

# Gender equality and social inclusion: a supportive guide for the Climate Resilience Measurement for Communities (CRMC)





# About this document

Gender equality and social inclusion (GESI): a supportive guide for the Climate Resilience Measurement for Communities (CRMC) provides practical guidance for CRMC practitioners to strengthen GESI integration within their work.

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# CRMC GESI Guide acronyms

**5Cs:** five capitals of sustainable livelihoods

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**CAY:** children and youth

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**CRMC:** Climate Resilience Measurement for Communities

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**DNH:** do no harm

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**DFID:** Department of International Development in the UK now called Foreign, Commonwealth and Development Office (FCDO)

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**DRR:** disaster risk reduction

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**EWS:** early warning system

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**FGD:** focus group discussion

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**FRMC:** Flood Resilience Measurement for Communities

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**GAID:** gender, age, inequity, and disability

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**GBV:** gender-based violence

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**GESI:** gender equality and social inclusion

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**IASC:** Inter-Agency Standing Committee

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**KII:** key informant interviews

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**LGBTQIA+:** lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and + is for other identities

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**NGO:** non-governmental organization

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**UNICEF:** United Nations Children's Fund

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**WASH:** water, sanitation, and hygiene

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**ZCRA:** Zurich Climate Resilience Alliance

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CRMC household surveys being conducted in Moala Village, Fiji. Photo: Cale Johnstone, IFRC

# Measuring climate resilience at the community level

## Why climate hazards?

As our planet warms and weather patterns change, we are seeing more frequent and intense floods, heatwaves, storms, and wildfires.

These events can take lives, cause serious injury, and inflict lasting psychological trauma. They can uproot communities, separate families, destroy livelihoods, and erase cultural heritage and sense of identity. In their aftermath, we often see ripple effects, such as increased poverty, early marriage of girls, children dropping out of school, or forced migration of men in search of work.

At the same time, they damage critical systems – such as water, electricity, transportation, and communication – and devastate homes, schools, health centres and local hospitals.

Without action to build climate resilience, the situation will get worse because of

- increasing population, urbanization, and economic development in hazard-prone areas;
- increasingly interconnected and interdependent critical systems, where impacts to one system can have cascading effects;
- increasing occurrence of compound events, where individual climate risks occur simultaneously or in rapid succession.

With climate disasters impacting communities around the world, the need for community resilience has never been greater.

## Why resilience?

We find that every US\$1 invested in prevention saves US\$5 in future losses.<sup>1</sup>

But only 13 per cent of aid spending goes into pre-event resilience and risk reduction; 87 per cent goes to post-event relief.<sup>2</sup>

We define disaster resilience as the ability of a system, community, or society to pursue its social, ecological, and economic development and growth objectives, while managing its disaster risk over time in a mutually reinforcing way.<sup>3</sup>

## Why measure?

Measurement enables us to assess and demonstrate the real impact of improvements. Since there was no global framework available to do this, the Zurich Flood Resilience Alliance originally developed a consistent Flood Resilience Measurement Framework and the tools to implement this framework, which has now progressed to the Climate Resilience Measurement for Communities (CRMC) framework and associated tools.

Using our measurement framework and data, we are contributing to the evidence on how to build resilience. In turn, this will help to increase social, political, and financial investment in building resilience to climate-related hazards.

## Why focus on communities?

While acknowledging that national and global drivers play a significant (and essential) part in building resilience, we have chosen to focus on resilience measurement at the community level.

This is the level where impacts from climate-related hazard events are felt most immediately and where much action on enhancing resilience can be taken.

Communities are not homogeneous – they are made of people with diverse identities, needs, and vulnerabilities. By working at this level, we can better understand and address those differences, ensuring that resilience-building efforts are more inclusive and equitable.

It is also the level where we can demonstrate a tangible impact on people's lives, creating best practices in the field that can help us shape and influence policy at a higher level.

<sup>1</sup> Mechler, R., Czajkowski, J., Kunreuther, H., Michel-Kerjan, E., Botzen, W., Keating, A., McQuistan, C., Cooper, N. and O'Donnell, I. (2014) Making communities more flood resilient: the role of cost-benefit analysis and other decision-support tools in disaster risk reduction [white paper], Zurich Flood Resilience Alliance.

<sup>2</sup> Kellett, J. and Caravani, A. (2013) Financing disaster risk reduction: a 20-year story of international aid, ODI, London/Global Facility for Disaster Reduction and Recovery at the World Bank, Washington, DC.

<sup>3</sup> Keating, A., Campbell, K., Mechler, R., Magnuszewski, P., Mochizuki, J., Liu, W., Szoenyi, M. and McQuistan, C. (2017) 'Disaster resilience: what it is and how it can engender a meaningful change in development policy', Development Policy Review 35(1): 65–91. <https://zcralliance.org/resources/item/disaster-resilience-what-it-is-and-how-it-can-engender-a-meaningful-change-in-development-policy/>



Use of the CRMC in Peru identified the need for improved river monitoring to keep communities informed of potential risks. Photo: Giorgio Madueño, Practical Action

# The Climate Resilience Measurement for Communities (CRMC)

The CRMC comprises two parts: the Alliance’s conceptual framework for measuring community resilience to a set of climate-related hazards, and an associated tool for implementing the framework in practice.

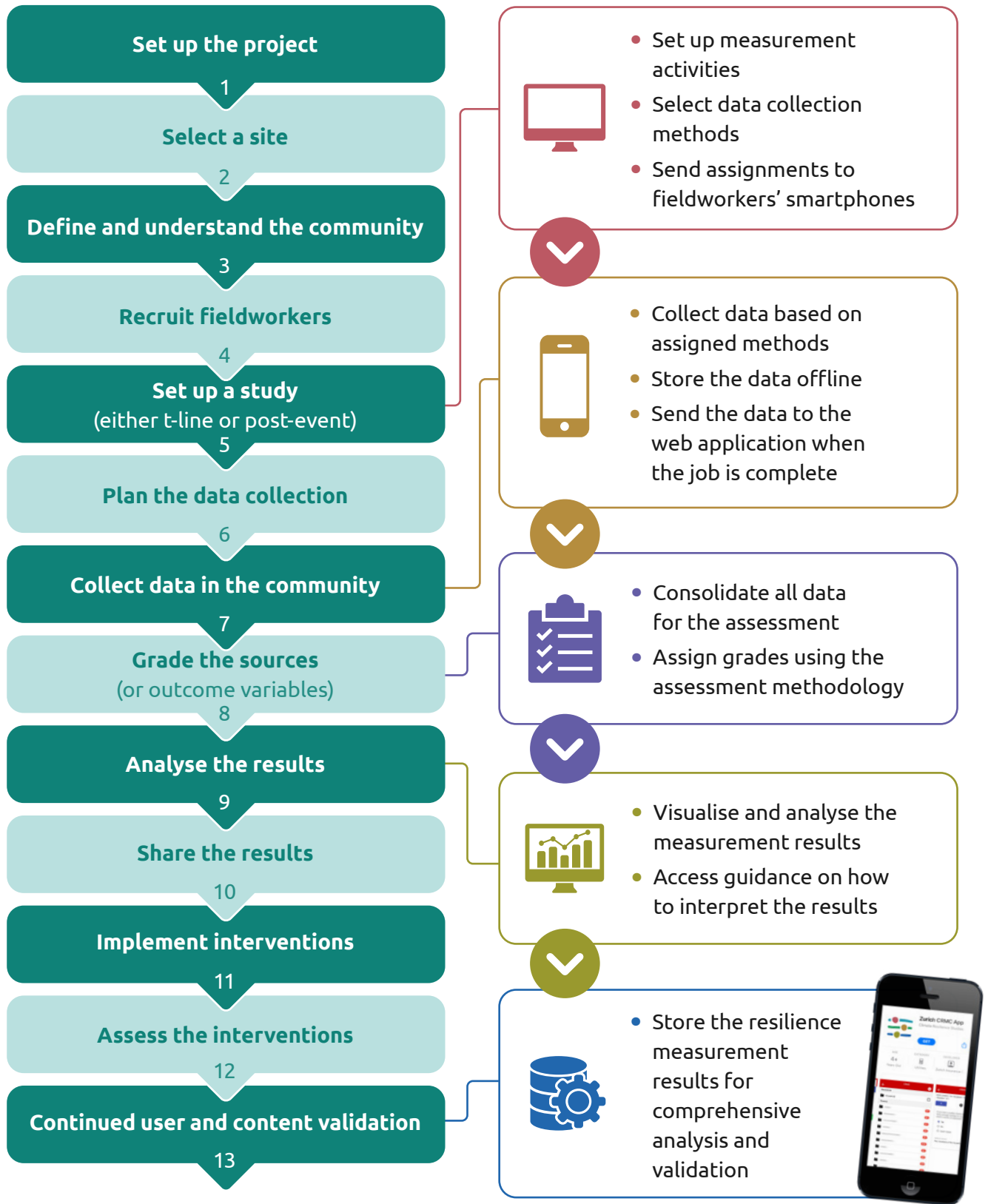
The second component of the CRMC – the tool – is a practical hybrid software application comprising an online web-based platform for setting up studies and analysing the data, and a smartphone- or tablet-based app that can be used offline in the field for data collection.

The CRMC process is often part of a wider community disaster risk reduction and/or development programme and does not stand alone. Certain parts of the process, such as project set-up and community engagement, are meant in the wider sense of community programming and are not just about implementing the measurement using the tool.

For more information on the conceptual framework, please see the [CRMC overview document](#).

In this publication we take you through the process which links the framework and the tool together to implement the CRMC in practice at community level.

# The CRMC process



# 1. GESI and disaster resilience

## Introduction

Climate-related hazards threaten people's lives and livelihoods – no matter their gender, (dis)abilities, or other characteristics that might make them marginalized (such as poverty, ethnicity, and/or religion).<sup>4</sup>

However, as different people experience different levels of exposure and vulnerability to hazards, the impacts of such hazards differ vastly, often reflecting, and reinforcing, gender and disability inequality, socially constructed stigma, expectations, and norms.<sup>5</sup> And, while climate-related extremes and disasters threaten people around the globe, their impact is exacerbated by existing layers of marginalization and (in)equality.<sup>6</sup>

Because of this, there is a need to understand the relationship between factors such as gender and social inclusion and disaster resilience, and to provide practical guidance for using the Climate Resilience Measurement for Communities (CRMC) to account for them in climate resilience-enhancing interventions.

This guide is for CRMC users. It is important to note that there may be slight variances between the approaches of different organizations, and therefore this guide covers only the fundamentals and essentials.

## What is GESI?

Gender equality and social inclusion (GESI) refers to the actions needed to ensure that everyone has equal access to resources, opportunities, and benefits, regardless of gender or other social factors. GESI is a process that aims to overcome barriers and create an enabling environment for all people to participate fully in society.

A crucial aspect of GESI is understanding the impact of policies or programmes on all individuals, including people of diverse gender identities and other intersecting identities that face exclusion.<sup>7</sup> This can include, but is not limited to, children and young people, elderly people, persons with disabilities, LGBTQIA+ people, and ethnic groups.

GESI is not a stand-alone issue; it intersects with various aspects of the work of the Zurich Climate Resilience Alliance (the Alliance). It recognizes that gender and social inclusion are fundamental to understanding vulnerability and resilience in the face of climate-related challenges. Different people experience different levels of exposure and vulnerability to hazards; thus, the risk (hazard × exposure × vulnerability) and the impacts of such hazards differ vastly. A GESI approach ensures that the concerns and experiences of women, men, and vulnerable populations are integrated into the design, implementation, monitoring, and evaluation processes of projects, ensuring that the project benefits traditionally excluded groups and does not perpetuate inequality.

<sup>4</sup> Mowat, J.G. (2015) 'Towards a new conceptualisation of marginalisation', *European educational research journal* 14(5): 454–76. <https://doi.org/10.1177/1474904115589864>

<sup>5</sup> Erman, A., De Vries Robbe, S.A., Thies, S.F., Kabir, K. and Maruo, M. (2021) *Gender dimensions of disaster risk and resilience*, World Bank, Washington, DC. <https://doi.org/10.1596/35202>

<sup>6</sup> Le Masson, V. (2016) 'Gender and resilience: from theory to practice', BRACED Knowledge Manager. <https://media.odi.org/documents/10224.pdf>; Erman et al. (2021) *Gender dimensions of disaster risk and resilience*.

<sup>7</sup> PACT (2021) 'Guidance on gender equality and social inclusion (GESI)'. <https://f.hubspotusercontent10.net/hubfs/7376512/cp/general/UK%20PACT%20GESI%20Guidance.pdf>



A focus group discussion taking place as part of the T0 study in Thuan commune. Photo: Nguyen Xuan Duong, Quang Tri Provincial Red Cross Chapter

## GESI work in the Alliance

The Alliance recognizes that a GESI-sensitive approach is essential for building resilience in communities, which accounts for inequalities faced by groups that are affected by discrimination and marginalization.

This approach is integrated into the CRMC, which offers a robust data-gathering and analysis framework that enables a detailed understanding of the factors influencing a community's resilience, including those linked to gender and social inclusion dynamics. By analysing gender, age, inequity, and disability (GAID)-disaggregated CRMC data, it can highlight barriers that different groups of people might face related to disaster resilience, such as access to services and early warning systems (EWSs). Each step of the CRMC data collection process includes considerations to ensure women, men, girls, boys, people with disabilities, and other vulnerable populations are able to actively participate, so that decisions on resilience interventions are GESI informed and tailored to the unique perspectives, needs, and contexts of these populations.

## What is social inclusion?

Social inclusion is a process of improving the terms of participation in society, particularly for people who are disadvantaged or marginalized, through enhancing opportunities, access to resources, and respect for rights. Social inclusion brings diverse people into processes in a meaningful manner through the creation of an environment or society where diverse groups of individuals are valued and can fully enjoy their rights, regardless of their intersecting identities (age, gender, ability, sexual orientation, gender identity, language, race, ethnicity, etc.) and compounding vulnerabilities. Recognizing and considering the diverse needs of various groups, social inclusion seeks to dismantle barriers while addressing the root causes of exclusion. It promotes respect for diversity and a just society where every individual is treated with dignity, fairness, and equality.

For example, there are around 6,000 distinct indigenous groups comprising approximately 370 million individuals across more than 90 countries worldwide. Although indigenous peoples represent just 5 per cent of the

global population, they account for about 15 per cent of the world's extreme poor. Many indigenous communities live in remote, mostly rural regions, often on marginal or environmentally degraded lands, and are geographically and politically isolated from mainstream society. This isolation can limit access to basic services, such as healthcare, education, and infrastructure, exacerbating cycles of poverty and exclusion.<sup>8</sup>

Furthermore, indigenous peoples are often subject to systemic discrimination, including a lack of legal recognition of their land rights, and threats to their cultural heritage and traditional ways of life. Despite these challenges, indigenous communities often possess rich knowledge on how to manage their land in a sustainable way, maintain biodiversity, and help contribute to climate resilience enhancement.<sup>9</sup>

To mention another example, women's opportunities to become leaders in their country or even their community are often hampered by attitudes towards women in

leadership: women only make up around a fourth of parliamentarians worldwide and are similarly under-represented in managerial positions.<sup>10</sup> Likewise, women's perceived equality to men is not translating into tangible equality in terms of pay, as evidence from Switzerland shows, where women earn 14.8 per cent less than men.<sup>11</sup> This is a challenge shared across the globe, with women in Indonesia earning 23 per cent less than men for equal work.<sup>12</sup>

While these numbers remain low, people with disabilities remain far from achieving these gains: only around 1 per cent of politicians in the European Union have an impairment,<sup>13</sup> and often people with disabilities face multiple barriers to participating in political life.<sup>14</sup> In terms of participation in the labour market, people with disabilities also face substantial barriers and are under-represented across the globe.<sup>15</sup> Women and girls conduct a disproportionate amount of unpaid care and domestic work, which results in them having less time to engage in the labour market compared to men and boys.<sup>16</sup>

<sup>8</sup> von der Mühlen, M., Aylwin, J., Kausel, T. and Fuders, F. (2020) 'Land tenure insecurity and forest conservation in Chile: the case of the Mapuche Huilliche indigenous communities in the coastal range rainforests of Mapu Lahual', in Fuders, F. and Donaso, P.J. (eds), *Ecological economic and socio ecological strategies for forest conservation: a transdisciplinary approach focused on Chile and Brazil*, Springer Nature, London, pp. 127–57.

<sup>9</sup> *ibid.*

<sup>10</sup> International Labour Organization (2017) 'World employment and social outlook: trends for women', International Labour Office, Geneva. [https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@inst/documents/publication/wcms\\_557245.pdf](https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@inst/documents/publication/wcms_557245.pdf); UN Women (2020a) 'Why is women's leadership not in the headlines?'. <https://www.unwomen.org/en/news/stories/2020/9/compilation-five-stories-of-womens-leadership>

<sup>11</sup> Plan International (2020) 'Gender equality in Switzerland: young people are optimistic – rightly so?'. [https://www.plan.ch/fileadmin/user\\_upload/Report-GenderEquality2020-PlanIntSwitzerland.pdf](https://www.plan.ch/fileadmin/user_upload/Report-GenderEquality2020-PlanIntSwitzerland.pdf)

<sup>12</sup> UN Women (2020b) 'Gender pay gaps in Indonesia'. <https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEAsia/Docs/Misc/2020/09/id-Gender-Pay-Gap-Statistic-in-Indonesia-September-2020.pdf>

<sup>13</sup> Waltz, M. and Schippers, A. (2021) 'Politically disabled: barriers and facilitating factors affecting people with disabilities in political life within the European Union', *Disability & society* 36(4): 517–40. <https://doi.org/10.1080/09687599.2020.1751075>

<sup>14</sup> Virendrakumar, B., Jolley, E., Badu, E. and Schmidt, E. (2018) 'Disability inclusive elections in Africa: a systematic review of published and unpublished literature', *Disability & society* 33(4): 509–38. <https://doi.org/10.1080/09687599.2018.1431108>

<sup>15</sup> Vornholt, K., Villotti, P., Muschalla, B., Bauer, J., Colella, A., Zijlstra, F., Van Ruitenbeek, G., Uitdewilligen, S. and Corbière, M. (2018) 'Disability and employment – overview and highlights', *European journal of work and organizational psychology* 27(1): 40–55. <https://doi.org/10.1080/1359432X.2017.1387536>; Khayat-zadeh-Mahani, A., Wittevrongel, K., Nicholas, D.B. and Zwicker, J.D. (2020) 'Prioritizing barriers and solutions to improve employment for persons with developmental disabilities', *Disability and rehabilitation* 42(19): 2696–706. <https://doi.org/10.1080/09638288.2019.1570356>

<sup>16</sup> United Nations Economic and Social Council (2016) 'Women's economic empowerment in the changing world of work: report of the Secretary-General', Commission on the Status of Women. <https://digitallibrary.un.org/record/856760?v=pdf>



Concern staff carrying out a flood impact assessment in Nsanje. Photo: Concern Malawi

In addition, people with disabilities experience multidimensional inequalities, which heighten their vulnerability to climate change. An understanding of the vulnerability and adaptive capacity of people with disabilities can be gained through considering how they have fared during the types of events associated with climate change, such as droughts, floods, heatwaves, hurricanes, and wildfires.<sup>17</sup> In Australia, research found that floods expose social inequities and exacerbate the housing crisis for people with disabilities and carers. Due to socio-economic disparities, people with disabilities or carers affected by flooding have greater need for emergency housing in the short term and more secure housing in the long term. In many cases, people affected by flooding events will have experienced other climate-related traumas. Following a disaster, people with disabilities must navigate two complex and often inaccessible bureaucracies: the emergency response and recovery arrangements, and disability services, which are likely to be compromised by the same disaster.<sup>18</sup>

To overcome these obstacles, it is important to understand the key concepts. Box 1 summarizes the key concepts as we use and understand them in the Alliance.<sup>19</sup>

Importantly, in the Alliance, we recognize that gender and (dis)ability are only two aspects of social identity; others include age, status, ethnicity, class, religion, sexual orientation, and socio-economic status. We understand that adopting a gender- and disability-sensitive approach hinges on the recognition of the diverse needs, contexts, and dynamics that shape vulnerability and resilience. Each individual can have many identities that affect how they interact with and are viewed by society. Disasters tend to exacerbate existing inequalities and can impact intersecting identities differently, which is why it is important to unpack these intersecting identities to understand discrimination and exclusion and to identify pathways for social inclusion. We thus promote an intersectional approach to climate resilience enhancement and, more broadly, to climate and development action that accounts for the intersection between and interaction of different social identities.<sup>20</sup> For example, the intersectionality of social identities for an elderly woman living with a disability will lead to her experiencing a disaster differently from other groups in her community and make her one of the most vulnerable to impacts.

<sup>17</sup> Gaskin, C.J., Taylor, D., Kinnear, K., Mann, J., Hillman, W. and Moran, M. (2017) 'Factors associated with the climate change vulnerability and the adaptive capacity of people with disability: a systematic review', *Weather, climate and society* 9: 801–14. <https://doi.org/10.1175/WCAS-D-16-0126.1>

<sup>18</sup> Bailie, J., Longman, J., Villeneuve M. and Bailie, R. (2022) 'Homeless and looking for help – why people with disability and their carers fare worse after floods', ZCRA. <https://zcralliance.org/blogs/people-with-disability-and-their-carers-fare-worse-after-floods/>

<sup>19</sup> It is important to note that gender and disability concepts have and will continue to evolve, and their exact meaning may vary depending on the discourse and applicable sector(s) in which a project engages.

<sup>20</sup> Le Masson (2016) 'Gender and resilience'; Darby, L. (2021) 'Back to basics: gender equity and social inclusion in flood resilience'. <https://zcralliance.org/blogs/gender-equity-and-social-inclusion-in-flood-resilience/>

## BOX 1. Key concepts<sup>21</sup>

**Agency:** the ability to define one's goals, to make decisions that affect one's life, and to act upon them. Agency includes creating spaces where everyone can participate and have their voices heard. Avoid using the term 'empowering', as this implies that people did not have a voice.

**Disability:** refers to persons who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various attitudinal, environmental, and institutional barriers, pose additional barriers to full and effective participation in society on an equal basis with others. Avoid using the terms 'handicapped' or 'disabled' and instead refer to 'people who live with a disability'.

**Diversity:** acknowledges that each individual is unique. It means recognizing, accepting, celebrating, and finding strength in individual differences, such as gender, age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, caste, or other ideologies.

**Do no harm (DNH):** a principle recognizing that no action is neutral and, in the context of GESI, that paying no specific attention to gender and inclusion does not make these interventions 'gender or discrimination neutral'; rather, they may reinforce the status quo or even advance inequality and exclusion. DNH is a framework that was devised to help humanitarian personnel identify and mitigate potential negative impacts of their interventions, especially in conflict and post-conflict settings. However, DNH approaches are helpful in any context, to assist in preventing harm and increasing positive impacts on those that development projects are trying to

benefit, with a specific focus on the most vulnerable communities and wider society.

**Equality:** the principle that all persons, regardless of their gender, age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, caste, or other ideologies, should enjoy the same status in society, have the same entitlement to all human rights, enjoy the same level of respect in the community, have the same opportunities to make choices about their lives, and have the same amount of power to shape the outcomes of these choices.

**Equity:** the deliberate process of being fair to produce equal and measurable outcomes, recognizing that people are not all in the same 'starting position'. Equity is a core principle of sustainable development, aligned with ideas of equality, fairness, and justice in the distribution of resources, opportunities, risks, decision-making power, and costs and benefits of policies across a society. Addressing social equity involves taking action to redistribute resources and power to groups that have been systematically disadvantaged due to race, ethnicity, gender, sexuality, socio-economic status, and other social identifications.

**Gender diverse:** people whose gender identity, gender roles, or gender expression do not conform to the norms and expectations traditionally associated with the sex assigned to them at birth, including people who identify as gender fluid or gender non-binary.

**Gender equality:** the principle that all persons, regardless of their gender, should enjoy the same status in society, have the same entitlement to all human rights, enjoy the same level of respect in the community, have the same opportunities to make

<sup>21</sup> ZCRA (2024) 'Gender equality and social inclusion (GESI) in ZCRA communications'. [https://zcralliance.org/wp-content/uploads/protected\\_documents/CRMC-Glossary.pdf](https://zcralliance.org/wp-content/uploads/protected_documents/CRMC-Glossary.pdf); PACT (2021) 'Guidance on gender equality and social inclusion'.

## BOX 1. Key concepts (continued)

choices about their lives, and have the same amount of power to shape the outcomes of these choices. Ultimately, promoting gender equality means transforming the power relations between women and men and girls and boys in all their diversity to create a more just society for all.

**Gender equity:** the deliberate process of being fair to produce equal and measurable outcomes and recognize that women and gender-diverse people are not in the same 'starting position' as men. Gender equity is part of the process to achieve gender equality.

**Gender norms:** the shared expectations or rules about how each gender should behave. Gender norms are contextually dependent; even different groups in the same community may have very different gender norms. Gender norms often have, at their core, the notion of unequal power relations and prestige; these unequal power relations may further interact with intersecting identities (refer to the intersectionality definition below). Engaging in behaviour that falls outside of gender norms can be difficult or even dangerous, depending on the context.

**GESI:** the actions needed to ensure that everyone has equal access to resources, opportunities, and benefits, regardless of gender or other social factors. GESI is a process that aims to overcome barriers and create an enabling environment for all people to participate fully in society. A crucial aspect of GESI is understanding the impact of policies or programmes on all individuals, including people of diverse gender identities and other intersecting identities that face exclusion. This can include, but is not limited to, children and young people, elderly people, persons with disabilities, and ethnic groups.

**GESI mainstreaming:** the process of incorporating a GESI perspective into any planned action, including policies, projects, and organizational cultures at all levels.

**GESI-sensitive approaches:** a framework for considering GESI, including the diverse interests and needs of various groups tailored to a specific context, when designing, implementing, and evaluating policies and programmes. It aims to treat all individuals with fairness and respect, ensuring no one is treated less favourably due to their individual characteristics.

**Indigenous peoples:** the United Nations Declaration on the Rights of Indigenous Peoples and other major frameworks do not define the terms 'indigenous' or 'indigenous peoples'. Typically, indigenous peoples are considered to be the descendants of the original inhabitants of an area at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement, or other means. Indigenous peoples often have a historical connection to a specific territory or region, a strong connection to the land and its resources, and have maintained distinct social, cultural, economic, and political systems that are often different from the dominant societies within that region. We note that this definition is not intended to ignore differences and diversity within and among indigenous peoples; the specific definition can change depending on the country/local context. Indigenous peoples primarily define themselves through self-identification and self-definition. Always ask individuals how they wish to be referred to or use the specific name of the people you are referring to (e.g. Mapuche in Chile, Māori in New Zealand, Naga in Myanmar).

## BOX 1. Key concepts (continued)

**Inequality:** the condition in which access to rights, resources, and opportunities is unequally distributed. This disparity stems from deeply ingrained social norms and power structures that perpetuate discrimination and the unequal distribution of power and privileges. Inequality can be rooted in sexism, ageism, racism, ableism and heteronormativity, and all other forms of discrimination.<sup>22</sup>

**Intersectional approach:** accounts for the intersection between and interaction of different social identities, such as age, gender, ability, sexual orientation, gender identity, language, race, ethnicity, etc. within a specific context to ensure everyone has the same opportunities to participate in every aspect of life to the best of their abilities and desires.

**Intersectionality:** an analytical lens that examines how various social factors (such as gender, age, ability, geographic location, sexual orientation, migrant status, ethnicity, race, and economic status, etc.) intersect to create different experiences of privilege, vulnerability, and/or marginalization. Intersectionality recognizes the complexity of human existence and highlights that the experiences of all men, women, and people of genders are not the same.<sup>23</sup> These differences in needs, priorities, constraints and opportunities are important to consider when designing strategies, policies, programmes, and services.

**Just society:** a just society is one that upholds human rights and ensures no one is left behind. It guarantees access to basic needs, such as food, quality healthcare, and education for all. In a just society, all forms of discrimination are

eradicated, promoting equality for every person, regardless of their identity.

**Marginalized:** also called socially excluded. This refers to individuals or groups being denied access to areas of society due to a lack of access to rights, resources, and opportunities. Marginalization can be economic, social, or political and puts people in powerless positions. Marginalization can occur for cultural or social reasons (such as gender, ethnicity, age, religion, or sexual orientation), economic reasons (such as people living in poverty or who are homeless), or because of physical disadvantage (such as those living with a disability, the elderly, or people with mental illness or drug addiction). This results in different social, political, and economic inequalities and can result in individuals being discriminated against and denied recognition and resources.

**Social inclusion:** a process of improving the terms of participation in society, particularly for people who are disadvantaged or marginalized, through enhancing opportunities, access to resources, and respect for rights. Social inclusion brings diverse people into processes in a meaningful manner through the creation of an environment or society where diverse groups of individuals are valued and can fully enjoy their rights regardless of their intersecting identities (age, gender, ability, sexual orientation, gender identity, language, race, ethnicity, etc.) and compounding vulnerabilities. Recognizing and considering the diverse needs of various groups, social inclusion seeks to dismantle barriers while addressing the root causes of exclusion. It promotes respect for diversity

<sup>22</sup> Definition adapted from Plan International (2023) 'Global policy on gender equality and inclusion'. <https://plan-international.org/publications/global-policy-on-gender-equality-and-inclusion/>

<sup>23</sup> THET (2020) 'Gender equality and social inclusion (GESI) toolkit for health partnerships'. [www.thet.org/wp-content/uploads/2020/09/22458\\_THET\\_-UKPHS-GESI-toolkit\\_V6-1.pdf](http://www.thet.org/wp-content/uploads/2020/09/22458_THET_-UKPHS-GESI-toolkit_V6-1.pdf)

## BOX 1. Key concepts (continued)

and a just society where every individual is treated with dignity, fairness, and equality.

### **Vulnerable people/groups/population:**

people defined by their diminished capacity to anticipate, cope with, resist, and recover from the impact of a natural or human-made hazard. The concept is relative and dynamic. Vulnerability is most often associated with poverty, but it can also arise when people are marginalized, isolated, insecure, and defenceless in the face of risk, shock, or stress. Potentially vulnerable groups include displaced populations; migrants who leave or flee their habitual residence to go to new places; specific groups within the local population, such

as marginalized (see ‘marginalization’), excluded, or destitute people; and young children, pregnant and nursing women, unaccompanied children, widows, elderly people without family support, and disabled persons. For example, in a disaster, women in general may be affected differently from men because of their social status, family responsibilities, or reproductive role, but they are not necessarily vulnerable. A GESI analysis can help to identify women/girls, people with disabilities, and others who may be vulnerable and in what way. They are also resourceful and resilient in a crisis and play a crucial role in recovery.



A household survey taking place as part of the T0 study in Truong Son commune. Photo: Dao Huu Tuan, Quang Tri Provincial Red Cross Chapter

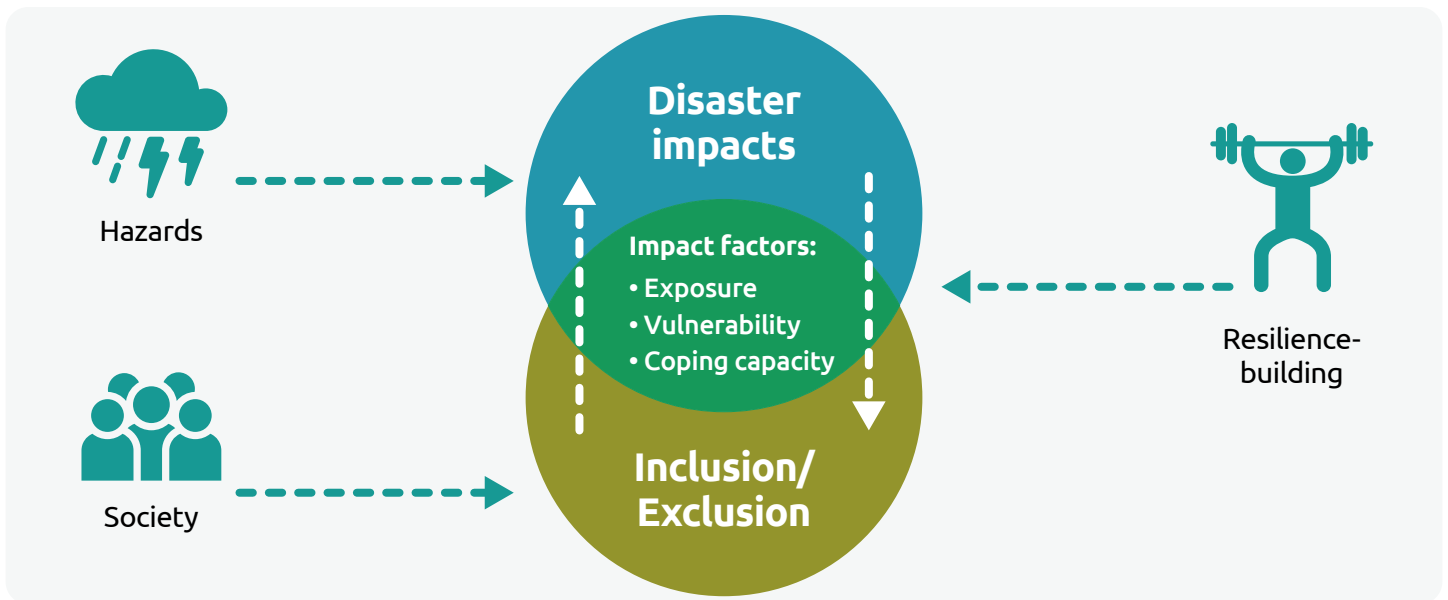


Figure 1 (In)equality dynamics and disaster impacts<sup>24</sup>

## Why does social inclusion matter for resilience?

Social inclusion plays a role in a wide range of factors associated with disaster resilience, which the Alliance understands as ‘the ability of a system, community or society to pursue its social, ecological and economic development objectives, while managing its disaster risk over time in a mutually reinforcing way’.<sup>25</sup>

Social inclusion influences things such as a person’s wealth, level of agency, and access to decision-making processes, as well as to opportunities, rights, and resources. These in turn influence individual, household, and even community coping capacities, as well as vulnerability and, to some extent, exposure.

As a result, disaster impacts are shaped and influenced by persistent inequalities,

which in turn may affect gender and disability dynamics (see Figure 1).

Often, women, children, people with disabilities, and marginalized groups are disproportionately affected by disasters in several outcomes, including life expectancy, unemployment, labour force re-entry, and relative asset losses, but also in terms of agency that may be threatened, such as when the head of the household needs to approve evacuation or when someone cannot evacuate on their own because a disability limits their mobility.<sup>26</sup> As climate change continues to spiral, more and more hazards interact with persistent gender-, age-, disability-, and other inclusion-related inequalities,<sup>27</sup> creating GESI vulnerabilities across various hazards or multi-hazards (see Box 2).

<sup>24</sup> Adapted from World Bank (2021) ‘Gender dynamics of disaster risk and resilience’. <https://www.worldbank.org/en/topic/disasterriskmanagement/publication/gender-dynamics-of-disaster-risk-and-resilience>

<sup>25</sup> Keating, A., Campbell, K., Mechler, R., Magnuszewski, P., Mochizuki, J., Liu, W., Szoenyi, M. and McQuistan, C. (2017) ‘Disaster resilience: what it is and how it can engender a meaningful change in development policy’, *Development Policy Review* 35(1): 65–91. <https://doi.org/10.1111/dpr.12201>

<sup>26</sup> Erman et al. (2021) *Gender dimensions of disaster risk and resilience*.

<sup>27</sup> McGinn, C. and Venkateswaran, K. (2020) ‘Mainstreaming gender within local government climate and disaster risk assessments: a review of methodology and practice in the Philippines in the framework of the global initiative on disaster risk management (GIDRM)’. [https://www.preventionweb.net/files/73288\\_mainstreaminggengerwithinlocalgover.pdf](https://www.preventionweb.net/files/73288_mainstreaminggengerwithinlocalgover.pdf); Lovell, E., Twigg, J. and Lung’ahi, G. (2019) ‘Building resilience for all: intersectional approaches for reducing vulnerability to natural hazards in Nepal and Kenya’, ODI. <https://cdn.odi.org/media/documents/12930.pdf>; White, A., Quix, E., Dewi, S., Remlinger, J. and Pompetzki, B. (2021) ‘Diving into the gap: gender dimensions of climate risk management’, Global Programme on Risk Assessment and Management for Adaptation for Climate Change (Loss and Damage), GIZ, Bonn. [https://www.giz.de/en/downloads/GIZ-GP-\(2021\)\\_Diving%20into%20the%20gap\\_Genderdimensions%20of%20Climate%20RiskManagement.pdf](https://www.giz.de/en/downloads/GIZ-GP-(2021)_Diving%20into%20the%20gap_Genderdimensions%20of%20Climate%20RiskManagement.pdf)



## BOX 2. GESI vulnerabilities by hazard type (continued)

- In the USA, studies revealed elevated risks of morbidity related to injury among people aged 65 years or older after cyclone exposure.<sup>31</sup>
- Severe storms can lead to displacement, and violence often spikes in situations of displacement, where multiple families are forced to live together in cramped, shared spaces with inadequate resources. This situation can also confine women and girls with perpetrators of violence, with no or very limited access to emergency shelters.<sup>32</sup>
- Extreme heat increases incidence of stillbirth.<sup>35</sup>
- During Europe's heatwave in 2022, there were 56% more heat-related deaths in women than men.<sup>36</sup>
- In Spain, intimate partner violence rose by 50% during heatwaves.<sup>37</sup>

### Heat

- Heatwaves do not affect everyone equally. Vulnerability can be shaped by multiple factors, such as gender, age, disability, income, etc. Understanding the needs of different groups can help develop inclusive interventions.
- People with chronic conditions, such as hypertension, diabetes, and heart disease, have increased risk of heat-related illness.<sup>33</sup>
- During a 2021 heatwave in Canada, 98% of deaths occurred indoors, 67% were over 70 years of age, and 33% lived in low-income neighbourhoods.<sup>34</sup>

### Wildfire

- People with disabilities may face unique challenges, such as accessing a wheelchair-adapted vehicle for evacuation, lack of accessible shelters post-evacuation, and obtaining necessary medications and aids for their health and well-being during their displacement.<sup>38</sup>
- The global mortality burden attributable to smoke from landscape fires, which includes many forms of burning, was estimated to be 677,745 deaths annually, with almost 270,000 of these deaths – approximately 40% of the total – occurring in children younger than five years of age.<sup>39</sup>

<sup>31</sup> Huang, W., Gao, Y., Xu, R., Yang, Z., Yu, P., Ye, T., Ritchie, E.A., Li, S. and Guo, Y. (2023) 'Health effects of cyclones: a systematic review of meta-analysis of epidemiological studies', *Environmental health perspectives* 131(8). <https://pubmed.ncbi.nlm.nih.gov/37639476/>

<sup>32</sup> UN Spotlight Initiative (2025) 'Climate change will result in an additional 40 million women and girls experiencing intimate partner violence every year, finds spotlight initiative brief'. <https://www.spotlightinitiative.org/news/climate-change-will-result-additional-40-million-women-and-girls-experiencing-intimate-partner>

<sup>33</sup> Kenny, G.P., Yardley, J., Brown, C., Sigal, R.J. and Jay, O. (2010) 'Heat stress in older individuals and patients with common chronic diseases', *Canadian medical association journal* 182(10): 1053–60.

<sup>34</sup> Government of Canada (2023) 'Extreme heat: Caring for our most vulnerable'. <https://science.gc.ca/site/science/en/blogs/science-health/vulnerable-populations>

<sup>35</sup> UNFPA (2024) 'As the planet heats up, dangers increase for women and girls'. <https://www.unfpa.org/stories/planet-heats-dangers-increase-women-and-girls>

<sup>36</sup> Ballester, J., Quijal-Zamorano, M., Fernando Mendez Turrubiates, R., Pegenaute, F., Hermann, F.J., Robine, J.M., Basagana, X., Tonne, C., Anto, J.M. and Achebak, H. (2023) 'Heat-related mortality in Europe during the summer of 2022', *Nature medicine* 29: 1857–66.

<sup>37</sup> Sanz-Barbero, B., Linares, C., Vives-Cases, C., Luis Gonzalez, J., Jose Lopez-Ossorio, J. and Diaz, J. (2018) 'Heat wave and the risk of intimate partner violence', *Science of the total environment* 644: 413–19.

<sup>38</sup> Government of Canada (2023) 'Public health risk profile: wildfires in Canada, 2023'. [Archived]. <https://www.canada.ca/en/public-health/services/emergency-preparedness-response/rapid-risk-assessments-public-health-professionals/risk-profile-wildfires-2023.html>

<sup>39</sup> Children's Environmental Health Collaborative (2025) 'Wildfire smoke'. <https://ceh.unicef.org/spotlight-risk/wildfire-smoke>

## BOX 2. GESI vulnerabilities by hazard type (continued)

### In general

- Women, children, and people with disabilities are at least four times more likely to die in disasters than men. They are often left out of disaster preparedness planning, resulting in accessibility barriers and a lack of adapted emergency resources.<sup>40</sup>
- Girls are at higher risk of forced or early marriage and pregnancy after a disaster, and are more likely to be taken out of school to take care of the household after a disaster. These are examples of negative coping strategies that erode the long-term well-being of a household.
- The support needs of people with disabilities tend to remain largely unseen, unheard, and unaccounted for in disaster risk management planning, resulting in reinforced poverty and stigmatization post-disaster.
- Domestic and sexual violence against women, children, and people with disabilities increases during and after disasters, and accessing help is more difficult.
- Health services for pregnant women, people with disabilities, and young children are difficult to access during and after disasters. Lower access to communication technologies limits their access to relevant information during and after the disaster, thus limiting opportunities to evacuate and seek safe shelter.
- Social norms, such as the need to get permission to leave the house, limited mobility due to disability, or care work, hamper access to safe shelter.
- Because women and people with disabilities tend to be poorer, their ability to cope with disaster impacts is reduced.
- Unequal power dynamics lead to unequal resource distribution among household members, leaving women and people with disabilities behind.
- Women's assets are often more likely to be sold in times of hardship.



Students at Wuro Jabbe Government School take part in activities to commemorate World Environmental Day. Photo: Plan International Nigeria

<sup>40</sup> Humanity & Inclusion (2025) 'Inclusive disaster risk reduction in the Philippines'.

Effective resilience enhancement targets the overlapping area in Figure 1, where disaster impacts and (in)equalities related to gender- and disability-based inclusion/exclusion interplay, and considers how gender and disability dynamics shape vulnerabilities and exposure. In turn, effective resilience building aims to promote coping capacities that account for different levels of ability, gender, and other drivers of exclusion.<sup>41</sup>

Disasters in turn can reduce resilience to future disasters: already marginalized groups may find themselves in more marginalized situations as disproportional disaster effects further trap them in cycles of exclusion.

At the same time, post-disaster coping mechanisms, such as migration of male household members due to crop failures while families stay behind, or access to women-specific microlending, may have positive implications for women's role within household power dynamics, offering opportunities for women's resilience.<sup>42</sup>

Intersectional resilience-building activities that account for people's diverse identities, needs, priorities, and capacities to address the root causes of risk then offer opportunities for reducing the negative impacts of disasters and promoting equality for marginalized groups.<sup>43</sup> Women, children, youth, and people with disabilities can play a leading role in DRR, preparedness, and recovery activities, enabling enhanced understanding of local, gender-specific needs and more effective use of available skills and capacities. At the same

time, recognizing the role of women, children, youth, and people with disabilities in enabling resilience can trigger positive spillover effects on the community's power dynamics.<sup>44</sup> These different groups should be actively involved in decisions related to resilience, especially those that directly affect them. Efforts should be made to ensure that women, children, youth, and people with disabilities can participate and lead in resilience strengthening.

## The CRMC: understanding the social inclusion/exclusion dynamics of resilience

The CRMC developed by the Alliance allows users to generate 'a snapshot of resilience' – evidence of a community's resilience to climate-related hazards and what the change made by resilience-enhancement efforts entails. It offers a data-gathering and analysis framework that enables a detailed understanding of the factors influencing a community's resilience, including those linked to gender dynamics.

By offering an overview of the five capitals (5Cs) of sustainable livelihoods – human, natural, physical, social, and financial – it helps highlight some of the interconnections and dependencies in the data and offers multidimensional insights needed for more effective policy and project design that

<sup>41</sup> Erman et al. (2021) *Gender dimensions of disaster risk and resilience*.

<sup>42</sup> Le Masson (2016) 'Gender and resilience'; Erman et al. (2021) *Gender dimensions of disaster risk and resilience*.

<sup>43</sup> Lovell, E. (2021) 'Gender equality, social inclusion and resilience in Malawi', July, ODI. [https://bracc.kulima.com/sites/default/files/2021-07/Gender%20equality%20social%20inclusion%20and%20resilience%20in%20Malawi\\_BRACC%20July%202021.pdf](https://bracc.kulima.com/sites/default/files/2021-07/Gender%20equality%20social%20inclusion%20and%20resilience%20in%20Malawi_BRACC%20July%202021.pdf); Darby (2021) 'Back to basics'; Deubelli, T.M. and Venkateswaran, K. (2021) 'Transforming resilience-building today for sustainable futures tomorrow', IIASA. <http://pure.iiasa.ac.at/id/eprint/17398/1/WP-21-005.pdf>

<sup>44</sup> White et al. (2021) 'Diving into the gap'.

accounts for gendered and other socio-economic drivers, including (dis)abilities and barriers to resilience (Figure 2).

Thorough quantitative and qualitative data and analysis on what drives and hampers resilience, disaggregated by gender, age, and disability, but also by other socio-economic factors such as economic status and/or ethnicity, is imperative for accounting for the diverse needs and capacities of marginalized groups in resilience-building efforts.<sup>45</sup>

Social inclusion-informed data collection (see [Section 2](#) for more details) considers the roles, responsibilities, needs, and safety of all participants, understanding that these factors will be different due to intersecting identities and lived experiences. This includes accommodating the different needs of different genders, as well as those of people with disabilities and other marginalized groups during data collection.

Improving resilience-enhancing policy and project designs hinges on enhancing our understanding of the social inclusion/exclusion dynamics of resilience, which in turn unlocks opportunities for all of us.

Each step of the CRMC data collection process includes considerations to ensure women, men, girls, boys, people with disabilities, and other marginalized groups are able to actively participate. [Section 3](#) explains in more depth the GESI analysis of the CRMC data that you will collect.

## The five capitals (5Cs) lens:



**Human:** education, skills, health.



**Social:** social relationships and networks, bonds that promote cooperation, links facilitating exchange of and access to ideas and resources.



**Physical:** the built environment and infrastructure, such as buildings, roads, utilities, and communications systems, that support the functioning of the community.



**Natural:** natural resource base, including land productivity and actions to sustain it, as well as water and other resources that sustain livelihoods.



**Financial:** level, variability, and diversity of income sources and access to other financial resources that contribute to wealth.

**Figure 2** Schematic of the 5Cs of the CRMC

<sup>45</sup> Lovell et al. (2019) 'Building resilience for all'.

## Social inclusion and intervention design: promoting disaster resilience for all

As development planners and project designers, we need to account for the diverse root causes and multiple vectors of people's vulnerability to climate-related hazards, and of their different coping capacities and exposure.<sup>46</sup>

This enables us to design policies and projects that accurately account for context-specific social inclusion/exclusion realities. Engaging and working with people in communities who are marginalized to understand their perspectives and priorities on disaster risk management is an important aspect of this, as is including diverse and otherwise marginalized voices in co-designing interventions.

Box 3 outlines how the inclusiveness of programming can be measured on a continuum, with transformative programming having a high potential to contribute to GESI.

Each organization should have its own guidance on how to incorporate GESI into programming interventions and enhance the understanding of power dynamics. Examples from the work by Plan International and Concern Worldwide illustrate how tapping into the opportunities linked to gender-transformative and disability-inclusive programming can promote a community's overall disaster resilience.

For example, activities related to understanding gender equality, social inclusion, and power dynamics can be found in the following resources and adapted for the resilience-programming context:

- Breaking the Barriers: Engaging Men and Women to Promote Gender Equality;<sup>47</sup>
- Women and Girls' Empowerment: Programming and Activities Guide.<sup>48</sup>



Dissemination and Prioritisation Event in Dieban – Madaba, Jordan. Photo: Mercy Corps

<sup>46</sup> Le Masson (2016) 'Gender and resilience'; Erman et al. (2021) *Gender dimensions of disaster risk and resilience*; White et al. (2021) 'Diving into the gap'.

<sup>47</sup> Concern Worldwide (2018) 'Breaking the barriers: engaging men and women to promote gender equality. Facilitator manual 2018': [https://admin.concern.net/sites/default/files/documents/2019-09/Breaking%20The%20Barriers%20English\\_Web\\_0.pdf](https://admin.concern.net/sites/default/files/documents/2019-09/Breaking%20The%20Barriers%20English_Web_0.pdf)

<sup>48</sup> Plan International (2021) 'Women and girls' empowerment: programming and activities guide': <https://plca-p-001.sitecorecontenthub.cloud/api/public/content/4859d3aa0357410985d68947baa52732?v=3b84ab92>

## BOX 3. GESI level<sup>49</sup>

**GESI** refers to the actions needed to ensure that everyone has equal access to resources, opportunities, and benefits, regardless of gender or other social factors. GESI is a process that aims to overcome barriers and create an enabling environment for all people to participate fully in society. The GESI scale below is an important tool, as it helps to assess how interventions engage with issues of equality and inclusion, ranging from reinforcing harmful norms to actively transforming them. By providing a clear framework, it enables organizations to identify where their work currently stands and what steps are needed to move towards more transformative and equitable outcomes.

**GESI negative:** the intervention does not recognize GESI issues and tends to aggravate gender and exclusion inequalities. The intervention reinforces and/or takes advantage of harmful and discriminatory gender and social norms, behaviours, attitudes, roles, and relations. The intervention has no potential to contribute to GESI.

**GESI unaware:** the intervention recognizes GESI issues but does not do anything about them, and these GESI issues are not brought into planning, delivery, or feedback. The intervention likely reinforces existing inequalities. The intervention has no potential or little potential to contribute to GESI.

**GESI sensitive:** the intervention recognizes that different people have different needs and experiences based on GESI

considerations, and this is acknowledged in design and delivery. The intervention integrates the needs and experiences of marginalized groups, ensuring a DNH approach, collects disaggregated data, and uses GESI language in materials. However, these interventions do not directly respond to the identified GESI issues. The intervention has little potential to contribute to GESI.

**GESI responsive:** the intervention responds to GESI considerations and has an active GESI approach to design and delivery. The intervention actively promotes equal access to assets, resources, and capabilities for marginalized groups. The intervention seeks to improve the day-to-day needs of marginalized groups; however, it does not transform unequal power relations or tackle harmful social and gender norms that perpetuate gender inequality and exclusion. The intervention has medium potential to contribute to GESI.

**GESI transformative:** the intervention has an explicit intention to transform unequal power relations and harmful social and gender norms that perpetuate gender inequality and exclusion. The intervention has GESI-specific goals. The intervention builds on a GESI responsive approach; however, it goes beyond improving the day-to-day needs of marginalized groups and seeks to improve their social position and value within society as well as the full realization of their rights. The intervention has high potential to contribute to GESI.

<sup>49</sup> Adapted from Mercy Corp and CARE (2021) 'Gender marker guidance'. [https://www.careemergencytoolkit.org/wpcontent/uploads/2017/04/CARE\\_Gender\\_Marker\\_Guidance\\_English\\_2021.pdf](https://www.careemergencytoolkit.org/wpcontent/uploads/2017/04/CARE_Gender_Marker_Guidance_English_2021.pdf); adapted from Plan International (2022) 'Gender transformative marker user guidance'.

## 2. Gender and social inclusion-informed data collection

### What is gender and social inclusion-informed data collection?

Gender and social inclusion-informed data collection takes into account the roles, responsibilities, needs, and safety of all participants, understanding that these factors will be different due to intersecting identities and lived experiences. This includes accommodating the different needs of girls, boys, women, men, people with disabilities, and marginalized groups during data collection.



Enumerators Collecting Resilience Data at Patarkhalla Community via CRMC app. Photo : Nabin C. Joshi

### Why do we need gender and social inclusion-informed data collection?

Perceptions and experiences from children, women, people with disabilities, and marginalized groups are an important barometer of change and are key in measuring the resilience of different groups within a community.

It is important to consider gender and social inclusion because failing to address the specific needs of different groups can lead to a lack of participation, or participants not feeling they are able to openly

provide their perspectives. It is our role, as fieldworkers and project leads, to ensure that participants feel they are in a safe space.

This guide is intended to inform the data collection process to include key considerations for GESI, ensuring marginalized groups are systematically and consistently included.

#### Responsibilities of project leads and fieldworkers

**Project lead:** coordinate the process and efforts to connect to a community; facilitate the grading process and the analysis of the results to support decision-making as part of the wider project.

**Fieldworker:** interact with the community to collect data and conduct interviews and discussions with key community members.

Project leads and fieldworkers both have responsibilities to ensure the data collection process takes into account GESI considerations. From planning the study to data collection, the team should think about how to make the process gender and social inclusion informed. Project leads should embed these considerations into their responsibilities of setting up the study, hiring fieldworkers, and defining data collection methods, and fieldworkers in their responsibilities of conducting interviews and discussions with participants. Ensuring the safeguarding of children and young people is a shared responsibility for all and should be included in all steps of the data collection process. For additional details on safeguarding roles and responsibilities, including consent and confidentiality, please refer to your organization's safeguarding policy.

### Soft skills in data collection

It is important that fieldworkers have the relevant soft skills during data collection, so that the diverse group of participants feels open to discussing and answering questions.

These skills can include:

- sensitivity to the cultural expectations of local people;
- ability to build trust and be non-judgemental;
- understanding the local culture and heritage along with good interpersonal skills;
- being thoughtful of the interviewee's situation and time, conduct interviews and discussions with key community members.



CRMC data collection in Moala Village. Photo: Cale Johnstone, IFRC

## Gender and social inclusion considerations during the data collection process

Each step of the CRMC data collection process should include considerations to ensure women, men, girls, boys, people with disabilities, and other marginalized groups are able to actively participate. Below are some considerations and guiding questions to think about while going through the process.

## Step 1: setting up the study

The local project lead creates a new study in the CRMC tool, defines the data collection methods for each source of resilience, and defines the number of households for statistical representation.

- Ensure girls, women, people with disabilities, and marginalized groups are accurately represented in the study. For example, the sample size of the different groups should be representative of the population make-up.
- Ensure the data collection methods and tools are age, gender, and disability friendly (Steps 2 and 3 will further describe how to do this) and are aware of inequity.
- If you are conducting an online survey, ensure it is accessible to all participants. For example, consider if support is needed if a respondent is visually impaired or if a participant is not literate and cannot read or respond themselves to the survey. On the other hand, there are several advantages of an online survey that can also be considered:
  - *For marginalized groups, online surveys can provide an opportunity to participate without exposing them visibly.*
  - *For those who are hard of hearing, online surveys might be much easier than adjusting the fieldworker interview on site.*
  - *For people with irregular schedules, e.g. women doing household chores or people working in the fields, online surveys could help them participate while accommodating their own schedule, not needing to be on time to an in-person meeting.*

## Step 2: planning the data collection

The local project lead allocates data collection tasks to fieldworkers for the selected community and 'activates' the study in the CRMC tool.

- Ensure fieldworkers are from diverse groups for the data collection process. This can include women, men, gender minorities, people with disabilities, and other under-represented groups, which will help reduce power imbalances between the fieldworker and participants, and questions will be asked from a position of shared experiences.
- Ensure the recruitment process for fieldworkers is open and accessible by:
  - *encouraging women, people with disabilities, diverse age groups, and other under-represented groups to apply;*
  - *advertising the role in a variety of places where diverse groups of people will see it;*
  - *considering working with local disabled people's organizations, as they may have a network of local disabled people with relevant skills.*
- Account for power dynamics between the fieldworkers and participants when allocating tasks, such as them being the same sex, similar age, or any additional power structures that may be relevant.

## Step 2: planning the data collection (continued)

The data collection tasks are sent from the web-based CRMC tool to the respective fieldworkers' smart device apps. The project lead then meets with the assigned fieldworkers to plan how the tasks should be executed.

- Facilitators/enumerators and note-takers should be the same sex as participants.
- Consider if the age of the interviewer is an important variable in this scenario due to power dynamics. If so, ensure they are of similar age.
- Prior to the engagement of children and youth in data collection, a risk assessment should be conducted to document any risks that the participants, especially girls, may face by engaging in the focus group discussion (FGD), household survey, or key informant interview (KII). Also consider additional challenges that participants might face in participating, including challenges in participating in the online data collection process.
- Some risks that children, youth, and other vulnerable populations might face during data collection include facing abuse when travelling to/from FGDs; backlash from community or family members for participating in data collection activities; signs of abuse are not recognized by data collectors; or disclosures are not acted on.
- Complete a mapping of child protection and gender-based violence (GBV) referral services in the community. This mapping will be important to refer to if any participants, especially women and girls, disclose abuse, are triggered, or need referrals to local services.
- Familiarize yourself with the IASC GBV Pocket Guide<sup>50</sup> on how to respond to disclosures of abuse during data collection.
- The purpose and details of the study, including the online data collection, must be clearly communicated to all the targets of the online survey and steps taken to ensure they understand this information.

### Data collection methods

- Household surveys are structured interviews that take place between the fieldworker and individual households. They are usually held in or outside the interviewee's home, or can be done online, and are used to gather factual information from many people, such as the conditions people live in and how these conditions are affected by climate disasters, and their opinions on the community situation.
- FGDs are structured conversations or discussions, conducted by a fieldworker with an adequate, small number of pre-invited respondents. These discussions collect information on the 'lived' experience of the community from community members.
- KIIs are in-depth interviews with people in positions of power, experts, or those who have a unique perspective. This method is used to obtain specialist or technical knowledge about specific topics.

<sup>50</sup> <https://gbvguidelines.org/en/pocketguide/>

## Step 3: data collection

Fieldworkers conduct the interviews/discussions as agreed and input and store the collected data in the CRMC app on their smart device.

- Ensure that the location is comfortable, safe, convenient, welcoming, and accessible. For example, find a space where groups, especially women, won't be overheard by others in the community, and where people with different abilities can access and engage safely and comfortably. This applies to online surveys too. Creating a safe space is important when talking about sensitive topics, such as GBV, because it will help participants feel comfortable to openly discuss these topics, and it will also help avoid potential backlash from the community.
- Encourage active participation of women and marginalized groups during the interviews.
- Adapt your language to the age and literacy levels of the participants and ensure questions are asked in a manner that they can easily understand.
- When conducting interviews and FGDs, ensure local, inclusive language is used so all participants are able to understand the questions.
- Depending on the language, consider how gendered terms are used.
- Account for the roles and responsibilities of women, men, boys, and girls in the local context and accommodate them so disruptions are minimized.
  - *Are there certain dates or times that are better due to childcare responsibilities, work, school, religious/cultural activities, mobility, etc.?*
  - *Are there any additional accommodations that should be made, such as allowing women who have young children or are breastfeeding to bring their children to the interview or having parents consider childcare provisions?*
  - *Are the premises accessible to different levels of abilities? For example, are they wheelchair accessible, or can special arrangements be made for blindness or deafness?*
  - *Some teams have compensated participants for their time when participating in interviews or FGDs, and this is something that could be considered during data collection.*
- Avoid perpetuating gender stereotypes during data collection; for example, fieldworkers may record what they think participants want to say, which can include bias. Avoid asking leading questions that assume gender roles and responsibilities.
- Avoid personal questions about gender, ethnicity, and disability-based violence and discrimination or prompting disclosures, which can be triggering. Instead, talk about such violence and discrimination in a more general way, asking about concerns in the community.
- Data collectors should take time to introduce themselves, explain the purpose of the survey/interview/focus groups and how their responses will be used.
- Encourage the data collectors to ask if the participants have any questions for them at the end of FGDs/interviews so there is two-way communication.
- If regular debriefs are done between fieldworkers and project leads, consider adding a question to reflect on gender and social inclusion dynamics to ensure data collectors remain aware of these issues throughout. Examples of questions include:
  - *What have you noted in today's data collection around gender and other aspects of social inclusion?*
  - *How have these things impacted data collection today?*



A female community member from Mirpurkhas is showing the flood damages. 2022 Floods, Mirpur Khas, Sindh, Pakistan. Photo: DEC – Consultant photographer

## Gender and social inclusion considerations specific to FGDs, household surveys, and KIIs

In addition to the above considerations, the following points should also be reflected on specifically for FGDs, household surveys, and KIIs.

### FGDs

- When deciding on the composition of the group, take into account power dynamics between participants in the group. Will they feel free to speak openly?
  - *When selecting participants, separate groups by sex, age, and power dynamics.*
  - *Participants may not feel comfortable sharing openly in front of people of the opposite sex, older community members, or people with more influence in the community. Focusing on the composition of the group will ensure that considerations are made to encourage active participation by all participants.*
  - *Some examples of separate groups include youth only, women only, married women, ethnicity, migrant status, and ability. These groups will need to be determined based on the community context and power dynamics.*
- *Conduct FGDs in physically and psychologically safe spaces.*
- *If possible, ensure there are gender-sensitive and accessible water, sanitation, and hygiene (WASH) facilities at the FGD location (sex-segregated washrooms, locks on the inside of stalls).*
- *Ensure anonymity, privacy, and confidentiality if discussing sensitive topics so participants feel safe expressing themselves without fear of retaliation.*
- *Consider safety implications of when and where the FGD is held. Is it safe for the participants to travel to/from the location?*

## Household surveys

- Ensure diverse respondents are included in the household surveys and are representative of the community make-up. Conduct interviews in a private and safe space; for example, if a woman is responding for her household, she may feel more comfortable to speak openly if other family members are not present.
- Ensure respondents provide their consent for the household survey.
- Is buy-in needed from family members or community leaders for women or marginalized groups to participate in the household surveys?
- Consider where the interview will take place (in or outside the home) to ensure participants feel that they can speak openly.

## KIIs

- During selection of KIIs, is there a diverse representation of groups within the community (particularly from marginalized groups)?
- Where and when will the KIIs take place? Is it a safe location and time if they need to travel to/from the interview?
- Consider whether the interview location is accessible for those with disabilities. Do any measures need to be taken to improve accessibility?

## Secondary sources

- Try to find various sources, including those from organizations led by marginalized groups (women, people with disabilities, youth, elderly, minority population, migrant and displaced populations, etc.).
- Seek both qualitative and quantitative data in secondary sources. Qualitative research can reveal barriers and GESI dynamics that may not be apparent in quantitative data.



*In Duyani, Hatibandha, the Teesta River's water levels are rising above the risk mark. Mst. Ambia Begum is out in the community warning residents of the possible flooding. Photo: Saikat Mojumder, Concern Worldwide*

# 3. GESI analysis in the CRMC

## Why is it important to conduct a GESI analysis?

Conducting a GESI analysis is essential for ensuring that the needs and perspectives of diverse groups, including women, girls, and vulnerable communities, are considered in any project or initiative. Climate change disproportionately impacts these groups, often worsening existing inequalities. A GESI analysis helps to identify these vulnerabilities and develops strategies to address them, making climate adaptation efforts more gender responsive and inclusive.

By understanding the GESI implications of your theory of change goals, objectives, and outcomes, you can identify and address GESI-related barriers and any unintended consequences, and incorporate findings and considerations into overall planning, implementing, and reporting. This analysis also helps to overcome personal biases and ensures that the work reflects gender and other exclusion factors, while also benefiting climate resilience projects by highlighting the impact on traditionally excluded groups, thereby preventing the perpetuation of inequality and fostering more inclusive and effective interventions.

GESI analysis findings can provide insights such as:

- who is directly and indirectly affected by disasters, drawing on CRMC sources related to displacement, loss of livelihoods, and school dropout;
- who requires special protection during and after disasters, and how best to ensure their safety, based on CRMC sources such as family violence, barriers to evacuation, or access to support services;
- who has access to critical assets, resources, and services;
- what are the different capacities, roles, and coping strategies of women, men, and other vulnerable groups in disaster response and recovery;
- whether women, men, and vulnerable groups participate equally in decision-making processes.

The purpose of this section is to provide guidance for Alliance teams on planning and conducting a GESI analysis in their projects, specifically through the CRMC framework, using disaggregated data and various methods to ensure broad representation and social inclusion.

## Guidance for conducting a GESI analysis

The CRMC can play a pivotal role in conducting a GESI analysis. The CRMC collects disaggregated data to support a GESI analysis by breaking down data according to GAID. It is the responsibility of fieldworkers and project leads to shape the data collection process to reflect GESI priorities, such as planning how to collect data and conduct interviews in an inclusive and representative way. The CRMC uses FGD and KII options (or the ability to customize) for women and youth groups, gender officers, NGOs, etc. This approach allows for a more detailed understanding of how different groups are affected by climate change and what their barriers and opportunities are with regards to climate resilience. For instance, disaggregated data usually reveal that women and persons with disabilities face unique barriers in accessing EWSs or



The marsh near Bitilinyu Camp, Ndamera. This area will be completely submerged during flooding. Photo: Concern Malawi

recovery resources. By analysing this CRMC data, projects can tailor their interventions to address these specific needs, ensuring that all community members benefit from climate adaptation efforts. As an example, if your project involves using smartphones for early warnings, assess whether all groups have access to these devices and can equally sign up to the EWS services. This method not only highlights disparities but can also inform the development of targeted strategies to reduce these inequities, ultimately leading to more inclusive and effective climate resilience programmes. For more detailed information on GAID disaggregation in the CRMC, refer to Section 7.2.3 of the CRMC User Manual (accessible to all CRMC users and uploaded within the tool) or [Section 4](#) of this document.

When conducting a GESI analysis, different data collection modalities that serve different purposes must be employed. This will ensure both a broad understanding of the issues at hand, identify patterns and trends, and assist in making evidence-based decisions, as well as capturing the nuanced experiences and insights of these marginalized groups.

The CRMC involves a systematic approach to data collection through household interviews, FGDs, and KIs. This is where the sampling strategy and methodology becomes key in ensuring broad representation and inclusion of gender and other social

identities, alongside any other key or targeted groups for the process.

The customization of data collection options is an important step of the CRMC process, where GESI is built into the entire approach; for example, including women's or youth groups, or organizations working with people with disabilities. One FGD option in the CRMC is 'NGO group', where representatives from such groups could be included and their perspectives heard. This should include not just formally registered NGOs, but informal groups, community-based organizations, and other such small, local groups to truly capture diverse needs and perspectives. For household interviews, it is important to ensure that both men and women respond, not just men as the traditional heads of households or spokespeople.

Information on GESI can be collected from CRMC sources by using disaggregation to understand who is affected by the disaster. The following list of sources can be analysed to inform a GESI analysis. Some of these sources include questions that are directly related to GESI, such as family violence and response planning and social inclusiveness of disaster risk management. However, all of the sources listed below cover topics that are relevant to GESI and can be analysed using GAID-disaggregated data to identify gaps and disparities faced by specific groups.

- **Access to services:** this captures whether individuals continue to receive essential services during and following a disaster. This highlights the potential disruptions and inequalities in service delivery, including
  - continuity of education during disaster;
  - continuity of healthcare during disaster;
  - secondary school attendance.
- **Access to assets and resources:** these sources capture whether resources and systems within the community are accessed by all community members, such as
  - early warnings;
  - social inclusiveness of disaster risk management;
  - intra-community equity;
  - inter-community equity.
- **Access to knowledge and information:** this captures how well individuals and communities understand disaster risks and protective actions, such as
  - awareness of climate change risk;
  - hazard exposure awareness;
  - evacuation and safety knowledge;
  - hazard vulnerability awareness;
  - heatwave protection knowledge.
- **Safety:** these sources can capture whether the safety of individuals differ within the community:
  - community safety;
  - family violence and response planning;
  - worker protection for heatwaves.

The steps below can be followed when conducting a GESI analysis:

### 1. Planning and desk review

- a. Review existing literature, reports, and data on GESI within the project's specific context, taking into account regional variations in relation to climate resilience.
- b. Identify gaps in information and areas that need further investigation. Compare these gaps with CRMC sources to determine if they will provide the relevant information. For topics not covered by CRMC sources, develop and incorporate local questions into the CRMC study to gather additional information using the dedicated local questions feature that the CRMC software provides.
- c. Based on the desk review, identify the key stakeholders and groups to be included in the analysis.

### 2. Data collection

- a. Conduct CRMC data collection through household surveys, KIIs, and FGDs. Ensure different groups participate in the data collection methods, including women, men, elderly people, people with disabilities, and other vulnerable communities specific to the context.
- b. Ensure that data collection methods are inclusive and accessible to all groups. For more information, refer to [Section 2](#).
- c. Plan household survey data collection to ensure women respondents are approximately equal to men respondents.



Woman in area affected by flooding in Thiès Senegal. Photo: Practical Action

### 3. Data analysis

- a. Analyse the GAID-disaggregated data to identify patterns, trends, and key issues related to GESI.
- b. Assess the impact that interventions, policies, and practices will have on different groups. For more information on analysing GAID disaggregation in the CRMC, refer to [Section 4](#).

### 4. Reporting and recommendations

- a. Compile the findings into a GESI analysis report that highlights the key issues, challenges, and opportunities for promoting GESI in the project.
- b. Develop actionable recommendations for integrating GESI considerations into project interventions, policies, and practices.
- c. Ensure findings and recommendations are integrated into reporting at large, not just GESI-specific outputs.

### 5. Validation and feedback

- a. Share the draft report and recommendations with key stakeholders for feedback and validation. For example, ask women and other vulnerable groups whether these findings ring true, and how interventions can be adapted to ensure they meet their needs.
- b. Refine the analysis and recommendations by incorporating feedback from the key stakeholders.

### 6. Implementation

- a. Integrate the GESI recommendations into project planning and implementation. This can include tailoring interventions to be gender responsive and inclusive, training project staff and partners on GESI, and using participatory approaches that include vulnerable groups.



Community gathers in emergency meeting point during a mock drill in Matucana, Lima, Perú. Photo: Giorgio Madueño, Practical Action

## How to use GESI analysis findings

The findings from a GESI analysis can enhance climate resilience project interventions by ensuring that the unique needs and vulnerabilities of different groups are addressed. By integrating GESI insights, climate resilience projects can develop targeted strategies and interventions that promote equal access to resources, participation, and benefits, thereby fostering more inclusive and resilient communities. For instance, ensuring that women have access to climate-resilient agricultural practices or that elderly individuals receive tailored support during extreme weather events can make a substantial difference in their ability to cope with climate impacts. A GESI analysis can also help facilitate the active participation of all community members in project planning and decision-making processes. This can be achieved by organizing community meetings that are accessible to everyone and ensuring there is diverse representation in decision-making bodies.

Additionally, GESI findings can be leveraged to influence policy and advocacy efforts, highlighting the importance of inclusive practices and driving systemic changes that prioritize the needs of vulnerable groups. This can involve advocating for gender-responsive and inclusive policies or promoting the inclusion of marginalized voices in climate decision-making processes. By doing so, projects not only improve the effectiveness of their interventions but also contribute to broader societal transformation that supports GESI. This dual approach helps to avoid the perpetuation of inequality and ensures that climate resilience efforts are sustainable and just, ultimately leading to a more resilient and equitable society (see Box 4).

If you choose to include local questions in your CRMC study, the data can still be disaggregated, analysed, and assigned a grade – similar to the CRMC sources. However, please note that analysis and grading of the local questions will need to be conducted outside the CRMC tool itself.<sup>51</sup>

<sup>51</sup> Additional resources: the following resources can be referred to if you'd like additional guidance on conducting a GESI analysis: Practical Action (2023) 'The missing voices approach'. <https://practicalaction.org/themes-expertise/resilience/early-warning-systems/missing-voices-approach/>; this provides guidance on how to proactively listen to the experiences of marginalized individuals to inform policies and practices that affect their lives. The approach captures first-person perspectives of marginalized people to inform disaster risk management. Plan International (n.d.) 'Gender and age analytical framework': this provides a list of GESI-related questions to gather data on gender norms, girls and women's agency, engagement of men and boys, condition and position of girls and women, diversity, and enabling environments. These questions can serve as a helpful resource when developing local questions, particularly if there are specific areas where you'd like to gather more detailed or context-specific information.

## BOX 4. Case study: collecting GESI data in Manila and Navotas, the Philippines

This case study explores the process and outcomes of piloting inclusive local questions to gather GESI data in the barangays<sup>52</sup> of Manila and Navotas in the Philippines. Plan International, in collaboration with IASA, ran a pilot in the Philippines to incorporate local questions in their Flood Resilience Measurement for Communities (FRMC) studies to identify issues specific to women and other marginalized groups in relation to flood resilience.

The inclusion of local questions in the FRMC studies aimed to strengthen the analysis of community flood resilience by ensuring that the project's processes, interventions, and outcomes were inclusive of women and children and youth (CAY). It also sought to learn from and refine the piloted local questions and feedback into FRMC/CRMC recommendations for GESI-related sources.

To capture a comprehensive picture, 12 local questions were developed and piloted across seven barangays in two cities: Manila and Navotas. These questions included testing new sources that were being introduced in the CRMC (intra-community equity, community safety, family violence), in addition to new local questions developed specifically for the FRMC study. The data collection methods included household surveys, FGDs, and KIIs, ensuring a mix of quantitative and qualitative insights.

The insights from the local questions provided guidance for more gender-responsive and inclusive intervention design.

These interventions included engaging youth through disaster preparedness training, youth councils, and child-friendly spaces; providing child-centered community-based DRR and management training; developing inclusive EWSs; and supporting community planning and savings groups. The findings also highlighted interventions that needed more support or advocacy, such as child protection and GBV.

The local questions used in the Philippines FRMC studies have been updated for use in CRMC studies and are being used by all Plan International countries in phase 3.0. The number of questions has been reduced, as the original local questions used in the Philippines FRMC studies included a pilot of sources that are now incorporated into the CRMC. Table 1 shows a list of local questions that can be contextualized and adapted for use in your CRMC studies.

If you choose to include local questions in your CRMC study, the data can still be disaggregated, analysed, and assigned a grade – similar to the CRMC sources. However, please note that analysis and grading of the local questions will need to be conducted outside the CRMC tool itself.



Youths in Barangay 598, City of Manila, take part in a flood risk mapping exercise. Photo: Plan International Philippines

<sup>52</sup> A barangay is the smallest political unit in the Philippines, similar to a district

## BOX 4. Case study: collecting GESI data in Manila and Navotas, the Philippines (continued)

Table 1: Examples of sources of resilience across the three categories

Local question name	Indicator	Description	Local question
Indigenous knowledge	The extent to which indigenous and local groups have active input into decisions about disaster risk management.	This question measures how inclusive the community is in using indigenous and local knowledge in disaster risk management. Social inclusion applies to the entire decision-making process, including the identification and prioritization of problems and solutions. In a resilient community, indigenous people have their voices heard and/or represented, and their specific concerns and needs addressed.	What level of influence or input do you think indigenous people within the local government have when it comes to decision-making?
Protection knowledge (CAY)	Number and percentage of CAY that are confident that they know the correct actions to take to protect themselves in the event of a [flood/heatwave/wildfire].  Specify the hazard(s) relevant to your CRMC study. If multiple hazards are included, this question can be repeated for each one.	This question measures whether CAY have received training and know how to protect themselves during a flood/heatwave/wildfire.	Do you feel confident that you would know what to do during a [flood/heatwave/wildfire]?
Climate education (CAY)	Number and percentage of CAY who report they have received education on resilience, climate change, environment, or risk reduction in formal or informal settings.	This question measures how many CAY have received education on resilience, climate change, environment, or risk reduction in either formal or informal settings.	Have you been taught about the environment, risk reduction, or climate change? The teaching can be either at school or outside of school, or both.
Control over savings (women)	Number and percentage of women who have control over financial decisions related to their savings.	This question measures equal opportunity to have control of savings for women.	Do you have control over financial decisions related to your savings?
Financial literacy (women and youth)	Number and percentage of women and youth who report they have received education on financial literacy.	This question measures how many women and youth have received education on financial literacy.	Have you received training on financial literacy?

If you choose to include local questions in your CRMC study, the data can still be disaggregated, analysed, and assigned a grade – similar to the CRMC sources. However, please note that analysis and grading of the local questions will need to be conducted outside the CRMC tool itself.

# 4. GAID in resilience interventions to climate-related hazards

## Overview

GAID and other forms of social exclusion influence disaster risk. Therefore, interventions that consider these elements are critical for achieving a positive outcome for all affected groups in resilience to climate-related hazards programme work.

This section covers:

- Analysing GAID-disaggregated data as a starting point to understand and highlight barriers that different groups of people might face related to disaster resilience, such as access to services and EWSs.
- Analysing disaggregated data on the CRMC platform.

It specifically looks at designing, improving, or retrofitting our interventions based on data and information that we already have. It does not offer advice or methods for collecting that data, which can be done using other tools, such as context analysis, GESI assessments, or CRMC local questions.

## Disaggregating GAID data

Reliable, consistent, and disaggregated data is essential to inform decision-making and enable well-targeted investments. Without disaggregated data, we cannot track whether interventions are improving lives. Interventions that do not explicitly consider GAID data are more likely to increase the marginalization of vulnerable people, for example, elderly women or children with disabilities.

Interventions need to be informed by the CRMC process, but we must account for, and consider, the needs of different groups of people to design these in the most inclusive way.

Institutionalizing the systematic collection, use, and reporting of disaggregated data, including GAID data, is a useful starting point to help us target our actions to improve vulnerable people's resilience to climate hazards. It supports us in leveraging their voice, agency, and leadership in resilience interventions.

It is important to remember that vulnerable people – such as the elderly or people with disabilities – are not homogenous groups and have different degrees of vulnerability or resilience to disasters.

Our focus should be on creating tangible benefits for the people we work with. This requires a strong emphasis on the use of disaggregated data to improve programming.

Disaggregating data alone is not enough to achieve inclusive interventions. Its collection and use are helpful starting points, but we should also use gender assessments, participatory vulnerability capacity assessments, and other tools to further inform our work, continually reviewing, monitoring, and adapting. We should seek out allies and change-makers, including partnerships with organizations focused on the rights of people such as women, the young or elderly, or people with disabilities. We should be inclusive in the design and implementation of interventions themselves.



Women in San Miguel, Bolivia, meet at the meeting point. Photo: Practical Action Bolivia

## How to use disaggregated data

To reduce inequalities and to practise inclusive development and DRR, we must first understand the discrimination and disadvantages that people face. Various aspects of a person's identity or barriers to power, such as ethnicity, gender, religion, disability, or sexual orientation, shape their experiences of advantages and disadvantages as well as discrimination and privilege, and therefore their vulnerability and resilience.

Disaggregated data is a necessary tool for social inclusion as it helps reveal significant disparities and provides key information when designing interventions and tailoring them to the needs of diverse groups.

Disaggregating data tackles the assumption that general progress means progress for everyone. It helps us to understand vulnerability better, so that we can prioritize actions that benefit people with different identities or in different situations.

This increases our impact and determines the quality of our work.

As a part of the CRMC process, teams collect and disaggregate data by GAID. However, simply having the data will not lead to transformative change. GAID data can be a first step in informing disaster resilience interventions that are gender, age, inequity, and disability sensitive or transformative, and empowering for vulnerable groups. We can do this by considering if we need to adapt our interventions to account for the needs of, for example, elderly women with mobility challenges or people with hearing disabilities.

Having disaggregated data can also support us in our advocacy messaging. It ensures that our understanding of the issues faced by certain groups is based on strong, demonstrable evidence. This in turn gives programmes credibility with external audiences and improves the quality of the work we carry out.

## An intersectional approach to data

Data disaggregated by GAID helps unpack gendered risks and effects of climate hazards, and resilience-enhancing interventions. In addition to collecting GAID data, we can, and should where possible, also choose to look at other possible characteristics of vulnerability or power dynamics, such as caste, ethnicity, religion, and location, and how these interact.

Marginalized groups are not all equally and uniformly vulnerable. Therefore, understanding and considering how multiple intersecting marginalized identities can shape vulnerability and resilience is critical.<sup>53</sup> Intersectionality emphasizes ‘the constant renegotiation of power relations and how individuals and groups can experience both power and oppression simultaneously’.<sup>54</sup> An intersectional approach to data identifies inequalities within and between groups of people based on how multiple factors of a person’s identity come together, and looks at ways of reducing inequality.

This includes using intersectionality as a lens to reflectively examine data practices, data processes, and institutions. The data value chain below describes the process through which data creates value.<sup>55</sup>

- Who has been included in identifying what data to collect and how to collect it?
- Who is doing the analysis, and what do they know about intersecting inequalities?
- How can data be combined and used to tell a story of intersecting inequality and influence policy?
- How has inequality been reduced, and how do we measure this?

## Inclusive data

Inclusive data is data that:

- covers all people;
- is routinely disaggregated;
- is collected in an inclusive manner, ensuring that there are no systematic biases and that no vulnerable groups are systematically excluded, for example, those living outside of households.<sup>56</sup>

It is important to remember that, throughout the CRMC process, we must avoid one-sided, extractive data collection. By communicating the data back to communities, we can help to validate it, as well as illustrate the needs of different types of people.

This process can be empowering and can help people to articulate their own needs more clearly.

<sup>53</sup> Brown, S., Budimir, M., Sneddon, A., Lau, D., Shakya, P. and Upadhyay Crawford, S. (2019) ‘Gender transformative early warning systems: experiences from Nepal and Peru’. <https://practicalaction.org/knowledge-centre/resources/gender-transformative-early-warning-systems/>; Darby (2021) ‘Back to basics’.

<sup>54</sup> Lovell, E. and Twigg, J. (2019) ‘Intersectional approaches to vulnerability reduction and resilience- building’. <https://odi.org/en/publications/intersectional-approaches-to-vulnerability-reduction-and-resilience-building/>

<sup>55</sup> Global Partnership for Sustainable Development Data (n.d.) ‘A primer on an intersectional approach to data’. [https://www.data4sdgs.org/sites/default/files/file\\_uploads/JN\\_1286\\_IDC\\_KP\\_Primer\\_8pp\\_A4.pdf](https://www.data4sdgs.org/sites/default/files/file_uploads/JN_1286_IDC_KP_Primer_8pp_A4.pdf)

<sup>56</sup> DFID (n.d.) ‘DFID’s guide to disaggregating programme data by disability’. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/530605/DFID\\_s\\_guide\\_to\\_disaggregating\\_programme\\_data\\_by\\_disability.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/530605/DFID_s_guide_to_disaggregating_programme_data_by_disability.pdf)

## Gender

The CRMC offers three categories: female, male, other.

Gender-sensitive or gender-transformative climate programmes that are grounded in gender-disaggregated data and evidence are not just a priority: they are also a smart approach to ensuring climate resilience and improving gender equality.<sup>57</sup>

When we disaggregate the data, it should be based on actual data about our beneficiaries rather than estimates or models. This data can lead to a greater understanding of how men and women engage with, and perceive, challenges and opportunities in their communities. It shows the gendered impacts of stressors, such as flood and heatwave hazards, on men and women in the community, and whether it is indeed the women who are shouldering the greatest burdens. We might see how many households in the community are headed by women or how many women engage with certain livelihood activities.

It is important to be aware that the male-female binary may fail to capture the gender identity of a number of people. To match our evolving understanding of gender, a more comprehensive and inclusive approach to gender disaggregation could be adopted. This means asking survey respondents for information on their gender identity in a multinomial, rather than binary, way.<sup>58</sup> Collecting and analysing this data will contribute to understanding and reducing stigma.

## EWSs

By including women and men in the design of EWSs and evacuations, we can develop specific measures to ensure women's safety and security.

A gender-aware EWS has explicit consideration and understanding of the specific ways in which gender affects a particular EWS differently (in a particular context), and any differential impacts of the EWS on different gender groups.

A next step can be moving to a gender-sensitive EWS, with some adaptations to activities to improve the impact on marginalized gender groups. A gender-sensitive EWS ensures disaster preparedness, and response and contingency planning proactively considers gender, making some adaptations to respond to the specific needs, concerns, and capabilities of marginalized gender groups.

A gender-transformative EWS proactively (re)designs approaches, policies, and practices to reduce gender-based inequalities and to meet the needs of all people.

## Age

The CRMC uses three age categories for respondents: 18-30, 31-65, or over 65.

Disaggregation by age is critical for understanding and addressing inequalities for younger children, adolescents, and the elderly in communities vulnerable to flood and heatwave risks.

Age-disaggregated data helps to identify resilience gaps more precisely and enables more targeted programming for closing these gaps. People in the 31-65 age group are usually those most involved with development

<sup>57</sup> IUCN (2021) 'Climate change is not gender neutral', 3 June. <https://iucn.org/news/gender/202106/climate-change-not-gender-neutral>

<sup>58</sup> RTI International (2021) 'Gender disaggregation of data in international development programs: a conversation with Rajeev Colaço and Stephanie Watson-Grant', 15 December. <https://iucn.org/news/gender/202106/climate-change-not-gender-neutral>

or DRR programming. While the CRMC does not engage with adolescents under the age of 18, there is still an opportunity to canvass their perspectives when designing interventions. One such example is Plan International's work in flood resilience and menstruation education for young people in El Salvador.<sup>59</sup>

## CAY

According to UNICEF, one billion children – nearly half of all children globally – are at 'extremely high risk' due to the impacts of climate change.<sup>60</sup> They face a deadly combination of exposure to multiple climate shocks and limited access to services that build their resilience. When children and young people are excluded from resilience-building efforts, participatory planning, and youth-led decision-making, their potential to contribute is overlooked. Children's and young people's participation in issues that affect them is part of their fundamental rights.<sup>61</sup> We must therefore strengthen the resilience of children and young people by increasing their knowledge on climate change adaptation measures and enhancing their meaningful participation in our disaster resilience programmes and interventions.

## Older age

There are four key reasons for older people's heightened vulnerability in the face of climate-related shocks, according to HelpAge International (2014):<sup>62</sup>

- The physical decline that comes with ageing, which can include poor health, mobility, sight, and hearing.
- A lack of adequate services for older people, both daily and in emergency situations.
- Age discrimination, which excludes and isolates older people, and often violates their rights.
- Poverty levels among older people, which are often exacerbated by a lack of social protection mechanisms and livelihood opportunities.

However, older people often have more generational knowledge, including experience, knowledge, and skills that are vital to understanding local environmental hazards and historic risk profiles.

Older people have capacities to contribute to disaster resilience and can be strong agents of change.

*"In my family, my mother with her partner are the ones who make the decisions. I try not to think about the decision-making of your home because only adults can give their opinion. Also, I feel that those who decide, do not take into account the opinion of adolescents."<sup>63</sup>*

<sup>59</sup> Tejada, C., Pérez, C. and von der Mühlen, M. (2021) 'Flood resilience and menstruation education for young people in El Salvador'. <https://zcralliance.org/blogs/flood-resilience-and-menstruation-education/>

<sup>60</sup> UNICEF (2021) 'Children uprooted in a changing climate: turning challenges into opportunities with and for young people on the move'. <https://www.unicef.org/media/109421/file/Children%20uprooted%20in%20a%20changing%20climate.pdf>

<sup>61</sup> United Nations (1989) 'Convention on the rights of the child', Article 12. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

<sup>62</sup> HelpAge International (2014) 'Disaster resilience in an ageing world: how to make policies and programmes inclusive of older people'. <https://www.unisdr.org/2014/iddr/documents/DisasterResilienceAgeingWorld.pdf>

<sup>63</sup> Brown et al. (2019) 'Gender transformative early warning systems'.



Girls collecting fresh water during the floods. Photo by Tran Xuan Thuy, Plan International Vietnam-Quang Tri Office

### Combining generational and indigenous knowledge with modern scientific approaches

Older people can contribute to observations as part of an EWS and should be encouraged to share their predictions on weather patterns using traditional, indigenous methods.

HelpAge has seen many examples of older people using indigenous early warning methods, such as describing how insects leave their hiding places shortly before a volcanic eruption, how birds sing when a tsunami is approaching, or how livestock mating habits can change when rains fail and a drought is looming.

These warnings can be very accurate, with a strong predictive nature. This knowledge is in danger of being lost, as modern scientific EWS methods tend to have more objective validity and therefore carry more weight.

By establishing a dialogue between these two groups of knowledge holders, indigenous early warning signals can feed into centrally managed EWSs, promoting genuine two-way learning.

### Evacuating people with mobility constraints

The mobility constraints of older people and people living with disabilities need to be taken into consideration when identifying or building evacuation centres.

There can be specific challenges involved in evacuating frail, older people or those with mobility constraints, depending on the type of hazard and the speed of onset. Where time allows, evacuation plans should include organized support and transportation of older people who are not able to evacuate by themselves.

Where there is only a matter of minutes to evacuate (as in the case of a tsunami warning, for example), the challenges will be much greater. Evacuation teams or emergency services from the army are unlikely to reach older people in good time, so evacuation support that is much closer to their homes needs to be identified.

People with hearing or mental impairments might not notice early warning signals. A buddy system, whereby each of these individuals has a designated person who can alert them, can overcome this challenge and ensure that these vulnerable people get the help they need to move to safer ground or protect their home and assets once an early warning signal is issued.<sup>64</sup>

<sup>64</sup> HelpAge International (2014) 'Disaster resilience in an ageing world'.

## Inequity

The CRMC asks: ‘Does anyone in this household identify as a member of one or more minority or marginalized groups, such as an ethnic, religious, racial, or LGBTQIA+ minority?’

It then asks: ‘Please state which minority or marginalized groups people in this household belong to. Please tick all options that apply’ (but respondents can choose to rather not say).

Collecting data and thinking about identities, power relations, and inequities beyond gender, age, and disability, such as ethnicity, sexual orientation, language, or religion, can inform our interventions design. In reality, it is impossible to do everything. Local knowledge gained through community engagement and CRMC processes is essential for having the right conversations about which vectors of exclusion are most prominent in the context in which we are working.

For example, in South Asian contexts, caste may be especially prominent, while in South America, it may be indigenous identity.

Climate information or early warning messages might not reach the most excluded households, who might not have access to mobile phones, radio, or television, especially in remote rural or extremely deprived areas. Some groups may speak different minority languages, so sharing targeted information in different languages, through different media, may improve inclusivity and impact.

## Disability

The CRMC asks: ‘Is anyone in this household: deaf or do they have serious difficulty hearing; blind or do they have serious difficulty seeing even when wearing glasses; cognitively impaired or do they have serious difficulty concentrating, remembering, or making decisions; living with a disability or do they have serious difficulty walking or climbing stairs?’

The DFID’s Disability Framework 2015<sup>65</sup> estimates that, globally, one in seven people have a disability and one in four households include someone with a disability. People with disabilities are often discriminated against and left behind in their communities, facing challenges and stigma around employment, healthcare, and education.

Many people with disabilities remain hidden – sometimes intentionally by their families due to shame, sometimes simply due to the inaccessibility of spaces beyond their home.

Because they are so hidden, we often assume disabilities to be more uncommon than they sometimes actually are.

It is important to think about the following considerations when designing interventions that include people with disabilities:

A. Disability is not a binary if/or categorization continuum – in some environments, an impairment may be more disabling, and less so in others.

B. Disability is diverse. There is a wide range of disabilities, and different impairments have different impacts in terms of visibility, access, and opportunities.

<sup>65</sup> Department for International Development (2015) ‘DFID Disability Framework 2015’: <https://www.gov.uk/government/publications/dfid-disability-framework-2015>

C. People can experience multiple disabilities, and some disabilities may result in unique abilities, too (for example, a heightened sense of hearing in blind people).

Determining whether a programme is reaching and successfully serving people with disabilities requires disaggregation of data by disability status.

To design effective interventions for people with disabilities, we must look within the data to examine and reflect on the impacts and issues for the different types and severities of impairment. For example, people with mobility impairments are likely to require different adaptations than people with visual impairments.

Regarding disability, it is useful to remember the rallying call ‘nothing about us, without us’, ensuring that people with disabilities are not excluded from decisions that directly affect them.

### Using disability data to inform disaster resilience interventions

We can adjust our interventions for people with certain disabilities to ensure the infrastructure meets their needs. For example, by considering who in the community has a disability, we can make sure safe shelters are accessible, spacious, and have privacy. We can also account for certain disabilities in our dissemination of climate information and EWS messages, using different formats so they can be accessed by everyone at risk in the community.

In a community where GAID data is accurately collected and analysed, a community disaster committee that might be responsible for evacuations during flood or heatwave events can effectively support vulnerable people with mobility issues, including elderly people, people with disabilities, pregnant women, and young children. Collaboration between community disaster committees and people with disabilities can also help break down the stigma associated with disability and promote people’s leadership and agency.

*“Things are slowly changing, but there is still a long way to go before the issues we face will be understood, let alone addressed. There are around 5,000 physically disabled and blind people in Bardiya alone. Of these, 3,000 won’t even know there are committees and meetings taking place. This is because many are home- or bed-bound, yes, but more than that, it is because disability is most common among the poor, and with poverty comes many other impediments.”<sup>66</sup>*

*“Both Hira and Mr Kandel agree that the first step towards helping people with visual impairments and other disabilities is to collect and maintain data on things like who [people with special needs are], what [their special needs are], and where [they live]. The next step would be to work out what kinds of tools, skills, and information would help people living with disabilities to evacuate and move around easily. “The able will always be able to run for their lives. Us, disabled, need to be enabled to do the same.”<sup>67</sup>*

<sup>66</sup> Brown et al. (2019) ‘Gender transformative early warning systems’.

<sup>67</sup> Ibid

## Analysing disaggregated data on the CRMC platform

The CRMC platform offers an option to view disaggregated data for all household-level data. Reviewing this data during the data analysis phase is incredibly valuable to ensure interventions are tailored to the needs of different groups, as already explained in the sections above.

The CRMC can disaggregate data based on GAID. Figure 3 shows the disaggregated responses from the CRMC for the question ‘In the past four weeks, have you or anyone in your household gone to bed hungry because there was not enough food to eat?’. By reviewing the disaggregated data, you can see which groups are most vulnerable, and it provides insights into what the appropriate intervention might look like.

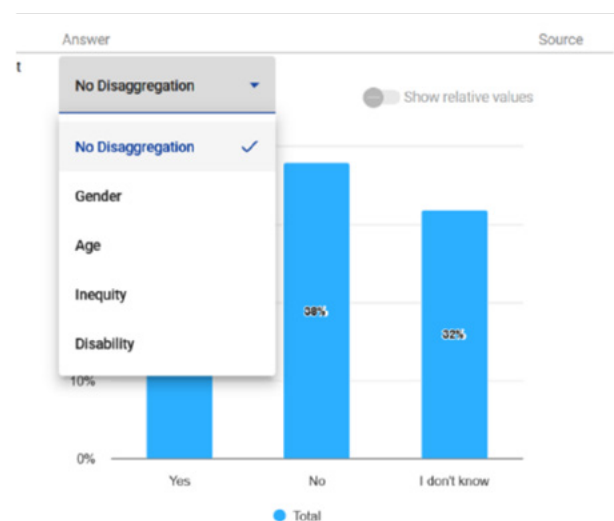


**Figure 3** ‘In the past four weeks, have you or anyone in your household gone to bed hungry because there was not enough food to eat?’, disaggregated by GAID

## Limitation of data analysis

It is essential to note that, in the CRMC, the first automatic view of the disaggregated data does not represent data disaggregated within each group (i.e. within female respondents or male respondents only) but shows a proportion of respondents who provided a given answer as a percentage of all respondents interviewed.

For example, Figure 4 shows the responses to the question ‘In the past four weeks, have you or anyone in your household gone to bed hungry because there was not enough food to eat?’.



**Figure 4** ‘In the past four weeks, have you or anyone in your household gone to bed hungry because there was not enough food to eat?’, without disaggregation



Students at school in Bardiya, whose school building serves as safe shelter during flood. Photo: Practical Action Nepal

## Viewing disaggregated data within each group

As shown in Figure 5, in order to view the data disaggregated within each group, we need to select the option 'Show relative values' to the right of the disaggregation drop-down menu.

### Do

- ✓ Analyse whether there are major differences to different groups' answers to certain questions as this might highlight prevailing inequalities.
- ✓ In order to see the accurate data disaggregation, select the 'Show relative values' option.

### Don't

- ✗ Use the percentages directly from the first view option.

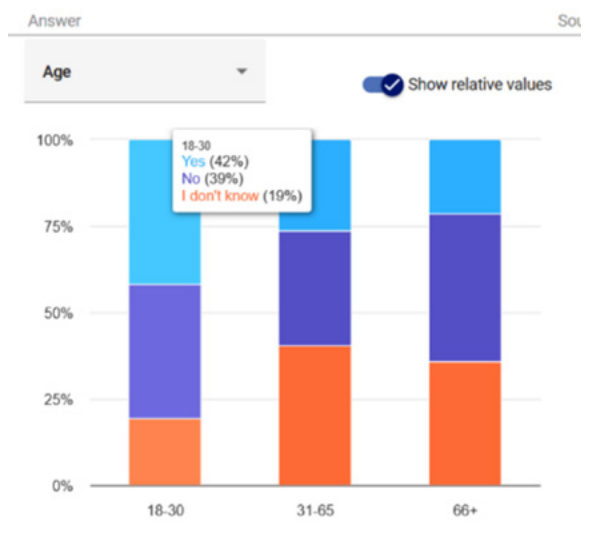


Figure 5 Viewing disaggregated data within each group

Data disaggregation can be used as a starting point to explore barriers in access to services for a specific group in more detail. If such barriers are observed in the data collected, the following sample questions can be used for further analysis:

1. Which questions in the CRMC tool have shown significant differences between men and women? When compiled, are there any noticeable trends?
2. Based on the data collected and our knowledge of the community, what barriers to access to the available services do women face?
3. Are there any other programmes in the area addressing these barriers?
4. Can our programme integrate aspects of promoting gender equality and, if so, in what form? If not, how do we ensure our programme is at least gender sensitive?
5. Are there any advocacy activities we could add to the programme to ensure an increased awareness of these barriers among stakeholders?
6. Please note: if gender equality is a key component of your programme, a comprehensive gender analysis is recommended.

## Validating the data with the community

When collecting data on different groups of the population, we should go back to these groups to validate the information collected. For example, when sharing the results of the CRMC with communities, we should take the opportunity to ask women and other marginalized groups whether these findings ring true, and how we can adapt interventions to ensure they meet their needs.

We can also ask communities about the key stakeholders associated with the barriers to GESI (i.e. those who hold power and influence, and/or discriminate, as well as those who are discriminated against), and how they can be included in project interventions.

During the validation process, the results can then be challenged by women or other vulnerable groups. Results might be challenged due to a change in the meeting

dynamics, if members of vulnerable groups feel the need to provide a different answer, or there is a bias in the data that needs to be analysed. Thus, it is important to validate the data in a safe space where women, people with disabilities, people of different ages, and other marginalized groups feel they can speak openly about the results and not fear backlash if they agree with the data.

If the considerations on the validation process mentioned above are taken into account and there are still challenges to the results, we need to ask probing questions to determine why women or other vulnerable groups do not agree (for example, do they not experience the same barriers? Was the question unclear or misleading?). This will help us further understand if there is a potential bias in the data.

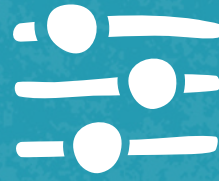
## Using the data and evidence for advocacy and policy

Comprehensive, quality GAID-disaggregated data can be an essential tool for evidence-based policy dialogue. The effective use of existing data is critical to strengthen evidence-based programming and policy development. All too often, existing data and research are not fully utilized in advocacy or policy because of, for example, capacity gaps, communication barriers, or low political incentives to use evidence.

GAID-disaggregated data is important in advocacy and policy because it identifies barriers that are faced by vulnerable groups and solutions to address gaps in existing laws and policies. Evidence-based policy uses findings from GAID-disaggregated data to support in the development of advocacy messages and helps policymakers to address the gaps in existing government policies, ensuring they promote GESI.



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# Keep in touch...

Write to [info@ZCRAlliance.org](mailto:info@ZCRAlliance.org),  
visit [ZCRAlliance.org/CRMC](https://ZCRAlliance.org/CRMC) or follow  
us on [LinkedIn](#).

#### Intellectual Property note:

a) Since 2013, the Alliance has successfully been developing and implementing the Flood Resilience Measurement for Communities ("FRMC") approach, which includes the underlying framework for measuring community flood resilience, the software to apply the framework (the FRMC tool) and associated training materials, which has been used in over 400 communities globally. The development and writing of the training materials including the user guides has been the joint work of the Alliance.

b) The Climate Resilience Measurement for Communities ("CRMC") is the next evolution of the FRMC, meeting the increasing demand to measure resilience to multiple hazards in order to accelerate climate change adaptation. The typology has been further sharpened whilst retaining the three core elements of community centricity, hazard specificity and development focus. The CRMC has been developed as a product of the Alliance.

c) The software: The FRMC and CRMC software has been developed and is maintained by Zurich. Currently, the software includes the four hazards developed for the framework and implemented by Zurich through the software provider, floods, heatwaves, storms and wildfires, and can be amended from time to time as appropriate as new technology becomes available or further climate-related hazards are added.

d) The data: All data are collected in accordance with ethical data collection practices, and are anonymous at the individual and household levels. The data within the tool ultimately are controlled by the organizations that collected it. As a condition of using the framework, all organizations have agreed that data will be stored in a central database and be used for research purposes. User organizations can download all of their data at any time.

e) Use-rights: The Foundation and the Alliance are keen for the CRMC to be used as widely as possible. Existing partners are encouraged to expand use of the tool within the remit of their work.

Front cover: *Women participating in discussion during community meeting in Terai, Nepal.* Photo: Michael Szönyi, Zurich Insurance Group

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