

# TRAINING ON GENDER IN DISASTER RISK REDUCTION, CLIMATE CHANGE AND RISK-INFORMED DEVELOPMENT

MODULE ON DRR/CC REGIONAL  
AND COUNTRY STAKEHOLDERS  
ON GENDER MAINSTREAMING  
INTO DRR/CC POLICY AND ACTION



Sweden  
Sverige



# OBJECTIVES:

- To raise awareness of Disaster Risk Reduction (DRR), Disaster Risk Management (DRM) and climate change practitioners on the necessity to undertake gender responsive and inclusive DRR strategies and mechanisms in their countries and regions and to facilitate the participation of Women-led and Women-rights organizations.
- To provide understanding on how to identify and integrate specific women and marginalized groups' needs and capacities.
- To discuss entry points for the participation of women-led and women-rights organizations.
- To provide understanding on how to translate gender-sensitive security, disaster and climate data into risk-informed regional recovery and resilience-building processes.
- To discuss coordinated strategies and approaches to gender-responsive disaster risk reduction and resilience building

[Gender Equality in Emergencies - Bing video](#)

## KEY MESSAGE

DRM and gender are both cross-cutting development issues. Mainstreaming gender into DRM offers an opportunity for re-examining gender relations in society from different angles and enhancing gender equality in socio-economic development. It also makes it possible for nations and communities to achieve disaster resilience. This is a win-win option for governments and organisations to achieve sustainable development - UNISDR 2009



## | CONTENT

- **Session 1:** Establishing the nexus between DRR/CC and Gender.
- **Session 2:** Mainstreaming Gender in DRR & Climate Change
- **Session 3:** Developing a gender transformative DRR action plan

# SESSION 1

Establishing the nexus between  
DRR/CC and Gender.



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# SESSION 1: ACTIVITY 1

## Introduction to Gender concepts and terms

- **Learning objective:** To establish common understanding of the key concepts and terms used in Gender mainstreaming
- **Learning aid:** Handout on key terms and concepts
- **Learning method:** PowerPoint presentation of selected concepts and discussion
- **Duration:** 1 hour



# KEY CONCEPTS

1. **Gender** is a social and cultural construct (not biological) which distinguishes differences in the attributes of men and women
2. **Gender norms** refer to the roles and responsibilities that society defines / expects of men and women. They can change over time and vary with different cultural contexts.
3. **Gender Equality** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.
4. **Gender Equity** is the fairness of treatment and opportunities for women and men according to their respective needs. This may include equal treatment, or treatment that is different but considered equivalent
5. **Empowerment** refers to the process of change that gives individuals greater freedom of choice and action. The outcome of the process is an enhanced ability of an individual to make strategic life choices in a context that was previously denied, enhance conscientisation, analytical skills and self confidence

## SESSION 1: ACTIVITY 2

### International legal and policy frameworks for Gender and DRR

- **Learning objective:** Understanding global commitments to integrate Gender issues in DRR and Climate Change
- **Learning method:** Power point presentation and discussion
- **Duration:** 1 hour







<https://www.un.org/sustainabledevelopment/development-agenda/>



# THE SDGS: 2015-2030 – MAIN FEATURES

1. 17 Goals; 169 targets, 232 indicators, 193 UN member states
2. UN High level Political Forum every year hosts thematic discussions on progress (reports from government). Independent trackers include <https://sdg-tracker.org>
3. The meeting on the Commission on the Status of Women in 2016 adopted a roadmap on how to implement the 2030 Agenda for sustainable Development in a gender-responsive manner' so as to ensure that no one – no woman or girls – is left behind.
4. Key SDGs to note: (5, 13, 15- achieve gender equality and empower all women and girls (**5.5 – ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.**)

[Leave No Woman Behind | Juddy's story - YouTube](#)

## SUBSTANTIAL REDUCTIONS

A. Reduce global disaster mortality



B. Reduce the number of affected people globally



C. Reduce direct economic loss in relation to GDP



D. Reduce disaster damage to critical infrastructure and disruption of basic services



E. Increase the number of countries with national and local disaster risk reduction strategies



F. Substantially enhance international cooperation to developing countries



G. Increase the availability of and access to multi-hazard early warning systems



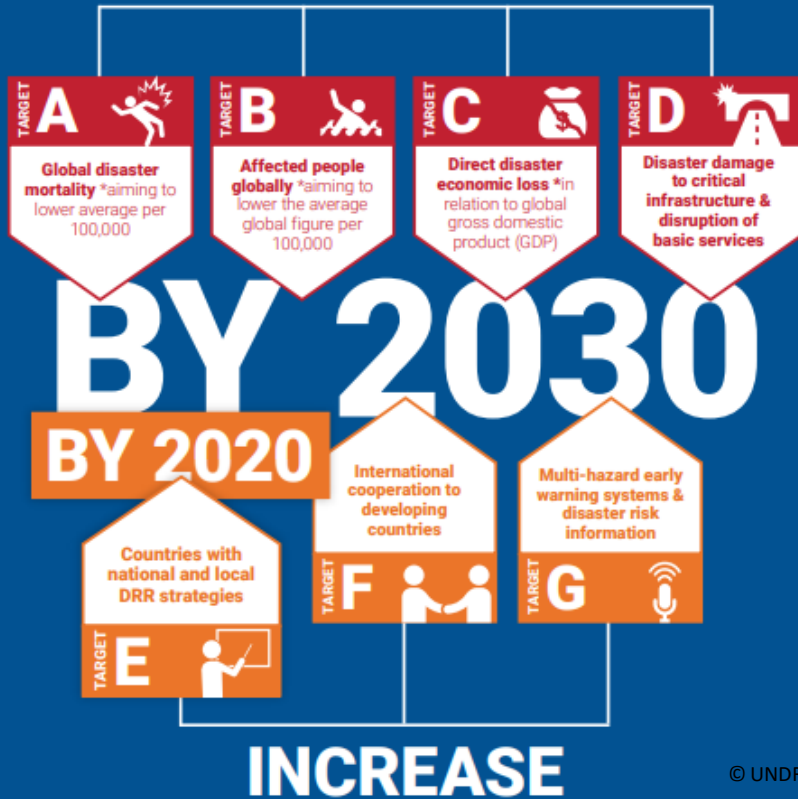
## SUBSTANTIAL INCREASES

# SFDRR PRIORITIES FOR ACTION

1. Understanding Disaster Risk
2. Strengthening disaster risk governance to manage disaster risk
3. Investing in disaster risk reducing for resilience
4. Enhancing disaster preparedness for effective response and to ‘build back better’ in recovery, rehabilitation and reconstruction

<https://www.undrr.org/implementing-sendai-framework/what-sendai-framework>

# REDUCE



## SENDAI FRAMEWORK FOR DRR 2015-2030

- **4 priorities for action** : (i) **understanding disaster risk**; (ii) **strengthening disaster risk governance** to manage disaster risk; (iii) **investing in disaster reduction** for resilience and; (iv) **enhancing disaster preparedness** for effective response, and to "Build Back Better" in recovery, rehabilitation, and reconstruction.
- **It makes several references in its preamble to gender equality and social inclusion.**
- To monitor the progress, the Sendai Framework Monitor was developed, and currently Member States have been reporting through the Monitor.

- Reporting in sex, age and disability disaggregated (SADDD) manner is not mandatory, and currently no SADDD information is publicly available at the Monitor.

# GENDER ISSUES IN THE SENDAI FRAMEWORK

- **States** that a ‘gender, age, disability and cultural perspective should be **integrated in all policies and practices**, and women and youth leadership should be promoted’.
- **Promotes empowering women ... to publicly lead** and promote gender equitable and universally accessible response, recovery, rehabilitation and reconstruction.
- **Emphasizes** that post-2015 implementation and **DRR plans are inclusive** and accessible, and allow non-discriminatory participation by all sections of society .
- **Advocates** for the collection and sharing of **disaggregated data** with systematic participation of women and other at-risk groups, **to inform** disaster recovery and resilience.



<https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

# UN FRAMEWORK CONVENTION ON CLIMATE CHANGE (UNFCCC) – PARIS AGREEMENT - 2015

- **What:**
  - Climate change mitigation (mitigation of greenhouse gas emissions);
  - Climate change adaptation;
  - Loss and damage;
  - Means of implementation: finance, technology transfer, capacity building
- **Who:** 196 country representatives approved it; 185 have ratified or acceded to it
- **How:**
  - Each country must plan and report regularly.
  - Nationally determined contributions (voluntary commitments, annex to the Paris Agreement) outline what all countries will do to reduce or avoid greenhouse gas emissions.
  - All developing countries have stressed their climate change adaptation needs as well.
  - No backsliding on voluntary agreements.

# GENDER CONSIDERATIONS IN THE PARIS AGREEMENT

1. **Calls for adaptation to be gender-responsive and promote gender equality.**
2. **Preamble:** “When taking action to address climate change, Parties should promote and consider their respective obligations on ....gender equality, empowerment of women...”
3. **Article 7 - Adaptation:** “Adaptation should follow a gender-responsive approach”.
4. **Article 11 -** “Capacity building should be gender responsive”.

BECAUSE...

Without gender responsive adaptation strategies, adaptation will not be effective and gender inequality will be reinforced



## SESSION 1: ACTIVITY 3

### Regional commitments/initiatives for Gender and DRR

- **Learning objective:** To have an updated picture of the activities of the regional bodies in ensuring gender equality in DRR & CC
- **Learning Method:** Presentations by Regional bodies
- **Duration:** 1 hour



# AU AGENDA 2063 AND GENDER IN DRR

By 2063...

- **Aspiration #1:**

- *A prosperous Africa based on inclusive growth and sustainable development.*
- *To achieve it, Africa needs climate resilience and disaster preparedness*

- **Aspiration # 6:**

- *An Africa where Development is People-driven, relying particularly on the potential of Women and Youth.*
- *To achieve it, Africa needs to empower women and girls.*

Responsibilities for implementation, monitoring and evaluation of the Africa Agenda lie with national governments, the RECs, and the AUC.



## SESSION 1: ACTIVITY 4

### National Commitments/Actions for Gender and DRR

- **Learning objective:** To have an update on actions of the Governments on Gender and DRR & CC
- **Learning Method:** Presentations
- **Duration:** 2 hours

## NATIONAL COMMITMENTS

SDGs: Implementation and success will rely on countries' own sustainable development policies, plans and programmes, and will be **led by countries**. ...All stakeholders: governments civil society, the private sector and others are expected to contribute to the realization of the new agenda

SFDRR: National governments and other stakeholders report progress on Sendai targets – including gender aspects - every 2 years.

PARIS AGREEMENT: National implementation can be tracked through monitoring of National Adaptation Plans.

Article 14 requires progress in implementation of the Paris Agreement to be tracked in a 'global stock-take' in 2023 and every 5 years after.



## CONCLUSION

While natural hazards make no distinction as to who they strike, underlying “man-made” vulnerabilities – such as gender inequality caused by socioeconomic conditions, social norms, cultural beliefs and traditional practices – can leave some groups much worse off than others. Disasters harm all, but they often disproportionately affect women and girls because of their lower access to political, economic and social resources as well as social and cultural gender-specific expectations and norms – *The World Bank*

<https://www.preventionweb.net/news/view/63495>



## SESSION 1 (RECAP)

Enhanced understanding of gender in DRR, DRM and CC issues through the establishment of common understanding on

- Key Gender concepts and terms
- International legal and policy frameworks for Gender and DRR & CC
- Regional commitments/initiatives for Gender and DRR & CC
- National Commitments/Actions for Gender and DRR & CC

## SESSION 2

### Mainstreaming Gender in DRR & CC



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## SESSION 2: ACTIVITY 1

### The Sahel Risk profile from a Gender perspective

- **Learning objectives:**
  - to establish a common understanding of the major risks in the Sahel Region
  - to understand the differentiated impacts on men, women, boys and girls
- **Learning method:** Presentation and debate
- **Duration:** 1:30 mins



## THE SAHEL RISK PROFILE FROM A GENDER PERSPECTIVE

- The Sahel region of Africa is blessed with abundant human, cultural and natural resources. Yet there are deep-rooted environmental, political, and security challenges that affect its prosperity.
- Countries in the Sahel have been dealing with successive political and humanitarian crises for years.
- The situation has left the Sahelian countries increasingly vulnerable to disasters, with a weak ability of households to withstand repeated and increasingly frequent shocks. In this situation, due to the gendered dimensions of disaster risk, women and girls face greater vulnerability and exposure to disasters.
- Yet they remain poorly involved in conventional disaster risk reduction processes.

In your opinion, what can be done to effectively ensure the participation of women in DRR and DRM processes

## SESSION 2: ACTIVITY 2

### Issues and challenges in integrating gender in DRR & CC

- **Learning objectives:**
  - to establish the challenges in integrating gender in DRR & CC
  - to explore solutions to overcome gender mainstreaming obstacles
- **Learning method:** Group exercise/ brainstorming
- **Duration:** 1:30 mins



# THE GENDER GAP IN DRM

[The gender gap in the disaster risk management sector: why it matters - Bing video](#)

- Watch the video and identify the issues and challenges in integrating gender in your National Plans
- Identify the persons/categories that are left behind
- Explain the reasons why these persons/categories are left behind

## SESSION 2: ACTIVITY 3

### Understanding the DRR/DRM cycle from a gender perspective

- **Learning objectives:**
  - Establish a common understanding of the concept of DRM, the DRM cycle and its different phases.
  - Identify entry points for integrating gender in the DRM cycle
- **Learning method:** Group exercise
- **Duration:** 1:30



# DRM CYCLE



# KEY GENDER MAINSTREAMING TERMS

1. **Gender analysis:** A critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situations or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other
2. **Gender mainstreaming:** is the process of assessing the implications for girls and boys and men and women of any planned action and integrating steps or considerations that ensure gender is taken fully into account.
3. **Gender responsive:** Gender-responsiveness means paying attention to the unique needs of each gender, valuing their perspectives, respecting their experiences, and ultimately ensuring that actions contribute to gender equality.
4. **Gender transformative:** refers to transforming unequal gender relations to promote shared power, control of resources and decision-making between women and men, and support for gender equality and women's empowerment.

## GROUP WORK

- Analyze a recent disaster in your country;
- Explain the roles of the various stakeholders and actions taken by them;
- Identify entry points for gender integration in the DRM cycle
- Propose recommendations on how gender issues could have been more efficiently taken into consideration

## SESSION 2: ACTIVITY 4

### Filling the Data Gap

- **Learning objectives:**
- Establish a common understanding of sex, age and disability data (SADDs)
- Understand how to collect, analyze and use the SADDs
- **Learning method:** Presentation/discussion
- **Duration:** 1:30 mins





# SEX, AGE & DISABILITY DISAGGREGATED DATA

- It is important to promote the collection, analysis, management and use of relevant data and practical information and ensure its dissemination, taking into account the needs of different categories of users as appropriate (sex, age, disability) (Sendai Framework, item 24)
- However, the 38 indicators of the Sendai Framework Monitor against which governments must report, do not require gender-disaggregated data
- It is up to individual governments and disaster agencies to collect disaggregated data – for gender and other key variables that influence vulnerability and inclusion/exclusion
- [We need more and better data to make every woman counted, visible and valued - YouTube](#)

## SESSION 2: RECAP

- In this session we had a better understanding of the Sahel Risk profile from a Gender perspective
- We understood the issues and challenges and explored solutions to integrating gender in DRR & CC
- We enhanced our understanding of the DRM cycle from a gender perspective and
- we improved our knowledge of the collection and use of sex, age and disability data (SADDs)



## SESSION 3

- **DEVELOPING A GENDER TRANSFORMATIVE DRR PLAN OF ACTION**



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## SESSION 3: ACTIVITY 1

### Identifying national priorities and actions

- **Learning objective:** To establish a joint plan of action with all stakeholders, including the WLOs/WROs
- **Learning method:** Group exercise
- **Learning aid:** National documents
- **Duration** 1:30mins



# GROUP WORK

- Participants are divided into country specific groups of WLO/WRO and DRR stakeholders
- DRR stakeholders explain their country national plans to the group
- The group explores and identifies areas of common interest for joint action
- The various group works are presented in plenary session for fine-tuning

## SESSION 3: ACTIVITY 2

### Identifying regional priorities and actions

- **Learning objective:** To establish a regional plan of action for a gender transformative DRR in the Sahel
- **Learning method:** Brainstorming
- **Duration:** 1 hour



# GROUP WORK

- The various group works from the previous activity are displayed on flipcharts
- Participants engage in brainstorming/discussions to identify regional priorities
- Identified regional priorities are presented in a table indicating short term, middle term and long term actions, as well as roles, responsibilities and resources
- The final document is validated as the outcome document and presented to relevant authorities at the closing session

## CLOSING AND NEXT STEPS

- **Post training evaluation form**



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**NOTHING COMPLICATED – WE CAN DO IT**

