

TRAINING MANUAL FOR TRAINERS

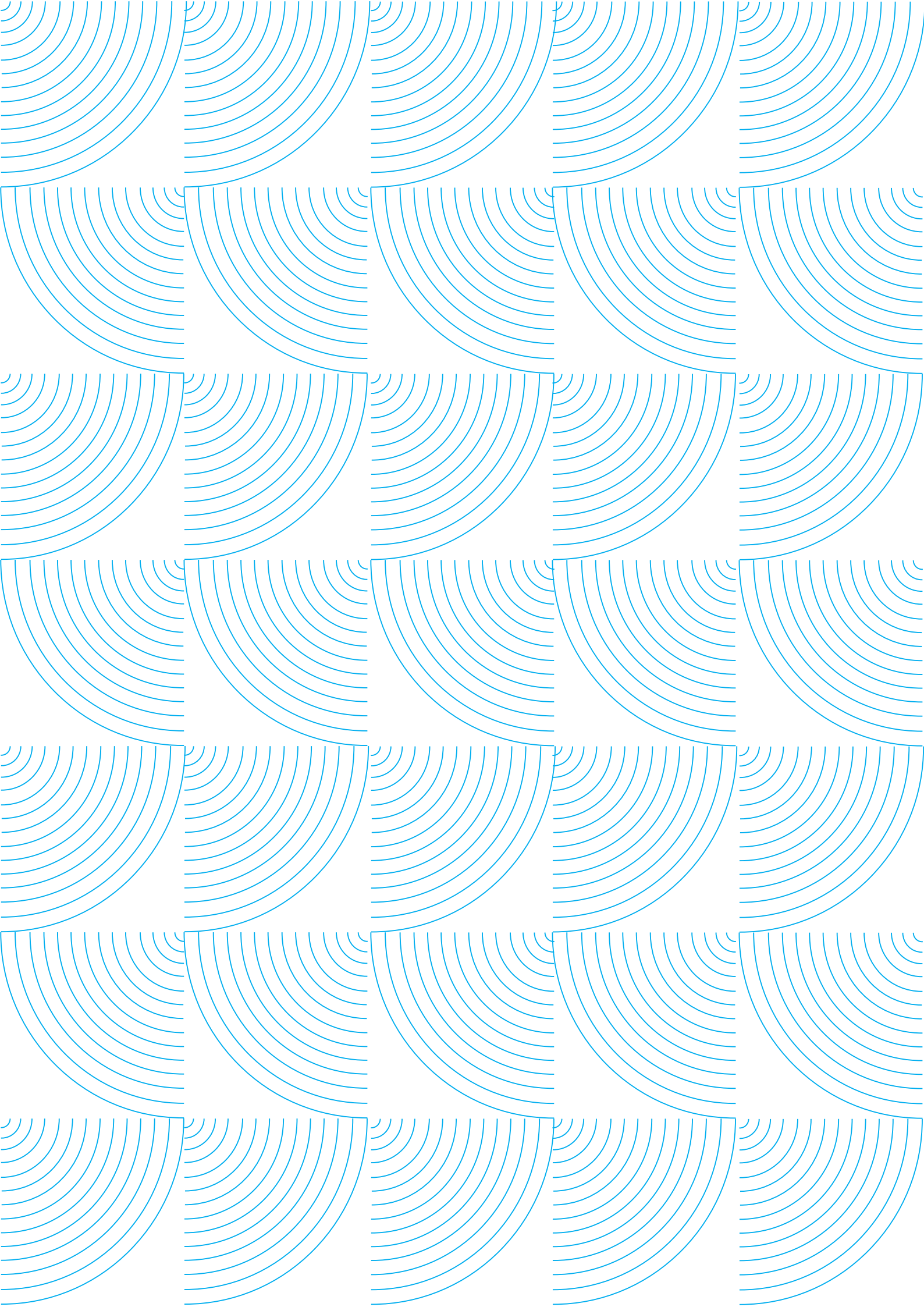
Climate, Gender and Vulnerability
Pre-Assessment (CGVPA) Tool



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Pre-Assessment (CGVPA) Tool**

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List of Abbreviations

8FYP	Eighth Five-Year Plan 2020-2025
BCCSAP	Bangladesh Climate Change Strategy and Action Plan 2009
BUET	Bangladesh University of Engineering and Technology
ccGAP: BANGLADESH	Bangladesh Climate Change and Gender Action Plan 2013
CGVPA	Climate, Gender and Vulnerability Pre-Assessment
CRDS	Center for Regional Development Studies
DAE	Department of Agricultural Extension
DoE	Department of Environment
DPP	Development Project Proforma/Proposal
MoA	Ministry of Agriculture
MoEFCC	Ministry of Environment, Forest and Climate Change
MoWCA	Ministry of Women and Children Affairs
NAP	National Adaptation Plan 2022
NATA	National Agriculture Training Academy
NDC	Nationally Determined Contribution 2021
PDPP	Preliminary Development Project Proforma/Proposal
PRA	Participatory rural appraisal
SDG	Sustainable Development Goal
TAPP	Technical Assistance Project Proforma/Proposal
UNFCCC	United Nations Framework Convention on Climate Change

Chapter 1–5

1. Introduction to Climate, Gender and Vulnerability Pre-Assessment (CGVPA)

Climate change and gender disparity are two of the most critical issues globally (IUCN, 2015). They have been addressed separately in policies, plans and projects at the international and national level. For example, Sustainable Development Goals (SDGs) 5 and 13 focus on gender-sensitive action and climate change issues (United Nations, 2015), while the Bangladesh Government has developed action plans to address climate change, women's policy, etc. (MoEFCC, 2009; MoEFCC, 2013; MoWCA, 2011). In addition, the broader goal of the SDGs (2016-2030) is to ensure inclusive development involving all parts of society by upholding the commitment to 'leave no one behind'.

Climate change has gender-differentiated impacts (Asian Development Bank, 2021; Ampaire et al., 2019; Glazebrook et al., 2020; Partey et al., 2018). A number of international agencies have already developed climate vulnerability assessment tools (World Bank, 2005; Secretariat of the Pacific Community, 2015; Asian Development Bank, 2021; UNDP, 2019), but they do not address aspects relating to climate change, gender and vulnerable people in an integrated manner, and Bangladesh is no exception (Dougherty et al., 2016; CARE, 2010). However, the current Development Project Proforma/Proposal (DPP) template takes into account climate change, gender responsiveness and, to some extent, vulnerability (Ministry of Planning, 2022).

The National Adaptation Plan (NAP) and Nationally Determined Contribution (NDC) Support Programme intends to support the Ministry of Environment, Forest and Climate Change (MoEFCC) and the Ministry of Agriculture (MoA) in developing a methodology, tools and procedures for the pre-assessment and optimisation of their projects in the early stages of the internal planning process with regard to NAP implementation, gender issues and the concerns of vulnerable groups. A research team from the Center for Regional Development Studies (CRDS) of the Bangladesh University of Engineering and Technology (BUET) was responsible for developing and piloting the CGVPA tool in MoEFCC and MoA.

1.1. Basic concepts and terms

Climate change – refers to any change in climate over time, whether due to natural variability or as a result of human activity. This usage differs from that in the United Nations Framework Convention on Climate Change (UNFCCC), which defines climate change as a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods (Ministry of Planning, 2014; UNFCCC, 1992).

Vulnerability – the degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude and rate of climate change and variation to which a system is exposed, its sensitivity and its adaptive capacity (IPCC, 2001).

Gender – refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, and relative power and influence that society ascribes to the two sexes on a differential basis (USAID, 2007).

Gender analysis – a tool for examining the differences between the roles that women and men play, the different levels of power they hold, their differing needs, constraints and opportunities and the impact of these differences on their lives (Ministry of Planning, 2014).

Practical gender needs – refer to the basic and immediate necessities of life, such as food, housing, health services, safe water and education for children which, if not met, lead to inequalities (Turn the Bus, n.d.).

Strategic gender needs – refer to those arising from the culturally determined subordination of women in society in the economic, social and political spheres (Ministry of Planning, 2014).

1.2. Rationale for CGVPA

A customised CGVPA tool is needed for Bangladesh for the following reasons:

- i. existing government project proforma/proposals do not cover the issues of climate change, gender responsiveness and vulnerability in an integrated manner;
- ii. development partners often use their own templates which are not compatible with the context in Bangladesh, due to data unavailability at the local level;
- iii. in addition to addressing general issues, CGVPA tools need to cover some sector-specific aspects; this assignment focuses on the agriculture and environment sectors;
- iv. the proposed CGVPA tool takes into account data availability and the technical expertise and availability of officials in Bangladesh;
- v. the proposed CGVPA tool also addresses the issues mentioned in global, national and sectoral documents related to climate change, gender and vulnerability;
- vi. the proposed CGVPA tool is aligned with the contents of Bangladesh’s draft NAP 2022 referring to gender and vulnerability.

1.3. Outcomes and use of the CGVPA tool

The CGVPA checklist and guidelines can be used for the following purposes:

- i. At the project planning and design stage:
 - to include climate change, gender and vulnerability considerations in the project;
 - to consider adaptation and mitigation measures in project design;
 - to uphold the commitment to ‘leave no one behind’ by addressing gender and vulnerability issues.
- ii. Appraisal of the project proposal at agency level:
 - the official in charge of appraisal of the project proposal can use the CGVPA checklist to determine the extent to which climate change, gender and vulnerability are considered in the project design;
 - based on the appraisal, the proposal can be revised or submitted for further evaluation.
- iii. Evaluation and decision-making by the Ministry of Planning and the Bangladesh Planning Commission:
 - the official in charge of evaluating the DPP at the Ministry and subsequently at the Bangladesh Planning Commission can use the CGVPA checklist to determine the extent to which climate change, gender and vulnerability are considered in the relevant DPP sections;
 - Ministry and Commission officials can use the decision matrix, which is part of the CGVPA tool, to make the decision to accept or revise the DPP.

1.4. CGVPA tool development process (checklist and guidelines)

In February 2022, the CRDS (BUET) conducted consultation meetings with the Department of Environment (DoE, MoEFCC) and the Department of Agricultural Extension (DAE, MoA) to learn about the process they follow to plan, design and assess projects. Information was also collected on gender mainstreaming. Based on the discussions and the literature reviewed, the first draft of the CGVPA tool was developed by the BUET team. To receive feedback on the tool developed from its primary users, a stakeholder workshop was conducted on 16 June 2022 at BUET's International Training Network (ITN) facilities. Representatives from the Bangladesh Planning Commission, DAE, the Urban Development Directorate (UDD), the Bangladesh Forest Department (BFD), the Department of Disaster Management (DDM) and other national public and private organisations participated in the workshop.

Following the stakeholder workshop, the tool was updated. A pilot training and coaching workshop was then held from 20 to 22 September 2022 at the BRAC Centre for Development Management (CDM) in Rajendrapur. The objective of the workshop was to train in-house experts in the relevant departments, including DAE, DoE, MoEFCC, MoA and the National Agriculture Training Academy (NATA), to use the CGVPA tool and to prepare future trainers. The tool was adjusted based on feedback from the trainees and the challenges they encountered.

Finally, a validation workshop was conducted at Pan Pacific Sonargaon Hotel on 24 October 2022. The aim of the workshop was to validate the tool and explore strategies for mainstreaming it.

The CGVPA tool developed is sector- and department-specific. However, other organisations can customise it for their own use by making simple adjustments. Three CGVPA tools with guidelines have been developed:

- i. **general version for all ministries and departments;**
- ii. **version for DAE;**
- iii. **version for DoE.**

These tools are applicable to all types of project proformas generally used in Bangladesh, such as the Development Project Proforma/Proposal (DPP), the Technical Assistance Project Proforma/Proposal (TAPP) and the Preliminary Development Project Proforma/Proposal (PDPP), and are aligned with the recently published Green Book June 2022 (Ministry of Planning, 2022)

2. Training on the CGVPA tool (checklist and guidelines)

The purpose of the training and coaching workshop is to prepare future trainers. The training manual is intended for future trainers, with a view to building a pool of in-house experts in the relevant departments, including DAE, DoE, MoEFCC, MoA and NATA. It sets out detailed instructions for trainers on providing training in the future on the CGVPA tool.

This training manual consists of the following main components:

- **an introduction to the training programme and background theory on the subject;**
- **a series of interactive exercises, demonstrations and lecture sessions involving trainees working in groups to learn about the tool;**
- **hands-on training in using the tool and experience sharing by trainees;**
- **wrap-up session for mutual learning and evaluation.**

To make the session lively and interactive, trainers can conduct activities to energise the participants. Energisers are quick, fun activities to liven up the group. They are particularly useful after a meal break, when the participants may be feeling sluggish, or late in the day, when energy is waning and motivation is dwindling.

2.1 Objectives of the training manual on the CGVPA tool

It is expected that the senior officials of the departments involved will train their staff on how to make the best use of the CGVPA tool (checklist and guidelines) in their daily work.

The overall objectives of the training manual are to:

- **support trainers in organising training workshops on the CGVPA tool;**
- **inform trainers about knowledge sharing and training methods;**
- **explain to trainers how to use the training materials.**

2.2. Target trainees and trainers

Trainees: the target participants will primarily be junior and mid-level officials in government departments involved in planning and designing project proposals.

Trainers: the trainers should be senior officials who have received training on the CGVPA tool.

2.3 Training schedule

The training course consists of five modules to be delivered over three days.

- **Day 1: An introduction is given on climate, gender and vulnerability issues and the need for a CGVPA tool in Bangladesh. Three exercises provide trainees with an insight into climate, gender and vulnerability, relevant policies, plans, laws and regulations. By the end of the day, the trainees will have understood why it is so important to consider climate change, gender and vulnerability in an integrated manner in project planning and design.**
- **Day 2: A demonstration is given to show trainees how the CGVPA tool is used and how it relates to DPPs (Ministry of Planning, 2022). This is followed by an overview of data sources and data collection methods for CGVPA. The assignment for the hands-on training/coaching and the procedure for completing it are explained in the afternoon session.**
- **Day 3: The morning session is dedicated to hands-on training, with the trainees working in groups to apply the CGVPA tool to actual DPPs prepared by their department. The trainers closely monitor and facilitate the activities of the groups. At the end of the Day 3 afternoon session, the trainees present their exercise and share their experience.**

Table 1 provides a proposed detailed schedule for a three-day training and coaching workshop for trainers.

DAY ONE			
Activity	Duration	Description of session	Time
Opening session	08:45 – 10:30	Registration	08:45 – 09:00
		Welcome speech	09:00 – 09:10
		Speeches by guest speakers	09:10 – 09:30
		Introduction of participants	09:30 – 10:00
		Completion of pre-training assessment form	10:00 – 10:10
		Formation of groups for training	10:10 – 10:30
Coffee break			10:30 – 10:45
Module 1			
Recognising the need to consider climate change, gender and vulnerability in an integrated manner	10:45 – 13:00	Instructions for exercise	10:45 – 10:55
		Time for exercise	10:55 – 11:25
		Presentation by groups	11:25 – 12:00
Exercise 2		Instructions for exercise	12:00 – 12:10
		Time for exercise	12:10 – 12:30
		Presentation by groups	12:30 – 13:00
Listing of relevant plans, policies, laws		Instructions for exercise	13:00 – 14:00
		Time for exercise	14:00 – 14:10
		Presentation by groups	14:10 – 15:15
Lunch break			13:00 – 14:00
Exercise 3	14:00 – 16:00	Instructions for exercise	14:00 – 14:10
		Time for exercise	14:10 – 15:15
		Presentation by groups	15:15 – 16:00
Identifying relevant DPP sections related to CGVPA		Instructions for exercise	16:00 – 16:15
		Time for exercise	16:00 – 16:15
		Presentation by groups	16:00 – 16:15
Coffee break			16:00 – 16:15
Lecture and wrap-up session	16:15 – 17:00	Importance of Climate, Gender and Vulnerability Pre-Assessment (CGVPA)	16:15– 16:30
		Q&A and wrap-up	16:30 – 17:00

DAY TWO			
Activity	Duration	Description of session	Time
Recap session	09:00 – 09:15	Recap of Day 1	09:00 – 09:15
Module 2			
Lecture and interactive discussion	10:45 – 13:00	Introduction to the CGVPA tool (checklist and guidelines) Q&A	09:15 – 10:00 10:00 – 10:30
Coffee break			10:30 – 10:45
Module 3			
Lecture and interactive discussion	10:45 – 13:00	Secondary data sources to complete the CGVPA checklist Methods for collecting primary data using participatory rural appraisal (PRA) techniques Q&A	10:45 – 11:35 11:35 – 12:30 12:30 – 13:00
Lunch break			13:00 – 14:00
Module 4			
Lecture and interactive discussion	14:00 – 15:15	Demonstration of the CGVPA tool Q&A	14:00 – 15:00 15:00 – 15:15
Module 5			
Exercise 1	15:15 – 16:00	Distribution of DPPs to groups Quick overview of DPPs	15:15 – 15:30 15:30 – 16:00
Lunch break			16:00 – 16:15
Exercise 1	16:15 – 17:00	Instructions for exercise on using CGVPA tool	16:15 – 17:00

DAY THREE			
Activity	Duration	Description of session	Time
Recap session	09:00 – 09:15	Recap of Day 1	09:00 – 09:15
Module 5			
Exercise 1	09:15 – 10:30	Continuation of hands-on exercise with support from trainers	09:15 – 10:30
Coffee break			10:30 – 10:45
Exercise 1	10:45 – 13:30	Continuation of hands-on exercise with support from trainers	10:45 – 12:00
		Presentation by groups on hands-on exercise	12:00 – 13:30
Lunch break			13:00 – 14:00
Exercise 2	14:30 – 16:15	Instructions for decision matrix exercise	14:30 – 14:45
		Time for exercise	14:45 – 16:00
		Presentation by groups on decision matrix exercise	16:00 – 16:15
Coffee break			16:15 – 16:30
Closing session	16:30 – 17:30	Wrap-up and closing speeches	16:30 – 16:50
		Completion of post-training assessment and evaluation forms	16:50 – 17:00
		Award of certificate and group photo	17:00 – 17:30

3. Training requirements

3.1 Logistical arrangements

Choice of venue

The choice of venue is very important to the success of the training event. In many cases, the performance of the trainers and trainees depends on the quality of the venue as both are more likely to perform better in a venue providing a pleasant and relaxed environment. A residential workshop is recommended because the training lasts around three days. Moreover, a residential workshop enhances interaction among the participants.

When choosing a venue for a residential course, attention should be paid to the following requirements in terms of facilities for conducting the training:

- **there must be sufficient space for an interactive workshop, with flexibility in terms of seating arrangements;**
- **the room needs to be well-lighted and well-ventilated;**
- **the room's audio-visual system needs to be in good working order;**
- **there must be a stable internet connection;**
- **a sufficient number of good-quality display boards must be available;**
- **the accommodation for participants should be well equipped with modern facilities and provide privacy;**
- **there should be facilities and amenities at the venue (for example, swimming pool, games room, etc.) for participants to relax after the training sessions.**

Transport arrangements

If the venue is outside the city and a residential training course is planned, arrangements need to be made for drop-off and pick-up at the start and end of the workshop. As the workshop starts early in the morning, if the venue is located further than a commute (i.e. more than two hours' drive), we suggest participants be brought to the venue the day before. A vehicle should always be on standby in case of emergencies.

Catering arrangements

Local cultural and religious customs should be taken into account when making catering arrangements. The time of the year should be also considered when choosing refreshments and meal menus. Try to provide a good variety of snacks and dishes; it is also a good idea to always have chocolates and sweets available for participants during the training sessions.

3.2 Operational planning

The team of trainers should actively participate in all the activities. However, before the workshop, they should divide the tasks and responsibilities among them. There should be a designated leader for each of the lectures and exercises. It is also important that trainers prepare an operational plan and do a dry run of the training to get the pace right and iron out any potential difficulties before the participants arrive.

3.3 Communication with trainees

About a week prior to the training course, the institutions/organisations will be asked to provide a list of trainees with their details, including name, designation, contact phone number and email addresses. Once the list is received, the participants will be contacted and asked to bring the following with them to the venue:

- **at least one recent DPP (if possible, both a hard and soft copy) prepared by their institution/organisation;**
- **a laptop.**

3.4 Training pack

A training pack containing the following items will be given to the participants:

- **a folder/bag;**
- **a USB flash drive containing all the CGVPA tool and checklist materials, including data;**
- **pen;**
- **note pad.**

This list can be adapted to suit the budget. Enough time should be set aside to prepare the packs before the training workshop starts.

3.5 Checklist for opening session

The opening session is an important event in the training course. In consultation with the participating institution(s)/organisation(s), decide who is to be invited to speak at the opening session. Plan how many speakers there will be and allot a specific time to each one. Prepare a registration form (template provided in Annex 1) and assign at least one person from the training team to conduct the registration process. In addition, a pre-training assessment form (template provided in Annex 2) will be handed out to trainees to assess their prior knowledge. Participants should also introduce themselves during this session.

3.6 Checklist for closing session

The closing session is the last event in the training programme. As with the opening session, in consultation with the participating institution(s)/organisation(s), decide who is to be invited to speak. Prepare the certificates and decide who will sign and award them to the trainees. At this session, hand out the post-training assessment form (template provided in Annex 3) and the training evaluation form (template provided in Annex 4) to the trainees and collect them once completed. Ideally, the session should end with a group photo of the trainers and trainees.

3.7 Training day checklist

Please check the following each day before starting the workshop session:

- **phone numbers of key support personnel at the venue (IT support person, electricians, etc.);**
- **attendance sheet;**
- **course materials needed for the day.**

3.8 Post-training activities for trainers

For the trainers, the end of the closing session does not mean the end of their work. After the training, the trainers should compare the results of the pre-training and post-training assessments. This will give them an idea of the extent to which the training has improved the trainees' knowledge base on incorporating climate change, gender and vulnerability into project planning and design. By reviewing the evaluation forms, the trainers can also identify areas for improvement.

4. Adult learning and tips for trainers

4.1 Adult learning

Given that the trainees will be adults, it is important to have a good grasp of the concept of adult learning. Adult brains are very different from children's, which means that learning styles are also different. Studies show that adults remember and recall very little of what they read or hear but tend to remember most of the things they do themselves (Chi et al., 1989; Dale, 1969).

The characteristics of adult learners include the following:

- **self-directed learning approach;**
- **willingness to learn when transitioning into new roles;**
- **focus on immediately applying new knowledge to real-life situations and problems;**
- **self-motivated.**

4.2 Tips for trainers

As mentioned above, adults remember very little of what they read or hear but remember most of what they say or do themselves; for example, ask participants to turn to their neighbour after a lecture and tell them what they remember, and they will absorb a much higher proportion of the newly presented information! So, trainers should focus not on lecturing, but rather on interactive discussion and group work. It is more important for trainers to act as facilitators and communicators than as lecturers. To this end, trainers should keep in mind the following when dealing with adult learners:

- **Talk less: As a rule of thumb, time can be divided 10:60:30 – 10% for theory, 60% for facilitating active interaction/practical cases/working groups and 30% for discussion, sharing and conclusions.**
- **Show respect to participants: Bear in mind that nobody knows everything, but everybody knows something. Adult participants have experience and want to share their views with others, and this can improve the quality of the training provided.**
- **Facilitate the exchange of information and problem-solving by means of dialogue: This is very important because adults can learn from dialogue with respected peers. Trainers should facilitate and encourage discussion.**
- **Motivate by asking questions: Questions stimulate curiosity and exploration. Formulate questions for group work carefully and precisely.**
- **Visualise questions: Before starting an exercise for group work, indicate your expectations in the form of a question on a board or flipchart, explain them carefully and ask whether further clarifications are necessary.**

- **Set an appropriate level of difficulty/complexity:** Adult learners need a challenge, so test them in a friendly manner by asking them to solve a particular problem or issue. The degree of difficulty/complexity should be set high enough to challenge them but not so high as to frustrate them. The instruction should predict and reward participation, culminating in success.
- **Listen before you talk:** Before answering a question, try to understand what the participant is asking. When answering, consider the sociocultural and professional background of the participants and their work situation.
- **Appreciate critical questions:** Adult learners may challenge trainers by questioning findings. It is advisable not to defend them vigorously but rather explain the reasoning behind them. Appreciate their critical thinking process.
- **Always allocate time carefully and precisely:** Try to leave some extra time when designing the session. Always provide time and space for working groups to present and discuss their results in a plenary session. Ask the groups to present highlights of their conclusions if time is at a premium.
- **Always recap:** At the beginning of each day, it is advisable to provide an overview of the previous topics or steps in the learning process and look ahead to what comes next in the programme.
- **Ensure equal participation by all:** It is important for trainers to encourage all the trainees to take an active part in the programme. Some participants may try to dominate the discussion, while others will feel shy about contributing. Trainers have to be very careful to encourage shy people to participate in the discussion while subtly discouraging the more dominant participants from being so vocal.
- **Keep a 'bin' list:** When participants raise issues that are outside the scope of the topic being addressed or require more time than you have available, do not simply dismiss them. Let them know that you will discuss it with them later. You may cover such issues as the training progresses or you can schedule a time to return to them.
- **Be flexible:** Trainers play a leading role in steering the workshop process, but there is always the chance that an unexpected event could significantly alter the planned programme. Trainers should therefore be flexible enough to change plans. Being flexible also means throwing the ball back into the participants' court and considering together what the best way forward is.

5. Training and coaching workshop modules

The training and coaching workshop is divided into five modules. The following chapters provide a descriptive outline of the activities under each module, their specific learning outcomes, session formats and tasks for trainers and trainees.

5.1 Module 1: Conceptual framework for CGVPA tool

MODULE 1	TOTAL TIME: 5 hours 15 minutes
Title	Conceptual framework for CGVPA tool
Learning outcomes	<ol style="list-style-type: none"> 1. Participants understand the impact of climate change from the perspective of gender and vulnerability. 2. Participants understand the need for the CGVPA tool for project initiation.
Module contents	The module is composed of three independent exercises and a short lecture

Format	<ul style="list-style-type: none"> • Hands-on exercise • Presentation • Interactive discussion
Materials required	<ul style="list-style-type: none"> € Display board for each group € Board pins € Tape € Flip cards in at least three different colours € Different coloured marker pens € Paper € Photos (Exercise 1) € Laptop with internet connection for each group
Group formation	<p>Throughout the training workshop, there will be various group exercises. Therefore, at the very beginning of the workshop, the participants need to be divided into groups of three/four/five (depending on the total number of participants). Formation of the groups will be based on the expertise of the participants, work experience, involvement in the preparation of DPPs, etc. The groups needs to be balanced between each other.</p>

5.1.1. Exercise 1: Recognising the need to consider climate change, gender and vulnerability in an integrated manner

EXERCISE 1	
Title	Recognising the need to consider climate change, gender and vulnerability in an integrated manner
Methodology	Group exercise; presentation
Duration	1 hour 30 minutes
Materials required	<ul style="list-style-type: none"> - Display boards - Board pins - Paper - Tape - Flip cards (at least three different colours) - Different coloured marker pens - Photos (printed or soft copy) - Laptop with internet connection
Pre-workshop preparation	<p>For the purpose of this exercise, the organisers need to collect several photos illustrating the impact of climate change and how it relates to gender and vulnerability in the context of Bangladesh. The photos will need to be medium to high resolution. A few sample photos are provided along with the training manual in the resource section.</p>

EXERCISE 1

Title

Recognising the need to consider climate change, gender and vulnerability in an integrated manner

Steps to be followed to conduct the exercise

- Each group is provided with two photos. They have to interpret the photos within the assigned time from the following three perspectives:
 - climate change
 - gender
 - vulnerability.
- Flip cards in three different colours are given to each group. A different coloured card is used for each of the above-mentioned perspectives. For example, pink flip cards can be used for identifying climate change issues, yellow for gender and green for vulnerability.
- The interpretations are written on the cards in large, clear letters that are easily legible, using a summarised bullet-point format.
- A specific board is assigned to display each of the aspects – climate change, gender and vulnerability. Each board (e.g. climate change board) has separate columns for the different groups.
- The flip cards with the interpretations are pinned on the display boards, arranged according to aspect and group.
- Each group gives an oral presentation on the assignment

Conducting the exercise session and tasks for

Tasks for trainers

1. Provide clear instructions (see above) to trainees on how to carry out the exercise and indicate the time allocated.
2. Hand out two photos to each group, either printed hard copies or digital copies distributed by email or USB flash drive (pen drive).
3. Prepare three display boards.
4. During the exercise, move among the groups to assist them with any queries and remind them about the time allocated for the task.
5. Display each group's photos on a projection screen when it is giving its presentation.
6. Moderate the Q&A session after each presentation.

Tasks for trainees

1. Trainees discuss and interpret the photos in groups.
 2. They write down their interpretations on the corresponding coloured flip cards.
 3. After completing the task, they display the flip cards on the designated boards.
 4. One or more members from each group present their assignment within the allotted time.
-

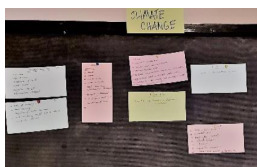
5.1.2 Exercise 2: Listing of relevant plans, policies, laws and regulations

EXERCISE 2	
Title	Listing of relevant plans, policies, laws and regulations
Methodology	Group exercise; presentation
Duration	1 hour 30 minutes
Materials required	<ul style="list-style-type: none"> - Display boards - Board pins - Paper - Tape - Flip cards (at least three different colours) - Different coloured marker pens - Photos (printed or soft copy) - Laptop with internet connection
Conducting the exercise session and tasks for trainers and trainee	<p style="text-align: center;">Steps to be followed to conduct the exercise</p> <ul style="list-style-type: none"> • Each group is asked to identify relevant plans, policies, laws and regulations that they follow during project planning, sorting them into three categories: <ul style="list-style-type: none"> • international and national documents • sector-specific documents • laws and regulations. • Flip cards in three different colours are given to each group. One colour is used for each of the above-mentioned categories. For example, pink flip cards can be used for listing international and national documents, yellow for sector-specific documents and green for laws and regulations. • The names are written on the cards in large, clear letters that are easily legible from a distance. • A specific board is assigned to display each type of document. Each board (e.g. sector-specific documents board) has separate columns for the different groups. • Once the task has been completed, the flip cards are pinned on the display boards, arranged according to type of document and group. • Each group gives an oral presentation on the assignment

EXERCISE 2

Tasks for trainers

- Provide clear instructions (see above) to trainees on how to carry out the exercise and indicate the time allocated.
- Ask the participants to access the policies, plans, laws and regulations they use during project preparation, using the internet if necessary.
- Prepare three display boards.
- Distribute flip cards in three different colours to each group.
- During the exercise, move among the groups to assist them with any queries.
- Moderate the Q&A session for each presentation.



Tasks for trainees

1. Trainees discuss and identify the documents in groups.
2. They write down the names of the identified documents on the corresponding coloured flip cards.
3. After completing the task, they display the flip cards on the designated boards.
4. One or more members from each group present their assignment within the allotted time.

5.1.3 Exercise 3: Identifying relevant DPP sections related to CGVPA

EXERCISE 3

Title	Identifying relevant DPP sections related to CGVPA
Methodology	Group exercise; presentation
Duration	1 hour 30 minutes
Materials required	<ul style="list-style-type: none"> - Display board for each group - Board pins - Tape - Flip cards (at least three different colours) - Different coloured marker pens
Pre-workshop preparation	For the purpose of this exercise, the organisers need to print copies of the DPP template of Green Book (Poripatra June 2022) or provide a soft copy of it by email or on the USB flash drive given to participants.

EXERCISE 3

Conducting the exercise session and tasks for trainers and trainees

Steps to be followed to conduct the exercise

- The Green Book (Poripatra June 2022) DPP template has 34 sections in all. The groups identify the sections related to the concepts of:
 - climate change
 - gender
 - vulnerability.
- Flip cards in three different colours are given to each group. One colour is used for each of the above-mentioned concepts. For example, pink flip cards can be used for listing sections related to climate change, yellow for gender and green for vulnerability.
- The section numbers are written on the cards in large, clear figures that are easily legible from a distance.
- A specific board is assigned to display each of the aspects – climate change, gender and vulnerability. Each board (e.g. climate change board) has separate columns for the different groups.
- The flip cards with the observations are pinned on the display boards, arranged according to aspect and group.
- Each group gives an oral presentation on the assignment.

Tasks for trainers

- Provide clear instructions (see above) to trainees on how to carry out the exercise and indicate the time allocated.
- Hand out hard or soft copies of the Green Book (Poripatra June 2022) DPP template to each group.
- Prepare three display boards.
- Distribute flip cards in three different colours to each group.
- During the exercise, move among the groups to assist them with any queries and remind them about the time allocated for the task.
- Moderate the Q&A session after each presentation.

Tasks for trainees

- Trainees discuss and identify the relevant sections in groups.
- They write down the numbers of the sections identified on the corresponding coloured flip cards.
- After completing the task, they display the flip cards on the designated boards.
- One or more members from each group present their assignment within the allotted time.

5.1.4 Lecture 1: Importance of Climate, Gender and Vulnerability Pre-Assessment (CGVPA)

MODULE 1: LECTURE 1	
Title	Importance of Climate, Gender and Vulnerability Pre-Assessment (CGVPA)
Methodology	Presentation; lecture; interactive discussion
Duration	15-minute lecture + 30-minute Q&A
Materials required	<ul style="list-style-type: none"> € Projector € Projection screen € Laptop
Pre-workshop preparation	Trainers are recommended to read the reference materials for this module. They must study the lecture slides provided and make changes if necessary.
Tasks for trainers	<ul style="list-style-type: none"> • Deliver the lecture Importance of Climate, Gender and Vulnerability Pre-Assessment (CGVPA) in a manner that allows interaction. • During the discussion, try to make connections with the findings of the three exercises conducted in the previous sessions. • Listen to any queries/comments from trainees and answer them.

Reference materials for Module 1

- Basic concepts and terms (provided in Section 1.1 of this manual)
- Climate change, gender and vulnerability issues in Bangladesh’s policies and plans (please check Annex 5 of this manual)
- Current situation with regard to the consideration of climate, gender and vulnerability in project proposal templates (please see Annex 6 of this manual)
- Rationale for customised CGVPA tool for Bangladesh (provided in Section 1.2 of this manual)

5.2 Module 2 Lecture 2: Introduction to the CGVPA tool (checklist and guidelines)

MODULE 2

TOTAL TIME: 1 hours 30 minutes

Title	Introduction to the CGVPA tool (checklist and guidelines)
Learning outcomes	<ol style="list-style-type: none"> Participants become familiar with the CGVPA tool (checklist and guidelines) and its components. Participants learn how to complete the CGVPA checklist.
Contents	<ol style="list-style-type: none"> One lecture
Format	<ul style="list-style-type: none"> Presentation Interactive discussion
Materials required	<ul style="list-style-type: none"> Projector Projection screen Presentation slides (sample provided in Resources) Laptop

5.2.1 Module 2 Lecture 1: Introduction to the CGVPA tool (checklist and guidelines)

MODULE 2: LECTURE 1	
Title	Introduction to the CGVPA tool (checklist and guidelines)
Methodology	Presentation; interactive discussion
Duration	30-minute lecture + 30-minute Q&A
Materials required	<ul style="list-style-type: none"> € Projector € Projection screen € Presentation slides (sample provided in Resources) € Laptop
Pre-workshop preparation	Trainers are recommended to read the CGVPA guidelines for this module. They must study the lecture slides provided and make changes if necessary.
Tasks for trainers	<ol style="list-style-type: none"> Deliver the lecture "Introduction to the CGVPA tool (checklist and guidelines)" in a manner that allows interaction. Moderate the Q&A session.

Reference materials for Module 2

- CGVPA checklist and guidelines

5.3 Module 3: Data sources and data collection methods

MODULE 3

TOTAL TIME: 2 hours 15 minutes

Title	Data sources and data collection methods
Learning outcomes	<ol style="list-style-type: none"> Participants learn in detail about the data sources to be used for completing the CGVPA checklist. Participants learn about the survey tools that can be used to collect data to complete the CGVPA checklist.
Contents	<ol style="list-style-type: none"> Two lectures
Format	<ul style="list-style-type: none"> Presentation Interactive discussion
Materials required	<ul style="list-style-type: none"> Projector Projection screen Presentation slides (sample provided in Resources) Laptop
Description	Different secondary sources have been linked to help with completing the CGVPA checklist. Participants are given a detailed explanation on how to use them. For the primary data required, various survey tools are presented.

5.3.1 Lecture 1: Secondary data sources to complete the CGVPA checklist

MODULE 3: LECTURE 1	
Title	Secondary data sources to complete the CGVPA checklist
Methodology	Presentation; interactive discussion
Duration	50 minutes
Materials required	<ul style="list-style-type: none"> Projector Projection screen Presentation slides (sample provided in Resources) Laptop
Pre-workshop activities	Trainers are recommended to read the CGVPA guidelines for this module. They must study the lecture slides provided and make changes if necessary. It is also important to update available data sources.
Tasks for trainers	<ol style="list-style-type: none"> Deliver the lecture 'Secondary data sources to complete the CGVPA checklist' in a manner that allows interaction. Moderate the Q&A session.

Reference materials for Module 3 Lecture 1

- CGVPA checklist and guidelines

5.3.2 Lecture 2: Methods for collecting primary data using PRA techniques

MODULE 3: LECTURE 2	
Title	Methods for collecting primary data using PRA techniques
Methodology	Presentation; interactive discussion
Duration	55-minute lecture + 30-minute Q&A
Materials required	<ul style="list-style-type: none"> - Projector - Projection screen - Presentation slides (sample provided in Resources) - Laptop
Pre-workshop activities	Trainers are recommended to read the reference materials for this module. They must study the lecture slides provided and make changes if necessary. .
Tasks for trainers	<ol style="list-style-type: none"> 1. Deliver the lecture "<i>Methods for collecting primary data using PRA techniques</i>" in a manner that allows interaction. 2. Moderate the Q&A session.

Reference materials for Module 3 Lecture 2

- Primary data collection methods
 - Focus group discussions
 - Key informant interviews
 - Participatory rural appraisal (PRA)

5.4 Module 4: Demonstration of the CGVPA tool

MODULE 4

TOTAL TIME: 1 hours 15 minutes

Title	Demonstration of the CGVPA tool
Learning outcomes	2. Participants learn how to complete and use the CGVPA checklist through a practical demonstration.
Contents	1. One lecture
Format	<ul style="list-style-type: none"> • Presentation • Interactive discussion
Materials required	<ul style="list-style-type: none"> - Projector - Projection screen - Presentation slides (sample provided in Resources) - Laptop
Description	A pre-existing DPP for the project Ecosystem-based approaches to adaptation (EbA) in the drought-prone Barind Tract and Haor ‘wetland’ area is used to demonstrate how the CGVPA checklist should be completed..

5.4.1 Lecture 1: Demonstration of the CGVPA tool

MODULE 3: LECTURE 1

Title	Demonstration of the CGVPA tool
Methodology	Presentation; interactive discussion
Duration	60-minute lecture + 15-minute Q&A
Materials required	<ul style="list-style-type: none"> - Projector - Projection screen - Presentation slides (sample provided in Resources) - Laptop
Pre-workshop activities	Trainers must familiarise themselves with the DPP for the project selected for this presentation. They must study the lecture slides provided and make changes if necessary. It should be noted that the DPP provided in this module as a sample was developed on the basis of a template used before June 2022, but the sample presentation was prepared considering the Green Book (Poripatra June 2022) of the Bangladesh Petroleum Corporation (BPC). It is preferable, if possible, to prepare presentation slides based on a DPP prepared after June 2022.
Tasks for trainers	<ol style="list-style-type: none"> 1. Deliver the lecture "<i>Demonstration of the CGVPA tool</i>" in a manner that allows interaction. 2. Moderate the Q&A session.

5.5 Module 5: Coaching on the CGVPA tool

MODULE 5

TOTAL TIME: 6 hours 45 minutes

Coaching on the CGVPA tool	
Title	Coaching on the CGVPA tool
Learning outcomes	<ol style="list-style-type: none"> 1. Participants learn how to complete and use the CGVPA checklist in hands-on Exercise 1. 2. Participants learn how to make decisions about DPP acceptance and revision on the basis of the CGVPA checklist in hands-on Exercise 2.
Contents	<ol style="list-style-type: none"> 1. Two lecture
Format	<ul style="list-style-type: none"> • Exercises • Interactive discussion
Materials required	<ul style="list-style-type: none"> - Display board for each group - Board pins - Tape - Flip cards in at least three different colours - Different coloured marker pens - Paper

5.5.1 Exercise 1: Practical exercise on completing the CGVPA checklist

EXERCISE 1	
Title	Practical exercise on completing the CGVPA checklist
Methodology	Presentation; interactive discussion
Duration	5 hours + 30-minute
Materials required	<ul style="list-style-type: none"> - Display board for each group - Board pins - Paper - Tape - Flip cards (at least three different colours) - Different coloured marker pens
	For the purpose of this exercise, the organisers need to print copies of the blank CGVPA checklist template (cover page provided in Annex 6) to be handed out to groups.
Pre-workshop activities	<p>All the secondary data need to be uploaded to the cloud and/or copied to the USB flash drives. Participants will be given access to the drive.</p> <p>DPPs from different projects need to be collected from the participating departments. The number of DPPs should match the number of groups formed for the workshop.</p>

EXERCISE 1

Conducting the exercise session and tasks for trainers and trainees

Steps to be followed to conduct the exercise

- Each group is assigned a DPP. The groups review the DPP and complete a CGVPA checklist for it.
- The DPP is reviewed against the CGVPA checklist. The information available in the DPP and the information missing from it, according to the CGVPA checklist, is listed.
- Flip cards in two different colours are given to each group. One colour is used for listing the available information and the other for the missing information.
- The findings are written on the cards in large, clear letters that are easily legible, using a summarised bullet-point format.
- Boards are assigned to display each type of finding – i.e. available and missing information. Each board has separate columns for the different groups.
- Once the task has been completed, the flip cards are pinned on the display boards, arranged according to type and group.
- Each group gives an oral presentation on the assignment.

Tasks for trainers

1. Provide clear instructions (see above) to trainees on how to carry out the exercise and indicate the time allocated.
2. Assign a DPP to each group.
3. Hand out hard copies of the blank CGVPA checklist template to each group.
4. Distribute flip cards in two different colours to each group.
5. Prepare two display boards.
6. During the exercise, move among the groups to assist them with any queries and remind them about the time allocated for the task.
7. Moderate the Q&A session after each presentation.

Tasks for trainees

- Trainees take part in group discussions to complete the CGVPA checklist for the DPP.
- Each group reviews their DPP against the CGVPA checklist. They then list the available and missing information in the DPP, according to the CGVPA checklist.
- They note down their findings on the corresponding coloured flip cards.
- After completing the task, they display the flip cards on the designated boards.
- One or more members from each group present their assignment within the allotted time.

5.5.2 Exercise 2: Making decisions on DPPs using the CGVPA checklist

EXERCISE 2	
Title	Making decisions on DPPs using the CGVPA Checklist
Methodology	Presentation; interactive discussion
Duration	1 hour + 15-minute
Materials required	<ul style="list-style-type: none"> - Display board for each group - Board pins - Paper - Tape - Flip cards (at least three different colours) - Different coloured marker pens - Laptop
Pre-workshop activities	<p>For the purpose of this exercise, the organisers need to print copies of the blank decision matrix template (cover page provided in Annex 7) to be handed out to groups.</p> <p>Trainers must read the decision matrix guidelines.</p>
Conducting the exercise session and tasks for trainers and trainees	<p style="text-align: center;">Steps to be followed to conduct the exercise</p> <ul style="list-style-type: none"> • Each group assesses the sections of the DPP (assigned in the previous exercise) related to CGVPA, using the decision matrix guidelines. • They grade DPP content related to CGVPA for the following sections: <ul style="list-style-type: none"> • climate change • gender • vulnerable groups • policies and plans • laws and regulations. <p>Trainees follow the instructions given in the decision matrix guidelines.</p> • Flip cards in five different colours are given to each group. A different colour is used for each of the above-mentioned sections. • The scores are noted on the cards in large, clear writing that is easily legible, using a summarised bullet-point format. • Boards are assigned to display each of the sections. Each board has separate columns for the different groups. • Once the task has been completed, the flip cards are pinned on the display boards, arranged according to section and group. • Each group gives an oral presentation on the assignment.

EXERCISE 2

Tasks for trainers

1. Ask the participants to keep the CGVPA checklist completed in the previous exercise.
2. Hand out hard copies of the decision matrix to each group.
3. Explain the decision matrix guidelines to the participants.
4. Provide clear instructions (see above) to trainees on how to carry out the exercise and indicate the time allocated.
5. Distribute flip cards in five different colours to each group.
6. Prepare five display boards.
7. During the exercise, move among the groups to assist them with any queries and remind them about the time allocated for the task.
8. Moderate the Q&A session after each presentation.

Tasks for trainees

- Trainees take part in group discussions to critically assess the DPP sections related to CGVPA, using the decision matrix guidelines.
- They grade relevant DPP content following the decision matrix guidelines.
- They note down the scores obtained on the corresponding coloured flip cards.
- After completing the task, they display the flip cards on the designated boards.
- One or more members from each group present the rationale for the scoring and the decisions taken on the DPP under review within the allotted time.

Reference materials for Module 5

- CGVPA checklist and guidelines with cover page (cover page provided in Annex 7)
- Blank CGVPA checklist template from the CGVPA checklist and guidelines
- CGVPA decision matrix with cover page (provided in Annex 8)

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Annex 1–9

Annex 1

Attendance sheet

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) tool

Venue:

Date:

Registration sheet

Serial No.	Name of participant	Designation	Office address	Phone number	Email address	Signature
1						
2						
3						
4						
5						



Annex 2

Pre-training assessment form

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) tool

Date:

Knowledge assessment form (pre-training)

This is an anonymous survey. The data will only be used for research purposes under this project.

1. Please select your institution/organisation from below

MoEFCC

MoA

DoE

DAE

NATA

2. Do you know of any existing tools or procedures for the incorporation of gender-differentiated climate risks and national adaptation goals into strategy or project development at the national or local level?

Yes	No
<hr/> <hr/>	<hr/> <hr/>

If yes, please list them.

3. Do you know of any existing tools or procedures for the incorporation of gender-differentiated climate risks and national adaptation goals into strategy or project development at the national or local level?

#	Topic	1	2	3	4	5
1	Climate-induced hazards in Bangladesh in a spatial context	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2	Exposure and vulnerability to climate hazards	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
3	Climate change-related plans and policies	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
4	Climate change and gender-differentiated impacts on vulnerable people	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
5	Data sources available for use in preparing project proposals	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
6	Gender issues in climate change-related plans and policies	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
7	Gender mainstreaming in project design	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
8	Inclusion of vulnerable groups in project design	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

4. What do you expect to gain from this training?

Annex 3

Post-training assessment form

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) tool

Date:

Knowledge assessment form (pre-training)

This is an anonymous survey. The data will only be used for research purposes under this project.

1. Please select your institution/organisation from below

MoEFCC MoA DoE DAE NATA

2. Please indicate how you rate your knowledge of the following topics after the training on a scale of 1 (very low) to 5 (very high).

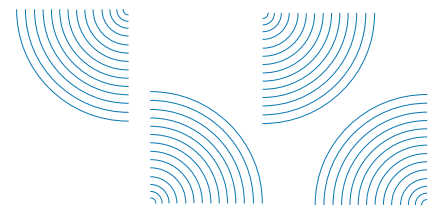
#	Topic	1	2	3	4	5
1	Climate-induced hazards in Bangladesh in a spatial context					
2	Exposure and vulnerability to climate hazards					
3	Climate change-related plans and policies					
4	Climate change and gender-differentiated impacts on vulnerable people					
5	Data sources available for use in preparing project proposals					
6	Gender issues in climate change-related plans and policies					
7	Gender mainstreaming in project design					
8	Inclusion of vulnerable groups in project design					

3. Will the CGVPA checklist and guidelines you have learned about on this course support the development and planning of more inclusive projects and policies?

Yes No

4. Should the CGVPA checklist and guidelines you have learned about on this course be incorporated into your institution/organisation's planning, proposal development and programme design processes?

Yes No



Annex 4

Training evaluation form

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) tool

Date:

Evaluation form

This is an anonymous survey. The data will only be used for research purposes under this project.

1. Please indicate your level of agreement with the following statements

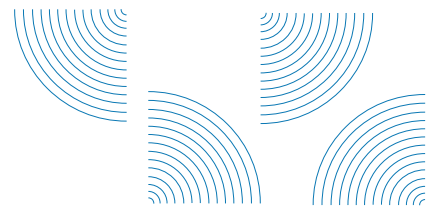
#	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Course content					
	Objectives of the training were clearly defined					
	Topics covered were relevant					
2	Course methodology					
	Content was organised and easy to follow					
	Participation and interaction were encouraged					
3	Course instructors					
	The time allotted for the hands-on training was sufficient					
	Trainers were knowledgeable about the training topics					
	Trainers were well prepared					

#	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	Course learning					
	Training will be useful for project preparation and evaluation Knowledge about addressing climate, gender and vulnerability in an integrated manner during project pre-assessment has increased					
5	Logistics and facilities					
	The meeting room and facilities were adequate and comfortable					

2. Please indicate below how helpful you found the training overall.

1. Very helpful	2. Helpful	3. Neutral	4. Unhelpful	5. Very unhelpful

3. What did you like most about the training?



4. What aspects of the training could be improved?

5. What additional topics would you suggest be included?

Annex 5

Climate change, gender and vulnerability issues in policies and plans in Bangladesh

Table: National and sectoral policy addressing climate change, gender and vulnerability

Plan/policy	Level of document	Issues addressed (climate, gender, vulnerability)	Remarks
National Adaptation Programme of Action (NAPA) 2009	National with sectoral focus	Listed 'gender equality' as one of the selection criteria/guiding elements for prioritising projects in Bangladesh.	Only ccGAP: BANGLADESH (2013) and the 8FYP (2020-2025) have details on how to address gender.
Nationally Determined Contribution (NDC) 2021	National	Capacity-building on gender mainstreaming for implementing ministries, departments and agencies.	National Women Development Policy 2011 considers different aspects of women's issues.
Bangladesh Climate Change Strategy and Action Plan (BCCSAP) 2009	National	Emphasises addressing the needs of the poor and vulnerable, including women and children, in all activities implemented under the Action Plan.	
Bangladesh Climate Change and Gender Action Plan (ccGAP:	National	Incorporates gender considerations into four of the six main pillars identified in the BCCSAP: (i) food security, social protection and health; (ii) comprehensive disaster management; (iii) infrastructure and (iv) mitigation and low-carbon development.	



Plan/policy	Level of document	Issues addressed (climate, gender, vulnerability)	Remarks
Eighth Five-Year Plan (8FYP) 2020-2025	National	<p>National priority – Gender and social inequality (SDG 5 and SDG 9).</p> <p>Gender transformative climate action will be a key government priority.</p> <p>Gender Strategy for the 8FYP (five strategic objectives and eight action areas identified).</p>	
National	National	<p>Relevant sectors included:</p> <ul style="list-style-type: none"> • Air pollution control • Agriculture • Water resources management • Safe food and water. 	
National Women Development Policy 2011	Sectoral	<p>Promotes the active participation of women in all national economic activities, poverty eradication among women, economic empowerment and employment of women, gender-responsive budget and gender-disaggregated database, women and technology, food security for women, women and agriculture, political empowerment of women, administrative empowerment of women, women and environment, security and safety of women and children before, during and after disasters, etc</p>	
National Adaptation Plan (NAP) of Bangladesh 2022	National with sectoral focus	<p>Gender, youth and social inclusion is a separate implementation strategy. There is also a focus on the gender perspective in every adaptation priority.</p> <p>Emphasises updating of ccGAP 2013.</p>	

Annex 6

Current situation with regard to the consideration of climate, gender and vulnerability in development project proposal templates

Table: Existing project proposal templates in Bangladesh

Name of project proposal template	Section considered and issues under discussion			Remarks
	Gender	Vulnerability	Climate change	
Development Project Proforma/ Proposal (DPP)	14, 15, 23 Disaggregated data for affected people and beneficiaries	14 and 23, Poor people	16, 23, 29 Mainly impact and risk	Climate change not addressed. Focus on disaster and environment.
Technical Assistance Project Proforma/ Proposal (TAPP)	X	X	X	Does not consider any climate change, gender or vulnerability issues
Preliminary Development Project Proforma/ Proposal (PDPP)	X	8. Expected socio-economic benefits/ outputs of the proposed project	X	Climate, gender and vulnerability issues not considered.



Name of project proposal template	Section considered and issues under discussion			Remarks
	Gender	Vulnerability	Climate change	
Project Proposal for Climate Change Trust Fund (PPCCTF)	19 b. Impact on women and children’s wellbeing	9 a. Impact on poverty alleviation	7 b. Thematic area of BCCSAP 8. Detailed explanation of adaptation and mitigation measures for addressing root causes of climate change and barriers	The impact on the poor, women and children is addressed. Only a detailed explanation of climate mitigation and adaptation is included.
Proposal approval process (PAP) for Green Climate Fund (GCF)	Gender assessment and action plan: Annex 8 to Funding Proposals			Considers gender-responsive activities, gender-performance indicators and targets, timeline, lines of responsibility and approximate budgetary allocations for each activity.

Annex 7

Cover page for Exercise 1 (Module 5) CGVPA Checklist

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) of the NAP and NDC Support Programme

Group information

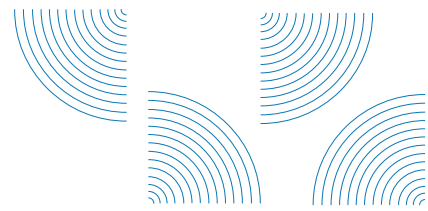
Group number:

Group members	Names	Institution/organisation
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DPP information

Project title:

Sponsoring
ministry/
division:



**Insert a Blank CGVPA Checklist here from the document
“CGVPA Tool (Checklist and Guideline)”**

Annex 8

Decision matrix for Exercise 2 (Module 5)

CGVPA Decision Matrix

Climate, Gender and Vulnerability Pre-Assessment (CGVPA) of the
NAP and NDC Support Programme

Group information

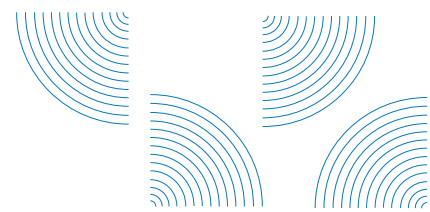
Group number: _____

Group members	Names	Institution/organisation
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_____	_____	_____

DPP information

Project title: _____

Sponsoring ministry/
division: _____



Assessment of proposal and decision support tool

Please rate the proposal on a scale of 1 to 5 where, **1**=very nominal consideration of the issue; **2**=nominal consideration of the issue; **3**= moderate consideration of the issue; **4**=strong consideration of the issue; **5**=very strong consideration of the issue.

Table A: Evaluation and score for Components A and B of CGVPA checklist

Serial	Issue under consideration	Score on a scale of 1 to 5	Average score
1	Climate change impacts and potential mitigation/adaptation measures		
2	Consideration and inclusion of people according to gender		
3	Consideration and inclusion of people according to vulnerability		

Table B: Evaluation and score for Component C of CGVPA checklist

Write 1 for compliance and 0 for non-compliance

Serial	Issue under consideration	Score
1	Compliance with relevant policies and plans	
2	Compliance with relevant laws and regulations	

Decision tool

	Evaluation criteria	Score on a scale of 1 to 5	Comment
1	If the average score is greater than 4 and the individual score for each component is 3.5 or more	May accept without reservation	
2	If the average score is between 3 and 4 and the individual score for each component is 2.5 or more	May suggest revision of the lower-scoring component(s)	
3	If the average score is less than 3 and the individual score for each component is less than 2	May strongly suggest revision of the entire proposal	
4	Non-compliance with relevant policy and plan	May strongly suggest revision to ensure compliance	
5	Non-compliance with relevant laws and regulations	May strongly suggest revision to ensure compliance	



Annex 9

Photos from events for the CGVPA tool

