

A Guide for Resource persons on the Empowerment of Women on Climate Change Adaptation and Disaster Risk reduction

On the Project: “Empowering women as key leaders in promoting community-based climate change adaptation and disaster risks reduction initiatives in Niger Delta region”

Being Implemented by: Centre for Population and Environmental Development (CPED)

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Preface

In the context of the second objective of the research project which is to “Improve climate-change adaptation and disaster-risk reduction strategies in rural communities by testing and validating the most effective and affordable women-led, community-based initiatives” two of the major activities to be carried out relates to the empowerment of women and girls through the promotion of gender equality and secondly the implementation of women-led climate change adaptation and disaster risks reduction activities in the target communities.

These guidelines have been designed by the project team to provide framework for the delivery of training and action programs at the community level. The guidelines will provide background materials to support team members and resource persons in the implementation of these activities. Considering the capacity particularly the education level of the target group to be trained, the guidelines have been simplified and in some cases reiterated if not repeated in various modules to drive home the points so that they can follow the discussions and presentations over time. Additional handouts which are again simplified are being provided to further support the participants with further background materials.

These guidelines are complemented on the aspects focusing on the promotion of gender equality by the guidelines and training provided by *Gender at Work* (G@W) program through its resource person Nkechi Odinukwe. We appreciate the support provided by the G@W program in this respect. This suggests that the various sections on gender equality in these guidelines only complement the manual and training materials provided by G@W.

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Introduction

Purpose of the guidelines

These guidelines provide basic information and learning tools needed to understand, advocate and influence climate change actions at the community levels in target communities of Niger Delta with specific focus on the integration of gender perspectives. This guide presents a mix of interactive activities and presentations to be used in whole or in part, to improve the individual-level knowledge, attitude, skills and behaviours needed of local women and men based in these communities to foster gender-responsive agriculture adaptation activities. Although the emphasis is on adaptation in agriculture, the materials can be adapted and applied to community-based actions on climate change adaptation in other sectors.

With the training and empowerment of community-based stakeholders provided through the use of the guidelines, we expect beneficiaries of the training, particularly women, to understand the overall gender dimensions of climate change in the Niger Delta region of Nigeria in particular and other parts of Nigeria and indeed Africa in general. It is hoped that the guidelines will assist in identifying specific gender-based inequities that contribute towards the disproportionate exposure and vulnerability of women and girls to the effects of climate change, and the role of women as key agents of change in climate responses. It will also lead to the identification of responses that support the complementary goals of gender equality, women's empowerment, climate change adaptation and disaster risks reduction.

The Approach to the use of these guidelines

These guidelines use a combination of traditional learning methods, such as presentations and discussions, along with more participatory and experiential learning approaches, like storytelling, group work, case study, role play, and reflections on personal experience.

The first step that should be taken during the training in each session is to provide participants with a brief overview of the kind of training approach that will be used so as to get them mobilised mentally for the training. This also helps address any expectations they may bring with them. Before introduction session is taken, resource persons must first of all set the tone of the workshop by making sure everyone in the room feels welcome. This is very important. The resource persons may want to announce that the learning space is a safe space where learners are free to express themselves freely, willingly and without fear of being judged by anyone. It is important for learners to hear that everyone (including resource persons) are learners and no idea is wrong. The resource persons may want to introduce mind/body stimulating exercises here which could range from relaxation to body stretch options. As part of the introduction session, the resource persons may want to encourage participants to speak about their experiences throughout the workshop, as the participants hold a great deal of knowledge which can enrich the discussions. The resource persons may also want to explain more about the presentations and activities in each session.

Key messages are given for each session, and these can also be used by the resource person/resource persons to sum up the main learning points at the end of each session. If appropriate and possible, they can also be presented by slide or given to participants as a handout. The modules have been designed and ordered in such a way that participants can review the concepts of climate change, disaster risks reduction and gender.

The training process will use an interactive group introduction that includes both participants and resource persons. It is important to create a welcoming and relaxed training environment. This can

start with a group introduction exercise which can be as simple as having everyone introduce themselves, or through a more interactive approach such as a paired exercise where two people interview each other and then introduce the person to the larger group with a few interesting facts (e.g. name, something they like to do after work, where they would like to travel, something they are most grateful for, something they are proud about etc.).

Each training session is intended to make participants' learning more concrete and contextualized to real life scenarios – which will be based on the participants' own community experiences. Activities in which the participants will take part during the training sessions provide an opportunity for participants to reflect on, discuss and challenge their own perceptions, values, beliefs and behaviours through sharing ideas with other participants. This is particularly relevant to climate change adaptation and disaster risks reduction because several authors have argued that the beliefs and assumptions of adaptation practitioners and in deed decision makers can influence adaptation responses and achieved outcomes. For example, it is important to challenge the assumption that all poor, rural women live the same experiences and are impacted the same way by climate change, or that all decisions in a household are made by men. The resource persons may also want to create a “group contract” with participants to facilitate a respectful learning environment. It is against this background that the tips below are provided to assist the resources persons/resource persons in the training.

Tips on running training sessions

(1) Encourage participants active participation in the sessions. Without this, the action learning approach of this training will not be effective. Invite participants to share their understanding and experiences of working in their own household and community context throughout the training period. The resource persons may have to look out for slow or shy learners and find gentle ways of trying to encourage them to share their ideas – resource persons may need to regularly invite participants who too quiet to share. This should be done in a gentle way that empowers rather than frightens learners.

(2) Keep up the pace and energy. Your job as resource person is to enthuse and motivate participants, and ensure that they engage actively. Be prepared to exercise strict time management but also be flexible enough with your agenda to know when participants are so engaged in a debate that may need to a shift in attitude/behavior among learners. In such situations, it will not hurt the program to allow more time for debate. Gender can cause many heated debates, so allow some exploration of these. Write down any questions that cannot be answered immediately on a flip chart and remember to address them later. Allow for sufficient breaks, as these are an important part of learning, as well as providing opportunities for participants to share experiences and get to know each other. Make sure presentations are engaging and as short as possible.

(3) Use energizers. These are short activities (5–15 minutes) to be used when the group needs a short break. Participants can often come up with their own culturally relevant ideas. Ideas can also be found in CPED's past training experiences entailing various ways to Energize Groups such as games to use in training workshops, meetings and various community engagements.

(4) Recap on sessions regularly and in fun and creative ways, such as drawing, storytelling, or games. These should capture the key discussion points, insights and reflections from participants, and additional information generated by the discussion.

(5) Be ready to cope with language difficulties. Some participants will find it difficult to follow what is going on, because they are not comfortable operating in the English Language being used by the training resource persons and resource persons. Encourage participants to ask if they do not

understand and use community-based resource persons to translate some of the important ideas and concepts to the local language. Where concepts do not have a direct translation into languages spoken by participants, it may be necessary to make special efforts to develop a commonly understood terminology. It may be helpful to have a translator present if need be.

(6) Be aware of cultural practices and local customs. For example, you may need to plan in extra time for prayers. Be particularly aware of the cultural sensitivities and constraints that women may face, which may determine how actively they feel able to participate. At some points it may be appropriate for participants to work in separate male and female groups.

(7) Managing conflict. If there are disagreements between participants, encourage an open debate for a limited time. Then suggest that the discussion is put to one side until after the session when you can sit with the different parties to resolve any conflict.

NB: Although the modules have been organized in a particular order, the pack should be a flexible resource, and we would like resource persons to feel that they can decide how to use it according to the needs of the participants. The modules and sessions can be used in the order presented, on their own, or in combination with other individual sessions and modules. The material can be adapted by the resource person to the specific context or needs of the participants. Different and more relevant case studies can be substituted. The way the sessions are delivered may also depend on whether there is more than one resource person, and if so, what expertise each brings to the training session. Estimated timings for sessions should be adapted to fit the time available and the group's level of experience and knowledge.

MODULE 1

Introductory Messages on Climate Change and Gender

This module is designed to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with gender and climate change in the context of their various target communities.

Objectives:

- (i) To assist participants settle in and experience what could be strange learning setting and “*strange*” methodologies
- (ii) To create a welcoming and comfortable learning space where participants feel safe to interact
- (iii) To familiarise the participants with the purpose of the training;

Discuss and interact with participants and participants on the following issues:

- Introduce resource persons and purpose of the training. This is important as a way of setting the mood for the training. Participants need to feel welcome and safe within the learning the space. Resource persons may want to take time to share information regarding how participants can get to the convenience or other measures taken to make learning space comfortable and safe for everyone
- Provide opportunity for participant to introduce themselves to each other, interact and begin the process of building a relationship. This will help participants ease into the workshop setting and familiarize themselves with people they may be meeting for the first time or people they already know.
- Resource persons may work to still provide opportunity for interaction at the beginning of every learning activity for learners even where such learners already know each other. Opportunities that enable learners chat and greet at the beginning of a process helps most learners loosen some of the hidden fears or inhibitions about the learning space.
- Resource persons may want to always ensure they include themselves as learners in any task they pass out to participants during trainings.
- Resource persons may need some feedback from learners regarding all learning sessions including introductory sessions. Observation of participants is also important as a way of ensuring that participants are relaxed and comfortable to start the day’s learning.

Group Exercises and Discussions

*Introductory Exercise will differ depending on group.
Resource persons may need to identify an activity that works for group. The exercise should be simple, fun and*

MODULE 2

Introductory Messages on understanding Sex, Gender, Earth and Socialization in Climate change issues

This module is designed to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with gender and climate change in the context of their various target communities.

- Sex, gender, socialization and culture are terms easily identified with gender equality issues. The terms ‘sex’ and ‘gender’ are often used interchangeably but are two different concepts.
- In a very broad way, “sex” refers to the biological and physiological differences between male and female. The genital differences between male and female is the basis of such characterization. Thus, when an infant is born, the infant comes to be labeled “boy” or “girl” depending on their sex. For example, women give birth but men do not. The biological difference between men and women that allows women to give birth but not men is what ‘sex’ is all about.
- In simple terms, gender explain the differences between men and women in social terms as men, and as what a man can do as a man or as what a woman can or cannot do. The term gender is also used to describe the differences in behaviour between men and women which are described as “masculine” and “feminine”.
- Gender differences are socially constructed by the patriarchal system of society by which men are described as superior to women.
- We all learn about gender as children, but what we learn is an extremely limited idea of a concept that’s truly unlimited.
- While sex is something that exists in a uniform and predictable way, something that can be measured objectively in humans around the world, without much debate, you cannot say the same thing about gender. Gender is relative, cultural and changes over time.
- What we are taught as children about being a boy or girl is what the concept of gender is all about. For example: we are taught that boys are aggressive, impetuous, good at math, love the color blue. They get dirty, rough house, play sports, not house. They should sit and talk with men, be waited upon by women, Trucks and soldiers are their toys. Boys can grow up and be whatever they want. The world is their oyster, and whether or not they realize it, it’s their choice to capitalize on this privilege that’s limited just to men. There is no bar too high, or goal too far away.
- We are taught that girls are passive, docile, natural caretakers, love the color pink, born to be good bakers. They hate bugs, love hugs, and are better at vacuuming rugs. They should cook, clean, fetch firewood, take care of the family. Dolls and purses and makeup make their day. Girls grow up to be mothers. They should leave career and business ambition to boys unless they want to be a teacher, a nurse, a receptionist, or a clerk.
- In most languages, the earth and nature is referred to as a woman. When we discuss climate change issues, these references closely link the earth to our discussion of the concept of sex and gender.

- Women have long been associated with nature - metaphorically, as in 'mother Earth', for instance. Our language says it all: a 'virgin' forest is one awaiting exploitation, as yet untouched by man.
- When nature is discussed most people only bring out the 'gender' aspect due to how society has assigned roles to men and women. The connection people usually make is that of fertility, reproduction and lifecycle. Because women are responsible for the continuity of the life cycle, they are often associated with seasons, for example the 'rebirth of the land' in the rainy season. Nobody ever remembers that men have a role in reproduction when nature is discussed.
- 'Nature' is feminized because it is seen by most writers and poets as possessing the same qualities as women. This still speaks to the way we have been socialized by families, churches, schools, government to see men and women in different roles. Nature is also feminized due to the patriarchal nature of society
- In our society, women are usually seen as being domestic, pious, moral, pure, gentle, kind, graceful, simple and beautiful; while men were seen as hard-working, industrial, rational, assertive, independent and proud; none of which is easily connected with nature. - Therefore nature is seen as the embodiment of all the characteristics that women possess.
- In communities, women have been associated with physical side of life. Their role has always been 'closer to nature', their natural work has always been centered on human physical requirements: eating, sex, cleaning, the care of children and sick people. Women have taken care of day-to-day life so that men can go out and do all good things they want to do.
- In the same manner, the earth or nature was seen as female with two faces: (i) a passive, nurturing mother who gives life and (ii) wild and uncontrollable natured female who can wreck disorder, with her storms, droughts, and other natural disasters.
- Nature or the Earth needs love, care from both men and women. Both women and men have a role to play in issues that affect the earth or create changes to climate change. As a result of socialization, even as women may not be experts in University courses, they have experiential knowledge that is valuable to climate change adaptation and disaster risk management in communities.

Group Exercise & Discussions

In mixed group plenary ask participants to reflect think back to a time in their lives when they were young as children – growing up as a boy or girl and try to remember a story around first time they remembered knowing there was a difference between boys and girls. Request those willing to share to do so

As they share their stories, use probing questions to flesh out insights from stories by asking age incident took place, where it happened, who was there, what happened and how storyteller felt. Once every one has shared, initiate a discussion that will lead participants to discuss how they know a baby is a boy or girl outside their physiological attributes and follow up with discussions on how society socializes boys and girls differently (eg when boys and girls start learning different things.) while linking it to climate change

Continue discussions to bring out the meaning of Sex, Gender and Socialization by emphasizing points already highlighted by participants. In very basic language, try to explain the difference between sex and gender and how socialization process plays a role in the way society functions. Relate the discussion to issues around climate change adaptation and disaster risk management findings from CPED survey.

In concluding discussions, ask participants to reflect new insights gained and think about what they might now do differently as parents if they had a fresh opportunity to raise their boy and girl children from infancy to 10 years. What did they do in the past that new knowledge from exercise has changed in their minds? Make sure to record their reflections

MODULE 3

Introductory Messages on understanding, gender equality, gender equity, gender mainstreaming concepts and relationship to Climate change issues

This module is designed to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with gender equality, gender equity, gender mainstreaming and climate change in the context of their various target communities.

- Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.
- Equality is the right of different groups of people (in our community, organization, clan, local government area) to have a similar social position and receive the same treatment.
- Gender equality is a situation in which men and women are all treated fairly and have the same opportunities
- Gender Equality states that all human beings – women and men, girls and boys; should enjoy equal rights, opportunities and treatment in all spheres of life. They should be free to make choices about their behavior and aspirations and define their *practical and strategic gender needs* and interests without being limited by rigid gender roles, stereotypes and prejudices.
- Gender Equality between women and men is a human rights issue and stands for:
 - equity in opportunities and treatment,
 - equal remuneration for work of equal value,
 - equitable access to safe and healthy environments,
 - access to voice for women who have the knowledge and understanding of what is needed to adapt to changing environmental conditions so they can come up with practical solutions,
 - access to financial resources,
 - access to training and technology on climate change adaptation issues,
 - access to political decision making spheres for women who are often disproportionately affected by climate change,
 - a balance between work and family responsibilities, the latter of which should be equally shared by both men and women.
- Equity is about **giving people what they need**, in order to make things fair.
- Equity is different from equality in the sense that equity is about simply giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example providing more support to a women in communities so they can effectively cope with negative impact of climate change on number of hours they spend looking for clean water in communities where floods has affected clean water sources or providing more opportunities for women to lead processes that seek to manage climate change disasters.
- Gender equity seeks to ensure more fairness in treatment and opportunities for women and men, according to their interests and respective practical and strategic gender needs.
- Gender equity refers to treating men and women fairly based on their respective needs. Although this may mean that treatment will be different, it will also be fair. This has an important role in achieving gender equality, because the inequalities that exist means that we have to give more to ensure that all genders have equal opportunities

- There is a clear link between climate change and gender equity. Owing to population of women among the world's poor, women are more likely than men to:
 - be displaced by a changing climate or
 - to suffer from pollution-related health problems or
 - to lose income when climate-related disasters strike or
 - to experience violence in the aftermath of climate-related disasters or
 - to feel the effects of soaring prices on survival basics when disasters hit or
 - to endure increased workloads when recuperating from climate-related disasters or to
 - shoulder the increased burden of water and fuel collection as the climate changes.
- There is a clear difference between equality and equity. Although both promote fairness, equality achieves fairness through treating everyone the same regardless of need, while equity achieves fairness through treating people differently dependent on need. However, this different treatment may be the key to reaching equality.
- Equity does not undermine equality, but rather provides the means to achieve this. Equality is undermined when equity is used incorrectly; it is undermined when a person or group's needs are not taken into account, i.e. giving less to those who need it and more to those who do not. For example, giving women in the communities less support based on low turnout for public meetings rather than high need.
- Practical gender needs are the needs arising from the actual conditions women experience because of the roles assigned to them in society. These needs are often related to women's roles as mothers, homemakers and providers of basic needs and are concerned with inadequacies in living and working conditions.
- For women and men in the lower socioeconomic strata, these needs are often linked to survival strategies. Meeting these practical needs is often essential.
- Addressing practical needs only does not change the factors which perpetuate women's position as a disadvantage group in their societies.
- Strategic gender needs are the needs identified to overcome the subordinate position of women to men in society and relate to the empowerment of women. Strategic gender needs focus on improving women's status and giving them "voice" to empower women both personally and in society.
- They vary according to the particular social, economic and political context in which they are formulated. Usually they concern equality issues such as enabling women to have equal access to leadership opportunities and training, equal pay for work of equal value, rights to land and other capital assets, prevention of sexual harassment at work, domestic violence, and freedom of choice over childbearing.
- It is most important that women are given the opportunity to identify and prioritize their own needs. Addressing these needs implies a transformation of rigid gender roles and unequal power between the sexes in order to achieve greater gender equality. However, strategic gender needs cannot be met without addressing and responding to practical gender needs.
- Women's empowerment: Empowering women means supporting a process by which people become aware of unequal power relationships between women and men and are

provided with the information, skills and resources necessary to enable them to challenge inequality in their homes, communities and workplaces.

- This process also involves promoting change in the socio-economic conditions that often subordinate women to men.
- Moreover, it means helping men become aware of the benefits of gender equality for their families, communities and for businesses and national economies. Greater participation of women in formal decision-making structures – such as in government and in employers’ and workers’ organizations – is a key aspect of empowerment, as is the development of life skills to help women assert their rights.
- Gender mainstreaming is the process of assessing the implications for women and men of any planned action, with the objective of promoting gender equality.
- Gender mainstreaming adds a “human face” to the climate change occurrence. Mainstreaming involves assessing the pros and cons for both men and women in any planned action against climate change. By mainstreaming in projects, one has the opportunity to create gender-responsive actions in tackling climate change.
- However, adding gender dimensions to policies through mainstreaming is not enough. Uncovering the root of the inequality is necessary. When we consider the social norms which drive power imbalances, policy-makers have an opportunity to tackle the underlying force which perpetuates gender inequality. Thus, gender-responsive climate policies can play a transformative role, by challenging existing power imbalances.
- Due to social norms, men and women experience climate change differently but most often, gender concerns have focused on issues relevant to women, this does not mean that men also do not face specific challenges. For example, when men’s rural livelihoods are undermined as a result of climatic changes, they get emotionally stressed as they can no longer perform their socially-assigned role as ‘the provider’, thereby creating health problems. Men are also more likely to take risks during a natural disaster as society expects them to be ‘brave
- Climate change policies will not be effective unless they are gender-responsive. It is not about making men and women the same but about providing equitable opportunities and value to both genders. Women have a right to be included in the decisions related to climate change, because there is no climate justice without gender justice.
- Policy-makers should focus on women as agents of change with experience, rather than focus solely on their vulnerabilities. Women can help efforts to mitigate and adapt to climate change through initiatives related to energy, deforestation, and consumption.

Group Exercise & Discussions

Request two people from the group of participants to volunteer to be part of a game (a man and a woman if possible). Once two persons volunteer, ask them to stand beside you in front of other participants and give the following illustration by bringing the male volunteer forward:

“This handsome man works very, very hard. He has too much work to do as he has to get up early in the morning and go to farm, then do his welding business, trying to work as much as possible. Nobody can help him. He does not sleep enough, has no time to practice any sport and he does not eat very well. This morning, he was in such a hurry that he did not have time to eat breakfast. Anyway, only boiled cocoyam was available and he prefers hot indomie noodles with vegetable in the morning so he could not eat and left for work hungry. In other words, this man is tired.”

Ask the man step back while the woman steps forward and continue thus:

“This beautiful woman is physically fit! She exercises her body by walking briskly every morning at least for two hours, eats well, and sleeps well. She has a fish farm where she works, but does not do too much work because other people help her. This morning she had a good breakfast: A hot plate of rice - Her favourite meal!

At this point, request both volunteers to stand at same point...same line while you explain to the larger group of learners thus:

“Now, I am going about 500m away from the man and the woman and I am going to put down a big plate of rice. It is meant for both of them - the same distance away, no discrimination.”

Move ahead to place the plate of rice 500m away from the two volunteers (or resource person can say... assuming I walk 500m away and place this plate of rice... Follow up with following key question:

“Now that the rice is available to whoever is able to reach it first, what do you think will happen?”

Possible answers from participants:

- *“The woman will arrive first: she can run fast whereas the man is tired and unfit.”*
- *“The woman will arrive first and probably eat most, if not all the rice. The woman likes rice very much while the man prefers noodles. If she is not aware of his disadvantaged position, she may not leave anything for him.”*

Resource person should at this point probe further by asking these key questions:

- (a) *“Is the situation fair?”*
- (b) *“If it is not, why is it not fair?”*

TIP for resource person: Remind the participants that there was no discrimination - the plate was equally accessible to both people.

Resource person should probe participants further to ask:

“what can be done to make the situation fairer?”

Possible answers that may be given by participants or could be used to guide discussion:

- *“Let the man reach the plate first or put the plate closer to the man.”*
- *“Divide the contents of the plate into two equal parts; one for each them.”*

- *“Make the woman aware that this man has not eaten breakfast this morning, so she must share and maybe leave more for him.”*

- *“Try and find a way of alleviating this man’s workload.”*

- *“Give the man free time to take exercise so that he can become fitter and more able to compete.”*

TIP for Resource persons: *As participants provide solutions, write ideas down or make a note of them where all can see. Once they have exhaustively shared all solutions, resource person can guide discussions further by highlighting that these possible solutions are what we call “positive actions;” they aim to make the situation fairer and more equitable. They take into account the fact that some people do not have the same opportunity to access resources.*

- (i) *Resource person can use this scenario to explain that concept of gender equality says there can be no true equality when people do not have same opportunities. Equity as a concept can equally be explain at this point based on the handout*
- (ii) *Resource person should highlight at this point that when it comes to climate change challenges, women are not vulnerable because they are “naturally weaker”, but because conditions of vulnerability faced by men and women are different because of their gender.*
- (iii) *Resource person can mention at this point that just like the man appeared vulnerable as a result of some of the social issues he had to deal with around his job and daily life, women, like men, have particular socially-built vulnerabilities and capacities which have been developed through a socialization process.*
- (iv) *Women if given fair opportunities are, however, also capable of bettering themselves, becoming empowered, or changed*

as they are not passive but are active agents with different capacities to respond to the challenges posed by climate change.

- (v) This may be a good place to point out to participants that when ecosystems become more fragile and natural resources are totally lost or are out of reach, poor communities – that depend on them for their survival – are the most affected, particularly women, the elderly and children.*
- (vi) Resource person should then link this scenario to issues around climate change and why climate adaptation measures must provide options that are fair for women and girls who suffer climate change challenges in more gendered ways than men*

MODULE 4

INTRODUCTORY MESSAGES ON POWER, GENDER RELATIONS AND CLIMATE CHANGE

This module is designed to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with power, gender relations, power dynamics women empowerment and climate change in the context of their various target communities.

Objectives:

- (i) To familiarise the participants with the purpose of the training;
- (ii) To review the concept of power, understand the relationship between power dynamics, women empowerment and climate change, and understand why CPED prioritizes working on gender inequality;
- (iii) Understand how power dynamics in communities shapes gender roles, empowerment, and division of labour and reproductive and productive work, gender needs and interests, and gender and access and control of resources.

Discuss and interact with the participants and participants on the following issues:

- The word power is derived from the Latin word *potere*, which means “to be able.” Power is sometimes defined as getting someone else to do what you want them to do or an ability or a capacity to act. It is sometimes seen as the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance or the human ability not just to act but to act in concert with other people in our community.
- Power is therefore something — anything — which makes or renders somebody able to do, capable of doing something. Power is capacity, potential, ability, or wherewithal. Power is a general capacity that we all have the potential to shape our lives and the world around us.
- In the context of gender equality, power can be defined also as positive social good that is currently unequally distributed amongst women and men.
- Power is the capacity of an individual to influence the actions, beliefs, or conduct (behaviour) of others.
- Power operates in 3 realms. The public realm is where power is visible. This is the type of power we see with the government, military, police, judiciary, corporations, etc.
- The private realm is power which rests within institutions such as the family, clan, ethnic group, or in marriage, friendships and other relationships. The power that exists here is not as visible as that which exists in the public realm as it is a bit hidden but we all know the power is there.
- The intimate realm is that power that exists within individuals which is often exhibited as either the power or powerlessness that we feel within ourselves, expressed usually in terms of self-confidence, self-esteem, control over our bodies, etc.
- Power also has two faces namely Direct and Indirect power.
- Visible or direct power operates in both public and private realms and determines who participates and who is excluded from decision-making; how privileges, tasks and opportunities are allocated and who has the authority to control resources, people or access to knowledge and information.
- Visible/direct power is held by political leaders (elected or not!), the police, the military and the judiciary; it is also held by the heads of multinational corporations, of clans and tribes, religious

groups in the leadership of NGOs and women's organizations. In the private realm, it is held by heads of households and informal social groups such as clans, most of whom are men.

- Hidden or indirect power is All about who influences or sets the agenda behind the scenes without any overt or official authority to do so and determines which issues can be addressed, whose voices are heard or who is consulted on a particular issue.
- Again, hidden or agenda-setting power operates in both the private and public realms. In the public realm, for instance, we see hidden/indirect power operate when multinational companies influence government decisions in their favour, to enhance their profits or to obtain control over public resources such as forests, land or minerals. Within families also, we see how 'good women'—those who dutifully carry out the patriarchal agenda and protect male privilege—often enjoy behind-the-scenes power to influence male decision-makers, without any formal authority.
- There are different forms of power.
- Power Over- The ability to control and decide for oneself or on behalf of another person, group or society. Often expressed in its negative form as oppression, discrimination and dominance. Recipient often experiences this form of power as abuse
- Power To- the potential of every person to shape his or her life and world. Also the enabling conditions and resources to express the other forms of power
- Power With- collective strength, mutual support and solidarity based on a common understanding, common identity and/or common activist objectives. A central component of movement-building.
- Power Within- to do with one's sense of self-worth and self-knowledge, the capacity to believe in oneself, to imagine and have hope; the basis of personal agency (the creative human capacity to act and change the world). (Storytelling, spirituality, music, dancing, critical reflection can affirm people's power within).
- In an ideal world, power should be balanced and shared equally between men and women when it comes to decisions around climate change adaptation and disaster risk management especially as women play a key role in promoting a cleaner, greener world but this is usually not the case.
- It is common in our society for unequal power relations to be part of the natural order of things.

Unequal power relations can be defined as ways in which gender shapes the distributions of power at all levels of our society.

One of the most persistent patterns in the distribution of power is that of inequalities between women and men. The set of roles, behaviours and attitudes that societies define as appropriate for women and men ('gender') can be the cause, consequence and mechanism of power relations, from the intimate sphere of the household to clans, communities up to the highest levels of political decision-making.

Families, communities and institutions thus shape the distribution of power by reinforcing and relying on gender roles.

- Women have demonstrated considerable leadership in communities, but socialization and negative stereotyping of women and men (including stereotyping through the media, religion, culture and tradition) continues to reinforce the tendency for political decision-making to remain the domain of men.
- Inequality in the public spaces can sometimes be triggered from within the family. This happens in families where and when power relations is unbalanced between men and women as a result of discriminatory attitudes and practices within the family. For example in situations where the girl

child or woman is made to bear all the burden for reproductive care work while men are not bothered.

- The unequal division of labour and responsibilities within households based on unequal power relations also limits women's potential to find the time and develop the skills required for participation in decision-making in wider public forums.
- A more equal sharing of those responsibilities between women and men not only provides a better quality of life for women and their daughters but also enhances their opportunities to shape and design public policy, practice and expenditure so that their interests may be recognized and addressed.
- In addressing the inequality between men and women in the sharing of power and decision-making at all levels, we should strengthen factors that promote the full and equal participation of women in power structures and decision-making at all levels and in all areas.
- Governments and other actors should also promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes so that before decisions are taken, an analysis is made of the effects on women and men respectively.
- Power relations are not based in nature but are socially constructed and therefore, changeable.

MODULE 5

INTRODUCTORY MESSAGES ON CLIMATE CHANGE AND GENDER

This module is designed to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with gender and climate change in the context of their various target communities.

Objectives:

- (i) To familiarise the participants with the purpose of the training;
- (ii) To review the concept of gender, understand the relationship between gender inequality and poverty, and understand why CPED prioritizes working on gender inequality;
- (iii) Understand the concepts of sex, gender, gender equality, gender equity and affirmative action, gender empowerment, division of labour and reproductive and productive work, gender needs and interests, and gender and access and control of resources.

Discuss and interact with participants on the following issues:

- Climate change is adversely impacting the lives and livelihoods of women and men, their families and communities across the Niger Delta region including their own community.
- These impacts differ in terms of the communities they affect, their type and severity — they include both short-term disasters as well as longer term changes in the climate system.
- Climate change poses an increasing risk and problems to the agricultural sector, food security, and nutrition of target communities.
- The impacts of climate change affect everyone. However, not everyone is equally vulnerable, and not everyone has the same capacity to adapt to these climate change impacts. It is clear that climate change will be felt by different groups of people in different ways.
- There is interrelationship between climate change impact and gender: (1) gender inequalities lead women to face larger negative impacts of climate change, and (2) climate change tends to exacerbate existing gender inequalities.
- These impacts affect men, women, boys and girls differently because of the inequalities between them caused by gender-based roles in society, and the resulting levels of vulnerability.

- Men and women have different needs and priorities, so adaptation activities at the local level need to be attuned to the needs and priorities of men and women living in the target communities.
- Rural men and women have different access to productive resources, services, information, and employment opportunities, which may hinder women's productivity and reduce their contributions to agriculture, food security, nutrition, and broader economic and social development goals.
- It is essential to improve women's access to resources, services, information and jobs, so that they can increase their productivity and contribute to the welfare of their families and the larger community.
- Women are important agents of change. Their unique knowledge is key to ensuring the effectiveness and sustainability of adaptation responses to climate change; hence their full and effective participation and contributions are essential.
- Gender equality and women's empowerment need to be integrated into adaptation initiatives at the community level
- This requires continued advocacy and capacity-building on the gender dimensions of climate change at each level; developing new and building upon existing guidelines and tools on 'how' to mainstream gender in adaptation; and creating adaptation learning networks to facilitate sharing of knowledge within and across regions.
- By involving both women and men and drawing on their gender-based experiences in the formal and informal work force, in communities and households, climate responses can be made more effective and sustainable.

Group Exercises and Discussions

Divide participants into two groups of between 5 and 6 people comprising both men and women. Group A will focus on climate change issues; and Group B will focus on Gender issues as they experience them in their community using the issues outlined above in the plenary session as a guide to the articulation of their experiences. One of the resource persons will sit on each group to guide discussion although each group will appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions to the

MODULE 6

INTRODUCTORY MESSAGES ON DISASTER RISKS AND GENDER

This module is to introduce the participants i.e. community-based groups and other stakeholders to the main issues associated with disaster risks reduction and gender in the context of their various target communities.

Objectives:

- (i) To provide general background to the issue of disaster risks and gender;
- (ii) To explain the importance of addressing disaster risks, especially those shaped by gender;
- (iii) For participants to gain an understanding of the key concepts of disaster risks and gender.

Discuss and interact with the participants and participants on the following issues:

- Disaster* is a serious disruption of the functioning of a community or society, involving widespread human, material, economic, or environmental losses and impacts, which often exceeds the ability of the affected community or society to cope using its own resources.
- Hazard* is any phenomenon, substance or situation, which has the potential to cause disruption or damage to infrastructure and services, people, their property and their environment. There are a number of different types of hazards, such as natural and human-induced hazards.
- Disaster risk reduction* is the practice of reducing disaster risks, through systematic efforts to analyse and manage the causal factors of disasters. This includes through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.
- Disaster preparedness* is the knowledge and capacities developed by governments, communities, and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent, or current hazard events or conditions.
- Poverty and disasters*: Poverty plays an important role in determining one's vulnerability to disasters. Poor women and men face greater exposure to the negative impact of hazards due to risk factors such as poor housing, poor access to decision making voice, farms and settlements located in vulnerable positions, and limited access to information, as well as constraints on the development of effective preventive or coping strategies. However, other factors are also major contributors.

- Poverty and vulnerability to disasters are the consequences of prevailing social, economic, and political inequalities.
- Disaster risk is not 'gender neutral'. Disasters impact differently on women and men, girls and boys. Women and men experience different types of vulnerability and have different capacities to offer in responding to disaster. Women and girls are particularly vulnerable in times of disaster because of the inequalities and discrimination they experience in almost all societies.
- Disaster response is the provision of emergency services and public assistance during or immediately after a disaster, in order to save lives, reduce health impacts, ensure public safety, and meet the basic subsistence needs of the people affected.
- Disaster risk management at the community level is the improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.
- The way disaster affects a community is always specific to the particular context in which that community lives. The poorer the community, the more extreme the impact is likely to be, and within any community, the impacts will be different for men and women.
- Within a community, women are more likely than men to be living in poverty. This combined with the other disadvantages that they face as a result of gender inequality and discrimination means that in many cases, women suffer more as a result of the effects of disaster.
- Women and girls are more likely to become direct victims (in terms of mortalities and injuries) of weather-related disasters. For example, they are more vulnerable to flooding as they are less likely to have been taught to swim and they are more likely to be killed or injured as they are more likely to be inside their homes when disaster occurs than men
- In many contexts, women depend on natural resources to provide for their families. They are the main collectors of water and fuel, and most women farmers depend on rain-fed agriculture. In the case of drought and floods, for example, many women have to work harder to secure food, water, and fuel, and thus have less time for income generation, education or training, and participation in decision-making processes.
- Female-headed households are often among the poorest and most vulnerable to disaster, as they may have little choice other than to live in hazard-prone locations such as flood prone lands or on steep slopes.
- Where cultural and social norms mean that women's mobility is strictly controlled, and is dependent on women being accompanied by a male relative, Female-headed households can become very isolated.
- In addition, in such contexts the ability of women from Female-headed households to voice their needs and participate in community responses to emergencies is very constrained.

- At the same time, women tend to have fewer assets to rely on than men. In economic terms they are less likely to own their own land, or have access to credit, agricultural extension services, and transportation
- In social terms, the constraints on their involvement in public life may mean that women are the last to be informed and prepared for disasters if information and training is shared in public spheres without consideration for how women can access this

Group Exercises and Discussion

Divide participants into two groups of between 5 and 6 people comprising both men and women. Group A will focus on disaster risks issues in terms of the identification of the types prevailing in their communities and also identify on the list at least 3 of such issues that affect women in their communities more than men; and Group B will focus on how disaster and hazard impact gender as they experience them in their community using the issues outlined above in the plenary session as a guide to the articulation of their experiences. One of the resource persons will sit on each group to guide discussions although each group should appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions to the general body for further discussions and conclusion.

EXPERIENCES OF CLIMATE CHANGE DISASTERS IN THE TARGET COMMUNITIES

This module is to interact with the participants i.e. community-based groups and other stakeholders so as to examine in detail examples of the experiences of climate change and disaster occurrence in the context of their various target communities.

Objectives

1. To discuss the evidence of climate change as reflected in their communities and other parts of the Niger Delta region;
2. Discuss the occurrence of disasters that occurred in their communities;
3. Describe the impact of climate change and disasters upon the life, livelihoods, economy and environment in their community.

Discuss and interact with the participants and participants on the following characteristics of climate change and disaster occurrence in their communities

- Shift in the start or end of rains:* Our survey shows that most of the respondents in this community and in other parts of the Niger Delta reported early onset of rain in their communities in recent years which is an indicator of climate change.
- Early rains that were not sustained:* Similarly, it has been noted that early rains were not sustained in many communities which negatively affect farming activities.
- Increase in rainfall amount:* It was also found that there has been an increase in the amount of rainfall in the communities over the years. However, rainfall has been erratic and heavy which affects farming activities.
- Increase in temperature:* It was also reported that temperature has increased remarkably in their communities over the years which again affects agricultural activities as some crops cannot respond to the increased rainfall.
- Increase in hours of and intensity of sunshine:* The report by farmers in this community and others show that there has been an increase in hours of sunshine as well as the intensity of sunshine which again negatively affects farming activities.
- Changes in wind speed:* Windstorms and whirlwinds are known to be destructive, particularly to tree crops such as banana and plantain, rubber, oil palm trees, pawpaw, orange, etc. It was reported that there have been remarkable changes in wind speed with the communities of the Niger Delta including their own community over the years. This has remarkable impact on farming activities.
- Appearance of new species of plants, trees and fishes:* It was also found that there has been the appearance of new species of plants, trees and fishes which apparently

responds to change in climate. Again these species affect the nature and pattern of farming.

- *Increase in sea level:* For communities near the coast they have experienced considerable rise in sea level which has affected residential areas and farming activities.
- *Increase in magnitude and duration of flooding:* Similarly, communities in the wetland areas or near the sea have experienced increases in the frequency of flooding which again have affected their livelihoods.
- *Increase or decrease in volume of streams:* It was found that many of the streams and rivers in the target communities have experienced increase in volumes of water or dried up due to lack of rain.
- *Increase in frequency of forest fire:* Another frequent occurrence in the target communities is forest fire resulting in damaging existing forests with negative effects on the environment and ecology.
- *Increase in deforestation activities:* Loss of forests is also a common phenomenon in the various communities.
- The main types of hazards identified in the various communities include flood, disease epidemics, erosion, building collapse and land degradation. Amongst these, flood, epidemic hazards and erosion featured prominently in the various communities.
- The flooding disasters in the communities have led to epidemic hazards as majority of the people rely on unsafe sources of water which are often polluted during flooding events.
- The main source of drinking water for 60.0% of residents come from streams, pond, shallow boreholes and unsanitary wells which make the occurrence of floods dangerous for health.
- About 70% of residents in the target communities use shallow pit latrines while others used the bush for open defecation. Thus most of the residents are exposed to danger and unsanitary environmental condition during floods.
- Other hazards such as the risk of building collapse and environmental degradation featured prominently in the target communities. Over 60% of the houses were old and dilapidated. There were significant evidences of severe building foundation erosion which constitute the risk of building collapse. The risk of erosion hazard is compounded as the residents scooped the clay soil to make mud brick for house construction.
- The existing hazard conditions combined to make the residents of most target communities vulnerable to disasters. Further investigation revealed that the people were poorly prepared for flooding disaster as over 80 % of the respondents confirmed that no mitigation measures were put in place.

- The communities generally lacked hazard coping capacity and the available resources for coping with hazard situation were inadequate.
- The presence of hazard conditions, low capacity and lack of preparedness combined to increase the level of community vulnerability.
- Thus, disasters impact negatively on the people, their assets and their livelihoods which deserves immediate action.
- Geographical factors such as distance from coastline and the concentration of population within 100km of the coastline make households vulnerable to climate change impact.
- Households and communities nearer to climate hazard-prone sites such as flood and erosion sites are more vulnerable to climate change impacts.
- In the wetland areas of the Niger Delta region most of the communities are prone to flooding because of the extremely wetland in which they are situated.
- Economic factors that can make households vulnerable to climate change impact relate mainly to the extent of households' dependence on agriculture. Some of these include the following:
 - (i) Non-availability of Irrigation facilities
 - (ii) Lack of water for livestock
 - (iii) Decreased availability of arable land
 - (iv) Lack of food storage facilities
 - (v) Lack of food processing facilities
 - (vi) Lack of transportation to markets
 - (vii) Rapid increase in population leading to pressure on land available for farming
 - (viii) Prevalence of conflicts and violence
 - (ix) Loss of biodiversity
 - (x) Invasion of pests, among others

Group Exercises and Discussion

Divide participants into three groups of between 5 and 6 people comprising both men and women. Group A will focus on the identification of the indicators or characteristics of climate change in their communities. Group B will focus on examples of disaster occurrences in their communities while Group C will be asked to take a look at the information used in plenary discussion and then try to identify which of the ideas discussed above tend to have more negative gendered impact on women than men with concrete examples from community experiences. One of the resource persons will sit on each group to guide discussion although each group will appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions to the general body for further discussions and conclusion.

MODULE 8

GENDER VULNERABILITY TO CLIMATE CHANGE AND DISASTER OCCURRENCE

This module is to introduce the participants i.e. community-based groups and other stakeholders to examine gender and gender stereotypes and roles, as well as the way they shape everyday life, opportunities and position in the public and private sphere.

Objectives:

- (1) To explore and simplify the concepts of gender equality in an interactive and engaging way;
- (2) To provide a space for participants to reflect on their own values, perceptions and attitudes about gender with a view to deepening their overall understanding about what gender is and how our socialization processes affect our “gender lens” through which we view the world;
- (3) To discuss the main elements of gender vulnerability to climate change and disaster risks.

Discuss and interact with the participants and participants on the following:

Gender refers to socially constructed roles, responsibilities and opportunities associated with men and women, as well as hidden power structures that govern the relationships between them.

In Niger Delta communities, there are gender-specific divergences in consumption patterns, lifestyles, access to and control of resources and power, and vulnerability to climate change.

- In many communities, women have limited access to crucial resources such as land, livestock, tools, and credit. Access to land and security of tenure is an important cause of women’s vulnerability.
- As the primary users and managers of natural resources (being typically responsible for fetching water and wood and bringing it to the house, for example), women depend on the resources most at risk from climate change. Projected climate changes such as increases in temperature and reductions in precipitation will change the availability of natural resources such as forests and fisheries and potentially affect the growth of staple crops.
- In many communities’ priority is still placed on boys’ education rather than girls’, and girls are thus likely to be the first ones pulled out of school when resources are short. As a result, girls typically receive fewer years of education than boys. Without education, women are at a disadvantage, as they have less access to crucial information and fewer means to interpret that information. This can affect their ability to understand and to act on information concerning climate risks and adaptation measures.

- Women are often restricted from leaving their communities, even though migration is a coping mechanism often used by men. This is due to the fact that gender roles dictate that they remain at home and carry out reproductive tasks and to the fact that, having less education, they are less likely than men to find employment. Remaining at home can leave them vulnerable in two ways: first, they stay where climate change has hit hard, and second, they miss out on the economic opportunities and enrichment of personal experience that migration affords
- Often, women may have access to resources, such as land, but have limited control over it, as they do not own it and therefore cannot make decisions regarding its use. This is particularly ironic, given the central role of women in agriculture.
- Women's voices are often muted in family and community decision making. This is particularly unfortunate, given women's close relationship with natural resources and awareness of conservation and potential adaptation measures.
- The successful application of a gender approach in development requires a thorough understanding and appreciation of the involvement of both men and women in the development process.
- Gender equality can have a transformative and multiplier effect on sustainable development, climate resilience and become a driver of rural development.
- Women, men, boys and girls often experience differential vulnerability to climate change. This can be a result of:
 - (i) *inequality in the asset base*, which can determine the ability to be proactive, innovative and take risks;
 - (ii) *exclusion and lack of voice*, particularly for ethnic minorities, younger generations or poor, uneducated women lacking a voice in decision-making around land use, development planning and disaster risk reduction(DRR);
 - (iii) *lack of access to information* (weather, early warning, markets, climate) and training often due to low literacy levels;
 - (iv) *differential exposure and sensitivity* to climatic hazards, which depends on the types of crops farmed, livelihoods activities, time use and how gendered such activities are;
 - (v) *climatic shifts and social change*, including transitions in and out of livelihoods,
- There is now a broad consensus that the constraints associated with gender inequality, which unfairly disadvantage and marginalize women in agricultural communities must be addressed to increase agricultural productivity, improve food and nutrition security, reduce poverty and build the resilience of rural populations.
- One of the socio economic impacts of climate change is related to changes in the gender roles.

- Majority of women in the three ecological zones reported that due to aridity caused by increasing length of dry season, they spend more hours searching for water and pasture at the expense of other economic activities and sometimes have to get up at midnight to fetch water.
- Due to lack of drinking water near the villages men are now helping women with water collection.
- Men participate in fetching of water using bicycles, wheel barrows, motor cycles and other means hence these changes have altered the gender distribution of family roles.
- They also reported that due to the depletion of forest areas, fetching firewood has been difficult hence men also have to take bicycles and motor cycles for fetching them.
- Fetching water and fire woods in the past were the primary roles for women but with scarcity even men now do involve in these activities.
- Despite this changing trend, the vast majority of the respondents, both men and women, agree that the climate change indicators such as water shortage, shortage of firewood, extreme rainfall, flooding, livelihood disruption and family dislocation have more effects on women/girls than men/boys in their communities.
- It is essential to simultaneously empower women on climate change adaptation as well as changing the prevailing gender norms that tend to limit the capacity of women to play key roles in the development of their locality.

Group Exercises and Discussion

Divide participants into two groups of between 5 and 6 people comprising same sex (separate groups for men and separate group for women) Allow each group time to focus and discuss on the identification of prevailing gender norms and gender stereotype in their communities. Allow for plenary presentations and make sure to record common themes and ideas emerging on board for everyone to see. Inform participants that they will now need to think about how ideas shared on gender serotypes can be changed in communities. Allow them back in their groups to work again on examples of ways to bridge the gender gaps that exist in their communities. One of the resource persons will sit in on each group to guide discussion although each group will appoint one of their members as chairperson and another as secretary or two spokesperson who will share ideas from their group. At the end of the break out session, ask the 4 spokesperson to sit within a circle of participants and share ideas from there group while other participants ask questions.

MODULE 9

IMPACTS OF CLIMATE CHANGE AND DISASTER OCCURRENCE IN THE TARGET COMMUNITIES

This module is to introduce the participants i.e. community-based groups and other stakeholders to the impact of climate on their communities. The key points in this session are the discussion and understanding of the impacts of climate change in their communities.

Objectives:

- (1) To discuss how climate change is affecting agriculture and food security and increase women vulnerabilities in relation to agriculture and food security;
- (2) To identify the various indicators of how climate change is impacting on the various communities.

Discuss and interact with participants on the following:

- Small-scale agriculture systems are extremely vulnerable to different types of natural hazards and to the impacts of climate change.
- Such systems are often rain-fed and include individuals and households that are marginalized and deeply impoverished.
- Changes in rainfall patterns, rising heat levels, sea level rise and storm surges, and increasing extreme weather events can have dramatic impacts on them.
- Some of the outcomes of the impact of climate change at the household and community levels include (i) Deceased crops and fish output and yields (ii) Loss of plants and animal species and (iii) Increase in community conflicts:
 - Key informants particularly the females made the point that because the yield is poor and income is getting low, people have to struggle for more agricultural land for farming purposes. They, as women, tend to be disadvantaged in the competition for farm land.
 - This often leads to land disputes even among members of the same household which in some cases result in communal clashes.
 - Flash floods, which can remove topsoil and reduce fertility, are particularly common in the target communities during the May-to-September rainy season.
 - Furthermore, rising sea levels that risk bringing salt water onto arable land have become a perennial problem particularly in the wetland ecological zone.

Thus, climate change means farmers in coastal areas are at greater risk than ever such as the occurrence of frequent flooding.

Among the effects of flooding in the target communities are:

- (i) The destruction of crops, livestock, houses, farm building and equipment;
- (ii) Reduction in output;
- (iii) Build-up of diseases and infections;
- (iv) Contamination of water, death, and sickness;
- (v) Increase in costs of farm activities; and
- (vi) Psychological trauma.

□ The major impacts of climate-related hazards on crop production as recorded in the past thirty years in the target communities include:

- (i) Loss of soil nutrients due to seeping, leaching and erosion;
- (ii) Soil compaction caking due to drought;
- (iii) Flooding and excess heat;
- (iv) Water logged soil;
- (v) Out migration from farmlands;
- (vi) Invasion of pests;
- (vii) Scorched crops due to drought and early cessation of rains; and
- (viii) Overturning of fishing and commercial boats due to violent ocean surges.

Frequency of community and ethnic base conflicts result from the impact of climate change on the availability of land for farming which are still felt in many communities.

□ Climate change induced conflicts associated with the depletion of fishing ground has also increased in some of the target communities with most of the respondents reporting increased conflicts.

Group Exercises and Discussion

Divide participants into two groups of between 5 and 6 people comprising both men and women. Group A will focus on how climate change has impacted on Agriculture and food Production in their communities. Group B will discuss how women are most vulnerable to the impacts of climate change on agriculture in their communities. One of the resource persons will sit on each group to guide discussion although each group will appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions to the general body for further discussions and conclusion.

MODULE 10

COMMUNITY-BASED ADAPTATION AND DISASTER REDUCTION PRACTICES

This module is to introduce the participants i.e. community-based groups and other stakeholders' practices of community-based adaptation and disaster risks reduction in their communities. The key points in this session are the discussion and understanding of the various community-based adaptation practices and community-based disaster risks reduction practices in the target communities.

Objectives

- (1) To identify key adaptation strategies currently used in the target communities
- (2) To identify key disaster risk reduction and responses currently used in the target communities

Discuss and interact with participants on the following:

- Adaptation to negative impacts of climate change is imperative because failure to adapt could lead to dire consequences such as loss of livelihood, social conflicts and displacement, and even death.
- Farmers in the Niger Delta region and in their target communities have been adapting to variability in precipitation and average temperature over several decades.
- Adaptation measures are meant to reduce vulnerabilities of individuals to adverse impacts of climate change while ensuring sustainability. Effective adaptation among farmers requires changes in processes, practices, and structures to achieve sustainable development.
- Adaptation measures aim to improve yields and minimize crop losses, thereby improving food security status and socioeconomic well-being of the rural farm households.

Diversification of economic activities:

- As an adaptive strategy, respondents in Niger Delta and in the target communities have diversified their economic activities by altering their lifestyle and switching to other income generating activities such as:
 - (i) Establishing of commercial motorcycles driving business, mainly males;
 - (ii) Selling of oil and petrol, mainly males;
 - (iii) Operating hair salons, males and females;
 - (iv) Establishing petty shops and business, males and females;
 - (v) Establishing small scale poultries, males and females; and
 - (vi) Selling food items, mainly females.

Crop diversification:

- Crop diversification features prominently in climate change adaptation strategies.
- Crop diversification involves the cultivation of species or cultivars that are tolerant to weather variations, and changes in farm management practices that ensure that critical crop growth stages do not coincide with unfavorable weather conditions.
- Crop diversification in agriculture has the potential to protect farm businesses from total crop failure because various crops respond differently to rainfall variations and related climatic events, and changes in farm management practices may reduce yield losses
- Through crop diversification, farming households can spread production and income risk over a wider range of crops, thus reducing livelihood vulnerability to weather or market shocks.
- For example, some farmers reported that they use new type of maize seeds that produce maize within a short time (three months) and do not require much of rain.

Response to disasters

- The common elements of increasing resilience to disasters include developing interventions along the entire spectrum of disaster risk-reduction activities, from increasing preparedness to disasters, anticipation of hazards by developing early warning systems, using climate information for making agricultural decisions, mitigating risks from hazards through various risk-reduction activities.
- Setting up community response groups on search and rescue and first aid, and responding to actual disaster impacts by providing immediate relief, working to increase resilience to future disasters by working on strengthening livelihoods.
- Engaging women in disaster risks reduction activities has increased their resilience to future shocks and helped programmes reach and target a larger number of vulnerable women and girls.

NB: Resource persons will present more examples based on the types of crops being planted by farmers in the ecological zone and the risk reduction initiatives that can be undertaken in the short, medium and long term, depending on the needs of the community.

Group Exercises and Discussion

Divide participants into two groups of between 5 and 6 people comprising both men and women. Group A will focus on the identification of types of climate adaptation strategies practiced by the inhabitants of the target communities. Group B will focus on examples of disaster response activities in their communities. One of the resource persons will sit on each group to guide discussion although each group will appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions to the general body for further discussions and conclusion.

MODULE 11

Women Empowerment for Leadership Role on Climate Change Adaptation and Disaster Risk Reduction

This module is to introduce the trainees i.e. community-based groups and other stakeholders to the understanding of the role of women in various community-based adaptation practices and community-based disaster risks reduction practices at the household and community levels.

The training in this session is designed to complement that provided by IDRC's expert on gender through the G@W Program.

Objectives

- 1 Understand the gendered vulnerabilities, women's adaptive capacities, and the implications of the lack of inclusion of gender concerns in adaptation initiatives including adaptation planning, disaster planning and financing
- 2 Identify specific gender-based inequities that contribute towards the disproportionate exposure and vulnerability of women to the effects of climate change, and the role of women as key agents of change in climate responses.

Discuss and interact with the trainees/participants on the following:

Start by asking the following questions: Which men and which women hold the power in this country/locality/community? Who owns and controls resources? Who takes the decisions? Who sets the agenda? Who gains and who loses from processes of development? The answers should be discussed by participants.

- Gender equality is defined in various ways, but often refers to five main components: *rights, opportunities, value, situation and outcome, and agency*;
- Gender analysis encompasses information on males and females in terms of their roles, responsibilities, access to and control of resources, and opportunities, as well as hidden power structures that govern the relationships between them;
- Gender analysis is often used to identify gaps, challenges and inadequacies existing in systems, structures and communities that could lead to gender inequality and gender injustice.
- Ideally, the incorporation of a gender perspective into community development would bring about gender equality;
- **Women's empowerment** is all about supporting a process by which people become aware of unequal power relationships between women and men and are provided with the information, skills and resources necessary to enable them to challenge inequality in their homes, communities and workplaces.

- It involves helping men become aware of the benefits of gender equality for their families, communities and for businesses and national economies.
- Greater participation of women in formal decision-making structures – such as in government and in employers’ and workers’ organizations – is a key aspect of empowerment, as is the development of life skills to help women assert their rights.
- While discrimination against women is more common, men also often face discrimination if they wish to perform commercial and family roles that are typically seen as ‘feminine’;
- Women are constrained by gender discrimination which negatively affects their capacity to influence key decisions on social and economic activities in their locality including climate change adaptation strategies;
- In Niger Delta communities, a woman is generally viewed as an inferior and weak human-being who is incapable of participating in leadership.
- On the other hand, their male counterparts are celebrated as the superior persons, endowed, so to say, with all the potentials for leadership.
- Older men usually take the lead in community decision-making, with women tend to have a very limited say in decisions, (within their families or at the community level).
- Typically, older men are granted greater authority in community decisions, with men generally having the responsibility for household decision-making.
- Exclusion from decision-making by women is generally expressed in terms of women being marginalized from participation in ethnic and community political structures.
- Often traditional leaders appoint women “leaders” who do not necessarily represent the needs and interests of women.
- Women are perceived mostly as decision makers conjointly with their spouses but rarely individually, as observed by their partners.
- Male spouses perceive women having sole decision-making power only for responsibilities of which women are traditionally in charge, namely cooking and weeding.
- This contrasts with women’s perceptions of their own decision-making authority.
- Regarding Climate change adaptation and disaster risk management issues, women see themselves more often as having sole decision-making authority in particular for some crop production and land management decisions (for example, clearing the land, leaving land fallow, start planting, hiring labour).
- By significantly increasing the number of women in decision-making, and drawing on their gender-based experiences in the formal and informal workforces, communities, and households, climate responses can be more effective, sustainable, and fair.

- Investing in the capacity of women will enormously benefit communities as a whole due to the role that women play in primary production within and outside the household.
- In the context of climate change adaptation, these gender constructions could affect the abilities of males and females to cope with and adapt to adverse impacts of climate change on their livelihood activities and potentially worsen existing gender inequalities among farm households.
- Gender-based vulnerabilities notwithstanding, it is a mistake to assume that women are simply victims in the face of climate change. Their accumulated wisdom in resource management equips them with unique skills that are valuable for the design of community-based adaptive solutions
- Empowering female farmers has been crucial to producing more food and increasing their resilience to the impacts of climate change and other stresses and shocks.
- **Discuss the actions suggested for enhancing women leadership roles on climate adaptation including:**
 - (i) *Improved access to farm inputs:* Facilitate equitable access to agriculture and climate information for all smallholder farmers; ensure information and services address women and girls' tasks and priorities.
 - (ii) *Access to inputs and technology:* Facilitate equitable access to agricultural inputs and technology that is sensitive to the priorities and constraints of women and youth smallholder farmers.
 - (iii) *Access to natural resources:* Promote equitable access to natural resources by developing policies and approaches that facilitate equal access to land, water and forest resources by men and women smallholder farmers.
 - (iv) *Access to markets and finance:* Promote access to market opportunities and to equitable credit and finance for smallholders particularly women head of house farm holders.
 - (v) *Knowledge, information and capacity-building:* Use innovative, farmer-led, community-based approaches (including traditional and indigenous knowledge, gender friendly) for capacity-building.
 - (vii) *Equal voices and representation:* Promote equal representation in communities, especially of women, youth and marginalized groups in decision-making at household, community and national levels. Establish institutional arrangements and linkages which facilitate multi stakeholder engagement

- (viii) *Provision of training*: Empower women through training at the community level
- (ix) *Enhanced access to extension services*: Women in rural communities are often isolated and need access to extension services for improved agricultural production
- (x) *Freedom from traditional and cultural barriers*: With the participation of men and boys, women and girls should be liberated from cultural barriers. It would bring men/boys and women/girls together to critically review traditional gender norms as they relate to women and girls so as to collectively promote change.

Group Exercises and Discussion

Fish Bowl exercise: Allow participants to maintain the informal semi – circle sitting arrangement. Invite 3 or 4 participants at a time to sit within the circle of learners. Using appreciative questioning technique, ask and allow all the 4 participants to discuss the role of women as leaders in climate adaptation strategies and practice in their target communities. After 5 – 7 minutes of sharing, invite another group of 3-4 participants to sit in the circle and discuss role women play as leaders in disaster risks reduction and practice in their target communities. Ensure that you have a note taker to record some of the ideas from discussions coming from the fishbowl discussions. Depending on the amount of time you have for this exercise, you can allow the exercise to hold up to 2 different groups for each topic.

MODULE 12

Examples of Women-led Adaptation practices

This module is to brainstorm with the trainees i.e. community-based groups and other stakeholders on the examples of women led adaptation practices in their communities. The key points in this session is the discussion and understanding of the leadership role women have played in various community-based adaptation practices in their target communities.

Objectives

- (1) To enable men and women in the community understand how women have played significant roles in climate adaptation practices in target communities over the years.
- (2) To generate basic knowledge among the participants on the types of adaptation practices in which women have played major roles.
- (3) To identify key adaptation practices which women can lead in their communities?

Discuss and interact with the trainees/participants on the following:

- Coping strategies are defined as short-term measures undertaken by farmers to deal with food or income shortages in abnormal cropping seasons or years.
- Farmers employ coping measures in an effort to minimize risk and vulnerability to food insecurity and loss of income due to threats from climatic and non-climatic stressors
- Adaptation is “adjustments in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderate harm or exploit beneficial opportunities”.
- Adaptation to negative impacts of climate change is imperative because failure to adapt could lead to dire consequences such as loss of livelihood, social conflicts and displacement, and even death.
- Adaptation measures are meant to reduce vulnerabilities of individuals to adverse impacts of climate change while ensuring sustainability.

This training session will be mainly participatory

Group Exercises and DiscussionFish Bowl exercise:

Allow participants to maintain the informal semi – circle sitting arrangement. Invite 3 or 4 participants at a time to sit within the circle of learners. Using appreciative questioning technique, ask and allow all the 4 participants to discuss the role of women as leaders in climate adaptation strategies and practice in their target communities. After 5 – 7 minutes of sharing, invite another group of 3-4 participants to sit in the circle and discuss role women play as leaders in disaster risks reduction and practice in their target communities. Ensure that you have a note taker to record some of the ideas from discussions coming from the fishbowl discussions.

Depending on the amount of time you have for this exercise, you can allow the exercise to hold up to 2 different groups for each topic

The adaptation practices which would provide the basis of the discussions include the following:

Planting of drought resistant varieties of crops: The use of drought-resistant crop varieties has been tried by smallholder farmers as adaptation methods to climate change in different parts of Nigeria.

Crop diversification: Crop diversity is a high priority adaptation measure in both irrigated and non-irrigated areas of the target communities. Crop diversification can serve as insurance against rainfall variability.

Change in cropping pattern and calendar of planting: Climate change adversely affects crop production through long-term alterations in rainfall resulting in changes in cropping pattern and calendar of operations.

Mixed cropping: The advantages of mixing crops with varying attributes are in terms of maturity period (e.g. maize and beans), drought tolerance (maize and sorghum), input requirements (cereals and legumes) and end users of the product (e.g. maize as food and sunflower for cash).

Improved irrigation efficiency: Success of climate change adaptation depends on availability of fresh water in drought-prone areas. It should be emphasized that most adaptation methods provide benefits even with the lower end of climate change scenarios, such as improved irrigation efficiency. As water becomes a limiting factor, improved irrigation efficiency will become an important adaptation tool, especially in dry season, because irrigation practices in dry area are water intensive.

Adopting soil conservation measures that conserve soil moisture: Soil conservation techniques are increasingly practiced in the target communities.

Planting of trees (afforestation) and agroforestry: Tree planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purposes. The activity is known as reforestation, or afforestation, depending on whether the area being planted has or has not recently been forested. It involves planting seedlings over an area of land where the forest has been harvested or damaged by fire or disease or insects. Rural farmers in most of the Niger Delta region have been planting trees as a way of adapting to the effect of climate change.

Livestock adaptation strategies: Livestock producers have traditionally adapted to various environmental and climatic changes by building on their in-depth knowledge of the environment in which they live.

Income diversification: Farmers recognize the importance of off-farm income which generates opportunities, especially in marginal rural areas, for long-term adaptation strategies to climate variability and change.

MODULE 13

Examples of Women-led Disaster Risks and Preparedness Activities in Target Communities

This module is to examine with the trainees i.e. community-based groups and other stakeholders' examples of disaster risks preparedness led by women in their communities. The key points in this session are the discussion of the role of women in various community-based disaster risks reduction practices in the target communities.

Objectives

(1) To enable men and women in the community to understand how their well-being, vulnerability and exposure to hazards have been responded to under women leadership in target communities.

(2) To generate basic knowledge among the participants on the response disaster risks and the role of different stakeholders, especially women.

(3) To ensure that the participants are aware of response and recover measures during periods of hazards and disaster.

(4) To identify action points on disaster risks preparedness applicable in their communities.

Discuss and interact with the trainees/participants on the following:

- Women's active involvement in agriculture and livelihood activities means that they are closely involved in effective environmental management.
- They are often at the forefront of activities to reduce risks from environmental degradation.
- In situations where women have received timely information about disaster risks and probability, women have been seen to have demonstrated great ability in mobilizing communities to prepare for and respond to disasters.
- Similarly, for many women who stay in their homes and villages, they had more opportunities to know their neighbours and communities well, hence are seen as a good

source of information in assessing damage, impact of the disasters in their communities, but also, a good information source when identifying for example, who may be missing among community members in the immediate post-disaster or rescue phases.

- Their knowledge of the communities' pre-existing vulnerabilities are enormous and, if sufficient efforts are given to listen to their views, will help define what are the key areas that need change. Their role as active agents of social change needs to be recognized, and they should not just be seen as helpless victims.

This training session will be mainly participatory.

The session will start by dividing the participants into three groups of about 5-7 people each comprising both men and women. Group A will focus on identifying examples of women-lead disaster response activities with respect to flooding. Group B will focus on identifying examples of women-lead disaster response activities with respect to drought. Group C will focus on identifying examples of women-lead disaster response activities with respect to forest fires. One of the project staff members will sit in on each group to guide discussion although each group will appoint one of their members as chair person and another as secretary. Each group will report and present the outcome of their group discussions.

The following examples of flood, drought and forest fire responses should guide the group discussions to identify those women-led disaster risks and preparedness activities in their respective communities.

On Floods

- Identification of flood prone areas,
- Construction of water storage facilities.
- Construction of flood protection and diversion/dispersion infrastructure.
- Channelization of flood waters.
- Construction of delay action/check dams.
- Construction of flood prone buildings and infrastructure.
- Effective flood forecasting and early warning dissemination system.
- Solid waste management to reduce choking of the drains and river.
- Afforestation to reduce/eliminate chances of erosion.
- Identification & development of safe evacuation sites and routes.

On Drought

- Vulnerability and risk assessment.
- Forecasting and early warning.
- Identify program and measures for drought reduction.
- Water harvesting and conservation

- Traditional water harvesting and conservation.
- Construction of shelters for cattle and development of infrastructure for storage and transportation of dry and green fodder etc.
- Encourage community-level plans for drought reduction.
- Promote education and awareness of drought control measures and encourage community participation in drought reduction.

On Forest Fires

- Forest fires are outdoor fires, which spread quickly and cover forest areas and other vegetation - shrubs, low-growing vegetation, grass near agricultural surfaces, uninhabited and inaccessible areas
- Specific weather conditions (high temperatures, strong winds and dry weather) influence the outburst and spread of fires.
- Fires can be caused by natural phenomena such as lightning (it is the rarest type) or by humans in the following ways: unintentionally (short circuit, overheated machinery, sparks during works) by unintentional ignition (irresponsible behaviour in picnic areas and discarding flammable material) by arson - when the fire is deliberately caused by humans, and by carrying out agricultural activities (burning weeds and other plant waste, which is expressly prohibited by the Law on Fire Protection). Unfortunately, these are the most common type
- Try to maintain forest blocks to prevent dry litter from forest during summer season.
- Try to put the fire out with available resources and if not possible call the fire brigade.
- Move farm animals & movable goods to safer places identified by district administration.
- During fire listen regularly to radio for advance information & obey the instructions cum advice.
- Teach the causes and harm of fire to your family and others. Make people aware about forest fire safety.
- Do not be scared when a sudden fire occurred in the forest, be calm & encourage others & community to overcome the problem patiently.
- Do apply seasonal mitigation measures i.e. fuel reduction etc.
- Don't throw cigarettes butts in the forest.
- Don't leave the burning wood sticks in or near the forest.
- Don't enter the forest during the fire.
- Discourage community not to use slash & burn method.

MODULE 14

Support for Women-led Adaptation and Disaster Risk Reduction Activities

The purpose of this module is to work with the stakeholders in the target communities particularly women to identify solutions to the disaster and climate-related challenges they have prioritized, and to develop a plan of action with all stakeholders to implement and monitor them. The key focus will be:

- (i) To decide, as a community, which solutions can be implemented by households and collectively by the community.
- (ii) Increase resilience and establish a culture of disaster risk reduction in the target communities vulnerable to natural disasters.

Discuss and interact with the trainees/participants on the following:

- Farmers' ability to adapt to projected trends in rainfall and temperature partly depends on community support for adaptation.
- The community support must be gender-responsive and designed to accommodate farmers' preferences
- incorporating farmers' views (especially women farmers) into adaptation choices is important because literature suggests that the adverse impacts of climate change on agriculture will be felt unequally within the communities
- The projected impacts of climate change on agriculture require that farmers undertake coping and adaptation strategies to minimize their vulnerability to the impacts.
- Effective adaptation among farmers requires changes in processes, practices, and structures to achieve sustainable development.
- Improve the productivity and reduce the time and work burdens of women small-scale farmers by ensuring equal access to the productive resources and information required to implement climate-smart agriculture.
- Improving housing, constructing safe places, conserving coastal vegetation, building flood defenses;
- Strengthening food security and encouraging the adoption of livelihoods that are more sustainable in light of the hazards people face (e.g. crop diversification, natural resource management, savings groups);
- Improving access to appropriate, reliable information, forecasts and early-warning systems.

Support and Empowerment on adaptation strategies:

Planting of drought resistant varieties of crops: Farmers (particularly single head of household farmers) will be introduced, trained, encouraged and supported on planting more drought resistant crops in drought-prone areas so as to reduce vulnerability to climate change. The use of drought-resistant crop varieties has been tried by smallholder farmers as adaptation methods to climate change in different parts of Nigeria.

Crop diversification: Farmers will be introduced, trained and encouraged on crop diversity as a high priority adaptation measure in both irrigated and non-irrigated areas of the target communities. Crop diversification can serve as insurance against rainfall variability.

Change in cropping pattern and calendar of planting: Climate change adversely affects crop production through long-term alterations in rainfall resulting in changes in cropping pattern and calendar of operations. Farmers will be encouraged and guided to adopt this strategy. This would entail staggered planting is very common to most farmers whereby crops are planted before rain onset (dry land) on uncultivated land. Others would be planted immediately after rain, while still other plots would be planted a few days after the first rains.

Mixed cropping: Farmers would be encouraged to grow two or more crops in proximity in the same field. The advantages of mixing crops with varying attributes are in terms of maturity period (e.g. maize and beans), drought tolerance (maize and sorghum), input requirements (cereals and legumes) and end users of the product (e.g. maize as food and sunflower for cash).

Improved irrigation efficiency: Success of climate change adaptation depends on availability of fresh water in drought-prone areas. It should be emphasized that most adaptation methods provide benefits even with the lower end of climate change scenarios, such as improved irrigation efficiency. As water becomes a limiting factor, improved irrigation efficiency will become an important adaptation tool, especially in dry season, because irrigation practices for dry area are water intensive. Climate change is expected to result in decreased fresh water availability (surface and groundwater) and reduced soil moisture during the dry season, while the crop water demand is expected to increase because of increased evapotranspiration caused by climate change and the continuous introduction of high-yielding varieties and intensive agriculture. Farmers in drought-prone areas would be encouraged to adopt irrigation farming practices.

Adopting soil conservation measures that conserve soil moisture: Soil conservation techniques are increasingly practiced in Burkina Faso, Kenya, Senegal, and Niger. As successfully practised in many localities farmers would be trained on burying of crop residues to replenish soil fertility, burning crop residues to enhance quick release of nutrients and allowing livestock to graze on farmlands after harvesting crops so as to improve soil organic matter. They would be empowered to improve their adaptive capacity by using traditional pruning and fertilizing techniques to double tree densities in dry localities.

Planting of trees (afforestation) and agroforestry: Tree planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purposes. The activity is known as reforestation, or afforestation, depending on whether the area being planted has or has not recently been forested. It involves planting seedlings over an area of land where the forest has been harvested or damaged by fire or disease or insects. Rural farmers in most of the

Niger Delta region have been planting trees as a way of adapting to the effect of climate change. Farmers in the target communities will be encouraged to do accordingly.

Livestock adaptation strategies: Livestock producers have traditionally adapted to various environmental and climatic changes by building on their in-depth knowledge of the environment in which they live. The farmers in the target communities would be encouraged to adopt changes in livestock practices such as: (i) diversification, intensification and/or integration of pasture management, livestock and crop production; (ii) altering the timing of operations; (iii) conservation of nature and ecosystems; (iv) modifying stock routings and distances; (v) introducing mixed livestock farming systems, such as stall-fed systems and pasture grazing. Farmers will also be empowered to improve on their breeding strategies such as (i) identifying and strengthening local breeds that have adapted to local climatic stress and feed sources and (ii) improving local genetics through cross-breeding with heat and disease tolerant breeds

Income diversification: Farmers would be introduced to the importance of off-farm income which generates opportunities, especially in marginal rural areas, for long-term adaptation strategies to climate variability and change.

On Floods:

- Identification of flood prone areas,
- Land use zoning, mapping, regulations and implementation for flood safety.
- Construction of water storage facilities.
- Construction of flood protection and diversion/dispersion infrastructure.
- Channelization of flood waters.
- Construction of delay action/check dams.
- Construction of flood prone buildings and infrastructure.
- Effective flood forecasting and early warning dissemination system.
- Solid waste management to reduce choking of the drains and river.
- Bio sea wall to reduce the impact of coastal flooding.
- Afforestation to reduce/eliminate chances of erosion.
- Identification & development of safe evacuation sites and routes.
- Capacity building, awareness.

On Drought:

- Vulnerability and risk assessment.
- Set up a mission/task force on drought mitigation.
- Forecasting and early warning.
- Identify program and measures for drought mitigation.
- Long term irrigation management.
- Water harvesting and conservation by:
- Artificial recharge of ground water.
- Traditional water harvesting and conservation.

- Construction of shelters for cattle and development of infrastructure for storage and transportation of dry and green fodder etc.
- Encourage community-level plans for drought mitigation.
- Water saving technologies (drip and sprinkler irrigation system).
- Promote education and awareness of mitigation policies & measures and encourage community participation in drought mitigation.

On Forest Fires:

- Forest fires are outdoor fires, which spread quickly and cover forest areas and other vegetation - shrubs, low-growing vegetation, grass near agricultural surfaces, uninhabited and inaccessible areas
- Specific weather conditions (high temperatures, strong winds and dry weather) influence the outburst and spread of fires.
- Fires can be caused by natural phenomena such as lightning (it is the rarest type) or by humans in the following ways: unintentionally (short circuit, overheated machinery, sparks during works) by unintentional ignition (irresponsible behaviour in picnic areas and discarding flammable material) by arson - when the fire is deliberately caused by humans, and by carrying out agricultural activities (burning weeds and other plant waste, which is expressly prohibited by the Law on Fire Protection). Unfortunately, these are the most common typ
- Try to maintain forest blocks to prevent dry litter from forest during summer season.
- Try to put the fire out with available resources and if not possible call the fire brigade.
- Move farm animals & movable goods to safer places identified by district administration.
- During fire listen regularly to radio for advance information & obey the instructions cum advice.
- Teach the causes and harm of fire to your family and others. Make people aware about forest fire safety.
- Do not be scared when a sudden fire occurred in the forest, be calm & encourage others & community to overcome the problem patiently.
- Do apply seasonal mitigation measures i.e. fuel reduction
- Don't throw cigarettes butts in the forest.
- Don't leave the burning wood sticks in or near the forest.
- Don't enter the forest during the fire.
- Discourage community not to use slash & burn method.

On Epidemics

Before

- Store at least two week supply of water and food.

- Volunteer with local groups to prepare and assist with emergency response.
- Keep your surroundings clean and do not let the water be stagnant.

After

- Avoid close contact with people who are sick. When sick, keep distance from others to protect them from getting sick.
- If possible, stay at home; stay away from work, school etc. when you are sick. This will help prevent others from catching your illness.
- Cover will help protect you from harmful germs.
- Avoid touching your eyes, nose or mouth. Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose or mouth.