

GENDER AND DISASTER MANAGEMENT

A TRAINING OF TRAINERS (TOT) MODULE



NATIONAL INSTITUTE OF DISASTER MANAGEMENT
MINISTRY OF HOME AFFAIRS, GOVERNMENT OF INDIA





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A TRAINING OF TRAINERS (TOT) MODULE

By
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FOREWORD

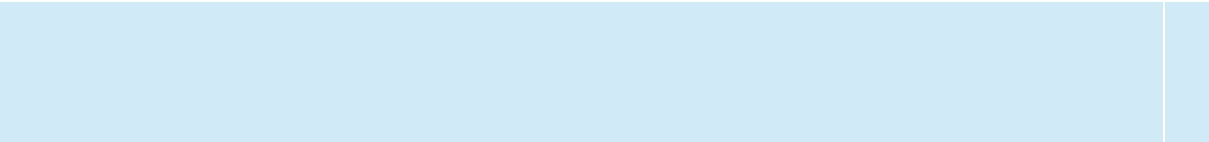
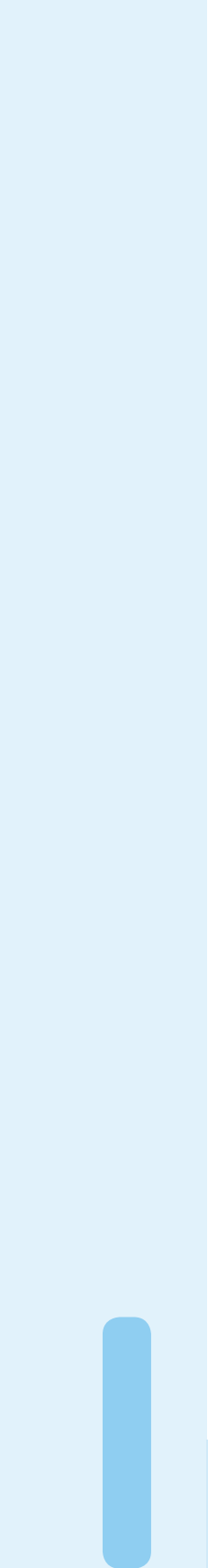
Building on the HFA, the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015–2030 adopted in March 2015 by more than 176 countries underscores that disaster risk reduction requires a multi-hazard, inclusive and risk-informed decision-making. The Hyogo Framework for Action (HFA) 2005-2015 for building the resilience of nations and communities to disasters also emphasized that disasters can be reduced substantially if people are well informed about the measures they can take to reduce vulnerability - and if they are motivated to act.

The first priority of Sendai framework for disaster risk reduction on understanding disaster risk accentuates that when sound knowledge on risks is available with all stakeholders, it can lead to informed risk reduction practices, including pre-disaster risk assessment, prevention and mitigation, along with preparedness and effective response to disasters. NIDM is committed for gender sensitive and inclusive approach for DRR. The Institute has adopted a two pronged strategy to address the issue of gender in its capacity enhancement programmes. While on one hand, the capsule on ‘Gender and Disaster Management’ is chipped in the ongoing programmes in various fields (risk reduction, preparedness, response, recovery, reconstruction etc), exclusive and regular training programmes on “Gender and Disaster Management” are being organized for various stakeholders by the Institute. It is an important issue which has to be addressed comprehensively for attaining Sustainable Development Agenda by 2030.

I am confident that this training of trainers (ToT) module developed by Dr Ajinder Walia, faculty of the Institute, will be welcomed by development practitioners working within the government as well as outside, as it will provide them with useful insights on gender awareness and sensitive interventions in pre as well as post disaster settings. I also hope that this module will benefit the society at large by reaching out to those who are working at the grassroots and cutting edge level with the vulnerable communities.


(Santosh Kumar)

अगर उचित है आपदा प्रबंधन, तभी मिलेगा विकास को घन।

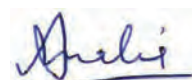


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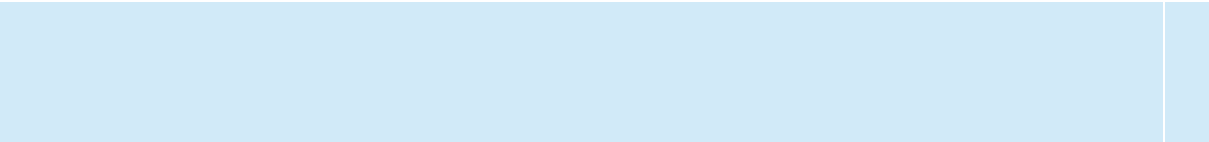
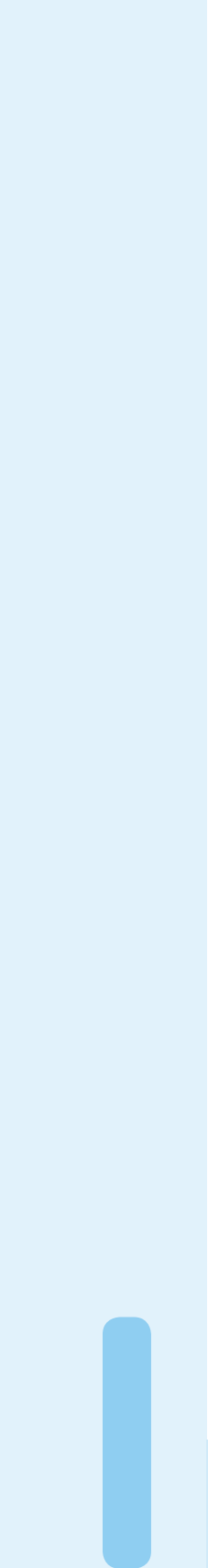
This module is a product of ongoing 'Gender and Disaster' training programs which have been organised by National Institute of Disaster Management (NIDM) since 2007. The module incorporates the learnings from experience as well as the expertise sharing of various experts working in the area along with the inputs and suggestions of participants who have successfully completed these training programs. I am thankful to all of them as they have all played a key role in enriching my knowledge and understanding about the subject which is expressed in this training of trainer's module.

I am grateful to Professor Santosh Kumar, Executive Director of NIDM not only for his useful inputs and suggestions but also for his support and encouragement in preparation of this module. I have learnt a lot from the discussions with my colleagues and got useful insights into the subject consequently. I am also thankful to Ms. Chaman Pincha and Ms. Henry Grace who have reviewed this module and made value additions to it. My thanks are also due to Mr. S.K Tiwari for providing the necessary assistance in getting this module printed.

I hope that this training of trainers module on 'Gender and Disaster' will prove useful to Disaster Management practitioners, trainers, academia and other relevant stakeholders in implementing gender sensitive interventions in pre as well as post disaster scenario leading to capacity enhancement of the neglected gender. A module of this nature, developed for being used anywhere in the country is bound to have certain shortcomings. Moreover, we are engaged in a process of constant renewal of our ideas and revitalisation of our experiences. We welcome any communication from all users regarding their feedback, new discoveries and new insights in the field of 'Gender and Disaster' trainings so that we can further our efforts to make this module more effective and contextual.

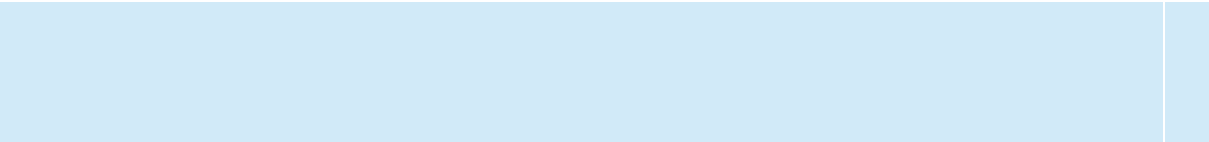
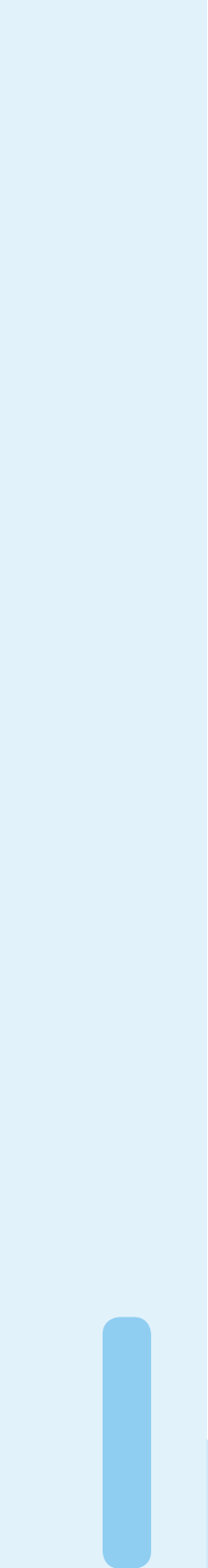


(Ajinder Walia)



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About The Module

Disasters and their aftermaths mirror the preexisting social inequalities of caste, class, ethnicity, sexualities, disability and age, with gender cutting across in all of them. In the wake of a disaster, gender relations and issues are generally considered to be irrelevant or as a luxury. The differential impact of disasters on men/boys and women/girls is not taken into account while responding to the needs of the affected community. Resource distribution in a post disaster scenario, which are intended for the entire population of a disaster-affected area, rely on the existing structures of distribution that reflect the patriarchal structure of society, and hence women/girls are marginalized in their access to such resources. Meanwhile, the potential contributions that women can offer to disaster risk reduction around the world are often overlooked and their leadership in building community resilience to disasters is hardly highlighted. This is reflected in the lack of a platform for women in formal disaster management organizations for sharing their needs, experiences and priorities. Gender stereotypes also places stress on men to assume greater responsibilities on account of gendered norms and expectations. Masculinity norms may encourage risky and heroic action during the search and rescue period, debris removal, and reconstruction, and deter men from approaching agencies for assistance and or seeking counseling later. Hence, the differential needs, vulnerabilities and capacities of men/boys and women/girls need to be taken into account while designing any intervention in the pre- as well as post-disaster scenario.

The post-disaster period opens a window of opportunities for advancing social justice, redressing inequalities and reducing vulnerabilities. It offers opportunities to break down old patterns of dominance and to restructure decision-making processes. Building on empowering experiences after a disaster can facilitate the breakdown of gender stereotypes that often impede women's advancement in the economic, political and social spheres. Post-disaster recovery should therefore be guided by the overall principle of contributing to a just and equitable society where in women and other previously marginalized groups become equal players in the re-development of the country.

Realizing this need, the National Institute of Disaster Management (NIDM) has developed a Training Module on Gender and Disaster Management which can be run across the entire nation. The main aim of the module is to train senior and middle level government and non government functionaries from varied departments of the states, who are working directly or indirectly in the field of disaster management to promote a gender sensitive approach towards management of disasters.

Duration of the Module

The duration of the training programme will be from four and half days to five days. Since, the training involves a number of activities and exercises, therefore, if need arises, the trainer may like limit or extend the duration of the module depending upon the interest and involvement of the participant group.

Objectives

The objectives of the programme are as follows:

1. To explain the basic concepts of disaster management,
2. To provide an overview of the basic concepts in gender,
3. To discuss the gendered and differential impact of disasters on women and men,
4. To illustrate case studies highlighting the specific impact of disasters on women,
5. To highlight the lessons learnt from past disasters from a gender perspective,
6. To discuss the role of women as effective responders,
7. To promote a gender sensitive approach to disaster management, and;
8. To highlight the need to use disasters as an opportunity to empower women.

Who Shall use this Module

The training module can be used by gender trainers as well as those trainers who are working in the area of disaster management, and development. Since the training programme is based on brainstorming and interactions amongst the participants, the ideal number of participation per programme is 20.

How to use the Module

The module is an interactive process oriented module where the involvement of the participants will play a major role. This is a learner centered module where the trainer would be facilitating all the information coming from the participants.

Inauguration, Evaluation and Valediction

The trainer can inaugurate the training programme through introduction of the participants as well as the trainer followed by experience sharing in the field of disaster management. At the end of the programme, a formal evaluation should

be done. The trainer can take feedback and suggestions from the participants through interaction as well as by asking the participants to fill in feedback forms.

Structure of the Module

The module has been divided into four sub-modules which are further divided into units. The proposed structure of the module is as follows:

DAY 1

Sub Module 1: Gender- Concepts and Overview

- I. Understanding Gender and Sex *(70 minutes)*
- II. Brainstorming on Individual Thoughts and Perceptions *(75 minutes)*
- III. Gendered Activities, Roles and Responsibilities *(70 minutes)*

DAY 11

Sub Module 2: Differential Impact of Disasters

- I. Disaster Management : Basic Concepts *(75 minutes)*
- II. Differential Impact of Disasters on Women and Men *(75 minutes)*
- III. **CASE STUDY I:** The Gendered impact of Tsunami in Tamil Nadu *(60 minutes)*
- IV. **CASE STUDY II:** Film Show & Discussion *(35 minutes)*
The Gendered impact of Bhopal Gas Tragedy

DAY 111

Sub Module 3: Engendering Disaster Management

- I. Gender and Reproductive Health *(45 minutes)*
- II. Empowering Women through Psychosocial Interventions *(75 minutes)*
- III. Gender Based Violence in Disasters *(60 minutes)*
- IV. Gender and Shelter Management *(60 minutes)*

DAY 1V

- V. Gender and Relief Management *(60 minutes)*
- VI. Gender and Livelihood Generation *(60 minutes)*
- VII. Gender and Early Warning *(45 minutes)*

Sub Module 4: Empowerment of Women through Disaster Risk Management

- I. Film Show 2 & Discussion: Empowering Women and Men in Disaster Risk Management *(40 minutes)*

DAY V

- I. Gender Budgeting and Auditing in Disaster Management (*90 Minutes*)
- II. Guidelines for Gender Sensitive Disaster Management (*90 minutes*)

Trainer's Guide

The trainer or facilitator or the programme director may find the following tips useful for conducting the programme smoothly.

- During the inauguration session, the trainees should be asked to put their mobiles/cell phones in silent mode. In case of an urgent call, they should go out to receive the call and join back the session.
- All group activities (if possible & convenient) should be photographed and be shown after the training sessions are over every day.
- A group photograph should be taken on day 3 or 4, which is given to the trainees with the certificate on last day of the programme.
- Participants list with name, designation, address, contact numbers and e-mails should be circulated at least thrice during training before the final printout is brought out for circulating along with certificate and group photograph. One copy is to be circulated, so that all of them can make necessary corrections on that and give the same back to the trainer/ programme director/coordinator.
- All the training materials and equipments should be kept ready before the training.
- The trainees should be informed about the duration of lunch and tea/ coffee break and other group activities clearly every time. They should also be informed about the time when the next day's activity starts.
- The trainees should be informed to share their problems during the training and also on logistic issues so that every possible care should be taken to make their stay comfortable.
- During the programme, the duration of each session specified in various sub-modules may vary from the actual duration of the session, depending upon the number of trainees participating in the programme. As most of the sessions are very much process oriented and trainees centred, the duration would largely depend upon the size of group.

The trainer can execute this ToT module keeping the above-mentioned points in mind.

SUB MODULE 1

Gender-Concepts and Overview

Unit 1: Understanding Gender and Sex

	OBJECTIVES	<ul style="list-style-type: none">• To define gender and sex,• To explain the concept of biological & social differences, and;• To discuss the concept of roles ascribed on the basis of sex and gender.
	DURATION	70 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Interaction2. Discussion3. Activity
	MATERIAL/ EQUIPMENT	<ol style="list-style-type: none">1. Flip Charts2. Board Markers
	HANDOUTS	Handout No. 1 Gender and Sex Exercise

Gender-Concepts and Overview

Unit 1: Understanding Gender and Sex

Rationale _____

The purpose of this unit is to introduce the concept of gender and sex, explore the participant's emotions and ideas about gender relations, and begin to find explanations for the differences between men and women.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Describe the concept of gender and sex,
- Understand that our perceptions of women and men may not be related to the sex of the person, but is socially constructed, and;
- Explain that Gender Roles are largely a contribution of social thinking with biology playing a limited role.

Content _____

This unit includes the following:

Topic 1: Gender and Sex

Topic 2: Difference between Gender and Sex

Topic 3: Suggested Activity

Topic 1 _____

Gender and Sex

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Training Note: The facilitator can initiate the session by asking the participants if they have heard about the term 'Gender', and if they have, what is their understanding about the term. Facilitator can add that the word gender is not new to us, we all have learnt about this in our first lesson of grammar to classify masculine gender and feminine gender. The trainer should stress that it's okay if they don't have the "right" answer.

People often use the word "Gender" as a synonym for "Sex." The two terms are however different from each other. Sex, is a biological term referring to people, animals, etc., being either *female* or *male* depending on their reproductive

organs or genes. Sex also refers to the differences between individuals that make them male or female. These differences are biologically determined.

Gender is defined as “a cultural construct consisting of a set of distinguishable characteristics associated with each sex”. Thus gender is a construction by the society through which men and women are categorized into two divisions. Each division is expected to behave in a specified way and perform certain roles and tasks.

Gender refers to the socio-cultural definition of man and woman, the way in which they are differentiated and assigned socially acceptable roles. These are maintained, sustained by multiple structures like family, community, society, ethnicity, and through tools like culture, language, education, media and religion. For ages, we have been socialized into believing that the different categories, roles and status accorded to men and women in society is determined by biology i.e. sex, that they are natural and constant and therefore not changeable. In a way, women and their bodies are held responsible for their specific roles and subsequently their subordinate status in society.

A working definition of ‘gender’: Individuals are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behavior and attitudes, roles and activities are for them, and how they should relate to other people. This learned behavior is what makes up gender identity and determines gender roles.

Topic 2 _____

Difference between Gender and Sex

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Training Note: On the flip chart, the trainer can write the word “sex” on the left side and “gender” on the right side and ask the participants to explain the meaning of these two words. The responses can be written under the appropriate heading. The trainer can further probe the participants about what the two words mean in their mother tongue. Are there separate words that specifically mean sex and gender in the local language? The trainer can illustrate the difference between the two.

The two terms are usually used interchangeably with each other. However both the terms are different from one another. The differences can be tabulated as under:

Gender	Sex
<ol style="list-style-type: none"> 1. Social construction 2. Changeable in nature 3. Connotes different social roles of men and women in society, e.g., men as breadwinners, women performing household chores 	<ol style="list-style-type: none"> 1. Biological construction 2. Universal in nature 3. Connotes only physical difference e.g., the way we are biologically born

Hence, the main difference between gender and sex connotes that while gender is constructed by the society, sex is a biological concept. Gender roles are *social constructs* and are subject to *social change and vary within societies*, whereas sex is a *biological trait* and, while it can be altered through advanced surgery, is generally considered to be static and dictated by forces of nature, rather than cultivated via nurture.



Every child is born as a male and female



Every male grows up to become a man whereas every female grows up to become a woman

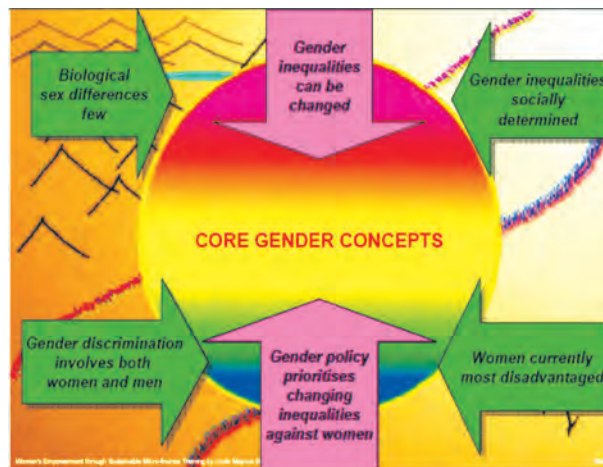
Thus, we can derive the following:

- 'man' = male sex+ masculine social role
- 'woman' = female sex + feminine social role

Gender is a dynamic concept: Gender roles for women and men vary greatly from one culture to another and from one social group to another within the same culture. Race, caste, class, ethnicity, nationality, age - all of these influences what is considered appropriate for women and men. The above mentioned variables and gender (in south Asia) do not operate on their own; they intersect to intensify the vulnerabilities associated with gender. Furthermore, as culture is dynamic and socioeconomic conditions change over time, so gender patterns

change with them. Sudden crisis, like war or natural disasters, can radically and rapidly change what men and women do but sometimes the old attitudes may return. The changes might have a permanent impact as well.

Gender is a neutral term, neither good nor bad, right nor wrong. For some, the word "gender" has become associated with women's issues and women's programs, feminists, and for some people gender has become a negative word that connotes exclusion or hatred of men. In fact, "gender" refers to both males and females and the relationship which exists between the two sexes.



Topic 3

Suggested Activity

Duration: 40 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainers should make the session participatory and interactive by encouraging participants to raise questions, share their experience, make comments, and seek clarifications. He/She should encourage informal discussion, amongst the participants and stress that it's perfectly fine if they don't have the "right" answer. The statements that refer to gender differences offer a lot of possibilities for discussion that could lead on to the concepts for gender analysis. The trainer can focus on key question and ideas like:

- Did any statements surprise you?
- Were there some statements that you actually thought were related to sex of the person but are gender based?

c) Do the statements indicate that gender is inborn or learned?

The suggested activity can be carried by following the steps outlined below:

Step 1: Ask the group if they understand the differences between 'gender' and 'sex'.

Step 2: Each participant is given Handout No. 1 containing statements that refer to the differences between men and women, some the result of sex and others the result of gender. Ask participants to write the letter G next to those they think refer to gender and the letter S to those they think refer to sex.

Step 3: Call out each statement from Handout No. 1 and ask participants to say whether the statement refers to a biological difference: sex, or a socially constructed difference: gender.

The trainer can weave interaction, discussion and consequently highlight the impact of stereotypes on our behaviour.



Resources:

1. Kaur S (2002). Module on Gender and Empowerment of Women. Mahatma Gandhi State Institute of Public Administration of Punjab, Chandigarh.
2. Fordham M (2002). Training materials for gender mainstreaming in DRR, gender and disaster network, Available at http://www.gdnonline.org/wot_keyresources.php
3. Williams S, Seed J and Mwan A (2002). The Oxfam Gender Training Manual, Maya Publishers, New Delhi.

Handout No. 1

Specify whether you consider the following activities to be related to Gender/ Sex of the person:

S. No.	Activity	Gender/Sex
1	Distributing sweets when a son is born	
2	Boys playing with guns and aeroplanes while girls playing with utensils	
3	Women giving birth to beautiful children	
4	Boys becoming pilots while girls teaching in a dance school	
5	Women give birth to children while men do not	
6	Men's voices break at puberty, women's do not	
7	Little girls are gentle but boys are tough	
8	Amongst Indian Agricultural workers, women are paid 40-60 percent of the wage paid to men.	
9	Women are better at caring for children than men	
10	Men are sexually more aggressive than women	

Unit 2: Brainstorming on Individual Thoughts and Perceptions

	<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • To examine the individual thoughts and perceptions about socially ascribed status, and; • To illustrate examples on how the process of socialization contributes towards generating gender stereotypes
	<p>DURATION</p>	<p>75 minutes</p>
	<p>METHODOLOGY</p>	<ol style="list-style-type: none"> 1. Discussion 2. Activity
	<p>MATERIAL/EQUIPMENT</p>	<ol style="list-style-type: none"> 1. Flip Charts 2. Board Markers
	<p>HANDOUTS</p>	<p>Handout No. 2 : Masculine and Feminine traits Exercise</p>

Unit 2: Brainstorming on Individual Thoughts and Perceptions

Rationale _____

The purpose of this unit is to examine the thoughts and perceptions of the participants. The session will analyze how the process of socialization contributes to the development of gender stereotypes.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Introspect about their concepts on gender and distinguish between sexual and gendered concepts.
- Realize that process of socialization actually contributes towards generating or undoing gender stereotypes;
- Identify the traits associated with men and women that are ascribed by the society.
- Understand that construction of Gender stereotypes leads to unequal power relations between men and women, which tend to place women in a more disadvantageous position as compared to men.

Content _____

This unit includes the following:

Topic 1: Socialization

Topic 2: Case Studies

Topic 3: Suggested Activity

Topic 1: _____

Socialization

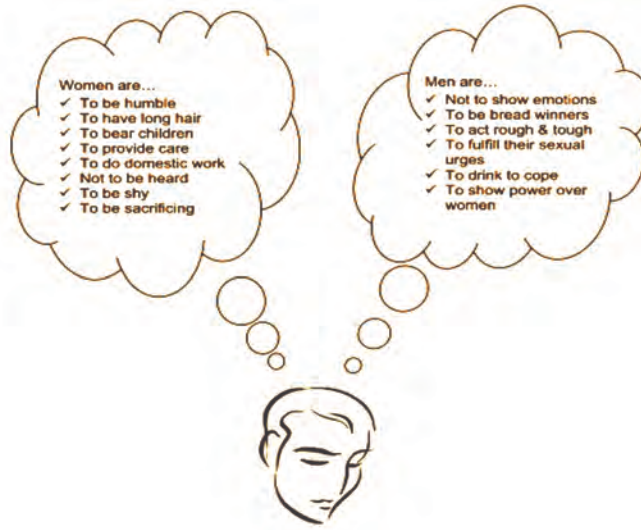
Duration: 20 minutes

Training Methodology: Discussion & Interaction

Training Note: The trainer asks the participants about who taught them to eat, how to behave like a decent boy or a nice girl etc. The trainer can then lead the discussion to the process of socialization and agents of socialization.

Socialization is the process by which a male and female child is taught to conform to the social rules and become a social being. The male child is taught to be aggressive, dominant, avoid crying, earn bread for the family etc. The girl child is taught to be docile, avoid aggressive behavior, behave decently,

avoid going out in the night, given lesser food to eat, prohibited from talking to men, perform household chores, take care of the siblings etc. These traits and values slowly and steadily get assimilated in the girl child as well as the male child. They grow up behaving like a woman and a man respectively.



(Source: Chaman Pincha, Gender Sensitive Disaster Management: A Toolkit for Practitioners, 2009; Oxfam America and Nanban Trust, Earthworm Books, Mumbai)

The agents of socialization include:

- a) Parents
- b) Teachers
- c) Peers
- d) School
- e) The media
- f) Language
- g) Play
- h) Art and music
- i) Religion, etc.

Among the socializing agents and forces, the most relevant for our purposes are parents, teachers and the school.

Parents

Parents begin to transmit sex-role stereotypes as soon as a child is born. Girls and boys are treated differently, e.g., they are dressed differently, and given

different toys (boys are given toy cars, airplanes, etc., while girls are given dolls, toy pots, plates and cups). The toys given to girls indicate their role as home-makers rather than workers.



Teachers

Teachers reinforce the sex-role stereotypes learnt at home. Teachers, too, have a tendency to treat boys and girls differently through role assignments, rewards and punishment for academic work. Teachers, for example, may tend to reprimand boys more severely than girls for doing badly in such subjects as mathematics and science, because they are 'expected' to do better than girls in these subjects.



School

The school transmits a lot of stereotypes about females and males. In some countries, for example, certain subjects are taught only to boys or girls, e.g., boys are taught technical drawing, wood and metal work, etc., while girls are taught domestic science or home economics, secretarial skills, etc. Schools also offer different games to girls and boys, e.g., girls play netball, while boys play soccer. Most games played by boys tend to be more competitive than those for girls.

Other Agents of Socialization

Some other agents like media, language, art and music, religion etc can also contribute towards generating gender stereotypes. Many newspaper photographs, films, advertisements and television programs show men engaged in physically active pastimes such as sport, rock-climbing or canoeing (but few show women doing these things). Advertisements show teenage girls grooming themselves such as putting on make-up, brushing their hair and generally worrying about their appearance (but few show teenage boys doing these things). Similarly, language does not merely reflect the way we think: it also shapes our thinking. If words and expressions that imply that women are inferior to men are constantly used, that assumption of inferiority tends to become part of our mindset.

Topic 2 _____

Case Studies

Duration: 20 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: Ask the participants to reflect on the following two case studies and come up with any comments that they have. The discussion should focus on how the process of socialization shapes the thinking of a child on the gendered norms constructed by the society for girls/women and boys/men.

Example

You watch your neighbor shout at his daughter for getting involved in physical fights with other children and as a punishment she is stopped from playing in the evening.

Only last week you had seen him saying to his son "Don't cry like a girl and next time slap the friend who dares to pick up a fight with you"

During discussion on the above mentioned case studies, the facilitator should emphasize that gender roles are not natural roles: boys and girls are systematically taught to be different from each other. Socialization into gender roles begins early in life. This includes learning to be different in terms of, for example: appearance and dress, hobbies, behavior, emotions that we express, roles and responsibilities, and intellectual pursuits. Gender roles are learnt and therefore can be unlearned. They are not unchangeable.

Society prescribes specific roles for girls and boys, women and men, but values them differently. In almost all societies, girls and women are valued less than boys and men. This unequal value is the source of discrimination and oppression for women and accounts for the inferior status given to women in society. While gender-based differences disadvantage women much more than men, men are also constrained by the construction of masculinity. There may thus be men, too, who are concerned with redefining gender roles and relations.

The issue of gender inequality is far more complex than men being against women or women having to fight men. It is about challenging the ideology which rates men as superior to women (an ideology which women as well as men may help perpetuate) and vests in them greater power. It is about challenging the institutions which uphold these values.

Topic 3

Suggested Activity

Duration: 35 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer should make the session participatory and interactive. The trainer enables the participants to think and share their thoughts on the various stereotypes that they have experienced / seen / heard based on the masculine or feminine traits. The trainer should also focus on the male stereotypes and the effect it has on men in the society.

The following steps should be followed by the trainer to carry out the suggested activity.

Step 1: Distribute Handout No. 2 to all the participants.

Step 2: Ask the participants to list out the traits which they consider being masculine and traits which they think are feminine in nature. Give them 5 minutes to carry out the introspection.

Step 3: The participants should be asked to write the respective traits on the basis of first thought that comes to their mind.

Step 4: The trainer discusses the viewpoints of the participants together and focus on the questions like:

- Do you think that the statements can be interchanged?
- Do the traits that you have listed out try to place men in a more advantageous position as compared to women?

Step 4: The trainer can exchange the masculine and feminine traits with each other and try to break the stereotypes.

The trainer can weave interaction and discussion and consequently highlight the impact of stereotypes on our behaviour.



Resources:

1. Fordham M (2002) training materials for gender mainstreaming in DRR, gender and disaster network, Available at http://www.gdonline.org/wot_keyresources.php
2. Williams S, Seed J and Mwan A (2002). The Oxfam Gender Training Manual, Maya Publishers, New Delhi.
3. Pincha C (2009). Gender Sensitive Disaster Management: A Toolkit for Practitioners; Oxfam America and Nanban Trust, Earthworm Books, Mumbai.

Handout No. 2

Look at the columns in the table below. Fill in under each column those qualities that you consider typically male and typically female respectively. Do not ponder on your answer for a long time... your first thoughts are the final thoughts. Finish this exercise in 5 minutes.

S. No.	Masculine Qualities	Feminine Qualities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Unit 3: Gendered Activities, Roles and Responsibilities

	<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • To brainstorm on the various roles and activities performed by men and women, and; • To list out various activities and the role played by men and women in performing these activities.
	<p>DURATION</p>	<p>70 minutes</p>
	<p>METHODOLOGY</p>	<ol style="list-style-type: none"> 1. Discussion 2. Activity
	<p>MATERIAL/EQUIPMENT</p>	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers
	<p>HANDOUTS</p>	<p>Handout No. 3.1: Roles and Activities Exercise Handout No. 3.2: A Story: Mr. Mayo goes to the doctor</p>

Unit 3: Gendered Activities, Roles and Responsibilities

Rationale _____

The purpose of this unit is to discuss the gendered nature of various activities and roles performed by men and women in the society.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Brainstorm about the gendered nature of activities performed by men and women.
- List out various roles which are performed by men and women in society.
- Discuss the unequal distribution of activities between men and women.
- Understand that women perform multiple roles and responsibilities in the society. The work done by them is invisible and not acknowledged.

Content _____

This unit includes the following:

Topic 1: Suggested Activity

Topic 2: Gender Roles

Topic 1 _____

Suggested Activity

Duration: 30 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can focus on the activities carried out by men and women and the recognition and rewards associated with their activities. She/he can draw home the point that men tend to perform roles and activities that are paid and, in the formal sector, while women have to perform role and activities that are unpaid, and in the informal sector.

The following steps can be followed to carry out the suggested activity:

Step 1: Distribute Handout No. 3.1 to all the participants.

Step 2: Ask the participants to list out whether a respective role or activity is performed by men or women.

Step 3: The participants should be asked to write their respective answers on the basis of first thought that comes to their mind.

Step 5: While discussing the responses of participants, the trainer can focus on key questions and ideas like;

- a) What is the difference between the roles and activities performed by men and women?
- b) Do you think there is any difference in the economic rewards associated with the activities of men and women?
- c) Whose work is more visible in the society; men or women?
- d) Who is working more in the organized sector; men or women?

Topic 2 _____

Gender Roles

Duration: 40 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can approach the topic by asking men and women participants to write down their daily routine on a piece of paper. After the participants have written down, the trainer can compare the daily activities carried out by both men and women and draw the point of heavy and invisible workload on women as compared to men. The discussion can be ramified out into various kinds of gender roles that are performed by men and women in our society.

Men and women perform three kinds of roles in the society. The three types of roles are as follows:

Productive Role: Comprises the work done by both women and men for payment in cash or kind.

Reproductive Role: Comprises the childbearing/rearing responsibilities and domestic tasks required to guarantee the maintenance and well-being of household members. It includes not only biological reproduction but also the care and maintenance of persons who comprise the household.

Community Management Role: Comprises activities undertaken at the community level to contribute to the development or political organization of the community. It is usually voluntary, unpaid work.



The trainer facilitator can ask the question "Who generally carries out the tasks of responsibilities and activities assigned under REPRODUCTIVE ROLES?"

The participants will probably indicate that the woman is the one who undertakes such tasks and responsibilities in most cases. The reproductive role is less valued socially because it is the work "of women." Many types of work in the area of production of goods and services, such as in the area of health and primary school education, have also been divided in accordance with gender roles. For example, the work of nurses for the most part is carried out by women, is much less prestigious and well-paid than the work of a doctor, work that has been primarily carried out by men.

There is a third useful category that can be said to be derived from the other two roles: the *Community Management Role*. Here again, there is a division of functions according to gender and we often find that women are responsible for carrying out community (management) work (attending to sick neighbors, participating in Parent-Teacher associations, involvement in church/religious activities), while men are more likely to participate as community leaders who negotiate with municipalities or other political authorities. This latter work is associated with status and is sometimes remunerated. The voluntary participation of women in community activities, as health workers, active participants in vaccination campaigns (either to vaccinate their children or their animals) and as cooks in community kitchens, has been considered indispensable for the promotion of health. But this is based on one assumption: **these women have free time**. This, as has been seen in the previous exercise, is not so. The type of community management work that women carry out is strongly associated with their reproductive role and with stereotypes that assign them certain types of work.

Trainer's Note: The trainer can distribute handout no 3.2 to the participants and ask them to ponder over it.

Facilitator introduces the concept of MULTIPLE ROLES (sometimes known as double or triple role): *Performing in a single day (sometimes simultaneously) two or three different roles. Given that reproductive roles are performed for the most part by women, multiples roles are more usually juggled by women.* Maintaining this balance has consequences in terms of time management and its effects on the person's mental and physical health is quite taxing and takes its toll. This is a burden that women therefore have to bear to a greater extent than men.

Look around and see Gender division of work

- A sharp division exists between reproductive and productive spheres, despite the fact that they form an inter-related whole and feed into each other.
- Women do most of the reproductive work which is completely unpaid.
- Women's reproductive work is less valued.
- Although women contribute significantly to the household economy, they are not recognized as breadwinners.
- Women are often excluded from decision making roles at various levels including family and community

In general, in most of the economies, only productive work, due to its exchange value, is considered "work"; reproductive work and community management work are not valued because they are considered "natural" and non-productive. *This has serious consequences for women, because it means that most of their work continues to be invisible and, therefore, undervalued.*

Multiple roles place a burden on women such as:

- Women carry out more fragmented tasks and have to divide their time between reproductive and productive tasks; in addition, the tasks of men are usually carried out in single blocks of time devoted to wage earning activities.
- It is women who are responsible for domestic tasks, although men "help" them.
- Women perform productive tasks in addition to their reproductive ones; men carry out productive tasks instead of reproductive ones.
- Women have less leisure time and work more hours than men.

- When the woman is head of a household, we see that the professional woman has to divide her time in order to perform the “male” and “female” role in the family.
- When women leave to work outside the home, other women carry out the domestic activities.

In order to underscore the essential need for gender roles analysis and gender responsive planning, we need the following:

- Gender roles/relations analysis is a critical step to ensuring development of gender responsive projects. It can safeguard a project from failure at best, or at the least, can minimize the degree of “harm” that is often inadvertently caused by invalid assumptions.
- Gender division of labor determines differential risks and protective factors for men and women; therefore, planners can better respond with appropriate, varied and sustainable interventions.
- Planning that takes into account the multiple roles of women and values their work can: (a) mitigate the economic dependence and subordination that contributes toward low self-esteem in women throughout their life cycle; (b) significantly lessen the stress inherent in carrying out these multiple roles and the fragmentation of their tasks, increasing their leisure time, and promoting physical, emotional and mental health.

A gender approach to development can, therefore, better meet the needs of both men and women and enhance the well-being of the whole community.



Resources:

1. Williams S, Seed J and Mwan A (2002). The Oxfam Gender Training Manual, Maya Publishers, New Delhi.
2. Pincha C (2009). Gender Sensitive Disaster Management: A Toolkit for Practitioners; Oxfam America and Nanban Trust, Earthworm Books, Mumbai.
3. Kaur S (2002). Module on Gender and Empowerment of Women. Mahatma Gandhi State Institute of Public Administration of Punjab, Chandigarh.

Handout No. 3.1

Please tick whether a particular role and activity is performed by a man or a woman. You have to identify the gender that comes to your mind first. Do not ponder on your answer for a long time... your first thoughts are the final thoughts. Finish this exercise in 4 minutes.

S. No.	Roles	Man/Woman	Activities	Man/Woman
1	Tailor		Sewing	
2	Farmer		Carrying heavy things	
3	Chef		Operating machinery	
4	Police		Cooking	
5	Judge		Selling	
6	Lawyer		Basket Weaving	

Handout No. 3.2

MR. MAYO GOES TO THE DOCTOR

'What is your job?' asked the doctor.

'I am a farmer', replied Mr. Mayo.

'Have you any children?' the doctor asked.

'God has not been good to me. Of 15 born, only 9 are alive,' Mr. Mayo answered.

'Does your wife work?'

'No, she stays at home'.

'I see. How does she spend her day?'

'Well, she gets up at four in the morning, fetches water and wood, makes the fire, cooks breakfast, and cleans the home. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children, where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.'

'You come home at midday?'

'No, no, she brings the meal to me about three kilometres away.'

'And after that?'

'She stays in the field to do the weeding, and then goes to the vegetable garden to water.'

'What do you do?'

'I go and discuss business and drink with the men in the village.'

'And after that?'

'I go home for supper which my wife has prepared.'

'Does she go to bed after supper?'

'No, I do. She has things to do around the house until 9 or 10.'

'But I thought you said your wife doesn't work.'

'Of course she doesn't work. I told you she stays at home.'

(Source: Presented by the Women and Development Sub-committee Ministry of Community Development and Community Affairs, Zimbabwe, to Women's Regional Ecumenical Workshop, 26 June - 6 July 1989, Harare, Zimbabwe.)

SUB MODULE 2

Differential Impact of Disasters

Unit 1: Basic Concepts of Disaster Management

	OBJECTIVES	<ul style="list-style-type: none">• To explain the meaning and terms used in disaster management,• To describe disaster management cycle,• To discuss the relationship between disasters & development, and;• To explain the paradigm shift.
	DURATION	75 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Power Point Presentation2. Discussion
	MATERIAL/ EQUIPMENT	<ol style="list-style-type: none">1. Multimedia Projector2. Flip Charts3. Board Markers
	HANDOUTS	nil

Differential Impact of Disasters

Unit 1: Basic Concepts of Disaster Management

Rationale _____

The purpose of this unit is to discuss the basic concepts of disaster management and the relationship between disasters and development.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Explain the meaning and terms used in Disaster Management.
- Describe the Disaster Management cycle and the various phases in the cycle.
- Discuss the relationship between Disasters and Development.
- Explain the paradigm shift in management of Disasters.

Content _____

This unit includes the following:

Topic 1: Concepts of Disaster Management

Topic 2: Disaster Management Cycle

Topic 3: Relationship between Disasters and Development

Topic 4: Paradigm shift

Topic 1 _____

Concepts of Disaster Management

Duration: 20 minutes

Training Methodology: Power Point Presentation & Discussion

Trainer's Note: Introduce the module by showing pictures of natural as well as human made disasters on a power point slide and asking the participants to identify each disaster. You may ask one participant to describe briefly his/her experience of the disaster.

Hazard

Hazards are defined as a physical phenomenon that poses a threat to people, structures or economic assets and, which may cause a disaster.

Earthquake, floods, tsunami etc. are all hazards and we can prevent them from becoming disasters.

There are three types of hazards, namely:

- **Natural** - These are hazards caused by nature such as floods, droughts, earthquakes, cyclones, tsunami, landslides etc.
- **Human made** - These are hazards that are caused by human beings either deliberately or by accident such as industrial and chemical accident, road and railway accidents, fire, building collapse, communal violence, bomb blasts etc.
- Some hazards are natural in nature but are exacerbated due to human activities such as flooding and drought. These can be caused due to deforestation, unplanned development, improper drainage system etc. For e.g., Mumbai Floods of 2005

Vulnerability

It is the extent to which a community, structure, service or geographic area is likely to be damaged or disrupted by the impact of a particular hazard on account of its nature, construction, and proximity to hazardous terrain or a disaster prone area.

It is the likely extent of damage due to a hazard.

Vulnerability can be of varied types like:

1. **Physical vulnerability:** Depending on physical location of people and elements at risk and technical capacity of buildings, structures, and infrastructure. It varies according to construction techniques, materials used and location.
2. **Economic vulnerability:** Poor people are considered to be more vulnerable as their houses are built of weak material and in dangerous areas. They do not have the essential safety nets to recover as the affluent population. They lose the essential tools and equipments of their livelihood as well.
3. **Social Vulnerability:** Some sections of the population are more vulnerable than the others like women, children, old aged, people with disability, people belonging to lower castes, those dependent on critical facilities etc.
4. **Other types of vulnerability:** Some other types of vulnerability have also been identified like Environmental vulnerability, Cultural vulnerability, Educational vulnerability, Attitudinal Vulnerability and Political vulnerability.

Trainer's Note: Explain in detail with some examples given so that the participants can relate to them. You may need to give examples of real-life

situations where people can become vulnerable to various disasters on account of varied type of vulnerability like weak buildings, low socioeconomic status, gender, age, lack of awareness etc.

Disaster

As per the Disaster Management Act, 2004 disaster is defined as a catastrophe, mishap, calamity or a grave occurrence in any area arising out of natural or man made causes, or by accident or negligence, which results in substantial loss of life and human suffering or damage to, or destruction of, or degradation of environment, and is of such a nature, or magnitude as to be beyond the coping capacity of the affected community of the affected area.

The term Disaster Management is a collective term referring to all aspects of planning and responding to disasters, including both pre- and post-disaster activities. It may refer to the management of both, the risks and consequences of disasters. When a hazard is not managed properly, it turns into a disaster. Disasters are both natural and human engineered.

Trainer's Note: Explain how earthquake is a natural phenomenon but poor implementation of building bye laws leads to construction of weak buildings, which ultimately kills people and hence earthquake which was a natural hazard turns into a disaster. In rural areas, the buildings and houses may not follow the building bye laws but the quality and hazardous nature of structure can be discussed and explained.

Relationship between hazard, vulnerability and disaster

The relationship between hazard, vulnerability and disaster is as follow: It may be noted that this relationship is proportional in nature. Hence, disaster may be said to be directly proportional to the product of hazard and vulnerability

- *Hazard x vulnerability= disaster*

When extent of hazard and vulnerability is small then the resulting disaster will also be of small magnitude.

- *HAZARD x vulnerability= disaster*

When extent of hazard is high but vulnerability is low then the disaster will be of small magnitude.

- *Hazard x VULNERABILITY= disaster*

When vulnerability is high but extent of hazard is small then the resulting disaster will also be of small magnitude.

- **HAZARD x VULNERABILITY= DISASTER**

When extent of hazard is very high and the vulnerability is also high then it will result in a huge disaster.

Capacity

Capacity is knowledge, skills, resources, abilities and strength, present in individuals, households and the communities, which enable them to prevent, prepare for, stand against, survive and recover from a disaster.

Some examples of capacity are:

- Permanent and disaster resilient houses
- Adequate food and income sources
- Fire stations
- Developed health infrastructure
- Good community networks for support
- Local knowledge
- Strong community leadership and organizations

Capacity is inversely proportional to Vulnerability

Topic 2

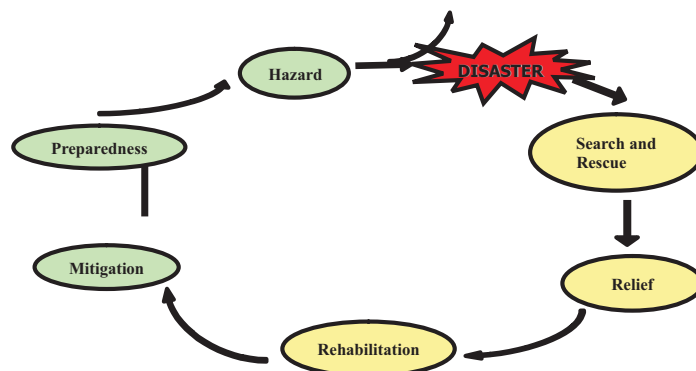
Disaster Management Cycle

Duration: 25 minutes

Training Methodology: Power point Presentation & Discussion

Trainer's Note: The trainer can ask the participants "What happens immediately after a disaster? What happens after Search and Rescue?" Questions like this can be posed to the participants for every phase of a disaster.

DISASTER MANAGEMENT CYCLE



A disaster management cycle includes the following phases:

1. **Hazard:** A natural hazard strikes a vulnerable community, which does not have adequate capacity to deal with the hazard
2. **Disaster:** A natural hazard is not managed well and hence it turns into a disaster.



3. **Search and Rescue (SAR):** It refers to the first 48-72 hours after a disaster strikes. It is also called the golden period as maximum lives can be saved if SAR operations begin early. In this phase, the teams search for victims who are injured but alive. The community members, army and local administration carry out the operation. They should also be fully equipped to assist the more vulnerable population.



4. **Relief:** This phase deals with providing food, clothing and shelter to affected population according to local conditions. Temporary shelters are set up for the affected populace. What needs to be understood is that *Relief is an act of right of the affected community rather than an act of charity.*
5. **Rehabilitation:** In this phase, various operations and decisions are taken post- disaster with a view to restoring an affected community to the living conditions, which are better than the previous conditions, while encouraging and facilitating necessary adjustments to the changes caused by the disaster. It has the following four components:

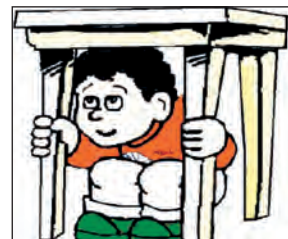
- Physical rehabilitation: Providing permanent shelters
 - Economic rehabilitation: Providing sustainable livelihood
 - Social rehabilitation: Establishing community networks and taking care of the more vulnerable groups
 - Mental health services: Providing psychosocial care to ensure the provision of mental health services to survivors of a disaster.
6. **Mitigation:** It refers to long term measures taken after a disaster, which aims at reducing the impact of disasters on the community and the environment in future. It involves implementing the learnings from the past disaster event and incorporating the learnings in present scenario. The aim of this phase is to build back better to reduce the impact of future disasters. All the measures undertaken during rehabilitation and reconstruction should ensure that it addresses the mitigation of disaster as well. The link between rehabilitation and mitigation is a vital linkage for preventing future hazards from becoming major disasters. Mitigation measures are of two types:
- *Structural measures:* These include all technical measures like building multi-hazard resistant buildings and shelters, retrofitting, microzonation for risk assessment, modernizing early warning system etc.
 - *Non-structural measures:* These include all non-technical measures like awareness generation, training & capacity building, policy & regulations, mock drills & demonstrations, effective dissemination of early warning, development of state & district village plans etc.



Technical Solutions
(Structural Measures)



Conducting Mock Drill
(Non-Structural Measures)



Drop Cover & Hold
(DCH) Exercise
(Non-Structural
Measures)

7. **Preparedness:** This phase refers to routine short-term measures undertaken prior to a disaster to minimize the adverse effects of a hazard through effective precautionary actions and to ensure timely,

appropriate and efficient organization and delivery of emergency response following a disaster. For e.g., in case of floods, the preparedness measures would include building shelters, deposition of sand bags, making embankments, storing water for drinking purposes, setting of control room, repairing of flood machinery items, identification of NGOs, arrangements of kitchen items, flood preparedness meeting etc.



The cycle ends here. Next time a natural hazard strikes an affected community, it should not become a disaster but escape out from the vicious cycle.

Topic 3 _____

Relationship between Disasters and Development

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can quote the example of a government hospital whose ceiling fell off when the injured victims of Gujarat earthquake of 2001 were being brought and treated in the hospital. The trainer can draw the simile that hospital is a sign of development and when development and disasters are not integrated with each other, it leads to the failure of development as well as weakens the response to any disaster.

Earlier, disasters and development were not linked together. Development programs were not assessed in the context of disasters, neither from the effect of a disaster on the development programs nor from the point of whether the development programs increased either the likelihood of a disaster or increased the potential damaging effects of a disaster. The growing body of knowledge however, accentuated the linkage and integration of disasters and development. Disasters are now considered to be unresolved problems of development. The

Differential Impact of Disasters

relationship between disasters and development can be summarized by the following figure:



(Source: The United Nations Development Programme and UNDRO (1992), An Overview of Disaster Management, Modules for Disaster Management Training Programme, 2nd Edition)

The above figure reflects two facets of disaster and development; namely, the negative and the positive realm. The former focuses on how unsafe development can lead to disasters and how disasters can be a setback to development. The positive realm focuses on how safe development can reduce disasters and how disasters can act as a window of opportunity for safe development.

Topic 4 _____

Paradigm Shift

Duration: 15 Minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can list out the approach which was followed earlier (highlighted in the following table) and ask the participants about how it has changed in the present scenario and thus lead the discussion.

Earlier, across the globe as well as in India, disaster management was always seen as a post-disaster activity comprising of response, relief and rehabilitation. However, in the last decade, the focus of disaster management has shifted to pre-disaster planning, preparedness and mitigation leading to risk reduction. This has been understood as a paradigm shift in the approach of management of disasters. The shift can be summarized as under the following table:






S. No	Earlier approach	Paradigm Shift
1	Disasters are an act of God	Disasters are a natural phenomena exacerbated by human factors
2	Disasters are isolated events or aberrations in the normal path of development	Disasters are unresolved problems arising from the very process of development
3	Linkages with society during normal times were not analyzed in studying vulnerability and disasters.	Linkages with society are fundamental for understanding disasters. Relationships/structures determine why some people are more vulnerable than others
4	Disasters can be managed effectively by technical solutions.	Disasters can be managed effectively by both structural as well as non structural measures.
5	Top down and inflexible approach was adopted in handling disasters. There was lesser participation of the community as it was considered to be a victim.	Bottom up approach was adopted in handling disasters. There was a realization that the capacity of the community should be built to protect them from disasters. The affected community was treated as a survivor and a partner.
6	The ultimate goal after a disaster was to return to the pre-existing normal situation before the disaster took place.	Disasters are seen as a window of opportunity to build back better by linking reconstruction and rehabilitation with mitigation.
7	The thrust area of the management of disaster was on response and relief.	The thrust area of the management of disaster is on mitigation and preparedness.



Resources:

1. World Vision Solomon Islands and National Disaster Management Office (2005). Community Based Disaster Management Trainer's Guide Supported by AusAid, Version 1.
2. Asian Disaster Preparedness Centre (2000). Training Module on Community Based Disaster Preparedness, Bangkok, Thailand.
3. The United Nations Development Programme and UNDR0 (1992). An Overview of Disaster Management, Modules for Disaster Management Training Programme, 2nd Edition.

Unit 2: Differential Impact of Disasters on Women and Men

	OBJECTIVES	<ul style="list-style-type: none">• To explain how disasters affect men and women differently,• To list out the specific needs of women in disasters, and;• To illustrate case studies highlighting the differential vulnerability of women and men.
	DURATION	60 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Discussion2. Interaction3. Activity
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none">1. Flip Charts2. Board Markers
	HANDOUTS	Handout No. 4 : Story of Fox and Crane

Unit 2: Differential Impact of Disasters on Women and Men

Rationale _____

The purpose of this unit is to highlight how disasters tend to affect men and women in a different manner and the specific gendered needs of women.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Explain why women are considered to be more vulnerable groups in disasters.
- Describe the differential impact of disasters on women and men.
- Discuss case studies of various disasters highlighting the differential impact of disasters.
- Discuss the importance of addressing differential needs of men and women in disasters.

Content _____

This unit includes the following:

Topic 1: Vulnerability of women and men in disasters

Topic 2: Differential Impact of disasters on women and men

Topic 3: Case studies

Topic 4: Suggested activity

Topic 1 _____

Vulnerability of Women and Men in Disasters

Duration: 20 minutes

Training methodology: Discussion & Interaction

Trainer's Note: The trainer can start the interaction by asking, "Are women more vulnerable in our society". If participants reply in the affirmative the trainer can further probe the reasons from them and guide the discussion accordingly and also accentuate that there are specific vulnerabilities of men as well in our everyday life.

Women are generally considered to be more vulnerable during disasters. Reasons for their vulnerability can be as follows:

- Women face certain reproductive health problems which are only specific to them.
- Indian society is a patriarchal society where there is a cultural devaluation of girl children.
- The decision making is generally in the hands of men.
- Women are made victims of violence.
- Women generally have restricted mobility to public places as compared to men.
- Women have lesser access to resources like transportation, skill, information, control over land etc.
- They face the disadvantages of gendered division of labour. About 70% of women are working in the unorganized sector thereby meaning that they are underpaid with no union representation.
- When migrating to other places in search of livelihood during crisis, women bear the dual burden of productive as well as reproductive tasks.

The above mentioned reasons therefore contribute towards pre-existing vulnerabilities in everyday life of women. These vulnerabilities get augmented in the wake of a disaster.

On the other hand, men tend to be more vulnerable due to the following reasons:

- Society sees them as 'bread earners of the family'. Men are expected to bear full financial responsibility for their families.
- They do not know how to perform household chores and face problems incase they have to perform household chores and take care of children.
- Men tend to bear the responsibility of protecting their families, which cannot be fulfilled in the wake of a disaster.
- Men are generally socialized not to express their emotions. They tend to suppress their emotions even in times of crisis resulting in stress and trauma.

Topic 2 _____

Differential Impact of Disasters on Women

Duration: 20 Minutes

Training Methodology: Discussion & Interaction

Trainer’s Note: The trainer can initiate the discussion by stating that disasters will not discriminate and hit both men and women alike. A question can be posed to the participants, “Do you agree that disasters will affect men and women in the same manner. If not, why?”

Disasters hit both men and women but they unfold themselves in highly gendered conditions. Women are impacted differently than men in disasters. Performing household chores is primarily the responsible of women. In the wake of a disaster, women still have to perform these tasks. In scenarios where houses have collapsed and been destroyed, she continues to perform these tasks with inadequate facilities. Hence, she has to do more with less. Moreover, there is an increase in her responsibilities as she has to take care of the sick and injured members of the family as well. Women being the manager of the food resources generally tend to feed other members of the family and compromises with her nutritional and health requirements in the process.

A gender blind approach towards management of disasters also increases the vulnerability of women. In relief camps, women are forced to live with known as well as unknown people with scant opportunity for privacy available. This situation is more taxing for pregnant, lactating and menstruating women. They have to compromise on sanitation and cleanliness in the packed relief camps. Toilets are poorly lit and located far away from the camps, thereby posing a threat to their security. Distribution of relief material also ignores the specific needs of women. The specific needs like sanitary material, gender sensitive clothing including undergarments and availability of contraceptives to prevent unwanted pregnancies are not included into structured relief items to be distributed to the affected populace.



Domestic violence also increases in the post disaster scenario as men struggle to cope with the indignity and frustration of enforced inactivity and loss of authority and earning capacity. They are socialized not to express their emotions

and hence the frustration comes out in the form of domestic violence. Women also bear the brunt of violence on account of their sex. Although India was fortunate in this context but numerous reports of sexual harassment and red trafficking in Indonesia and Sri Lanka were splashed in the newspapers after the recent Tsunami tragedy. Many of the female survivors faced sexual harassment and were forced into early marriages.

Impact on Men:

- Role of men as protectors may place a greater responsibility on them for risk taking during and after a disaster, both within their households and as volunteers and rescue workers.
- Men's inability to live up to the ideals of masculinity affects their capacity to cope with crises and reintegration into society, which in turn may also have negative consequences on their domestic life.
- Usually men are less able to cope with the loss of status they enjoyed in the previous system; and oftentimes resort to alcoholism, drug abuse and suicides. Others may view receiving financial aid as a stigma and feel challenged in their role as a breadwinner.
- Stress and psychological trauma increase in crises and post crisis periods. Such trauma is often inadequately addressed and may influence people's capacity for productive work. The few services available tend to target women rather than men.



Topic 3

Case studies

Duration: 25 Minutes

Training Methodology: Power Point Presentation, Discussion & Interaction

Trainer's Note: The trainer can use a power point presentation for discussing issues raised in the following case studies to highlight the differential impact of disasters on women and men.

Some of the case studies highlighting the differential impact of disasters on women are as follows:

Gorakhpur Floods, 1998

During the devastating floods in Gorakhpur, one of the elderly women in Chittari village reported the problem of defecation by saying “We can live without food or taking a bath, but defecation is a compulsion. We try to eat and drink less to avoid going to the toilet. It is very difficult for us if we have to go to the toilet during daytime, especially when there is little privacy. Moreover, the problems aggravate when young men come from other villages” (Ahmed Sara, 2003).



Bhilwara Drought, 2003

On a field visit to drought hit Bhilwara district of Rajasthan, it was observed by the investigator that most of the girl students dropped out from school for taking care of their siblings while their mothers went to work for the ‘Food for Work programmes’ to cut down on expenses. Parents preferred to send their male children to school and bear the cost of providing educational facilities to male children of the household. It was also observed that mothers carried their infants along with themselves on ‘Food for Work programmes’. Some of them carried on working while holding their infants (Walia, 2006).



Tamil Nadu, Tsunami, 2004

Alcohol consumption among men increased following the tsunami, in response to the stress and trauma of the disaster and to the availability of cash relief. Numerous focus group discussions suggested that an increase in the consumption of alcohol post-tsunami had aggravated the conditions of wheezing, asthma and general weakness among men with the result that some of them found themselves unfit to work (Pincha, 2007).



From the above discussed case studies and from general discussion about the differential vulnerability of women the trainer can highlight the point that women do not construct a homogenous group in a disaster scenario. There can

be various categories of women according to their differential vulnerability such as:

- Female headed households
- Widows
- Never married women
- Migrant or refugee/homeless women
- Women who are left behind by men who migrated
- Elderly women
- Illiterate women
- Women in violent environments
- Pregnant women
- Malnourished women and girls
- Lactating women
- Women with disabilities
- Socially isolated women
- Very poor women

Similarly, men can also be categorized according to their differential vulnerability such as:

- Migrant men
- Men with child care responsibilities
- Widowers
- Elderly men
- Men with disabilities

The vulnerabilities of women and men cannot be looked at in isolation. It should consider economic status, social status, educational status and physical and mental well being of women and men while looking at their capacities and vulnerabilities.

Topic 4 _____

Suggested Activity

Duration: 15 minutes

Training Methodology: Discussion

Trainer's Note: The trainer can distribute Handout No. 4 to all the participants and perform the activity by following the steps outline below:

Step 1: Ask participants to read the story about 'The Fox and The Crane'

Step 2: Participants should discuss amongst themselves and with the trainer about the lesson learnt from the story.

The trainer can focus on key questions and ideas like;

- a. What are the lessons you have learnt from the story?
- b. Focus on the idea that one should not adopt a “*one blanket will fit all*” approach.
- c. Discuss the issue of each species having differing need from the other species.
- d. How will the above ideas be applicable in the field of disaster management?



Resources

1. Ahmed S (2004). The Gendered Context of Vulnerability: Coping/ Adapting to Floods in Eastern India, Paper written as a part of Adaptive Strategies project funded by USAID and ISET
2. Mishra P et al. (2004). Gender and Disasters: Coping with drought and floods in Orissa, Livelihood and Gender, Sage Publications, New Delhi.
3. Pincha C (2009). Gender Sensitive Disaster Management: A Toolkit for Practitioners, Oxfam America and Nanban Trust, Earthworm Books, Mumbai.
4. Walia A (2006). Drought affected areas in Bhilwara, Rajasthan: An Analysis of Crosscutting Issues, The Indian Journal of Public Administration, LII (2):247-259.
5. Gomez S (2006). Guidelines for Gender Sensitive Disaster Management Asia Pacific Forum on Women, Law and Development, Thailand.
6. German Red Cross and Indian Red Cross Society, (2008). Training Manuals on Community Based Disaster Management, Orissa Disaster Mitigation Programme.

Handout No. 4

The Story of the Fox and the Crane



The Fox invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.

The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.

Both friends were given the same type of treatment but since they had different needs, they could not access the opportunity.

Men and Women also tend to have different needs in an emergency. All intervention during an emergency should be designed in such a way that the differential needs of both are met.

The challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will help in fulfilling different needs of different persons.

(Source: UNDP: Gender in Development Programme, Learning and Information Pack, Gender Analysis, p. 109.)

Unit 3: The Gendered Impact of Tsunami in Tamil Nadu

	OBJECTIVES	<ul style="list-style-type: none"> • To provide an overview about tsunami in Tamil Nadu • To discuss the impact of tsunami on women and men
	DURATION	65 minutes
	METHODOLOGY	<ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Interaction
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers
	HANDOUTS	Nil

Unit 3: Gendered Impact of Tsunami in Tamil Nadu

Rationale _____

The purpose of this unit is to highlight the specific impact of tsunami on women and men in Tamil Nadu.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Provide an overview of Tsunami in Tamil Nadu
- Explain the impact of tsunami on women and men

Content _____

This unit includes the following:

Topic 1: Overview of Tsunami 2004

Topic 2: Case Studies of differential impact on women and men

Topic 1 _____

Overview of Tsunami, 2004

Duration: 30 Minutes

Training Methodology: Power Point Presentation, Discussion & Interaction

Trainer's Note: The trainer can initiate the session by asking the participants about the information they have about tsunami, 2004. The data regarding the impact of tsunami can be shown on power point slides.

A very severe earthquake of magnitude of 8.9 on Richter scale on 26th December, 2004 at 6hrs 29 minutes IST, occurred on the interface of the India and Burma plates with its epicenter at the west coast of Sumatra in Indonesia. The earthquake triggered giant tsunamis that devastated the coastal regions of Indonesia, Sri Lanka, India, Thailand, Somalia, Myanmar, Maldives, Malaysia, Tanzania, Bangladesh, Kenya and Seychelles. The earthquake, the tsunami and the events that followed will be long remembered as one among the worst human tragedies in history. Reportedly over 2, 85,000 people were killed or missing. Loss and devastation caused by this disaster brought incalculable suffering to millions of people around the Indian Ocean.

The phenomenon of tsunami that usually occurs near seismically active spots in the Pacific Ocean was unheard of in India till it hit the east and west coast in December 2004. The disaster affected nearly 2,260 kilometers of the mainland

coastline. The waves that struck mainland India were 3-10 m in height and penetrated between 300 meters to 3000 meters inland causing severe damage to lives and property in the coastal areas of Andhra Pradesh, Tamil Nadu, Pondicherry, Kerala and Andaman and Nicobar islands, devastating and crippling the coastal economy as never before. The death toll in India was 12,405; the number of people missing, 5,640. Those displaced totaled 6, 47,599. 75 per cent of the fatalities were women and children; while 787 women became widows and 480 children were orphaned. Across the entire Indian coast affected by tsunami, an estimated 1,089 villages were affected, 1, 57,393 houses were destroyed and approximately 7, 30,000 individuals were forced to leave their homes. 83,788 boats were damaged or destroyed, 31,755 livestock were lost and 39,035 hectares of ripe agricultural land was damaged. (*Source: Government of India, Ministry of Home Affairs Report, 25th May 2005*). The total estimated value of damages: US \$2.56 billion (Approx. Rs.11300 crore) and total estimated need for long-term recovery was US \$2.1 billion (Approx. Rs.9240 crore). The largest proportion of the damage was concentrated in fisheries, housing and infrastructure, and private asset damages related to coastal fisheries. The sectors of agriculture and micro-enterprise livelihoods also suffered huge losses.

The complex interaction between water-borne energy, seabed and terrestrial terrain meant that the effects of the tsunami were different from place to place in the east coast and the west coast of Tamil Nadu. The monster waves redefined the coastline. As many as 230 villages and 418 kuppams (hamlets), spread across 13 coastal districts were flattened completely. Many productive assets of fishermen, agriculturists and other micro-enterprise owners living along the coasts were all either swept away or made non-functional. About 1.18 lakh huts and houses were affected, 945 people went missing, 3960 people were injured and 4.7 lakh people were evacuated from their homes. People lost their belongings and property. Around 7995 persons, a majority of whom were women and small children lost their lives. 197 children were rendered orphans and 561 women were widowed.



Nagapattinam, Kanyakumari, Cuddalore, Kanchipuram, Villupuram and Chennai districts were the most severely affected. The other districts were moderately affected. Nagapattinam was the worst hit, accounting for about 76% of the deaths in the State, besides heavy loss of cattle, houses and property. When the monstrous waves lashed against the coastal districts of Tamil Nadu, there was no alert mechanism, which would have provided enough time for emergency evacuation. The worst hit victims were from the defenceless poorer sections living in low-lying areas, many of whom were simply sucked into the sea. Many of the dead were the old; the infirm, women and children who were caught completely unawares as giant waves quickly engulfed several settlements. Large numbers of livestock - cows, buffaloes, sheep, goats, and poultry - were also killed, resulting in large numbers of livestock - cows, buffaloes, sheep, goats, and poultry - were also killed, resulting in huge economic loss. 16,082 cattle were lost in the state, with Nagapattinam recording the highest loss of 12,821. Fishing and its related activities are of economic importance along the Tamil Nadu coast. Apart from actual fishing, fisheries-related activities such as fish marketing, fish transport, loading, unloading and other labour associated with fish handling, fish processing (drying and curing), boat making and repair, net making and repair, repair of engines, etc. are important sources of employment and livelihood. In the past two decades, there has also been an increase in aquaculture along the coast, particularly of shrimp. Apart from death and the destruction of houses, fishing implements, thousands of boats and catamarans were damaged or destroyed. 15,522 catamarans, 357 vallams, 513 FRP (fibre reinforced plastic) catamarans and 383 mechanized boats were fully damaged. 10,595 Catamarans, 3813 vallams, 2889 FRP boats and 2008 mechanized boats were partially damaged. This apart, there was extensive damage to the fishing harbors, fish landing centers, auction centers, trading centers and installations all over the coast. Damage to ice plants, marine repair shops and other trades was also reported. Other sources of livelihood along the coast include agriculture, marketing of agriculture produce, supplying inputs for agriculture, animal husbandry and livestock rearing, production of salt from salt pans, petty trade, money lending, basket making and masonry. 8460.34 hectares of agricultural land and 669.82 hectares of horticultural land was affected. Damage also resulted from salinisation of ground water. Out of 414 totally damaged public buildings, 91 were school buildings, 71 related to health services, 7 were public office buildings, 114 were cyclone shelters and 131 under the Animal Husbandry Department. Roads accessing affected villages and towns were badly damaged.

Topic 2

Case Studies of differential impact on women and men

Duration: 35 Minutes

Training Methodology: Power Point Presentation, Discussion & Interaction

Trainer's Note: The trainer can write the case studies on power point slides and read it out to the participants. While illustrating the case studies, ask the participants about the lessons learnt from each case study. The trainer can discuss in detail about other issues related to men as well as women in disasters

The impact of tsunami was experienced in a different manner by both women and men in Tamil Nadu. Some of the case studies highlighting this impact are as follows:

Case Study 1

Geetha, aged 25 years, could not save her two young children, aged 3 and 5, who just slipped out of her arm and handgrip in the huge waves. Those who tried to help her from drowning recollected her shouting to them that she did not want to live as she had not been able to save her own children. The focus group discussion (FGD) with the women, who had heard her, revealed that Geetha might have lost the will to put in effort for self-survival. Women in the FGD felt that even if she had saved herself, she would have been accused by her family of being responsible for her children's deaths.

Case Study 2

Anbuja, aged 37, lost her four children to the tsunami. She has gone through the recannalization procedure to reverse the procedure of tubectomy in Chennai, which cost her Rs. 150,000/- but has yet not conceived. Her depression has deepened. Although the couple wanted to adopt children, her entire focus is on how to conceive and have at least one child of their own again. Her depression becomes severe when she hears news of other women who have conceived. With all the money she has-she got Rs. 800,000/- as ex-gratia-she does not find meaning in her life. She also feels hurt when the community perceives her to be one of the privileged for her enhanced material status. Anbuja, however, feels that she is poorer, not happier, and more emotionally drained than what she was.

Case Study 3

Pre-tsunami, two Self Help Groups (SHGs) together had run the business of selling dry fish. The SHGs took a loan of Rs. 200,000 and built an infrastructure to dry fish. Additionally, they invested Rs. 100,000 for fish stock, salt, utensils, and other tools. They lost everything in the tsunami. However, their loss has neither been compensated, nor the remaining loan amount of Rs. 100,000 (they had repaid half the loan, pre-tsunami) been waived or rescheduled. The members have to repay the loan by getting into heavy debts and pawning their jewelry.

Case Study 4

Suresh, a 17-year-old boy, who lost his widowed mother, said, "I was not mentally prepared to get married". But managing the household frightened him, and the only permanent solution was to get married to a 16-year-old girl (wives are supposed to be younger than their husbands in an ideal marriage). He confesses, "I am not yet ready to take on the responsibilities of parenthood", but his wife is already pregnant, and they are very depressed.



Resources

1. Asian Development Bank, United Nations and World Bank (2005). India Post-Tsunami Recovery Program: Preliminary Damage and Needs Assessment.
2. Pincha C (2009). Gender Sensitive Disaster Management: A Toolkit for Practitioners, Oxfam America and Nanban Trust, Earthworm Books, Mumbai.
3. Tata Institute of Social Studies (2005). The State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Available at www.tiss.edu

Unit 4: The Gendered Impact of the Bhopal Gas Tragedy

	OBJECTIVES	<ul style="list-style-type: none"> • To provide an overview about the Bhopal Gas Tragedy, • To discuss the impact of the gas leak on the community, and; • To list out the specific impact of the leakage of gas on women.
	DURATION	36 minutes
	METHODOLOGY	<ol style="list-style-type: none"> 1. Film Show 2. Discussion 3. Activity
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers
	HANDOUTS	Nil

Unit 4: The Gendered Impact of the Bhopal Gas Tragedy

Rationale _____

The purpose of this unit is to discuss the causes and impact of the Bhopal Gas Tragedy and highlight the specific impact on women of Bhopal.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Provide an overview of the Bhopal Gas Tragedy,
- Explain the causes and impact of the gas leakage on the community, and;
- Discuss the specific impact of the gas leakage on women and girls of Bhopal

Content _____

This unit includes the following:

Topic 1: Film show

Topic 2: Suggested activity

Topic 1 _____

Film show

The topic will be covered through a film show.

The film is about the Bhopal Gas Tragedy which is considered to be the worst industrial disaster in the world. On December 3 1984, more than 40 tons of methyl isocyanate (MIC) gas leaked from a pesticide plant in Bhopal, India, immediately killing at least 3,800 people and causing significant morbidity and premature death for many thousands more.



Survivors of the disaster stand in front of Union Carbide factory, one day after the lethal gas leakage



The Abandoned pesticide plant at Bhopal

The film provides an overview of the disaster, highlighting the causes of the tragedy. It also focuses on the general impact on the populace along with specific impact on the women of Bhopal. It also highlights the efforts made and the role played by the women survivors of the gas tragedy in fighting for justice for the disaster survivors. The name of the film is “Twenty Years without Justice” and can be downloaded from www.bhopal.net. The duration of the film is sixteen minutes.

Topic 2 _____

Suggested Activity

Duration: 16 minutes & 20 minutes for discussion

Training methodology: Film Show & Discussion

Trainer’s Note: The trainer can organize the film show for the participants. The trainer can highlight that human made disasters like the Bhopal gas tragedy affect the women in a more severe manner, particularly in terms of their health. The participants can be informed that health is a major concern for women during disasters and the subsequent sub module would be dealing with gender and health in disasters.

The trainer can perform the following steps:

Step 1: Ask participants to sum up what they saw in the movie.

Step 2: Participants should be asked to speak individually on the issues highlighted in the movie along with the various issues pertaining to men and women in the human made disaster.

ACTIVITY

Focus on the following questions and key ideas in the group discussion:

- a) What has been the impact of Bhopal gas tragedy on men and women?
- b) What are the specific issues for men and women highlighted in the movie in the human made disaster?
- c) Can you suggest some specific measures for women and men survivors who have been affected by the gas leakage?

SUB MODULE 3

Engendering Disaster Management

Unit 1: Gender and Reproductive Health

	OBJECTIVES	<ul style="list-style-type: none">• To discuss the specific impact of disasters on health of women,• To highlight the issues pertaining to the health of women, and;• To suggest measures for effective management of health issues in disasters.
	DURATION	45 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Discussion2. Interaction
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none">1. Flip Charts2. Board Markers
	HANDOUTS	Nil

Engendering Disaster Management

Unit 1: Gender and Reproductive Health

Rationale _____

The purpose of this unit is to discuss the impact of natural and human made disasters on the health of women and men. The unit will also highlight varied interventions to deal with reproductive health issues.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Describe the impact of disasters on the health of women and men.
- List out the issues and challenges faced in the management of reproductive health in a disaster.
- List out measures for effective management of health of women and men during disasters.

Content _____

This unit includes the following:

Topic 1: Disasters and health of women

Topic 2: Management of health of men and women in disasters.

Topic 1 _____

Disasters and Health of Women

Duration: 15 Minutes

Training Methodology: Discussion & Interaction

Trainers' Note: A trainer can start the session by asking the participants, "Do Disasters affect the health of women in a different manner than rest of the community? If yes, how?" Depending upon their response, the trainer can lead the discussion on the specific impact of disaster on health of the women.

Health is a major concern in the aftermath of a disaster for survivors. Implementing comprehensive health programme for a population is never a simple task, but emergencies pose special challenges for delivering this kind of care. Studies have reported adverse reproductive health problems following a disaster, including early pregnancy loss, premature delivery, stillbirths,

delivery related complications and infertility. There are various health related issues pertinent to women after a disaster on account of their reproductive responsibility. Firstly, the pregnant and lactating women need prenatal and post natal care in the aftermath of a disaster. Secondly, social taboos around menstruation and norms about appropriate behavior for women and girls are reported to contribute to health problems in disaster situations. During the 1998 floods in Bangladesh, adolescent girls reported perennial rashes and urinary tract infections because they were not able to wash out menstrual cloth properly in private and often had no place to hang the rags to dry, or access clean water. They reported wearing the damp cloths, as they did not have place to dry them (WHO, 2002). Thirdly, urinary tract infections and abnormal vaginal discharge become common for women during times of disasters as hygiene and sanitation is compromised during stressful times. Fourthly, the issue of contraception has to be dealt with as there may be unwanted pregnancies due to violence against women. Finally, the issue of recannalisation for parents who have lost their children in disasters needs to be looked into.

Topic 2 _____

Management of Health of Men and Women in Disasters

Duration: 30 Minutes

Training Methodology: Discussion & Interaction

Trainers' Note: The trainer should ask the participants for certain gender sensitive measures that should be incorporated while designing health services for both men and women. Adding to the inputs received from participants, the trainer can further elaborate on the suggestions as outlined below:

The following steps can be undertaken for effective management of health of men and women in disasters:

1. **Design of health services:** The design of health services should focus on a rapid health assessment of the affected community, secure timing, staffing and location of services, equal opportunity to access health services and inclusion of female doctors in health teams.
2. **Pregnant and lactating women:** As we all know, that stress complicates pregnancy. It has been widely reported that disasters cause increase in pregnancy complications, stillbirths and abortions. Hence, hospitals should be geared up to deal with increase in the number of cases of



abortions, stillbirths and early delivery. Family members and community. Sensitize the family and others in the relief camp to understand the special needs of pregnant women, women who have aborted, and the needs of women who have delivered. The management agencies should identify a qualified and experienced woman to coordinate maternal health activities at the start of an emergency response within each camp/area. Moreover, health workers with midwifery skills and other health workers amongst survivors should also be identified to provide care for childbirth. These workers should identify women who are in advanced stages of pregnancy and discuss birth plans - where to deliver, how to recognize danger signs and where to seek help. Lastly, disaster survivors need to be sensitized in each camp to identify danger signs, usage of delivery kit, identification of symptoms of urinary tract infections and vaginal discharge, location of immediate hospital, referral facilities and care for women who have had abortion during the disaster. The lactating mothers who are facing problems in feeding their children should be provided with infant formula or milk powder so that the infants can be fed artificially.



3. Menstruation

Sanitary packs should be distributed at regular intervals throughout the emergency and distribute to any new arrivals. In some situations, the first distribution of sanitary materials will need to occur without community consultations, in order to avoid delay. Subsequently, consult with women and girls to identify materials most culturally appropriate. The temporary toilets can be equipped with incinerator for proper disposal of sanitary material which was done in case of Tsunami in 2004 in Tamil Nadu. In case sanitary cloths are being used, mark out a private laundering area in each camp to wash sanitary cloths. The necessary sanitary material can be distributed to the survivors through women.

4. Contraception

The survivors may have to stay in relief camps depending upon the time taken by the authorities to provide them permanent shelter. The survivors may stay in the temporary shelter from 15 days to three months or more. Hence, there might be unwanted pregnancies in families. Adequate provision and easy access to different forms of contraception and pregnancy tests should be facilitated as soon as possible. The survivors should be imparted knowledge as how to use the contraceptives and pregnancy test. They should be distributed through women.

5. Recannalisation

Another important issue arising in the post-disaster phase is the issue of recannalisation for women who have undergone the family planning measure but lost all their children in the disaster. In earlier disaster experience it is seen that recannalisation has been done for many of the women without considering their age and health status. This has caused severe physical and psychological problem for the women. Once the recannalisation is done, family pressure and expectation goes up very high to have a male child, which further causes severe stress and emotional strain on women. It is also seen that the women after undergoing recannalisation become a property or a machine for reproduction. Due to family pressure she is forced to undergo intercourse and becomes an object without having any right on her own body. Due to excessive expectations, the women feel psychologically pressurized and many other psychosomatic problems start occurring.

Free recannalisation facility should be made accessible and available to a couple. However, the couple should be given counseling before the surgery is performed focusing on the benefits and risks associated with the recannalisation operative measures for the women. It should be explained that women should not be blamed for being unable to get pregnant after recannalisation. Surgery should be performed keeping in view the physical age as well as the mental well-being of a woman. Wider counseling of the community should be done in order to think on broader terms of adopting orphaned kids and accepting them as their own.








Resources

1. Dhar Chakrabarti PG and Walia A (2009). Toolkit for Mainstreaming Gender in Emergency Response, In: Women, Gender and Disasters,

- eds. PG Dhar Chakrabarti and Elaine Enarson, Sage Publications, India.
2. Sphere Handbook on Disaster Response, Sphere Charter (2004); Available at:
http://www.sphereproject.org/handbookhdbkpdf/hdbkpdf_full.pdf
 3. Reproductive Health Kits for Crisis Situations, UNFPA (2004)

Unit 2: Empowering Women Through Psychosocial Intervention in Disasters

	<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • To discuss the need for providing psychosocial care for women, • To list out the general principles for working for women, and; • To discuss the initiatives that can be undertaken to empower women.
	<p>DURATION</p>	<p>75 minutes</p>
	<p>METHODOLOGY</p>	<ol style="list-style-type: none"> 1. Activity 2. Discussion 3. Interaction
	<p>MATERIAL/EQUIPMENT</p>	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers 4. Old Newspapers 5. Tape recorder 6. Music in a CD/Audio tape
	<p>HANDOUTS</p>	<p>Nil</p>

Unit 2: Empowering Women Through Psychosocial Intervention in Disasters

Rationale _____

The purpose of this unit is to discuss the general principles of providing psychosocial care to women.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Discuss the need for providing psychosocial care for women.
- List out the general principles for working with women while providing psychosocial care to them.

Content _____

This unit includes the following:

Topic 1: Psychosocial care for affected women survivors

Topic 2: Principles of working with women

Topic 3: Initiatives to empower women

Topic 1 _____

Psychosocial care for affected women survivors

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can initiate the session by performing an activity called resource crunch - Paper Dancing. The materials needed are old newspapers and some catchy music. In this activity ask trainees to choose a partner. The trainees and partner should dance on the newspaper once music is played. Stop the music and ask them to fold the paper into half and dance. Continue the same till they fold the paper into a small fold. Instruct them that if their feet are out of the newspaper they are out of the activity. The lesson that is imparted to the trainees is that in times of disaster resources available to women get increasingly less. The discussion can also examine the pre-existing vulnerabilities of women in society. Hence adequate planning is required to cater to the needs of women in disaster.

Owing to numerous sensitive issues, which arise while dealing with women's issues in a post-disaster scenario, it is vital that certain guidelines are followed.

Women facing difficult and stressful situation and personal losses need to share problems, concerns, pain, and anxieties. Most of this includes intimate details, so it needs to be done with a sense of mutual trust, and a clear understanding that everything shared is confidential and private.

In the changed role and status as widow, as child-less mother or as a single parent, many-a-times women are subjected to various family and social pressures. Accept whatever a woman is sharing without trying to say whether it was right or wrong. Do not try and analyze what should have been done. It is important for the person to feel totally accepted. This will facilitate more sharing. As we have seen, society would pass certain judgments and would have certain perceptions about issues; so the woman needs to feel you are that one person who understands and accepts her point of view. This would be extremely healing for her as she will be able to share her pain frankly without feeling that she is being judged.

Topic 2 _____

Principles of working with women

Duration: 30 minutes

Training Methodology: Power point Presentation, Discussion & Interaction

Trainer's Note: The trainer list out the guiding principles of providing psychosocial care to women and working with them. He can further discuss with the participants and elaborate each point in detail.

Points to keep in mind while listening to a woman's experiences

- Allow her to talk when she is ready to do so
- Do not push her to take decisions
- Keep all information provided confidential, like the name and other details that can lead to her identification.
- No information should be shared without the consent of the person who has shared the same with you, except when it is felt that the person needs medical care or the person may harm herself.
- Do not give your point of view about what happened or should have happened.
- Just listen to what is being said
- Support her to continue her sharing
- Owing to numerous sensitive issues, which arise while dealing with women's issues in a post-disaster scenario, it is vital that certain guidelines are followed.

Some of the principles, which should be followed while providing psychosocial services to women include:

A. Confidentiality

Helping women subjected to personal losses involves sharing of very intimate personal information like problems, concerns, pain, and anxieties. Most of the information could include intimate details. This special sharing has to be done with a sense of mutual trust, and with clear understanding that all discussions and details shared are confidential and private. Some survivors may prefer not to share their experiences to the caregivers, or even to their husbands and families. Allow them to talk when they are ready to do so. She will talk when she feels she can trust the person and feels comfortable to share. It is important to give time to women. Do not push her to take decisions.

Confidentiality means not sharing any information provided by the survivors with other people, like the name and other details as it can lead to identification and stigmatization.

B. Nonjudgmental attitude

It was seen that women were subjected to judgmental attitude in various situations post-Tsunami. Do not try and contemplate what you would have done in her situation. Even if she made a mistake in her judgment, she did not deserve to be victimized.

A lady who lost all her three children is assaulted by her husband and blamed by her husband for not being able to save even one. She is under severe threat that her husband will leave her and get married. The in-laws also feel she is not responsible enough.

C. Comforting Attitude:

When a woman is describing her experience make her feel comfortable. It is important that she feels that you want to listen to everything she has to tell. In a camp situation there will be lack of privacy. There may be many distractions. However, it is important that you adopt good listening skills with the following guidelines:

- **Attend nonverbally:** Eye contact, head-nodding, caring facial expressions, holding the woman's hands. This will let the woman know that you are with her.

- **Give a feedback on feelings:** You may notice that the woman's voice or nonverbal gestures suggest feelings of anger, sadness or fear. This inability to identify one's own emotions can happen when someone is going through intense emotional turmoil.
- **Repeat ideas:** At times repeat portions of what the woman has said. A sense of understanding, interest and empathy has to be conveyed to her. Reflecting also checks for accuracy, clarifies misunderstanding, and lets the victim know that she is being heard.
- **Examples-** "so, are you saying that..." or "I have heard you say that..."
- **Allow silence:** Allow silence during the course of the interview. Silence can prompt the woman to elaborate. Simply 'being with' the woman and her experience can be supportive.



D. Encourage expression of emotions:

Women should be encouraged to express intense emotions. It is an important part of healing. You should try and stay relaxed and let the survivor know that it is normal to feel such emotions. The safety valve in a cooker is very important. It takes the extra pressure out periodically and helps in getting the food cooked. The cooker would burst if the safety valve is not there.

E. Acknowledge woman's feelings:

Help women to understand their feelings as part of normal responses/ coping to a traumatic event. It is important to let the victim know that you do not think she is weak, or she is losing her mind, or exaggerating. She may report an understanding of her feelings and a sense of vulnerability, low self-esteem, and self-blame along with a sense of loss of control. By letting her know that she is experiencing a normal reaction to trauma, you will be giving her hope. In other cases it may help in reducing the feeling of shame and guilt she may be having.

A woman related how her house was burnt and she lost all her belongings. Since then she has been getting episodes, when her heart starts to beat very fast, she finds herself sweating profusely and her mouth goes dry. She said "I feel like I am going mad (pagal)"

Worker "You are saying that you constantly feel that you are going to lose your mind. I want you to know that other survivors were able to recover from similar experiences. They went through these kinds of experiences."

F. Highlight personal resources

Highlight personal resources and praise her for having the courage to master her problems. She has taken the first step towards trying to recover from her trauma, by talking to you. She needs to know that you appreciate how difficult this is for her and how much she has accomplished already.

REMEMBER

- Maintaining confidentiality of information shared is vital.
- Be nonjudgmental and be empathetic when women share their experiences with you.
- Acknowledge feelings and help women to recognize their personal resources.

Topic 3 _____

Initiatives to empower women

Duration: 30 minutes

Training Methodology: Power point Presentation, Discussion & Interaction

Trainer's Note: The trainer can pose a question to the participants "How do you think psychosocial care can empower women?" Deriving clues from the response of participants, the trainer can list out certain initiatives which can be undertaken by community workers on a power-point slide and subsequently elaborate on each point.

1. Discovering their circle of support

Help them analyze for themselves people and agencies who can be good support to them in their immediate family, neighborhood and relatives, and the larger community.

Help them list down what sort of help they would be seeking from each of these sources. Re-do this same exercise periodically to help them see how their system may have changed and to ensure that they do have things that can help them in the road to rebuilding their lives.

2. Enlisting their positive qualities

This exercise will help them become more aware of the qualities that make them individuals and unique in themselves. These can be a source of good self-esteem and help them feel positive about themselves. The list should include physical attributes, emotional aspects, skills they have, their intellect etc. It should be comprehensive and not just focus on one aspect.

At a later stage, while groups have been together for sometime this can also be done for each other within the group members.

3. Force field analysis

Help each member to think of an aspect or people in their lives who are helping them cope positively with the current situation they are going through, and those aspects that are hindering those processes of rebuilding. Then they need to look at things, which will lower the negative forces and help them move towards faster recovery.

4. Good sharing

Involve each member to come in daily and share something positive in his/her life that week. For instance, it could be that they have been able to get their child back into school or that they were able to not cry for that one day or that they got their sewing machine or that they made some special food. This will slowly enhance the goodness in their life and defocus on the suffering and pain that may be present.

5. You are not alone

This sharing would involve sharing some personal pain for that week and others who have felt similarly can also contribute. Then there should be a round of sharing to see how still others have been able to overcome such pain. This would set into process a series of peer learned initiatives that would help in the healing process and the women would feel the strength of many with them.

Some of the things that need to be kept in mind are as follows:

1. Reconstructing meaning and explore the feeling of self-blame

Working through a traumatic event not only involves accessing and integrating the emotions associated with the trauma, but also involves working through the meanings and thoughts the victim feels about her and the world after the disaster.

The **main goal** of this phase is to help the woman to come to an understanding about the reality that acknowledges the impact of disaster on her and, also allows her to remain productively and pleasurably engaged in her life. The feeling of self-blame is seen especially in women who have not been able to save their children or blamed by the husband or others for the same. Within this framework allow women to express their feelings of self-blame.

Collect details about the view their society has about women in general, prior to the disaster

Have a discussion about what it means to be a woman in their society. Explore what the women have experienced in every day social interactions prior to the disaster. It might be a reference to how women handled the finance and took up various active roles in managing the household activities. Or it may be in other way that women had functional leadership but the decision making is always in the hand of male members and they faced the problems in taking any independent decisions regarding any of the family issues.

This will help women to develop a sense of solidarity among themselves. They will sense a feeling that 'they are not alone'.

2. Do not say that the complaints she is experiencing are only in her mind.

As you now know there can be many responses to a severe trauma, women may complain of various physical symptoms like aches and pains, which after a physical examination by a doctor may be found unrelated to any specific disorder. **Do not defocus on the complaints or tell the victim that nothing is wrong with her.**

You need to help her to understand her complaints by:

- Explaining that any sort of stress can enhance the perception of normal body functions, which she might be interpreting as indicative of disease

- Sharing negative findings on physical examination and investigations using simple non-technical terms

Anxiety/ feeling that they are going crazy/palpitation:

Ask members of the group to hold each others hands, close their eyes and keep taking deep breaths. Tell them that they should try and breathe through their noses. If their mind is unable to do this ask them to say out loud that they are now taking deep breaths. After a few such sessions (15-30 mins, 2-3 times a day, for 3-4 days) ask them to do the same exercise and start thinking of the events. Tell them that initially it will give rise to intense anxiety but slowly they will find that they can breathe regularly and think of the events too. Encourage members to try this exercise when they are alone too.

Having repetitive intrusive thoughts about the event

Tell members that there will be moments when they get intrusive thoughts about the event when they are doing something, and, they can do their breathing exercises to calm themselves down. There is a simple technique to reduce this symptom:

Ask group members to think about a distressing thought. Ask them to think about it for 2-3 minutes. Tell them you will shout "STOP!" very loudly, and that you will then take it from there. You can hit the desk or clap your hands along with shouting "STOP!" Start with asking them to think about a thought NOT associated with the assault. Progress to thoughts associated with the assault. Do this over 30-45 minutes.

Rebuilding confidence and self-esteem






Women may feel low on self-confidence and self-esteem. Restoring these issues may take a long time. However, you can aim at starting the process. For example: You can highlight the personal resources (They may be easily measurable resources like the woman being employed, or other personal resources like being able to handle a large family effectively or just having a supportive family) of the survivor. Praise her for having the courage to work on her problems.



Resources

1. National Institute of Mental Health and Neurosciences (2005). Tsunami Disaster: Psychosocial Care by Community Level Workers, Information Manual-2, Bangalore.

Unit 3: Gender Based Violence in Disasters

	<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • To discuss the impact of disasters on health of women and men. • To highlight issues pertaining to health of the women • To suggest measures for effective management of their health
	<p>DURATION</p>	<p>60 minutes</p>
	<p>METHODOLOGY</p>	<ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Activity
	<p>MATERIAL/EQUIPMENT</p>	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers
	<p>HANDOUTS</p>	<p>Nil</p>

Unit 3: Gender Based Violence in Disasters

Rationale _____

The purpose of this unit is to discuss the measures to combat gender based violence in disasters.

Learning Outcomes _____

- By the end of this unit, you should be able to:
- Establish the need for dealing with gender based violence in the aftermath of disasters.
- Enumerate the forms of gender based violence/dimensions of gender based violence.
- List out the points that need to be kept in mind for preventing gender based violence in disasters.
- Discuss varied measures that can be undertaken to curb the menace of gender based violence in the aftermath of disasters.

Content _____

This unit includes the following:

Topic 1: Gender Based Violence and Disasters (GBV)

Topic 2: Causes of Gender Based Violence

Topic 3: Types of Gender Based Violence

Topic 4: Combative Measures

Topic 5: Suggested Activity

Topic 1 _____

Gender Based Violence and Disasters

Duration: 15 minutes

Training Methodology: Power point Presentation, Discussion & Interaction

Trainer's Note: The trainer can ask participants to raise their hands—or stomp their feet—or stand up if they know some disaster victim personally who was raped or has experienced domestic violence, or someone who has worked with rape survivors. If any participant is willing, the trainer can ask him/her to narrate their experience. If any participant shares a personal experience of trauma or relates an incident she /he has known or experienced. The trainer must facilitate the process of a therapeutic closure after sharing of experience by the trainee.

Violence is an important issue facing communities affected by natural disasters, though the full extent of the problem has not been thoroughly studied. Immediately following a disaster, concerns about injuries, infectious diseases and the provision of basic needs take precedence over the surveillance of violence. Studies of post-disaster violence rates are few and are mainly from the USA.

- Anecdotal evidence and a small number of systematic studies indicate that intimate partner violence and sexual violence are highly prevalent after disasters.
- Additional evidence suggests that the long-term effects of a disaster can lead to increased levels of crime and community violence.

Women as a group are vulnerable due to their low status in society and restricted mobility and capacity due to cultural norms. This vulnerability increases after a disaster as traditional family and community structures disintegrate, leading to issues related to fair and equitable access to assistance. A striking vulnerability experienced by women and children is the various forms of gender based violence, e.g. domestic violence, trafficking, sexual harassment, rape, forced or early marriages etc. Moreover, safety and security concerns seriously limit women's ability to participate in relief and reconstruction works, such as having access to relief services and material assistance. Women may also be asked for sexual favors in return for relief assistance. It is also important to be aware of the fact that boys too are vulnerable to sexual abuse and may be abducted and trafficked for prostitution.

Women's or child rights groups in the area, especially those working on gender based violence can be a useful resource in developing referral services for the area. They also possess the local expertise and knowledge to guide community awareness programmes and support services for survivors.

Topic 2 _____

Factors causing Gender Based Violence (GBV)

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can approach this topic by asking participants to brainstorm on the reason why gender based violence would increase after disasters. The reasons quoted by participants can be written by the trainer on a flipchart. The trainer can further supplement by providing his/ her inputs.

Disasters disrupt the physical and social environments that shape health and health problems, including violence. Few studies have compared violence levels before and after a disaster, but the effects of disasters are likely to increase individuals', families' and communities' vulnerability to violence. These effects can have both an immediate and a long-term impact on violence, such as: increased stress and feelings of powerlessness due to bereavement, loss of property and loss of livelihood, mental health problems such as post-traumatic stress disorder, scarcity of basic provisions, destruction of social networks, breakdown of law enforcement, cessation of violence prevention and other social support programmes and disruptions to the economy.

In traditional societies dealing with GBV in disaster situations is a complicated issue because

- Gender Based Violence especially domestic violence is considered a private issue and has a social sanction,
- Women can be even more reluctant to raise their voice as family structures are already under threat,
- If the camp leadership is predominantly male; women's security issues will not be considered in decisions,
- Men can resort to violence to deal with higher levels of unresolved anger, boredom and frustration,
- Hastily designed or culturally insensitive interventions can increase threat of violence against women,
- Breakdown of traditional family structures and household boundaries has changed to living in overcrowded boundary-less environs,
- Prevalence of weak traditional and state systems in a post disaster scenario. Services such as the police, legal, health, education and social services are often disrupted.

Topic 3

Types of Gender Based Violence

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can approach the topic directly by showing slides of the following content by making a power point presentation.

There are two types of Gender Based Violence that can be prevalent after disasters

1. Domestic Violence
2. Sexual violence and exploitation

1. Domestic Violence

Increase in intimate partner violence levels have been reported in the Philippines after the Mt. Pinatubo eruption; in Nicaragua after Hurricane Mitch; in the USA after the Loma Prieta earthquake and the eruption of Mt. Saint Helens; and in several refugee camps worldwide. Women who were living in a violent relationship before the disaster may experience violence of increasing severity post-disaster, as they may be separated from family, friends and other support systems that previously offered them some measure of protection. After a disaster these women may be forced to rely on a perpetrator for survival or access to services.



2. Sexual violence and exploitation

Displaced women and children are often at risk of sexual violence as they try to meet their basic needs. Rape of women and children while collecting water and firewood has been reported in disaster struck areas. In areas where human trafficking is widely prevalent, disasters may result in conditions that provide opportunities for traffickers (e.g. large numbers of unaccompanied children). Sexual exploitation may increase in situations where women's options for employment are diminished.



Additionally, reports from the eastern Congo and Guinea show that refugee and displaced women and children may be coerced into sex in exchange for food or shelter for themselves or their families. In cultures with traditions of early marriage and dowry, adolescent girls' may face an increased risk of early and forced marriage because of poverty. Forced marriage can also be a consequence of disclosing sexual abuse.

Gender based violence can also include dimensions like restriction of mobility, child marriages, beating and battering, pulling girls out of schools for the reason that they are girls, excluding women from decision making processes, unequal discrimination of food within households, depriving women of leadership

positions, and discrimination against widows, divorced and deserted women, women with disabilities, women who have faced public violence such as rape and molestation, women living alone, never married women etc.

Topic 4 _____

Suggested Activity:

Duration: 20 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can make the session participatory and interactive by encouraging participants to make comments and share their views. The session can be concluded by highlighting that planning for disaster management should be viewed through a gender lens. Participants can be informed that gender based violence is a common occurrence after a disaster and, hence, meticulous planning should be done beforehand to deal with this menace.

Step 1: Divide the participants in two groups

Step 2: Provide the case scenario to the participants

Step 3: Ask participants to discuss possible measures for planning to combat gender based violence after disasters.

Step 4: After about 15 minutes, the participants can be asked to give their suggestions which can be collated and written down on a flip chart by the trainer.

CASE SCENARIO

You are a member of Shelter Management team looking after about 3,000 survivors of an earthquake which has killed over 10,000 people. After, four days in the camp, some of the women have started talking about safety and security issues in hushed tones. There are few women who were badly bruised. When asked about the cause, they replied nonchalantly, that they had a fight with their husband. Two cases of rape and one case of molestation has also been reported to the nearest police station. The menace of gender based violence is raising its ugly head. If certain steps are not taken immediately; the situation may go of control. What kind of introspection will you do in your planning to deal with the menace?

Guidelines for the Trainer/ Facilitator:

The trainer can focus on the following questions:

- a) Is there an establishment of accessible, transparent, efficient mechanism to report and investigate complaints, especially those related to gender based violence and to prevent abduction and trafficking? This entails that the community, especially women and children have a clear awareness and understanding of how to report abuse. It is important that their anonymity and safety be ensured.
- b) Is there sufficient female staff in the camp and does the camp staff has the appropriate training to deal with gender based violence? Workers own biases and prejudices must be addressed.
- c) Is there a clear understanding amongst camp staff, health professionals and protection cluster members about principles such as confidentiality, rights, choices, and the right to decision making of the survivor?
- d) Have high-risk areas in the setting where incidences of sexual violence or abductions occur and the factors that contribute to this been identified? For example the location of bathing spaces in isolated areas, and/or children playing in isolated areas.
- e) Have actions been taken to mitigate the risk at these 'hot spots'- community watch programmes, providing education to women, men and community on issues of sexual violence and its potential consequences, information about reporting mechanisms?
- f) Are there systems in place to ensure the compilation of anonymous incident data so that any trends and protection issues can be identified and addressed?
- g) Have relevant laws and policies that protect women and children from exploitation and their enforcement been reviewed so that they may be used to support victims and survivors?

Topic 5 _____

Combative Measures

Duration: 10 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can discuss the topic in continuation with the response of participants to the above mentioned activity. The trainer can add his/ her inputs to the suggestions offered by participants in the activity carried out earlier.

Some of the measures that can be undertaken to combat the menace of gender based violence in post-disaster scenario are as follows:

- Ensure that location, timing and accessibility of services is gender friendly.
- Monitor security and instances of abuse in the distribution point as well as on departure roads.
- Pay regular observation visits to various distribution points, security check points, service institutions and water and sanitation facilities.
- Do not make women and girls dependent on men for shelter construction or shelter allocation because this often results in sexual exploitation, with women forced to trade sex for shelter.
- Ensure that both male and female police officers patrol the camps.
- Form vigilance committees in each community/camp consisting of men and women to act as monitoring officers;
- Develop written and verbal safety guidelines against possible violations against women;
- Train women to raise immediate alarms against violations in the camp sites.
- Maintain night security at camps;
- Train security guards of both sexes to be sensitive to apprehensions and problems of women in order to facilitate assistance seeking by women;
- Ensure that women participate directly in decision making on local security arrangements for the camp community;
- Seek ongoing inputs from women to ensure that their needs and security concerns are addressed.
- Provide free legal services to survivors of sexual violence.




Resources

1. Dhar Chakrabarti PG and Walia A (2009). Toolkit for Mainstreaming Gender in Emergency Response; In: Women, Gender and Disasters, eds. PG Dhar Chakrabarti and Elaine Enarson, Sage Publications, India.
2. Gender and Disaster Network (2008). Training Materials, Applied GDRR Practice - The Disaster Cycle - Facilitator Materials.

Engendering Disaster Management

3. IASC (2006) Women, Girls, Boys and Men: Different Needs-Equal Opportunities, Gender Handbook in Humanitarian Action.
4. National Institute of Mental Health and Neurosciences (2005). Tsunami Disaster, Psychosocial Care for Women; Information Manual 4.
5. UNHCR (2003). Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response.

Unit 4: Gender and Shelter Management

	OBJECTIVES	<ul style="list-style-type: none"> • To highlight issues pertinent to gender and shelter in disasters. • To discuss factors contributing to gendered vulnerability in shelters. • To list out measures to ensure gender sensitivity in shelter management and planning.
	DURATION	60 minutes
	METHODOLOGY	<ol style="list-style-type: none"> 1. Presentation 2. Discussion 3. Activity
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none"> 1. Multimedia Projector 2. Flip Charts 3. Board Markers
	HANDOUTS	Nil

Unit 4: Gender and Shelter Management

Rationale _____

The purpose of this unit is to discuss the measures to ensure gender sensitivity in temporary shelters.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Highlight the gendered issues that arise in temporary shelters after a disaster
- List out varied measures that need to be taken to incorporate gender sensitivity in shelter management and planning

Content _____

This unit includes the following:

Topic 1: Gender and Shelter Management: Issues and Concerns

Topic 2: Suggested Activity

Topic 1 _____

Gender and Shelter Management: Issues and Concerns

Duration: 20 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can prepare few power-point slides on the importance of shelter in the aftermath of a disaster and highlight gendered issues in shelter management and planning.

Shelter is an important aspect, which needs to incorporate a gender dimension as women and children are the primary occupants, and tend to spend more time than men in the shelters. Temporary shelters are put into place and survivors are forced to live in congested relief camps, but through these processes the needs of privacy and care for the more vulnerable group of pregnant, lactating and menstruating women are not adequately taken care of. Availability of space for all the members of a family plays a crucial role in determining whether the need for shelter has been fulfilled with a gender sensitivity approach. It is also necessary that the gender division of labour within households before, during and after the disaster is understood and reflected in the location, design and layout of shelters. In the aftermath of 1991 cyclone in Bangladesh, women who

are able to reach the temporary shelters found them ill-suited to meet gender and culture specific needs; in a social context where seclusion is practiced, large number of men and women were crowded in together with no respect to privacy for pregnant, lactating and menstruating women (UNEP, 1997). Similarly in the layout and design of intermediary and permanent shelters the specific needs of women and girls are often not taken care of. The next section lists out the action points that need to be undertaken by a disaster manager focusing on gender sensitive designing, layout spacing and location of shelter in emergencies,

- Make adequate arrangements for lighting in temporary shelters, particularly in common facilities like toilets, bathrooms etc.;
- Provide adequate material for partitions between families in a temporary shelter;
- Women and girls should not be compelled to share accommodation with men who are not members of her immediate family;
- It is important to acknowledge the fact as in any setting; management authorities carry a great deal of power and control. It is critical that this power is not used to further exploit, extract favors from vulnerable groups, especially women.

Topic 2

Suggested Activity

Duration: 40 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can make the session participatory and interactive by encouraging participants to make comments and share their views. The session can be concluded by highlighting that every aspect of disaster management and planning should be viewed through a gender lens, including shelter. The participants can be informed that lack of proper interventions can contribute in creating more vulnerability after a disaster.

Step 1: Divide the participants in two groups

Step 2: Provide the case scenario to the participants

Step 3: Ask participants to discuss possible measures for ensuring gender sensitive shelter management and planning.

Step 4: After about 15 minutes, the participants can be asked to give their suggestions, which can be collated and written down on a flip chart by the trainer.

CASE SCENARIO

You are part of a planning team called together in this crisis situation by the government. You can define your team members yourselves. You are tasked with the preparation of a camp for an influx of 3000 survivors from the flood. The people are expected to begin arriving tomorrow.

You and your colleagues have been sent from elsewhere to this location (an open space previously set aside for development of a factory but without any infrastructure yet). You have very limited resources to call upon. You have been provided with tents and can call upon a day's help from the military before they are re-deployed elsewhere.

The trainer /facilitator can focus on the following key questions:

1. Have shelters for vulnerable groups such as unaccompanied children or women headed households been given special consideration such as location and proximity to facilities and distribution points;
2. Do single women or women headed households depend upon men for shelter construction?
3. Is the camp well lit?
4. Does it have adequate material to allow for some level of privacy;
5. Has the design and layout of shelters or campsites been planned in collaboration with community members with input from vulnerable groups?
6. Does the layout have spaces for children to play where family members can watch them? This is important as often children play in remote areas increasing the risk of abuse.
7. Does the layout have spaces for community centers- special private space for women and children of the community for activities like meetings, vocational classes, skills training and psychosocial support? Are women involved in the management of these spaces?
8. Is there a plan for safety and security of rest of the family and staff providing assistance to the survivor?
9. Is the staff sensitive to varying needs and situations of men and women and how they might impact their ability to participate and benefit from relief operations generally, and shelter and camp management specifically?

10. Is there sufficient female staff in the camp management?
11. Have women been included in leadership roles in camp management?
12. Are the shelters/ camps planned keeping in mind the needs of people with disability?



Resources

1. Gender and Disaster Network (2008). Training Materials, Applied GDRR Practice - The Disaster Cycle - Facilitator Materials
2. CARE & SEEDS (2005). Handbook on Shelter Rehabilitation, Advocacy Unit, India.
3. Sphere Charter (2004). The Sphere Project Humanitarian Charter and Minimum Standards in Disaster Response; Available at: http://www.sphereproject.org/handbookhdbkpdf/hdbkpdf_full.pdf
4. UNEP (1997). Asian Disaster Management News; Newsletter of the Disaster Management Community in Asia and the Pacific, 3(3).

Unit 5: Gender and Relief Management

	OBJECTIVES	<ul style="list-style-type: none">• To highlight issues pertinent to gender and relief management.• To discuss factors contributing to gendered vulnerability in relief management.• To list out measures to ensure gender sensitivity in relief management and planning.
	DURATION	60 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Discussion2. Suggested Activity
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none">1. Flip Charts2. Board Markers
	HANDOUTS	Nil

Unit 5: Gender and Relief Management

Rationale _____

The purpose of this unit is to discuss the measures to ensure gender sensitivity in management of relief supplies in a post disaster scenario.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Highlight the gendered issues that arise in temporary shelters after a disaster
- List out varied measures that need to be taken to incorporate gender sensitivity in relief management.

Content _____

This unit includes the following:

Topic 1: Gender and Relief Management

Topic 2: Gender Sensitive Relief Management

Topic 3: Suggested Activity

Topic 1 _____

Gender and Relief Management

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can start the session by asking the participants about their experiences in the phase of relief management in a post-disaster scenario. While the participants are sharing their experiences, the trainer can press the participants for highlighting 'gendered issues' in relief distribution and management.

Relief is considered to be an important phase in disaster management cycle which aims at meeting the immediate survival needs of an affected community on a temporary basis. The relief aid is provided with an approach that *"one blanket will fit all"*. Temporary shelters are put into place and survivors are forced to live in relief camps, but through these processes, the needs of privacy, care and nutrition for the more vulnerable group of pregnant, lactating and menstruating women are not adequately considered. The issues of sanitation, specific clothing and toiletries are generally not seen as vital supplies to be

provided to women survivors. Relief mechanisms, as are currently practiced, need to look into the specific needs of men and women (Walia, 2006). Moreover, traditionally female participation in disaster management has largely been related to the role of caring and nurturing. There is limited representation of women on national and local emergency committees and their potential as a resource for organized action at all levels of the managerial process has been seriously overlooked. Therefore, an effective relief management strategy has to be built upon two pillars, namely; addressing the specific needs of women, and ensuring their participation and involvement in the management process. Keeping the above mentioned issues in mind, the next section proposes some action points for engendering of the process of relief management.

Topic 2 _____

Gender Sensitive Relief Management

Duration: 25 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can link the previous topic with the present one. The previous topic focuses on gender issues in relief management and distribution after a disaster while the present topic aims at deriving solutions with respect to the issues raised in the previous topic. The trainer can ask participants to come with a few solutions, which can be written on a flip chart. The trainer can supplement the suggestions floated by participants with his/ her own inputs.



Some of the measures that need to be taken to ensure gender sensitivity in relief management and planning are as follows:

1. **Relief Supplies:** Men and women need to be consulted and involved not only in designing the contents of relief kit but in the entire process of relief management and distribution. Mechanisms should be constituted for women

and men to file complaints against the non-receipt and unmet needs of the affected community. Special provisions need to be made to ensure relief goods reach People with Disabilities (PWD).

2. Information Dissemination: Men and women officers need to be appointed in each camp to coordinate the dissemination of information on relief assistance being provided by the government, compensation packages, ex-gratia payments etc. Ensure that both women and men are informed and made aware of the quantity and variety of items they should receive, as well as the distribution methods, by imparting information clearly indicating the entitlements, distribution site, date and time. It is also imperative to reach out to women in shelters within the camps as in some cultures women do not participate in public meetings where information is being announced.

3. Food and Clothing: The distribution of food and clothing should be done by a sex balanced team. Household ration card for free food distribution should be issued in the woman's name. The timing and location of food distribution services should be convenient for women and it should not increase their safety concerns. For households with women and men with disabilities, arrangements can be made through volunteers /women's groups to reach the relief items to their doors. Gender sensitive clothing and materials like undergarments and sanitary napkins should be distributed to the affected women. Assessment of men's need should also be done and material like shaving kits should be included in the relief kit.

Topic 3 _____

Suggested Activity

Duration: 20 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can perform the following steps:

Step 1: Divide the participants in two groups

Step 2: Ask participants to design the contents of 'Gender Sensitive Relief Kit'.

Step 3: Ask participants to highlight the use of each gender sensitive relief material as well.

Step 4: After about 15 minutes, participants can be asked to give their suggestions, which can be collated from the two groups and written down on a flip chart by the trainer.



Resources

1. Dhar Chakrabarti PG and Walia A (2009). Toolkit for Mainstreaming Gender in Emergency Response; In: Women, Gender and Disasters, eds. PG Dhar Chakrabarti and Elaine Enarson, Sage Publications, India.
2. Walia A (2006). Accessibility and Sensitivity of Disaster Relief Services towards Women; India Disaster Management Congress, November 29-30, New Delhi
3. IASC (2006). Women, Girls, Boys and Men: Different Needs-Equal Opportunities, Gender Handbook in Humanitarian Action.
4. Gomez, S (2006). Guidelines for Gender Sensitive Disaster Management, Asia Pacific Forum on Women, Law and Development, Thailand.
5. IASC (2005). Guidelines for Gender based Violence Interventions in Humanitarian Settings.
6. Sphere Charter (2004). The Sphere Project Humanitarian Charter and Minimum Standards in Disaster Response; Available at: http://www.sphereproject.org/handbookhdbkpdf/hdbkpdf_full.pdf

Unit 6: Gender and Livelihood Generation

	OBJECTIVES	<ul style="list-style-type: none"> • To discuss the kind of loss faced by both men and women with respect to their livelihood in the aftermath of a disaster; • To illustrate case studies to highlight the impact of disasters on livelihood of men and women, and; • To list out varied measures that needs to be taken to incorporate gender sensitivity in livelihood generation after a disaster.
	DURATION	60 minutes
	METHODOLOGY	1. Discussion
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none"> 1. Flip Charts 2. Board Markers
	HANDOUTS	Nil

Unit 6: Gender and Livelihood Generation

Rationale _____

The purpose of this unit is to discuss the measures to view livelihood generated after a disaster from a gender lens.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Discuss the kind of loss faced by both men and women with respect to their livelihood in the aftermath of a disaster;
- Illustrate case studies to highlight the impact of disasters on livelihood of men and women, and;
- List out varied measures that need to be taken to incorporate gender sensitivity in livelihood generation after a disaster.

Content _____

This unit includes the following:

Topic 1: Gender and Livelihood

Topic 2: Case Studies

Topic 3: Gender Sensitive Livelihood Generation

Topic 1 _____

Gender and Livelihood

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can ask participants about the livelihood activities carried out by men and women in both formal as well as informal settings. The trainer can then lead the discussion on the impact of disasters on formal and informal livelihood of men and women.

Disaster robs the survivors, both men and women, of their livelihood. Since wage opportunities decrease after a disaster; men are pressurized into migrating to other places to find work. Loss of livelihood also increases frustration among men leading to increase in alcohol consumption and domestic violence affecting women and children. Gender stereotypes put boys under pressure to drop out of schools and work in order to contribute to the family income.

As far as women are concerned, an increasing number of women become sole bread-earners, due to death of or severe injuries suffered by their husbands/ sons. Secondly, due to scarcity of resources or death of male bread-earner, women previously engaged in household work may feel the need to engage in paid work; but may not be able to do so because of lack of childcare centers with timings sensitive to their schedules. Thirdly, women who lose both their husbands and their assets may not receive compensation for their losses. For example, in the Tsunami-affected areas, there were some cases of women who did not receive boats and catamarans. Similarly, unmarried women may not receive relief and rehabilitation packages in a culture where they are not recognized as individual units.

The construction of permanent shelters and other infrastructure should rely on generating livelihood for the affected populace. Short-term relief programmes started in the aftermath of a disaster should not be 'stand alone programmes' but culminate into sustainable employment for both men and women. In many instances, personal experience of working side by side with one's spouse, clearing roads or salvaging personal belongings from a rising river, is a far more powerful influence than memories of previous gender segregation. After Hurricane Mitch hit Honduras and Nicaragua, many women reported that their husbands were listening to their opinions more than they did prior to Hurricane Mitch. They attributed this change to the "public" work that they did during the disaster. Moreover, special initiatives need to be undertaken in the post disaster scenario for livelihood regeneration of the women working in informal sector through vocational training and provision of credit.

Topic 2 _____

Case Studies

Duration: 15 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can encourage participants to share their experience, if any regarding differential impact of disasters on the livelihood of men and women. After sharing of experiences, the trainer can present the following case studies to the participants.

Case Study 1

Before the Indian Ocean tsunami, two SHGs together had run the business of selling dry fish in Tamil Nadu. The SHGs had taken a loan of Rs. 200,000 and built

an infrastructure to dry fish. Additionally, they had invested Rs. 100,000 for fish stock, salt, utensils, and other tools. They lost everything in the tsunami. However, their loss was neither compensated, nor the remaining loan amount of Rs. 100,000 (they had repaid half the loan, pre-tsunami) was waived or rescheduled. The members had to repay the loan by getting into heavy debts and pawning their jewelry.

Case Study 2

Noor Jahan, a single woman, was engaged in the home based business of making hand fans. She was a successful entrepreneur before the Indian Ocean tsunami in Tamil Nadu. She had a ready market for her product in Delhi, Mumbai, and Chennai. Her house was destroyed by the tsunami and along with it, she lost her tools of trade and a huge stock of raw materials. The temporary shelter did not have enough space for her to start business again. She also needed a minimum amount of Rs. 50,000 to start her business again. She was too poor to access credit from the bank or a private moneylender. She was confident, that given an opportunity and enough space to run her business, she could train many other women in the skill as well as provide them employment.

Topic 3 _____

Gender Sensitive Livelihood Generation

Duration: 30 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can link the previous topic with the present one. The previous topic focuses on gender issues in livelihood generation after a disaster while the present topic aims at deriving solutions with respect to the issues raised in the previous topic. The trainer can ask participants to come with few solutions which can be written on a flip chart. The trainer can supplement the suggestions floated by participants with his/ her own inputs.

Some of the measures that need to be taken to ensure gender sensitivity in livelihood generation projects post-disaster are as follows:

1. ***Livelihood Planning:*** Men and women and men in planning and implementation of all livelihood programmes. Women can be consulted to identify potential obstacles to their participation in various livelihood

programmes. The livelihood programmes can be planned accordingly by addressing the obstacles faced by women in participating in various livelihood programmes. The programmes should be designed based on an assessment of women and men's knowledge, skills and livelihood needs. Income generating opportunities need to be developed for men and women; where possible (depending on social context) they should not be limited to/by traditional gender roles. Disasters are also an opportunity to re-negotiate traditional gender roles and gain greater mutual respect and understanding between women and men. Joint ownership of livelihood assets should; be encouraged.





2. **Vocational training:** Vocational training should be organized for both men and women and sex balance should be ensured in the training teams. Training should be imparted in skills which aim at equipping women to new areas of income earning activity. Discuss about timings of the training programmes and ensure it is suitable to the affected women. Vocational trainings can be linked with employment initiatives being undertaken in the affected area.
 - **Credit Access:** Nodal officers including a man and a woman who should generate awareness amongst the affected population about the loans, schemes and subsidies given by the government to initiate livelihood. Banks, trading and business institutions should be encouraged to create special structures for providing special aid and investment advice to small and medium women entrepreneurs. Banks can also be asked to waive off the loans taken prior to a disaster by women. Credit institutions should target women working in the informal sector.



Resources

1. Pincha C (2009). Gender Sensitive Disaster Management: A Toolkit for Practitioners, Oxfam America and Nanban Trust, Earthworm Books, Mumbai.
2. Dhar Chakrabarti PG and Walia A (2009). Toolkit for Mainstreaming Gender in Emergency Response; In: Women, Gender and Disasters, eds. PG Dhar Chakrabarti and Elaine Enarson, Sage Publications, India.
3. International Recovery Platform (2009). Disaster Risk Reduction: A Gender and Livelihood Perspective; Information Resources, Focus No. 2/09.

Unit 7: Gender and Early Warning

	OBJECTIVES	<ul style="list-style-type: none"> • To discuss issues related to gender in early warning, and; • To list out varied measures that needs to be taken to incorporate gender sensitivity in the dissemination of early warning in disasters.
	DURATION	45 minutes
	METHODOLOGY	1. Discussion
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none"> 1. Flip Charts 2. Board Markers
	HANDOUTS	Nil

Unit 7: Gender and Early Warning

Rationale _____

The purpose of this unit is to discuss measures to ensure gender sensitivity in dissemination of early warning.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Discuss the issues related to gender in early warning, and;
- List out varied measures that need to be taken to incorporate gender sensitivity in the dissemination of early warning in disasters.

Content _____

This unit includes the following:

Topic 1: Gender and Early Warning

Topic 2: Gender Sensitive Early Warning

Topic 1 _____

Gender and Early Warning

Duration: 20 minutes

Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can ask participants to share their experiences about responding to warnings issued to the community by authorities for an impending disaster. The trainer can probe the participants about why certain people responded to the warning while others did not. The discussion can be guided in a manner so that gender issues get highlighted.

Gender is an important factor in responding to the warning issued by the authorities before any disaster. In the 1991 Bangladesh cyclone and flood, emergency warnings were given mainly by loudspeaker and word of mouth. In a highly sex segregated society, warning information was transmitted by the males to the males in public spaces where males congregated on the assumption that this would be communicated to the rest of the family, which by and large did not occur. Those who heard the warning ignored it because cyclones occurring after the 1970 disaster had not caused much devastation. In the ensuing procrastination, women who had comparatively less knowledge about cyclones and were dependent on male decision-making, perished,

many with their children, waiting for their husbands to return home and take them to safety. Therefore, dissemination of timely and meaningful warning to both women and men is the first step in mainstreaming gender in emergency response.

Topic 2 _____

Gender Sensitive Early Warning

Duration: 25 minutes

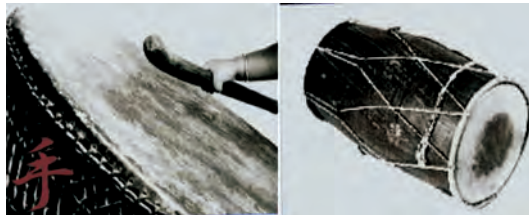
Training Methodology: Discussion & Interaction

Trainer's Note: The trainer can link the pervious topic with the present one. The previous topic focuses on gender issues in warning dissemination while the present topic aims at deriving solutions with respect to the issues raised in the previous topic. The trainer can ask participants to come with a few solutions, which can be written on a flip chart. The trainer can supplement the suggestions floated by the participants with his/ her own inputs.

Some of the measures that need to be taken to ensure gender sensitivity in warning dissemination before a disaster are as follows:

1. ***Dissemination of Early***

Warning: The warning should be disseminated using both formal and informal means of warning dissemination. It should be ensured that



warnings are issued at every doorstep of the vulnerable population rather than limiting to public places only. Lastly, both men and women should be involved as agents of warning dissemination.

2. ***Awareness Generation:*** The meaning of warning should be explained

to women as they may not have the necessary information to understand the warning signals. Awareness can be generated through formal and informal means targeting women to identify the danger signals and evacuate. Moreover, the importance of early warning and the need to adhere to the warning issued should be highlighted to the community.





Resources

1. Dhar Chakrabarti PG and Walia A (2009). Toolkit for Mainstreaming Gender in Emergency Response; In: Women, Gender and Disasters, eds. PG Dhar Chakrabarti and Elaine Enarson, Sage Publications, India.
2. Fordham M (2001). Challenging Boundaries: A gender perspective on early warning in disaster and environmental management: Background paper for Expert Group Meeting, Ankara, Turkey conducted by UNDAW and UNISDR

SUB MODULE 4

Empowering Women and Men in Disaster Risk Management

Unit 1: Empowering Women and Men in Disaster Risk Reduction Film Show

	OBJECTIVES	<ul style="list-style-type: none">• To highlight the impact of tsunami on Samiyarpettai village of Tamil Nadu,• To discuss the importance of capacity building of the community to prepare for disasters,• To illustrate the vital role played by women in management of tsunami in the village
	DURATION	40 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Film Show2. Discussion3. Activity
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none">1. Multimedia Projector2. Compact Disc of the Movie3. Flip Charts4. Board Markers
	HANDOUTS	Nil

Empowering Women and Men in Disaster Risk Management

Unit 1: Empowering Women and Men in Disaster Risk Reduction Film Show

Rationale _____

The purpose of this unit is to highlight the role women can play as contributors towards the process of management of disasters.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Highlight the impact of tsunami on Samiyarpettai village of Tamil Nadu,
- Discuss the importance of capacity building of the community to prepare for disasters,
- Illustrate the vital role played by women in management of tsunami in the village.

Content _____

This unit includes the following:

Topic 1: Film show

Topic 2: Suggested Activity

Topic 1 _____

Film show

The film is named “When Disaster Strikes - The Story of Samiyarpettai” and can be downloaded from the following link http://www.undp.org.in/crisis_prevention_and_recovery/documentary_films. The film was shot a few months after the tsunami that struck parts of Southern India on 26 December, 2004. The film is based on community based training approaches piloted in Samiyarpettai, a model village identified in Tamil Nadu under the Government of India-UNDP National Disaster Risk Management Programme. This village reported fewer deaths due to the tsunami, thanks to the training received by local communities in rescue and evacuation, survival skills and safety techniques, first aid and other areas.

The 16 minute film accentuates the need for capacity building initiatives in the Samiyarpettai village of Tamil Nadu. The United Nations Development Programme in association with Government of Tamil Nadu had organized training for the community for dealing with disasters. The men folk of the village, initially, resented the participation of women in such training programmes. However, with concerted efforts, they were convinced and men and women participated successfully in capacity building initiatives. When the Indian Ocean Tsunami hit the village, many lives were saved because of the capacity building activities that had already taken place before the disaster. Women played a crucial role in the process by breaking certain gender stereotypes and saving lives.

Topic 2 _____

Suggested Activity

Duration: About 40 minutes

Training Methodology: Film Show

Trainer's Note: The trainer can have a discussion with participants about the issues raised in the film after the film show. The session can be concluded by highlighting that men and women need to work together towards the process of management of disaster. Participants can be informed that women can play an effective role in disaster management and disasters can be used as a window of opportunity to empower women and bring them into mainstream by addressing social inequity.

Step 1: Organize the film show for the participants

Step 2: Ask the participants to sum up what they saw in the movie

Step 3: Participants should be asked to speak individually on issues highlighted in the movie along with the gendered issues.

ACTIVITY

Focus on the following questions and key ideas in the group discussion:

- a) What are the specific gender sensitive issues which have been raised in the movie?
- b) How did women respond to the disaster?
- c) What were the gender stereotypes that were challenged by women in responding to the disaster?

Unit 2: Gender Budgeting and Auditing in Disaster Management

	OBJECTIVES	<ul style="list-style-type: none">• To describe the concepts and importance of gender budgeting and gender auditing in disaster management,• To be able to use the checklist for incorporating gender budgeting for aspects related to risk reduction and planning for disaster related situations.
	DURATION	90 minutes
	METHODOLOGY	<ol style="list-style-type: none">1. Discussion2. Interaction
	MATERIAL/EQUIPMENT	<ol style="list-style-type: none">1. Multimedia Projector2. Flip Charts3. Board Markers
	HANDOUTS	Handout No. 5

Unit 2: Gender Budgeting and Auditing in Disaster Management

Rationale _____

The concept of gender budgeting (GB) evolved to examine how the biases that usually manifest in the society by virtue of being a female or male, or due to ethnicity, caste, class or poverty status, location, age and so on. It aims to identify and reflect the needed interventions to address gender gaps in sector and local government policies, plans and budgets. GB also aims to analyze the gender-differential impact of revenue-raising policies developed for the target group for allocation of resources and official development assistance. Since women and girls are affected differentially in the disaster situations and specific budget allocations exist for disaster risk reduction and management, this sub-module focus on explaining the concept of gender budgeting and gender auditing and how the same can be used for disaster specific planning, implementation and evaluation from gender-sensitive view point.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Describe the concepts and importance of gender budgeting and gender auditing in disaster management,
- Use the checklist for incorporating gender budgeting for aspects related to risk reduction and planning for disaster related situations.

Content _____

This unit includes the following topics:

Topic 1: Gender Budgeting

Topic 2: Gender Audit

Topic 1 _____

Gender Budgeting

Duration: 30 Minutes

Training Methodology: Group Discussion

Trainer's Note: The trainer can initiate the discussion by making a statement like *“By now you would have understood as to how and why the females and males respond to disasters differently. This differential impact of disasters and conflict requires concrete strategies at all levels of planning, implementation and financial provisions”*.

Gender Budgeting

We all know that “Budgets can reinforce existing gender biases or they can bring more equality” (UNESCO). The term Gender Budgeting (GB) or Gender Responsive Budgeting (GRB) is used to make sure the budgetary provisions allocated by the Governments for any policies and programs actually address the needs and interests of the individuals for whom they have been earmarked. It is a methodology to assist governments, policy and programme planners to integrate the gender perspective into the budgets as the key national plan for public expenditure. As usually thought of, it is not a separate budget for women or a strategy that merely seeks to increase spending on women-specific programmes. It is a *methodology designed primarily to mainstream gender equality principles into all stages of the programmes and budget cycles*. It is a systematic effort to analyze the impact of any form of public expenditure or methods of raising revenues on girls and women as compared to boys and men. Gender-responsive budgeting (GRB) can be defined as an endeavour by the governments in planning, programming and budgeting that contribute to the advancement of gender equality and the fulfillment of women’s rights. It aims to identify and reflect the needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to analyze the gender-differentiated impact of revenue-raising policies developed for the target group for allocation of resources and official development assistance. GRB initiatives seek to create enabling policy frameworks, build capacity and strengthen monitoring mechanisms to support accountability to women.

Five steps Framework for Gender Budgeting:

The Five steps Framework for Gender Budgeting is an international Framework and an important tool which can be used and applied by planners/others, as an entry point for the gender budgeting exercise (Gol 2007) as below:

- Describe situation of women & men, girls & boys (and different sub-groups) (situation analysis)
- Check whether policy is gender-sensitive i.e. whether addresses situation described [Budget speak: ‘Activities’]
- Check that adequate budget is allocated to implement gender-sensitive policy [Budget speak: ‘Inputs’]
- Check whether expenditure is spent as planned [Budget speak: ‘Outputs’]
- Examine impact of policy & expenditure; i.e. whether it has promoted gender equity as intended [Budget speak: ‘Outcomes’ or ‘Impact’]

(Source: Government of India. (2007). Gender Budgeting Handbook, Ministry of women and child development)

Example: The Framework can be applied for developing a new policy/project for adolescent girls/pregnant women during natural disasters. Situation analysis can be done to assess to ensure their safety as a prime measure, followed by rehabilitation, nutritional needs, ante-natal and post natal checkups. Find out if the relief activities were planned in consultation with the local women. There could be a need for a female doctor in such cases. The activities outlined in this scheme need to be gender sensitive. Examine whether women have been part of the rescue and rehabilitation team. Have they been provided adequate training? Thereafter, you can assess whether sufficient amount of budget has been allocated to each of the outlined activities and that it has been used for the intended or planned activities. Finally, analyze the impact of the activities with respect to the objectives of the policy/project.

Check List for Integrating Gender/gender budgeting into new Programmes, Projects and Schemes (PPS) by Ministry of Women and Child Development, the Government of India

A checklist has been developed by the Ministry of Women and Child development, Government of India for integrating gender budgeting into new programmes, projects and schemes (Handout 5). You can apply this checklist for other vulnerable sections such as elderly women and men, disabled people, displaced children and so on. You can think whether any specific quota needs to be reserved for them. This check list should be used for all new programmes, projects and schemes.

Topic 2 _____

2.0 Gender Audit

Duration: 30 Minutes

Training Methodology: Discussion and Interaction

The manual for gender audit facilitators by the ILO, (ILO, 2007) defines audit as a tool to assess the extent of gender mainstreaming accomplished. It further states that a gender audit:

- Considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed ;
- Monitors and assesses the relative progress made in gender mainstreaming ;
- Establishes a baseline ;
- Identifies critical gaps and challenges ;

- Recommends ways of addressing them and suggests new and more effective strategies ;
- Documents good practices towards the achievement of gender equality.

A gender audit is essentially a “social audit”, and belongs to the category of “quality audits”, which distinguishes it from traditional “financial audits”. It considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. It is an attempt to examine whether presence and participation of women has been institutionalized at all levels, starting from planning to execution and incorporating feedback received during the process. Find out some of the best practices where quality audits have been conducted post disaster/conflict situations.

We acknowledge the contribution made by Ms Poonam Khattar, Faculty, National Institute of Health and Family Welfare, Munirka, New Delhi for this specific section of module.



Resources

1. *FAQ - Gender Responsive Budgeting*. Available from: www.gender-budgets.org/index.php?option=com_content
2. Government of India (2007). *Gender Budgeting Handbook for Government of India and Ministries*, Ministry of Women and Child Development, New Delhi.
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Handout 5

Check List for Integrating Gender/gender budgeting into new Programmes, Projects and Schemes (PPS) by Ministry of Women and Child Development, the Government of India

I. Participation	Response to questions
<p>Has the PPS been developed in a participatory way involving all stakeholders, especially women? Women's involvement should not be tokenism but they should be encouraged to participate and contribute by creating an enabling environment. Their participation and contribution should be at all stages - planning, implementation, and monitoring as well as participatory evaluation.</p>	
II. Background and justification	
Is gender part of the context analysis of the PPS?	
Does this section include arguments for gender mainstreaming and gender equality?	
Are the data quoted in the background sex-disaggregated?	
Have the different needs and concerns of men and women, girls and boys been identified?	
Is the language of the PPS gender sensitive and does it avoid gender stereotypes?	
III. Goal / Objective:	
Does the goal or objective reflect the needs of women and men?	
Does it aim to meet practical gender needs (PGN) of women or strategic gender interests (SGI) (that will seek to change gender relations and address gender inequality and promote women's rights and control over her body and her life?)	
IV. Target Group / Stakeholders:	
Are women and men both going to benefit from the PPS?	
Is there need for affirmative action (quotas or reservation) to ensure women are benefited?	
V. Strategy and Activities:	
Is there a better, more women-friendly and yet cost-effective way of achieving the objectives? Can it be considered?	
Are the strategies and activities of the PPS gender sensitive?	

What are the constraints to women benefiting? Does the PPS address the constraints in order to reduce them?	
Have possible constraints on women benefiting been addressed? For example, are the activities planned for times when women are free from household chores?	
Will the PPS entail an additional burden on women? If so, what steps will the PPS take for men to share the burden of women's traditional roles?	
If technology is involved, is it women friendly and appropriate for women?	
Who will implement the PPS? Are they sufficiently gender sensitive? Do they need gender orientation? (e.g. health service providers, teachers, cooperative department staff should be sensitized if necessary)	
Do implementation mechanisms use existing networks or organizations of women [e.g. self-help groups, mother's groups in Integrated Child Development Scheme (ICDS)]	
If there is an information / IEC component, will women be involved in developing it and field testing it to ensure its gender and cultural sensitivity, comprehensibility and efficacy?	
VI. Budgeting for equality:	
Has sufficient budget been allotted for each of the components of the PPS?	
Has the PPS budgeted for gender training?	
Is the budget sufficiently disaggregated to ensure that gender concerns are adequately addressed?	
Has the PPS budgeted for monitoring?	
VII. Indicators for measuring outcomes and outputs:	
What are the indicators for measuring progress on outcomes and outputs? Are they sex-disaggregated and gender sensitive?	
Are the indicators SMART - specific, measurable, accurate, relevant and time-bound?	
Do the indicators measure progress in achieving strategic gender interests (SGNs) as well as practical gender needs (PGNs)?	
VIII. Monitoring:	
Has the PPS built in participatory on-going monitoring, involving women? What is the frequency? And are the monitoring tools (formats, visit timings etc) women friendly?	

Does the monitoring strategy look at both content and process? Both are important.	
IX. Evaluation:	
Has the PPS provision for a mid-term (after 2 or 3 years) and an end-term (if the PPS is for a fixed duration) evaluation? This is essential.	
Does the evaluation design allow for (a) the differential impact of the PPS on men and women to come out clearly; (b) women to be part of the evaluation team; and (c) perspectives and feedback from women beneficiaries to be obtained first-hand and not through male family members?	
Source: Gender Budgeting Handbook for Government of India and Ministries. (2007). Ministry of Women and Child Development. Government of India. New Delhi.	

Unit 3: Guidelines for Gender Sensitive Disaster Management

	OBJECTIVES	<ul style="list-style-type: none">• To summarize learnings of the training programme, and;• To list out guidelines for Gender Sensitive Disaster Management
	DURATION	90 minutes
	METHODOLOGY	1. Activity
	MATERIAL/EQUIPMENT	1. Flip Charts 2. Board Markers
	HANDOUTS	Nil

Unit 3: Guidelines for Gender Sensitive Disaster Management

Rationale _____

The purpose of this unit is to culminate the learnings of the training programme so that participants can plan for management of disasters through a gender lens.

Learning Outcomes _____

By the end of this unit, you should be able to:

- Summarize the learnings of the training programme, and;
- List out guidelines for Gender Sensitive Disaster Management

Content _____

This unit includes the following:

Topic 1: Suggested Activity

Topic 1 _____

Activity

Duration: 90 Minutes

Training Methodology: Group Discussion

Trainer's Note: The trainer can discuss the gender sensitive guidelines for each issue one by one based on what is already taught to the participants earlier in Module-4.

The trainer should perform the following steps to carry out the suggested activity:

Step 1: Divide the participants into two/three groups.

Step 2: Ask Group No. 1 to plan and lay down gender sensitive guidelines for dealing with physical and mental health of the disaster survivors and planning for shelters.

Step 3: Ask Group No. 2 to plan and lay down gender sensitive guidelines for relief management, livelihood generation after disasters and dissemination of early warning for disasters.

Step 4: Ask each group to choose a group leader who will come forward and make the final presentation.

Step 5: Give each group 45 minutes to discuss and another 10 minutes to collate the views of all the group members.

Step 6: The trainer can ask each group leader to come forward and put forward the guidelines in about 10 minutes per presentation.

Step 7: Each presentation can be followed by a discussion for about 5 minutes each.

Step 8: The trainer can write the main points on a flip chart. Participants as well as the trainer can also supplement by giving their views.

Guidelines for the Facilitator/Trainer

The group discussion can focus on the following key areas:

1. The main focus of this session is to enable the participants to focus and consolidate their learning from the entire training programme in the form of guidelines.
2. The trainer should divide the participants in groups and ask them to draw out gender sensitive guidelines in specified areas which have already been covered in the training programme in previous sessions.
3. The participants should be encouraged to present the guidelines in a manner which would lead to empowerment of women and men in pre- as well as post-disaster scenario as it will lead to an empowered community.
4. The training programme can end with the trainer asking the participants to implement the guidelines they have developed for effective and gender sensitive disaster risk reduction.

For Further Readings

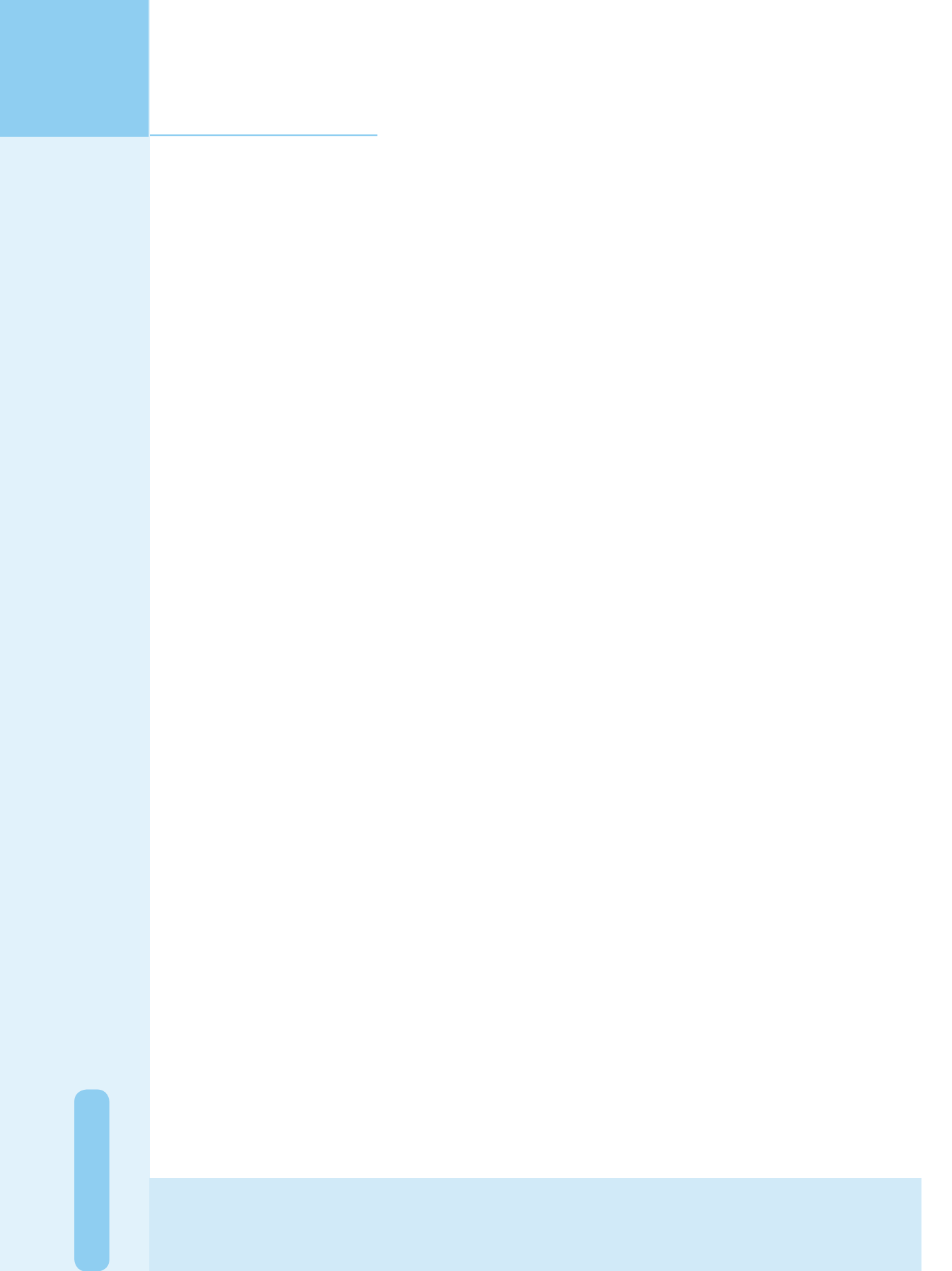
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For Further Readings

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