



Training Curriculum on

Women Leadership in Disaster Risk Reduction

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Technical Support:



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Kazi Shahidur Rahman

Coordinator & CEO, NIRAPAD

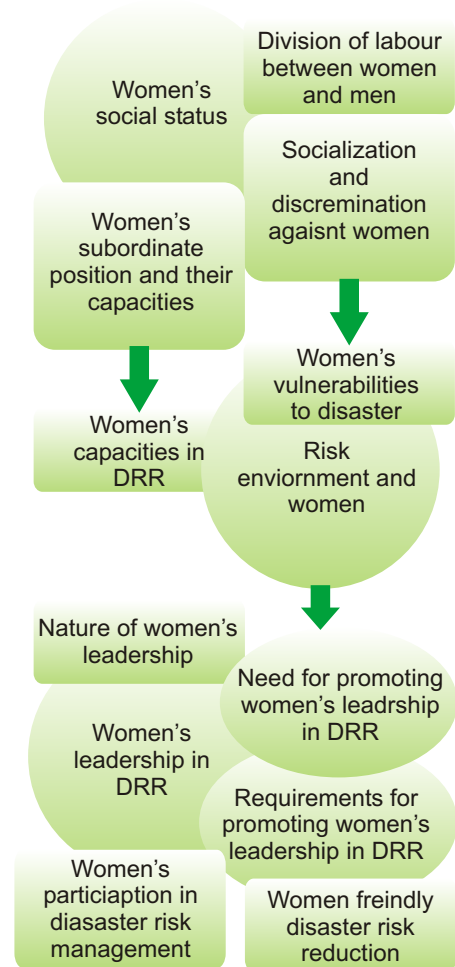
Background of the Training Curriculum

Usually, women are regarded as more vulnerable during disaster due to their subordinate position with respect to men, their ineptness to use physical power and lack of life saving skill; and traditionally, women are considered burden during disaster. Plans and proposals for seeking women’s participation in disaster management or to provide assistance to them, take women’s such vulnerabilities into consideration; However, because of resource constraints and lack of understanding and skills, often disaster preparedness and emergency responses fail to meet women’s particular needs or uphold their dignity.

Despite their vulnerabilities, women have capacities for disaster risk reduction. They do many things for prepedness and responses to reduces distresses of their family and help community continue social function. Women mainly do these at household level; and their capacities manifest some leadership elements. However, society rarely acknowledges women’s such cntributions.

Women use their own perspective, experience and strategies to reduce disaster risk which is different from that of the men. Besides, half of the population is women. Therefore, women’s participation and their leadership in disaster rissk reduction at social and institutional level are crucial to make disaster risk reduction activities more effective. Two issues are important for application and promoting women’s leadership. Firstly, women friendly disaster risk management the disaster risk reduction activities are not so far hopefully women friendly. In most of the cases, activities before, during and after the disaster creates more work-load on women. Also, the traditional responses do not women’s special need or uphold their dignity adequately. Secondly, facilitating environment to promote women leadership in disaster risk reduction-despite the humanitarian agencies’ intention and efforts, discrimination against women in disaster risk reduction interventions and women’s position and status in the society impede promotion of women’s leadership in disaster risk reduction.

In recent times, the issue of promoting women’s leadership to make disaster risk reduction more successful has gained some prominence. Many humanitarian agencies already have started to work comprehensively toward this end. As a part of that, agencies are planning and organising training to enhance knowledge and skills of their staff. In 2011, Oxfam-GB Bangladesh humanitarian program through technical assistance of NIRAPAD developed a handbook titled “Women Leadership in Disaster Management”. The handbook was for the training of primary school teachers, in particular, the teacher involved in Non-formal Education Programs run by FIVDB and DAM. The handbook was developed through review and analysis of the relevant documents and reports and consultation with the experts in the relevant fields from both governmental and non-governmental agencies (i.e. Disaster Management Specialist, Curriculum Development Specialist and Training Specialist).NARRI consortium which seeks developing multilevel capacity building for male and female members of CBOs involved with NARRI-DIPOCO-6 project, noted the possibility of using the handbook. Accordingly, they have planned to develop a training curriculum through technical assistance from NIRAPD. Primary objective of this curriculum is to help NGO staff arrange capacity building training for CBO members. The long term goal is to develop CBOs’ capacity to plan and manage practicable initiatives to in their communities to promote women’s leadership in disaster risk reduction.



Overview of the Training Curriculum

At the outset, the curriculum contains Pre-training introduction which include introducing participants, agreeing on learning objectives and expectation of the participants and explaining objectives of the training and the topics included in the curriculum. The curriculum is divided into four sections.

Module 1: Women’s status and position in the society - roles of women and men that manifest in division of labour between women and men in the society; how traditions and societal norms establish and perpetuate division of labour and create discrimination against women; and how women’s capability manifested through their activities.

Module 2: Disaster risk reduction and women’s leadership - Impact of disaster on women; women’s capability in reducing disaster risk at normal time and during disaster.

Module 3: Promoting women’s leadership in disaster risk reduction, need for women’s leadership and what it requires to promote women’s leadership; formulating master plan of women friendly disaster risk reduction activities, and role of women leadership in reducing disaster risk reduction.

Module 4: Planning practical activities to promote women’s leadership in the community through CBOs and monitor progress during implementation period.

Each module contains some sessions. As such there are 9 sessions in four modules, and each session consists of following items.

Title: Denotes the main topic of the module.

Objective(s): Provides a clear idea about the learning objectives and what is expected achieve from the session.

Key Messages: Express in brief what participants should learn or understand through the session.

Duration: Required time to carry out and complete the session has been mentioned.

Content: Topics and subtopics to be discussed to explain and elaborate the key messages of the session.

Materials: Lists of materials needed to run the session.

Process: Explains how the sessions would be conducted and what tools to be used.

Handouts: Information and explanation that the facilitator may require to conduct the session, explain the issues and achieve the objective of the session. Handouts are based on the handbook titled “Women Leadership in Disaster Risk Reduction” developed by Oxfam through technical assistance of NIRAPAD. Information and explanation in the handouts are always in the context of rural although it is not mentioned in several cases.

Interactive Tools: Brief description of PRA tools that may be used to make the session interactive and participatory; and explain the process of how to use the tool for the session; also cites examples of the tools. It should be noted that, usually, these tools are used to gather information from the community, however, here it is used to generate discussion among the participants and the facilitator.

Content of the Training Curriculum

Module 1: Women's status in the society

- Men's and women's role
- Social norms and reinforcing division of labour
- Women's capacity and obstacles

Module 2: Women and disaster risk reduction

- Risk environment and women
- Women's capacity in disaster risk reduction

Module 3: Women's leadership in disaster risk reduction

- Clarifying leadership role of women
- Women sensitive disaster risk reduction
- Women's participation in disaster risk Reduction

Module 4: Promoting women's leadership in disaster risk reduction

- Planning for promoting women leadership in disaster risk reduction

Pre-Training Introduction

INTRODUCTION

Objectives:

By the end of this session participants will be able to

- Explain the objective of the training
- Share their expectations from the training

Duration: 0.5 Hours

Session Overview:

- Opening
- Introductions
- Learning contract
- Participant's expectations and training objectives
- Overview of the training time table

Materials:

- Video clippings
- Flipcharts
- VIPP cards
- Artline Marker

METHODOLOGY/PROCESS


1. Official protocols are observed.
2. Presiding official welcomes to the participants of the training.
3. The facilitator invites the participants to introduce each other through a participatory exercise. One way to do this is to pair off participants, each introducing the other. Introductions should include name, organization and two expectations for the training from each participant. A variation of this would be to add a gender-based introduction such as the partners sharing one thing they like or do not like about their women's role.

HANDOUTS

Objectives:

- Objective of the handouts is to assist the trainers plan and facilitate training of CBOs that help CBO promote women's leadership role in disaster risk reduction. In particular, the handouts aim at helping to understand women's role in the family and society;
- To understand the impact of disaster on women;
- To understand women's leadership role in disaster risk reduction;
- To develop action plan for promoting women leadership in disaster risk reduction.

Module 1:
Women's Status in the Society



Module 1: Women's Status in the Society

SESSION 1.1 MEN'S AND WOMEN'S ROLE

Objectives:

- To understand how society perceives men's and women's roles in the family and society;

Key Messages:

- Society exhibits a division of labour between men and women; and shapes perception about men and women.

Time: 1 Hour

Content:

- Division of labour between men and women
- Productive, reproductive and community role

Materials:

- Video clippings on daily activities of a household
- Flipcharts
- Art line Marker
- Daily Activity Schedule

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> Welcome participants for this session 'men's and women's roles'; Show a video clippings on daily activities of a household to stimulate the participants; Ask the participants to discuss among themselves the usual daily work of a woman and a man in their locality. Allocate five minutes time for the discussion; 	10 Min
<ul style="list-style-type: none"> Now, explain the 'Daily Activity Schedule' tool 1.1 Ask participants to prepare a list of daily works of women and men with the assistance of this tool and discussing in the large group. And help the participants in this work; When the list is prepared, invite two participants to explain it; Thank them, and discuss existing division of labour between women and men on the basis of information received through tool, explanation of the participants and information from the handout; 	25 Min
<ul style="list-style-type: none"> Clarify how the notion of division of labour between women and men determine different roles for women and men; 	15 Min
<ul style="list-style-type: none"> Do not use technical jargons during discussion; rather explain those in local/indigenous terminology and examples; Summarize the discussion focusing on the key message of the session. 	10 Min

HANDOUTS

1.1 Men's and women's roles

Society exhibits division of labour between men and women. It is a social construct; and it shapes perception about men and women. It results in allotting one set of roles to women and another set to men.

Both men and women play multiple roles in society. These roles can be identified as reproductive, productive and community roles. Women are responsible for performing all three kinds of role, while men's are categorized as either productive or community politics.

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 planting, 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, sick, elderly and workers. Through this families ensure supply of labour force and skill for productive function. Mostly women do these tasks. Traditionally, in Bangladesh, women are compelled to do 90% of the reproductive work. They do cooking, collect water and firewood and take care of their family members.

Community role: Activities that are undertaken to maintain and operate social life. For example, maintaining kinship relations, social interaction and ceremonies.

Despite the division of labour, in reality, along with their reproductive role, women take part in social function or productive activities. In rural setting, women do pre-harvest and post harvest crop processing. But they do it mostly inside the household; and these are not very visible. In the cities, substantial numbers of women take part in economic activities. They work mostly in the informal economic sectors, where they are paid less compared to men. Also, large numbers of women in the formal sector, garment industry in particular; usually, they get low profile jobs, and often work under men's supervision. There are many women with higher educational qualification and professional skills who work in governmental and non-governmental organizations, educational institutes and private sector agencies. However, the notion of division of labour between women

Roles	Women	Men
Reproductive Role (Typically women)	<p>Biological reproductive work: Bearing and breast feeding babies</p> <p>Social reproductive work: Bringing up children, cooking, cleaning, laundering, fetching water/fuel wood, etc.</p> <p>Invisible and unpaid Favor dependent decision making*</p>	<ul style="list-style-type: none"> Minimal reproductive work Involves more mobility Is optional Is visible Holding decision making power
Productive Role (Typically Men)	<p>Livelihood activities Lowly paid (relative to men)</p> <p>Invisible/secondary importance</p> <p>Nature of work generally based on reproductive role</p>	<ul style="list-style-type: none"> Livelihood activities Highly paid (relative to women) Visible Recognized as breadwinners
Community Role	<ul style="list-style-type: none"> Maintaining kinship relations, religious activities, social interactions and ceremonies (births/marriages/deaths) etc. Unpaid work Nature of work similar to the reproductive work 	<ul style="list-style-type: none"> Political in nature Paid work Highly visible

*Women's decision making acts typically depend on the goodwill of the male members of the households.

and men is so overwhelming that women’s contribution in productive function does not get much of attention. Women’s involvements in agriculture, factories and service sector are seen as exceptions rather than role shifting.



INTERACTIVE TOOLS

Tools 1.1: Daily Activity Schedule

Purpose of the Daily Activity Schedule is to show that women and men’s works are distinct and different.

The daily schedule portrays a comparative picture of women’s work and that of men which are carried out daily within and outside houses. The comparative picture shows that role of women in the family and society is different from that of the men, and there is division of labour in women and men’s work.

Process of Using Tool:



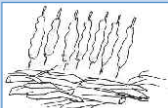








1. At first explain the objectives of this tool:
2. Now, explain the tool

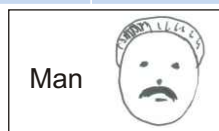
This tool is a table which contains three column and several rows. There is a pictur or symbol in each row to denote a work. If that work is traditionally a women’s work, then indicate it with a symbol or by an image of a woman and vice versa in the third column. However, if the work is traditionally carried out by both women and men, then put symbol both in second and third column. The entire row should be filled up following this guideline.

3. Ask the participants to fill up this table discussing in large group, and assist them for this work.
4. When the table has been completed, invite two participants to explain it.

5. Then, discuss division of labour between women and men; and explain the key message of this session on the basis of information received through this tool, explanation of the participants and using the supplementary information.

Sample of Tool:

women's or men's work at normal time		if work is done primarily by women, it has to be marked in this column	if work is done primarily by men, it has to be marked in this column
Cooking			
Fetching water			
Collecting fuel			
Ploughing			
Boating			
Pulling rickshaw/van			
Cleaning house			
Reaping			
Cutting wood			
Earth work			
Sewing			



SESSION 1.2 SOCIAL NORMS AND REINFORCING DIVISION OF LABOUR

Objectives:

- To understand how perceived division of labour discriminates against women

Key Messages:

- Social norms and culture establish and reinforce the traditional division of labour; and through the socialisation process, girls and boys learn that they have different roles and responsibilities in the family and society.
- Socialization process discriminates against women resulting in women having restricted mobility, limited access to services, poor control over resources and weak voice in decision making.
- Women's work are perceived as of no economic value, thus, women are considered as burden; and it renders women's position subordinate in the society.

Time: 1 Hour

Content:

- Social norms promoting division of labour
- Discrimination against girls and women

Materials:

- Flipchart
- Art line Marker
- Activity Trend Analysis tool

METHODOLOGY/PROCESS

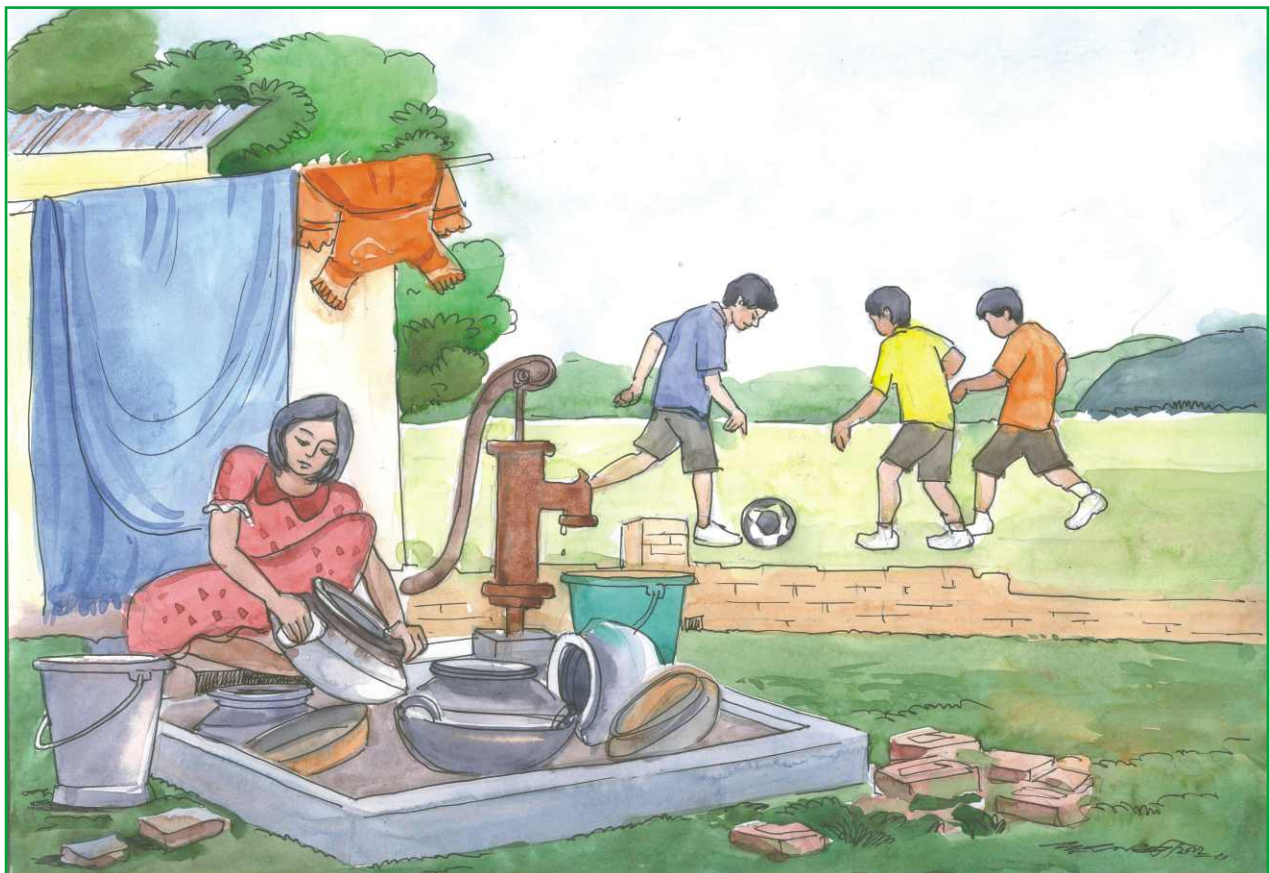
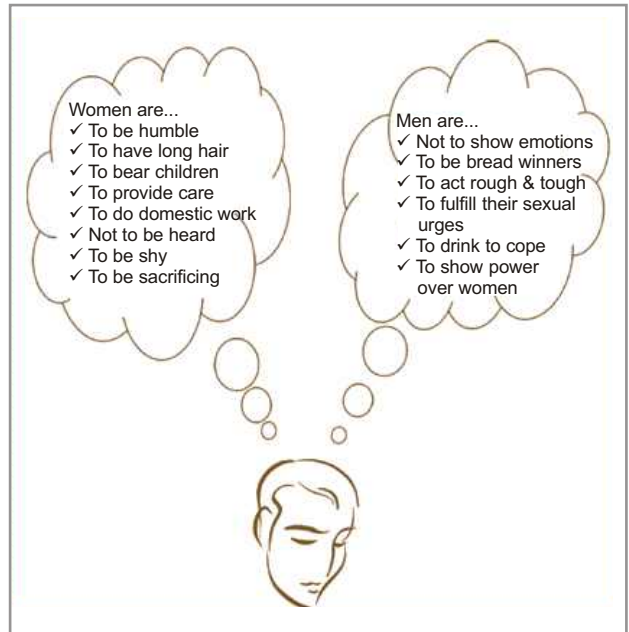
Process of Conducting Session	Duration
<ul style="list-style-type: none"> Welcome participants and linking with the previous session, invite them to participate in the session 'social norms and reinforcing division of labour'; 	10 Min
<ul style="list-style-type: none"> Then ask participants to discuss among themselves girls' and boys' activities at different stages of their life and whether girls and boys do similar activities during various stages of the life cycle. Give them 5 minutes; Now explain the Activity Trend Analysis tool; 	25 Min
<ul style="list-style-type: none"> Then, ask the participants to discuss the issue in large group, and with the help of this tool show the works of female and male child that they perform in different stages of their life. Assist them in this regard; When the report prepared ask two participants to present it; Now, discuss the following issues on the basis of information received through this tool, explanation of the participants and information from the handout; <ul style="list-style-type: none"> How social norms and practices shape perception of girls and boys about their respective roles; and how it forces them into the socially the socially constructed division of labour; How socialization process create discrimination against women in the society; and oWhy it is perceived that women's work has no economic value, and as a result of this attitude how women become subordinate to men in the society. (Follow handout 1.2); 	15 Min
<ul style="list-style-type: none"> Summarize the discussion focusing on the key message of the session. 	10 Min

HANDOUTS

1.2 Social norms and reinforcing division of labour

Social norms and culture establish and reinforce the traditional division of labour; and through the socialisation process, girls and boys learn that they have different roles and responsibilities in the family and society.

Traditionally, the female stereotypic role is to marry and have children and the male stereotypic role is to be the financial provider. Women have to put family's welfare before her own, and be caring, nurturing and sympathetic; whereas men have to provide, and be independent, courageous and dispassionate. Men do decision making and women follow them, which reflects unequal power relations between men and women. It is the basis of the division of labour between women and men. Socialization process reinforces it, and it begins at very early stage of the boy's or girl's life. Societal norms prescribe dress code to differentiate between male baby and female baby, and apply throughout the whole life of the baby. Girls' toys are different from that of the boys. "Girls' toys are often geared towards nurture and family, such as dolls that require feeding or changing, or



cooking sets that reinforce domesticity. Boys' toys, on the other hand, focus more on violence and aggression, such as action figures, weapons and sports equipment." Girls and boys play different game – body action and aggressiveness are encouraged for boy, while girls are advised not to get their clothes dirty.

This Socialization process discriminates against women. Girls are taught not go out, not to play boy's games and not to assert their views, instead, they should take care of the other siblings and make sacrifice for the comfort of other. It increasingly restricts girls' mobility as they grow and shrinks their entitlement to food and other services. Also, it denies them opportunity to acquire various useful skills such as swimming and tree climbing. Moreover, it limits their access to information, makes them weak and prevents them from participating in decision making.

INTERACTIVE TOOLS

Tools 1.2: Activity Trend Analysis

Purpose of the activity trend analysis is to demonstrate that the girls and boys are socialized to learn about the existing division of labour between women and men comply with that.











Activity trend analysis illustrates that societal norms and practices shape perception of girls and boys about their respective roles. Through the process, they learn that girls and boys have different roles and responsibilities; and it forces them into the socially constructed division of labour. Comparisons between socially perceived permissible activities for girls and boys at different stages in their life can demonstrate that societal norms and practices put restrictions on girls and discriminate against them.

Tool using Process:

1. First of all explain the objective of this tool.
2. Now explain "Activity Trend Analysis" tool

It is a table which contains four column and several rows. At the first column on each row has a picture or symbol to denote a work. If children less than 10 years do this work, it should be marked in the second column using a symbol for girl and a different symbol for boy. If the work is usually done by girls then symbol that denote girl should be placed; if the work is usually done by boy symbol that denote boy should be placed and if both girls and boys do the work then it should be marked by both the symbols. Similarly, third column signifies the work done by persons under 10-15 years age group and third column is for people older than 15 years.
3. When the table is completed, ask two participants to explain it.
4. Now, on the basis of information received through this tool, explanation of the participants and supplementary information from the handout discuss how tradition and social norms create and re-enforce division of labour between women and men.
5. Then, discuss how this social process creates discrimination against women and lowers their position and social status.

Sample of Tool:

Work including play & games	Age group		
	Less than 10 years	10-15 years	Over 15 years
Cooking 			
Doll Playing 			
Football 			
Skipping 			
Boating 			
Ploughing 			
Climbing Tree 			
Sewing 			
Going to School 			
Swimming 			



SESSION 1.3 WOMEN’S CAPACITY AND OBSTACLES

Objectives:

- To understand how women’s work benefit the family and the society;

Key Messages:

- Women do most of the reproductive work, in addition, undertake productive work and contribute to household economy; nevertheless, they are not recognized as breadwinners.

Time: 1 Hour

Content:

- Women’s impediments in proper functioning
- Recognizing women’s contribution

Materials:

- Flipchart
- Art line Marker
- Access-Control Profile Tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for the session ‘women’s capacity and obstacles’; 	10 Min
<ul style="list-style-type: none"> • Ask the participants to identify resources available to households, and determine how many of those are used by women and that of by men, and discuss who can take decision to buy or sell which of the resources. Allocate five minutes time for this purpose; 	
<ul style="list-style-type: none"> • Now explain “Accessibility-Control Profile–Tool 1.3”; and ask the participants to prepare, with the help of this tool and discussing in large group, women and men’s accessibility –control profile to assess their access to resources available at the household level; 	25 Min
<ul style="list-style-type: none"> • When it is completed, invite two participants to explain the profile; 	
<ul style="list-style-type: none"> • Thanking the participants, discuss the following issues on the basis of information received through this tool, explanation of the participants and information from the handout <ul style="list-style-type: none"> ▪ Whether and to what extent women have control over resources; and what constraints they face to use the resources; ▪ Despite the constraints how effectively women perform their works and to what extent they contribute to the family economy; 	15 Min
<ul style="list-style-type: none"> • Summarize the discussion focusing on the key message of the session. 	10 Min

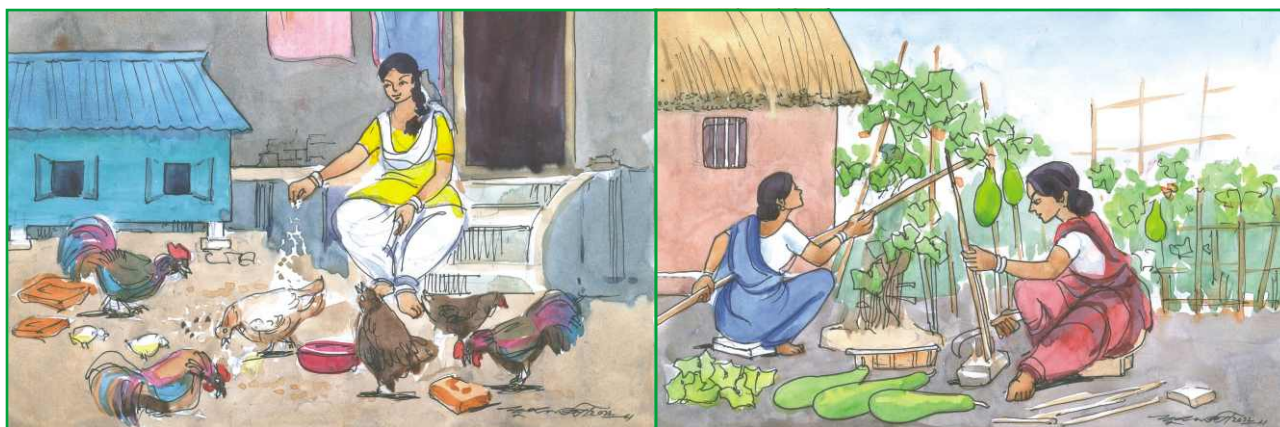
HANDOUTS

1.3 Women's capacity and obstacles

The perceived differential for women's and men's roles runs along economic fault line – paid work for men and women do the unpaid work. Men's primary role is defined as economic provider. They are perceived as "breadwinner" – they earn the income and provide the family with food, cloth, shelter and other amenities. Women are primarily responsible for housework and care giving. They are seen as consumer rather than producer; and their work are of having very little economic value. Thus, women considered as burden. And in this way, women's are placed subordinate position under men in the family and society.

Nevertheless, women's household activities provide the basis for men's productive functions. Also, women's home based productive activities – e.g. back yard garden, poultry, food processing, although not measured in economic terms, contribute more directly to household budget. Furthermore, women undertake more straight forward income earning activities; they work outside their families and take up 'paid work'.

Notion of male breadwinner is so deeply rooted and overwhelming that women's involvement in economic work are rarely acknowledged. Women's work outside the home have to be in addition to their household work, otherwise, society may make the women feel guilty for not fulfilling their primary role.



INTERACTIVE TOOLS

Tools 1.3: Access-control profile

The purpose of access-control profile is to demonstrate women's condition and position in the society.









The access-control profile show what extent women use or control family or community resources compared that of men. It is likely to show that women have less ownership of family resources than men; and women cannot take any decision in buying and selling those resources. Similarly, women cannot have access to community services when necessary




Tool Using Process:

1. At the beginning, explain the purpose of this tool exercise.
2. Now explain "Access-Control Profile 1.3" tool
 It is a table which contains three column and several rows. Resources have been shown through pictures in each of the rows of the first column. It could be shown in the second column that to what extent women generally utilize these resources compared to men. A 0-3 scale could be used to measure the amount or extent of resource exploitation. Where 0 mean does not use at all, 1 indicate less use than men, 2 denote use equally like men and 3 signify that women use resources more than men. To fill up this table, a symbol could be used once, twice or thrice to indicate the appropriate answer or the space could be left blank if answer is "0". Similarly the level of women's decision making to sell and buy these resources could be shown in the third column.
3. Now fill out this table discussing with the participants in the large group.
4. When the table is completed, ask two participants to explain it.
5. Now, on the basis of information received through this tool, explanation of the participants and supplementary information (1.3), discuss power to use and ownership of resources compared to men. This may show that women have least ownership and control over resources.

Sample of Tool:

household resources	Compared to men, to what extent women use the resources	Compared to men, to what extent women are able to sale, transfer the resources or able to make decision about that
Money 		
Cattle 		
Ornaments 		
Land 		
House 		
Poultry 		
Homestead vegetable garden 		
Goat 		

Module 2:
Women and Disaster Risk
Reduction



Module 2: Women and Disaster Risk Reduction

SESSION 2.1 RISK ENVIRONMENT AND WOMEN

Objectives:

- To understand the impact of disaster on women;

Key Messages:

- Disaster damages life, property and environment; disrupts services and puts people in distress; during disaster women suffer differently than men;
- Because of their lack of visibility, restricted mobility, limited access to resources and weak voices in decision making, women's risk, deprivation and work load increases in all stages of disaster risk management cycle.

Time: 1 Hour

Content:

- Women's disaster vulnerability context
- Nature of women's distresses during disaster

Materials:

- Video clippings on disaster
- Flipchart
- Art line Marker
- Disaster Distress - Matrix Rating Tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for this session 'risk environment and women'; • Show a video clipping on disaster to generate discussions; • Ask them to discuss among themselves the impacts of disaster, and how women and men suffer during disaster. Allocate five minutes for this purpose. 	10 Min
<ul style="list-style-type: none"> • Now explain 'Disaster Distress - Matrix Scoring Tool 2.1'; and ask the participants to discuss in the large group and show women's and men's distresses during disaster using the tool; • When they complete the task, invite two person to present their findings; 	25 Min
<ul style="list-style-type: none"> • Then, thanking participants, discuss the following issues on the basis of information received through the tool, explanation of the participants and information from the handout; <ul style="list-style-type: none"> ▪ How women suffer and how it is different from that of men ▪ How women's risks and deprivation increase 	15 Min
<ul style="list-style-type: none"> • Summarize the discussion focusing on the key message of the session. 	10 Min

HANDOUTS

2.1 Risk Environment and Women

Natural hazards such as flood, riverbank erosion, drought, cyclone, tidal surge or cold wave occur in Bangladesh every year. In recent time, arsenic contamination in ground water, salinity intrusion in the southwest region and landslide in the southeast regions has emerged as serious hazards. North-eastern part of Bangladesh is earthquake-prone; it may occur anytime in future. Also, there has been a marked rise the numbers of incidences of fire and building collaps in the urban areas.

These hazards cause human casualties, destroy properties and degrade environment. Many people get killed or injured. Infrastructure – factories, houses, buildings, roads, bridges, culverts, are damaged. Standing crops are lost. Household assets are destroyed. Flood, drought, cyclone or riverbank erosion often devastates the natural environment. Low-lying areas get waterlogged. Crop field become unusable due sand deposits. Soil and water in many areas, coastal region, in particular, become saline. Also, ground water table drops. It seriously affects people's life and livelihood. Communications get disrupted. Schools, colleges, clinics, hospitals and other services stop functioning. Mills and factories remain closed. Trade, commerce and market become nonfunctioning. It results seriously diminishes people's income earning opportunities.

Cyclone kills or injures women or other members in the household. However, it kills more women than men. Generally, women do not get warning message timely; even they get it in time, because of social norms, they

Number of women is the highest among those who are died in disaster

Women lost household belongings during disaster

Women fall in problems of food, firewood and potable water due to environmental problems

Women are more deprived if service dellivery is obstructed

Ultimately women in the family had to bear the burnt of all disaster related problems

Aim of assistance during disaster is not to meet women's demand rather to compenssate ecomonically



cannot leave their houses without prior permission of their husbands. Also, traditionally, women lack skills to swim or climb trees, and because of that rates of disaster induced death for women are always higher than that of men. About 91 percent was women among the people who had lost their lives due to the cyclone in 1991.

Disasters disrupt services, hinder economic activities and drastically reduce access to food, water, sanitation and health care. Women, in particular, suffer because of that. They have to ensure food and water for their family members, keep their houses clean and take care every one, children and elderly. In particular, it is extremely difficult for women from displaced households to ensure these as well maintaining their personal hygiene.

Loss of assets and income earning opportunities and the resulting inability to do the breadwinner's duty often frustrates men; and they sometimes ill-treat women. Moreover, safety and security measure in the temporary shelters are often weak and inadequate. It increases exposes women to abuse and sexual harassment.

Absence of male household-head – due to death or migration, puts breadwinner's responsibility on women. It is quite stressful for the women. Because, in such situation, women not only have to do the household chore – such as collect water, prepare food and take care of children, but also have to work for income.

Pregnant or disable women suffer more during disaster. Facilities and services shrink; and people become involved to cope with the crisis so heavily that they could not look after pregnant or disable women. Distresses of pregnant and disable women's increases greatly if they are to do household duties in such situation.

Structural risk mitigation measures often adversely affect women. For example, embankment may bring open water bodies under agriculture or result in changes in the crop cycle. Usually, it usually reduces women's access to common resources. In particular, commercial crops, replacing food grains, diminish poor women's opportunity to glean or to graze their animals.

INTERACTIVE TOOLS

Tools 2.1: Disaster distress - Matrix Scoring

The purpose of 'Disaster Distress-Matrix Scoring' is to show that women's distress is different from that of the men.

Compared to men, women suffer more due to loss of life and resources, caused by disaster; and women's vulnerability, deprivation and work-load increases manifold during disaster.

Tool Using Process:

1. At first, explain the purpose of using this tool;
2. Now, explain 'Disaster Distress-Matrix Scoring Tool 2.1';
It is a table composed of three column and several rows. In the First column for each row has a symbol or picture to denote a specific distress; the second column is to show the level of women's distress compared to that they suffer in normal time. Scale of 0-5 is to be used to measure distress level – to show the level the respective cell to be marked with a symbol once, twice, thrice, fourth or five times. If women do not suffer from that particular distress the cell should not be marked. To show the level of men's distress, cells under the third column is to be marked similarly;
3. Then, ask them to do the exercise in the large group;
4. When the table is completed, ask two participants to explain it;

5. Then, on the basis of information received through the tool, explanation of the participants and information from the handout, discuss and explain that impacts of disaster is different for women and men, and women’s distresses and deprivations increase during disaster;

Sample of Tool:

List of distress	Women’s distress level	Men’s distress level
Hunger		
Lack of potable water		
Shelter-less		
Lack of sanitation facilities		
Illness		
Restricted mobility		
Loss of livelihood		
Relief materials collection		
Difficulties in cooking		
Increase of work-load		
Exposure to sexual harassment		

SESSION 2.2 WOMEN'S CAPACITY IN DISASTER RISK REDUCTION

Objectives:

- To understand and explain what capacities women have to face disaster and how they help others.

Key Messages:

- Women have some capacities to face disaster, and they take preparation spontaneously; and beyond their traditional role, they take additional roles to save themselves and others during disaster.

Time: 1 Hour

Content:

- Role transformation during disaster
- Disaster risk reduction and extra workload

Materials:

- Video clippings on women's contribution in disaster risk reduction
- Flip chart
- Art line Marker
- Women's Disaster Risk Reduction Activity Analysis tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> Welcome participants for the session 'women's capacity in disaster risk reduction'; Show a video clipping on women's contribution in disaster risk reduction; Ask the participants to discuss among themselves what women do during normal time and that of disaster period, and determine whether these are part of their daily life. Give five minutes for this purpose. 	10 Min
<ul style="list-style-type: none"> Now explain 'Disaster Risk Reduction Activity Analysis' Tool 2.2; and ask the participants to discuss in the large group and using the tool determine, as to take part of disaster risk reduction, whether women had to take more or less or equal workload daily during normal time. Help them in this regard. When the work is completed, invite two participants to explain the issues incorporated in the Women's Disaster Risk Reduction Activities Profile. Thanking participants, discuss the following issues on the basis of information received through tool, explanation of the participants and information from the handout- <ul style="list-style-type: none"> How women work in disaster preparedness and response during disaster; How women adapt with the changing situation during disaster; How women's involvement in disaster risk reduction activities increases their workload. 	25 Min
<ul style="list-style-type: none"> Summarize the discussion focusing on the key message of the session. 	15 Min
	10 Min

HANDOUTS

2.2 Women’s Capacities in Disaster Risk Reduction

Despite their subordinate position in the society and discrimination against them, women are first to respond to disaster. They take up a crucial role to help their families cope better with the crisis. They clear debris and arrange for shelters. They take care of injured and elderly people, provide emotional support and ensure food and water for their families.

When disaster seriously impedes social and economical activities and forces the community to become dependent on external assistance, women intuitively come forward to help people in distresses; and with the scanty available resources, they protect their family members against starvation, thirst and illness.

In addition to their daily routine household work, women collect food and other relief items from relief distribution centres, and participate in food/cash for work. Also, in the absence of male household head, they take up breadwinner’s responsibility – they work to earn income along with their usual household chores.

Women apply their experience and practical knowledge for disaster preparedness. To minimize the potential threats they make portable stove, store dry food – e.g. rolled or puffed rice, dehydrated vegetables, keep stock of wood-fuel. They save money and food grain on regular basis for the hard times. They make *sika* (netted bag) to keep household items above water level during flood; and plant plantain and *Dholkolmi* to protect their homesteads. Also, they use microfinance support to reduce disaster risks – for example, invest loan money to replace bamboo poles with concrete pillars. Furthermore, they build social network that becomes very helpful in crisis.

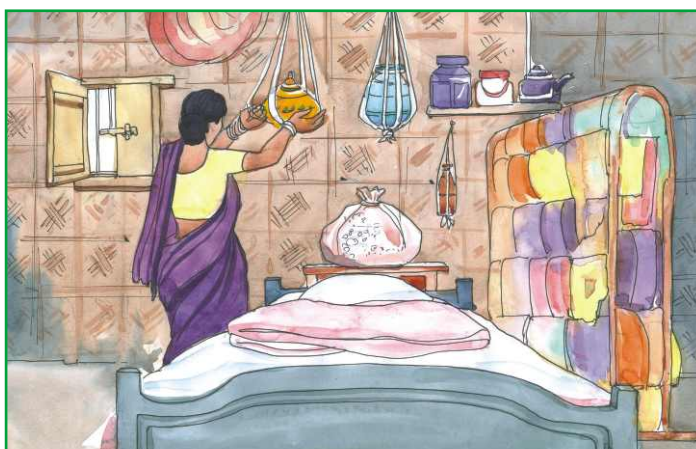
Women also take part in community level preparedness activities that aim at reducing damage and distress. They sit in the disaster management committees and become members of volunteer teams. They actively participate in training and mock drills. These they do in addition to their routine household duties.

INTERACTIVE TOOLS

Tools 2.2: Women's Disaster Risk Reduction Activity Analysis

The purpose of ‘Disaster Risk Reduction Activity Analysis’ tool is to show women’s abilities to take additional workload to face disaster.

This tool shows what extent the additional work that women do before, during and after the disaster for risk reduction increases their burden of works.



Tool Using Process:











1. At first, explain the purpose of exercising this tool
2. Now, explain ‘Women’s Disaster Risk Reduction Activity Analysis’ Tool 2.2

It is a table which consists of three columns and several rows. Women’s household work or a disaster reduction activity has been shown in each row under the first column. The first column to show the work they do in normal


time; if the work is their normal day to day routine (e.g. cooking), it should be marked using a symbol; and if it is an additional work (e.g. making portable Stove) it should be marked using another symbol. The second column is to level of increase or decrease in the work-load compared to the normal time. 3 symbols should be used to show increase, decrease or no change.

3. Now, ask the participants to do the exercise.
4. When they complete the task, invite two participants to explain their findings.
5. Now, on the basis of information received through tool, explanation of the participants and information from the handout, discuss how women show their capacities in disaster risk reduction by taking extra responsibilities in addition to their household activities.

Sample of Tool:

Activity	Workload in normal time	Workload during Disaster
Collecting potable water 		
Cooking 		
Collecting firewood 		
Keeping house clean 		
Taking care of children 		
Taking care of sick and elderly people 		
Taking care of cattle 		
Raising homesteads 		
Poultry raring 		
Repairing houses 		

Module 3:
Women's Leadership in Disaster
Risk Reduction



Module 3: Women's Leadership in Disaster Risk Reduction

SESSION 3.1 CLARIFYING LEADERSHIP ROLE OF WOMEN

Objectives:

- To understand how women's leadership add value to disaster risk reduction;

Key Messages:

- Women are proactive in all stages of disaster; they take responsibilities of all works as well as influence and guide family members and others to reduce risks and recover from impacts of disaster.
- Women are inclined to role transformation in crisis times; and they apply a leadership style that relies on interactive skills, emphasis on maintaining effective working relationships, value cooperation and being responsible to others and that address the concerns of all parties involved.
- Women and men perceive the world differently; men are risk-takers, women's leadership in disaster risk reduction makes community's risk reduction efforts more effective and sustainable.

Time: 1 Hour

Content:

- Role transformation and women's leadership style
- Attributes and principles of women leadership
- Value addition in promoting women's leadership

Materials:

- Pictures
- Flip chart
- VIPP cards
- Art line Marker
- Men's Disaster Time Activity Analysis tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for the session 'clarifying leadership role of women'; • Then ask participants discuss among themselves what men do in normal time to support their families and what extent they could that during disaster; give them five minutes. 	10 Min
<ul style="list-style-type: none"> • Now explain the 'Men's Disaster Time Activity Analysis' tool 3.1; • Then, ask them to discuss in large group and do the excise. • When they complete the task, invite to participants to explain their findings. 	25 Min

- Thank the participants, and discuss the following issues on the basis of information received through tool, explanation of the participants and information from the handout-
 - How disaster create obstacle for men to do their duties and how in such times women expand their role;
 - How women's role shifting during disaster manifests leadership elements; 15 Min
 - How women's leadership is different from traditional concept of leadership.
- Summarize the discussion focusing on the key message of the session. 10 Min

HANDOUTS

3.1 Clarifying Leadership Role of Women

Generally, leadership is perceived as command-and-control, involving the assertion of authority and the accumulation of power. It assumes a dominant and influential leader and a group of followers. The leader views relationship as an exchange; and applies power to reward or punish for performance. The system operates on the basis of rules and procedures. However, there is another type of leadership. It views the leadership as a process of social influence to enlist aid and support of others in accomplishing a common task. It is essentially organizing a group of people to achieve a common goal; and the leader may or may not have any formal authority. In contrast to command-and-control, it focuses on shared vision and goal attainment. The leader gets involved in the process and helps members of the group to achieve the desired outcome^{iv}.

Leadership refers to the initiative or ability of a person (or group) to mobilise and/or influence internal and/or external stakeholders to achieve desired results.

- Teamwork -- A leader cannot achieve success alone. The old notion that a leader is "the top of the pyramid" is false.
- Visioning -- A leader also develops a vision of the organisation's future. It is important to communicate this vision to members of the group, allowing them to respond and become part of the visioning process.
- Taking risks -- A leader is a risk-taker and an innovator. Leaders are learners and must be able to learn from their mistakes as well as their successes. So they must encourage their group members and support them through their mistakes. Without mistakes, there is no learning or growth. All changes and innovations involve risk and challenge.
- Recognition and encouragement -- An effective leader must take the time to recognise and reward people for what they've done. A leader must provide the encouragement that motivates members to carry on.

Handout, ALNAP Training - Leadership in Action

Women leadership is different from that of which implies control and hierarchical power structure. They perceive leadership as to apply commonsense and help others understand their situation, obligations and roles. It is essentially caring for and providing service to others, and building relationship with the community. In practice, it is more democratic. It seeks to enhance "ability of the group without drawing too much of attention to themselves, thereby making people believes that their main role is to help the community members come together". Women prefer partnership as oppose to controlling. They build relationship based on trust and mutual support.

Women through their capacities during disaster demonstrate some leadership traits; for example -

- Foresee the risks and take cautionary measures in advance - they make portable stove, pile up firewood, store dry food, save an amount from their income and build social network;

- Work to benefit other – they take additional work burden to help others; they participate in more formal activities, such as committee meeting and risk analysis.
- Proactively take on responsibility – during disaster they are the first to respond; they remove debris, clean their houses, nurse injured and sick, look after children and elderly and take part in rebuilding the community.
- In crisis times continue to function - throughout the disaster period, they continue to work to ensure nutrition, health, water and sanitation for their families while traditional breadwinners, become less functioning due to the disruptions.
- Take extra duties when necessary, they expand their role and take up breadwinner's responsibility, they do both household chore and income earning activities.
- Show courage and determination to protect family members (children in particular) and assets of their families, and they are the last to leave their house at the onset disaster; to do that, sometimes, they put themselves in risk.
- Value cooperation and coordination - Women rely on interactive skills, emphasis on maintaining effective working relationships, value cooperation and being responsible to others and that address the concerns of all parties involved.

Three styles of leadership

Directive leader initiates action, structures activities, motivates others, delegates responsibility, and praises or reprimands subordinates.

Participatory leader gets results by leading discussions, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision.

Delegative leader refuses to make decisions for others, uses silence until someone in the group speaks out, gives non-verbal support (nods or smiles) to others who show positive leadership, and gradually fades out of a group when others in the group show an ability and a willingness to take over.

- Handout, ALNAP Training - Leadership in Action

Five main areas of leadership qualities:

- Strategic leadership - ability to understand the context, have clear vision and focus on the affected people;
- Relational and communication – ability to listen and to learn from others, willingness to share information and ability to speak out and build relationship;
- Decision-making and risk-taking - ability to make decisions rapidly and flexible to change decisions as the situation changes, willing to be held accountable and balanced approach to risk-taking, prepared to innovate, yet quickly learning from and correcting mistakes;
- Management and organisational - putting together a strong team in the spirit of distributed leadership and leading by example and an eye for detail;
- Personal qualities - a. being principled and acting with integrity, b. being self-aware as well as having an inner self-confidence, c. humility – willing to credit and to learn from others, d. tenacity and determination and e. energy and enthusiasm

Handout, ALNAP Training - Leadership in Action

Although, women's capacities to cope with disaster manifest some leadership elements, they mainly do these at household level. Because of their social position and cultural constraints they are less able to demonstrate their leadership abilities at the institutional levels. However, should provided with favourable environment and support, they will presumably be able to exhibit leadership capability at social and institutional levels.

Majority of the population- almost two third are women and children under direct care of women. Besides, women apply perspective and strategies different from that of men for disaster risk management. Therefore, promoting women's leadership in disaster risk management at social and institutional levels will make disaster

risk reduction programmes and interventions more effective. To promote women’s leadership at institution level requires two changes in the system, namely, i. Institutional arrangement for women’s effective participation in decision making; ii. Favourable and friendly social environment that challenges division of labour.

INTERACTIVE TOOLS

Tools 3.1: Men’s Disaster Time Activity Analysis

Purpose of Men’s Disaster Time Activity Analysis tool is to illustrate that women must have to take up additional duties to protect their families in crisis time and it essentially results in shift their role.

During disaster changes occur in nature and volume of work for both women and men. This tool could show that men become unable to do their duties.

Tool Using Process:

1. At first, explain the purpose of exercising this tool
2. Now, explain ‘Men’s Disaster Time Activity Analysis’ Tool 3.1
It is a table which is consists of three column and several rows. Various routine household duties in normal time are shown in the first column. The first column to show whether men do it in normal time; if they do; it should be marked using a symbol; in third column should show whether during disaster they could do it at the same level as in the normal time, or less or more. 3 symbols should be used to show increase, decrease or no change.
3. Then, ask the participants to do the exercise.
4. When they complete the task, invite two participants to explain their findings.
5. Now, on the basis of information received through tool, explanation of the participants and information from the handout, discuss how men become unable to do their duties and women have to take up additional role to protect their family members; and how it show some elements of leadership.

Sample of Tool:

Household duties generally people do in regular basis	Whether men do these in normal times	Whether during disaster men do these more, less or same compared to normal time
Income earning to the family		
Producing goods for consumption and sale using household resources (e.g. land)		
Child rearing		
Procure and ensure food, cloth and other essential goods for the family		
Ensure medical care for the family, as and when required		
Protect family members against neglect, abuse and exploitation		
Preparedness to cope better in disaster		

SESSION 3.2 WOMEN SENSITIVE DISASTER RISK REDUCTION

Objectives:

- To understand the key elements and processes of women sensitive disaster risk reduction;

Key Messages:

- Disaster risk reduction that takes women’s particular needs in pre-during-post disaster times and women’s role transformation into consideration helps both women, in particular, and the community as a whole.

Time: 1. Hour

Content:

- Identifying women’s particular needs
- Relevance and adequacy of support provisions
- Considering women’s constraints and capabilities in disaster risk reduction

Materials:

- Flip chart
- Art line Marker
- Force-field Analysis tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for the session ‘women sensitive disaster risk reduction’; • Then, ask participants discuss among themselves about disaster risk reduction activities and support provisions during disaster, and whether that helps women or add burden on women; give them 5 minutes; 	10 Min
<ul style="list-style-type: none"> • Now explain the Force-field Analysis tool and ask them to do the exercise in large group to identify whether common disaster risk reduction activities and support provisions benefit or constraint women; • When they complete the task, invite two participants to present their findings; • Thank the participants, and discuss the following issues on the basis of information received through tool, explanation of the participants and information from the handout- <ul style="list-style-type: none"> • Women’s particular needs in disaster risk reduction • Positive and negative elements in disaster risk reduction interventions and support provisions from women’s perspective; • Key elements of women sensitive and women friendly disaster risk reduction. 	25 Min
<ul style="list-style-type: none"> • Summarize the discussion focusing on the key message of the session. 	15 Min
	10 Min

HANDOUTS

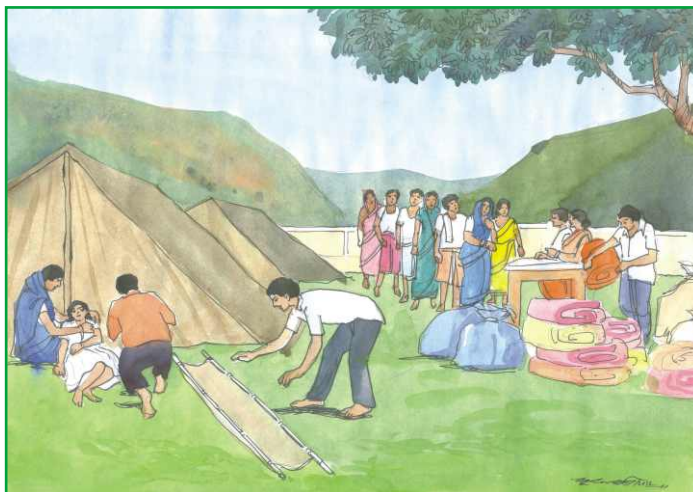
3.2 Women Sensitive Disaster Risk Reduction

Structural risk reduction measures often curtail women's mobility and hinder their livelihood activities. For example, embankment reduces women's opportunity for open water resource harvest. Institutional disaster preparedness activities, such as committee meeting, training, risk assessment, mock drill or raising homestead, increase women's work burden. It is because; women have to do that in addition to their routine household work. Early warning often fails to reach women. Also, traditionally women are less able to respond to early warning timely. Generally, temporary shelters do not cater for women's sanitation and personal hygiene. Moreover, women's exposure to abuse and sexual harassment increases while they stay in the shelters. Also, women suffer from loss of dignity and abuse during evacuation and rescue.

Relief operations rarely take women's specific and particular needs into consideration. Usually, relief items cover household's general needs – for example, food, clothing or shelter materials. It helps women to some extent but it does not meet women's particular needs. Also, relief distribution systems often are not women friendly. Women have to come to the distribution centres and wait long time with men; and there women face difficulty to uphold their dignity. Cash for work programme sometimes includes women. However, participating in such activities is not easy for women; because, this often adds on to their already existing heavy workloads.

About half of the population is women; as well, during disaster they take care of people and help them overcome distress. Therefore, disaster risk reduction needs to be women friendly. It, in turn, requires determining women's and men's needs separately, women's participation in all levels and, more importantly, discarding the prevailing stereotype to benefit from women's capacities.

Women's and men's risks and needs are different. To understand that, it requires collecting, storing and analyzing data separately for women and men. It is not enough to know about damage and losses of the community, in aggregate; it is necessary to know about losses for women separately. For example, how many women died and how many men died; asset loss for women and asset loss for men; how many women being displaced; how many women have take up household head's role; what are the needs for women and what are the needs for men.



Need for segregated data for women and men should be taken into consideration to determine the scope and framework for risk analysis or need assessment. Also, it is important that women participate in all stages of the process and that the analysis reflects women's perspective and their capacities.

Broadcasting early warning should consider the differences between women's and men's belief, interest and behavior. Message should be drafted in a way that both women and men understand that. Mediums for dissemination should be acceptable to all; and the methods should be such that the messages reach to both women and men.

Response or relief distribution must consider women's specific and particular needs. Support package should include items that meet women's specific and particular needs and help women look after children, collect water, food and fuel, cook meal, take care of personal hygiene and sanitation and protect themselves against violence and harassment. It should be in a way that it reduces discrimination against women and lessen their difficulties in their productive, reproductive and social roles. Also, relief distribution process should acknowledge women's concerns in collecting relief goods, and must uphold women's dignity.

INTERACTIVE TOOLS

Tools 3.2: Force Field Analysis

Purpose of force field analysis is to demonstrate whether risk reduction activities assigned to women and support provided benefit or constrain women.

Force field analysis illustrates the positive and negative impacts of the support provisions and women's participation in disaster risk reduction; and indicates how to make that women sensitive and women friendly.

Tool Using Process:

1. At first, explain the purpose of the exercise to the group;
2. Now, explain the Force Field Analysis tool
The tool comprises of a large sheet of paper with straight line drawn through the middle that divides the blank space into two parts, and several cards, each of which denotes one disaster risk reduction activity or an item of support provisions. Participant are take one card at a time and evaluate the positive and negative effects of the activity or the item on women; if it has only positive effects and no negative the card should be placed on the paper above the line, if it has some positive effects and some negative effects it should be placed on the line, and if it has no positive effects and many negative effects it should be placed below the line. In this way, they will review all the cards. Then, they will discuss items placed on the line or below the line, again, one by one, to find out how the negative effects could be eliminated or minimized;
3. Then, ask the participants to do the exercise;
4. When they complete the task, invite two participants to explain their findings;
5. Now, thank the participants; and, on the basis of information received through tool, explanation of the participants and information from the handout, discuss and clarify that women's disaster risk reduction needs are different from that of men, traditional disaster risk reduction activities or support provisions often put extra burden on women or increase their distress and the key elements of women friendly disaster risk reduction.

Sample of Tool:

Cards: DRR activity or support item		
Advice & training	Risk analysis	
Cash for work	Sanitation items	
Clothes	Sheter material	Positive
Fodder	Water	Negative
Food items	Hazard assessment	
Non-food items	Committee meeting	

SESSION 3.3 WOMEN'S PARTICIPATION IN DISASTER RISK REDUCTION

Objectives:

- To understand the key elements and processes necessary to make women's participation in disaster risk reduction effective and meaningful.

Key Messages:

- To promote women leadership, it is vital to ensure women's participation in disaster risk management. Women's participation is effective only if they have access in decision making which requires women friendly institutional structure, process and information flow, and valuing women's perspective. It also requires a social environment that, as oppose to the traditional division of labour, increases women's mobility, helps them gain life saving skills, makes their productive role visible and creates demands for women's participation in disaster risk reduction. Community awareness through public education and demonstrative intervention helps creating such social environment.

Time: 1 Hour

Content:

- Women's participation in decision making
- Perception breaking – attitude toward women

Materials:

- Flip chart
- Art line Marker
- Pencils
- Dream Map tool

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for the session 'women's participation in disaster risk Reduction'; 	10 Min
<ul style="list-style-type: none"> • Then, ask participants discuss among themselves how they like to see women in disaster risk reduction and what it requires at institutional level and in the society; give them 5 minutes; 	
<ul style="list-style-type: none"> • Now explain the 'Dream Map' tool and ask them to draw a map, in large group, to show their desired level of women's participation in disaster risk reduction; 	
<ul style="list-style-type: none"> • When they complete the task, invite two participants to explain their map; 	25 Min
<ul style="list-style-type: none"> • Thank the participants, and discuss the following issues on the basis of information received through tool, explanation of the participants and information from the handout- <ul style="list-style-type: none"> ▪ What are the key concerns for promoting women's leadership; ▪ What it requires to ensure women's access in decision making; ▪ What it means to value women's perspective; 	15 Min

- What could be the strategy to minimise discrimination against women;
 - How use apply public education to challenge the social norms and traditional beliefs;
 - What the demonstrative intervention may include bringing about changes in social perception.
- Summarize the discussion focusing on the key message of the session.

10 Min

HANDOUTS

3.3 Women's Participation in Disaster Risk Reduction

Compared to men, women are more resilient. During disaster, they continue to function, even expand their role, while men as breadwinner falter. It is because, women gain knowledge and skill and develop strategies applying their own perspective which is different from that of men. Application of women's unique perspective and their approach to leadership is likely to enhance community's capacity to become more resilient to disaster.

To promote women's leadership in disaster risk reduction, it is crucial that women participate in disaster risk reduction at decision making level. To be effective and meaningful, it requires, firstly, to ensure women's access in decision making and secondly, to valuing women's perspective. Women's accessibility in decision requires:

- **Structure or institutional arrangement** - that provides women space to engage with others to analyse and discuss the issues, raise their concerns and express their views – for example, disaster management committee, being member on which, women contribute in disaster risk reduction planning, implementation, monitoring and evaluation.
- **Enabling process** - that acknowledges women's specific and particular needs and enables women to participate in the process with putting any extra burden on them – for example, women play a central role at households, therefore, timing or duration of the committee meeting, community consultation or risk analysis meeting should match women's daily work schedule.
- **Social acceptance**- that the society perceives women's participation in disaster risk reduction activities as desirable – for example, it does not create any stress on women or exposes them to abuse and harassment.
- **Women friendly information flow and technology**– that information flow and types of technology are accessible to women and it provides women opportunity to improve their articulation skill and apply contemporary knowledge to make their analysis and suggestion effective – for example, form and flow of information should be such that women access and understand easily.

Valuing women's perspective includes:

- **Involve women in important issues:** Vital issues, rather than the trifling matter, are consulted, and women are encouraged to analyze the problem through their unique perspective; for example, women's insight and suggestions should be sought during the scoping study or planning stage of substantial structural measures.
- **Consider women's views:** Take women's views into consideration and integrate their analysis so that the decisions reflect women's viewpoints, otherwise the entire process becomes useless.
- **Women's active deliberation:** The process is not controlled and not aimed at facilitating to reinforce preconceived assumptions or produce predetermined outcomes.
- **Women's voluntary participation:** Participation should not be imposed or forced; women decide by themselves whether or to what extent they will be involved in the process; naturally, women will show more interest in matters affecting their life.

Conducive social environment

It is important to challenge the stereotype thinking that women are less intelligent and have limited practical knowledge and reconstruct the social perception. In reality, women are aware of the disaster risks and they have strategies to cope with and mitigate disaster risks. However, this stereotype is not impossible to change, although it is very powerful.

Awareness raising is a method of reducing this stereotype. It could be done in two ways. Firstly, public education and secondly, demonstrative projects.

Public education: It aims at improving knowledge, attitude and practices in the society that leads to reconstruct the social perception about the division of labour between women and men. CBOs may undertake various activities and methods such as cultural activities, recreational activities and community meetings. The key messages focus on negative effects of the traditional division of labour between women and men and the value of women's leadership in disaster risk reduction. For example

- Socially imposed restriction on women's mobility increases community's vulnerability to disaster.
- Enabling environment for women to work outside their homes makes the community more resilient to disaster.
- Women's assets help families cope better during disaster.
- Women gain many indigenous knowledge and skill as well as strategies to cope with disaster, can be benefit and become more effective by involving women in disaster risk reduction.

Demonstrative projects: CBOs can plan and implement project with specific objective to challenge the traditional division of labour between men and women. These interventions demonstrate whether and how the community could bring about changes in the traditional socialisation process. Example of CBO's demonstrative projects include:

- Provide training to both girls and boys to learn live saving skills, such as swimming and climbing tree.
- Arrange for men to gain skills for doing day-to-day household activities – e.g. cooking, washing and cleaning, child care.
- Training for men to learn how to assess women's specific and particular needs during disaster.

INTERACTIVE TOOLS

Tools 3.3: Dream Map

Purpose of dream map is to demonstrate the aspirations of the people women's leadership in disaster risk reduction. Dream map illustrates the changes people like to see in women's involvement on disaster risk reduction. It uncovers the potential solutions to their problems and indicates activities for intervention.

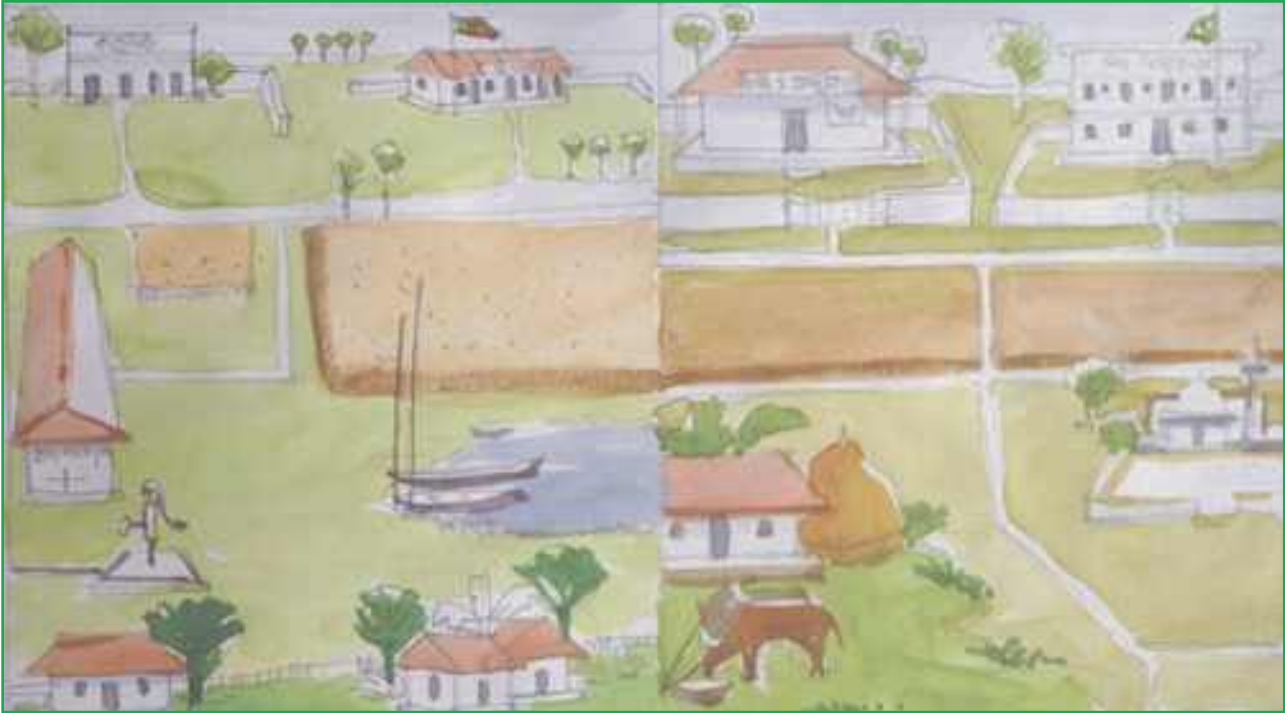
Tool Using Process:

1. At first, explain the purpose of the exercise to the group;
2. Now, explain the Dream Map tool;

Participants will discuss among themselves how they like to see women's participation in disaster risk reduction. In particular, they should consider women's status about their mobility, control over resources, education and income earning activities. they will select, among from them, a facilitator and another one or more people who actually draw the picture. for convenience they may draw the map on the floor to copy it on paper later.
3. Then, ask the participants to do the exercise.
4. When they complete the task, invite two participants to explain their findings.

5. Now, thank the participants; and, on the basis of information received through tool, explanation of the participants and information from the handout, discuss and clarify that women's disaster risk reduction needs are different from that of men, traditional disaster risk reduction activities or support provisions often put extra burden on women or increase their distress and the key elements of women friendly disaster risk reduction

Sample of Tool:



Source: Group work by CBO members at Sirajganj

Module 4:
Promoting Women Leadership in
Disaster Risk Reduction



Module 4: Promoting Women Leadership in Disaster Risk Reduction

SESSION 4.1 PLANNING FOR PROMOTING WOMEN LEADERSHIP IN DISASTER RISK REDUCTION

Objectives:

- To facilitate developing community action plan

Key Messages:

- CBO’s action plan outlines its commitment to promote women’s leadership in the community; it lists the activities that help address the major concerns of the community.

Time: 2 Hour

Content:

- Key elements of participatory planning
- Monitoring indicator and process

Materials:

- Flip chart
- VIPP card
- Art line Marker

METHODOLOGY/PROCESS

Process of Conducting Session	Duration
<ul style="list-style-type: none"> • Welcome participants for the session ‘planning for promoting women leadership in disaster risk reduction’; 	10 Min
<ul style="list-style-type: none"> • Linking with the previous session, ask participants, what are the key elements of participatory planning and write those on flipchart; • Now discuss to clarify the ideas in the light of handout 4.1; • Then, discuss and clarify about monitoring indicator and process; 	20 Min
<ul style="list-style-type: none"> • Now ask participants to prepare a work plan to promote women’s leadership in disaster risk reduction (follow handout 4.1) through discussing in group and in the light of issues discussed in the training; • Depending on the number of the participants, divide them into several groups • Inform them about duration of the exercise and the place where they should work; • When the participant complete their task, ask them to present their plan; 	45 Min
<ul style="list-style-type: none"> • Then, comment on their plan and suggest how they could make it more relevant and realistic; 	30 Min
<ul style="list-style-type: none"> • Summarize the discussion focusing on the key message of the session. 	15 Min

HANDOUTS

4.1 Planning for Promoting Women Leadership in Disaster Risk Management

Women's leadership in disaster risk reduction makes community's risk reduction efforts more effective and sustainable. To promote women's leadership, it is vital to ensure women's access in decision making through conducive institutional structure, process and women friendly information flow; in turn, requires perception breaking and bring about change in the attitude towards women at all levels in the society.

CBO's action plan outlines its commitment to promote women's leadership in the community; it lists the activities that help address the major concerns of the community. The following four question provide a framework of the plan

What Do We Want? – Description of the problem, it's reversal to define the general goal, and its refinement to make it into specific objectives, outputs and other finer definitions of that goal.

Largely, it will be on the basis of what the participants have shown in their Dream Map. For example, they may want "remove traditional restriction on women's mobility", or "swimming or tree hiking skill for all children, including girls", or "men's skill in household tasks".

How Do We Get What We Want? – The strategy part of the plan; there are always several different ways, select the most appropriate one. For example, if they decide on "public education" which method (e.g. community meeting, court yard meeting, community based risk analysis, folk drama, street theater) they will use; how many events or episodes, how they will conduct or manage it and how long it will run.

What Do We Have? – Identification of resources or potential inputs that can be used to reach the chosen goal or objectives; implies obtaining a clear picture of all resources and constraints, assets and liabilities (potential and realized), and a valid and verifiable picture of the situation.

For example, how much money they need to implement their plan; what materials they require and how many people they need to mobilize and the skills and expertise of these people. Of these requirements, what the COB presently have and what they could realistically gather through potential sources.

What Will Happen When We Get It? – Some valid and realistic prediction about the impact or result of the chosen strategy; there may be some unexpected consequences, but every attempt should be made to identify possible consequences, especially so as to avoid the unwanted consequences.

The changes that would be visible after the completion of their project and they could see it. For example, all girls in their community could swim or in every household in their adult male member could do daily household chore.

Monitoring

A further question we need to ask – **How Do We Know We Achieved Expected Results?** – It is about monitoring. Monitoring helps to measure how well we are achieving the expected results of the intervention. Set some indications which could be-

- a) Input indicators that describes what goes on in the project – for example
 - number of girls participate in swimming lessons;
 - number of men participate in training on household chore;
 - number of women attend in community meeting.

- b) Output indicators that describes the project activity – for example
 - How many hours of swimming each girl gets
 - How many different task each man learns from the training;
 - How many topics or issues discussed in the community meetings;
 - How many villages have community meetings.
- c) Outcome indicators that describes the product of the activity – for example
 - How many girls know how to swim;
 - How many men learned how to cook;
 - How many women received useful information through the community meeting.
- d) Impact indicators: that describes the criteria to measure change in conditions of the community – for example
 - % of girls and women in the community can swim;
 - % of household in the community in which male member do the household chore;
 - % women in the community apply their knowledge that they gained through the community meetings.

Then, decide who will do that (designated persons who collect and analyze information and provide feedback); and how they will it (activities or process of collecting, analyzing and providing feedback).

Sample of Tool:

What do we want?	What do we have (existing and potentially available resource- human, material, technology)?	How do we get what we want (strategy and activities)?	What will happen when we get it?	How do we know we achieved expected results?

Glossary

Accountability: 'Accountability' is all about how an organization balances the needs of different groups in its decision making and activities. Most NGOs have processes in place that will meet the accountability requirements of more powerful groups such as project donors or host governments.

Capacity: The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

Disaster: A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Disaster preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

Disaster risk management: The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

Disaster risk reduction: The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Gender: Gender means social relation between men and women that refers to the roles, responsibilities rights, relationships and identities of men and women that are defined or ascribed to them within a given society and context.

Gender access: Gender access to resources, facilities, services, funds, benefits and decision making refers to the differences between men's and women's rights and opportunities to make use of these resources and to take part in decision making, due to norms and values existing in a particular place and time.

Gender discrimination: Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevent a person from enjoying full human rights.

Gender division of labour: Gender division of labour concerns the allocation of the tasks and responsibilities of men and women at home, at work and in society according to patterns of work that are felt to be acceptable in a particular place and time.

Gender gaps: Gender gaps refer to societal differences between men and women.

Gender mainstreaming: Gender mainstreaming 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 of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated (UNECOSOC).

Gender roles: Gender roles refer to how men and women should act, think and feel according to norms and traditions in a particular place and time.

Gender valuation of work: Gender valuation of work refers to the social and economic values attached to different tasks and responsibilities of men and women.

Hazard: A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Humanity: Humanity refers to the philosophy of showing sympathy to others through kindness and will wishes. It's a universal approach as it is therefore humanity approach doesn't differ due to the difference between community, nation or sex.

Leadership: It is such a process that helps a community or organization to reach its' desired goal. Generally a leader guides community or organization with deserving the local values and feelings. Leaders are the motivator, representative and delegate.

Mitigation: The lessening or limitation of the adverse impacts of hazards and related disasters.

Response: The provision of emergency services and public assistance during or immediately after a disaster in order to save lives reduces health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

Risk: Risk means the combination of the probability of an event and its negative consequences. The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

Risk assessment: A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend.

Strategic gender needs: Strategic gender needs relate to women's empowerment and to what is required to challenge the gender balance of power and control to achieve gender equality. Strategic gender needs are addressed by challenging existing gender roles and relations between women and men.

Vulnerability: The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

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