

**MODULE 3: STRATEGIES AND TOOLS FOR
INTEGRATING GENDER IN DRR
Session 2: Gender Analysis**

**Module 3, Session 2 by: Ms. Lucita S. Lazo
Consultant
Center for Asia Pacific Women in Politics (CAPWIP)
Manila Philippines**

Learning Objective	To make participants understand the concept and process of gender analysis as a vital tool in gender mainstreaming
Expected Outcome	At the end of the session, participants will be able to explain the concept and process of gender analysis as a pivotal tool in gender mainstreaming
Duration	4 hours
Methods	Power point presentation, interactive lecture/discussion
Training Aids	LCD/multimedia projector, white/blackboard, marker/colored chalks
Handouts	Handout 2
Exercise	1) Identifying Gender Biases in Disaster Risk Assessment

	2) My Disaster Vulnerability and Capacity Diary Structured Learning Exercise (SLE 1):
--	--

LECTURE GUIDE

Gender mainstreaming begins with the identification of gender issues and concerns. A methodical way of identifying gender issues is done through a process called gender analysis.

Gender analysis is a process and a tool. It refers to the process of identifying gender issues in various fields of development such as disaster risk management.

It entails the examination of **sex-disaggregated data** to determine if there are disparities and inequalities between males and females on specific areas of development concern such as the amount risk and magnitude of vulnerability and degree of coping capacity of individuals and households.

To be able to perform gender analysis in the context of disaster risk management, the analyst must have a good grasp of disaster risk management and gender.

There are various gender issues in DRM and these have been identified by researchers and practitioners. An inventory of such issues is in Handout 1 that serves as a guide and checklist for detecting if these issues are present in various situations. Development workers must however identify the salient gender issues and concerns in the specific situation where they wish to intervene.

SESSION GUIDE

1. The first step in gender mainstreaming is to perform gender analysis which seeks to identify gender issues in the context of disaster risk management. Such issues should be identified before, during and after a disaster. The presentation highlights the identification of issues in hazards, vulnerability and capacity assessment.

2. The session begins with a Structured Learning Exercise (SLE 1) *My Disaster Vulnerability and Capacity Diary*, to promote internalization of the subject matter. Form groups of two or three, depending on how big the training group is. Better to have small groups for maximum participation. The intention is to trigger the conversation in dyads or triads and to prime the participants toward the topic in Exercise.
3. The SLE is meant to be a lead-in into the succeeding activity in Exercise 1. Cultivate an atmosphere of willingness to share experiences and ideas. Use the occasion to recall concepts they were supposed to have learned in the previous modules on basic concepts of disaster and disaster risk management.
4. Critical concepts are hazards, vulnerability and capacity. This session should elicit personal experiences of participants in disaster risk management to facilitate their internalization of why gender must be integrated in disaster risk management.
5. The exercise is meant to drive the participants into taking stock of personal experiences of disaster and analyzing personal vulnerabilities and capacities. The SLE segues into the workshop which uses a table to plot personal vulnerabilities and capacities. In the process, the exercise should lead to the identification of gender issues. Facilitators are advised to link SLE 1 to the exercise on gender analysis. A checklist will be given containing questions to determine if there are existing gender issues in DRM.
6. In Exercise 1, the participants should go through the motion of reviewing their perceived risk of disaster, personal vulnerability and capacity to cope with disasters. This process is to be applied with different groups as the object of analysis, i.e. men their households versus women in their households; men in their communities versus women in their communities. This process should help participants extract the presence of gender issues in disaster risk assessment.
7. Facilitators must tell participants to “*review the hazards and risks in your community. Using the **checklist** for gender sensitive risk assessment, identify the **gender issues**. Explain and give examples. Share in plenary session.*”

8. During the plenary session, ask participants to share and discuss gender issues in DRM that they have identified. Presenters should explain why they believe there is a gender issue and what disadvantages are being endured or encountered by either males or females in a disaster context. This plenary session is extremely important in making participants acquire the knowledge and skill of identifying the presence of gender issues in particular development contexts.

Remember that the “mainstream” in this activity is DRM where a gender perspective must be brought in.

9. Wrap up the discussion by crystallizing what makes an issue a gender issue. And summarize the various gender issues brought to fore in the discussion.

Reference Material/s:

Basic Reference:

UN ISDR. (2009). *Making Disaster Risk Reduction Gender Sensitive: Policy and Practical Guidelines*. Geneva: UNISDR, UNDP, IUCN.

Suggested Further Reading/s:

UN ISDR. (2005, January 18-22). *Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters*. Kobe, Hyogo, Japan: *World Conference on Disaster Reduction*.