1. Overview


Overhead Transparencies

1.14.2. Growing Attention to Gender Issues
1.14.3. Gender does neither Mean Women nor Feminine
1.14.4. Two Main Orientations
1.14.5. Gender, Sex and Vulnerability Factors
1.14.6. Gender Preparedness and Response for Emergency
1.14.9. Emergency, Gender and Health
1.14.10. Training for Gender Awareness .1
1.14.11. Training for Gender Awareness .2
1.14.13. Conclusion
Trainers' Guide

Objective:
To call participants' attention to gender issues in emergency management and to stimulate discussion thereon. (Attitudes)

Key-messages:
Planning with only half the community can only lead to misconceptions. How many female trainers?

Introduction to the modules. Explain which place gender mainstreaming issues should take in emergency health management.

1.14.2. Growing Attention to Gender Issues
Present. Issue is relevant. Attention is growing but slowly.

1.14.3. Gender does neither Mean Women nor Feminine
Present. Definitions of Gender and Sex. To speak about sex is to speak about physical differences, to speak about gender is to speak about the different social role men and women have in the society.

1.14.4. Two Main Orientations
Present and discuss. Fostering awareness about gender equity, etc, can help prevent disasters, e.g. by decreasing women’s vulnerability. There is the need to incorporate Gender in every phase of Disaster Prevention and Emergency Management. Refer to the role and position of Training in the Disaster-Development Continuum; gender issues are a part of this training.

1.14.5. Gender, Sex and Vulnerability Factors
Present and discuss. Give examples of vulnerability factors of women linked with their social role and physiology. Women can also be perceived as hazard, e.g. some see women as causes of deforestation and land erosion.

1.14.6. Gender Preparedness and Response for Emergency
Present and discuss. Because of the different roles of men and women in the society, not involving women in planning means that only half of the population is taken care of.
   Present and discuss. *During emergencies, tasks related with vital needs are responsibilities of both men and women. If one analyses it, women’s responsibilities and burden are greater.*

   Present and discuss. *During emergencies, men very often move away: looking for a job elsewhere, active in the conflict etc.*

1.14.9. Emergency, Gender and Health
   Present and discuss. *Demonstrating that during emergencies, women tend to assume greater responsibilities in all Primary Health Care components.*

1.14.10. Training for Gender Awareness .1
   Present, discuss and ask for suggestions. *How to proceed for training in gender awareness: document the purpose and repatriate success stories.*

1.14.11 Training for Gender Awareness .2
   Present, discuss and ask for suggestions. *How to proceed for training in gender awareness: disseminate information and prepare suitable materials.*

   Present and discuss. *Not many female trainers, not much training material exists on gender mainstreaming. Audiences are mainly male.*

1.14.13. Conclusion
   Present and discuss. *Stress that Gender is one factor of vulnerability and that gender issues must be integrated in training for Emergency Health Management.*

Stand-alone. For discussion rather than training.

Essential Reading:
- Participatory Gender Analysis for Community-level Disaster and Response Planning, WFP, 1998
GENDER ISSUES:

Which place in emergency management training?
Growing attention to Gender issues

Publications
- Australian Journal of Emergency Management
- Asian Disaster Management News
- IDNDR
- PAHO

Technical papers
WHO, UNHCR, UNICEF, NGOs, ...

Gender perspectives on conflicts
- sex and gender are revisited to serve military and political purposes
  - various gender-related initiatives in various phases
  - case studies: Algeria, Cambodia, Eritrea, Guatemala, Kosovo, Rwanda, Somalia

Attention is growing, but slowly
Gender does neither mean 'women' nor 'feminine'

. gender: refers to women and men's roles and responsibilities that are socially determined

. sex: genetic, physiological or biological identity

. mainstreaming gender: integrating gender concerns into policies, programmes and projects

. GAD: Gender and Development strategy
Two main orientations:

- training for gender awareness as part of disaster prevention

- training for emergency management taking into account gender, in order to increase effectiveness
Gender, sex and vulnerability factors

. biological factors

. economic factors

. occupational factors

. socio-cultural paradigms: culture, religion, tradition

. political factors

Women are also perceived as a 'hazard' e.g. deforestation
Gender preparedness and response for emergency:

. self-evident:
planning with less than half of the community can only lead to misconceptions

if development and emergency management fail to empower women, they fail to empower the community

. conclusion:
in emergency management it is better to plan with women than for women
## Vital Needs in Emergencies:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Usual responsibility by gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>security</td>
<td>MM/F</td>
</tr>
<tr>
<td>water</td>
<td>FFF</td>
</tr>
<tr>
<td>food</td>
<td>M/FF</td>
</tr>
<tr>
<td>shelter/sanitation</td>
<td>FF/M</td>
</tr>
<tr>
<td>fuel, pots etc</td>
<td>FFF</td>
</tr>
<tr>
<td>health</td>
<td>FF/M</td>
</tr>
<tr>
<td>education</td>
<td>FF/M</td>
</tr>
</tbody>
</table>
### Heads of household:

<table>
<thead>
<tr>
<th></th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>'normal'</td>
<td>+++</td>
<td>+</td>
</tr>
<tr>
<td>situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emergency</td>
<td>+</td>
<td>+++</td>
</tr>
<tr>
<td>situation</td>
<td></td>
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</table>
### Emergency, Gender and Health:

<table>
<thead>
<tr>
<th>PHC Component</th>
<th>Relevance to HEM</th>
<th>Responsibility by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education</td>
<td>+++</td>
<td>FF/M</td>
</tr>
<tr>
<td>Nutrition</td>
<td>+++</td>
<td>FF/M</td>
</tr>
<tr>
<td>Water &amp; Sanitation</td>
<td>+++</td>
<td>FF/M</td>
</tr>
<tr>
<td>EPI</td>
<td>+++</td>
<td>FFF</td>
</tr>
<tr>
<td>Disease Control</td>
<td>+++</td>
<td>MMM</td>
</tr>
<tr>
<td>MCH</td>
<td>+++</td>
<td>FFF</td>
</tr>
<tr>
<td>Family Planning</td>
<td>+++</td>
<td>FFF</td>
</tr>
<tr>
<td>1st Treat.</td>
<td>+++</td>
<td>FF/M</td>
</tr>
<tr>
<td>E. Drugs</td>
<td>+++</td>
<td>MM/F</td>
</tr>
</tbody>
</table>
Training for gender awareness (1):

1. document the purpose:

- empowering the entire society leads to better efficiency

- women are involved in health care delivery at community level, and disappear at decision-making level

- why and how are female-headed households more vulnerable?

- do you know situations where men are disadvantaged?

2. repertoriate success stories:

  e.g: female-headed households in refugee camps, women in food distribution, women as leaders and stakeholders
Training for gender awareness (2):

3. disseminate information, policies, experiences, lessons learnt

4. integrate gender considerations in the materials

- use gender analysis from beginning of crisis

- illustrate planning tools which integrate gender in their methods (e.g. LFA)

- illustrate GAD programme approaches: distributing aid through women makes them partners in relief

- attention to security, especially violence against women

Constraints in training

. Prevailing male audience

. How many female trainers?

. How much of gender in trainers' training?
Conclusion:

. Africa's high vulnerability requires that we address all the factors:

  gender is one of them and interferes at all levels of disaster prevention and emergency management

  . Increase awareness of gender negative bias

  . Reverse the bias through training