develop the next part of the strategy by aligning possible communication activities to each stated objective.

Box 2 - Sample of Proposed Gender Responsive Communication Activities	
Goal: Goal - By the end of 2025, our agency will be known by at least 10% of the public for its progressive gender equity policies as well as for its gender and diversity inclusive practices and by the end of 2025 at least 25% of our staff will be fully trained in gender mainstreaming and will be comfortable regularly applying gender considerations in all their work activities.	**Proposed Gender Responsive Behaviour Change Communication Activities**
Objectives	
In year one, develop and implement an organisational gender strategy and action plan through a participatory engagement process with at least 25% of our middle and senior management personnel.	Establish a gender strategy design team with representatives from each technical division. Gender advisor or consultant – together with the team - commences a participatory gender strategy consultative process through key informant interviews and possible social media (WhatsApp) and/or a blog, Mentimeter webinars, etc. to prepare an initial draft. Draft is reviewed and further workshopped with key staff to revise and refine. Finalise draft for distribution. Develop a simple policy brief document to support the strategy and action plan. Develop an elevator pitch to make it easier for all staff to explain what the strategy is and why it's important. Develop easy to use materials and or checklists to support implementation and track progress. Launch and promote the plan.
In year one, design and implement a gender balance policy through a participatory engagement process with at least 25% of our middle and senior management personal.	Similar to above Promote the achievement of gender balance goals through the organisation's internal communications network
In year one, identify available accredited courses in Gender Budgeting or design a tailored gender budgeting course in-house, and train at least 25% of senior and middle management senior level in gender budgeting for their sectoral and technical fields.	Conduct an inventory of available and appropriate gender budgeting courses online. If no suitable course is available, hire a consultant to develop a training programme tailored to the specific technical sector and department. Select staff to be trained and allow proper time for learning. Include a mentoring mechanism for monitoring and support. Host internal knowledge management platforms for staff to share experiences and learn from each other. Promote trained staff and "big them up" through internal organisational communication and also through public relations
In year one, identify available accredited courses in the use of the Logical Results-Based Framework approach inclusive of gender considerations or design a tailored in-house course, and train at least 25% of senior and middle management senior level in LRBF their sectoral and technical fields.	Similar to above

By year two, provide learning opportunities for at least 25% of junior technical staff in the principles and tools of doing gender analysis to promote gender equity and equality at work.	Similar to above
In Year two, identify at least three gender champions within the organisation and promote their achievements both within the organisation and outside of the organisation as well through at least three Public Relations and/or Social Media and outreach activities.	Identify champions to be promoted. Design a Public Relations and/or Social Media Campaign to promote champions both within and outside the organisation. Capture and promote testimonials and best practices from these persons' stories and experiences.

And of course, there may be more depending on the gaps that the organisation has prioritised.

7.8. Establish Appropriate Gender Responsive Indicators for Monitoring and Evaluation

Distinguish between output, process and outcome indicators.

Output indicators generally describe the number and type of media products that are produced during implementation and illustrate the level of work done to produce these products.   Examples can be:

1. Number of people trained – using GBA+ approach and sex-disaggregated data to ensure gender equality
2. Number of press releases prepared- highlight gender disaggregated human interest stories which place
3. Number of press events held- inclusion of participation of vulnerable and at risk-groups and or civil society actors
4. Number of booklets, brochures, exhibit materials, posters, etc., printed

Process indicators, on the other hand, relate to the efficiency with which these outputs were completed (on time and within budget) and to the quality and type of participation (using gender disaggregated data)   involved in their production. Examples can be:

1. Number of press releases published or broadcasted (i.e, four papers printed a news release) and who the stories are about (re: sex-disaggregated GBA+ indicators)
2. Number of PSA's aired
3. Level and quality of participation (number of people coming out to consultations, participating in activities, increases in participation in project components, etc.)
4. Number of staff (inclusive of sex disaggregated data) participating in various gender training events
5. Number and type of 'dropouts'

Outcome or **impact indicators** refer to the final measurable results that the communication strategy intended to achieve with respect to changes in awareness, attitudes, behaviours and practices among the various gender disaggregated audiences that the strategy targeted. Did the strategy ultimately have any long-term impact that can be measurable in the end and prove it brought value-added to your agency's related priority actions? Examples can be: Measurable changes in sex disaggregated data collected as part of regular programming

1. Responses to campaign strategy elements
2. Levels of awareness of key messages

3. Number of staff implementing gender mainstreaming activities and the quality of their work
4. Customer satisfaction levels (feedback from audiences about media products)
5. Number and quality of photos contributed to the database
6. Number and quality of quarterly gender data submitted to the CU by technical staff

Annex 2 includes examples of what is meant by each.

7.9. Construct A Logical Framework for the Strategy

Using the template in Annex 9 as a guide it is important to develop a logical framework to allow countries to match their gender responsive SMART indicators to their gender responsive SMART goals and objectives as well as other related communication activities. This will also help countries inlogically constructing theirr BCC strategy and to indicate exactly how they relate to one another. It is essentially an extension of what has been shown in Box 2 with the Sample of Possible Gender Responsive Communication Activities presented above.

7.10. Develop a Gender Responsive Budget for the Strategy

Develop a budget for the strategy that includes the cost estimate for each of the activities (both essential and desirous) and indicate which costs can be covered by the organisation with its own resources and those for which you may need to seek additional financial support and/or technical assistance. In developing the budget, attention must be paid to allocations around activities that impact men, women, boys and girls. Questions can be asked around whether there needs to be special allocations for at risk groups or marginalised groups such as women and girls or elderly men depending on the objective of the project. For example, a project on disaster recovery dealing with recovery from a hurricane for example may look at recovery loans for farmers. If the data indicates that women have less collateral to secure a loan, then perhaps the project can look at alternate options to provide funding for these women. A gender responsive budget then must ask critical questions around gender. An indicative budget for some of the likely type of activities is included in Annex 3 as is a matrix for presenting the budget within the work plan.

7.11. Develop a Gender Responsive Action Plan for Implementation

Prepare a workplan and implementation/action plan for your strategy that not only breaks down what will be done when, but also by responsibility including a management or steering committee structure.

The work plan should also consider steps for pre-testing any materials to be produced to ensure that they have the intended impact. Pre-testing or formative evaluation costs also need to be included in the budget. It is important to ensure that the work plan is gender responsive. For example, it would be good to ensure that there is an inclusive stakeholder and engagement process so that the views of vulnerable groups are reflected.

An example of a workplan that includes budget estimations is included in Annex 4.

7.12.   Develop Gender Responsive TORS and/or SPEC Sheets

In the strategy document, you may also wish to develop initial Terms of Reference (TORS) for consultants that may be needed as well as Specification Sheets (SPECs) for media products that will need to be produced. SPECs are essentially TORS for the creation of videos, radio programmes, print material, training material, public service announcements, and so on. In developing the TOR's and to ensure that they are gender responsive consideration could be given to including the perspective of vulnerable groups. For example, a TOR for developing infrastructure work in a community could request that there is stakeholder participation and community engagement included at significant milestones in the project. So, costs associated with this engagement would also be included in the budget and if possible, funds could be allocated to ensuring the participation of whichever sex that is less present in the engagement. Engagement would also aim to have gender balance – that is a representative number of men and women, boys and girls.

8| RECOMMENDATIONS

It is the expectation that the participating EnGenDER countries as well as other Caribbean countries will draw on the Framework in the development of their current and future gender responsive Behavioural Change Communication Strategies and Action Plans.

A key recommendation, coming away from the development of the GFD is that once the gender responsive behaviour change strategy has been developed that priority should be placed on securing funding to ensure sustained delivery and implementation. At times strategies and plans are developed but are left unimplemented because of lack of funding. In other instances, a component of the strategy or plan may be implemented but not in full because of inadequate funding or resources.

Another key recommendation is the exploration of strengthening partnerships in country. This can greatly help with the successful implementation of gender responsive behaviour change country strategies and plans. So good stakeholder engagement leading to strong partnerships are very critical next steps. For example, one clear partnership that needs to be established would be between the entities responsible for climate change and gender. In some countries like Jamaica, the Climate Change Division is only just beginning to formally partner with the island's National Gender Machinery, the Bureau of Gender Affairs, to work on more gender responsive climate change initiatives. One such agreed initiative as identified in Jamaica's recently launched "Jamaica Gender and Climate Change Strategy and Action Plan 2022 – 2025" is to create opportunities for collaboration between gender and climate change focal points in specific MDAs.

Where possible, countries could also explore pulling from the experiences of other countries in the region. The stakeholder list shared in Annex 6 could be a starting point for initiating consultation about best practices and lessons learnt in climate change and gender in the Caribbean. For example, Jamaica is one of the few Caribbean countries that has already established focal points for climate change and gender. The lessons learnt from their implementation of this system could be shared with some of the other islands who may be considering this step.

Adding to this, is the recommendation for the establishment of Communities of Practice (CoP) which provides a viable means of ensuring continuous information exchange and knowledge building among persons within a shared a network. This platform ultimately, provides opportunities for South-South cooperation between countries where examples on behavioural change interventions, communication activities, capacity building initiatives and institutional strengthening actions can be shared.

It has emerged that all   the countries have human resource capacity constraints. Therefore, this would need to be addressed as a priority. Countries could look at having key staff do courses on gender, climate change and DRR. As mentioned earlier in the document this could be in partnership with a National or Regional University. Efforts could also be made to get funding for training or workshops and other capacity support activities from International Development Partners or other entities.

ANNEXES

Annex 1 – Gaps in KAPs Matrix

1. Awareness and Attitudinal Gaps, Obstacles and Solutions

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
	There is confusion around gender concepts particularly the concepts of equity and equality.	Do you know of any good short simple tools/instruments to explain gender equity and equality easily for persons on your team? Please look at this YouTube link. Does this help explain these concepts more easily? How useful would these be for your workplace? How could they be improved?	Persons who participated in the Mentimeter exercise found the videos to be quite useful	Create simple fact sheets and media materials that explain these concepts in a clear, concise as well as practically and culturally relevant way	Development of short, easy to read, use or engage with products	A clear understanding and full literacy level to discern between these two elements	Learn the difference between gender equality and gender equity. Here's why it matters.
	Awareness of national gender-related policies and mandates is low. Approximately one third of respondents indicated that they did not know whether their country has a national gender policy.	Do you have a simple 1- or 2-page brief about the existing gender policies in your country that are easy for layman persons to understand? Would having a simple tool be of interest to you and your staff?	These do not exist for most agencies, but most respondents said having such a product would be useful for them	Create 2-page policy briefs for specific sectors in simple language Creation of policy brief video clips Create easy elevator pitches that explains policy	Communication and education		Why having a national gender policy matters to you!
	Gaps in Knowledge of gender issues	Does your department have simple fact sheets that clearly	The majority did not have simple fact sheets nor did	Creation of impact fact sheets for specific sectors that show the	Communication	Better factual understanding of gender in	Here are the gender facts that matter for

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
	exist particularly with how gender impacts specific areas of technical responsibility.	show the gender differences in your technical area? If not, would that interest you? Would it help your staff?	they have an elevator pitch that could clearly explain the concept Those who did have fact sheets felt they could be improved	importance of gender from a technical perspective. Generate these through a participatory writing process. Elevator pitch Brown bag lunch discussions	Participatory development of publications		your technical sector
	While there is awareness of gender differentiated impacts of climate change and DRR, more awareness of inter-sectionalities and specific vulnerabilities might be needed.	Does your department/ministry have clear protocols for how to deal with different gender intersectionalities in your technical area? Especially those that are sometimes quite sensitive? Do you have checklists in place that have clear and practical steps to follow? If no, would having such protocols/checklists be helpful?	Very few (only 9.62%) had protocols in place and most respondents did not feel that their staff were well enough prepared to deal with some of the vulnerable groups, such as persons in the LGBT community and PWDs	New communication tools will need to be created to support understanding of these specific inter-sectionalities. One each for PWD, for example and separate ones for LGBT, indigenous persons, at risk youth, and so forth. Fact sheets, briefs, video clips … plus also webinars and training sessions for specific groups Development of specific protocols and checklists for dealing appropriately with specific vulnerable groups. Training and sensitization to build capacity	Protocols – technical development, education Communication and education/training Accredited training	Higher confidence levels and greater skill set to deal with sensitive groups and with proper procedures in place	Climate change and disasters affect everyone, but not in the same way. Here are the steps and considerations to follow to ensure diversity and inclusion are fully considered at each stage.
	There is some evidence of gender-bias.	Have a look at this video on gender rights. Does it ring true to your situation and those of others	Those who viewed the video clips in Mentimeter found	A look at existing tools, plus also training sessions and webinars.	Training and capacity building	Clear understanding that GBA+ is an	GBA+ is a human rights-based approach to

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
	Not all respondents necessarily felt that women and men have the same rights.	in your department? Why or why not?	them somewhat helpful	Exercises that involve co-workers		approach that is responsive to human rights and supports the various human rights international treaties that most of the countries have signed on to	ensuring diversity and inclusion
	Cultural attitudes which carry the baggage of their own quite traditional male cultures of work and power. These attitudes and cultures continue to be transferred in practice at home and in the field.	Here are some video/on-line examples of how cultural attitudes to support an understanding of gender and power sometimes play out. How useful do you think these would be for your staff?	Some of the video clips reviewed were also useful here as well	This type of situation is best tackled through role play and dramatizations where persons must "be in someone else's shoes" to understand the realities at play. Role play exercises could be drafted	Training and some on-line learning tools such as existing video clips	Enhanced awareness of how cultural backgrounds and beliefs can impact openness to gender equality	How to recognize cultural obstacles impact gender equity in DRM and CCA
	Ignoring the fact that solutions may be costly. Improving commitment of senior management, fund raising, and other measures require time, energy and resources. Insufficient	Do you have a clear understanding of how to budget for gender mainstreaming within your own organisation or department? If yes, do you have any tools or guides that you would be willing to share? If not, would having budgeting guidelines be helpful to you? Would you and your staff be willing to participate in some webinars or online accredited courses to learn?	71.70% of respondents indicated that they did not think they or their staff had a clear understand of how to do gender budgeting and 81.82% said they would be open to learning and taking on-line courses such as the UNDP's Gender Responsive	Creation of actual ledgers that show what type of costs are involved for doing specific gender mainstreaming tasks/work. Webinars or on-line learning sessions to walk through the ledgers. Templates that can be tailored to each country.	Communication outputs – checklists, etc. Training and capacity building in budgeting for gender mainstreaming	Improved understanding of the importance of gender responsive budgeting and enhanced application of gender budgeting procedures applied to projects and programme	Gender mainstreaming takes time and resources (human and financial) but the investment is worth it! GM brings real value added worth to our sustainable development goals.

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
	awareness of what gender mainstreaming involves in terms of costs, time and human resources		Budgeting in Practice approach				
	Insufficient appreciation of the fact that gender mainstreaming takes time and is not a quick fix but a transformative process	Do you believe you and your co-workers have a solid appreciation for the time that is involved in doing gender mainstreaming properly? Why/why not? Would you be open to looking at some case studies or participating in some courses and webinars that discuss this topic?	Respondents were interested in various modalities of training and learning	A case study example from a country where gender-mainstreaming has been effective but with a timeline that shows how long things really took to implement Lunch and learn - discussions to share progress stories	Communication – publication Training	More time investment in doing gender work on the part of staff	Promoting gender equity and equality is transformative and worth it!
	Insufficient awareness of the need to set SMART gender mainstreaming goals and objectives with measurable indicators	Do you and your staff use the logical results-based framework model (explanatory link to be inserted) to design your sprogramme? If yes, does it include gender considerations? Would you be open to training in this regard?	41.51% said they do use LRBF in their work while another 41.51% said they did not and 16.98% said they didn't know. 56.86% of respondents said they need a great deal more training and another 39.22% said more training is needed.	Video examples of gender indicators What they look like and why they are important Webinars of how to set gender indicators	Communication products and training, capacity building	Improved capacity and knowledge in LRBF skills and use of LRBF methods	Applying realistic indicators to monitor GM progress will bring results
	Lack of sufficient commitment to gender mainstreaming among senior management decision-makers	Does your department make the gender work of senior managers visible to others? Do you "big up" their efforts? Do you know of any champion male leaders that are true proponents of gender	This is not yet being done – at least not sufficiently	Testimonials – video clips from leaders who are committed to gender mainstreaming – male champions in particular – who can show what "commitment looks like"	Participatory development of testimonials – C4D	Much greater visibility of proactive senior managers	Gender equity starts at the top!

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
		mainstreaming who could influence others? If yes, who and how? Do you think they would be open to being part of promotional materials and case studies?		and why it makes a difference Guest speaker sessions with high level persons such as the head of the CCCCC or CDEMA or UWI			
	Perceptions that women have accomplished "enough", and that gender mainstreaming is a zero-sum game with gender police	Is your organisation open to gender dialogue among staff? If so, have you detected any resistance to gender equity in the workplace?	Most of the respondents indicated that they haven't experienced much resistance. In the instances where there were cases, one-on-one approaches worked best.	This might best be tackled by: Developing fact sheets that show where the sexes are in terms of political decision-making; pay, status, education, etc. Role play scenarios that have persons wear the other shoe – so to speak One-on-one talks Mentoring "When my daughter grows up" scenarios…	Educational fact sheets Participatory C4D engagement sessions Communication Training and capacity building	Reduced resistance among staff	Here's how to recognize and handle resistance to gender mainstreaming when it happens
	Perceptions that gender is not as important as other issues	Do and your staff have a solid knowledge of the gender differentiated impacts within the different social issues and priorities that your country faces? If yes, can you share? If no, would having examples be helpful for your staff? Which issues would be most important?	Respondents in the CHANGE survey did not find this to be an issue per se	A case study example or fact sheet or video clip that shows how gender is in fact part and parcel of all the other issues that impact countries and why not looking at gender makes these other problems worse. Scenarios that look at gender and scenarios without a gender lens to	As above plus perhaps simple materials	Increased understanding that gender is a dimension which is involved in every national issue	Every issue is now a gender and a climate change issue! We need both lenses to see clearly!

What level of priority is this gap for our country on a scale of 1-5? With 5 being the highest priority	Challenges and Obstacles Pertaining GM Awareness and Attitudes IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Activities Guidance Suggestions	Type of Behaviour Change Intervention Needed (Communication messaging/product, training session, course?)	Type of Desired Change	Likely Key Messages Needed
				compare the difference….			
	Perception that gender has not proven results and impact and a view that gender scholarship is weak	Do you feel your department has enough technical evidence that gender mainstreaming makes a difference in your sector? If yes, what type of evidence do you have? If not, what more do you need? Would you be willing to participate in the development of fact sheets or other outputs that show this impact?	Most respondents did not feel they had enough of this type of evidence. Sex-disaggregated data was the main method used	Evidence of gender realities in country. Invitation to have technical staff provide evidence and be involved in preparation of case study publications	As above	Improved understanding of how gender matters in specific technical sectors	Learn how to show impact in your sector through applying gender mainstreaming
	Perception that gender is a foreign, imposed concept that is at odds with local values	Do some of your staff feel that gender mainstreaming is a foreign concept and something that is imposed on the region/country? If yes, please watch this short video clip and share if you feel it would be useful for sensitizing them or not.	Some of the Mentimeter video clips proved useful	Illustrative examples from each country or in-country that shows how gender is in sync with local values, testimonials for nationals	As Above	Improved understanding that gender considerations apply to all cultures and believe systems	Gender is not a foreign imposition
	Lack of awareness about strategies for inclusivity of marginalized groups – PWD, LGBT, migrants, etc.	Do you think you and your colleagues understand how CCA and DRR impact other vulnerable groups such as at-risk youth, persons in the LGBT community, persons with disabilities, migrants, vulnerable women, and so on. If yes, explain how. If not would having more information help? Would case studies help? Would protocols help?	Most of the respondents felt they needed much more training and support to really be skilled and comfortable with different groups.	Protocols Case studies Video and animated tools Role playing	Communication Education and capacity building	Enhanced skills, comfort level and ability to deal with various types of vulnerable groups	Gender isn't only about women, it's about inclusivity and diversity. We can't leave anyone behind. Here's how to be sure we don't

2. Analysis of Gaps in behaviours and practices

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
	The workplace culture is not always respectful, and women are more likely to feel disrespected. More than half of respondents indicated that they always or sometimes feel disrespected at work, with women more likely to indicate that they feel they are not respected.	How does your organisation deal with bullying, sexual harassment and other anti-social behaviour in the workplace? Does your organisation have a policy that addresses these issues? Does your organisation have an anonymous mechanism for reporting incidents? Such as a hotline, suggestion box in HR?	Without gender policies and strategies in place in several instances, there are still ad hoc approaches for coping with harassment	Develop short training modules to address workplace culture – training can be included in wider interventions on work safety, work-life-balance, sensitization on sexual harassment …	Training materials, e.g. booklets, videos that discourage negative behaviour while encouraging Positive behaviour (stick vs carrot) Hot lines Anonymous complaints or suggestion boxes	Reduction in all forms of harassment and increased comfort among all staff	Don't hide it tell it. Learn how your own behaviour may be perceived by others.
	There are gaps in the mechanisms for integrating gender in the institutions responsible for climate change adaptation and DRR. Less than half of respondents indicated that there is a mandate to mainstream gender considerations in the work of their institution, and just over half indicated that there is a	Does your organisation have any sensitization or training initiatives on gender mainstreaming? If yes, can you share? If no, are you interested looking at	Majority (48.4%) felt that staff did not have sufficient understanding of gender differentiated impacts exist in CCA and DRM While some technical staff are involved in gender analysis, the	Conduct an audit to determine gender gaps Establish mechanisms for a well-defined mainstreaming programme , e.g. a clear workplan should be created with	Training sessions on gender mainstreaming that demonstrates how gender equality can improve employee morale and relations, enhance organisational dynamics, and boost the overall performance of the organisation.	Clearer understanding of the links between gender and DRM and CCA And greater involvement of all staff in gender planning and use of gender	Gender mainstreaming is the new way of doing business in CCA and DRM

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
	gender department, team, or focal point within their institution.	examples or having one developed for you?	bulk still relies on the gender advisors where available Only 29.63% said a gender specialist was in place.	the institution's members with established indicators that will inform progress being made. Ensure that there is at a minimum a GFP in every institution.	Develop materials with a clear link between gender mainstreaming and its impact on CCA and DRR. Create short, simple policy briefs for specific sectors in simple language.	considerations in their work	
	There appears to be a lack of gender balance within the institutions. Almost half of respondents do not feel that their institution is gender balanced, and two-thirds do not agree that there are a similar number of women and men in senior positions in their institutions. Men are more likely to report that their institution is gender balanced.	Does gender balance exist within your organisation? If not, are there any plans/ initiatives to address this issue?	Plans are by and large non-existent. Only 7.41% said they had a stated policy to support gender balance and of those who did not, few indicated that there were plans in place to do so. Interestingly, many respondents felt their organisations were gender-balanced (56.6%) but when asked about the relative proportion of male employees compared to females, 83.33% said their agency employed more women.	Establish targets that promote gender balance within an organisation. Establish a competitive programmethat rewards organisations for taking positive steps towards achieving gender balance. By instituting a competitive programmee.g., among agencies, departments etc within a ministry, organisations will be motivated to met or exceed their targets, achieving their goals and while having a positive	Development of short, easy to read briefs that show the benefits of gender balance at different levels within an organisation. Create short videos that promote gender balance and show the benefits to the organisation. Create easy elevator pitch that explains approach (for gender champions to use).		Here's what having "gender balance" really means and what it should look like

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
				impact or the wider eco-system. Identifying champions of gender equality within the organisation (male and female).			
	On an individual level, respondents are making efforts to integrate gender in their work with external stakeholders. Almost all the respondents indicated that they consider gender balance among participants when providing services at the community level, while a large proportion try to ensure there is gender-balanced participation in meetings with non-governmental stakeholders.	What actions can be taken to reward individuals who are making efforts to integrate gender in their work with external stakeholders/ partners?	Several useful actions were suggested to incentivize staff	Encourage and reward individuals for their efforts to integrate gender in their work with external stakeholders. Honours, awards, accredited training courses, show casing of best practices, exchanges and learning practices, conferences, were among the methods suggested	Establish awards, make honourable mention of individuals and their work on organisation's website/ newsletter, or facilitate a feature on them in a newspaper.	Use of gender skills for community engagement and in housework	Here's how we are rewarding gender mainstreaming efforts within our teams!
	However, institutional commitments to this are less clear. Respondents identified a range of barriers to integrating gender in the work of their institution, with a lack of a mandate the most common response, followed by a lack of data/information/analysis, and a lack of expertise.	Does your organisation have a mandate to integrate/ mainstream gender in its operations? If no, what do you think might make	Mandates are missing for the most part. Insufficient evidence of how gender makes a difference at the technical sectoral level exist	Develop training targeting management of institutions to understand the importance of gender and how it can enhance their work.	Develop training materials that are geared towards management – addressing key issues that concern them e.g. employee performance, organisational budget, accountability.	Improved data and understanding of how gender considerations manifest in different sectors	Here's how we know our senior level decision-makers are committed to gender mainstreaming and here's the data to prove it!

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
		management more inclined to adopt a more gender-friendly mandate?		Help management develop a clear organisational mandate to promote gender mainstreaming.			
	There are gaps in uptake of institution-specific gender strategies and action plans. When asked if their institution has a gender strategy or action plan, less than one third responded that it does, and a considerable number of respondents did not know.	If your organisation does not yet have a gender strategy and action plan, what do you think might make management more inclined to adopt a more gender-friendly approach, and develop such a strategy/ action plan? What do you need to help you to do one? A consultant? A course? A template?	Stakeholders were very open to getting assistance and training to do a strategy and action plan	Promote gender strategies and action plans where they exist. If they do not exist, develop a programme to create them. Identify individuals within the organisation to champion the idea, get buy-in and follow the process through.	Develop a campaign either to promote gender strategies and action plans where they already exist, or in the case where none are in place, to lobby for their creation.	Creation and use of solid gender policies, strategies and action plans	The only way to be sure you're getting gender right is to have policy, mandate, strategy and action plan that is used! Here's how
	The persistence of a glass ceiling where the corporate culture may "talk about gender equality/equity" [35] but, not really believe that men and women are equal – as shown in persistence gender pay gaps	In your opinion, what can be done to break the glass ceiling/ address gender inequality in institutions in your country?	Stakeholders identified a number of strategies such as pay equity policies, providing education and learning opportunities,	This calls for long term initiatives that promote gender equality by rewarding positive action while dissuading	Development and implementation of various campaigns, competitions, mentorship programmes over time.	Implementation of measures to allow for greater gender and diversity at senior management levels	Yes, the glass ceiling does exist! This is how to break it!

[35] Mwai, Angela. February 2019. Take Five: One of the Main Obstacles to Gender Parity is the Glass Ceiling." Take five: "One of the main obstacles to gender parity is the glass ceiling" | UN Women – Headquarters

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
			providing child support, setting quotas, complaints mechanisms and other ideas.	negative behaviour within an organisation and the wider ecosystem/ society.			
	Not enough women in senior leadership	In your opinion, what can be done to increase the number of women in senior management/ leadership in your organisation? There also needs to be a question on the inclusion of women's groups and other civil society groups within the decision-making process. This is a centra feature of the BCC	As above	Development of a structured mentorship programme (this can be within a particular organisation or the wider eco-system, e.g., a Ministry)	Highlight the work of women in senior leadership to inspire other women to aspire to be in similar posts	As above	Women in high places making a difference! Here are the proven ways to ensure gender considerations are factored into civil society and community engagement
	Educational Opportunities are not Equitable	What kind of educational initiatives do you think would promote/ support gender mainstreaming?	As above	Promotion of inter-disciplinary education and access to STEM education for all (especially girls and women).	Promotion of inter-disciplinary training of organisation's staff (with a gender component).	As above	Gender training will be tailored to the needs of all staff
	Gender advisors work in silos	In your opinion, what can be done to make the work of gender advisors more relevant in your organisation?	Respondents felt gender specialists try to share the burden, but it usually does fall back on them	Provide opportunities/ incentives for gender advisors to share information with other departments	Provide resources through the Gender Focal Point Network (GFPN) for outreach, promote inter-disciplinary work.	Greater uptake in the sharing of responsibilities to incorporate gender into all work activities	Here's how to share gender mainstreaming work with all technical staff without

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
		Does your gender advisor have technical expertise in your sector? Do they work closely with technical staff?		within the organisation, and other organisations where possible.			overwhelming them
	Gender advisors/divisions/bureaux are expected to do all the gender analysis and policy work for all sectors	Who in your organisation is responsible for gender analysis/ policy work? Does s/he have any support in the performance of these tasks? Does your gender advisor delegate gender mainstreaming tasks to other members of your team?	As above	Develop a gender mainstreaming module as part of core operations with indicators that can be tied to the organisation's performance. Widen the pool of persons who are trained in gender analysis and policy work for all sectors.	Develop training course in partnership with a tertiary institution, e.g. UWI (Management Studies Department) to benefit from the university's structure, and accreditation.	As above	Everyone has a role to play in achieving gender equity
	Gender machinery and gender inputs are not properly resources or financed	Does your organisation have any mechanism/ provision for gender budgeting?	Respondents very keen and open to learning more about gender budgeting at all levels of operation	Gender programmes need to be recognized as part of the organisation's core budget. Fundraising and gender budgeting need to be integrated in an organisation's core activities.	Development of a gender budgeting and fundraising kit(s).	Improved financial support for gender work and gender responsive budgets for all projects and activities	Doing gender mainstreaming brings strong value added to our work and promotes our country's goal toward the SDGs

What level of priority is this gap for our country on a scale of 1-5 with 5 being the highest Priority	Challenges and Obstacles Pertaining to behaviours IISD KAPB Findings	Additional Questions asked of Stakeholders by CHANGE for the Behaviour Change Guidance Framework	Results	Behaviour Change Guidance Suggestions	Type of Behaviour Change Intervention Needed (communication messaging/product, training session, course?)	Desired Gender Responsive Outcomes	Likely Key Messaging Needed
	Insufficient technical competency of gender advisors in their respective sectors so they can show relevance and in practical, technical/sectoral ways that other technical colleagues can understand	In your opinion, what can be done to improve the technical competency of gender advisors in your organisation?	Contradictory results here. 46.3% felt their gender advisors were also highly technically competent in their sector while another 40.7% said they had a good level of technical competency.	Ongoing training and capacity building; ensuring that there is practical content and opportunities for gender advisors to gain sufficient experience to "practice what they preach".	Self-learning modules on gender available at the institutional level	Improved technical competencies of gender specialists	Gender specialists also need to be subject matter technical specialists or competent in their field
	Men are left out of gender mainstreaming – not enough male gender champions	How can more men become involved in gender mainstreaming initiatives?	Recommendations made to promote male champions within organisations	Develop initiatives to recruit and train men as gender champions.	Development of a campaign/ recruitment kit (briefing document, elevator pitch, video) targeting men.	Greater numbers of male employees actively promoting gender equity	Gender is not just women! Men benefit from gender equity too!
	Insufficient competent and active mentorship	In your opinion, would you/ your organisation benefit from a mentorship programme to promote/ support gender mainstreaming? Would you be interested in participating in such an initiative?	Respondents very open to mentoring programmes	Mentorship programmes in the Caribbean are often ad hoc and lack a proper framework. Development of a proper framework for recruitment and retention of mentors and mentees, including support and monitoring and evaluation.	Development of model framework for gender mainstreaming mentorship.	Increased number of employees willing and available to mentor others	How to mentor well!

Annex 2 – Types of Indicators

9.1.1.   Key Gender responsive M&E Concepts

As you consider your monitoring options, it is important to distinguish the different type of indicators that apply to communication. Three main types of indicators are in play. These include "output" indicators, "process" indicators and "outcome or impact" indicators. It is also important to incorporate a gender responsive element in your indicator development.

Output indicators generally describe the number and type of media products that are produced during implementation and illustrate the level of work done to produce these products.

Process indicators, on the other hand, relate to the efficiency with which these outputs were completed (on time and within budget) and to the quality and type of participation (using gender disaggregated data) involved in their production.

Outcome or *impact indicators* refer to the final measurable results that the communication strategy intended to achieve with respect to changes in awareness, attitudes, behaviours and practices among the various gender disaggregated audiences that the strategy targeted. Did the strategy ultimately have any long-term impact that can be measurable in the end and prove it brought value-added to your agency's related priority actions.

Examples of each of these different types of indicators are presented below.

Examples of Output Indicators (to measure work done) are:

5. Number of people trained – using GBA+ approach and sex-disaggregated data to ensure gender equality
6. Number of press releases prepared- highlight gender disaggregaged human interest stories which place
7. Number of press events held- inclusion of participation of vulnerable and at risk-groups and or civil society actors
8. Number of booklets, brochures, exhibit materials, posters, etc., printed
9. Number of videos produced which highlight inclusive and gender responsive climate action and/or disaster resilience stories
10. Number of jingles aired which also include a visual communication output for persons who are deaf
11. Number of PSA's produced
12. Number of meetings/exchanges held with equal access to participation among women and men and other vulnerable groups
13. Number of technical notes or briefs produced that highlight gender equality and equity
14. Number of photos taken that also include a fair mix of men, women, boys and girls.
15. Number of training modules developed
16. Number of elevator pitches produced
17. Number of PowerPoints produced
18. Number of gender responsive policies and strategies produced

NB. The above are examples of Gender responsive indicators, it is expected that countries will be guided by these and apply the gender responsive lens in developing their own indicators.

Some specific Process Indicators (to measure efficiency and participation) are:

6. Number of press releases published or broadcasted (i.e, four papers printed a news release) and who the stories are about (re: sex-disaggregated GBA+ indicators)
7. Number of PSA's aired

8. Level and quality of participation (number of people coming out to consultations, participating in activities, increases in participation in project components, etc.)
9. Number of staff (inclusive of sex disaggregated data) participating in various gender training events
10. Number and type of 'dropouts'
11. Number of new participants from different audiences that we didn't expect
12. Increased participation in decision-making on the part of civil society, NGOs
13. Staff turnover
14. Extent to which the strategy is implemented 'on time' and 'within budget'
15. Reach and frequency of message distribution
16. Number of gender champions profiled (including a gender balance)
17. Level of media coverage
18. Total overall impression of the strategy as it compares to the cost (both in money spent and level of effort or human resources spent)
19. Dissemination and distribution of materials to the right audiences
20. Extent of participation and contributions from outside sources
21. Requests for more information by the media
22. Number of "calls to action" after a broadcast
23. Number of hits on website or gender blog
24. Number of persons involved in mentorship programme
25. Number of participants per course and training
26. Number of Twitter followers
27. Number of Instagram followers
28. Number of Facebook Followers
29. Number of Shares of Facebook/LinkedIn posts
30. Number of likes and comments received
31. Number of downloads of reports
32. Number of persons registered for webinar courses
33. Number of podcasts downloaded
34. Number of blog entries
35. Number of communication partnership MOUs signed

NB. Where possible these numbers should be disaggregated by sex and gender.

Types of Outcome or Impact Indicators (all based on GBA+ Sex-Disaggregated data)

7. Measurable changes in behaviour and practices
8. Measurable changes in behaviour intent
9. Measurable changes in knowledge (facts, figures, information)
10. Measurable changes in beliefs and attitudes
11. Measurable changes in sex disaggregated data collected as part of regular programmeming
12. Responses to campaign strategy elements
13. Levels of awareness of key messages
14. Customer satisfaction levels (feedback from audiences about media products)
15. Number and quality of photos contributed to the database
16. Number and quality of quarterly gender data submitted to the CU by technical staff

"Formative" Versus "Summative" Evaluations

Another very important concept to appreciate as part of monitoring and evaluation of communication strategies is the difference between "formative" and "summative" evaluation exercises. Formative evaluation provides feedback while work is in progress but not fully finalised so changes can be made if needed.
. Pretesting materials and mid-term evaluations are part of formative evaluation processes. They

"Summative" or final evaluations occur at the very end of a communication campaign or strategy implementation and are done to document the final results that have been achieved across all elements.
All levels or layers of evaluation should be done with external eyes to avoid bias.

Gender Responsive Monitoring and Evaluation Indicators Example

Name of Activity	Type of Indicator	Indicators	Type of Evaluation
A) Core - Preparatory Activities			
A 1. Confirmation of Communication Vision, Overall Goal and Objectives, possible taglines, and key core activities			
Strategy goals and objectives are confirmed through participatory staff consultation	Process	Workshop agenda and minutes Number of participants (sex disaggregated)	Formative
A 2. Adoption of Elevator pitch			
Pitch is drafted	Output	Consultant hired if using Draft pitch document	Formative
Pitch is confirmed	Process	Centre's staff adopt the pitch	Formative
Draft Pitch is introduced to staff and then finalised with their feedback	Process	Pitch is posted	Formative
Staff use pitch on a regular basis	Outcome	Pitch is used by staff (gender disaggregated)	Summative
A 2 Production of Animated Public Service Announcements			
Specs and TORS produced for production of the animated infogram	Output	TOR/Spec document	Formative
TORS are advertised	Process	Number of advertisements made	Formative
Animators apply	Process	Number of applicants received	Formative
Animators are interviewed	Process	Number of interviews conducted	Formative
Gender responsive Animation team hired	Output	Contract signed	Formative
Story Board and Script are Drafted	Process	Script document	Formative
Story board and script are pretested	Process	Pre-test report	Formative
Story board and script and finalised based on pre-test results	Output	Materials finalised	Formative
Draft infogram video is produced and reviewed	Process	Draft video	Formative
Video is finalised	Output	Final video	Formative
Infogram is posted on the Centre's website, YouTube page and other channels	Process	Number of Centre platforms where the video is posted	Formative
Infogram is distributed to Government Information Services (GIS) for broadcast during government time slots	Process	Number of countries and GIS outlets the video is distributed to	Formative
GIS services broadcast infogram PSA	Output	Number and frequency of GIS broadcasts	Summative
Partners and country focal points post links to video on their websites	Output	Number of links	Summative

Annex 3 – Indicative Budget for Promotional Items

Production of Promotional Items

Your agency may wish to develop promotional items to support gender teamwork. Here we present estimates for a set of possible items you might wish to consider based on costs from http://www.promoplace.com. These items can be customised to include gender responsive actions and messages.

• Carrying totes $9.98 @ 200	1996.00
• Knap Sacks $ 42.00 @ 50	2100.00
• Desk Planners $3.00 @ 500	1500.00
• Pocket Planners $0.60 @ 500	300.00
• Cooler Bags $2.50 @ 200	500.00
• T-Shirts $5.00 @ 200	1000.00
• Bumper Stickers $2.00 @ 1000	2000.00
• Water Bottles $2.00 @ 200	400.00
• Baseball caps $10.00 @ 200	2000.00
• Pens $0.50 @ 1000	500.00
• 4GB Jump Drives $5.00 @ 200	1000.00
• Jolt charges for phones $12.50 @50	625.00
• Mouse Pads $1.50 @ 200	300.00
• Computer cleaning clothes $1.50 @ 200	300.00
• Smart Phone stand $1.10 @ 200	220
• Ipad sleeve $5.50 @ 200	1100.00

• Notebook sleeve $6.00 @ 200	1200.00
• Water Resistant iPad sleeve $4.00 @ 200	800.00
• LED Shoe light $5.00 @ 200	1000.00
• LED bracelet $2.50 @ 200	2500.00
• Foldable Waterproof Container solar powered light $16.00 @ 50	800.00
• Waterproof phone bags $2.00 @1000	2000.00

Annex 4 – Illustrative Example of an Implementation and Action Plan with Plan and Budget Template

Activity	Estimated Budget	Year 1		Year 2				Year 3				Year 4				Year 5			
		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A.1 Confirmation of Communication Vision, Goals and Objectives																			
Strategy goals and objectives are confirmed		X																	
A.2 Adoption of Elevator Pitch																			
Pitch is confirmed		X																	
Pitch is used		X																	
A.3 Production of Animated Infogram																			
Gender responsive Specs and TORS produced for production of the animated infogram				X															
TORS are advertised				X															
Animators apply				X															
Ani mators are interviewed				X															
Animation team hired				X															
Story Board and Script are Drafted					X														
Story board and script are pretested	$20,000.00					X													
Story board and script and finalised based on pre-test results						X													
Draft infogram video is produced and reviewed							X												
Video is finalised	$30,000.00						X												
Infogram is posted on the agency's website, YouTube page and other channels								X	X										
Infogram is distributed to Government Information Services (GIS) for broadcast during government time slots										X	X								
GIS services broadcast infogram PSA												X	X	X					
Partners and country focal points post links to video on their websites								X											
Total Cost	$50,000.00																		
A.4 Creation of PSA Documentary Series to Address gaps in KAPs around SIP objectives and Messaging																			
Specs and TORS produced for production of the PSA series				X															
TORS are advertised																			
Video producers apply																			
Producers are interviewed																			
Producers team hired					X														
Story Boards and Scripts are Drafted					X														
Story boards and scripts are pretested	$60,000.00				X														
Story boards and scripts and finalised based on pre-test results						X													
Draft PSAs are produced and reviewed						X	X	X											

Activity	Estimated Budget	Y1 Q3	Y1 Q4	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Y3 Q1	Y3 Q2	Y3 Q3	Y3 Q4	Y4 Q1	Y4 Q2	Y4 Q3	Y4 Q4	Y5 Q1	Y5 Q2	Y5 Q3	Y5 Q4
PSAs are finalised	$120,000.00							X	X										
PSAs are posted on the agency's website, YouTube page and other channels									X	X									
PSAs are distributed to Government Information Services (GIS) for broadcast during government time slots									X	X									
GIS services broadcast PSAs												X	X	X					
Paid broadcast one off per country	$30,000.00											X	X	X					
Partners and country focal points post links to videos on their websites										X									
Total Cost	$210,000.00									X									
B. 2 1 Champion Award Programme																			
Part-time Award Campaign Coordinator Identified and Hired	$20,000.00			X															
Champion programme fully fleshed out					X														
Champion Categories confirmed					X														
Judges determined	Honoraria for Judges 6 over 3 years @$100 per year for $1800				X														
Campaign Launched	Launch Event $2000					X													
Award dates determined					X														
Trophies created	10 Categories X 3 years $50 for $1500					X													
Nominees submitted						X	X												
Short list created																			
Finalists selected																			
News releases prepared										X	X	X	X	X	X	X	X	X	X
Awards granted	10 for 3 years @ $500 each for $15,000 Trophies – $750.00									X	X	X	X	X	X	X	X	X	X
Photos and releases posted on in mainstream and social media										X	X	X	X	X	X	X	X	X	X
News releases distributed to the media										X	X	X	X	X	X	X	X	X	X
Total Cost	$47,350.00																		
E. Evaluation of Communication Strategy Results																			
TORs prepared for evaluation consulting team															X				
TORs are advertised																X			
Applications are received																X			
Evaluation team selected & contracted	$50,000															X	X		
Evaluation conducted																X	X	X	
Draft evaluation report prepared																			X
Evaluation report reviewed																			X
Evaluation report finalised																			X
Total Cost	$50,000																		X

Annex 5 – Sample SPEC Sheet

For each media product to be developed under the strategy, your agency will need to develop a SPEC sheet to guide production.

It is useful to think of a 'spec sheet' as a job description for the media product that is to be created. Spec sheets also help with later evaluation and monitoring, so it is possible to determine whether the communication effort has had impact. Careful thoughts should be given throughout of how to ensure it reflects gender responsive actions. A sample SPEC sheet is included here along with a blank one that can be used for additional materials. An example is included here for a **radio PSA**.

1. **Over-arching objective of the campaign**: To promote gender champions within the agency.

2. **Description of specific target audience for this message (key considerations and characteristics**): Staff within the department and the general public. Ensure that these audiences include vulnerable groups where possible.

3. **Specific Topic for this message**: Get to know Mr. X – A Gender Champion making a difference in our agency!

4. **Media for Production**: 60 second Radio (or TV) spot

5. **Budget**: $

6. **Specific objectives for this message (i.e., what the target audience should feel or do or know as a result of this communication product**):
    How Mr. X is making a difference at the community level by implementing gender mainstreaming in his work

7. **Content to be covered (this should include step by step info for instructional information**):
    *   Who Mr. X is
    *   What he does
    *   What difference he makes
    *   How he does what he does
    *   How his work benefits other people's daily lives
    *   Why you should do the same and follow his example

8. **Specific measurable results** (what indicators will show that the message was successful?):
    At least 5% increase in general public's recognition of the department's gender champions and a 30% awareness of in-house staff's awareness

9. **Mix of message delivery channels and other supportive media (how will this product/message be used with other media products to ensure that it is effective?):**

    In addition to radio broadcasts can be played at meetings, conferences and exhibits.

9. **Timing** (What time of year, time of day, how often?) During time for government broadcasts on GIS)

10. **Creative/Cultural Treatment** (how are we going to slant the message? What tone will it take? What type of language should be involved? Informal, serious, strict, casual?)

    Personal, friendly, supportive and approachable

What other essential infrastructure in the audience community is required for the message to be successful (i.e., radios, TVs, VCRs, internet connection, computers, etc.)? Radio and on-line.

MEDIA PRODUCTION SPECIFICATIONS SHEET
"SPECS"

1. **General objective of the campaign**:

2. **Description of specific target audience for this message (key considerations and characteristics**):

3. **Specific Topic for this message**:

4. **Media for Production**:

5. **Budget**:

6. **Specific objectives for this message (i.e., what the target audience should feel or do or know as a result of this communication product**):

7. **Content to be covered (this should include step by step info for instructional information**):

8. **Specific measurable results** (what indicators will show that the message was successful?):

9. **Mix of message delivery channels and other supportive media (how will this product/message be used with others to ensure that it is effective?):**

10. **Timing** (What time of year, time of day, how often?)

11. **Creative/Cultural Treatment** (how are we going to slant the message? What tone will it take? What type of language should be involved? Informal, serious, strict, casual?)

12. **What other essential infrastructure in the audience community is required for the message to be successfu**l (i.e., radios, TVs, VCRs, internet connection, computers, etc.)?

GENERAL CONSIDERATIONS FOR DIGITAL EQUIPMENT (FORMAT)

Audio: MP3 OR MP4
Video: MP4, 4K
Graphics: JPEG, MPEG, WAV.

Note: also specify how files should be delivered, ie. with or without background music. In colour or black and white or greyscale.

Annex 6 – List of Survey Participants

	Country	Name	Sector	Level of Technical Responsibility	Sex
1.	Jamaica	Tashana Clemmings	Gender	Technical Officer	Female
2.	Jamaica	Pietra Brown	Climate Change	Mid-Level Management	Female
3.	Antigua and Barbuda	Alexandrina Wong	Civil Society - Non-Government Organisation	Senior Level Management	Female
4.	Jamaica	Nickoy Wilson	Civil Society - Non-Government Organisation	Mid-Level Management	Male
5.	Saint Lucia	CATHERINE SEALYS	Civil Society - Non-Government Organisation	Senior Level Management	Female
6.	Jamaica	Kimmoy Tulloch	Disaster Preparedness and Emergency Response	Mid-Level Management	Female
7.	Belize	Eleanor Murillo	Gender	Technical Officer	Female
8.	Suriname	Muriël Wirjodirjo	Fisheries	Mid-Level Management	Female
9.	St. Vincent and the Grenadines	Michelle V Forbes	Disaster Preparedness and Emergency Response	Senior Level Management	Female
10.	Jamaica	Shanrick Thomas	Disaster Preparedness and Emergency Response	Junior Level Officer	Male
11.	Jamaica	Kevin Douglas	Disaster Preparedness and Emergency Response	Senior Level Management	Male
12.	Belize	Shanea Young	Disaster Preparedness and Response and CC	Senior Level Management	Female
13.	Suriname	Patterzon	Climate Change	Senior Level Management	Female
14.	Saint Lucia	MARIA MEDARD	Disaster Preparedness and Emergency Response	Senior Level Management	Female
15.	St. Vincent and the Grenadines		Health	Technical Officer	Female
16.	St. Vincent and the Grenadines	Yasa Belmar	Climate Change	Mid-Level Management	Female
17.	Saint Lucia	Christal Valcin	Fisheries	Junior Level Officer	Female
18.	Saint Lucia	Thomas Nelson	Fisheries	Mid-Level Management	Male
19.	Jamaica	Ruth	Civil Society - Non-Government Organisation	Mid-Level Management	Female
20.	Saint Lucia	Dania Abraham	Civil Society - Non-Government Organisation	Mid-Level Management	Female
21.	Jamaica	Kay-Ann Walker	Civil Society - Non-Government Organisation	Technical Officer	Female
22.	Dominica	Nathalie Murphy	Civil Society - Non-Government Organisation	Senior Level Management	Female
23.	Dominica	Melissa Morgan	Gender	Mid-Level Management	Female
24.	Jamaica	Theresa Rodriguez-Moodie	Civil Society - Non-Government Organisation	Senior Level Management	Female
25.	Antigua and Barbuda		Gender	Technical Officer	Female

26.	Suriname	Rene Somopawiro	Forestry and Climate Change	Senior Level Management	Male
27.	Suriname	Maria Josee Artist	Indigenous Peoples Organisation	Senior Level Management	Female
28.	Grenada	Norlisa Lorde	Gender	Technical Officer	Female
29.	St. Vincent and the Grenadines	Nyasha Hamilton	Environmental Management	Technical Officer	Female
30.	St. Vincent and the Grenadines	Dr. Idelia Fedinand	Education	Senior Level Management	Female
31.	Jamaica	Jhannel Tomlinson	Climate Change	Other (please specify) Researcher/Academic	Female
32.	Grenada	Jicinta M Alexis	Gender	Senior Level Management	Female
33.	Suriname	Yvonne Towikromo	Gender	Senior Level Management	Female
34.	St. Vincent and the Grenadines	Hazel-Ann James	Gender	Other (please specify) Project Officer	Female
35.	Guyana	Mariea Harrinaraine	Disaster Preparedness and Emergency Response	Mid-Level Management	Female
36.	Guyana	Jomesha Stewart	Agriculture	Junior Level Officer	Female
37.	Belize	Johanna Noble	Climate Change	Technical Officer	Female
38.	Dominica	Donalson Frederick	Environment	Senior Level Management	Male
39.	St. Vincent and the Grenadines	Arlitha Douglas	Health	Mid-Level Management	Female
40.	Grenada	Beverly Hector	Environment	Mid-Level Management	Female
41.	Grenada	Dr. Kelvin George	Climate Change	Senior Level Management	Male
42.	Guyana	Loring Otto Benons	Disaster Preparedness and Emergency Response	Senior Level Management	Male
43.	St. Vincent and the Grenadines	Hannah Culzac	Gender	Junior Level Officer	Female
44.	Guyana	David B Fredericks	Agriculture	Mid-Level Management	Male
45.	Guyana	Nandanie Jerry- NTC	Indigenous Peoples Representation	Mid-Level Management	Female
46.	Grenada	Tonya Hyacinth	Disaster Preparedness and Emergency Response	Senior Level Management	Female
47.	Suriname	Sarah Crabbe	Forestry	Senior Level Management	Female
48.	Antigua and Barbuda	Jamie Saunders	Gender	Senior Level Management	Male
49.	Grenada	Isaac Bhagwan	Government, Project Unit	Senior Level Management	Male
50.	Grenada	Kwesi Davidson	Gender	Technical Officer	Male
51.	Dominica	Sylvanie Burton	Gender	Senior Level Management	Female
52.	Guyana	Lucina Singh	Climate Change	Technical Officer	Female
53.	Guyana	AVONEL CORRICA, MSc.	Civil Society - Non-Government Organisation	Senior Level Management	Female
54.	St. Vincent and the Grenadines	Jemima George	Gender	Senior Level Management	Female
55.	Guyana	Renata Chuck-A-Sang	Gender	Senior Level Management	Female

Annex 7 - Case Studies

Interview with Mr. Jamie Saunders

Deputy Director, Directorate of Gender Affairs (DoGA), Antigua and Barbuda

Monday, 30 May 2022

Excellent Case Study Example of Effort to Ensure Gender Inclusiveness at the Institutional Level

Mr. Saunders shared that while he is one of few men working in gender in the Caribbean, his experience has been quite positive. Occasionally he has been confronted and challenged for "being a man in the gender space", and that he has had to address misperceptions, stereotypes and prejudices and demonstrate not only that he belongs in the gender space but that issues of men and masculinity are important to the gender discourse and to advancing gender equality and human development in the Caribbean.

Since joining the Directorate of Gender Affairs (DoGA as a Project Officer in 2018, Mr. Saunders has been actively working to raise awareness of the importance of gender. "At the DOGA we are committed to mainstream gender in the different sectors, but at the very foundation, a big part of our work has to do with awareness raising, we have a very strong social media following and presence. And we certainly use that to try to disseminate information, facts, statistics, because we are also the coordinating mechanism for gender-based violence (GBV) nationally. Through our support and referral centre, we also tend to go on the media a lot, to really talk about GBV and related issues, and let persons know about the resources that are available."

"We also do a lot of community outreach. So persons will reach out… church groups, community groups, sports groups, inviting us to do interventions with them, and we use these opportunities to talk about a wide range of topics, trying to link them back to gender."

He underscored that the DoGA has strategically used yearly calendar events such as International Woman's Day, and 16 days of Activism against GBV, to raise awareness on GBV, and promote women's empowerment. "With the support of international development partners such as UN Women, UNDP and CDB, in addition to working on GBV we are trying to develop programmes geared towards getting more women in leadership, as well as building new skill sets. In the past, we've done work and life skills programmes and they were well received, so we're trying to do a lot more of these types of initiatives."

He shared that policy development is a top priority for the DoGA. In recent years the DOGA has led in the implementing projects and programmes that are aligned with CEDAW and the Beijing Platform for Action, "and right now we're trying to strengthen our local policy framework. We are looking to get some support from CDB to establish a national gender policy. Just last week we had a national consultation to validate a sexual harassment and workplace policy that we're hoping to take the cabinet within the next week or two, because all these things will help us to mainstream gender in a more sustainable way."

"The DoGA also works quite closely with other government departments to validate different policies or programmes that different government departments are implementing. And a lot of them have funding opportunities in which there is a gender component or framework. And so we're often invited to come on board. This allows us the opportunity to ensure that gender considerations are being prioritized throughout all the processes of the respective projects."

When asked specifically about work on gender and climate change and disaster risk management, Mr. Saunders confirms that the DoGA works closely with the National Office of Disaster Services (NODS), as both agencies are within the same Ministry of Social Transformation. So they always include us in their meetings and their consultations in their training sessions. NODS has a gender framework in terms of like their early warning systems, and their impact base forecasts and flood-based management systems they accredit. We've also been able to benefit from attending regional meetings, where they take our input for some of these different policy frameworks that they will institute… We have also done trainings with the NODS for shelter managers with support from UNFPA, to ensure that the managers have an understanding and command of the gender considerations and how to reduce vulnerabilities that would leave person susceptible to GBV in an emergency context."

Mr. Saunders was at the DoGA when Hurricane Irma hit Barbuda as a Category 5 storm devastating the island. He was asked to share his observations, particularly regarding gender related issues both during the event and post-hurricane.

We saw some serious social and economic vulnerabilities emerge because of Hurricane Irma. Most persons from Barbuda would have been completely displaced and had to rely on the

government, and maybe family and friends that they had in Antigua, not just for accommodation but also for financial support. For those who were housed in public shelters, we tried to put measures in place to keep them safe from GBV, but for those in private accommodation it was impossible to monitor those situations. We also got anecdotal information of transactional sex taking place."

"I think as well, there's a cultural gap in terms of Antigua and Barbuda in terms of the way of life, that they're almost like their own unique indigenous community. And so coming to Antigua, they had to adapt in terms of what is deemed acceptable here versus acceptable there. Obviously, gender roles although somewhat similar, can still be somewhat different just between Antigua and Barbuda, I think Barbuda is even more traditional than Antigua and Barbuda in terms of gender roles. Barbudian women tend to have more children as well. So obviously, this will heighten their responsibilities in an emergency or displacement. In a shelter it is a lot more difficult for them to do the things that they normally do. And then for men, we know anecdotally again, that many of them turn to drinking and things like that as it is very frustrating for them. Many of them who were not able to provide, particularly ones who maybe had businesses in Barbuda, as opposed to fixed salary from like a government related entity, became very frustrated. So those are some of the things we noted."

When asked if this information was shared with the Ministry of Social Welfare, Mr. Saunders confirmed that information was brought to the attention of the decision makers, but while these issues were mentioned in discussions, the response was slow and piecemeal.

Belize – Case Study
Interviewee – Ms. Eleanor Murillo – Programme Officer
The National Women's Commission
Belize City, Belize

Excellent Case Study Example of Gender Mainstreaming for DRM and Climate Change at the Community Level

In Belize, Ms. Eleanor Murillo has identified several factors that she believes were instrumental to the very successful gender equality work that was done at the community level under the recent Canadian Red Cross (CRC)' Community Resilience Building (CRB) project.

The overall objective of the CRB project was to increase the resilience of seven (7) vulnerable communities in the country by applying a gender-responsive and ecosystem-based approach to community disaster risk management and climate change adaptation.

Supporting gender mainstreaming for Disaster Risk Management (DRM) and Climate Change Adaptation (CCA) involves different approaches and strategies than does supporting efforts at a senior decision-making level, she notes.

Several key features of the CRB approach really made it stand out to her. For one, buy-in from the community beneficiaries was very strong right from the beginning. Considerable time was invested to truly listen to, and not judge, what the community members needed on the ground. Translators were also provided for the communities that were Spanish speaking or Q'eqchi' Maya speakers.

"I think that's what people really wanted," Ms. Murillo believes. "That we treat them with respect and dignity and note that everybody has something to offer or recommend. They could all give feedback to say what would or wouldn't work in their own community. The principles of humanity and respect all played a major role in getting level of the participation and ownership that resulted. We didn't want anyone to feel intimated or uneasy speaking their mind and that made a huge difference."

In Belize City, she recalls, there was always a full house when meetings were held and the same was true for Cayo district. "People really wanted to learn from one another."

The targeted communities were among the most vulnerable and many were in low-lying flood prone areas. As a result, they were very keen to improve their lives and recognized the opportunity to take control and direct the interventions that would help them mitigate or reduce flooding hazards and respond more effectively to emergencies and disasters. The interventions undertaken were very practical and doable and people could see for themselves how they would make a concrete difference to their lives.

Secondly, women were not targeted alone. A truly inclusive and diverse stakeholder process was undertaken and meetings were held at times when everyone could be available – such as in the evenings or on the weekends. The inclusivity of the engagement meant that beneficiaries truly understood the importance of gender mainstreaming in terms of GBA+.

They also all had to work together to develop a disaster plan for their own specific community – with roles and responsibilities for everyone. Each community had to develop a plan suited to their needs. And their plans had to be reasonable and doable," Ms. Murillo stressed. "We wanted to ensure that the plans are simplistic, and they are things that could be done. The chairpersons of the communities had to be able to commit. They had to be able to say, "yes we can do this, then and we can do that, and we can follow up with this."

Murillo has found that it's sometimes "easier to get more done at the community level" – especially when there is such strong community buy-in. "When we deal with the bureaucrats and people in ministries and so on, it's harder, but when you target specific communities and invest time with them you achieve your objectives."

In that way, they were able to get "concrete actions completed and build confidence and a strong sense of accomplishment as well as strong leadership at the community level," she claims.

Another critical element that Ms. Murillo believes led to CRB's success was the fact that all ages were included. "You had elders, adults of productive working age, younger persons and men and women involved at all times and children too," she says. Through this process, real respect was generated, and people genuinely listened to each other and were committed to helping everyone benefit. At the same time, people could see that their own lives would improve in very real ways, "so of course they wanted to be part of that."

"We've also continued to work with the communities even after the project was completed," she states. "It's not just a one-time thing and then they won't hear from us again. We want to follow up and help the communities ensure that their action plans are implemented and produce results."

Another critical dimension has focused on gender-based violence (GBV). At the National Women's Commission (NWC) there is a National Gender and Gender-Based Violence Committee. This committee functions at the higher decision-making/policy level. Additionally, the NWC has gender focal points in place in government agencies and they serve as the main person responsible for implementing gender mainstreaming in their agency's respective plans, and projects, and budgets.

The NWC has now however, taken the GBV committee model to the community level. In each of the six districts involved, district gender and gender-based violence committees have been set up. This was done under the CRB project. These committees plan activities for their district in line with the goals of the national gender policy.

Since community members are the ones who plan who coordinate activities, Ms. Murillo notes that, "they can provide us with recommendations on feedback on what needs to be improved. It makes sense for these committees to be front and centre. And they help us to identify where there maybe weaknesses in the district that need to be addressed." In addition to the committees, through the project, there is now a community gender advocacy network and programme that the NWC wants to expand throughout the country.

The reason the advocacy programme is so important is because it allows the NWC to train volunteer members in communities that are very remote and far from the urban areas where most of the services are. It's difficult for rural people to get the advice and services they need with respect to gender equality in general and GBV in particular.

So far, 17 community men and women from across the country, who live in these villages, can provide GBV information and services at the local level. While they are all very active and committed, one of the best champions is a man in Cayo district. "From the time he was trained, he began planning. And he has pulled off some great community efforts with the little resources that we give to them," notes Ms. Murillo. He's very passionate about this work and is very well respected, so he's attracting other men to be catalysts in the cause and is a wonderful messenger for other communities."

One of the NWC's next main goals going forward is to get more young people to become advocates.

Ms. Murillo also stresses that monitoring impact will be very important but it is still a bit early to assess at this time since the initiatives are still quite new. But regular monitoring is being done and by January 2023 it should be possible to see concrete results.

Interview with Ms. Oumy Ndiaye, Gender Consultant
Conducted Assessment of Gender in Agriculture in Guyana
FAO/ Ministry of Agriculture
Monday June 13, 2022

A Case Study Example Gender Mainstreaming at the Sectoral Level – Agriculture in Guyana

Preface: In interviews with representatives from the Woman and Gender Equality Commission and the representative of the Department of Environment and Climate Change, agriculture was mentioned as Guyana's top priority and that real gains in gender mainstreaming are being made in the agricultural sector.

Ms. Oumy Ndiaye is a Senegalese national who has been living in Guyana since 2016. She is a gender specialist with considerable experience in agriculture. In 2020, as part of the implementation of the FAO/ Green Climate Fund (GCF) project "Readiness and Preparatory Support Project - Setting the foundation for strategic climate change interventions in the agricultural sector", Ms. Ndiaye was hired to undertake a gender assessment of the agriculture sector and to prepare a comprehensive report.

In this interview she shared her experience of conducting this assignment.

To give you some context, the National Gender and Social Inclusion Policy (NGESI), adopted in 2018 covers all sectors of activities in Guyana, including agriculture. The agriculture sector is now implementing the NGESI. A large part of the Gender Assessment was an institutional assessment of the Ministry of Agriculture, which is one of the largest public sector employers in Guyana.

Ms. Ndiaye is of the view that, "[T]here is generally acceptance that gender is an issue that needs to be talked about and addressed. We talked several times with the Permanent Secretary of the Ministry of Agriculture, and she understands the importance of gender. However, I find that there is a disconnect between understanding how important gender is and putting in place the necessary resources to make sure that [gender mainstreaming] doesn't remain a wish. Once you have a national policy you must translate it at the level of the Ministry of Agriculture in a clear direction, with plans that can be monitored and

assessed on a regular basis. We don't have that yet. It can only happen if we have the donors and the technical assistance."

When asked to highlight how gender issues affect agriculture at the grassroots level, Ms. Ndiaye spoke of the difficulties that women face in accessing financing.

"One of the issues that I have realized is critical is the issue of funding. Many women in Guyana who are in agriculture cannot get a loan because they cannot provide the necessary security for that loan. There needs to be a review of the requirements for women seeking to borrow money to invest in agriculture. It must be acknowledged that men and women do not have the same capacity to provide collateral. So what do we do to change this?"

She offers some suggestions to alleviate the challenge of access to financing. *"Provide women with the tools that they need to be able to prepare proposals for loans and to understand the process. They may need the title for the land as collateral and that title might be under their male partner's control. What other resources can they use as collateral? What about a guarantee system?"* These are the questions that must addressed to make sure that women become entrepreneurs and are able to get the necessary funding.

Ms. Ndiaye also mentioned the challenge that agricultural extension services are largely gender blind. Firstly, the field is dominated by men. Gender mainstreaming is not offered as a separate subject at the college level, it is taught as part of rural sociology. This is insufficient to ensure that extension staff master the basic principles of gender mainstreaming when they complete their cycle at Guyana School of Agriculture (GSA).

The discussions with the agencies of the Ministry of Agriculture revealed that there are very few women extension officers, and the overall issue of gender is not

really addressed in the services they offer to the communities."

According to figures from the GSA, : over the past 40 years, GSA has produced 2,328 graduates 465 (20%) of whom are women. In 2020, 46% students of all programmes were female.

To resolve this issue she suggests that, *"There should be dedicated extension services programmes offered at institutions and both men and women should encouraged to apply for such training."*

Another limitation of agricultural extension services, is that they take a 'one size fits all' approach and do not consider gender." She suggests that, *"if you want to provide services to women, you need to consider what time would be convenient for them to meet, how secure is it for them to go out, how will they move from their village to where you are organizing the training… in short, you want to be sure that what you are giving is responding to the particular needs of women. This needs to be taken into consideration to the design of the extension programmes for them to work for women."*

When asked to share an example of a best practice or innovation in gender mainstreaming in the Guyanese agriculture sector, Ms. Ndiaye mentioned a project that seeks to leverage mobile phone technology to provide female farmers with timely access to climate services and weather-related information.

"We are now aware that the mobile phone is a tool that can help solve so many problems including in agriculture. We want to make sure that women are given easy access to smartphones and to content about agriculture that is relevant to them. The best example is weather and climate

services information, that could help farmers to better organize their production. This information is available from the Hydromet Department, one of the few agencies that places focus on the importance of gender." The Hinterland Environmentally Sustainable Agricultural Development Project, HESAD, with funding from International Fund for Agriculture Development (IFAD) has developed a Social Inclusion and Gender Equity strategy and is funding the roll out of this strategy in regions 1 and 9 in Guyana.

In summary, Ms. Ndiaye shared her optimism for greater inclusion of women in agriculture. There seems to be the recognition that there is a gap between the theory and the practical. While the institutions at the highest level seem to have recognized the importance of gender, policies and ideas must be translated into concrete plans.

In closing, she underscores that, "to get to the next level we must make sure that at the top level of the Ministry and agencies there are two or three persons trained in gender mainstreaming, and that a programme is put in place for them to train other staff …Another thing is to ensure that the monitoring and evaluation systems of the Ministry have data disaggregated by gender. If we want to make a case of what is happening in gender in agriculture in Guyana, we must have these data."

* *The Action Oriented Gender Plan for the Agricultural Sector*, was developed to help change the perception of gender issues in the agricultural sector of Guyana. The execution of the different components of the plan should equip the Ministry of Agriculture and its counterparts with tools for solid gender analysis and gender sensitive public policy planning.

Interview with Ms. Renata Chuck-A-Sang

CEO -Women and Gender Equality Commission, Guyana

Monday, 6 June 2022

A Case Study of Gender Mainstreaming at the Highest Level

Establishment of the WGEC under the new Constitution

Ms. Renata Chuck-A-Sang shared some background about the Women and Gender Equality Commission (WGEC), which was established under s.212G of the Constitution of Guyana and is tasked with supporting the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the fulfilment of Sustainable Development Goal (SDG) #5, - Gender Equality. WGEC's primary mission is to promote gender mainstreaming in all policies and programmes in Guyana. The WGEC is overseen by the National Assembly and members are appointed from a cross section of the public sector and civil society. After serving as a commissioner since the WGEC was established in Ms. Chuck-A-Sang, was appointed as CEO in April 2022.

Speaking of the progress made in fulfilling the WGEC's mission, she shared that while a National Gender Policy has been developed and gender assessments have been done of several sectors in Guyana, the effort to mainstream gender in Guyana have largely remained theoretical. "I can say that the Commission has produced many reports and recommendations on gender mainstreaming over the years however the challenge is that they are never discussed or debated in the National Assembly. (It's treated almost like an academic exercise." She opined that, *to move forward to action, the WEGC needs a powerful champion (i.e. politician) to push the organisation's work*.

In terms of the challenges faced as it relates to climate change and gender, the WGEC collaborates with Ministries such as Agriculture, Indigenous People, Health.

Ms. Chuck-A-Sang shared that the most progress in mainstreaming gender in a particular sector, has been that of agriculture where there is now a gender policy in place. "Additionally several initiatives to assist farmers in Regions 1 and 2 who have been adversely affected by flooding, do take gender into account. Most recently, the issue of gender in fisheries has been in the news. In the discussions around the support to fishers or the fisheries sector one issue that keeps coming up is the fact that women have invested in the assets (e.g. boats, equipment) they are the ones that are taking financial risks and should consequently be given the benefit of these grants or subsidies... While the Minister has made a general announcement, right now it is not clear that such persons (women who have invested in fishing sector) will have access to financing."

On the subject of women's access to land for agriculture, Ms. Chuck-A-Sang was asked to explain the situation with indigenous groups in Guyana. "Indigenous peoples have their titled land in their communities and sometimes they can access land outside of their communities. Any support to the Indigenous communities must be channelled through the Village Chief or Toshao who is usually male, although there have been a small number of female Toshaos over the years... so there might be scope to explore gender equality and access to resources in the indigenous context."

Suriname – Case Study
Interviewee – Ms. Yvonne Towikromo
<hanacaraca@gmail.com>
Excellent Case Study Example of Gender Mainstreaming
Institutional Training
Making "Cents" of Gender and Climate Change in the
Finance Sector

From March 21 to June 6 of 2022, in Suriname, 55 participants from different sectors including the government, financial sector (specifically banking sector) and civil society (like the Foundation KAMPOS - representing non-Indigenous tribal communities),received a capacity strengthening training course from the Projekta Foundation.

Twenty-two participants received a certificate for taking part and completing the entire training course. This training was facilitated by the United Nations Population Fund (UNFPA).

The participants were introduced to gender mainstreaming and why it is critical to look at climate change through a gender/GBA+ lens. The gender capacity building initiative was meant to assist with the development of a "*Roadmap for Sustainable Financial System in Suriname*" and in support of the country's Sustainable Development Goals (SDGs) and was implemented by the Projekta Foundation. This foundation was also active (gave training in communication practices of gender components to rural and Amerindian and Maroon communities, develop Gender communication strategy) in the Community Resilience Building (CRB) project of the Canadian Red Cross.

Unlike previous sensitization and one-off short training sessions, this training really gained traction with the participants which is no small accomplishment given how culturally traditional many persons are who work in finance and the fact that the sector is heavily male dominated.

The content of the sessions was divided into three modules. The first module was an introduction, the second one went more in-depth in the relevant concepts and the third included the implementation of gender equality in a project-based and monitoring way and its application in daily work.

According to Ms. Yvonne Towikromo from the Bureau Gender of Gender Affairs one of the things that really made a difference in this capacity building effort, was that right at the beginning, the connection between climate change and gender equality in finance was made very creatively and very clearly so people really got the point. "They were not aware of this before," she noted, but "They were all very, very open to applying this perspective once they understood its significance."

A few participants early on also confessed that they had never really considered gender equality as being especially important in their work. But when bank employees in the

Behaviour Change Communication Guidance Framework Document

training started to look at their historical loan data for example, they discovered that more men than women were indeed getting loans and that more women from the Paramaribo urban centre get loans than woman from the rural districts. While the bankers certainly were familiar with their own data, through the training they understood why and could clearly see the barriers and obstacles that were leading to gender inequity and inequality in the sector. They became aware of some of the inadvertently discriminatory practices that sometimes hinder approval of female loan applicants, for example. But importantly, they learned a few practical skills and possible steps to remove these constraints in ways that would show measurable results.

Ultimately, having more women get loans makes "cent sense" and a difference banking's bottom line. Gender equality and equity considerations bring value added to the sector.

"This is very exciting," says Ms. Towikromo, because "they want to go further with the research, and they want to know exactly why women in the districts have such a low loan rate."

Another thing that made a difference to the training's success was likely its duration. The entire certified course took six or seven weeks to complete over a few months and involved significant "homework" and interactive exercises that were highly participatory and had to be applied to actual workplace situations. "I think this was one of the things that really made a difference," says Ms. Towikromo. "Most other gender sensitization efforts that these persons participated in were likely short, one off, one day or less sensitization training sessions with top-down lecture style presentations. People participated to "tick the box" but never really applied what they had learned."

In this case, everyone had to do all the homework, including the persons from the Gender Bureau itself. But it was all very practical and directly tailored to the sector specifically. A lot of "out of the box" learning scenarios were included – sometimes through face-to-face sessions and sometimes on Zoom due to COVID. "The face-to-face sessions really made a difference because you got to meet people in person. And in doing the practical work together, you really got to know one another," she notes.

"The training really moved away from the standard approach which has been in place for so long – since 2000/2001", Ms. Towikromo noted as well. "You know, the Gender Bureau has relied on gender focal point persons in

every ministry since about 2000/2001. That approach still has value. But often the gender focal points are siloed and are the sole persons who are expected to bring a gender equality perspective to the entire ministry and to provide the data that the Bureau needs for its reporting work. But now, because of this training – in the finance sector at least, we have a much broader base and network of persons to liaise with who can do the thinking and do the gender work. So, this is a model that we want to expand in other sectors as well."

These new networking connections are being supported not only between the Gender Bureau and the participants, but also across the different agencies involved. WhatsApp groups have formed, and other communication platforms are being put in place to allow participants to keep learning from each other and to share best-practices. "We still want to learn from each other so we can change, you know, experiences, information and so on," she notes.

And a further factor that made the training effective in Ms. Towikromo's view was the fact that participants received accredited certification at the end of all their hard work. Getting that formal recognition was very important.

Taken together, in her view, this highly successful training is a model that can lead to real gender mainstreaming behaviour change and should be explored for other sectors as well.

Annex 8 – Guidelines for Mainstreaming Gender considerations

Checklist 1 - Guidelines for Mainstreaming Gender Considerations for Climate Change Programming			
Number	**Guidelines/Steps**	**Yes/No**	**Constraints and Challenges**
1	Assess the different implications of policy and programme interventions for women, men and vulnerable groups from the outset;		
2	Ensure that these assessments are informed by expert gender analysis, as well as by consultations with women, men and vulnerable groups;		
3	Proactively seek out and engage with appropriate women's rights organizations and female community leaders, as well as representatives from vulnerable groups when selecting partners;		
4	Based on the analysis, build targeted objectives for including gender equality, diversity and inclusion, and women's empowerment into the plans and budgets of policies and programmes;		
5	Ensure that women, men and vulnerable groups participate equally and actively alongside men and are enabled to take up leadership positions throughout the programme management cycle;		
6	Monitor and evaluate impacts on gender equality, women's empowerment and diversity and inlusion using gender sensitive indicators. Questions to ask in a gender analysis		
7	Which men and which women hold the power in this country/ministry/community?		
8	Who owns and controls resources?		
9	Who takes the decisions? Who sets the agenda?		
10	Who gains and who loses from processes of development?		
Gender-related differences to be considered :			
11	Differences in the lives of poor women, poor men and other vulnerable persons in the target area;		
12	Different roles, skills, capacities and aspirations of women, men and vulnerable groups;		
13	Division of labour among women and men;		
14	Different levels of participation and leadership enjoyed by women, men and vulnerable;		
15	Barriers that unequal gender relations present to the development of women and vulnerable persons in this particular location.		

Annex 9 – Template for SMART Goals, Objectives and Indicators

SMART[36] Behaviour Change Communication Goal(s)	SMART Objectives (Steps needed to achieve the goal (s)	Communication Activities Needed to Implement the Objective	Gender Responsive Indicators for Each Activity		
			Output Indicators	Process Indicators	Outcome Indicators

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[36] Specific, Measurable, Achievable, Realistic, Time-Bound

EnGenDER
Enabling Gender-Responsive Disaster Recovery,
Climate and Environmental Resilience in the Caribbean

Behaviour Change Communication Strategy

Guidance Framework Document