

TRAINING OF TRAINERS MANUAL ON GENDER MAINSTREAMING IN DISASTER RISK MANAGEMENT



GOI - UNDP
DISASTER RISK MANAGEMENT PROGRAMME

GENDER MAINSTREAMING

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.”

United Nations Economic and Social Council, 1997

UNDAF Outcome Four: By 2012 the most vulnerable people, including women and girls, and governments at all levels have enhanced abilities to prepare, respond and adapt /recover from sudden and slow onset disasters and environmental changes.

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DISASTER RISK MANAGEMENT PROGRAMME
JUNE 2008**

LIST OF ACRONYMS

DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DPU	Department of Planning Unit
GDP	Gross Domestic Product
GoI	Government of India
GRF	Gender Roles Framework
NGO	Non Government Organisation
NURM	National Urban Renewal Mission
NYKS	Nehru Yuva Kendra Sangsthan
SRF	Social Relations Framework
TNA	Training Need Assessment
TOT	Training Of Trainers
UNDP	United Nations Development Programme
VAW	Violence against Women
WID	Women in Development

COMMON ABBREVIATIONS USED

e.g.	for example
et al.	and others
etc.	et cetera
i.e.	that is to say
No.	number
p.	Page
pp.	pages
vol.	volume
vol.	Volume

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Foreword



The primary objective of the Disaster Risk Management programme (DRM) of the Government of India and United Nations Development Programme (UNDP), being implemented in 169 multi hazard prone districts in 17 states, is sustainable reduction in disaster risk. One of the critical indicators of disaster risk reduction is gender equity in disaster preparedness.

During the implementation of the programme, a need was felt to mainstream gender sensitivity among the functionaries for ensuring an all inclusive effort. In view of the felt need, Training Need Assessment (TNA) of disaster Risk Management Programme staff was conducted in 2007 to assess practitioner's needs and capabilities to mainstream gender in the ongoing programme. TNA indicated the pressing need for capacity development on mainstreaming gender for reducing disaster risk. Accordingly, a strategy was developed after careful analysis of programme implementation processes, project evaluation report and consultations with the DRM practitioners. Based on this analysis a Training of Trainers (ToT) manual on Gender Mainstreaming in Disaster Risk Management has been developed.

The ToT module attempts a positive change and outlook towards being gender sensitive. Change involves both learning and unlearning. While it is, at times, easier to 'accept' new information and practices, it has been found difficult to 'reject' already existent values and expressions, and any change in this direction is often met with resistance. Socrates, the famous philosopher, once noted, 'I cannot teach any body anything; I can only make them think'. In the same way, through the development of this manual it is hoped that the process of capacity building on mainstreaming gender in the Disaster Risk Management (DRM) programme will go beyond merely imparting knowledge, and would facilitate attitudinal and behavioural changes.

This module has been developed through a participatory process, as the approach recognizes people as a source of knowledge. It encourages the participants to value their own knowledge and participate in the learning process because it is easier to their own knowledge and participate in the learning process because it is easier to develop strategies to change their immediate setting when they are encouraged to work with the knowledge they have from their own experience.

This training manual is primarily meant for master trainers of disaster management, disaster risk reduction programme functionaries, and different stakeholders such as government and civil society organizations that we hope all the manual stakeholders interested in mainstreaming gender in various phases of disaster management would find this useful and it could also be used as a sensitization tool on gender issues in disaster management.

Thank You.

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The draft of this manual is reviewed by disaster management functionaries engaged in the GOI - UNDP Disaster Risk Management programme and state government functionaries of DRM states. Preparation of this document was facilitated by the enormous guidance received from the senior officials of the Ministry of Home Affairs (the executing agency of the DRM programme at the national level) and officers of UNDP country office, New Delhi.

HOW TO USE THIS TRAINING OF TRAINER'S MANUAL?

The material and exercises in this tool kit are intended to be used as a group. The group is the learning unit. Individuals in the group learn through discussion and interaction with each other and the facilitator. The methodology used throughout is participatory, and supports learning by doing. Because learning is not a “spectator sport”, PowerPoint presentations are used only when introducing concepts and ideas. Cases and real examples will be utilized to build the skills for applying concepts and using the tools.

The idea to combine gender conceptual issues and training skills is because this is a Training of Trainers; the participants essentially require some basic training and communication skills. To meet this need each day basic training and presentation skills sessions are included in between gender sessions as it would be refreshing to participants.

The links to reference materials and sources are provided throughout the tool kit in order to support anyone interested in additional research. The suggestions provided in “Notes to the facilitator” are meant for guiding the facilitator on how to conduct the exercise; they are not intended to limit the responses of participants. If their answers, based on their own reality are different from those provided here, that's OK. It is important that the facilitator be a “subject matter expert”, while experience and skill as a facilitator will be helpful, you do not need to be a “training expert” to use this tool kit, because step-by-step guidance is provided.

- Although information in this module is sequential and interlinked, you can, if you want, take out selective portions and use them independently.
- Sessions are designed to build knowledge as well as skills. Some suggestive exercises and activities have therefore been detailed out for you to use in your training sessions.
- These exercises and activities can be modified and adapted as per the needs of your participants.
- In group exercises the facilitator should support participation by all the group members to avoid situations where only a few of participants dominates the whole group discussion.
- The suggested time for activities is only indicative and may vary depending on the group size/time constraints.
- The cases/ illustrations used in this Module are merely exploratory and similar cases/ examples may be incorporated by you, the facilitator, based on your assessment of what would be best suited.

**TRAINING OF TRAINERS MANUAL ON GENDER MAINSTREAMING IN
DISASTER RISK MANAGEMENT
(3 DAY SCHEDULE)
DAY ONE**

TIME	Session No	Content	Method of Delivery
0930-1015 (45 mts)	1	Knowing Programme & Each Other - Introduction to Purpose & Outline	Participatory & Presentation
1015-1045 (30 mts)	2	Ice Breaking	Participatory exercises
1045-1100		Tea	
1100-1200 (60mts)	3	Gender & related concepts	Presentation
1200-1300 (60 mts)	4	Gender Roles & Stereotypes	Group Exercises & Presentation
1300 -1400		Lunch	
1400-1500 (60 mts)	5	Gender Analysis & Development (through gender lens)	Presentation & Discussion
1500-1515		Tea	
1515-1600 (45 mts)	6	Gender Analysis (Hands on session)	Group activity & presentation (case method)
1600-1700 (60 mts)	7	Gender quiz	Participatory activity on concepts related to gender
1700-1730 (30 mts)		Feed back of day one	

**TRAINING OF TRAINERS MANUAL ON GENDER MAINSTREAMING IN
DISASTER RISK MANAGEMENT
(3 DAY SCHEDULE)
DAY TWO**

TIME	Session No	Content	Method of Delivery
0930-1000		Recap of Day one	Brainstorming (Participatory)
1000-1100 (60mts)	8	Gender mainstreaming as an approach and strategy	Presentation and Discussion
1100-1115		Tea	
1115-1215 (60mts)	9	Gender dimensions in disaster Management	Presentation and Discussion
1215 1300 (45 minutes)	10	Gender mainstreaming in Disaster Risk Management	Audio-visual show/ and Discussion
1300-1400		Lunch	
1415-1500 (45mts)	11	Introduction to Training: Systematic Approach to Training	Presentation & Discussion
1500-1515		Tea	
1515-1615 (45 mts)	12	Training Methods	Presentation & Discussion
1615-1715 (60mts)	13	Communication Skills Hands on Session	Interactive session with exercises
1715-1745 (30mts)		Feed back on day two	

**TRAINING OF TRAINERS MANUAL ON GENDER MAINSTREAMING IN
DISASTER RISK MANAGEMENT
(3 DAY SCHEDULE)
DAY THREE**

TIME	Session No	Content	Method of Delivery
0930-1000 (45 minutes)		Recap of Day 1 &2	Brainstorming and discussion
1000-1000 (60mts)	14	Presentation skills	Presentation & Discussion
1045-1100		Tea	
1100-1200 (45 mts)	15	Presentation skills	Hands on exercises
1200-1300 (45 minutes)	16	Post Disaster Recovery and Rehabilitation Integrating Gender Concerns	Presentation & Discussion
1300-1400		Lunch	
1400-1445 (45mts)	17	Practical tools and guidelines on gender mainstreaming (discussion on specific issues & processes of gender mainstreaming in disaster risk management)	Presentation & discussion
1445-1500		Tea	
1500-1600 (60 mts)	18	How do you plan to mainstream gender in DRM Future visions	Group Activity
1600-1645 (60mts)	19	Presentations on gender mainstreaming	Presentation of groups plans
1645-1715 (30 Minutes)		Debriefing - From workshop to work place	Participatory
1715 -1800 (45 minutes)		Feed back on programme	Participatory

DAY ONE

01 Knowing the Programme Purpose- Outline

The sensitization process involves learning of new perspectives as well as rethinking or 'unlearning' of traditional mindsets and attitudes. Training can make a significant difference by generating awareness and building capacity. Introductory session of the training programme is an important step towards rapport building. A well taken first step ensures participatory interaction in the entire programme.

Learning Objective:

- To enable participants to meet one another with trust and respect and to share their different personal and cultural backgrounds.

Suggested Time: 45 minutes

Methodology: Participatory interaction and presentation

Materials and Aids:

- a. Training Agenda
- b. Pre-prepared presentation (On a flip chart, transparencies, or Power point presentation)
- c. Facilitator's guide & Participants Work book
- d. Flip chart on wall, markers and masking tape

Main activities for the session:

- Welcome to participants
- Present and elaborate objectives and purpose of workshop
- Give an Overview of workshop - Scope and relevance
- Share the Training Methodology & Tools to be used
- Walk participants through the agenda of the training
- Define scope/boundaries of the workshop
- Facilitate introduction of participants and resource team
- Establish ground rules, logistic information etc

Facilitator preparation /tips:

As a facilitator you will need to

- Be well versed with objectives and content of workshop

- Have knowledge of tools to be used in the workshop
- Have good knowledge of thematic resource material
- Encourage people to share information, ideas, concerns and knowledge
- Support learning in a group and help people to communicate effectively
- Manage group dynamics
- Keep the work practical and relevant.
- Invite the group to take control of the learning and sharing process.

Process

Step 1 Welcome by keynote speaker or course organizer (5 minutes)

Step 2 Introduce yourself, the TOT organizer/s and other facilitators. Introductions to the Gender and Disaster Management Program and its Capacity Building can follow this. (5minutes)

Step 3 Leveling of Expectations (15 minutes)

- Give each participant two meta cards of different colors, preferably green and yellow.
- On the green card, they are to write one expectation from the course in bold letters. Inform them that the rule in the use of the meta card is: one keyword or one idea per card, written in big bold letters so that all can see, and no more than three lines per card.
- On the yellow card, they are to write their fear/ anxiety/curiosity about the workshop.
- Collect all the cards and post them together on a flip chart or paper on the wall put all green cards on one side and all yellow on the other side. Mark the pile a green card with 'EXPECTATIONS' written on it and a yellow card with 'FEARS/ANXIETY/CURIOSITY' written on it.
- Discuss and cluster common ideas.
- Summarize expectations. Summarize fears/ anxiety/curiosity.

Step 4 Introduction to the Training of Trainers Course (10 minutes)

- Link the expectations to the objectives of the course.
- Give an overview of the TOT Course. Use pre-prepared presentation.

You may want to keep the following points in mind:

- Each objective of the training programme should be clearly explained to the participants
- Establish a co-relation and link between the objectives and expectations & anxiety of the participants. This enables the participants to build a perspective on the outcome of the training.
- If some of the issues/ expectations are beyond the scope of the training programme, at the very outset inform participants that those can not be discussed during the training.
- In a situation where one or two participants want to know more about some specific issues and if it is

within the defined structure of the training programme, you can try to address them at tea or lunch time. This enables you to deal with the planned issues in the defined time period of each session.

Step 5 Workshop Norms (5 minutes)

- a. Generate suggestions on the norms that the group would like to subscribe to during the course and list them on a flip chart. These could include agreements in terms of schedules, breaks, participation and respect for each other's opinions etc. Post the flip chart in the session hall so that others can refer to it at any time.
- b. Suggest the creation of host teams to help manage the course in a participatory way. Host teams usually chair the day's session in close coordination with the trainers, provide energizers when needed (refer to Module Two), facilitate review of the previous day's sessions and keeps track of time, making sure that participants and trainers are ready to start on time. The participants may suggest other roles for the host teams.
- c. Divide participants into teams (3-5 persons) and assign days to the host teams. Make sure that each team selects a team leader from among themselves. Also post the list of host teams on the wall for future reference.

Step 6 Conclusion of Session (5 minute)

Share all logistics-related details with the participants

- a. Training host can make announcements in terms of accommodation, reimbursements (if any) and other logistical matters.
- b. Conclude the introductory session and call for a brief break.



GENDER MAINSTREAMING IN DISASTER RISK MANAGEMENT

A CAPACITY DEVELOPMENT INITIATIVE FOR PRACTITIONERS



WHY THIS INITIATIVE

- GOI- UNDP DRM PROGRAMME GOAL
- MID TERM EVALUATION OF PROGRAMME
- TRAINING NEED ASESSMENT

Goal : Sustainable Reduction in Disaster Risk

WHY THIS INITIATIVE

Because

Programme achievement is in -

- Risk reduction factored in rapid disaster recovery
- Disaster mitigated and Development gains protected
- Disaster risk considerations mainstreamed in to development
- Gender equity in Disaster preparedness

WHY THIS INITIATIVE

- Because.....

Programme components includes:

- a. Development of DRM plans for community (State/District/Block/GP/ULBs)
- b. Constitution of DMTs and DMCs with ade.rep of women at all levels
- c. Capacity building of DMTs (Spl training for women-first aid, shelter mgnt, S&R etc)

WHY THIS INITIATIVE

Because

Mid Term Evaluation Oct 2006 Says

- a. Mobilisation of women is not actively planned
- b. Participation in decision making is low
- c. Women are under represented at all levels
- d. Need for gendered analysis of roles in times of disasters

WHY THIS INITIATIVE

- You have all Assessed that (TNA).....
- Gender concerns need adequate attention (92%)
- Disaster affects men and women differently (75%)
- Women are more vulnerable than men (79%)
- Equal consideration of needs of men & women (40%)
- Unequal access - information (52%) equal access (28%)
- Equal involvement DRM activities (39%) & unequal (40%)

WHAT IS EXPECTED OF THIS INITIATIVE ??

- **Clarity on concept of Gender**
- **Methods to ensure gender equity in preparedness**
- **Strategy to increase involvement of women**
- **Post Disaster Scenario- Gender Equity**
- **Gender Tools and Indicators**
- **Programme shall contribute to develop guidelines and action plan**

02 Ice Breaking Session

Learning Objective:

- Create a positive group atmosphere
- Energize & motivate participants
- Help people to think outside the box
- Help people to get to know one another

Suggested Time: 30 minutes

Methodology: Participatory group and/or individual exercise

Material and Aids:

- a. Balloons of different colours (for balloon exercise)
- b. Paper, pencils and crayons (Journey of life exercise)

Facilitator Preparation: As a facilitator

- be well versed with the objectives of ice breaking session
- be thorough with Exercises to be used for ice breaking
- have clarity in communicating to the trainees about the exercises
- encourage participants to interact and communicate better
- also take part in the exercises and support learning

Choose a suitable exercise from the examples listed below and accordingly roll it out depending on the size, composition of the group and the objectives of workshop/ sensitization. The following exercises are suggestive and you can try other ice breaking exercises also.

Group Activity:

For Large groups:

Balloon blow (15 minutes)

Divide participants into teams. Each team stands in a small circle. See which team can keep a balloon aloft the longest using only breath i.e. blowing the balloon afloat without touching it with any body part.

This is how I feel: (15 minutes)

Participants stand up one at a time, state their names and use an adjective, starting with the same letter as their name, to describe how they are feeling at that moment. (For example, "I'm Nasreen and I'm naughty" or "I'm Harpreet and I'm happy".)

For Small groups :

Journey of My Life: (30 minutes)

This exercise works well for people who work in the same institution/organization but do not know each other well. The exercise assists people to share deeply with each other. It is not a good introductory exercise if group members do not know each other at all. It is not suitable for large groups.

- a. Ask participants to draw on a piece of paper their life line illustrating their life, showing the ups and downs, particularly significant periods and events and people, how they felt about them etc. Mark X at the present point and continue the line into the future. You may ask the participants to include a symbol for each significant period.
- b. Sample lifeline should then be shared in small groups of 3 to 4 people only.

The meaning of our names (20 minutes)

1. Use a flipchart pinned up, or on the floor. Ask each participant to write their name(s) on the flipchart and explain the meaning and associations of their name. Include your name. The name can be either the whole name or the name they wish to be known by in the workshop. Be aware of the implications in many cultures of given names, reflecting race or caste differences.
2. In a short discussion, identify the gender specificity of names, demonstrating particular gendered associations tied to the meanings and origins of the names.

Note to the facilitator

In most cultures, female names are different from male names. Even where the name sounds the same, it usually has male and female spellings. The meaning of the name is often very important. Sometimes names refer to what the mother has been doing up until the time her child is born, some refer to women's roles or their work, or to their relationship with a male relative. The discussion should emphasize that names are mostly gendered, and their meanings often reflect socially acceptable roles and expectations. For example, female names more often have meanings such as 'kindness,' 'flower,' or 'affection' 'delicate' (Karuna, pushpa, sneha, Komal) etc while male names are more likely to have meanings such as 'great warrior' or 'strong and brave' or 'great gift' (Yashvardhan, Vir Singh, Suraj Bhan etc.) This is a good discussion to emphasise that from the time we are born, our identity, as well as the expectations from our behaviour already starts to take shape based on our sex.

03

Gender Concept

Learning Objective:

Participants will be able to understand

- The concept of Gender
- difference between Sex and Gender
- Gender Aware, Gender Blind, Gender sensitive & Gender Equity
- And discuss the operational status of women

Suggested Time: 60 minutes

Methodology: Brainstorming, Exercise, Presentation, Discussion.

Materials and Aids: Flip Chart, Markers, Presentation tool, Gender quiz

Note to facilitator:

It is an individual exercise, so instruct participants not to take the support of other participants while giving their opinion. When there is clarity among the participants, you may skip some of the statements. Following are some points for discussion and learning:

- What is 'male' and what is 'female' vs being a 'man' and a 'woman'
- What characteristics / roles are defined in and by nature?
- What are defined in and by society?
- Which of these are changeable?
- The most important word is 'change'
- What happens when roles (and also characteristics) defined and assigned by society are assumed and understood as natural? e.g. if we assume that men are 'born aggressive and women are born weak and docile' what consequences does it have for both men and women?
- Why do we want to understand this differentiation? How does it benefit us?

It is important to stress among your participants what is the impact or consequences of identifying socially constructed roles as naturally defined.

You can make the handout in the local language (Be aware that in some languages the words/expression itself might indicate different gender connotations) for the participants' benefit.

- Once participants have clarity on Gender, bring in the term GENDER EQUALITY. Discuss what does it mean for both men and women?

- Link this to the status of women in India and discuss contrasts even within Indian society, e.g. at higher levels women leaders are accepted, while in some parts of society restrictions and roles of women are still very much restricted.
- Sum up with the help of pre-prepared presentation.

Process:

Begin the session by asking participants the definition of Gender

1. Take a chart paper and divide it into three columns. Write men in the extreme left column and women in the extreme right column.
2. Ask participants to mention characteristics exclusive to men and write it in the left column assigned for men. Do not tell them beforehand as the differentiation between sex and gender is something they are to realize out of this exercise. Also might be interesting to see what they think is sex even though it is gender. (these can be identified as biological and therefore sex related e.g. men grow beard).

3. Similarly list out some of the characteristics exclusive to women identified by participants in the extreme right column (e.g. only women give birth to babies).

4. Ask participants to find out all the characteristics which may be common to both men and women (these can be identified as gender characteristic e.g. sensitive, aggressive, short-tempered, soft-spoken etc) and list them in the middle.

5. Ask the participants to discuss the following:
 - i. Which characteristics are natural and which ones change from person to person and society to society?
 - ii. Which of these are universal across societies/ geographical locations which are not?

Characteristics		
Men /sex	Both	Women /sex
Grow beard	Sensitive Aggressive	Grow long hair
Voice changes at puberty	Short-tempered	Give birth to babies
	Soft spoken	
	Creative	
	Others	

- iii. Ask participants to identify and differentiate biologically and sociologically determined characteristics from the above.
6. Write down all the responses on the white board/ chart paper and put it on the wall. Present the definition distinguishing gender and sex with the use of pre-prepared presentation on slides, power point or chart.

You may suggest an additional exercise: Distribute the green cards to men and yellow cards to women. Ask them to write two words below each other-Women and Men. Give them 30 seconds to write one trait or quality for each (in not more than two words each). Paste the green cards on left and yellow cards on right.

Ignore or cross out traits related to sex (which cannot be changed). This will bring out how men perceive themselves and the women and vice versa. It may bring out gender bias which may be subconsciously in the minds of participants.

In order to build further clarity among your participants, you may want to do the **Gender quiz** exercise as described below:

SAMPLE QUESTIONS		
Sl.No	STATEMENT	Mark S (SEX) or G (Gender)
1.	Women give birth to babies' men do not	
2.	Little girls are gentle and boys are tough	
3.	Amongst Indian agricultural workers, women are paid 40-60% of the male wage	
4.	Women can breastfeed babies, men can not	
5.	Women are better at caring for children than men	
6.	Men are sexually more aggressive than Women	
7.	Men need more help in post disaster because they are main bread winners	
8.	Men's voices break at Puberty, women's do not.	
9.	At Construction sites, construction materials are carried by women	

Suggestions for exercise:

1. Distribute the hand out to every participant.
2. Ask participants to read the statements given in the right column.
3. If they think that the statement is sex-related (biologically determined and can not be changed) request them to write "S" in the corresponding right side column
4. If they think the statement is gender-related (socially constructed, it can change according to the situation, region etc) they should write "G" in the corresponding right side column.
5. Once every one has completed the exercise, read the first statement and enquire how many of them have written "S" and how many "G"
6. Request some of the participants to share their reasons for identifying a statement as being sex or gender related.
7. Sum up after a discussion among the participants.

SESSION INPUTS: WHAT IS GENDER?

GENDER

In common usage, the word gender often refers to the sexual distinction between male and female. Gender is the set of relations between and among men and women in different societies based on socially constructed roles, behaviours considered appropriate for men and women. In simple words, gender refers to the set of relationships between men and women at a particular point of time in a given society.

While discussing gender, we generally refer to the social differences and relations between men and women, which are learned and transformed. The term gender does not replace the term sex, which refers exclusively to biological differences between men and women. The following are the broad differences between Gender and Sex for a clear understanding in the subsequent analysis.

Gender	Sex
Socially constructed	Biologically defined
Differs between and within cultures	Determined by birth
Includes variables identifying differences in roles, responsibilities, opportunities, needs and constraints	Universal
Can be Changed	Unchanging

In a society the gender relations may be equal or unequal. It is an undeniable truth that to realize complete human potential there has to be gender equality. This involves empowerment in gender relations at personal, collective and societal level. Gender equality refers to the state of relations where women have the same opportunities and access as men in all spheres of activity. Experience of inequality and discrimination across all categories community, caste, class, religion, race and country is a common identity for women.

Gender is above and beyond but inclusive of, sex. One of the most important characteristics of gender is that it is variable and changing. It differs within and between cultures/religions / regions/generations. For example in many parts of India women are treated as passive and home bound. But amongst the sherpa's of Nepal women are considered home providers, running family business. Even within a country gender relations vary across regions In northern India men are major decision makers and in north east India women and men have relatively equal role within the family and society.

Gender roles:

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, activities and pastimes, behaviour, emotions that we show, responsibilities, intellectual pursuits etc. Gender roles are learnt and therefore can be unlearned. They are not unchangeable.

Gender roles are those that define what is considered appropriate for men and women within the society, social roles and division of labour. These gender roles decide the behaviour of men and women and

- a) Involve the relation to power (how it is used, by whom and how it is shared);
- b) Vary greatly from one culture to another and change over time;
- c) Vary from one social group to another within the same culture;
- d) Race, class, religion, ethnicity, economic circumstances and age influence gender roles;
- e) Sudden crisis, like war or famine, can radically and rapidly change gender roles.

Gender Equality:

Gender Equality Implies:

equality between women and men or gender equality promoting the equal participation of women and men in making decisions; empowering or supporting women and girls so that they can fully exercise their rights; and reducing the gap between women's and men's access to and control of resources and the benefits of development is still out of reach for most women worldwide.

Women continue to have fewer rights, lower education and health status, less income, and less access to resources and decision-making than men. Nevertheless, women's critical roles in food production, income generation, and management of natural resources, community organization and domestic responsibilities are essential for sustainable development. If equitable and sustainable progress is to be achieved, women's status must be improved, their rights must be respected, and their contributions must be recognized.

The international community has made important commitments to women's rights and equality between women and men, including:

- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), (1979)
- Beijing Platform for Action, (1995)
- Millennium Development Goals, (2000)
- United Nations Security Council Resolution 1325 on Women, Peace and Security. (2000)

Women and Gender Equality in India

With an estimated population in 2004 of 1.08 billion, India is the second most populous nation in the world. Moreover, India is extraordinarily diverse in terms of religion, culture and language with 15 official languages and various religious groups - Hindus (80.5%) followed by 13.4 percent as Muslims and 2.3 percent as Christians. 1.9 percent persons practice Sikh religion; 0.8 percent are Buddhists and 0.4 percent are Jains as per the 2001 Census. In addition to these, 6.6 million belong to 'Other Religions and Persuasions' including tribal religions which are not part of the six main religions stated above. India's 28 States include some geographically and demographically large and distinct enough areas to present the challenges of many countries elsewhere in the world, and vary enormously in terms of wealth, resources and politics.

As a result of such variations, it is possible to find great development improvements in India along side millions of people still suffering from extreme deprivation. In 2002, India had a Human Development Index value of 0.595, 127th of 177 countries.¹ Per capita GDP is US\$558 (or US\$2,690 in US purchasing power parity). Life expectancy at birth (LEB) is 63 years for men and 64 yrs for women, up from 32 years for both in

¹ United Nations Development Programme. 2004. Human Development Report, 2004.

1951. Yet national indicators fail to depict the true story, as they combine success in certain geographic areas and in the upper and middle classes, (e.g. India ranks among the top in the world in terms of numbers of millionaires), with abject poverty among so many others. With a total fertility rate of 2.9 births per woman, Uttar Pradesh's is 4.7 while Kerala's is 1.8. Similarly, below five have fallen from 127 in 1,000 in 1970 to 67 per 1,000 in 2001 but there are great variations.

Regarding the Millennium Development Goals (MDGs), in 2004 just 28 per cent of the population had access to improved sanitation and 84 per cent had access to improved water supply. The percentage of undernourished people in 1999/00 was 21 per cent; percentage children under weight for age was 47 per cent in 1995-2002 period; 30 per cent children were underweight at birth (1998-2002 period) and 46 per cent children were under height for age in 1995-2002 period.² It must also not be forgotten that beyond gender differences, there are significant differences of caste that affect access to education and employment.

In many ways, the situation of women and the state of gender equality in India is positively progressing. On the positive side, India is enriched by a concentration of very well-educated women who are often found in higher-end, skilled jobs in both the private and public sectors. Women have been entitled to vote since establishment of the Republic of India in 1950, and India has one of the most progressive constitutions, with guaranteed equal rights for all citizens, irrespective of gender, caste, religion or ethnic group.

Regarding international commitments to gender equality, India ratified CEDAW in 1993, and is a signatory to the Convention on the Rights of the Child and to the Beijing Declaration. Through the 73rd and 74th Constitutional Amendments, one-third of elected representatives' seats in the "Panchayats" (elected representatives for rural governance) and Urban Local Bodies (elected representative body for urban governance) have been reserved for women with one-third reservation for posts of chairperson in those bodies as well. In some states, the number of elected women now exceeds the reserved quota.

In terms of government policies and practices, there have been some noteworthy steps in recent years all due to ongoing pressure by women's rights advocates. In 2001, India framed a "National Policy for the Empowerment of Women" which is under implementation. India's most recent Tenth Five-Year Plan (2002-07) includes gender equality and women's empowerment, and spells out a three-pronged strategy of social empowerment, economic empowerment and gender justice. Further, the Tenth Five Year Plan has also set a target that can be easily monitored, some of which pertain to gender equality. There was gender sensitization for census "operators" (data collectors) for both the 1991 and 2001 censuses. The National Annual Economic Surveys (NAES) of 2001-02 and 2002-03 included gender as a category for the first time. This is noteworthy because the NAES are published by the Finance Ministry, a Ministry that deals only with hard fiscal issues and financial allocations. With UN System's support to efforts to engender the survey, it became possible to bring the perceived "soft" gender issues to the forefront. The Economic Survey, 2000-2001, carried a section on women and gender, entitled Gender Inequality, which recognized the economic value of the work that women do paving the way for more in-depth government attention to this issue. In the year 2000 a Task Force on Women, headed by the Deputy Chair of the Planning Commission, launched a project to review laws and legislation. There have been gender training courses in the areas of gender and police, gender and administration, and gender and the judiciary.

The Department of Women and Child Development introduced the concept of a Women's Component Plan and of gender budgeting initiatives to assess the Ninth Five-Year plan. The WCP tracks funds earmarked for programs targeting women and girls (women-specific), or with significant women's component (pro-women). Budget analyses have been completed for the central government budget (Union Budget 2001-02 and 2002-03) and for state government budgets. "The Tenth Plan reaffirms the major strategy of mainstreaming gender perspectives in all sectoral policies, programmes and plans of action.

² Id.

Women specific interventions will be undertaken to bridge existing gaps. It mentions that it will “continue the process of dissecting the Government budget to establish its gender differentiated impact and to translate gender commitments into budgetary commitments... (That it) will initiate immediate action in tying up these two effective concepts of Women's Component Plan and Gender Budgeting to play a complementary role to each other, and thus ensure both preventive and post facto action in enabling women to receive their rightful share.” (Quoting Darshini Mahadevia's Background paper, p. 12) While initial gender budgeting efforts were limited to education, health, nutrition, access to resources and public services, etc, the DWCD has recently (2004) prepared checklists to assist all departments in gender budget exercises and in using these to develop a gender perspective in planning. These check lists are not only for the conventional social sector Ministries and Departments but also seek to involve so called gender neutral Departments like transport, power, and home). As recently as Feb. 2005, India's Finance Minister committed that “in course of time, all Departments will be required to present gender budgets as well as make benefit-incidence analyses.”

Gender bias is deeply ingrained in our social psyche and this is reflected in indicators such as sex ratios, literacy and health gaps of boys and girls, Maternal Mortality Rates etc. These data, however, do not fully reflect the discrimination against women. The 11th Plan strategy for gender equity pays attention to all aspects of women's lives. The 11th plan must examine everything from generic problems like freedom from patriarchy to specific issues such as clean cooking fuels, care for pregnant and nursing women and dignified spaces for violated women, and toilets for women and girls, crèches at work places etc.

Gender equity requires adequate provisions to be made in policies and schemes across Ministries and Departments. It also entails strict adherence to gender budgeting across the board. All this must be complemented by campaigns for public awareness that educate men and women - both are gripped with patriarchal values- about emerging social and economic realities. Special measures for gender empowerment and equity will be an essential component of the 11th Plan. The Plan must have a special focus on four aspects violence against women (VAW), economic empowerment, political participation and women's health. The synergised network of NYKS clubs and Panchayati Raj Institutions must be used, through the Panchayat Yuva Shakti Abhiyan, to spread this message among the youth at the grassroots level.

Some of the initiatives needed are:

- Check VAW through effective policies and legislation and also seek to provide physical and social security to women.
- Alcoholism is a leading cause of both physical and economic VAW and the 11th Plan must explore ways of checking it.
- It must evolve legislative measures to address trafficking. Support systems must be put in place for victims of trafficking and de-criminalisation will be assured for commercial sex workers.
- The Plan must ensure that towns and cities under the NURM are made women-safe and women-friendly.
- It must address problems emerging from feminization of agriculture and other forms of menial employment, like domestic work.
- Adequate and need based training will be provided to women to enable them to enter all sectors of the economy on an equal footing with men.
- Special attention will be paid to the economic empowerment of women from the marginalised and minority groups. This will have a dual effect of increasing their decision making powers while also making them less susceptible to violence.

- Women's political participation and their role in all levels of decision-making will be strengthened through legislation and rigorous training.
- The health of a nation depends upon the health and well being of its women. The 11th Plan recognizes the pivotal importance of women's holistic health. It will focus on reducing the incidence of anemia and malnutrition among adolescent girls to break the cycle of ill-health and maternal and infant mortality.”

Strengths may also be found in civil society. India's women's movements have been very strong. There are many women's NGOs, with a self-funded National Conference of Autonomous Women's Groups held every four years. In an India of lively political debate, women's groups utilize the media and engage in democratic debate on a vast range of topics. Each of the political parties has a women's wing and they have been pushing for reservation of 33% seats in the Parliament and in the State Legislative Assemblies. The women's movement has long taken up issues such as dowry harassment and dowry deaths a great deal of focus on violence against women in India that is so pervasive.

There are many different women's groups related to economic rights, such as SEWA (the Self-Employed Women's Association), Women Construction Workers, the Organization of Women Working in Bars, the Union of Women Sex Workers, and Lawyers' Collectives. Among rural and less educated women, and particularly in South India, there is an ever-growing community of Self Help Groups (SHGs) focused primarily on livelihoods, but also on health and education. Microfinance has been promoted for many years in India, starting many years back with Women's World Banking.

Finally, to push the thinking, to analyze the data, to support both government and advocacy groups, there are Women's Study Centers in nearly every university, some of which have been given the task of gender budgeting and advocating for their State governments to do it.

Yet at the same time, women in India suffer both economic and social disadvantages many of which span all classes. Despite the Constitutional guarantee of equality, Article 14 of the Fundamental Rights section also states a “Fundamental Right to Religion” which allows for the “personal laws” to apply in case of family matters much of which is of the greatest importance to girls and women in their daily lives, and with regard to personal and financial security. Only 54% of Indian women are literate, as compared to 76% of men. There are far fewer women in the paid, formal workforce (27%) than men (58%), and women earn far lower wages than men doing the same work. The sex ratios in India continue to reflect preference for boys, with startling data indicating a decrease in the juvenile sex ratio from 945/1000 in 1991 to 927/1000 in 2001.

Further, selection for boys apparently takes place in all classes, since modern technology enables such selection and at the time of this study, one newspaper reported that the sex ratio in clinics utilized by middle and upper class couples is evidence of selection irrespective of educational levels. Dowry practices continue, including reports of increases in Kerala where progressive politics and education levels also lead to expectations that such practices would be eliminated. Conservative right wing politics and religious trends are resulting in increased inequities, decreased opportunities for girls and women, and losses in efforts to establish gender equitable relations within families and communities.

The National Disaster Management Framework shared by the Ministry of Home Affairs (with all the State Governments/ Union Territory Administrations and other stakeholders in 2004) in the context of community based mitigation, preparedness and response plans, lays stress on enhancing community capacity in multi hazard prone states and districts to respond effectively to disasters. It mandates that special attention be given by state governments/ district administrations/Panchayati Raj Institutions and Urban local Bodies to empowering and capacity building of vulnerable communities and groups including women.

CONCEPTS AND TERMS RELATED TO GENDER

The following terms/ definitions can be read by participants individually, and then follow this with general discussion and examples, or participants can discuss the terms and definitions in pairs or small groups, or you can review and explain each to the participants through a participatory discussion.

Sex

Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal and largely remain unchanged.

Gender

It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender Roles

Gender roles are learned behaviours in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

Productive roles:

Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include plating, animal husbandry and gardening that refers to farmers themselves, or for other people at employees.

Reproductive roles:

Refer to the activities needed to ensure the reproduction of society's labour force. This includes child bearing, rearing, and care for family members such as children, elderly and workers. These tasks are done mostly by women. Point out interesting distinction of how the same activity for example cooking- can be considered reproductive in the case of a wife cooking for her family or productive in the case of a cook working in a restaurant.

Community managing role:

Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in 'free' time.

Community politics role:

Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

Triple role/ multiple burden:

These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles reproductive, productive and community work.

Gender Needs

Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Practical Gender Needs (PGN):

Practical gender needs (PGN) are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender division of labour and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

Strategic Gender Needs (SGN):

Strategic Gender Needs (SGN) are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. They are more long term and less visible than practical gender needs.

Gender Mainstreaming (GM)

Gender mainstreaming is the process of ensuring that women and men have equal access to and control over resources, development benefits and decision-making, at all stages of the development process and in the context of UNDP, in all its projects, programmes and policy.

Gender-blind

Gender blindness is the failure to recognise that gender is an essential determinant of social outcomes impacting projects and policies. A gender blind approach assumes gender is not an influencing factor in UNDP project ,programmes or policy .

Gender Awareness

Gender awareness is an understanding that there are socially determined differences between women & men based on learned behaviour, which affect their ability to access and control resources and benefits accruing there from. This awareness needs to be applied through gender analysis into projects, programmes and policies.

Gender-sensitivity

Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Gender equality

Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services

Gender equity

Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender Analysis

It is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labour is divided and valued. Gender Analysis is the process of analysing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts development may have on women or on gender relations.

Sex disaggregated data

For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Planning

Gender Planning refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but which also identifies entry points for challenging unequal relations (i.e. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

Gender symbol

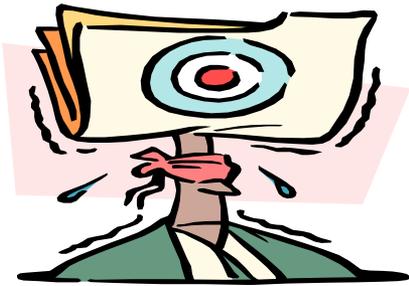
A **gender symbol** is a symbol used to denote the sex of a life form or the gender of a human being

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GENDER AND RELATED CONCEPTS

WHAT IS GENDER ?



Exercise: GENDER QUIZ

STATEMENTS OF SEX AND GENDER

- Women give birth to babies
- Men have brains for subjects like Science & Mathematics
- Men are breadwinners and women are homemakers
- Women are emotional and men are rational
- Women breastfeed babies
- Women are loving and caring
- Men are considered as natural guardian of the child
- Voices of boys break when they reach their adolescence
- Men are better at taking decisions

SEX

The **biological** characteristics with which men and women are born

GENDER

Socio-cultural definition of men and women, the way societies distinguish between men and women and assign them social roles

GENDER SENSITIVE:

Being conscious of the need to understand the social relations between men and women, and to take these into account before embarking on interventions

LET US DISCUSS

- The important thing is to help people most in need, not just women
- Women in any society often find it difficult to speak in the company of men. Therefore it is important to devise ways of enabling their voices to be heard.
- Women are the main farmers. Therefore women must be involved in any agriculture project if it is to succeed.
- I agree women in India have a hard time. But it's not up to men to interfere. It could lead to breaking up of the family system which is the basis of our culture

- Today's girl child is tomorrow's mother. Therefore we should concentrate on the education of the girl children so that our families well being is ensured.
- True development for women would give them power to make meaningful choices and changes in their lives.
- When the situation is serious, you can't afford the time to stop and think about gender issues
- A good development project will benefit the whole community which obviously includes women.
- All aspects of development will affect men and women differently. Therefore we need to look at everything for its different impact on men and women.

GENDER EQUITY

Quality of being **fair, just and right** to men and women. It includes fairness and justice between women and men in the distribution of responsibilities, access to resources, control over resources and access to benefits.

LET US DISCUSS

- The important thing is to help people most in need, not just women
- Women in any society often find it difficult to speak in the company of men. Therefore it is important to devise ways of enabling their voices to be heard.
- Women are the main farmers. Therefore women must be involved in any agriculture project if it is to succeed.
- I agree women in India have a hard time. But it's not up to men to interfere. It could lead to breaking up of the family system which is the basis of our culture

- Women perform 2/3rd of the world's work
- Women earn 1/10th of the world's income
- Women are 2/3rd of the world's illiterate
- Women earn less than 1/100th of the world's property

- (d) Crime against women
 - One rape in every 54 minutes
 - One Molestation every 26 minutes
 - One kidnapping/ Abduction every 43 minutes
 - One dowry death every one hour forty two minutes
 - One act of cruelty every 33 minutes

ONE CRIMINAL OFFENCE AGAINST WOMEN EVERY 7 MINUTES

Think about it.....

- Is it a happy state?
- Do we need to do something?
- What do we do?
- Gender Planning?
- Gender Mainstreaming?

Human development cannot occur when half the humanity are restricted

04

Gender Roles and Stereotypes

Once participants have clarity on the difference between sociological and biological characteristics of men and women, it is important to understand how this differentiation leads to discrimination in terms of assigned roles in society.

Learning Objectives:

By the end of this session, participants will have clarity on:

- Gender Roles & Responsibilities with specific reference to the triple role of Women
- Practical Gender Needs (PGN) and Strategic Gender Needs (SGN)
- Development interventions in relation to gender issues

Suggested Time: 60 minutes

Methodology: Participatory interaction, Group exercise in small sub-groups, Presentation by groups.

Materials and Aids Flip Charts, Pens

Main activities for the session:

- Link this session to the previous session and quickly go through some of the common assumptions that are normally made resulting in gender stereotypes.
- Emphasis that if the operational status of women is to be improved then something definitely needs to be done. Gender Planning? If so, how do we go about it?
- Ask Participants how the needs of women can be identified. Give simple examples and link needs to finding out what they do.
- Conduct the Gender Roles exercise as given below :
 - Divide participants into smaller sub-groups.
 - Ask them to discuss in their groups and write down what Men and Women do in a) Household b) Workplace and c) Community.
 - Assign one category to one Group. Give time for discussion and follow with presentations from each group.
 - From the presentations made by the participants, identify the Triple Role of Women and link this to gender needs.
 - Conclude by discussing through pre-prepared presentation gender stereo types and gender needs.

- Following table is a representative sample of work done with in the household. The groups should make similar tables for work done at the workplace and in the community:

activity	myself Male/female	father	Mother	son	daughter	someone else	shared equally	pay someone /hour	job passibility
cooking									
cleaning the house									
washing the laundry									
daily shopping									
taking daily care of children									
taking daily care of sick children									
taking daily care of sick relatives									
working in the garden or agricultural plot									
sewing community work									

Note to facilitator: If one activity is performed by more than one person; give percentage of work done by each under that activity. It will be observed that in most of the activities, if a male contributes, his share would be negligible, may be less than 10% e.g. cooking, shopping, taking care of sick children etc.

Note to the facilitator

Following could be **some points for discussion and learning:**

- What are the different roles performed by women and men in society? (Triple role: Productive, reproductive and community)
- How women have a double burden?
- How this is not recognized and not valued?
- To what extent women and men share the household chores?
- What happens when we assume (and assign) that women primarily / or merely have a reproductive role to play? How the other roles are seen as secondary to this.
- In what ways do we experience this around ourselves: at home, at our work place, in society at large?
- How and why some activities which women perform within the household are taken for granted and undervalued; the same activity becomes valued when done outside the domain of the household, and performed by men. For example, women cook at home and are not paid for. However, men cook outside the home, making it a profession that gets them an income.
- What is the impact on girls/women (and also boys)? How this could be resolved?

Help participants to draw out common points from the charts. These can include:

- ❖ Women and men perform very different tasks during the day.
- ❖ Women usually work longer than men.
- ❖ Women perform a greater variety of tasks, sometimes doing multiple things at once.
- ❖ Work for the family, within the household, is usually done by women, while men's work is usually outside the home.
- ❖ Men seem to have more 'free time'!
- ❖ Women sleep less hours because they work for longer hours.
- ❖ Men and women are involved in different kinds of decision making.
- ❖ In some societies, traditionally assigned roles of women and men were more balanced in terms of workload, but some changes have decreased men's traditional activities and increased women's or vice versa.

Present participants with the common terms employed in the categorization of the work of men and women:

Production

Performing roles that create value in terms of money e.g. cooking as a chef in a hotel/restaurant, working as a tailor stitching clothes, working as a domestic help, etc.

Reproduction

Performing roles that are associated with care-giving and nurturing e.g. cooking in your own household, stitching clothes for your own family, giving birth to a child, rearing and nurturing the child, etc.

It may be noted that examples related to the productive and reproductive roles vary only on account of the former having economic value added to it. Thus for example, cooking in one's own house when done by a woman is reproductive while cooking when done by a man in a hotel is productive.

Community Management

Performing roles where interaction with the community/social setting is required.

Ask Participants to draw out examples of each of these from their list and reflect on how these categorizing terms help us both in recognizing women's work, and in explaining its common "invisibility" and in recognizing men's work and explaining both 'over estimation and over-expectations' associated with it.

Explain and share with the participant that there are two basic types of needs of women-

1. **Practical Gender needs** which deals with the immediate needs of women to facilitate the current role
2. **Strategic Gender Needs** which will ultimately bring about a permanent change in gender relations.³

EXERCISES ON GENDER ROLES AND STEREOTYPES:

I. You may want to do the following exercise to build further clarity on gender roles:

Objective: To make participants understand how roles are assigned to women and men and their impact.

Suggested Time: 20 minutes

Materials and aids: Handout on roles and responsibilities, presentation tool (OHP or LCD Projector), flip charts. Markers etc

Methodology: Group discussion, individual exercise, group work

Process:

- 1) Begin the exercise by distributing the following pre-prepared hand outs to the participants
- 2) Ask them to fill it without much analysis and thinking. The response to the words should be based on the first image that comes to their mind. Thus e.g. on reading the word 'police', if the image of a man comes to their mind they should tick (M), if it is a woman, they tick (W) and not worry about giving politically correct answers.
- 3) Request participants to do this exercise individually without discussing it with others.
- 4) In case there is any confusion regarding a word and it seems both men and women come to their mind, they can tick the one who is more visible in doing this work.
- 5) Once every one has filled the hand out, have a discussion on the responses.

³ Refer to write up in session III on Practical and Strategic gender needs

Gender Roles and Responsibilities

GENDER		ROLES ACTIVITIES		
ROLES	MAN/ WOMAN		ACTIVITIES	MAN/ WOMAN
Tailor			Sewing	
Farmer			Carrying heavy things	
Chef			Operating machinery	
Police			Cooking	
Judge			Selling	
Lawyer			Basket weaving	
Entrepreneur			Talking/ gossiping	
Driver			Budgeting	
Doctor			Planning	
Professor/ Teacher			Making decisions	
Director			Fetching water	
Manager			Sports activities	
Producer			Doing Pooja	
TV Show Presenter				
Priest				

II. You can even do the following exercise/s to build understanding on gender roles and associated stereotypes in society:

Objective: To help participants identify their own stereotypes

Estimated time: 45 minutes

Materials: Pre-prepared written instruction, markers, drawing sheets

Methodology: Group discussion, individual exercise, group work

Process

1. Inform participants that it is a drawing game.
Duration: Five minutes
2. Give them a written instruction to be read individually and silently about the illustration. They are not allowed to ask questions.
Duration: Twenty minutes
Materials: Sheets of paper and pencils.

Suggested written instruction:

1. "Think of a farming community you know of, perhaps, your favourite countryside, maybe your own village. Now, imagine a farmer working in a farm or field.
2. Draw that farmer with the background scenery as you like. Try to be as realistic as you can be in illustrating clothing, hats, farming implements, activities, etc. After finishing the picture, please write down the farmer's name and your name."
3. Now invite participants to show their complete drawings. Display them on the wall to be viewed by the group for discussion.
Duration: Ten minutes
4. You may want to add a bit of humour by announcing the winner or winners and present them with a token prize. Count and announce the number of female and male farmers. Conclude by saying that the drawings represent the subconscious views of the participants about farm work and farmers (normally there are a much higher percentage of men than women depicted as farmers). Drawings should be kept on the wall until the end of the Workshop.
Duration: Five minutes

Note to the Facilitator: The facilitator must always make sure to refer to the person to be drawn as "the farmer." Never should the farmer be referred to as he or she or by any other pronoun or word which might imply the sex of the farmer.

Observe the reaction of participants when faced with their own deep-rooted stereotypes. However you may need to ensure that the whole exercise is not viewed as judgemental or threatening.

III. Give the group the following riddle.

Suggested time: 20 minutes

Materials: Story/riddle, pen, paper

Methodology: Group discussion, individual exercise,

Activity:

1. Read the below riddle "I can not operate on this child" aloud.
2. Ask the group to explain what they think happened.

Riddle "I can not operate on this child":

"Ravi and the son Rahul live in Delhi. One Sunday, they take the car to go to the market. On the way, they have a serious accident and Ravi is instantly killed. The son, injured and unconscious, is rushed to the nearest hospital. When the surgeon on duty comes into the operating room to treat Rahul, it is immediately clear that something is wrong. The surgeon becomes very upset and rushes out from the room saying "I can not operate on this child. He is my son."

How is this possible?

Note to the Facilitator: Participants may not be able to identify the surgeon as the mother of the child because of the stereotyped notions of a surgeon being a male.

Once the participants have understood the distinction between gender and sex as social and biological constructs respectively and have clarity on gender stereotypes, it is significant to discuss the manifestations of gender stereotyping. Most often it is noticed that expectations from a woman out-weigh those from a man. With the changing family system and diminishing social support to women's reproductive roles, women are not only bearing the pressure of child rearing, but at the workplace too, they seldom get any consideration for their domestic responsibilities. Consequently women are sharing a "double burden" of work load in comparison to men. Difference in roles, responsibilities, needs and behavioural patterns between women and men are a product of socialisation in a particular social, economic, cultural and political context. The process of socialisation also constructs the nature and pattern of relationship between women and men on unequal terms. When these differences are used as the basis for establishing the superiority of one gender (men) and the subordination of the other (women), they result in discrimination.

IV. You can do the following exercise to make participants understand the basis of discrimination and how power structures operate in society and are maintained by caste, class and gender.

Suggested time: 90 minutes

Materials and aids: Individual identity slips, whiteboard, marker and a large area of about 100 feet by 50 feet to play the game.

Methodology: Game, discussion

Process:

1. Line up participants in the middle (50 feet mark) of the field/hall. Inform them that they must take steps forwards or backwards depending upon what they think the person mentioned in the slip are able to do or not do in response to each of the statements that the facilitator reads out. The objective of the game is to reach the end of the field (100 feet mark) first.
2. Now start reading out one statement at a time from the instruction sheet (given below at the end) giving the participants enough time to step forward or backward.
3. After all the statements have been read out; inform the group who the winners are depending upon who is closest to the 100 feet mark.
4. Now ask the persons who are closest to the finish line (the winners) to reveal their identities as mentioned on the slips and say how they feel. Then ask the others who are farthest away from the finish line (the losers) to reveal their identities and ask how they feel. Put this on the board as shown.

(Game takes around 45 minutes)

Statements for the game:

1. If you have studied up to class VII, please take two steps forward, if you have not then take two steps back.
2. You need Rs. 2000 for some personal work, and you do not want to ask your partner for it. If you can arrange a loan from a bank take one step forward. If you cannot, take one step backward.
3. If you know how to work on a computer take one step forward, otherwise take one step backward.
4. There is a rumour that there is rioting in the city. You are stuck out of home. If you feel frightened in going home take one step backward, if you do not, take one step forward.

5. You do not want a child. If you can convince your partner to use a contraceptive take two steps forward, otherwise take two steps back.
6. There is a party/cultural programme at a friend's house tomorrow night. If you can go on your own, take one step forward otherwise take one step back.
7. If you have ever raised your hand on your partner take two steps forward, otherwise take two steps back.
8. If you read the newspaper every day take one step forward, otherwise take one step back.
9. Two men are bullying a little girl on the roadside; you see it and do not like it. If you can go and stop them take one step forward otherwise take one step back.
10. You like singing, if you are able to take classes to fulfil your ambition, take one step forward otherwise take one step back.
11. You do not like washing dishes, there is a pile of dishes to be washed. If you do not need to wash these dishes take one step forward otherwise take one step back.
12. Your father died recently. If you are allowed to perform the last rites take two steps forward, otherwise take two steps back.
13. You had to go out of town/village on some work and the work has taken longer than you thought. If you think that you will get permission to stay out of the house at night take one step forward otherwise take one step back.
14. If you ride a cycle/or any vehicle to work, or for daily errands take one step forward, if you do not, then take one step backwards.
15. Nearby, there is a new factory to manufacture parts for automobiles. They are hiring personnel. If you think you can get a job, take one step forward, if not take one step backward.
16. You and your partner have decided you want to parent a child. You would like to adopt a baby girl. If you think this is possible take one step forward. If not, take one step back.
17. Your parents have died. If you think you are to get a share in their property take a step forward, if not take one step back.

Discussion: (45 minutes)

1. Why did the participants get distributed in this way even though they had started at the same place in the game?
2. What are the various bases of differences in the game? How do these differences affect each individual player? (Write on the board various bases of difference)
3. Explain how each individual may be at an advantage on one account but at a disadvantage on another and how advantages along a particular basis caste, class, religion, age etc is also a source of power.
4. Establish the basic value of equality. (See issues to be highlighted below in the notes to facilitator)
5. Conclude by stating that individuals are discriminated against on the basis of their class, caste, age, sex,

educational levels, and physical abilities and so on. Power structures operate to keep discrimination in place.

Note to the facilitator:

Depending on the context, you could drop or add categories and identities e.g. rural/urban, youth/adult, college/high school.

- Before reading out the instructions, ask participants if they understand what each identity is.
- In the discussion at the end of the game first establish where each identity was, and what the feelings are.
- Also establish the difference in pairs (gender differences - urban working woman, urban working man etc.)
- In the discussion that follows, first put down all the bases for discrimination (gender, caste, class, sexual preferences etc.)
- Then ask participants how these bases of discrimination are reinforced, and what each of us can do to change this.

Some points for discussion and learning:

- Gender is one of the bases of discrimination. The others are caste, class etc. None of these operate independently of the other. They are interlinked. Each of these could be a source of power in different situations.
- There are social institutions (political, cultural, religious, social) operating in society, that further discrimination. For instance, availability of educational opportunities for Adivasi women is not the same as an urban man or woman. Similarly, we see it in the case of health, employment opportunities, and adoption laws etc.
- Discrimination is also reinforced by cultural and religious practices, such as male preference, death rites and restrictions on women after marriage.
- If we want to bring about equality among all men and women, we would have to put into place mechanisms that make sure women are able to live freely in society without restrictions to their mobility, without questions about safety, or abuse. We also have to challenge the institutions of caste and class.

GENDER ROLES & STEREOTYPES

COMMON ASSUMPTIONS

- Head of households are Men
- Heads of households are the chief decision makers within the household and public representative of the family
- Wives are largely concerned with domestic tasks in the home
- Household income is pooled and shared among all family members
- Knowledge and information is pooled and shared amongst all family members
- The interests of all the household members are the same and represented by the male household head.

BUT.... THE FACT IS

- There are large number of female headed households in all cultures
- Women in all cultures play an important 'productive' as well as 'reproductive' role
- Needs of the women are different.

Therefore very important that in development work the basic unit has to go beyond the community or the household.

GENDER STEREOTYPE

- Gender stereotypes occur when we apply generic attributes, opinions or roles towards either gender
- Gender stereotypes are apparent every where

PROBLEMS IN USING GENDER STEREOTYPES

- The problem with using gender stereotypes occurs when we find ourselves making assumptions about members of our own or opposite sex
- Stereotypes lead to the 'victim' becoming unsure of themselves and guessing their reactions or intentions

Gender Roles & Responsibilities Exercise

Divide into three groups - In your group list the activities/work that men and women do in household, workplace & community

- Group A- Household
- Group B- Workplace
- Group C- Community

WORK WOMEN DO

1. **Reproductive Work** - child bearing
child rearing
2. **Productive Work** - secondary income earners
agriculture
animal husbandry
informal sector
construction
service etc
3. **Community** – maintaining social relations forming
local level protest groups etc

Women always perform 3 roles
TRIPLE ROLE OF WOMEN

TRIPLE ROLE OF WOMEN

- **Productive** i.e. paid work or production of goods for subsistence or sale
- **Reproductive** i.e. domestic tasks including cooking, cleaning, caring for children etc
- **Community** i.e. participating in various tasks associated with community organizations and operating and maintaining of community services.

NEEDS OF WOMEN

- Practical Gender Needs
- Strategic Gender Needs
- Practical Gender Needs: Facilitate in managing effectively the current roles more easily without changing the position in society
- Strategic needs are related to changing the status quo.

DEVELOPMENT INTERVENTIONS

The following are some examples of development interventions. Which of them contains gender issues and which do not?

Mark 'Obvious', 'Less Obvious' or 'No Gender issues' based on what you believe.

Interventions	Obvious	Less so	None
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1. Introduce affordable fuel stoves in one village
2. Start a savings programme
3. Provide credit for the purchase of new machines that makes harvesting more efficient

DEVELOPMENT INTERVENTIONS

Interventions	Obvious	Less so	None
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4. Offers a measure of wheat in exchange of two hours of labour towards construction of community health centre
5. Provide piped potable water to all households in a district
6. Train village health workers in preventive primary health care

05

Gender Analysis & Development

Learning Objectives:

To enable participants to understand:

- What is gender analysis
- The need for and scope of gender analysis
- Implications of gender analysis in development scenario
- Relate gender analysis to development initiatives

Suggested Time: 60 minutes

Methodology: Participatory interaction and presentation

Materials and Aids: Flip Chart with marker pens, pre-prepared presentation, Participant's guide book

Main activities for the session:

- a. You can begin with building clarity on the meaning and implications of gender analysis, then proceed to identify the various resources for gender analysis.
- b. Explain the origin of gender analysis through a brief discussion of gender roles frame work, triple role frame work and social relations frame work. This facilitates understanding of approach better.
- c. Then show the gender analysis of projects through activity and resource framework with the help of pre-prepared presentation.
- d. Sum up the discussion with clear ideas on what is implied by gender analysis and some suggestive guidelines for gender analysis.
- e. Through out the session encourage participation and ask for examples from their own experiences. This helps in facilitating the message that gender analysis is no rocket science and it can be done for each and every initiative.

Note to the facilitator:

- a. Be well versed with the concept of gender analysis
- b. Use effective grass root tools and implications of gender analysis
- c. Give examples of gender analysis from the work experiences of participants for better comprehension

SESSION INPUTS

What is Gender Analysis?

Gender analysis helps to clarify the specific and often different capacities, vulnerabilities, needs, and coping-strategies of men and women, and indicates where opportunities for targeting effective strategies lie. Established patterns of gender inequality and inequity can be explored, exposed and addressed. This may provide opportunities and entry points to develop programmes that support efforts to build more equitable gender relations.

Gender analysis essentially -

- examines the differences in women's and men's lives, including those which lead to social and economic inequity for women, and applies this understanding to policy development and service delivery
- is concerned with the underlying causes of these inequities
- aims to achieve positive change for women

Gender Analysis is based on the following assumptions:

- All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis
- Gender analysis does not require the technical expertise of those outside the community being analysed, except as facilitators

Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.⁴

Elements for consideration in Gender Analysis:

- a) Natural: Land, water, forests, rivers etc.
- b) Economic: Work opportunities, wages and remuneration, remittance, credit, and production inputs.
- c) Social: Formal and informal education and social services- Religion and cultural norms like dress, defining private and public spaces
- d) Infrastructure: Bridges, roads and markets.
- e) Political: Access and participation opportunities for organization and decision making at community, regional and national levels.
- f) Time: Work time and free time.
- g) Personal: Self esteem abilities, communication capacity, and individual decision making capability.

Gender analysis, once confined to the margins of development theory, has over the last ten years penetrated both the thinking and the operations of international development institutions, transforming not only the practice but the objectives of development planning and programmes. Over this period, gender analysis has grown and developed; it is no longer a single perspective, but several. The following is a brief review of the

⁴ Source: Parker, Rani, "Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers" UNIFEM 1993

growing body of work on gender analysis, including recent approaches, explicating their main lines of convergence and difference and assessing the results of their incorporation into training packages and programmes.

The principal conceptual paradigms that have framed gender analysis over the past decade include:

- Gender Roles Framework (GRF);
- Triple Roles Model /University College-London Department of Planning Unit (DPU) Framework
- Social Relations Framework (SRF) of Institute for Development Studies Sussex;
- Approaches of feminist economics, including both neo-classical and critical feminist economics.

These approaches differ in terms of their conceptualization of gender, scope of institutional analysis, implications for development, and issues of social and organizational change.

The GRF looks at access to and control over income and resources, highlighting the incentives and constraints under which men and women work in order to anticipate how projects will impact their productive and reproductive activities as well as the responsibilities of other household members. Its approach to gender mainstreaming can be considered 'integrationist' rather than 'transformational'; viewing development as a process from which everyone can benefit, it argues that for women to do so, projects must more adequately incorporate women and gender issues into the development plan. It limits its analysis to the household, rather than extending it to markets, firms and the state.

The DPU Framework also examines women's roles, going beyond the household to look at women's triple roles-in production, reproduction, and community management-and the implications of these for their participation in development. This model distinguishes between practical gender needs, arising out of the division of labour in society, and strategic gender needs, arising out of differential power relationships between women and men.

The SRF is informed by an analysis of the social relations within the family, market, state and community that illuminates the ways in which gender and other inequalities are created and reproduced. It examines the social processes through which human needs are met as well as the institutions through which inequalities are constructed and reproduced. It regards gender relations as both conflictual and collaborative-a process of bargaining and negotiation. Focusing on gender roles as well as gender differences in access to and control over resources, it also shows the web of relationships, including class, ethnicity, age, religion, etc, in which gender is embedded.

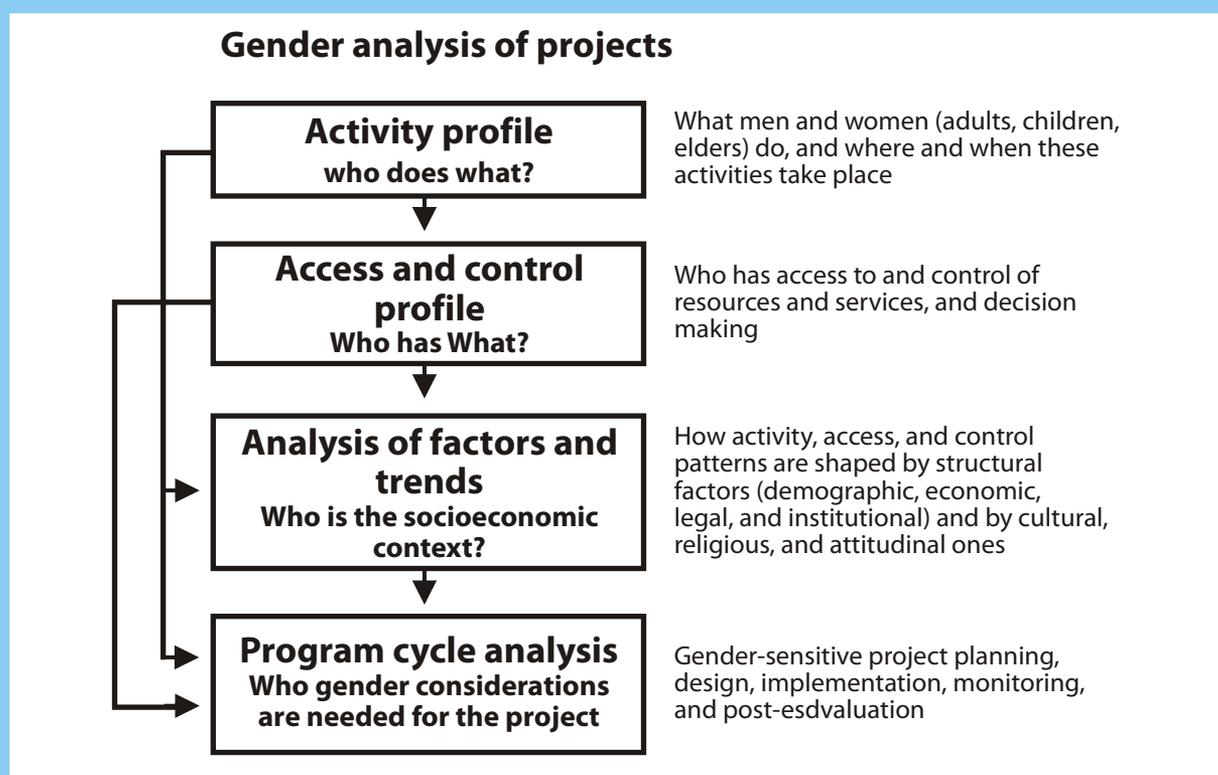
The body of work known as feminist economics examines gender hierarchies in production and reproduction, focusing on macro-economic policy and legislative reform. Neo-classical feminist economics looks at how gender biases undermine structural adjustment policies by causing the misallocation of resources between export and non-export sectors, preventing women from participating on equal terms in the production and sale of exports. Feminist critical economics argues that women's role in social reproduction is not 'natural,' but a function of power relations. It examines the link between economic and human resource indicators and the need to redefine efficiency to include unpaid resource use in the social reproduction and maintenance of human resources. It looks at the politics of development and who controls it, emphasizing the role of women's constituencies in promoting gender-aware development policy.

Several themes emerge from this review. First: the institutional focus of gender training frameworks has widened over time-from the household to other institutions through which gender inequality is reproduced. Second, the type of development interventions the frameworks target has moved from the

project level to sectoral and macro-economic policies. And finally, there is an ongoing tension between so-called 'integrationist' and 'agenda-setting' approaches to development and how the training frameworks implicitly or explicitly embrace one or the other of these. Finally, the extent to which the frameworks view development institutions themselves as 'gendered' has changed over time, raising issues of organizational change for each of them.

Gender analysis framework

The Asian Development Bank gender analysis presents a clear idea on how to move forward with Gender Analysis. Gender analysis framework has four parts and is carried out in two main steps. First, information is collected for the Activity Profile and the Access and Control Profile. Then this information is used in the analysis of factors and trends influencing activities and access and control, and in the project cycle analysis.



Source: Adopted from ADB 2002, "Gender Checklist - Agriculture"

Gender Analysis Guidelines: What to Ask

- a. Who is the target (both direct and indirect) of the proposed policy, programme or project? Who will benefit? Who will lose?
- b. Have women been consulted on the intervention?
- c. Does the intervention challenge the existing gender division of labour, tasks, responsibilities and opportunities?

- d. What is the relationship between intervention and other activities and organizations- national , regional and international
- e. What specific ways can be proposed for encouraging enabling women to participate in the policy /program/ project, despite their traditional roles?. What specific ways can be proposed for encouraging men to agree to women participation the policy/program/project despite the traditional roles?
- f. What is the long term impact with regard to women's increased ability to take charge of their own lives, and to take collective action to solve problems.

Gender Analysis:What to Do?

- a. Gain an understanding of gender relations, division of labour and who has access to and control over resources
- b. Include domestic / reproductive and community work in the work profile.
- c. Recognize the ways men and women contribute to the economy , their family and economy .
- d. Use participatory processes and include wide range of female and male stakeholders at the government level and from civil society including women's organizations and gender equality experts. Consider if women would be able to come at a certain time, how they could get there or whether you need to go to them, would they speak up in a meeting that might be dominated by men or might it be better initially to meet women separately, present their inputs to the male group to raise their awareness of women's contribution which might lead to a mixed group next time. Be ware that this is often a long process that cannot be forced quickly.
- e. Gain an understanding of women's practical needs and strategic interests, and identify opportunities to support both.
- f. Consider the differential impact of initiative on men and women and identify consequences to be addressed.

Outline expected risks and develop strategies to minimize these risks. Thus gender analysis is a process of understanding the different activities and responsibilities of women and men, and their access to resources and decision making. Gender analysis helps us understand the roles and relations of men and women. It frames questions about who does what, when and why. In this analysis factors such as class (social position, wealth), age and education will also influence gender roles. In turn, these roles are major factors in defining and determining men's and women's specific needs as well as their respective access to power and resources.

You can share the following tools with your participants as a starting point for mainstreaming gender in their current projects/programs:

- The activity profile
- The access and control profile
- The influencing factors

Activity profile

- It identifies gender wise division of all relevant productive and reproductive tasks in the specific society.

- Key question is “who does what”?
- The identification of activities is based on the specific project.
- A category for community activities or Social/religious/ political can be added to complete the information base.

The other parameters that can also be examined are:

- Gender and age denominators- identifying whether women, men, their children or the elderly carry out an activity.
- Time allocation- specifying what percentage of time is allocated to each activity
- Activity Locus- specifying whether the activity is being performed- in home, in the family, shop or out side the community.

Access and control profile

It is an important tool to assess gender mainstreaming.

- 1) Ask participants to discuss and list the available resources and both output and outcome of their project. These may include economic resources, political power as a resource, time as a resource, benefits realized from production etc.
- 2) Ask participants to list these down in the format given here.
- 3) Ask them to analyze who has access to the resources and who actually controls it.

The chart will reflect gender division and discrimination in access to and control over resources and benefits generated there from. If the project is largely limited to providing access to women and does not lead to providing control, it can only be seen as merely a first step towards gender mainstreaming.

Influencing factors:

The influencing factors represent those factors, which affect the gender differentiations in the project. It provides an indication of shifts and trends for the future for gender integration in the development projects.

Before initiating the presentation, you may want the participants to list out the factors which may affect gender relations. A suggestive list of these factors is:

- Community norms and social hierarchy
Family, community power structure and religious beliefs etc
- Demographic factors
Institutional structure, nature of government etc
- Economic condition
Poverty level, inflation rates, income distribution, terms of trade, infrastructure etc
- Legal Parameters
Laws; judicial institutions and processes etc

- Training and Education
Attitude of community towards development/ assistance workers

The purpose of identifying these influencing factors is to consider which ones affect activity and resources; to identify and take into consideration external constraints and opportunity that one should consider in the planning process; to anticipate and better predict both the inputs and outcomes of the project.

Further References:

The World Bank has two toolkits, for gender analysis of agricultural and water projects. From these you can get suggestions for data collection and gender analysis.

<http://www.worldbank.org/gender/resources/agtlkit.pdf>

<http://www.worldbank.org/gender/resources/wstlkt4.pdf> The UNDP gender equality pack includes examples of questions that can arise in gender analysis during the project cycle.

<http://www.undp.org/gender/capacity/> The gender equality training pack of the International Labour Organisation (ILO) contains some very important gender analysis tools in the form of tables. They can be used to help in arranging and analysing the information collected.

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1>

GENDER ANALYSIS

CONCEPT AND APPROACH

GENDER ANALYSIS

- What Is Gender Analysis?
- Gender analysis helps to clarify the **specific and often different capacities, vulnerabilities, needs, and coping-strategies of men and women**, and indicates where opportunities for targeting effective strategies.

GENDER ANALYSIS

- Gender analysis essentially -
- examines the differences including those which lead to social and economic inequity for women, and applies this understanding to policy development and service delivery
- is concerned with the **underlying causes of these inequities**
- aims to **achieve positive change for women**

GENDER ANALYSIS

- Basic assumptions for Gender Analysis:
- All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis
- Gender analysis does not require the technical expertise of those outside the community being analysed, except as facilitators

GENDER ANALYSIS

- **Resources for Consideration in Gender Analysis:**
- **Natural.** Land, water, forests, rivers etc.
- **Economic.** Work opportunities, wages, remuneration, remittance, credit, and production inputs.
- **Social.** Formal and informal education, and social services.
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GENDER ANALYSIS

- **Gender Analysis Guideline queries:**
- Who is the target (both direct and indirect) of the proposed policy, programme or project ? Who will benefit? Who will lose?
- Have women been consulted on the intervention is to solve?
- Does the intervention challenge the existing gender division of labour, tasks, responsibilities and opportunities?
- What is the relationship between intervention and other activities and organizations- national , regional and international

GENDER ANALYSIS

- What specific ways can be proposed for encouraging enabling women to participation the policy /program/ project, despite their traditional roles?
- What is the long term impact in regard to women's increased ability to take charge of their own lives, and to take collective action to solve problems

GENDER ANALYSIS OF PROGRAMMES/ PROJECTS

- Activity Profile – Who does what
- Access and control profile – Who has What
- Analysis of Factors and Trends- Socio-economic context
- Programme Cycle analysis- What gender considerations are needed for project?

GENDER ANALYSIS: WHAT TO DO?

- Gain an understanding of gender relations , division of labour and who has access to and control over resources
- Include domestic / reproductive and community work in the work profile.
- Recognize the ways men and women contribute to the economy , their family and economy
- Use participatory processes and include wide range of female and male stakeholders at the government level and from civil society – including women’s organizations and gender equality experts

GENDER ANALYSIS: WHAT TODO?

- Gain an understanding of women’s practical needs and strategic interests, and identify opportunities to support both.
- Consider the differential impact of initiative on men and women and identify consequences to be addressed.
- Outline expected risks and develop strategies to minimize these risks.

06

Gender Analysis - Hands on Session

Learning Objectives: To enable participants to

- a. understand gender analysis in a practical sense
- b. apply gender analysis to the projects/ programmes they are working with
- c. look at any development programme / initiative through a gender lens

Suggested Time: 60 minutes

Methodology: Case studies, Group Discussion, Group Presentations

Materials and Aids: Flip Charts, Sketch pens, Marker pens, White Board

Note to the facilitator

- Facilitator should be well versed and clear with the case studies that would be circulated to the participants
- Facilitator should herself/himself be thorough with gender dimensions of these projects/case studies

Process:

You can do the Case Studies exercise as follows:

- 1) Divide participants in smaller groups. If the participants are a mix of men and women, ensure that each sub-group has at least one woman participant.
- 2) Give each group a separate case study.
- 3) Ask participants to identify and analyse the gender concerns and issues in their respective case studies and write down their responses on a chart paper. Ask them to focus on 'why whatever happened happened the way it did.'
Give 15 min for the discussions.
- 4) Follow with group presentations.
- 5) Write down or highlight the identified reasons that led to the failure in achieving the outcome of the project.
- 6) With the help of a chart explain that although it seems that to some extent the project succeeded in achieving the planned output against the stated objective, it failed to achieve the outcome because gender concerns were not taken into consideration while designing, implementing and evaluating the project.

Case Study 1:

In the tsunami that damaged the Asian coasts on December 2004, four times as many women as men died. This is due to cultural reasons and also because of discriminatory practices, by their placement on the coast in the moment of disaster, as well as by factors that kept them from a greater physical mobility, as it was reported on the district of Cuddalore in India, in Aceh, Indonesia and in several camps on Sri Lanka. On Indonesia it is known that many men were involved on a local guerrilla war and, at the time of the tsunami were placed inland in high zones, which helped them not to be exposed (Aglionby, 2005; Sukarsono, 2005).

Case Study 2:

A sociological study on the gender dimensions in the periodic floods in the north of Bangladesh shows that women in that country have strong cultural restrictions of mobility limited to the territory occupied by their domestic farm: Women are under a lot of pressure due to the “purdah” practice, the traditional custom of use of not leaving the house while their husband is away. If their husband is not there to go with her, the woman she cannot go on her own to a shelter in case of a cyclone... and many husbands work away from home. Usually, after a cyclone, women are alone in their damaged houses, outside of the reach of aid services, unable to take part in the decisions to rehabilitate their community...” (Domeisen, 1997:3).

Case study 3:

After a disaster a lot of women have also spontaneously mobilized to help their affected relatives and neighbors, escaping from floods and cultural norms that limit them (Khondker, 1994).

Case Study 4:

Excess deaths that occurred in Maharashtra India following Earthquake were attributed to women being in homes damaged by the earthquake and while men were in open areas. Men were sleeping in the fields during harvest time or away from affected areas as they were employed in the other districts and were away and boys were at school away from the village and many were away from affected areas as they were employed in the other districts.

Case study 5:

Researchers reported that in the aftermath of hurricane Andrew in the United States of America, men who had traditionally been the family providers and protectors struggled with their feelings of inadequacy and failure (WHO 2002).

Case study 6:

In India, 24% pregnant women exposed to isocyanide during 1984 Bhopal explosion had spontaneous abortions, as against 6% in comparison group.

Case Study 7:

In the aftermath of Bangladesh cyclone of 1991 it was found that early warning signals had not reached large numbers of women. The information had been disseminated primarily in the public places and markets to which many women do not have easy access. It had been assumed that men would convey the warning information to their families. This did not occur to the extent that it should have.

Case study 8:

Women who got in to shelters found them ill suited to meet gender and culture specific needs. Shelters lacked separate toilets and adequate water supplies, large number of women and men were crowded together with no prospect of privacy for pregnant, lactating and menstruating women. Very few women had taken initiative to go to relief distributors.

Some hints on gender analysis in disaster preparedness:

- Gender is about women and men and their relation to each other in a social context. Gender roles and relations determine/ influence vulnerabilities, first responses, information dissemination and access to decision making.
- Our communities are not made up of individuals with equal entitlements and access to decision making. This is a crucial dimension while doing vulnerability assessment and risk /damage assessment.
- Assumptions about what women and men can do their capabilities and to break the taken for granted notions.
- Participatory approaches and community based approaches may not ensure gender perspectives.
- Women are often the best domestic disaster managers. They use and innovate various coping strategies as the situation demands. For example, they may have saved food grains for emergency situation throughout the year, and often ration food for their families.
- We need to analyze what do men and women, children and elders do and where and when these activities take place. Notions of well being for men and women are different.
- We need to understand the relative social and economic value given to activities in both the formal and informal economies.

07

Gender Quiz

Learning Objectives:

This session intends to assess conceptual understanding among participants regarding

- Gender and Sex
- Gender Stereotypes
- Gender Analysis
- Status of women

Activity

- Ask each participant /group of participants a question regarding gender and related concepts
- Once the answers are given discuss the reasons for that answer.
- Be communicative and answer queries related to each response be it gender , patriarchy, stereo types etc

Suggested Time: 45 minutes

Methodology: Participatory interaction

Materials and Aids: Quiz questions, Marker pens, A4 size sheets

GENDER QUIZ

1. What percentage of the world's 1.3 billion people living in extreme poverty are women and girls?

- a. 50%
- b. 60%
- c. 70%
- d. 80%

Ans : C 70%

2. What percentage of the world's working hours is worked by women?

- a. 33%
- b. 50%
- c. 66%

Ans : C 66%

3. What percentage of property worldwide is owned by women?
- a. 1%
 - b. 5%
 - c. 10%
 - d. 25%
- Ans: a 1%
4. What percentage of parliamentary seats worldwide is held by women?
- a. 10%
 - b. 16%
 - c. 25%
 - d. 50%
- Ans : b. 16%
5. Which of the following is responsible for the most deaths of women aged 15 - 44?
- a. cancer
 - b. malaria
 - c. traffic deaths
 - d. war
 - e. gender-based violence
- Ans : e .Gender Based Violence
6. According to UNHCR, what percentage of refugees are estimated to be women and children?
- a. 35%
 - b. 50%
 - c. 65%
 - d. 80%
- Ans: d.80%
7. What percentage of UNHCR's field representatives are men?
- a. 35%
 - b. 50%
 - c. 70%
 - d. 80%
- Ans: D 80% (as of 2005)
8. What percentage of women worldwide are homeless or live in inadequate dwellings, such as slums?
- a. 20%
 - b. 25%
 - c. 33%
 - d. 50%
- Ans : C 33%
9. Gender equality can promote:
- a. poverty eradication
 - b. sustainable development
 - c. reduction of HIV/AIDS
 - d. increase in family income
 - e. all of the above
- Ans : e All of the above

References:

<http://www.unicef.org/sowc07/quiz/index.html>
<http://portal0.unesco.org/en/ev.php->

DAY TWO

08

Gender Mainstreaming: Concept and Approach Evolution-Steps-Involved-Strategy

Learning Objectives: To enable participants

- To clarify rationale for commitment to gender equality
- Understand the concept of gender mainstreaming
- Understand why gender mainstreaming is needed
- Understand gender mainstreaming as an approach
- Know the history and scope of gender

Suggested Time: 60 minutes

Methodology: Participatory interaction and presentation

Materials and Aids: Transparencies, Flip chart, Marker pens

Facilitator Preparation:

As a facilitator

- Be clear about gender mainstreaming as a concept and approach
- Be able to explain what is the need for gender mainstreaming and also what does it imply
- Explain why gender mainstreaming essentially focuses on women specifically in the Indian context and elsewhere too
- Be clear about the background and emergence of different approaches of gender mainstreaming e.g. from Women In Development (WID) to Women And Development (WAD) to Gender And Development (GAD)
- During this discussion on the above, give examples of different programmes adopted in WID, WAD and GAD approach for better comprehension
- Detail out the key steps in mainstreaming gender in development programmes

Session Inputs:

What is Gender Mainstreaming?

"Taking account of gender concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to a profound organisational transformation" Specifically.... Bringing the outcome of socio-economic and policy analysis into all decision-making processes of the organisation and tracking the outcome. This includes both the core policy decisions of the organisation, and the small every-day decisions of implementation." - UNDP Definition of Gender Mainstreaming 1996

This UNDP definition, which evolved during detailed consultations with many UNDP staff and development partners, addresses the general process of gender mainstreaming. It also defines exactly what needs to be done in order to mainstream gender: ensure that all decisions are informed by, and take full account of, the relevant gender issues. This definition draws on the usage of the term in the Beijing Platform for Action, and contributed directly to the definition of gender mainstreaming adopted by ECOSOC in July 1997.

The "mainstream" is comprised of the decision-making processes of the organisation. Information gained from socio-economic and policy analysis is what is being brought into the mainstream. Mainstreaming is done through analysis, in the first place, and then through advocacy, networking, teamwork, and other skills useful for influencing decision-making processes. It is important to track the outcomes of the decisions taken, using a variety of means, many of which are still in development.

Most definitions conform to the UN Economic and Social Council formally defined concept:

Mainstreaming a gender perspective in the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation policies and programmes in all political, economic and societal spheres so that men and women benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

- United Nations. Report of the Economic and Social Council for 1997. Sep 1997

UNDP defines gender mainstreaming as "Taking account of gender equality concerns in all policy, programme, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation".⁵ UNDP sees gender mainstreaming as a strategy for bringing about gender equality through creating space for everyone – women and men in the organization as well as in communities – to contribute to the process of articulating a shared vision of sustainable human development and translating it into reality.

What does gender mainstreaming imply?

- Gender mainstreaming goes beyond focusing on women in isolation, to look at both women and men as actors in and beneficiaries of development and how their rights are defined relative to each other.
- Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process, projects, programmes and policy.
- Effective gender mainstreaming should result in improved human development that is development, which both enhances gender equality and removes gender related impediments. This goal is not always made explicit, with the danger that gender mainstreaming becomes a technical approach without clear direction and targets.
- Gender mainstreaming is not a process, which begins and ends with women. It does not mean only having an equal number of women and men in the organization or supporting programmes exclusively for women, although it includes these aspects.
- Specifically, gender mainstreaming implies bringing the outcome of gendered socioeconomic and policy analysis into all decision-making processes of the organization. This includes core policy decisions as well as the small everyday decisions of programme implementation.

⁵ Moving from policy to practice : A gender mainstreaming strategy for UNDP India 2002

To put it in simple words, mainstreaming gender

- Is part of the reorientation of methods to ensure holistic approaches to the empowerment and well-being of people;
- Is not an end in itself but a strategy for bringing about gender equality within countries as well as within the organization;
- Has policy, programme, human resource, financial and administration dimensions, and
- Is mandated by the Platform of Action from Beijing, which has been agreed to by all countries.

Do we need gender mainstreaming in India?

The Indian Constitution is one of the most progressive in the world, and guarantees equal rights for men and women. However there are facts that demand our attention to see gender inequalities as mentioned in the various reports, official statistics, local surveys carried out by independent groups and the daily experiences of women and men as documented in the media.

- There are far fewer women than men in the country the sex ratio is 927 women to 1000 men. These missing women were either aborted before they were born, or they died before reaching adulthood. The majority of these deaths occurred from easily preventable diseases.
- The majority of women go through life in a state of nutritional stress they are anaemic and malnourished. Girls and women face nutritional discrimination within the family, and often get less food than they need. The average Indian woman bears her first child before she is 22 years old, and has little control over her own fertility and reproductive health.
- Only 37.7% women are literate as compared to 65.5% men, and far fewer girls than boys go to school. Even when girls are enrolled in schools, fewer girls than boys manage to stay in school for a full ten years. Most of the girls who drop out of school are working in the homes and fields of either their parental or marital families.
- Women's work is undervalued and under recognized. Women work longer hours than men, and carry the major share of household and community work which is unpaid and invisible.
- There are far fewer women in the paid workforce than there are men. There are more unemployed women than there are unemployed men.
- Women generally earn a far lower wage than men doing the same work. It has been estimated that women's wage rates are, on the average, only 75% of men's wage rates and constitute only one fourth of the family income. In no State do women and men earn equal wages in agriculture.
- Also, women generally work in the informal sector where wages are lower and they are not covered by labour laws. Within organizations, women generally hold lower paid jobs. Women workers are also engaged in piece-work and subcontracting at exploitative rates.
- Women are under-represented in governance and decision-making positions. At present, less than 8% of Parliamentary seats, less than 6% Cabinet positions, less than 4% of seats in High Courts and the Supreme Court, are occupied by women. Less than 3% of administrators and managers are women.
- In spite of Constitutional guarantees, women are legally discriminated against in land and property rights. Most women do not own any property in their own names, and do not get a share of parental property.

- Women face violence inside and outside the family throughout their lives. Police officials confirm that the vast majority of crimes against women do not get recorded.
- Data compiled by women's groups show that a woman is molested in the country every 26 minutes. A rape occurs every 34 minutes. Every 42 minutes, an incident of sexual harassment takes place. Every 43 minutes, a woman is kidnapped. Every 93 minutes, a woman is killed. In the majority of these incidents, the criminal is a man belonging to the woman's family or well known to her.
- The National Policy for the Empowerment of Women, initiated after the Beijing Conference, has been in a draft stage since 1996 and is yet to be tabled in Parliament. The Government of India is a signatory to the Beijing Declaration and has endorsed its Platform for Action. Official policies in all the major sectors have been framed based on an analysis and understanding of gender inequality in the country, and are aimed at changing this situation.
- Discrimination against women, particularly against girls, is more noticeable during the crisis phase, when limited resources in disaster areas are in dispute, especially in developing countries. Relief agencies urgently need to address the integration of women as primary distributors of emergency rations.
- Widespread subordination of women has meant that women typically must bear more stress than men, including preoccupation with dependent children. Sexual abuse of girls is common, and many of the young may not easily identify adequate coping strategies of adults to fight such stressors. Child-abuse preventive measures need to be adopted.
- In Indian context the "vulnerability of women" should be understood to be primarily cultural and organizational rather than biological or physiological.

Evolution of gender mainstreaming as an approach:

a. Welfare Approach:

Until early 1970s development policies addressed the needs of poor women in the context of their role as wives and mothers. The focus of welfare approach was on mother and child health, child care and nutrition. In the welfare approach it was assumed that the benefits, of macro economic strategies oriented towards modernization and growth would trickle down to the poor, and that poor women would benefit as the economic position of their husbands improved.

Easter Boserup, a Danish economist, systematically challenged these assumptions in her book 'Women's role in economic development'; she concluded that far from benefiting as their men's situation improved, women were increasingly losing status. Women were becoming associated with backward and traditional, whilst men were increasingly associated with the modern and progressive.

b. Women in Development Approach (WID):

In the context of increasing research and campaigning on the situation of women and women's movement in USA and Europe came the declaration of UN International year for Women 1975 and 1975-85 is declared as UN international women's decade. This has resulted in greater attraction to women's needs and concerns across the development sector. WID approach responds to the demand that women's concerns were left out of economic development processes and this approach aims to integrate women in to development process. This approach focuses on women's productive role and this led to designing of several women's income generation programmes.

The gender approach originated in early 80's as a response to WID. Gender analysis felt that WID is not an answer to problems of women. WID approach is criticized for leaving the mainstream of development untouched, treating women identically and why and how women were disadvantaged.

c. Gender Efficiency and Gender Empowerment Approaches:

By the mid 1990s, gender approach is increasingly adopted by the government, donor organizations and NGOs. Gender efficiency analysis was used increasingly to bring concerns with women and gender difference in to the mainstream of development. This approach argues that understanding men's and women's roles and responsibilities as part of all development interventions helps targeting interventions, improves project effectiveness and ensures women as well as men contribute to development. Gender empowerment approach meant working with women as agents of change. This approach meant working with women at the community level building organizational skills and self esteem through participation in determining needs and managing change.

Common criticism against Gender efficiency approach is that it succeeded in bringing women's concern in to the centre of development processes, but focusing on what women can do for development at the expense of what women can do for themselves. Gender Empowerment approach; although it opened up spaces, it is too often misinterpreted as end rather than a means.

d. Gender Mainstreaming Approach:

Post Beijing Platform for Action (1995) gender mainstreaming came in to wide use. Gender mainstreaming is a commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislations, programmes, and policies so that gender equality is promoted.

Gender Mainstreaming does not preclude women only projects, rather it considers women as a target group with gender equality as a goal. It supports and promotes projects that are designed as strategic interventions to address gender inequality and promotes social equality.

FOUR KEY STEPS OF GENDER MAINSTREAMING:

Step 1: Sex Disaggregated data and gender analytical information:

Gender analytical research and sex disaggregated statistical data is essential (about stakeholders, user groups and organizational employees at all levels) to effective gender mainstreaming. Information should be as a regular practice disaggregated by sex and gender analysis should routinely be part of all social and institutional initiatives and appraisals and monitoring processes.

This information is necessary to identify gender differences and inequality. Gender analytical studies should be commissioned to examine particular issues and address information gaps. This is necessary to identify gender difference and inequality; to make the case for taking gender difference and equality, to make a case for considering gender equality seriously, to design policies and plans that meet women's and men's needs, to monitor the differential impact of policy project and budget commitments for women and men.

Step 2: Women as well as men influencing development agenda:

Women's voices have to be heard. When they are able to act on their own behalf then only their views are heard and taken in to account. This means, promoting involvement of women as well as men in decision making at all levels and ensuring that men and women committed to promotion of gender equality are influencing decision making.' Gender Advocates' within government, Civil society and donor organizations are most effective when they work in collaboration, identifying and developing strategic entry points for the promotion of gender equity.

Step 3: Context specific action to promote Gender equity:

Gender mainstreaming is a strategy to promote gender equality and empowerment of women. Action to promote greater equality of influence, opportunity and benefit should be devised on the basis of context

specific sex disaggregated data and gender analytical information and a clear understanding of women and men's priorities. Actions need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets and also need to be monitored and reviewed through appropriate indicators of change.

Step 4: Organisational Capacity building and change:

Gender mainstreaming, as an organizational strategy to promote gender equality depends on the skills, knowledge and commitment of staff involved in management and implementation. Developing appropriate understanding, commitment to and capacity as well as addressing issues of gender inequality within organizations themselves is a long process of organizational change. Appropriate capacity building activities needs to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets and monitored and reviewed through appropriate gender indicators of change.

GENDER MAINSTREAMING STRATEGY A CALL FOR POSITIVE ACTION

Gender mainstreaming calls for positive action at different levels, and requires commitment, capacities and resources.

- At the policy level, to ensure that the issue of gender equality becomes a visible and central concern in policy and planning.
- At the programme level, to ensure that all interventions create opportunities for women's empowerment and facilitate gender equality.
- At the organizational level, to ensure that space and opportunities for learning, growth and contributing to organizational goals are created equally for women and men at all levels.

Thus gender mainstreaming strategy should lead to:

- Allocation of adequate resources for gender objectives.
- Gender equality objectives that are built into all strategy and policy documents.
- Equal participation of men and women in setting priorities and in all aspects of programming.
- Equality of opportunity as well as equality of outcome for women and men, through specifically addressing the constraints experienced by women.
- Gender equality at all levels and in all respects within the organization.

You may add a little quiz or exercise here to solicit the knowledge transfer. For example give a list of any 4-5 project descriptions and ask participants if these are WID or Gender Mainstreaming projects

Further reference:

<http://www.undp.org/gender/mainstream/GenderMainstreaming.pdf>

http://en.wikipedia.org/wiki/Gender_mainstreaming

<http://www.siyanda.org/>

<http://siteresources.worldbank.org/INTGENDER/Resources/strategypaper.pdf>

<http://www.gdrc.org/gender/mainstreaming/3-GMGlossary.doc>

United Nations: Report of the Economic and Social Council for 1997

GENDER MAINSTREAMING

Approach and Strategy

WHAT IS GENDER MAINSTREAMING?

- Concept of gender mainstreaming -first proposed 1985 Third World Conference on Women in Nairobi.
- The idea formally featured in 1995 at the Fourth World Conference on Women in Beijing.

DEFINITION

- Mainstreaming a gender perspective in the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation policies and programmes in all political, economic and societal spheres so that men and women benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.
- - **United Nations. Report of the Economic and Social Council for 1997. Sep 1997**

WHAT DOES GENDER MAINSTREAMING IMPLY?

- Both women and men as actors in and beneficiaries of development
- How their rights are defined relative to each other.
- Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making,

WHAT DOES GENDER MAINSTREAMING IMPLY?

- Gender mainstreaming is not a process, which begins and ends with women.
- Specifically, gender mainstreaming implies bringing the outcome of gendered socioeconomic and policy analysis into all decision-making processes of the organization.

WHAT DOES GENDER MAINSTREAMING IMPLY?

- Is part of the reorientation of methods to ensure holistic approaches to the empowerment and well-being
- Is not an end in itself but a strategy for bringing about gender equality within countries as well as within the organization;
- Has policy, programme, human resource, financial and administration dimensions, and
- Is mandated by the Platform of Action from Beijing, which has been agreed to by all countries.

WHY DO WE NEED GENDER MAINSTREAMING IN INDIA?

- **Sex ratio is 927 women to 1000**
- Girls and women face nutritional discrimination
- Indian woman bears her first child before she is 22 years old
- Little control over her own fertility and reproductive health

WHY DO WE NEED GENDER MAINSTREAMING IN INDIA?

- 37.7% women are literate as compared to 65.5% men
- Fewer girls than boys manage to stay in school for a full ten years.
- Women's work is undervalued and under recognised
- Fewer women in the paid workforce than there are men.

WHY DO WE NEED GENDER MAINSTREAMING IN INDIA?

- Women are under-represented in governance and decision-making positions
 - a. less than 8% of Parliamentary seats,
 - b. less than 6% Cabinet positions,
 - c. less than 4% of seats in High Courts and the Supreme Court
 - d. Less than 3% in administrators and managers are women.

EVOLUTION OF GENDER MAINSTREAMING

Welfare Approach :
Women in Development Approach(WID)
Gender Efficiency and Gender Empowerment Approaches
Gender Mainstreaming Approach

FOUR KEY STEPS OF GENDER MAINSTREAMING

1. **Step 1:** Sex Disaggregated data and gender analytical information
2. **Step 2 :** Women as well as men influencing development agenda
3. **Step 3:** Context specific action to promote Gender equity
4. **Step 4:** Organisational Capacity building and change

GENDER MAINSTREAMING STRATEGY A CALL FOR POSITIVE ACTION?

1. At the policy level
2. At the programme level
3. At the organizational level,

**GENDER MAINSTREAMING
STRATEGY SHOULD LEAD TO**

- Allocation of adequate resources for gender objectives.
- Gender equality objectives that are built into all strategy and policy documents.
- Equal participation of men and women in setting priorities and in all aspects of programming.
- Equality of opportunity as well as equality of outcome for women and men, through specifically addressing the constraints experienced by women.
- Gender equality at all levels and in all respects within the organization.

09

Gender Dimensions of Disaster Risk Management

Learning Objectives:

To enable participants to

- Understand the gender dimensions of disaster
- Understand differential vulnerability of men and women
- Appreciate the need for gender sensitive disaster management strategy
- Understand the contributions that both men and women can make to DRM

Suggested Time: 45 minutes

Methodology: Brainstorming, Participatory interaction and presentation

Materials and Aids: Transparencies, Flip chart/white board, Marker pens

Facilitator Preparation and Tips:

- To begin with have clarity on the vulnerability of men and women to disaster
- Equip yourself to facilitate understanding among the participants on differential vulnerability of disaster
- Be able to explain the gender dimensions during different phases of disaster
- Prepare yourself with the knowledge of how disaster had an impact on men and women in any previous natural/human made disaster
- Be well versed with the examples of how gender sensitive strategies and their different impact resulted in effective disaster management

Session Inputs:

Hazard:

A hazard could be natural like earthquakes, tsunami, volcanic eruption etc. Some of the hazards like floods, landslides, droughts are socio-natural hazards since their causes are both natural and human induced. For example; Flooding in an area can take place because of excessive rain which is a natural phenomenon or because of lack of proper drainage facility which is because of human negligence. Some of the hazards are human induced. Examples of some human induced hazards are industrial accidents, rail, road and air accidents, terrorist attack, dam failures, leakage of toxic waste, war and civil strife etc. A community may be prone to multiple hazards for example Gujarat is prone to earthquake, but it is also frequently affected by floods and cyclones.

Disaster:

A disaster whether natural or human induced, is an event which results in widespread human loss. It is accompanied by loss of livelihood, property causing suffering and loss in a definite area, as shown in the picture.

Some of the common features that are normally seen in an area affected are:

- Disruption in the normal functioning of the society, thereby affecting a large number of people.
- Large scale loss to life, property, livelihood, thereby affecting the community which requires external aid to cope up with the losses.
- A big blow to the country's economy.

A disaster occurs when the impact of a hazard on a section of society is such that the people are unable to cop up with the event, causing death, injury, loss of property and/or economic losses.

Vulnerability:

Vulnerability is the condition determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. (Source: Living with Risk, UN ISDR 2002).

Risk :

Risk is the probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions. (Source: Reducing Disaster Risk, UNDP 2004).

Response and Relief:

Immediate measures taken up in anticipation of, during and immediately after a disaster to ensure that the effects are minimized.

Rehabilitation & Reconstruction:

The operations and decisions taken after a disaster with a view to restore an affected community to its former living conditions, while encouraging and facilitating the necessary adjustments to the changes caused by the disaster.

Mitigation:

Any action taken to minimize the extent of a disaster or potential disaster. Mitigation can take place before, during or after a disaster, but the term is most often used to refer to actions against potential disasters. Mitigation measures are both physical and structural, such as flood defenses or strengthening buildings as well as non-structural, such as training in disaster management, regulating land-use and public education, among others.

Preparedness: Activities and measures taken before a hazard event to ensure effective response to the impact of hazards. It involves measures that enable governments, community and individuals to respond rapidly to disaster situations and cope with them effectively.

Gender equality and Disaster Risk Management:

A disaster exposes the existing inequities and imbalances in a society - economic, social or gender inequities. The hazards have a differential impact on both men and women resulting from gender division of labour, poor health and educational status of women, unequal access and control over common resources and information due to the patriarchic social values and systems.

A. Vulnerability to Disaster Risk Management:

Vulnerability is the exposure and susceptibility of any person to losses and/or possible harm (Physical, Mental, Psychological, Social, and Biological). Major indicators of vulnerability are loss of assets, entitlements, social exclusion, and physical or psychological exploitation.

Who are most vulnerable to disasters?

- Poor and low-income households
- Single-parent households.
- Socially isolated households.
- Recently arrived residents, immigrants, foreigners.
- Senior citizens, children and young people.
- People with a disease or a mental or physical disability.
- Undocumented residents; refugees; war veterans.
- Indigenous populations and subordinate ethnic groups.
- Institutionalized populations; homeless residents.
- Women.

(Source: Enarson and Morrow (1998))

Gender is an important variable since it is clear that those living in poverty are more vulnerable to disaster impacts and the majority of the world's poor (70%) are women. Since disasters occur in 'gendered social systems' they need to be addressed by 'gendered disaster management' programs. It is imperative that these constructs can no longer be ignored if we wish to improve the effectiveness with which we respond to extreme events and prepare for them.

The experiences of women in Bhopal, Latur and Orissa highlight the extreme vulnerabilities of women. It has been proved that persistent poverty and economic insecurity and unequal division of domestic labour, reproductive differences, unequal access to education, health and social services led to women's increased vulnerability to disasters and the impact as different from men.

A cross country review of gender in disaster by Fothergill in "The Neglect of Gender in Disaster Work: An Overview of the Literature," which is a review of over 100 studies addressing the issue of gender in disaster. In her review Fothergill found it right time to replace the "common" preparedness, response, recovery,

mitigation mantra that guides most disaster studies with the nine-point categorization as mentioned below ,wherein men's and women's needs and capacities needs to be understood, planned and responded to differently-

- 1) Exposure to risk
- 2) Risk perception
- 3) Preparedness behavior
- 4) Warning communication and response
- 5) Physical impacts (mortality and injuries)
- 6) Psychological impacts
- 7) Emergency response phase
- 8) Recovery phase
- 9) Reconstruction phase

As already mentioned , on the one hand women's vulnerability to disaster risk is more due to lack of information and knowledge, set roles and responsibilities and their duties as care givers (for the elderly, children and differently abled). The daily living conditions and responsibilities of women subject many to risks before, during, and after a disaster. On the other hand women in disaster-affected communities also exercise formal and informal leadership roles and are central actors in family and community preparation for, and recovery from, disaster.

B. Are we Gender Sensitive?

We need to ask ourselves few questions to understand the gender equity scenario in Disaster Risk Management.-

- a) Are we taking into consideration the needs of boys and girls and men and women in planning disaster risk management?
- b) Do men and women/boys and girls have equal access to information and knowledge in vulnerability reduction?
- c) Are men and women involved equally in community based disaster risk management activities?
- d) Are men and women equally involved in decision making bodies and processes?
- e) What are we doing to ensure equal participation and involvement to ensure better preparedness and risk mitigation?

An attempt to answer these questions leads us to gender analysis of disaster risk and impact

C. Gender Analysis of Disaster risk and impact:

Gender is one critical dimension of the social structure that is still evolving in disaster scholarship. Initially it was recognized as demographic variable and provided basic information on gender differences was provided, however lacking any serious discourse or analysis of women's experiences in disaster. However with mainstreaming of gender equality, the importance of Gender in disaster has emerged as an area of serious concern. The gender analysis of disaster has to take in to consideration environmental, economic, social and institutional patterns of the society. The differential impact of disaster is to be understood at all three levels- field level, intermediary level and macro level. All these three levels there are various factors are influenced by socio/cultural, demographic, institutional, political, economic and environmental.

- I. The field level analysis should focus on men and women socio-economic differences among households and communities as a whole in disaster preparedness and risk management.
- II. At the intermediary level focus in disaster preparedness and risk management should be on the access and control of men and women in structures such as institutions and services, communication, transport, credit, markets and health and education.
- III. At the macro level, focus is to be on gender sensitive policies and plans both social and economic at national and international level.

Thus, this kind of gender analysis of disaster develops a better understanding of different roles of men and women in disaster preparedness and what resources and what needs and priorities they have. This leads to gender mainstreaming strategy to ensure social equity.

D. Impact of disasters on men and women:

Social vulnerability to disasters is determined by a number of factors and disaster responses of individuals and groups tend to mirror the status, roles and situation of these individuals and groups in society. Due to continuous subordination in many societies, we see that women are subjected to specific vulnerabilities—limited access to information, training and capacity development and to opportunities to make their voices heard. Existing gender inequalities in human rights, socio-economic and political status, access to and control over resources, access to education, health, safe shelter and other services, access to safety nets and exposure to violence can place women in even more vulnerable situations in the context of natural disasters. Different studies across the countries showed that women and men are differently affected as a result of the unequal relations of men and women. Some of the significant ways in which both men and women were impacted is presented briefly here.

- a) The different roles and responsibilities men and women undertake in their day today lives resulted in gender related differences and impact in times of crisis and hazards. Unequal gender division of labour led to additional physical work and burden for the women.

Example 1: “Excess deaths among females following an earth quake in Maharashtra, India were attributed to women being in homes damaged by earth quakes and men being outside the houses. Men were sleeping in fields during harvest time and were away from the home in preparation for a festival, boys were away from village at school and many men were away from affected areas as they were employed in other districts of states. (WHO 2002)

- b) Demographic changes have an impact on gender relations in any society. These changes affect the women most in terms of additional mouths to feed, sick or elderly to care for or losses to the family. When men die or get injured or move to other places to find work it is women who are the single care takers of the family.
- c) The economic impact of disasters shows that with a disaster, the livelihood problem becomes common for all and there are fewer opportunities for women. The reason being that men have the option of migrating and finding employment in rehabilitation/restoration work, while women stay back with their families.

Example 2: In Orissa the Super cyclone struck just three weeks before the harvest; almost all the plantations in this mostly agricultural community--paddy fields, sugar cane, and vegetable crops--were destroyed. About 11 million people, nearly a third of the state's population of 35 million, were estimated by the UN agencies to be directly affected, having lost their shelter, crops, cattle and livelihoods. Another seven million people were partly affected due to the large-scale collapse of infrastructure, including communications and surface transport.

- d) Psychological impact shows that though both men and women are psychologically affected, women are more under psychological stress. Women's stress originates from the risk perception to the family. The breaking down of household and social structures during disasters tends to make women more vulnerable to stress and anxiety. Gender insensitive relief/refugee camps have led to situation of increased sexual harassment (lack of private spaces, lack of protection etc.) and increased burden and stress on women (difficulty of providing for household in a relief camp, distances to water sources, lack of access to gender sensitive private spaces and sanitation facilities).

Example 3: Researchers reported that in the aftermath of Hurricane Andrew in the United States Of America, Men who had traditionally been the family providers and protectors and protectors struggled with their feelings inadequacy and failure.(WHO 2002)

- e) Another dimension of the economic impact is that women may be forced to sell their own personal assets including valuables and jewels. At the same time disasters often result in increasing the dependence of women on men and make them more susceptible to sexual exploitation and domestic violence(post-disaster stress of men are more often led out in form of physical violence). Take the case of Orissa floods, where it has been found that during floods among the survivors of disaster, many women were trafficked and forced in to sex work. After the Tsunami, increased cases of young girls being married to widowed men were reported.

ASPECTS OF A GENDER-FOCUSED ANALYTICAL FRAMEWORK:⁶

Aspect	Description
Needs assessment	<p>What are the priority needs of women and men? What factors are causing these needs? How can we meet these needs? What problems can we resolve at the local level? What capabilities exist in the community? What problems required outside intervention? What type of intervention is necessary: training, money, etc.?</p>
Activity profile	<p>Who used to do/is currently doing what? What did men, women, children, etc. used to do, and what are they doing currently? When do they do these activities, each day, twice a year, etc.? Where do they do these activities, are there special risks associated with the activities? Have the activities of different people changed? What is the division of labour on gender lines like? Is it flexible or not in terms of these activities? What is the significance of the division, power relations, the vulnerability of individuals, etc.? Have the people who carry out the various activities changed? What are the consequences of these changes?</p>

⁶ Moser, Caroline (1996), "Confronting Crisis: A Comparative Study of Household Responses to Poverty and Vulnerability in Four Poor Urban Communities"; TWURD, World Bank, Washington DC, mimeo.

<p>Resources, access and control profile</p>	<p>What resources are used by men and women to carry out their activities? Have they lost these resources? What resources land, skills, money, savings, loan arrangements, etc. are available to men and women? Do men and women have control of resources or the ability to decide how and when to use them, etc.? How are they using these resources to deal with the situation? What are the effects? Are there new sources of resources, credit, etc.? Who has access to these sources, and what are the effects in terms of power relations etc.?</p>
<p>Limitations and opportunities</p>	<p>What vulnerabilities do the various groups of people in the community have? What differences exist in terms of power, access and control of resources? What capabilities, skills, knowledge and strategies do various groups of people in the community have? What opportunities are there to develop existing capabilities? What laws, policies, rules, etc. of various organizations government, donor organizations are important in this situation? What are the outcomes of these policies? What financial resources are available and what opportunities exist? What skills do organizations have in terms of gender training, planning and practical skills such as housing construction? What sort of planning, monitoring and evaluation processes is there? What sort of information do community organizations have, and what are they lacking?</p>

Further References:

Enarson, E, Promoting Social Justice in Disaster Reconstruction: Guidelines for Gender Sensitive and Community Based planning (Report from Gujarat, India) 2001

Ariyabandu M.M 'Impact of Hazards on women and Children: Situation of women and Children in South Asia' Colombo 2000

Graham,A. Gender mainstreaming guidelines for disaster management programmes: A principled Socio-Economic and Gender Analysis (SEAGA) Approach

www.un.org/womenwatch/daw/csw/documents.html

<http://www.gdonline.org/resources/gendermatters-talkingpoints-ee04.doc>

<http://www.gdonline.org>

GENDER MAINSTREAMING IN DRMP

Differential Vulnerability - Impact and related Issues

GENDER IN DISASTER RISK MANAGEMENT

**What Gender equity does not mean?
Only women related issues
Then what does it mean ?
Equality in preparedness and capacity development of both men and women
What to do?
Special efforts to mainstream activities for gender equity**

GENDER MAINSTREAMING

➤ **Man + Woman +
Man + Woman
Does NOT Equal
G e n d e r
Equality**



• **Gender approach is about what happens in structures and not about the numbers that attend**

GENDER MAINSTREAMING

Gender Mainstreaming ;

- In 1997, the UN system adopted the strategy of gender mainstreaming as a means of attaining gender equality.
- It is shorthand for saying that the impact of all policies and programmes on women and men should be considered at every stage of the programme cycle
- From planning to implementation and evaluation.

DISASTER AFFECTS DIFFERENTIALLY

How?

- Preparedness, survival, coping mechanisms recovery

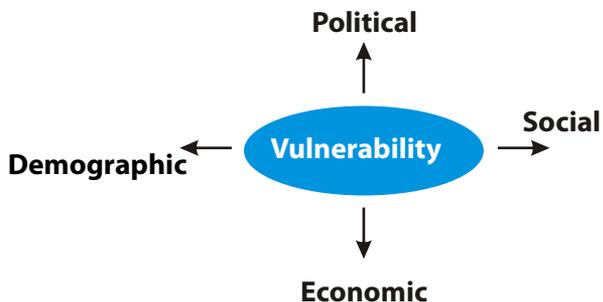
Why?

- Due to inequalities (gender)

Where?

- Social, political and economic status
 - Ownership of assets
 - Exposure to sexual and other forms of violence
 - Human Rights
- REFLECTION IN DISASTER CYCLE –DISPARITIES

VULNERABILITY



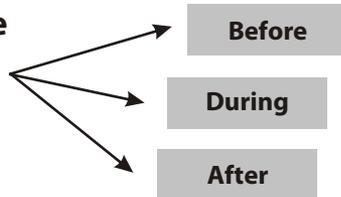
VULNERABILITY

Differential vulnerability –

- a) Gendered division of labour (Stereo Types)
- b) Access to Resources and Services
- c) Economic insecurity, land rights
- d) Limitations on personal autonomy.....

DIFFERENTIAL IMPACT

Disaster Cycle



BEFORE DISASTER

Unequal representation of men and women in planning and decision making
Women -helpless victims, Capacities overlooked & underused

DIFFERENTIAL IMPACT

• DURING DISASTER

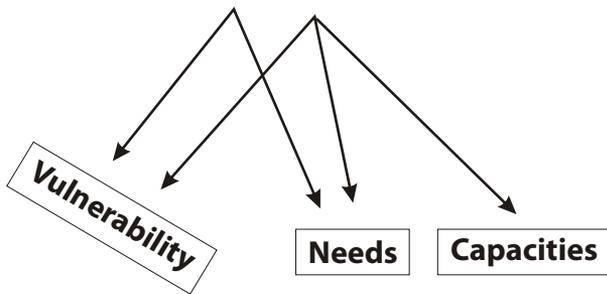
- Minimal access to early-warning systems
- Cultural and social practices restrict movement
- Responsibility for dependents enhances risks
- Less likely than men to have lifesaving skills

DIFFERENTIAL IMPACT

- **During disaster response & recovery**
 - **Space in safe areas/temporary shelters**
 - **Need for privacy not considered**
 - **Increased responsibility of providing and Managing**

GENDER ISSUES IN DISASTER RISK MANAGEMENT

Differential



GENDER AND DISASTER RISK MANAGEMENT

- **Conventional formulations- gender blind "universal humanity"**
- **II world conference on disaster reduction (WCDR) Kobe, Japan 18-22 January 2005 -**

GENDER PERSPECTIVE SHOULD BE INTEGRATED INTO ALL DISASTER RISK MANAGEMENT POLICIES, PLANS AND DECISION-MAKING PROCESSES, INCLUDING THOSE RELATED TO RISK ASSESSMENT, EARLY WARNING, INFORMATION MANAGEMENT, AND EDUCATION AND TRAINING.

ARE WE GENDER SENSITIVE??

- Are we taking into consideration the needs of boys and girls and men and women in planning disaster Risk Management?
- Do men and women/boys and girls have equal access to information and knowledge in vulnerability reduction?
- Are men and women involved equally in community based disaster risk management activities?
- Are men and women equally involved in decision making bodies and processes?
- What are we doing to ensure equal participation and involvement to ensure better preparedness and mitigate vulnerabilities to disasters?

GENDER ISSUES IN DRM

- i. Gender Based Prejudices:
 - a. Women - Vulnerabilities great focus & capacities masked
 - b. Men - vulnerabilities not recognized & capacities over assessed
- ii. Women vis a vis men of same social group/class differential opportunities to participate(ideas, skill and Decisions) in interventions
- iii. Disparities in access to relief and recovery assistance

GENDER SENSITIVE DRM MEANS.....

- Acknowledging and accounting differences
- Meeting the needs/priorities of men and women
- Information dissemination
- Equity in Access, opportunities
- Improving gender relations thru interventions

GENDER ANALYSIS

- Gender analysis allows you to understand who in the population is affected by the crisis? what they need? what they can do for themselves?
- Thinking about the gender dimensions of your work improves what you do, how you do it and what effect you have.
- It is simply about good programming

FRAMEWORK FOR GENDER EQUALITY PROGRAMMING

- **Analyse gender differences**
 - **Design services to meet needs of all.**
 - **Access for women, girls, boys and men.**
 - **Participate equally.**
 - **Train women and men equally.**
- AND**
- **Address GBV in sector programmes.**
 - **Collect, analyse and report sex , age disaggregated data.**
 - **Target actions based on a gender analysis.**

10

Documentary on Gender in Disaster Risk Management

Learning Objectives:

To enable participants to

- identify gender dimensions of disaster through an audio visual presentation
- appreciate how disaster impacts both men and women differently
- understand the need for gender mainstreaming in disaster preparedness and response

Suggested Time: 60 minutes

Methodology: Audio visual show, Discussion, Brain storming, Group presentation

Materials and Aids: LCD monitor, Movie Screen, DVD/VCD of documentary, Flip Charts, Marker pens

Facilitator preparation and tips:

1. Choose a film/ documentary which is directly relevant to the theme on gender mainstreaming in disaster
2. You may want to show SAMIYARPETA! a film that focuses on mobilization of women in community preparedness. You may also want to show the regional language films made on women's vulnerability and need for mainstreaming.
3. Select a film that portrays men and women survivors of disaster rather than victims of disaster. Choose short duration documentaries of 5-15 minutes to hold the participants' attention and interest.
4. See the film prior to the training interaction and thoroughly prepare gender dimensions in this film.
5. Share briefly with the participants why this film / documentary is being shown and what is the theme of the film.
6. Inform them that there would be a discussion on the film after the screening. This discussion can take place as brainstorming / group discussion
7. The theme for the discussion could be what are participants' observations on the film and suggestions and applicability in their field of functioning.
8. If the group is small you can write down each participant's observation. However for a large group, participants can work in small sub-groups and their observations can be presented through presentations.
9. Sum up with a discussion.

11

Introduction to Training: Systematic approach to Training

Learning Objectives:

To enable participants to:

- Distinguish between education, training and learning
- Describe the four stages in Systematic Approach to Training
- Understand need for gender training In the DRM Programme based on the findings of the Training Needs Assessment

Suggested Time: 45 minutes

Methodology: Brainstorming, Discussion, Presentation

Material and Aids: Presentation slides, White Board, Marker pens, Flip Charts

Process and some facilitation Tips:

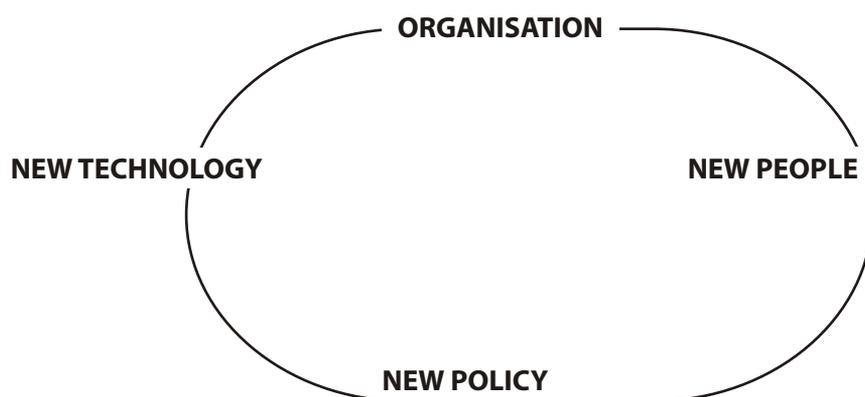
- Be well versed with the concept of Training and the purpose and meaning of training.
- As this is a Training of Trainers programme, as a facilitator present the theme appropriately and facilitate building conceptual clarity among the participants.
- You may want to begin the session by drawing out from the participants as to why training is required. List out the responses on the whiteboard and sum up with the following training benefits- helps in rapid development, increases output, and improves quality, better utilization of scarce resources.
- Once the reasons for training have been established, you can discuss with the participants about 'when' training is required. Focus that the key word here is CHANGE. Life is not static but dynamic. Such changes require people to learn new technology and skills, so that they are better equipped to deal with the changing situation. Therefore training and learning is vital at all stages of one's life. We are never too old to learn!
- Describe training as a learning activity and ask participants, what is learning? Introduce the term 'Education' and then 'Training'. Also build clarity on the difference between the two.
- Emphasis that learning cannot be forced on people. This is especially important for training and "unlearning" of such cultural sensitive issues as gender. Trainers should never criticize trainees statements as wrong but should try to steer trainees to rethink by asking challenging questions.
- Sum up the discussion with an overview of systematic training.

Session Inputs:

Introduction

Life is not static but dynamic. As we journey through life, we find that things keep changing. Sometimes for the better, sometimes for the worse. Learning is a way, in many cases the only way, to be able to tackle the consequences of change, and to deal with change.

Change takes place for many reasons. It can happen because of introduction of new technology, new equipment, new policies, and new ways of doing things, new people or a redesign of the organisational set up. Such changes require people to learn new technology and skills, so that they are better equipped to deal with the changing situation.



REASONS FOR TRAINING

It is a fact that if we have to keep pace and progress in life, we have to learn to cope with the changes. Learning is a critical factor for success. But if we rely on the naturally occurring process of learning, then success may never be achieved because such learning (natural) takes a long time. It may also be inappropriate. That is why **TRAINING** is appropriate because it is **ORGANISED LEARNING**.

Training has the following benefits:

- helps in rapid development
- increases output
- improves quality
- better utilization of scarce resources
- fewer errors / accidents

NOTE: This is not to suggest that no learning takes place without training. Learning has and always will take place even without training. But there is always the possibility that some people may never learn to perform the task properly and if they do learn, it will take a very long time. There is also the possibility that they may learn it the wrong way. And, once they learn it the wrong way, it is very difficult to “unlearn”.

LEARNING, EDUCATION & TRAINING

Learning is a process of acquiring knowledge / skills either by study, experience or being taught. It can be based on formal study or on everyday experience. There is no end to learning it is a lifelong process. It may be both planned and unplanned.

Education is also learning, but it is planned learning just like training. However, the basic difference between education & training is that while education has postponed application, training is for improvement of job performance and has immediate application (to a job, a task, a system) We thus see that Training is always done for a specific purpose; it is concerned with helping people to learn quickly and effectively.

Training is therefore defined as

“A planned process to modify knowledge, skill and attitude through learning experience to achieve effective performance in an activity or range of activities to satisfy the needs of the organization”.

To conclude, the distinction between “learning” and “training” is that learning may be planned or unplanned and may or may not contribute to a person's job performance. However, training is a planned process that directs learning towards achieving specific outcomes, leading to achieving performance objectives. In other words, it helps in achieving / improving performance.

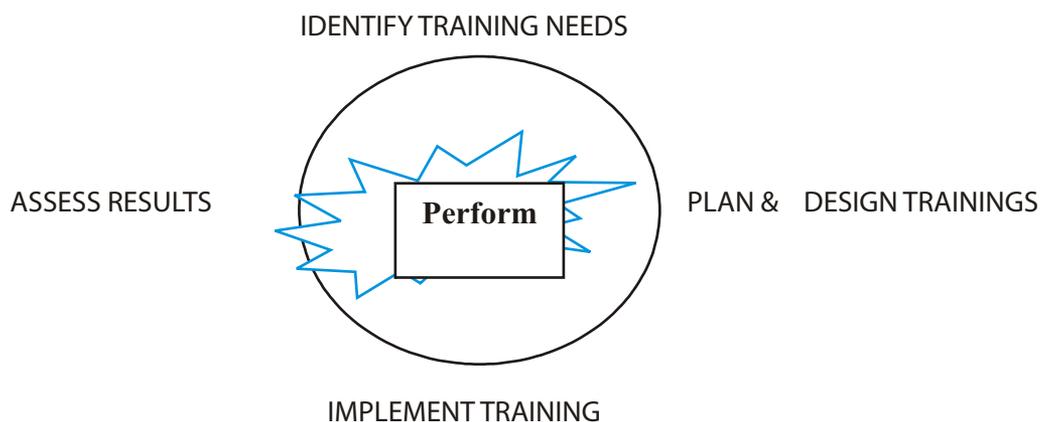
SYSTEMATIC APPROACH TO TRAINING (SAT):

We now know that Training is needed to improve job related performance. If Training is to be effective, it must be imparted in a systematic way, not haphazardly or in an ad-hoc manner.

There are four steps in a systematic approach to training. These are:

- (1) Identify Training Needs
- (2) Plan & Design Training
- (3) Implement Training
- (4) Assess Results

The figure below shows diagrammatically the systematic approach to training.



Unless all these four steps are carried, the training function will fail to produce the necessary or desired result. What better way to remember this than with the help of the acronym 'INDIA' i.e.

I	--	identify
N	--	needs
D	--	design
I	--	implement
A	--	assess

TRAINING NEEDS ANALYSIS (TNA):

The first component of the Systematic Approach to Training model is the Identification of Training Needs (ITN). Improving performance or overcoming performance problems may occur in organizations, departments or individuals. It is therefore, necessary to identify as precisely as possible the nature of these problems. TNA is therefore concerned with identification of training needs which is required to be fulfilled in order to ensure enhanced performance levels for satisfying the organization's present and future needs.

"ITN" is defined in the Glossary of Training Terms as "an examination of the Organization's present and expected operations and the manpower necessary to carry them out, in order to identify the numbers and categories of staff needing to be trained. It may also refer to the training needs of an individual to help him to reach the required level of performance in his current or future JOB".

The TNA (Training Needs Analysis) process involves a range of techniques to analyze how an organization's employees can be helped to improve their performance. This can be done individually, for groups of workers, or for departments even for the company / organisation as a whole. It can be used for all levels of staff. The result of doing a Training Needs Analysis is to accurately identify where and for whom training is needed and also to present training recommendations to management for approval, as a justifiable investment.

TNA provides the basis for these activities by –

- ❖ Looking at the organisation as a whole and trying to understand its operations and problems;
- ❖ Looking at the employees at all levels and finding out how their performance can be improved;
- ❖ Identifying significant performance problems;
- ❖ Analysing these problems to identify training needs for those people who are associated with them;
- ❖ Helping individual employees with their training and development;
- ❖ Recommending Training and Non Training Solutions;
- ❖ Prioritizing the needs in order to help the management in decision making;
- ❖ Helping the management to plan training initiative.

STEPS IN TNA

All of these activities of TNA are incorporated in five phases:

Phase 1 Entry and Contracting

Phase 2 Data Collection

Phase 3 Analysis and Diagnosis

Phase 4 Feedback

Phase 5 Withdrawal

ENTRY & CONTRACTING:

This phase lays the basis for a TNA Consultancy. Before an organisation is approached, the TNA Consultant needs to have some information of the organisation; hence initial research needs to be done. In this phase, the client should be met, to provide an opportunity for gaining entry into the organisation and developing a rapport with the client and others. As the consultant, you will have to explain the purpose of TNA to the client how it will benefit them and why it is necessary. Also, at this stage, the key stakeholders are to be identified, especially those who have a direct influence on performance issues. Last but not the least; the terms of reference have to be negotiated with the client for the TNA consultancy. While agreeing to the Terms of Reference both the expressed wishes of the client as well as the consultant's ability to meet them must be taken into account. Also, remember not to raise the expectations of the client too high; they must always be realistic. Never promise more than that what time and opportunity will permit you to achieve.

DATA COLLECTION

The amount and quality of data collected about the organisation and its activities will determine the effectiveness of the consultancy. Data collected may be either hard or soft. Objective facts and information about the organisation; its system; working practices and environment of operation are called "hard" data. "Soft" data, on the other hand, is that information which is based on subjective opinions and suggestions. Data collected must always be relevant to individuals, or to departments or functions within the organisation. Insufficient or inadequate data, it must always be kept in mind, leads to a superficial or faulty identification of training needs.

This phase begins with first obtaining an organisation chart showing the placement of workforce, its structure and its organisation or grouping. Information on the organisation should be obtained so that a more or less complete picture of the organisation is built up by making use of tools SPIO, SWOT, EMB, etc. Problem areas where there is evidence of significant performance problems is also to be selected in this phase.

The ability to collect data and information will depend not only on time available but also on the strategy adopted. We must always try to crosscheck data by stakeholders and others who have contributed to its collection. Usually, interviews either with individuals or with working groups provide the best quality data.

ANALYSIS & DIAGNOSIS:

After the data has been collected about the organisation and its employees, it has to be analyzed taking the priorities of the organisation into consideration. The analysis should focus on performance related issues, whether related to training or otherwise.

The data collected along-with the personal impressions needs to be analyzed in relation to how it will help people to improve their performance. This analysis will help in the diagnosis of the causes of performance problems and their associated training and non-training implications. Some of the common tools used for analysis and diagnosis are the Cause and Effect Analysis, Versatility Chart, Functional Analysis, etc.

FEEDBACK

During this phase, a draft report outlining the findings is presented to the client. Significant performance deficiencies, problems and opportunities for development are issues that should be highlighted in the report as this will be of interest to the client and will be a basis for discussing training needs. In the draft report, though the primary concern is identification of training needs, yet non-training needs which influences the performance of the worker should also be explicitly stated. This is because if we want performance to be improved, then non-training requirements should also be taken care of; fulfillment of training needs alone will not lead to improved performance.

The intention of this feedback stage is to discuss the findings and recommendations with the client and the stakeholders, if possible. Options are provided to the client to make an acceptable choice. In presenting the report, words and suggestions made by the client and stakeholders should be used as far as possible, so that they have a sense of ownership to the problems analyzed and solutions recommend.

Training Needs Assessment of GOI- UNDP DRM Programme

To understand the training needs of the practitioners of DRM practitioners under GOI-UNDP Disaster Risk Management programme, a Training Needs Assessment exercise was carried out. The training Need assessment intended to capture the practitioners' perception of gender dimensions in disaster management and their expectations from the training programme for better disaster risk preparedness. The training modules would be designed based on the feed back from the TNA. An overview of the questionnaire and the highlights of the TNA are presented here to get an idea in designing similar initiatives.

Note to facilitator: if participants have not taken part in the needs assessment, consider to have them fill out the questionnaire themselves before presenting them with the findings. Make the presentation of the findings interactive by asking participants a few times to guess the findings of the needs assessment.

**Sample Training Need Assessment & Evaluation of results for strengthening gender equity
in disaster programming**

Adapted from GOI -UNDP DRM Programme TNA Assessment conducted during 2007

**GENDER CONCERNS IN DISASTER RISK MANAGEMENT
TRAINING NEED ASSESSMENT (TNA)**

Name (Optional):

Sex:

Age:

Designation:

Please put a tick mark against the response of your choice

01	I understand Gender and related issues	Yes
		No
		To some extent
		Do not know
02	Do the terms women and men mean the same?	Yes
		No
		To some extent
		Do not know
03	Everyone should be treated equally irrespective of their sex	Yes
		No
		To some extent
		Do not know
04	Do you agree that adequate attention should be given to gender concerns in Disaster Risk management (including risk assessment)?	Yes
		No
		To some extent
		Do not know
05	Are men and women (above 18 years)/ girls and boys (below 18 years) differently affected by Disasters?	Yes
		No
		To some extent
		Do not know
06	Are we taking into consideration the needs of boys and girls and men and women in planning Disaster Risk Management?	Yes
		No
		To some extent
		Do not know

07	Are women more vulnerable to disaster risks than men?	Yes
		No
		To some extent
		Do not Know
08	Do you know of any specific vulnerabilities to which women are subjected during natural disasters?	Yes
		No
		To some extent
		Do not Know
09	Do you think men and women have equal access to information and knowledge about vulnerability reduction?	Yes
		No
		To some extent
		Do not know
10	Are men and women equally involved in community based disaster risk management activities?	Yes
		No
		To some extent
		Do not know
11	Are men and women equally involved in decision making bodies (DM committees and DM teams) and processes (DM plans, Mock drills, and trainings)?	Yes
		No
		To some extent
		Do not know
12	Are men are physically and economically superior to women?	Yes
		No
		To some extent
		Do not know
13	Do you agree women need training on Disaster Risk management and disaster management?	Yes
		No
		To some extent
		Do not know
14	Do you think men need adequate counselling in understanding gender issues?	Yes
		No

		To some extent
		Do not know
15	Do you think women need adequate counselling in understanding gender issues?	Yes
		No
		To some extent
		Do not know
15	Do you agree that 'Men should be given more priority in Disaster Risk Management because they are the main bread-winners'?	Yes
		No
		To some extent
		Do not know
16	Do you think greater involvement of women is needed in post disaster management issues?	Yes
		No
		To some extent
		Do not know
17	Do you agree that men and women have different skills and capacities in managing risks associated in coping up with disasters?	Yes
		No
		To some extent
		Do not know
18	Do women and men have different needs in post disaster phase?	Yes
		No
		To some extent
		Do not know
19	In a post disaster scenario do you think men and women should have equal access to entitlements for example compensations etc?	Yes
		No
		To some extent
		Do not know
20	In post disaster scenario do you think livelihood options of women receive as much attention as men?	Yes
		No
		To some extent
		Do not know

Course Expectations:

- A. What are your expectations from this training programme?
- B. Do you have any specific topics that would be of help to you in implementation of the programme? In such case please specify.

Findings of Training Needs Assessment of GOI- UNDP DRM Programme:

The training initiative of the UNDP was preceded by this training need assessment (TNA) conducted with the DRM practitioners. Around 74 of the approximately 190 practitioners were randomly selected and responded to the TNA questionnaire. The questionnaire was structured to get responses both on issues of gender sensitivity as well as gender concerns in the DRM program.

There is a very obvious and urgent need to have conceptual clarity of what gender related problems are and how to overcome them. Participation of women is only the first step towards establishment of a gender just society. Mere participation of women in the project activities is considered insufficient evidence towards achievements of gender just society. Widespread patriarchal notions and stereotypes exist that are taken as natural and need to be changed. Disaster management, recovery and mitigation initiatives offer clear opportunities to transform gender relations, which limit the ability of both women and men to anticipate, survive, cope with, and recover from the effects of disasters. To capture these possibilities, it is vital to envision and support creative strategies for reducing backlash and promoting sustained change.

Some of the significant results of the Training Needs Assessment are mentioned below to help in design similar initiatives.

- 92% of the respondents said Gender concerns need adequate attention in the DRMP
- 75% were of the opinion that disaster affects men and women differently
- 79% said that women are more vulnerable than men
- 40% responded that equal consideration is being given to the needs of men & women in DRMP.
- 52% felt there is unequal access of men and women to information and 28% felt there is equal access.
- 39% thought women and men are equally involved in the DRM activities & 40% thought it was unequal.
- 45% found men to be physically and economically superior to women and about 28% agreed to it to some extent.
- A whopping 97% majority wanted training needs of women to be given attention in DRM.
- 92% responded that men too need counselling in understanding gender issues and 86 % said women need it too.
- 86% said there should be greater involvement of women in the post disaster phase
- Nearly 80% said that women and men have different skills in DRM.

What are the training needs expressed by DRM programme functionalities- in a nutshell ?

- Clarity on concept of Gender
- Methods to ensure gender equity in preparedness
- Strategy to increase involvement of women
- Post Disaster Scenario- Gender Equity
- Gender Tools and Indicators
- Programme shall contribute to develop guidelines

Further readings:

Dugan Laird, Approaches to Training and Development, Addison Wesley, 1985.

How to Identify Your Organization's Training Needs: By John H. McConnell

Training Needs Assessment: Meeting the Training By Robyn Peterson

Basic Training Methodology (Ed): Thor S. Nilsen (NOR), Ted Daigneault (CAN), Matt Smith (USA)

INTRODUCTION TO TRAINING

WHY TRAIN ?

- More rapid development
- Increased output
- Improved quality of products and services
- Less waste - time, money, materials, people
- Better utilisation of resources
- Fewer accidents

WHEN TRAINING ?



DEFINITION OF `LEARNING`

- **Get knowledge or skill, ability to – by study, experience or being taught'**
- **Commit to memory**
- **Become aware of information, or ... from observation**
- **Receive instruction ..., become informed**

Oxford English Dictionary

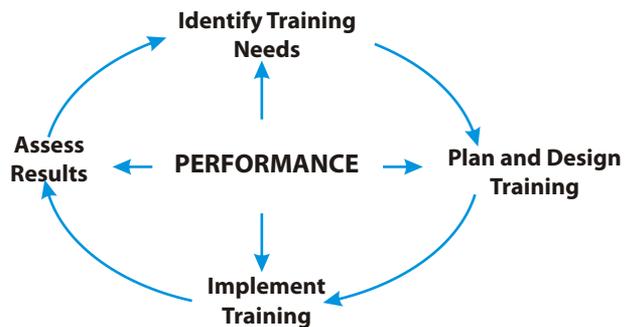
DEFINITION OF `TRAINING`

- **A planned process**
- **to modify attitude, knowledge or skill**
- **through learning experience**
- **to achieve effective performance**
- **in an activity or range of activities**
- **to satisfy ... needs of organisation'**

BEHAVIOUR

Knowledge	- knowing what and how to do it - facts, procedures - standards
Skills	- working environment - having the ability to do it - physical - interpersonal, social - intellectual
Attitude	- willingness to do it - to people, quality, safety - willingness to change

SYSTEMATIC APPROACH TO TRAINING



WHAT IS GENDER MAINSTREAMING?

I - Identify

N - Needs

D - Design

I - Implement

A - Assess

12

Training Methods: Role Play, Case Exercise & Discussion

Learning Objectives:

To enable participants to:

- Understand and Use Role Play,
- Understand and Use Case Experience
- Understand and Use Discussion as a method of training

Suggested Time: 45 minutes

Methodology: Participatory interaction and presentation

Materials and Aids: Presentation slides and marker

Facilitator Tips and preparation:

- The facilitator will begin the session by saying that there are a variety of training methods, and while designing training, the designer selects those methods that are most appropriate keeping the context and the learner in mind.
- The facilitator would ask participants as to which method they think is most appropriate for Gender training, List and introduce Role play.
- As case studies were already done in previous sessions, the facilitator will draw out the learning's from those experiences and proceed by showing advantages and disadvantages and lead to another method.
- The facilitator will introduce another method of training with the participants especially with the experienced participants i.e. Discussion

Session Inputs:

a. Role Play

Role play is a learning technique in which trainees are presented with a situation which they are required to explore by acting out the roles of those represented in the situation. This method is used

- For changing/modifying attitudes.
- Developing interactive knowledge and skills.

The Role Play is thus a training technique, which can be used on occasions when a behavioural change is the primary objective. (If required, a spontaneous Role Play may be conducted by the facilitator by obtaining the situation and the roles from the participants themselves.)

In conducting a Role Play,

- The role players have to be selected and given the background along with their role for acting it out.
- Designate observers to observe and note.
- After the role play is over, ask the players to comment about the performance. This will obviate the need for any adverse comment from the audience. Ask the pre-designated observers or the audience to comment about the behaviour patterns observed by them and the consequences. How the consequence would have varied if the behaviour was different. Ask as to what would have caused certain behaviour.
- Summarize the major issues and draw the learning points. Link the role play to the objectives for the session.

Thus, Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

b. Case Exercise

After Role Play, the facilitator will introduce another method which can be used and is being used here extensively i.e. the Case Exercise method. This is basically a variation of the case study method where a brief write-up on a case with questions is given and the trainees are asked to study the case and give their comments on what needs to be done. Learning is inductive rather than prescriptive and therefore learning will be more convincing and durable. This method is used for:

Problem solving.

Developing analytical skills

Changing/modifying attitudes.

Team work.

c. Discussion

The facilitator will show the Transparency of discussion and ask the participants as to what they think is happening? Then will introduce the method and emphasis that here the learning derives principally from the participants themselves, rather than from an instructor. This method may be used for modifying attitudes. Discussion as a method should not be used to 'teach' knowledge new to the learners. It should be used more for sharing experience, encouraging and developing thinking, modifying attitudes and getting commitment.

The effectiveness of a discussion will primarily depend on the Quality of questions posed by the facilitator and on group behavior. The facilitator should therefore always pose questions which will stimulate thinking and provoke responses. Though the facilitator may have a structure of his discussion, he has to be flexible as the outcome will largely depend on the participants themselves. However, this method by itself may not be sufficient and it actually supplements other methods.

You may want to use the following training techniques during the training. However please remember your technique corresponds with the issue at hand. For instance, it might be easy to use a lecture method if you are sharing factual information such as law-related matters etc, but if you want to focus on issues of sensitivity or behaviour change, then a role play might prove to be more effective. This is essentially because the visual presentation makes it easy for the participants to not only connect with what is being communicated but also to absorb and imbibe for subsequent behaviour change effectively.

Some of the commonly used training techniques include:

1. Lectures./presentations
2. Workshops
3. Seminars
4. Role plays.
5. Case study method.
6. Demonstrations.
7. Simulations.
8. Brainstorming.
9. Buzz group.
10. Panel discussions.
11. Group discussions.
12. Quiz sessions.
13. Games.
14. Syndicates
15. Workshops.
16. Seminars.
17. Syndicates.
18. Field trip/tours.

In addition to this, it is advised to do a mix of techniques so that the monotony of the interaction is broken to keep the interest of the group ongoing.

Further References:

1. [**Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities**](#) by [Robert Chambers](#)
2. <http://www.amazon.ca/Participatory-Workshops-Robert-Chambers/dp/1853838632>
3. Participatory Training John Rowley & Kate Gant

METHODS OF TRAINING

ROLE PLAY

A Training Technique in which the trainees assume an identity different from their own and enact a role.

OUTCOME

- Develops insight into our own personality
- Sensitizes to others' views and emotions
- Modifies attitudes
- Improves inter-personnel relations

STAGES

1. Planning

- Develop purpose
- Set objectives
- Decide type of Role Play
- Choose Scenario
- Prepare script

2. Execution

PURPOSE - EXAMPLES

- **Develop behaviour skills for handling gender issues**
- **Complaint handling skills**
- **Develop Negotiation Skills**

CATEGORIES OF ROLE PLAY

- **Structured** – In a pre-determined scenario, with definite Roles and prepared script
- **Spontaneous** – Roles and scenario to be determined by the participants; Role Players to develop their Roles spontaneously

DIFFERENT MODES OF PERFORMANCE

- **Role Rotation**
- **Multiple Role Play**
- **Role Reversal**

ROLE ROTATION

- **Same Role Play performed by different sets of players, before same audience**
- **Facilitates emergence of alternative modes of handling a situation**
- **Consequences of different styles of behaviour are brought out**
- **Script must be complex to allow variety**
- **Higher level of imagination from players**

MULTIPLE ROLE PLAYS

- **Same Role Play performed by different sets of players in different Rooms before different audience**
- **Results to be shared in plenary**
- **Provides scope for comparison**
- **Saves time**
- **Obviates risk of boredom in Role Rotation**

ROLE REVERSAL

- Same players to perform by reversing roles before the same audience
- Provides insight how positions modify behaviour
- Enables understanding of others emotions and sentiments

SCENARIO

Must be

- Familiar to trainees
- Relevant to the purpose
- Complex enough to provide variation in behaviour

EXECUTION

- Decide Type
- Arrange Physical Setting
- Identify players
- Allocate Roles
- Brief Players, Observers and Audience
- Observe Performance
- Discuss to bring out Learning Points

PREPARATION OF SCRIPT

- Explain the Context, in general
- Indicate the Starting Point
- Separate brief for players (where necessary) containing exclusive information and description of personality
- Instructions to players, observers
- Events and characters must be realistic
- Easy to understand Language

PHYSICAL SETTING

- To resemble real life situation
- Easy to see/ hear for observers and audience
- Privacy must be ensured
- No interruption

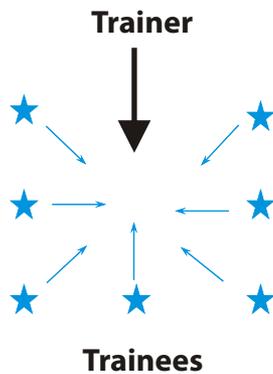
CHOICE OF PLAYERS

- Prefer articulate and imaginative trainees
- No need to be linked to real life position
- Must be easy for audience to assimilate
- Must be easy for players to perform

POST ROLE PLAY DISCUSSION

- **Frame key questions-** depending upon the purpose
- **Start with the comments of Role Players**
- **Seek comments from others**
- **Link to real life context**
- **Link to objectives**

DISCUSSION

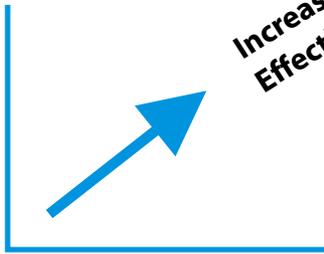


PURPOSE OF DISCUSSION

- **Share views**
- **Collect and generate ideas**
- **Obtain reactions or agreement**
- **Motivation**
- **Team building**
- **Attitude change**

TWO FACTORS INFLUENCING A DISCUSSION

Group Behaviour



Increasing Effectiveness

Quality of Questions

GROUP BEHAVIOURS



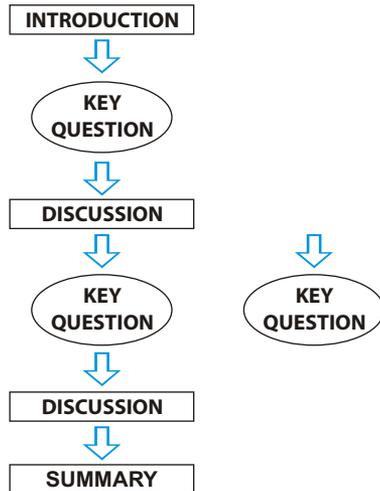
DISCUSSION BEHAVIOURS

- seeking information
- giving information
- supporting
- building
- proposing
- disagreeing
- cutting across
- stating difficulty
- Summarising

DISCUSSION QUESTIONS

HIGH ORDER

- Stimulate thinking
- Build on existing knowledge
- Apply ideas to new situations



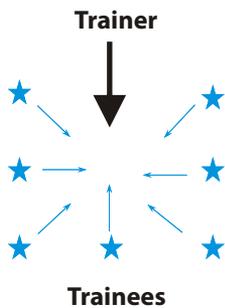
DISCUSSION LEADING

- D - DELIVER INTRODUCTION
- I - INITIATE, INVITE
- S - STRUCTURE
- C - CONTROL DIRECTION
- U - USE QUESTIONS
- S - SUMMARISE

ROLE OF A DISCUSSION LEADER

- Impartial
- Supportive
- Encouraging
- Consider himself as one of the group member
- Not be a center of attraction
- Prepared to learn
- Stimulate the group to contribute
- Manage Time

DISCUSSION



ADVANTAGES

- **trainee centred**
- **high trainee activity**
- **opportunity to exchange ideas, information and opinions**
- **good for problems solving**

DISADVANTAGES

- **depends on entry behaviour**
- **time consuming**
- **requires good control**
- **not suited to new learning**

13

Communication Skills

Learning Objectives:

To enable participant to

- Understand different aspects of communication and acquire some skills to improve communication
- Conduct effective meetings
- Communicate instructions effectively with others including all the key elements involved there in
- Finally communicate better as a facilitator and understand the importance of communication skills

Suggested Time: 75 minutes

Methodology: Brainstorming, participatory interaction and presentation

Materials and Aids Slides, Flip Charts

Facilitator Preparation & Tips

- Facilitator's familiarization with Power Point Slides
- Facilitator's guide including annexure and interactive exercises that are to be facilitated as part of session
- Introduction by the facilitator
- Presentation of Session objectives
- Description of contents and material shared during the session
- Session delivery based on guidelines provided in facilitator guide

Session Inputs:

“The problem with communication is the illusion that it has occurred”

George Bernard Shaw

Communication Tips:

Communication skills are just skills. They are teachable, learnable behaviour. With little practice one can improve inter personnel communication. Some tips towards that

30 Second Rule:

You have thirty seconds or less to make first impression. The clock starts ticking the moment someone encounters you. Whatever happens during that time sets the ground work for future interactions. Appearing friendly, open, approachable sets the stage for others to listen to what you have to say at that moment and in the future.

Incorporate Names:

The most important thing you can ever say about a person is his or her name. As soon as you are introduced, shake hands, make eye contact and repeat the name immediately. Refer to people as they have introduced themselves. Then through out the conversation and in all future conversations, use the person's name. Not only does it show respect, it naturally makes people perk up and listen since the message is intentionally being aimed at them.

Own your Message:

The way you phrase your message has a lot to do with how people respond. Owning your message means saying "I" when speaking about your feelings or opinions instead of placing responsibilities on others. For example one can say that 'I am unhappy about this' instead of saying 'you make me unhappy'.

Show interest in others:

We listen to those who listen to us. The best communicators know that when you take an interest in others by asking questions and remembering important details in their stories, you create a natural bond. Keep your conversations short and if you are doing most of talking, then you are not allowing others to shine. The way to be commanding is not to dominate, but rather reciprocate the art of learning.

Use Silence:

Do not hesitate to pause and breathe while speaking. Listeners need time to reflect on what you are saying. Just like we need white space and punctuation on the written page, we need pauses when we speak. Talking non stop is a huge turn off. Having the confidence to pause for a few seconds in between sentences commands attention rather than diverts it.

How to be an effective communicator:

Effective leaders are known for being excellent communicators. How do we do it, some hints.

1. Avoid 'not'. Negative talk encourages arguments, counter attacks and an attempt to solve your problems. It also creates a negative impression. When you say 'I Can't' you appear helpless and ineffective. Instead talk about what you can do and what you want.
2. Deal with impossible requests a) by acknowledging the request, b) Empathizing with the other person's feelings, C) Saying 'I wish I could do it' and suggesting a reasonable alternative.
3. Deal with difficult requests by a) affirming your willingness to help and b) asking the other person to help you plan a solution
4. When possible, offer choices that show consequences of different options. This allows the other person to choose both the process and impact

5. Deal with complaint by asking the other person to describe a fair settlement. You can say what do you want? Or what would you consider a fair solution? Or what would make you happy?
6. A smile significantly affects how you sound. It makes you more approachable .When you frown; other people hear anxiety, caution fear and rejection. A smile encourages open communication.

Improve your listening skills:

Most of us are good at talking, but we have trouble listening. Some tips to improve our listening behaviour too.

Names: First, repeat a person's name when you first meet him or her. This will make you listen first and talk later. Repeating a person's name will help to develop a mind set to become a good listener.

Ask a question: When you are anticipating making a comment on what a person has said, ask a question instead. This will keep you to listen longer, and often the added information will make a higher quality contribution to the conversation. Get information before you give information.

Pause: When you receive information from the phones, do not answer in a rush. Pause a moment so that you can be mentally ready to listen to the person calling you rather than thinking about what you were doing when the phone rang up.

Admit: Do not hesitate to admit that you are having a difficult time listening and make necessary arrangements. You might say "I'm sorry, I missed the last point. Please repeat it for me".

Some listening skills, such as suspending judgments, dealing with biases and avoiding day dreams take time to develop because of self discipline they require. Conscious attempts improve listening results in good communication skills.

We all know how to be good listeners when we really want to be. During needy times our listening is graded and in these situations we would all score high. So listening is a skill we already have, and can perform better in certain situations. The main concern is that we do not practice our skills at our best in all situations. Each of these tips suggested will help to listen better in the difficult situations.

Principles of Effective Communication:

1. The first Principle of effective communication is to get appropriate feed back. You must have this kind of experience that your colleague has just done exactly the opposite of what you wanted her/him to do. Though we feel that we had told what exactly we wanted, we need to check that he/ she was listening and understood properly.
2. The second principle of effective communication is to really connect with your audience. It is a fallacy that mere sending of information is a communicative act. To connect with your audience you need to address their different needs because communication is a two way process. One needs to plan ones' messages and the medium for messages to trigger the emotional cognitive responses that will ensure you engage your audience. One can be sure that it is done by getting the feedback of course.
3. The third principle of effective communication is to listen and understand first. One should not send out a message unless one is sure of what the audience needs. Use active listening skills to probe the

issue. Do not jump in and issue a work warning. First find out the person's perception.

4. The fourth principle is to understand that communication is more than the surface meaning of words. You need to be able to interpret other people's messages. This is just another form of feedback. Let us say you make an announcement and your group is discussing that with you. They may feel inhibited about disagreeing openly, but read the signs because you don't have to be openly aggressive to show disagreement. Note the body language, the kind of word they use, the tone of voice.
5. The fifth principle is respect. To communicate with those we want to persuade, we need to respect them. Just because they don't agree with us does not make them inferior or wrong. They have particular cultural backgrounds and histories that led them to a particular course of action.

So where does all this lead to? Simple to the point that if you are having communication problems, you can start analyzing where we are going wrong.

Communication Skills: Gone with the wind (Exercise)

Purpose

- To appraise the participants about the transmission loss and distortions in communication.

The exercise "Gone with the wind" is to be conducted as per the process stated. After the game is over, ask participants how they feel and the learning points should be brought out from the participants in the debriefing.

You may want to do the following exercise with your participants to stress on effective listening and how messages get distorted

Estimated time: 10 Min

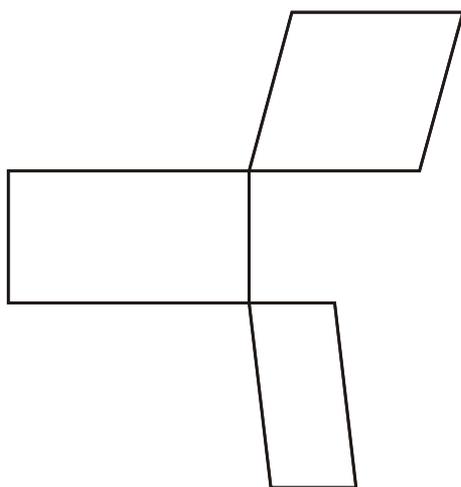
Materials: A sheet of paper on which a geometrical figure is drawn.

Methodology: Interactive game with the participants.

Expected Outcome: At the end of the game, participants will be exposed to the gaps or discrepancies that exist between 'what is said and what we hear'. Essentially they will look at how stereotypes, perceptions, attitudes, assumptions 'colour' our listening.

Activity

- 1) Ask the participants to be ready with their pens/pencils and a plain piece of paper.
- 2) Tell them that you will be reading out the instructions about drawing the figure that's in your hand.
- 3) All they have to do is to listen carefully and draw according to what they hear.
- 4) You can draw any multi sided figure with straight lines. The following figure is done as a sample.



- 5) Now face the participants and read out the instructions like 'draw a straight line. Now draw a line going down from its end. Draw another line to the left from this point. Now take the line up and turn it to the right....about an inch.....etc.
- 6) You can make this exercise more interesting by asking the participants to sit in a circle or an elliptical formation because then there is utter confusion among them about right and left!
- 7) Now ask each participant to share his/her drawing with the group.

Note to the facilitator:

You will be amazed to see the different designs that you get!. Share with the participants how every one's picture of the spoken words was different largely based on how they interpreted what was being said. Link this with how our own prejudices, stereotypes and attitudes can colour our behaviour in the case of a disaster situation because we also tend to interpret experiences in the light of our own perceptions and prejudices. Stress why this should be changed. This should be analysed in the light of need for identification of special vulnerabilities and needs of women.

Further References :

Communication Skills: Stepladders to Success for the Professional By **Richard Ellis**

GIVER	RECEIVER
Avoid long complicated messages	Listen carefully
If the message is long, it is best to give Written instruction	Ask for clarifications if required
Avoid long complicated messages	Don't presume
Oral communication should be precise	should be precise

COMMUNICATION SKILLS

**The problem with communication is the illusion that it has occurred”
- George Bernard Shaw**

COMMUNICATION

WHAT IS EFFECTIVE COMMUNICATION?

PRINCIPLES OF EFFECTIVE COMMUNICATION

- **to get appropriate feed back**
- **to really connect with your audience.**
- **to listen and understand first**
- **to understand that communication is more than the surface meaning of words.**
- **to respect**

PRINCIPLES OF EFFECTIVE COMMUNICATION

**So where does all this lead to?
Simple to the point that if you are
having communication problems**

IMPROVE OUR LISTENING SKILLS

Some tips to improve listening behaviour

- Names
- Ask a question
- Pause
- Admit

Conscious attempts improve listening results in good communication skills.

HOW TO BE AN EFFECTIVE COMMUNICATOR

Some hints

- Avoid Negative talk
- Deal with impossible requests by a) acknowledging the request b) Empathizing with other's feelings C) Saying I wish I could do it and suggesting a reasonable alternative.
- Deal with difficult requests by a) affirming your willingness to help and b) asking the other person to help you plan a solution

HOW TO BE AN EFFECTIVE COMMUNICATOR

- When possible, offer choices that show consequences of different options
- Deal with complaint by asking the other person to suggest a solution
- Smile encourages open communication.

COMMUNICATION TIPS

Communication skills are just skills. They are teachable, learnable behaviours .With little practice one can improve inter personnel communication

COMMUNICATION TIPS

- Appearing friendly, open, approachable sets the stage for others to listen to what you have to say at that moment and in the future.
- As soon as you are introduced, shake hands, make eye contact and repeat the name immediately
- The way you phrase your message has a lot to do with how people respond.

COMMUNICATION TIPS

- Show interest in others
- Use Silence
- Listeners need time to reflect on what you are saying.
- Keep your conversations short and if you are doing most of talking, then you are not giving opportunity to others.

GONE WITH THE WIND (EXERCISE)

- **PURPOSE**
- To apprise the participants about the transmission loss and distortions in communication.
- **TIP**

GIVER	RECEIVER
Avoid complicated Messages	Listen carefully

DIFFERENTIAL IMPACT

- **DURING DISASTER**
 - Minimal access to early-warning systems
 - Cultural and social practices restrict movement
 - Responsibility for dependents enhances risks
 - Less likely than men to have lifesaving skills

DAY THREE

14

Presentation Skills

Learning Objectives:

To enable participants to

- Understand the purpose and timing of presentation
- Understand different stages in preparing a presentation
- Understand what is a learning event
- Know how to decide the content

Suggested Time: 60 minutes

Methodology: Participatory interaction and presentation

Materials and Aids: Transparencies, White Board, Marker pens

Facilitator Tips/Preparation:

- Communicate to the participants that the session's objective is to develop the capacities of participants to make effective communication
- Be conversant with presentation skills to be discussed with the participants
- Explain the need for good presentation and planning for a presentation
- Then proceed to explain the different stages involved in preparing a presentation
- Communicate tips on how to keep attention on the participants while they are delivering lectures.
- Also explain the importance of visual aids and delivery techniques
- Summarise with a quick review of major points discussed in the presentation.

Session Inputs:

Planning a presentation:

When you are planning a presentation, some of the things that you need to consider are:

- What is the purpose of the presentation?

- Who is the presentation for?
- What audio-visual aids will help in the presentation?
- How long will the presentation be?

Once you have given a thought to this, and then start with the preparation.

Stages involved in preparing a presentation:

Preparation for a presentation involves the following process. Remember that the preparation is a recursive process i.e. you may have to go back to modify earlier stages as you work through the process.

- Setting Objectives
- Considering the Entry Behaviour
- Deciding the Content
- Structuring the Presentation
- Planning for Maximum Recall
- Assessing

SETTING OBJECTIVES:

As you are aware, Objective is what the learner will be able to do at the end of the Learning Event. Therefore ask, "What must the trainees be able to do at the end of the presentation?" Objectives will set the boundary for your presentation and enable you to cut out your task. Besides, your trainees will also be benefited from a clearly stated objective, because they will focus their thoughts around the core purpose of your presentation.

ENTRY BEHAVIOUR:

Entry behaviour is a composite concept containing a variety of information about the trainees. Primarily it refers to the knowledge and skill of your trainees at the commencement of the learning event. This will enable you to decide the starting point of the learning event. Besides, Entry behaviour also refers to the attitudes, learning styles, motivation, etc. of the learners. As you would be dealing with a heterogeneous group of trainees with divergent entry behaviour, you should plan your presentation so that the objective could be achieved in respect of all the participants.

Establishing the need and ensuring attention:

One of the earliest things, which every trainer should do in any Learning Event, is to establish the need for the learning. This will ensure attention of the learners. The following points may help you in this regard:

- Begin with a bang to gain the attention of the learners.

- State how the knowledge of the subject will help them in the job; alternatively, how the lack of it will hinder their performance.
- Check the Entry Behaviour of the trainees and fine tune the prepared presentation to suit the learners. Your content and structure must be flexible enough to allow this.
- Ensure that the information does not go above their head; nor so familiar as to evoke contempt.
- Pay adequate attention to structure and sequencing
- Provide illustrations from job related situations where necessary
- If necessary build in humour, without deviating from your objective
- Build in some flexibility remember that your trainees may be from varying backgrounds and differing levels of knowledge
- Sum up the learning at the appropriate intervals before moving to the next point
- Periodically check their understanding
- Use visual aids effectively; remember your body is also a visual aid

THE LEARNING EVENT

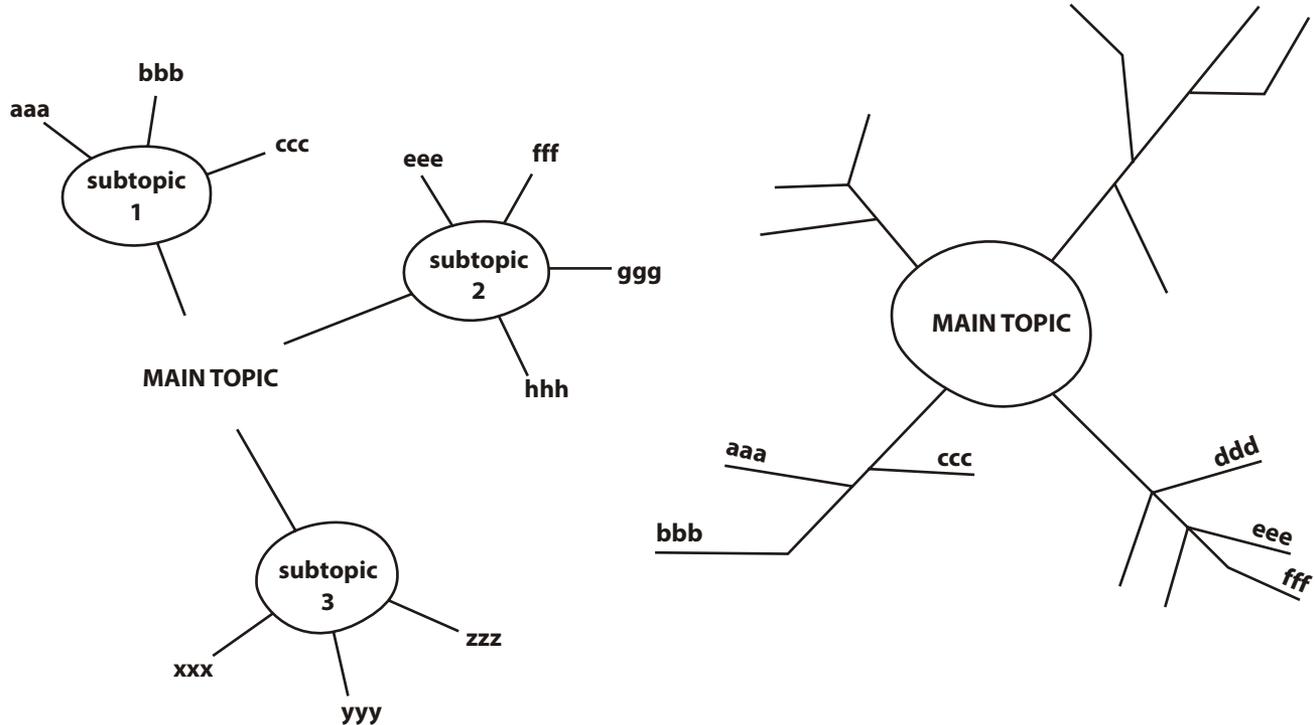
Learning Event is the actual process of delivering the presentation. You have to consider the following aspects for creating an effective Learning Event.

- Deciding the content
- Planning the sequence
- Planning for maximum recall
- Structuring the Presentation
- Use of Visual Aids

DECIDING THE CONTENT

The objective for your presentation, should give a broad idea of information to be included. A useful technique to identify these items is the use of the 'spray diagram'.

SPRAY DIAGRAMS



Two formats for a spray diagram or mind map

Purpose

Spray diagrams and mind maps are similar to look at but have different functions. Both were developed by Tony Buzan (1974). They are included together here because their form and structure are almost identical if not their function. Spray diagrams are mainly used for representing the structure of an argument, to encapsulate the relationships between the ideas of others or for note taking. Mind maps, in contrast, are a little bit like brainstorming on your own, where you are trying to get your own ideas out on paper in a relatively unstructured way. They are a simple fast technique for getting ideas down without being concerned by details of structure. They can show connections in trains of thought (compare this with cognitive maps) and can indicate groupings between ideas or thoughts. They are less useful when there are lots of loops or cross connections to consider.

Elements:

- central circle or blob for main topic;
- blobs for sub-topics (optional);
- words on the lines or at the ends of lines;
- branching sets of lines;
- title.

Conventions

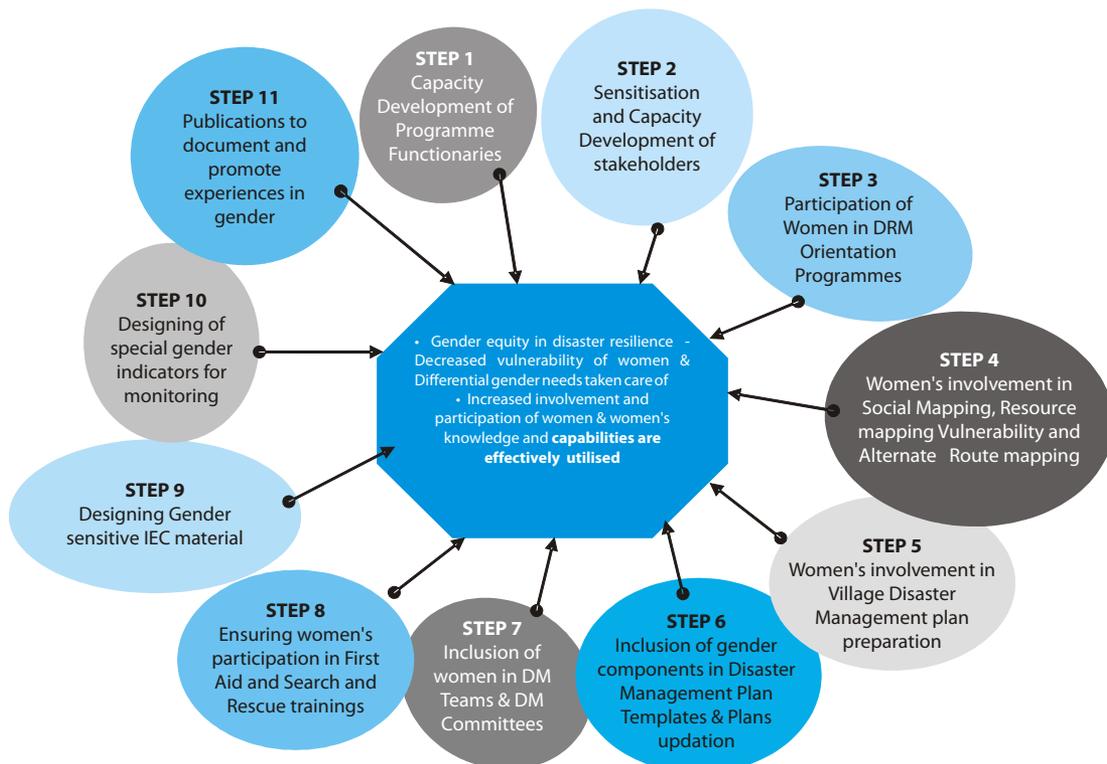
1. Put the keyword or phrase in a circle.
2. Related ideas expressed in one or a few words are attached to lines radiating from this circle (a single-layer spray) or from secondary circles creating fans (multiple-layer sprays).
3. Words may be written along the lines or at the ends of lines (e.g. aaa, bbb, ccc, etc.).
4. The lines do not show directional links.
5. Similar ideas on the radiating fans can be linked by loops.
6. Different colours can be used to group or highlight particular fans or clusters of ideas.

Guidelines

1. Write down the central idea you wish to explore, leaving space all around it.
2. Identify branches from that idea that you want to explore further. Write them down around the central idea and link each to it with a straight line. Keep going by considering each branch to see if further branches (ideas) link to it.
3. Start by working fairly freely and then look at the diagram to see whether any of the strands are effectively the same idea.

GENDER MAINSTREAMING IN DRM PROGRAMME

4. If you get stuck or lose the thread, start with a new central keyword and create a subsidiary spray diagram rather than clutter up the original. Alternatively, leave your spray diagram or mind map for a while to allow time for fresh thinking before adding to it or redrawing it, combining of similar ideas.



A Spray Diagram on gender mainstreaming in DRM can be like this or in similar tone to express different processes/programmes involved.

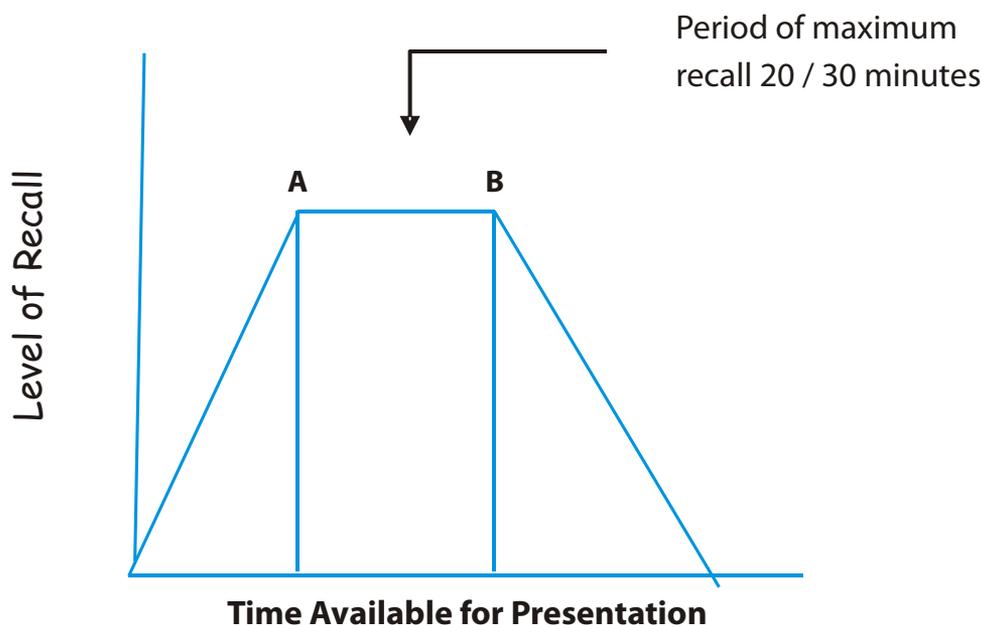
In preparing the diagram, do not evaluate the ideas. Record everything that comes to your mind. There is really no end and the spray diagram can be expanded until we have all conceivable items of information.

Now, once all the items of information are before us, we have to **edit the content** that had been developed on the spray diagram. The process will be as under:

- Remember that all the items of information that has been developed **'could'** be included in the presentation.
- But, including all this information will make the presentation unwieldy. Hence, **reduce** the 'could' items to the ones that **'should'** be included, keeping the objective in mind.
- Further, **reduce** these 'should' items to ones that **'must'** be included.

The MUST items form the content of the Presentation.

Now, the question arises as to why only the 'must' items are to be included? This is because inclusion of all 'should' items not only makes the presentation unwieldy, but also the trainee will not be able to recall the presentation. It has been established that the attention span of a person is not more than 20-30 minutes. Fig. below shows the attention span and the maximum level of recall capacity.



The period from start till 'A' is not very effective because during this time, the trainee is still adjusting himself/herself to the environment. However, the length of this period can be shortened by a good and effective introduction.

The period between point 'A' and 'B' is when there is maximum recall as learning conditions are most favourable. Therefore, this is the time when major points must be presented.

After point (B) fatigue sets in and concentration dwindles resulting in decline of retention capacity. Hence, from the figure, it can be seen that we start our presentation with an Introduction. The better the

introduction, the faster we can reach the plateau stage. What is to be included in the Introduction can best be remembered with the acronym.

I	--	Arouse interest of the trainee
N	--	State the need for attending the presentation
T	--	Title
R	--	Range i.e. how far, how deep and time required
O	--	Objective

After the introduction, the major points must be stated. The content is to be given in an organized form that is logical to the trainee. Logical sequence is very important otherwise the trainees might just “switch off”. Here, it is important to remember that people learn better if they progress from:

- ❖ known to unknown
- ❖ simple to complex
- ❖ observation to theory
- ❖ concrete to abstract
- ❖ General to particular

Hence, the logical sequence and progression is very important when we cover the content.

C	--	Content
O	--	Order
V	--	Visual aid
E	--	Eye contact
R	--	Reinforce

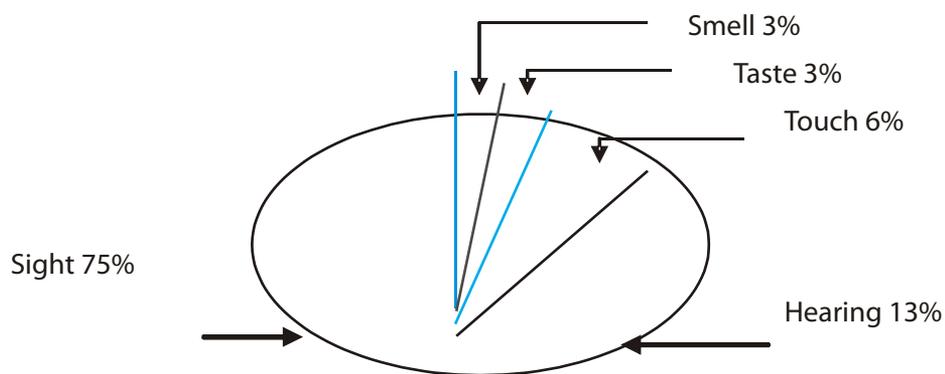
Once the major points are covered, we should summarize the presentation by summing up the points we expect the trainee to remember. We can also check on the trainees understanding by asking questions.

What or how we should summarize is easier to understand and remember with another acronym.

S	--	Summarize
L	--	Link [Content to objectives; objectives to need]
A	--	Ask Questions
T	--	Test understanding
E	--	Extend Learning [through Handouts etc. if necessary]

IMPORTANCE OF VISUAL AIDS

It is worth remembering that most presentations can be improved by using Visual Aids. An interesting Visual can attract and hold attention. The following pie-diagram shows the importance of visuals in communication.



“A picture tells a thousand words”.

- **Attract and Hold Attention:** When trainees are listening passively, their attention may be distracted. Visual Aid can attract and hold attention.
- **Explain Words:** Difficult words, which are critical of the understanding of the topic, could be explained with the help of visuals.
- **Illustrate Relationships/Concepts:** The saying 'A picture tells a thousand words' holds true.
- **Consolidate Learning:** The key points of a presentation can be presented on an overhead projector or recorded on a flipchart or chalkboard.

Research has shown that the information we receive through the sense of sight is three times the cumulative information received through all the remaining senses. Hence a trainer should try to make the best use of the visual sense of the participants.

Using the Visual Aids:

While using Visual Aids pay attention to the following points:

- They should be simple
- Where possible use pictures and diagrams rather than many words.
- Use colour to give contrast to different major points.
- Where possible prepare, visual aids before the presentation
- Ensure all major points of the presentation are presented visually and orally.
- Ensure that the visuals are visible to all the participants.
- Do not read out the visuals word by word. Allow the participants to read and ask if any amplification or clarification is needed.

PREPARING PRESENTATION NOTES

Practice of using notes varies from person to person. Some rely on extensive notes; others rarely look at them. Some use papers or cards with lists of topic headings as prompts; others use the visual aids as reminders of main points; some general observations about presentation notes are:

- They are personal to you and should therefore be made in a form which is convenient to you.
- They should be kept as simple as possible.
- They should be easy to read in the middle of a session.
- Use colour to ensure that the major points are highlighted.
- Use sketches to indicate where a visual aid is to be used
- Include a time schedule.

DELIVERY TECHNIQUES

on-Verbal techniques

- Eye contact
- Facial expression
- Body posture
- Gestures
- Voice expression
- Pace & Volume

Verbal Techniques

- Use simple language
- Be precise
- Use concrete, vivid language
- KISS (Keep it short & simple)

Handling Questions from Audience

Encourage your audience to ask questions throughout your presentation. This has two benefits:

- Questions involve your listeners in a two way communication process. Your listeners will be more alert and interested if they are participants
- Audience questions will give you immediate feedback, pinpointing which facts and ideas need more clarification or more convincing back-up.

EVALUATING THE PRESENTATION

You should always evaluate your presentation. This can be done formally by devising a questionnaire which you administer to the participants or you can simply have a short evaluative discussion at the end of the presentation. Either way the information you get will be helpful when you are preparing for your next presentation.

Some guidelines to keep in mind while making gender reports:

1. Seeing women as victims to be intentionally avoided
2. Taking for granted women's labour is to be carefully prevented
3. Over estimation of capacities of men (Physical and emotional) is to be avoided
4. Overcome male household bias in food and supplies distribution
5. Do not assume men as family providers
6. Household is not the only system of support

PRESENTATION SKILLS

MAKING A PRESENTATION THINK ABOUT IT.....

- Why do people feel nervous before making a presentation?
- What things specifically worry you?
- If one of the dreaded things happen, what are you going to do about it?
- What image should you try to project when you are giving a presentation?
- Why is a rehearsal useful?
- What things do you need to check before a presentation?

EXAMINE YOUR FEARS

- Size of the Audience
- Fear of making a fool of oneself
- Worry about forgetting your words
- There may be a difficult participant from the audience
- Previous uncomfortable experiences
- There may be someone there who knows more than I do
- I'm not cut for it, I don't have the gift of the gab

"BEFORE THEY GET UP THEY DO NOT KNOW WHAT THEY ARE GOING TO SAY; WHEN THEY ARE SPEAKING, THEY DO NOT KNOW WHAT THEY ARE SAYING; AND WHEN THEY SIT DOWN THEY DO NOT KNOW WHAT THEY HAVE SAID."

Sir Winston Churchill

HOW DO YOU DEAL WITH THESE FEARS?

PREPARE YOURSELF . . .

1. Planning

- Know your purpose
- Know your target group
- Research your content well
- Think about the delivery of the presentation
- Anticipate questions

2. PREPARATION

Where do you start?

OBJECTIVE :

States what a learner will be able to do at the end of the unit.

S- specific

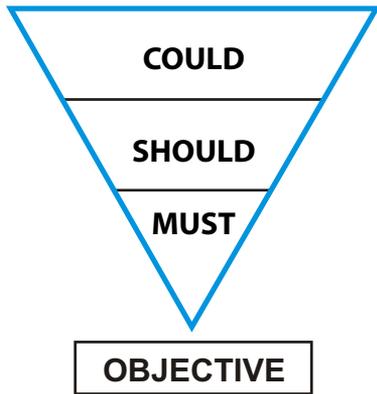
M- measurable

A- action verb/achievable

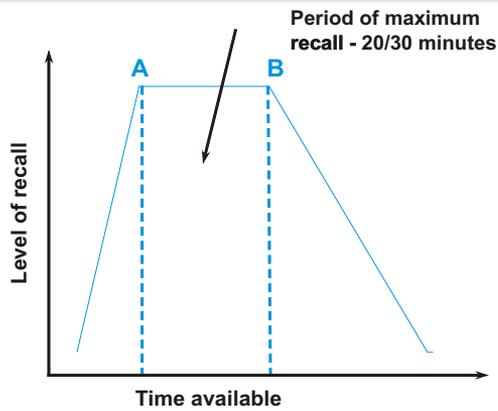
R- realistic

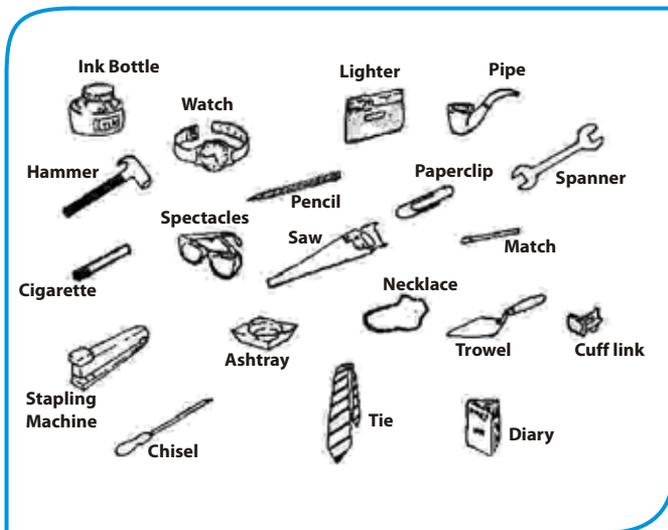
T- testable/time-bound

DECIDING CONTENT

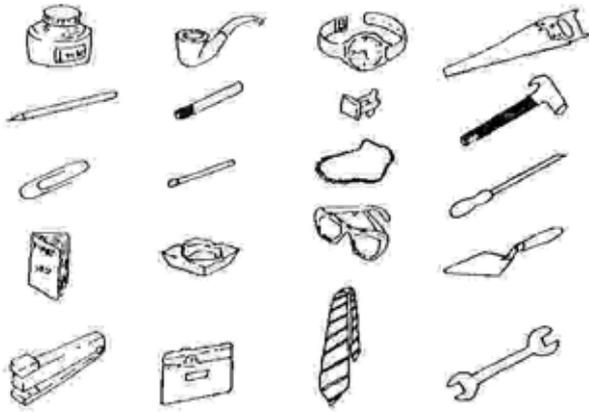


ATTENTION SPAN





PAPERWORK SMOKING WEAR HAND TOOLS



STRUCTURING THE CONTENT

BEGINNING

- Where a trainee is prepared for instruction

MIDDLE

- Where instruction is carried out and a trainee learns

END

- Where instruction is consolidated and objective achieved.

INTRODUCTION

Interest - arouse the trainee's interest in learning

Need - explain the need for learning

Title - state the title, subject, or purpose, or aim

Range - state how far, how deep, what aids

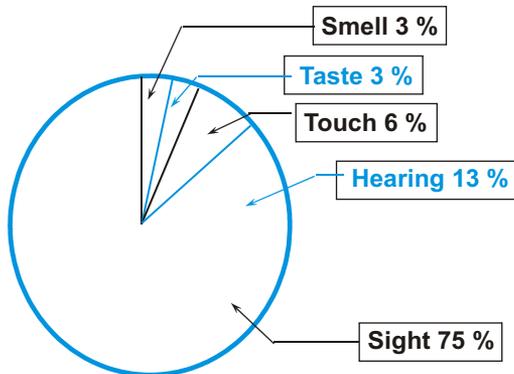
Objective - observable, achievable, testable.

INTRO

MIDDLE

- C** **CONTENT**
- O** **ORDER**
- V** **VISUALS**
- E** **EYE CONTACT**
- R** **REINFORCE**

POWER OF THE SENSES



WE REMEMBER

- 10 % of what we read**
- 20 % of what we hear**
- 30 % of what we see**
- 50 % of what we see and hear**

CONSOLIDATE LEARNING

- S** - SUMMARY
- L** - LINK
- A** - ASK QUESTIONS
- T** - TEST UNDERSTANDING
- E** - EXTEND LEARNING

PURPOSE OF VISUAL AIDS

- To help learning
- To clarify and simplify
- To help maintain interest
- To help emphasize key points

AVOID

- Talking to them
- Reading them word for word
- Waving pointer
- Putting too many words on visual

DIFFERENTIAL IMPACT



Lord, make my words at all times sweet and smooth and palatable : for the day may come when I shall have to eat them.

MANPOWER

- Is there an organisation chart?
- In there a full establishment?
- Are there sufficient staff?
- What is the age distribution?
- Who is due for retirement?
- Is there a management register?
- What are conditions of service like?
- Is staff turnover high/low/average?
- Is recruitment a problem?
- Are new staff of theright calibre?
- What training is given?
- Is there an appraisal system?
- Is accident rate high/low/average?
- Are there many grievances?
- Do staff know scope of their job?
- Is there a staff development plan?
- Is there a cover plan for key jobs?
- Any changes that will affect manpower?

PRESENTATION : STAGES IN PREPARING

- I. OBJECTIVES (DRAFT)**
- II. SELECT (PRIORITISE CONTENTS)**
- III. STRUCTURE (SEQUENCE CONTENTS)**
- IV. OBJECTIVES (FINALISE, REVISE, IF NECESSARY)**
- V. PREPARE VISUAL AIDS**
- VI. PREPARE SESSION PLAN/ LECTURE NOTES**

- 3. Delivery
- Non Verbal Techniques
 - Regulate your breathing
 - Posture
 - Hand gestures
 - Walking pattern
 - Eye contact
 - Facial Expressions
 - Voice expression, Pace,Volume

VERBAL TECHNIQUE

1. Short
2. Simple
3. Strong
4. Sincere
5. Practice- Practice- Practice

Certain Do's to maintain Rapport

- Maintain eye-contact
- Maintain a relaxed,friendly but firm manner
- Look calm and confident
- Watch for signs that participants are bored, tired lost, frustrated
- Break the ice- get into their shoes and hearts, get into their den
- Use humour and anecdotes

DIFFERENTIAL IMPACT

BEFORE DISASTER

Unequal representation of men and women in planning and decision making
Women -helpless victims, Capacities overlooked & underused

DIFFERENTIAL IMPACT

DURING DISASTER

- Minimal access to early-warning systems
- Cultural and social practices restrict movement
- Responsibility for dependents enhances risks
- Less likely than men to have lifesaving skills

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Presentation Skills

Learning Objective:

By the end of this session the participants would have understood

- How to make an effective presentation
- How to make a presentation on gender

Suggested Time: 45 minutes

Methodology: Group activity, participatory interaction and presentation

Materials and Aids: Flip charts, Marker pens, Sketch pens, White board

Facilitator Tips and preparation:

- Divide the participants in to two groups and ask them to make a brief presentation on gender mainstreaming in disaster management in pre, during and post disaster phases.
- Ask the groups to make presentation of 5 minutes on **what did they understand by Gender mainstreaming in Disaster Risk Management?** To each other and evaluate the presentation. focusing on the delivery of the presentation rather than content.
- At the end of the presentations, give your observations and share suggestions/ feed back with the group.

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Post Disaster Recovery and Rehabilitation - Integrating Gender Concerns

Learning Objectives:

By the end of the session, the participants would have

- Understood gender dimensions in post conflict scenario
- Shared their experiences of post disaster from gender perspective
- Started to think about gender mainstreaming in post disaster situations.

Suggested Time: 60 minutes

Methodology: Brain storming, participatory interaction and presentation

Materials and Aids: Presentation transparencies, Marker pens, White board

Facilitator preparation and Tips:

- Be well versed with the various issues relating to post disaster gender dimensions.
- Be well prepared with relevant examples of the gender dimensions in different post disaster situations.
- You may want to start the session with brainstorming on gender concerns in post disaster response, recovery and rehabilitation.
- While doing the presentation, encourage the participants to take part in the session to make it more interactive and useful.
- During this session focus on women and men more as effective managers rather than mere victims of disaster and also focus on various concerns in post disaster recovery, response and rehabilitation.

Session Inputs:

Women are by and large visualized as victims and their coping strategies are largely overlooked. There is growing international consensus on the need to consider gender issues in disaster management. Women's abilities to mitigate hazards and prevent disasters, and to cope with and recover from the effects of disasters have not sufficiently been taken into account nor developed. The field of disaster management is in itself a new one and attention towards gender perspective in natural disaster has been limited. In disaster research, somewhat more emphasis has been placed on the socio-cultural context of disasters including community functions, organization and patterns of human behaviour, but a gender analysis has been largely absent until relatively recently.

Past experience suggests that women and men suffered differently following a disaster. In her report *Gender and Natural Disasters*, Elaine Enarson provides a valuable analysis of the gender facets of natural disasters including the gendered economic impacts in the form of loss of assets and entitlements; increase in women's workload and care-giving functions, deterioration in working conditions, and women's rather slow recovery from economic losses.

Impact of disaster on women in post disaster scenario:

In the context of disaster gender stereotyping can have negative consequences:

Seeing women as victims overlooks their capacities, force them to be dependent.

Taking for granted women's time and labour (including for unpaid care-giving) places huge burden on them, prevents them from engaging in hazard prevention work, and is a major cause of their poor emotional well-being.

Having a male 'household head' bias in food/supply distribution is marginalising women and rendering them and children susceptible to abandonment if men take off or if relief supplies are directed away from household needs.

Assuming that men are physically and emotionally strong prevents the channeling of post-disaster counseling to them.

Viewing men as family providers reinforces a commonly-held view amongst men that seeking assistance is an admission of weakness (and, thereby, places added burden on women).

Uncritical acceptance of 'the household' as a system of support overlooks the fact that members' (including the elderly) needs may not be met in times of crisis.

Socio cultural norms of female modesty can severely hamper women's ability to protect their lives and gain access to relief and reconstruction initiatives.

Economic, racial / ethnic and age stratification make some women needier than others before, during and after disaster, both among and within cultures. Vulnerability of a widow, single mother or adolescent girl is very high in post disaster situation. This reinforces the familiar notion that women are economic and emotional dependents and they are disaster victims.

In disaster situations, in the chaos, at the breakdown of the family, community, institutional security and protection, the generally prevailing gender based disparities surface to a greater degree than in normal situations, putting already vulnerable groups at higher risk. The following are some of the gender based factors which put girls and women at higher risk in disasters (Ariyabandu and Wickramasinghe, 2004):

- Limitations in mobility, segregation, social restrictions which require to be accompanied by males
- Less access to warning information, and poor ability to respond
- Less knowledge of and capacity how to access emergency assistance
- Greater risk of sexual and domestic violence, sexual abuse
- Childbirth- and pregnancy-related factors

- Higher illiteracy rates, lower levels of schooling and training
- Socially assigned role of caring for the young, elderly and the sick within the family

be done.

A gendered division of labour makes many women both frontline responders in the moment of extreme crisis (Dufka 1988) and long term care givers to disaster impacted family members. The following are some of the significant post disaster impact on women in **rescue, relief and rehabilitation phases**

- During the **rescue phase**, women and children are given precedence over men. Their rescue and protection is given highest priority. However, the same attitude is not maintained afterwards.
- In the **rescue phase**, when the most important thing is to save one's life, gender constraints prove a handicap. Although, men and women have certain bodily differences, nature does not differentiate between the sexes as far as human abilities are concerned. The abilities or lack of abilities, to be precise, are a product of culture and, hence, could be appropriately analysed from the gender perspective.
- Although women are given a priority in the rescue process, they face considerable obstacles in rescuing themselves. This is because they are not trained in essential, life saving skills like swimming, tree-climbing, jumping, running, etc. The practice of gender discrimination prevents girls from acquiring these skills and this turns out to be a fatal handicap. The traditional Indian clothing (five-yard saree) also makes things difficult for them.
- The traditional practices of keeping women away from death and funeral related rituals prove a handicap in disaster situations. The tradition not only deprives women from attending the funeral rites but also creates difficulties in identifying the deceased.
- During **the relief phase**, Relief items do not reflect the priorities and preferences of women. The usual relief items include blankets, plastic sheets, tarpaulins, buckets, metal and plastic cans, water containers and so on. However, the specific cooking equipment like stoves, small pots and vessels, spoons, plates, katoris, fry pans, etc. do not necessarily form the list of supplies. Stoves without kerosene are useless. Fuel wood is seldom supplied.
- During the relief phase, which lasts for about two to four weeks many women undergo menstrual cycles. The homeless women are extremely handicapped in this regard. The necessary sanitary clothing is not made available, as this need is not recognised as a part of relief items. It is found that most of the relief gatherers and providers are men and they do not understand this need. As this topic is a taboo in Indian society, it is not expressed openly and remedial action is not attempted. The lack of sanitary clothing can pose serious health hazards.
- In the same phase, women face grave problems due to lack of toilets and bathing facilities. Although most of the Indian villages are without latrines and people are habituated to use open spaces, this need becomes acute during disasters as the conventional order and arrangements are broken. The sites of disasters are thronged by relief providers and spectators as a result of whom the necessary privacy is lost. In urban areas this is the predominant difficulty. Relief operations seldom start with construction of toilets and bathrooms. In most cases they are constructed last, as appendages to shelters.

- Similarly, women's needs and priorities are not attended to while providing clothing. Sarees are provided but not petticoats and readymade blouses. Sarees are of no use without these ancillaries. The need is also for under-garments, which are often not provided. The most notable deficiency is that the donors do not think about the cultural acceptability of clothing. Problems arise when supplies come from overseas. Similarly, the needs of young girls are not specifically catered to. Young girls need readymade dresses like salwar and kameez but they come in short supply.
- Relief operations also do not consider the needs of pregnant and newly delivered women as well as the post-operative cases. These women are most vulnerable to physical and psychological shocks, and hence, need to be cared for. They need special diet, medical care and hygienic environment which are difficult to obtain even in normal times.
- During the interim phase, the affected families need basic amenities like shelter, sanitary arrangements, drinking water, electricity, transportation, and communication. Some of the amenities like sanitation and drinking water are transformed into specific gender needs. Traditionally, Indian villages are not adequately equipped with sanitary arrangements and, hence, this need is not fulfilled during the interim process.
- The critical issue is that of drinking water as, fetching the water is considered to be a woman's duty. The unavailability or inadequacy of clean, potable drinking water not only increases the work burden on women but also jeopardizes their productive activities. This is also true of fuel. Relief items do not necessarily consist of wood or any other fuel. This need has to be fulfilled immediately if the affected families are to resume their normal life.
- Another practical need is employment. The employment needs in the post-disaster situation are critical as traditional means and sources are destroyed. Most of the relief and rehabilitation activities, particularly those related to building and construction of infrastructure, are male centered and male-intensive. Women do not receive adequate employment in these activities. At the same time, specific employment generation programs for women are neither undertaken nor conceived.
- Another handicap is the low level of literacy among women and subsequent lack of exposure to outside world. The women get confounded after the disaster, especially when they are accommodated in relief camps outside their villages or taken to hospitals at far off places. They are at a loss after being discharged from the hospitals, as they cannot easily reach their homes. The lack of exposure to communication and transportation links creates these disadvantages.
- Women's malnourished status and nutritional deficiencies pose a handicap in post-disaster situations, especially in post-operative or convalescent stages and also in the wake of epidemics.
- Although, no discrimination is made in administering professional medical treatment, women might feel uncomfortable to be treated by a male doctor and might thus not request the necessary treatment. In addition the injured or convalescing women do not get the mandatory rest or respite from domestic chores. They are not only expected to look after their homes but also care for the injured or hospitalized relatives.
- During the relief and rehabilitation phases, schools are reopened but it is observed that girl-students often drop out at this stage. Conventionally, the proportion of girls dropping out of schools is high, especially among poor, labouring classes. Their vulnerability increases manifold after the disasters.

Implications for men and women in disaster situations

Gendered identities lead to the concept of masculinity, through which men are expected to be physically and emotionally strong and capacitated, be in control, and be able to provide economic and physical aspects of security to the family. In crisis, there are hardly any avenues for men to deal with the emotional stress of the loss of family members, and masculine identity is challenged when displaced and livelihood opportunities are lost. Thus, gender based social expectations largely isolate men in the aftermath of disasters, leaving them to deal with their own loss and grief. The formal aspects of psycho social support tend to bypass men, since they are expected to be strong, to be able to face the crisis in a 'manly' manner. While there may be specific interventions to support widows and female-headed households to recover, for example, the concerns of widowers who are left with the responsibility of raising young families are often not addressed. Their gender based social conditioning does not give men and boys space to develop the skills of domestic chores and care giving. The gaps in coping capacities of men in such circumstances can victimize them within the recovery process. It is often observed that increased alcohol consumption and violent tendencies amongst men increase as they adopt these 'coping mechanisms' to deal with loss and trauma.

Yet there is a strong need for broadening the lens also to look at issues involving men and boys. Some examples of how disasters impact men are: loss of family members, assets, neighbors, and emotional trauma, with single men and widowers especially looked down upon; loss of livelihoods, uncertain income patterns, yet continued responsibility to provide income for the family; protection of remaining assets, safeguarding family members against natural elements and violence; participation in post-disaster activities at the community level, such as repairing broken roads or clearing debris; and loss of social power as a result of loss of livelihoods and income.

Yet the activities these supposedly idle men were achieving or hoping to achieve included such goals as: meeting large numbers of aid groups, media members and government officials coming in to visit the village; planning for distribution of all the relief goods making sure to be fair to all; preparing beneficiary lists and customizing beneficiary lists to the needs and stipulations of aid organisations (for example, some focused on specific groups such as fishermen who need fishing gear, families needing religious support, adolescent girls needing help with their education, families with old men and women with high health care costs, families needing housing); demarcating responsibilities among the villagers (group responsible for writing applications, group in charge of boat repairs; those members designated to meet with district officials and so on). They also met to talk over new issues concerning the village and conflicts between families, and to undertake longer-term planning for the village and the community. Some villages were situated very close to the sea and governments were interested in moving them inland, which would cut off access to the sea in communities whose sole livelihood, depended on the sea.

Boys and men do, however, suffer as a result of current male gender roles and gender inequality. Men and boys are under considerable pressure to stick to their gender roles and norms of masculinity, which make it difficult to be different. The male socialization process and social expectations can thus lead to personal insecurities conferred by a failure to make the masculine grade. Even the threat to such failure is enough to generate emotional tension and internal conflict expressed through fear, isolation, anger, self-punishment, self-hatred and aggression in many men, particularly young men (Women's Commission for Refugee Women and Children, 2005).

In disasters, which create severe stress on all social dynamics including gender relations at the family and society levels, there is a real opportunity for change through engagement with men and women equally. To enable this, however, the need is clear for men to better understand their own masculinity and how it plays out at family and society levels. Unfortunately, not many men are exposed to this sort of analysis and their behaviour and practices towards women do not reflect an understanding of masculinity and femininity issues so much as their conformity to their own socialization to gender roles and identities. Engaging with

men as agents of change rather than barriers to change would help push these boundaries. To effect lasting change we must identify positive role models within the community, use the real life experiences of men in disasters and in other times of their lives, identify effective entry point activities for men and boys, and designing and implement programmes that address underlying gender inequalities.

These recommendations are made to make sure that change agents pursue a more balanced agenda that will promote lasting change, including fundamentally different relationships between men and women. These steps must be taken with caution, care and empathy for the gender-related constraints and opportunities in the lives of men as much as women.

Poor men and women are the ones who suffer the most from the implications of natural disasters as they tend to live and produce in the low cost lands, neglected by the governmental planning due to known vulnerabilities to natural disasters. Women usually receive the severest economic hit due to their restricted mobility. But women are seldom involved in community training on methods to manage natural disasters that can hit any vulnerable community. As a result, they are left to behave according to their survival instincts, which could be heroic, or dangerous and fatal. The problem is further aggravated, as the governmental agencies do not spread the word about the risks encountered in those risky areas. In addition, these agencies have no governance to prevent those people from engaging in such dangerous living, as they do not offer them a safe alternative. Lack of maps covering all areas of the countries, with clear identification of those risky areas, could be behind the lack of knowledge in governmental agencies about those areas. Due to limited resources, most governments do not offer affordable alternatives for the poor or community members with limited resources to live in places that are less vulnerable to natural disasters. Women, being the poorest of the poor, find themselves residing in those high-risk areas.

Shifting from vulnerabilities to capacities - Gender mainstreaming initiatives in Post Disaster situations: Experiences of Different countries

Gender is a factor in determining men's and women's vulnerabilities in the face of disaster. However, gender divisions of labour, household and economic structures, maternal health, and other aspects of gendered inequality that shape people's everyday lives put women and girls at particular risk (Enarson 2002b). While a gender perspective provides crucial insights into why women face heightened vulnerability in disaster, to see them solely as victims does them a serious injustice and deprives the field of a potentially powerful source of knowledge for strengthening hazard reduction and disaster management

Lessons learned from natural disasters that have occurred suggest that a foregrounding of gender concerns in disaster management should begin by drawing upon the connections between women's social and economic needs and priorities, addressing the root causes of their low status as well as being attentive to longer-term sustainable development concerns. The examples provided below also highlight the creative ways in which gender mainstreaming can address the challenges of working in socio cultural conditions where sex segregation is part of the fabric of everyday interactions and is often the reason for the disproportionate impact of disasters on women in South Asia.

a. Gender mainstreaming disaster preparedness and relief work in Bangladesh

Since the devastating floods of 1991 when disproportionate numbers of women lost their lives, a concerted effort has been made to recruit female volunteers and female field workers into disaster preparedness and relief work. One such initiative, under the aegis of the Bangladesh Red Crescent and German Red Cross, has been to set up village DP committees and to provide training to women on what to take to shelters and how to save food, increase awareness amongst women and men about the importance of gender equality, and provide women with an opportunity to exchange ideas with other women. Another, run jointly by the

Cyclone Preparedness Programme of Bangladesh and Red Crescent Society, now recruits female volunteers and female field workers for local disaster response, and encourages male and female micro-groups to get involved in decision making on disaster issues. Their involvement has been encouraged by supporting them through education, training in reproductive health, organising self help groups and small-scale businesses. One outcome has been women's increased confidence in their ability to participate in community life (Twigg 2004).

b. Helping to address the root causes of women's vulnerabilities in Pakistan

Following the severe floods of 1992, a non-government organisation, Pattan, developed new institutional structures to facilitate reduction in community vulnerability to floods; and special emphasis was placed on developing women's capacities. Features of the group's work included employing female relief workers, introducing the concept of co-ownership of houses by both husband and wife, registering women as heads of households to receive food for their families, and involving women in designing and constructing houses. While the concept of joint house ownership took some time to be accepted, over time it has contributed to a reduction in domestic violence and has given women a greater sense of self-confidence which has been translated into their involvement in other collective projects (Twigg 2004).

c. Developing self-confidence through involvement in disaster mitigation in Nepal

In Nepal, as a result of a disaster-mitigation project funded by UNDP, women are now beginning to participate with men in decision-making relating to the project, a level of cooperation which is now spilling over into domestic and social matters. In one village women formed groups and began tackling pressing social issues such as male alcoholism and are feeling more confident in their ability to mobilise themselves around development concerns. Perceptions of risk have also undergone change.

d. Women organizing themselves post Hurricane Mitch:

A field report to a shelter in the aftermath Hurricane Mitch in Honduras noted that women and teenaged girls were in evidence everywhere washing clothes, cooking, and looking after small children. Women had organised themselves into groups of several families, each having elected a manager to coordinate cooking, cleaning, use of latrines and water, and security. This was in addition to women's responsibilities within their own families. Over 50% of women were, in addition, trying to generate income through various activities such as taking in laundry and preparing tortillas. Conspicuous by their absence were the men, with the few present playing dice in a shelter. The women reported that their men folk were absent working elsewhere or 'disappeared.' (Delaney and Shrader 2000)

e. Civil Society organizations support gender mainstreaming in India:

During and after the 2001 earthquake in the Kutch region of Gujarat (India), grassroots women's organisations working with community based groups, mitigation agencies, and government recovery programmes played a leading role in providing rural women with income-generating work and training in earthquake-resistant masonry techniques (Enarson 2001a).

After the 1993 earthquake in Latur, Maharashtra (India), women's groups and rural organisations developed a system of 'community consultants' to serve as an interface between the communities affected and the government for long-term development. Local women were trained in earthquake resilient methods of construction, were involved in monitoring the housing reconstruction process, and were consulted about dwelling designs suitable for women. Subsequently, this body of experience and knowledge was shared with women's groups in Turkey after the 1999 earthquake (SEEDS 2005).

Post - Tsunami and Gender concerns:

The case studies of Tsunami illustrate the kind of differential impact it had on men and women and the need for gender sensitive interventions. The tsunami of December 2004 killed hundreds of thousands of people in countries spanning South-East Asia, South Asia, and East Africa while many more millions people have been displaced. It was found in various studies in Aceh province in Indonesia, in India and Sri Lanka, that many more women and children have died than men.

The outstanding causes of these patterns are similar across the region: many women died because they stayed behind to look for their children and other relatives; men more often than women can swim; men more often than women can climb trees.

But differences too are important: Women in India play a major role in fishing and were waiting on the shore for the fishermen to bring in the catch, which they would then process and sell in the local market. In Sri Lanka in Batticaloa District, the tsunami hit at the hour women on the east coast usually took their baths in the sea.

Even more important for the purposes of relief and long-term reconstruction is the need to understand the consequences of such demographic changes. Following crucial questions arise in one's mind in the context of relief and long term reconstruction-

1. How safe are women in crowded camps and settlements, when they are so outnumbered by men in several of the countries in question?
2. Will widows in India have access to land once owned by their husbands?
3. Will younger women enter into marriages with much older men, as already seems to be happening in some locations?
4. And will this carry risks in terms of compromising their education and reproductive health?
5. What rights will surviving women enjoy under new arrangements and programmes?
6. In whose names will newly built houses be registered? Will men take on new domestic roles, or will women's workloads increase?

The tsunami killed more women than men in the worst affected districts. In Nagapattinam, the worst affected district of Tamil Nadu in South India, government statistics state that 2,406 women died, compared with 1,883 men. In Cuddalore, the second most affected district, almost three times as many women were killed than men, with 391 female casualties, compared with 146 men. In Devanampattinam village in Cuddalore, for example, 42 women died compared with 21 men. In Pachaankuppam village, the only people to die were women.

- OXFAM STUDY

It was reported that progress has already been made in some issues.

1. Initiative by the governments of Tamil Nadu and Kerala, in the initial period after the tsunami, to station women fire officers and police officers and doctors in the camps and affected villages was a very positive move. This helped to deter violence against women and provided women survivors with a safer environment.

2. In both Kerala and Tamilnadu, government has agreed to register permanent houses owned by married couples in the names of both the spouses, so that one cannot sell the house without the consent of the other.
3. It was observed that the loss of assets, homes, and family members contributed to increased gender inequality. The structure of families has also undergone a change.
4. In some homes, traditional gender roles are being challenged, as men deal with the crisis by taking on the responsibilities of single parenting and learning to perform new roles.

Gender equality in livelihoods is another major concern. This includes equal cash for equal work and ownership of assets such as houses and boats, as well as life insurance and insurance of income-generating assets. It was found in Srilanka that one of the factors that increased women's vulnerability here was their traditional role of caring for their husbands, children, and elderly relatives, which kept them largely in and around their homes. As the tsunami hit quite early on a Sunday morning, many women would have been engaged in preparing breakfast for their families.

Some of the gender-specific problems created by the tsunami in Sri Lanka were rather short-term. These relate to the difficulties women encounter when living in a camp environment or in trying to receive equal access to emergency assistance, such as ration cards, which are registered in the husband's name.

Another important concern is ensuring that women are paid equally and adequately in cash-for-work programmes, especially in the rehabilitation of agriculture and in the construction of temporary housing. There are fears that domestic violence, a significant problem before the tsunami, may be exacerbated by the new strains on the family unit, such as the loss of men's livelihoods and the mental health implications of the disaster.

The mental health needs of women, especially those who have lost children or who are widowed or pregnant, will be present in both the short- and long-term stages of the response.

SIX PRINCIPLES FOR ENGENDERED RELIEF AND RECONSTRUCTION⁷

1. THINK BIG. Gender equality and risk reduction principles must guide all aspects of disaster mitigation, response and reconstruction. The "window of opportunity" for change and political organization closes very quickly. Plan now to:

- respond in ways that empower women and local communities
- rebuild in ways that address the root causes of vulnerability, including gender and social inequalities create meaningful opportunities for women's participation and leadership
- fully engage local women in hazard mitigation and vulnerability assessment projects
- ensure that women benefit from economic recovery and income support programs, e.g. access, fair wages, nontraditional skills training, child care/social support
- give priority to social services, children's support systems, women's centers, women's "corners" in camps and other safe spaces
- take practical steps to empower women, among others:

⁷Adapted from Gender And Disaster Network January 2005

- consult fully with women in design and operation of emergency shelter
- deed newly constructed houses in both names
- include women in housing design as well as construction
- promote land rights for women
- provide income-generation projects that build non-traditional skills
- fund women's groups to monitor disaster recovery projects

2. GET THE FACTS. Gender analysis is not optional or divisive but imperative to direct aid and plan for full and equitable recovery. Nothing in disaster work is "gender neutral." Plan now to:

- collect and solicit gender-specific data
- train and employ women in community-based assessment and follow-up research
- tap women's knowledge of environmental resources and community complexity
- identify and assess sex-specific needs, e.g. for home-based women workers, men's mental health, displaced and migrating women vs. men
- track the (explicit/implicit) gender budgeting of relief and response funds
- track the distribution of goods, services, opportunities to women and men
- assess the short- and long-term impacts on women/men of all disaster initiatives
- monitor change over time and in different contexts

3. WORK WITH GRASSROOTS WOMEN. Women's community organizations have insight, information, experience, networks, and resources vital to increasing disaster resilience. Work with and develop the capacities of existing women's groups such as:

- women's groups experienced in disasters
- women and development NGOs; women's environmental action groups
- advocacy groups with a focus on girls and women, e.g. peace activists women's neighborhood groups, faith-based and service organizations
- professional women, e.g. educators, scientists, emergency managers

4. RESIST STEREOTYPES. Base all Initiatives on knowledge of difference and specific cultural, economic, political, and sexual contexts, not on false generalities:

- Women survivors are vital first responders and rebuilders, not passive victims
- mothers, grandmothers and other women are vital to children's survival and recovery but
- women's needs may differ from children's: not all women are mothers or live with men
- women-led households are not necessarily the poorest or most vulnerable
- women are not economic dependents but producers, community workers, earners
- gender norms put boys and men at risk too, e.g. mental health, risk-taking, accident

- targeting women for services is not always effective or desirable but can produce backlash or violence
- marginalized women (e.g. undocumented, HIV/AIDS, low caste, indigenous, sex workers) have unique perspectives and capacities
- no "one-size" fits all: culturally specific needs and desires must be respected, e.g. women's traditional religious practices, clothing, personal hygiene, privacy norms

5. TAKE A HUMAN RIGHTS APPROACH. Democratic and participatory initiatives serve women and girls best. Women and men alike must be assured of the conditions of life needed to enjoy their fundamental human rights, as well as simply survive. Girls and women in crisis are at increased risk of:

- sexual harassment and rape, abuse by intimate partners, e.g. in the months and year following a major disaster
- exploitation by traffickers, e.g. into domestic, agricultural and sex work
- erosion or loss of existing land rights
- early/forced marriage
- forced migration
- reduced or lost access to reproductive health care services
- male control over economic recovery resources

6. RESPECT AND DEVELOP THE CAPACITIES OF WOMEN. Avoid overburdening women with already heavy work loads and family responsibilities likely to increase.

- identify and support women's contributions to informal early warning systems, school and home preparedness, community solidarity,
- socio-emotional recovery, extended family care
- materially compensate the time, energy and skill of grassroots women who are able and willing to partner with disaster organizations
- provide child care, transportation and other support as needed to enable women's full and equal participation in planning a more disaster resilient future.

Gender analysis helps to clarify the specific and often different capacities, vulnerabilities,

needs and coping-strategies of men and women. Specific efforts can be made to empower women by ensuring their active role in decision making and implementation process and identifying their main constraints and possibilities for change.

Further Reference:

- Gender and disaster network (2005) gender equality in disasters, 6 : Principles for engendered relief and reconstruction
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- <http://www.gdonline.org/resources/hardlessons-gendernote1.doc>
- Enarson,E (2006)Violence against women in disasters
- Bridge: 'Integrating gender into emergency responses' in Bridge Reports Gender and development
- Chew L;Ramdas.K(2005) Caught in the storm: The impact of natural disasters on women.Sanfrancisco:The Global Fun for women
- Seeds (Yoner,A;Sengul.A;Gopalan.P) (2005) : Women's Participation in Disaster Relief and Recovery. New York:Population Council

Post Disaster Recovery and Rehabilitation Integrating Gender Concerns - A Hands on Session

Duration: 60 minutes

Objectives: By the end of the session, the participants would have

- Understood gender dimensions in post conflict scenario
- shared their experiences of post disaster from gender perspective
- started to think about gender mainstreaming in post disaster situations.

Methodology:

Hands on Session with a participatory exercise on designing gender responsive frame work in post disaster situation

Materials and Aids: Presentation transparencies, Marker pens, White board

Session Inputs:

Consider introducing an exercise here to solicit the knowledge transfer. For example:

Split participants in groups and provide them with flip-charts and written instructions.

One or two groups are a team of disaster practitioners that arrive at a site for relief camp shortly after a disaster. The disaster affected people are due to arrive in camp the next day. Give them some basic background and information about the camp site and the resources/support available to them. Ask the group to put up a gender sensitive action plan for what to prepare in the next few hours before the people arrive and an action plan for how to run the camp in the next week and next 4 weeks.

A second group is a group of practitioners that have been brought together two weeks after a disaster to plan projects for economic recovery of a given affected area.

Give them sufficient time to do the planning (at least 30 min) and afterwards ask groups to present their plans to the plenary. Ask trainees from other groups to ask questions to the presenting group. Afterwards discuss or hand-out the best practice case studies below.

POST DISASTER RECOVERY AND REHABILITATION

Integrating Gender Concerns

POST DISASTER RECOVERY AND REHABILITATION – INTEGRATING GENDER CONCERNS

- **Women and men suffered differently following a disaster**
- Yokohama World Conference on Natural Disaster Reduction (1994)
- Fourth World Conference on Women (1995)
- Beijing Platform for Action (2000) - natural disasters and epidemics as emerging issues deserving greater attention.

POST DISASTER GENDER STEREOTYPING CAN HAVE NEGATIVE COSTS

- **Seeing women as victims** - overlooks their capacities
- **Taking for granted women's time and labour** - places huge burdens on them
- **Having a male 'household head' bias in food/supply distribution** - marginalizing women

POST DISASTER GENDER STEREOTYPING CAN HAVE NEGATIVE COSTS

- **Assuming that men are physically and emotionally strong** - prevents the channeling
- **Viewing men as family providers** reinforces a view amongst men that seeking assistance is an admission of weakness
- **Uncritical acceptance of 'the household' as a system of support** - overlooks the fact that members' (including the elderly) needs may not be met in times of crisis

POST DISASTER GENDER STEREOTYPING CAN HAVE NEGATIVE COSTS

Socio cultural norms of female modesty can severely hamper women's ability to protect their lives and gain access to relief and reconstruction initiatives.

VULNERABILITY ON POST DISASTER CONTEXT

- Economic, racial / ethnic and age stratification
- Vulnerability of a widow /Widower
- single mother or father
- adolescent girl /boy

Familiar notion that women are economic and emotional dependents and they are disaster victims

POST DISASTER GENDER DIMENSIONS

- In rescue phase, women and children are given precedence over men .Same attitude is not maintained afterwards.
- Relief items do not reflect the priorities and preferences of women
- many women undergo menstrual cycles. The homeless women are extremely handicapped in this regard

POST DISASTER GENDER DIMENSIONS

- Necessary sanitary clothing is not made available, as this need is not recognised as a part of relief items.
- Women face grave problems due to lack of toilets and bathing facilities. Relief operations seldom start with construction of toilets and bathrooms. In most cases they are constructed last, as appendages to shelters.

POST DISASTER GENDER DIMENSIONS

- women's needs and priorities are not attended to while providing clothing.
- Relief operations also do not consider the needs of pregnant and newly delivered women as well as the post-operative cases
- Unavailability or inadequacy of clean, potable drinking water not only increases the work burden on women but also jeopardises their productive activities.

POST DISASTER GENDER DIMENSIONS

Most of the relief and rehabilitation activities, particularly those related to building and construction of infrastructure, are male centered and male-intensive.

- Another handicap is the low level of literacy among women and subsequent lack of exposure to outside world
- Injured or convalescing women do not get the mandatory rest or respite from domestic chores.
- Girl-students often drop out at this stage

ECONOMIC IMPACT OF DISASTER

Economic insecurity is a key factor increasing the impact of disasters on women as caregivers, producers, and community actors

WHY WOMEN ARE ECONOMICALLY VULNERABLE?

High levels of pre-disaster poverty, secondary status in the labor force, extensive informal-sector work, lack of land rights, and extensive domestic responsibilities clearly make them economically vulnerable

IMPACT OF DISASTER ON WOMEN'S WORK

Enarson's work identifies four types of impacts on women's work

- a) Economic insecurity increases, as their productive assets are destroyed
- b) Workload increases dramatically
- c) Working conditions in the household and paid workplace deteriorate
- d) Recover more slowly than men from major economic losses, as they are less mobile than male workers,

SIX AREAS OF CONCERN

Enarson has suggested six significant areas wherein gender is to be mainstreamed -

- Integrating gender analysis into capacity and vulnerability assessments at the local level is essential.
- from mitigation to reconstruction, disaster projects must be gender-sensitive and equitable in their effects
- women need sustainable economic development assistance

SIX AREAS OF CONCERN

- Employers must increase emergency planning and be responsive to family concerns arising in the aftermath of these events
- women and women's community-based groups must be full and equal partners in all disaster planning and programming
- crisis response and reconstruction must promote social justice, equity and sustainable development through women's empowerment

SHIFTING FROM VULNERABILITIES TO CAPACITIES

Gender mainstreaming initiatives in Post Disaster situations :

- a) Gender mainstreaming disaster preparedness and relief work in Bangladesh
to recruit female volunteers and female field workers into disaster relief work
- b. Helping to address the root causes of women's vulnerabilities in Pakistan
Pattan, developed new institutional structures to facilitate reduction in community vulnerability to floods

SHIFTING FROM VULNERABILITIES TO CAPACITIES

- c. Developing self-confidence through involvement in disaster mitigation in Nepal
women are now beginning to participate with men in decision-making relating to the project,
- d. Women organizing themselves post Hurricane Mitch
Women had organised themselves into groups of several families, each having elected a manager to coordinate
- e. Civil Society organizations support gender mainstreaming in India
Key role of grassroots women's organisations working with community based groups, mitigation agencies, and government recovery programmes

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Practical Tools and Guidelines to Mainstream Gender in Disaster Management Programme

Duration: 60 minutes

Learning Objectives:

By the end of the session the participants should be able to

- Understand how to mainstream gender in practical terms
- Get an idea on what tools to be used to mainstream gender
- Understand how to use these different tools for gender mainstreaming in the field

Facilitator Preparation and tips:

- Facilitator should in this session aim to communicate to the participants how to questions related to gender mainstreaming?
- In this session facilitator should first introduce tools to mainstream gender and how to use these tools for effective gender mainstreaming.
- The facilitator should be conversant with various tools of gender mainstreaming
- Facilitator should give enough examples to mainstream gender in the field activities.
- Facilitator should summarize by asking participants to describe how these tools could be used in their work experience to mitigate disaster

Training Method:

- Presentation
- Discussion

Training Tools/ Materials required:

- Transparencies/ Power Point presentation
- Marker pens
- White Board

Session Inputs:

Need for Practical information in gender mainstreaming:

The disaster management project needs to engage women, their experiences and perspectives in the main arena of decision-making in project activities and outcomes. Due to current disparities in the areas of

disaster management, it is necessary to prioritize disaster management projects on the basis of gender related bottlenecks.

Activities and outputs should take the different situations and needs of women, girls, men and boys into account and create space within which each category can develop and exercise its full capabilities for disaster prevention, preparedness, response and recovery. Comprehensive disaster risk management contemplates then two phases: ex ante disaster and ex post the disaster.

I. How do we mainstream gender in Ex ante disaster:

Within the pre disaster, ex ante phase , four different and interrelated components are included: a) identification and analysis of risks, b) risk prevention, reduction and mitigation, c) transference of risk or financial protection, and, d) disaster management during preparation and emergency alert. The following discussion suggest as to at what levels and how we need to mainstream disaster before, during and after the disaster.

a. Identification and analysis of risks

In this phase gender dimensions have to be taken in to consideration and the gender lens is to should be used for identifying relative and differential vulnerabilities of men and women.

b. Risk prevention by means of reducing vulnerabilities

The phase of prevention would have to include a proactive approach in order to ensure that the development policies containing measures that allow the reduction of vulnerabilities and consider a comprehensive management of natural resources.

c. Risk Transferring

The method of risk transference refers to a market of capitals, insurance and reinsurance industry, title of ensured risk, catastrophe bonus, and risk retention. The risk is transferred and assumed by different sectors, such as the owners of housing and mortgage sector, small business and corporations, and those responsible for the infrastructure of public supplies and services. In general, there are not much statistics on this matter, and, of course, there is still no gender differentiation in this field.

d. Preparation

This phase includes the ex-ante measures immediately prior to disaster, addressed to improve the capacity of a quick response in order to save lives and goods. It also includes systems of early warnings, plans to attend the contingency, evacuation and the establishing of shelters and refuges (Demeter, 2004). During this phase it is really important to make use of existent experiences and knowledge from local women and men in order to optimize present resources and to know the developed capabilities that may be useful in other phases of the comprehensible disaster risk management.

II. How do we mainstream gender in ex post disaster phase

Ex post or posterior to disaster phase includes: a) emergency response and relief, b) rehabilitation and recovery, as well as c) reconstruction. Gender mainstreaming in these different activities ensures gender equity in the programme.

a. Emergency response and relief:

The immediate response to emergency requires response measures to rescue and save all the possible human lives, The response must be sensitive to gender equality and social diversity, and, as well, to those conditions of inequality of income, age, race, culture and ethnic belonging, language, amongst other factors - during the evacuation and during the supply and install of temporary shelters, the psychological and medical assistance to the males and females affected population, as well as the males and females operative technicians who do their field work restoring transportation and communications.

b. Recovery and Rehabilitation:

Rehabilitation considers measures to restore previous daily conditions on the affected areas of communities. It includes repairing on houses, buildings, as well as transport and public services networks infrastructures, such as potable water, electricity and others. Allows population to go back to work and/or create income sources, to mobilize financial, private, public and social, insurance's and multilateral resources, to attend the consequences of the disaster.

Another factor to consider is that after living an unexpected disaster women do undergo a higher post-traumatic stress disorder caused by multiple sources of stress increase of their limits and lack of control of resources to keep up with the nutritional and caring demanding of people under her care (sons, sick and injured people, disabled, elders).

c. Reconstruction:

Reconstruction requires canalization of budgets to emergent gender sensitive social priorities and activities for the revitalization of affected economic sectors. It includes temporary job programs, reconstruction of houses and vital infrastructures and incorporates mitigation measures to reduce present and future vulnerabilities, specially avoiding the reconstruction of previous vulnerabilities.

d. Minimize and Mitigation Risk

Disaster may be seen as an opportunity to change processes, as a platform to legitimize and build possible and needed social, political and economical changes in order to diminish disaster risk and therefore vulnerabilities in communities. New situations and strategies should focus on gender sensitive disaster management strategies.

In the ex-ante as in the ex-post the disaster phases, it is important to avoid that every resources agent or administrator to interpret gender equality in to his own way, and thus interfere with an internal coherence in the programs. So it is necessary to have a national strategy on gender equality involving the different ambits of the government and its relation to the damaged affected communities.

III. Gender Strategy for Practical Mainstreaming:

The cross-cutting nature of gender on the one hand, and broad based development context of disaster on the other, require that all state organs, development actors and the general public participate in the implementation of gender responsive disaster management projects. This can be achieved through two broad objectives: (a) the first is to mainstream gender equality objectives in all disaster management activities and at all level; and (b) the second is to promote women' empowerment through affirmative action programs, capacity building and access to resources.

This gender strategy should be cushioned on three critical premises:

- a) That action on gender in disaster management has, and is seen to have, support at the highest level
- b) That this should be matched by systematic budgetary allocation to institute the development of a gender strategy through a participatory process, and build up the technical capacity to put this into practice
- c) To ensure that, in developing the gender strategy for disaster management, the understanding of gender, how it figures in the projects, and skills and opportunities, as well as the indicators for operationalizing the strategy is made explicit at regional, national and community levels through impact areas and projects;

Prerequisites of effective management of gender issues in disaster management are

- a) All project actors undergo a gender sensitization and gender analysis training. This should aim to equip them with skills to recognize and exploit potential avenues for enhancing a gender responsive culture. It would help project actors prepare gender responsive work-plans.
- b) Require special effort from researchers, planners and policy makers in disaster management to establish the use of disaggregated data as the basis for collecting and analyzing information, designing projects, monitoring and evaluating disaster management projects.
- c) Situate activities aimed at promoting gender and women's empowerment in disaster management activities in a strategic way throughout the overall project design.
- d) Designate some women specific activities for disaster management
 - Women and conflict management
 - Women and market information systems
 - Women and environmental management
 - Sensitization for men to promote women's participation in disaster management
 - Affirmative action for women's participation in disaster management structures
 - Leadership training for women's organizations and women leaders
 - Women and cross-border disaster management

Modes to engender disaster management are mentioned below for which special tools needs to be developed.-

- Include gender and disaster management in training component
- Engendering early warning systems
- Engendering research and vulnerability analysis for disaster management
- Gender issues in rehabilitation, relief and rehabilitation
- Tailor made information briefs and bulletins on gender and disaster management.

- The strengthening of the information sub-system for disaster management to achieve comprehensive gender relevant information
- Developing engendered culture and premise for public awareness or public information for disaster management in the sub-region
- Developing gender responsive indicators for risk and vulnerability assessment in both rural and other areas with high potential disaster scenarios
- Developing gender specific elements of respective disaster prevention and mitigation, disaster preparedness and disaster response projects

Core elements of this approach to gender mainstreaming in implementing the disaster preparedness strategy should therefore be incorporated in all the projects designed to address the specific strategic areas identified below.

1. Policies and legislation at regional and national level
2. The determination of appropriate framework of principles and implementation process
3. Establishment of a framework for effective collaboration between actors in the sub-region;
4. Development of capabilities to ensure that interventions are based on timely information about events and processes likely to result in disaster;
5. Ensuring that communities are aware of disaster hazards and are capable of acting effectively when disaster strikes;
6. Establishing mechanisms and infrastructure for timely identification and mobilization of resources
7. Establishing mechanisms for targeting and timely implementation for necessary food and non-food assistance.

Three guiding principles are proposed, from the **Socio -Economic and Gender Analysis (SEAGA)** Programme, which is people-centered and provides development workers with practical methods and tools for gender-sensitive development.

- Participation of local people is essential for development (progress),
- Disadvantaged people are a priority,
- Gender roles and relations are of key importance

The targeting of three inter-linked levels is recommended, to address the need for sustained and holistic gender analysis to recognize gender patterns throughout the disaster cycle and promote gender equality, hazard mitigation, and vulnerability reduction at every opportunity.

- **Macro** level (Policies and Plans)
- **Meso** or **Intermediate** level (structures, such as institutions and services,)
- **Micro** or Field level. (livelihood strategies of women and men as individuals, and among households, and communities as a whole)

CONCLUSION:

- a. A principled approach to gender mainstreaming at macro- meso- and micro- levels can provide an important contribution to disaster management.
- b. By applying an integrated participatory approach to the investigation of livelihoods conditions and the flow of activities and resources, intervention planning with primary stakeholders can reach intermediate and macro levels. The final outcome can include some new international partnerships and networking with specific recommendations for policy reform and structural change.
- c. Disaster management strategies should aim at assisting local men and women to manage disaster preparedness, hazard mitigation and vulnerability reduction processes, to systematically assess and communicate information themselves about their situation (their perceptions, needs, resources and constraints).
- d. This would allow for the implementation of cultural and gender appropriate response mechanisms and sustainable changes aimed at reducing hazard-related vulnerability. A development-based response is automatically a future risk reduction measure mechanism.
- e. Reducing primary risk variables is a very different activity than preparing a society to react or respond in a given primary risk scenario.
- f. Impact analysis and needs assessments, together with vulnerability surveys and the delivery and distribution of relief packages provide a basis for applying gender sensitive analyses to population target groups.



The Eight Point Agenda: Practical, positive outcomes for girls and women in crisis

1. Strengthen women's security in crisis: Stop violence against women

- Violence against women is an affront to the foundations of human rights, human decency and human dignity.
- Rape and sexual violence are not collateral damage: they are methods of war. Perpetrators of these war crimes must be held accountable - by their communities, governments and by the international community, including through the International Criminal Court (ICC).
- Violence against women also impedes progress in poverty eradication; combating HIV/AIDS; and peace and security.
- Men and boys have a critical role to play in reversing the pandemic of violence against women.

2. Advance gender justice: Provide justice and security for women

- Laws to protect women's rights must be included and enforced within legal frameworks.
- Women must know their rights and be able to access legal systems, e.g., through free legal services.
- Custom, tradition or religious beliefs should never serve to excuse or justify violence against women.

3. Expand Women's Citizenship, Participation and Leadership: Advance women as decision-makers

- Women need the skills and confidence to influence the decisions that directly affect their lives, including through direct participation in government and the security sector.
- Women often are denied access to business transactions and excluded from negotiations surrounding land titles. Legislation needs to change to allow women to access business and land ownership.
- Women need to be represented in social, political and economic spheres, giving them a voice in the peace and recovery processes.

4. Build Peace with and for women: Involve women in all peace processes

- Women must be involved in all stages of the peace and recovery processes, including as high-level negotiators in peace talks.
- Peace agreements offer opportunities for inclusiveness, democratic reform and for gender equality. These opportunities must be seized.
- Gender provisions must be included in peace agreements and given priority as agreements are implemented.

5. Promote gender equality in disaster risk reduction: Support men and women to build back better

- Women's unique needs must be incorporated in analyses of disaster risk and post disaster risk assessments.
- As community structures crumble and violence escalates, steps must be taken to prevent the increased vulnerability of women and girls.
- Women's economic potential goes unrealized as their interests are not factored into the recovery effort. For example, cash-for-work schemes often do not specifically target women-headed households.
- Temporary housing often denies women privacy, increases their vulnerability to exploitation and discrimination and marginalizes widows. This has an effect on the well-being of women and children.
- Women's experience and knowledge must be valued and incorporated in any plans or policies.

6. Ensure gender-responsive recovery: Promote women as leaders of recovery

- Women must be given equal opportunities to livelihoods, including access to land and credit. Rebuilding in key sectors such as transportation, shelter and health care must specifically benefit women.

7. Transform government to deliver for women: Include women's issues on the national agenda

- Women need to be engaged in decision-making on government budgets and resource mobilization.
- Incentives need be offered to public institutions that address women's needs.

8. Develop Capacities for Social Change: Work together to transform society

- Women organizations and networks need to be strengthened to ensure responsiveness and accountability on gender issues.
- Men need to be educated to promote gender equality and support women's empowerment.

Achievement of this Eight- Point Agenda will require:
 Supporting full **implementation of Security Council Resolution 1325**;
 Incorporating gender equality priorities into **advocacy and strategic planning** in the development, humanitarian, peace, and security spheres;
 Strengthening **human resources, policies and programmes** to ensure responsiveness and accountability on gender issues;
 Building **partnerships** to maximize impact on gender priorities;
 Developing gender-responsive **funding mechanisms and resource mobilization strategies**; Supporting **data collection** that counts women, counts what women value, and values what women count; and
 Advancing **intellectual leadership**, knowledge management, monitoring and evaluation on gender and CPR issues.

Further Reference:

<http://www.gdnonline.org/resources/gendermatters-talkingpoints-ee04.doc>

http://www.gdnonline.org/resources/gender_sensitive_practice_checklist.doc

<http://www.gdnonline.org/resources/genderbroadsheet.doc>

<http://www.gdnonline.org/resources/gender-sensitive-planning.doc>

<http://www.gdnonline.org/resources/seaga-field-handbook.pdf>

PRACTICAL TOOLS AND GUIDELINES TO MAINSTREAM GENDER

Need for Practical inputs in gender mainstreaming

NEED FOR PRACTICAL INFORMATION IN GENDER MAINSTREAMING

- **needs to engage women, their experiences and perspectives in decision-making in project activities and outcomes**
- Activities and outputs should take different situations and needs of women, girls, men and boys into account and create space within which each category

HOW DO WE MAINSTREAM GENDER IN EX ANTE DISASTER

In 4 different and interrelated components :

- identification and analysis of risks
- risk prevention, reduction and mitigation
- transference of risk or financial protection, and
- disaster management during preparation and emergency alert.

HOW DO WE MAINSTREAM GENDER IN EX ANTE DISASTER

- a) Gender lens in identifying relative & differential vulnerabilities of men & women
- b) to ensure the development of policies containing measures allowing the reduction of vulnerabilities
- c) Disaster may be seen as an opportunity to change processes

HOW DO WE MAINSTREAM GENDER IN EX ANTE DISASTER

- New situations and strategies should focus on gender sensitive disaster management strategies.
- important to make use of existent experiences and knowledge from local women and men in order to optimize present resources
- to know the developed capabilities of women may be useful in other phases of the comprehensible disaster risk management.

HOW DO WE MAINSTREAM GENDER IN EX POST DISASTER PHASE

- Ex post or posterior to disaster phase includes:
 - a) emergency response and relief
 - b) rehabilitation and recovery,
 - c) reconstruction.

Gender mainstreaming in these different activities ensures gender equity

EMERGENCY RESPONSE AND RELIEF

- response must be sensitive to gender equality and social diversity
- during the evacuation and during the supply and install of temporary shelters
- during psychological and medical assistance to the males and females affected population,

RECOVERY AND REHABILITATION

- Rehabilitation considers
- measures to restore previous daily conditions on the affected areas of communities
- It includes repairing on houses, buildings, as well as transport and public services networks infrastructures, such as potable water, electricity and others

RECOVERY AND REHABILITATION

- Another factor is that after living an unexpected disaster women do undergo a higher post-traumatic stress disorder

RECONSTRUCTION

Reconstruction requires -

- canalization of budgets to emergent gender sensitive social priorities
- and activities for the revitalization of affected economic sectors
- mitigation measures to reduce present and future vulnerabilities, specially avoiding the reconstruction of previous vulnerabilities

RECONSTRUCTION

- Mitigation measures to reduce present and future vulnerabilities, specially avoiding the reconstruction of previous vulnerabilities
- It includes temporary job programs, reconstruction of houses and vital infrastructures

EX-ANTE & EX-POST DISASTER PHASES

- Important to avoid every resources agent or administrator to interpret gender equality in to his own way
- it is necessary to have a national strategy on gender equality involving the different ambits of the government and its relation to the damaged communities

GENDER STRATEGY FOR PRACTICAL MAINSTREAMING

- This gender strategy should be cushioned on three critical premises:
- action on gender in disaster management has, and is seen to have, support at the highest level
- should be matched by systematic budgetary allocation to institute the development of a gender strategy through a participatory process, and build up the technical capacity to put this into practice

DEVELOPING THE GENDER STRATEGY FOR DISASTER MANAGEMENT

- the understanding of gender,
- how it figures in the projects, and skills and opportunities,
- as well as the indicators for operationalising strategy is made explicit
- at regional, national and community levels through impact areas and projects;

PREREQUISITES FOR MANAGEMENT OF GENDER ISSUES IN DM

- All project actors undergo a gender sensitization and gender analysis training
- Require special effort from researchers, planners and policy makers in disaster management to establish the use of disaggregated data
- Situate activities aimed at promoting gender & women's empowerment in disaster mgmt throughout overall project design.
- Designate some women specific activities for disaster management

**TO ENGENDER DISASTER MANAGEMENT
SPECIAL TOOLS TO BE DEVELOPED.-**

- a) Include gender and disaster management in training component
- b) Engendering early warning systems
- c) Engendering research and vulnerability analysis for disaster management
- d) Gender issues in rehabilitation, relief and rehabilitation
- e) Tailor made information briefs and bulletins on gender and disaster management.

**TO ENGENDER DISASTER MANAGEMENT
SPECIAL TOOLS TO BE DEVELOPED.-**

- a) Strengthening of the information sub-system for DM to achieve comprehensive gender relevant information
- b) Developing engendered culture and premise for public awareness or public Information for disaster management in the sub-region
- c) Developing gender responsive indicators for risk and vulnerability assessment in both rural and other areas with high potential disaster scenarios
- d) Developing gender specific elements of respective disaster prevention and mitigation, disaster preparedness and disaster response projects

**SIX PRINCIPLES TO APPLY GENDER NOTION
TO AID AND RECONSTRUCTION**

1. Gender equality and risk reduction principles must guide all aspects of disaster mitigation, response and reconstruction
2. Gender analysis is not optional or divisive but imperative to direct aid and plan for full and equitable recovery

SIX PRINCIPLES TO APPLY GENDER NOTION TO AID AND RECONSTRUCTION

3. Women's community organizations have insight, information, experience, networks, and resources vital to increasing disaster resilience
4. Base all Initiatives on knowledge of difference and specific cultural, economic, political, and sexual contexts, not on false generalities
5. Democratic and participatory initiatives serve women and girls them best
6. Avoid overburdening women with already heavy work loads and family responsibilities likely to increase.

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Action plan for mainstreaming gender in DRM

Learning Objectives:

By the end of this session the participants should be able to

- Identify gender issues and concerns in the disaster risk management in general and their field experience in particular.
- See the linkage between their work experience and Disaster Risk Reduction
- Plan the how the participants will be contributing to mainstream gender in DRM programme activities and Able to think towards solutions to the gender concerns at policy level and implementation level

Duration: 60 minutes

Tips to Facilitator/ preparation:

- The facilitator should inform the participants about the objectives of this session and explain the objective of this session to the participants.
- Divide participants into smaller sub-groups 5-8 members each and ask them to think about what are the gender issues they had seen in pre, during and post disaster times?
- Encourage participants to share their experiences among the team and their ideas on gender mainstreaming in DRM.
- In the groups ask participants to dwell upon the different ways in which Gender equity was ensured from their experiences from different regions in different contexts.
- Encourage them (from their knowledge and work experience) to think about possible ideas and alternatives to do gender mainstreaming in the disaster situations.
- At the end of presentations, summarize ideas on possible gender mainstreaming, challenges to the gender mainstreaming processes and possible alternatives to convert challenges in to opportunities.
- Split participants into different groups to make their plans on future course regarding gendering DRR.
- Facilitator should ensure that the participants plan their action plans practically .
- Participants might want to refer to their annual work plans to guide their action plans .
- The action plans have to be both short term and long term and Participants should be made in to different groups to make their plans on future course regarding gendering DRR.

- End of the group discussion on the plans participants should be asked to make a presentation to the open house for critical review, suggestions and inputs and possible cooperation.

Training Methods

Group Activity, participatory interaction

Training materials required

- Flip Charts
- Colour Pens & Marker pens

TRAINING EVALUATION FORM

GENDER MAINSTREAMING IN DISASTER RISK MANAGEMENT FEEDBACK OF THE PARTICIPANTS (PREFERABLY AFTER EACH DAY)

On a scale of 1 to 5 please rate the following:

1. Relevance of the training :

LOW 1-----2-----3-----4-----5----- HIGH

2. Relevance of content:

LOW 1-----2-----3-----4-----5----- HIGH

3. Training Methodology:

LOW 1-----2-----3-----4-----5----- HIGH

4. Resource Material/notes

LOW 1-----2-----3-----4-----5----- HIGH

5. Facilitators

LOW 1-----2-----3-----4-----5----- HIGH

6. Overall Rating

LOW 1-----2-----3-----4-----5----- HIGH

7. Any two best learnings from the Programme

1. Suggestions

DISASTER RISK MANAGEMENT PROGRAMME

Repeated disasters threaten sustainable development. Disasters destroy decades of human efforts and investments towards development, thereby placing heavy demands on society for reconstruction and rehabilitation. Between the years 1991 to 2000, Asia has accounted for 83% of the population affected by disasters globally. Within Asia, 24% of deaths due to disasters occur in India, on account of its size, population and vulnerability. The Indian sub-continent is highly prone to natural disasters. Geographically floods affect 40 million hectares of the land, cyclones affect particularly the east and west coastal areas and 59% of the land is vulnerable to earthquakes. High level of risks combined with low levels of local capacity to cope with the hazards result in major loss of lives, property and livelihood.

Disaster Risk Management Programme:

The GoI (Government of India) and UNDP (United Nations Development Programme) Disaster Risk Management programme provides support to the Government to set up an institutional framework addressing issues of disaster preparedness, response, prevention and mitigation. In addition, a sub-component of the programme focuses on earthquake vulnerability reduction in 38 cities falling in zones III to V (medium to high risk to Earthquakes) having a population of more than half a million each.

The programme objectives are:

- Capacity building to institutionalize systems for DRM in the government
- Support preparation of participatory multi-hazard preparedness plans, through preparation of response and mitigation plans for disaster risk management at state, district, block, and village and ward level in 176 most multi-hazard prone districts of 17 selected states (roughly covering 30% of India's population).
- Awareness generation and education programmes in disaster risk reduction and recovery
- Networking knowledge on effective approaches, methods and tools for disaster risk management, developing and promoting policy frameworks at state and national levels.

The DRM programme is being funded under a multi donor framework of \$ 41 million. Apart from UNDP other donors such as the European Union(EU),the United States Agency for International Development(USAID),the Government of Japan, the Australian Agency for International development (AUSAID),Department of International Development (DFID), the European Commission Humanitarian Aid Office (ECHO) and United Nations International Strategy for Disaster reduction (UNISDR) are part of this framework.

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