

GENDER
MAINSTREAMING
IN EMERGENCY
MANAGEMENT

FACILITATOR
NOTES

A TRAINING MODULE
FOR EMERGENCY PLANNERS

Developed with support from Prairie Women's Health Centre of Excellence,
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Gender Mainstreaming In Emergency Management Facilitator Notes

Elaine Enarson

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We can be reached at:

The Prairie Women's Health Centre of Excellence
56 The Promenade
Winnipeg, Manitoba R3B 3H9
Telephone (204) 982-6630 Fax (204) 982-6637
pwhce@uwinnipeg.ca

This report is also available on our website:

www.pwhce.ca

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FACILITATOR NOTES

Structure and process

This manual supports a half-day workshop, but is easily adapted to shorter or longer periods. It can also be used as a self-study guide. It is designed to be highly participatory, with a range of suggested activities that invite dialogue among the participants. It can be offered on a fee basis or at no cost.

If quite small and working on-site, it is quite feasible to work through the manual and its activities over time, for example over Wednesday lunch breaks. You might want to begin with casual conversation on the topic over lunch, or schedule an early-morning session or two. It can work very well to begin after lunch and offer refreshments at the conclusion of the workshop when people may want to talk informally.

Consider other possibilities:

- * Could the workshop be integrated into an existing training?
- * Could the materials be synthesized as a conference presentation or workshop?
- * Could you collaborate with others in related agencies to co-sponsor?

The workshop can be conducted by one facilitator but two are preferable, depending on the size of the group. Technical support is likely to be needed, too.

Your role as facilitator is to coordinate the workshop, recruit a diverse and interested group, prepare all equipment and supplies, arrange for copies of the manual for each confirmed participant, manage social interaction throughout the workshop, respond to questions or concerns, elicit evaluations and follow up as feasible. Will you have some help? Here's hoping!

Recruitment

Who should you invite? You know your group or agency best so use your own judgment. A reasonable size for this workshop is 10-15 but larger groups can also work through these materials.

The intended participants might include, depending on your organization, needs, and interests:

- * Co-workers, supervisors, volunteers, interns, trainees and others in your work unit
- * Local emergency management authorities at the federal, territorial, provincial and/or municipal levels
- * Health emergency planners and others in educational institutions, transportation or utilities authorities or related government agencies
- * Faculty and students from regional campuses

- * First responder instructors, students and practitioners
- * Partners in emergency management, e.g. local chapters of the Red Cross
- * Social service agencies actively working with high-risk populations
- * Stakeholder groups already involved in community emergency planning teams
- * Technical and professional specialists in the field
- * Grassroots women's and community members
- * Community members

If possible, arrange in advance for some kind of recognition, for example a certificate of completion or credit of some kind. This recognizes the effort involved and motivates participants to attend.

A group that represents the diversity of your workplace, or team, or agency is ideal. An alternative approach ~ a homogenous group~ is also effective, if that makes more sense. Don't worry about a gender-balanced group but do strive for a group that has more than a handful of women (in a group dominated by men) or of men (in a group dominated by women).

Preparation

Successful workshops take preparation. In the Appendix of the manual, you will find "On Line Resources on Women and Disaster." These are well-worth your time to review. Some you will want to study quite closely, e.g. conference proceedings and case studies from Canada.

You may also want to add additional resources that you are aware of or that you discover as you peruse the On Line Resources. The website of the Gender and Disaster Network (global) and of the G&D Network of Canada are rich in materials~enjoy!

You should also determine how to identify your own ideas, biases (we all have them), and experiences and how these will shape the presentation of these materials. You are the facilitator and your views are important.

It can be very useful to send attachments to prospective participants, or simply to those who have registered for the workshop. The On Line Resources are designed for that purpose but you will want to choose carefully, bearing in mind the characteristics of the group.

Tailoring the manual

All disasters are local.....and all training manuals should reflect the local context to the degree possible. With this in mind, do spend some time locating at least these two kinds of materials to supplement those in this generic manual:

Local hazard and disaster information: You'll find this on-line through the provincial emergency management agency if not on your desk already. Our strong "all hazard" approach in emergency management today does not preclude careful attention to the specific hazard context of your work. Bring any information you can locate about how different groups of people prepared for, were

impacted by, responded to and recovered from past disasters, too, especially if there are gender data included in post-disaster assessment reports.

Local community profile: You'll find this in the risk assessments conducted by your agency or those agencies in your region most actively involved in emergency planning, for example a city emergency planning office. This may or may not include gender data but will certainly include important indicators on age, income, ethnicity, household structure, housing status, marital status and other parameters of difference in the community at large. These provide a very important context for discussion of the difference sex and gender make.

Local gender statistics: Statistics Canada is one source, certainly, but you'll also find summary reports based on Stats Canada prepared by the Status of Women Canada [<http://www.swc-cfc.gc.ca/>], the Canadian Research Institute for the Advancement of Women [http://www.criaw-icref.ca/indexFrame_e.htm] and other information sources. You'll want to contact your local women's groups, women's resource centres, provincial advisory councils of women and similar groups. Also look for men's groups in your area that may have information about boys and men bearing on vulnerability and resilience. Consider preparing a summary sheet (e.g., "Indicators of Sex and Gender Vulnerability in xxxxxxx") based on these and making them available to registered participants in advance. Or copy the best reports and fact sheets that you find and make them available in hard copy at the workshop.

Local advocacy groups: It's an excellent idea to liaise with women's and men's group in your community as you prepare for this workshop. Find out if there is an immigrant women's group, for example, a resource centre working with aboriginal families, or a faith-based disaster response group in which many men participate. If so, they may relevant information and experience to share.

Other considerations

Supplies and equipment needed are very basic:

- * A room large enough to accommodate the group, with moveable tables and chairs and room to spread out for small group work
- * Ideally, a room that provides Internet
- * Computer and projector
- * DVD player if you plan on using any of the suggested audiovisuals [see below]
- * Free-standing flip charts, papers, highlighting pens, chalk, push pins, and other supplies. Gummed stars can be purchased for exercises asking participants to rank-order possible activities.
- * One copy of the manual for each registered participant
- * Extra paper
- * Sign in sheet for follow up
- * Copies of the Evaluation Form

Food and drink! You will want to keep participants healthy, happy and well-fed. Plan for breaks mid-way, but make it a priority to start and end on time. Keep it simple-don't break the budget. This is a low-cost or no-cost workshop.

Don't forget to arrange for technical assistance if you think you may need it-the IT wizard in your office can help solve any problems with the Power Point slides or video, for example, and keep technical glitches from slowing things down.

Using the manual

These materials are for you. They are intended as guides rather than classroom assignments, so don't hesitate to revise them to better fit your own background or the group or the context.

The manual moves through core areas in sequence: First, raising awareness about gender as a dimension of disaster risk management. Secondly, information and tools (forms, templates, work sheets) to be used for planning purposes. Third, consideration of the organization itself and support for gender mainstreaming.

It is important to remember that each person will use the manual differently-and each facilitator, too. Some may find one section interesting, and the others irrelevant, or question all the materials provided and the perspective offered. This is all to the good as dialogue and knowledge exchange are at the core of any learning process.

As the facilitator, you too may want to jump around, delete some exercises or material, and add others. *You will not have time in a four-hour workshop to complete all the proposed activities-plan ahead to select those you prefer or adjust the time accordingly.*

If you do add supplementary materials, please be in touch as this is very useful information for future revisions. Your thoughts on particular parts of the manual or specific activities are essential feedback so please do use the Evaluation Form.

Specific activity notes

You'll find notes for each workshop activity below. Each includes information about:

Activity and purpose: What are you asking people to do and why? What are the intended outcomes?

Process: How will the group go about this? What actual activities are involved, e.g. role play, discussion, worksheet completion, rank ordering

Time: The time intended for each activity. Reminder: You cannot complete these all in 4 hours.

Talking points: Not classroom questions to be asked and answered, but sensitizing questions to help initiate dialogue and move it forward. This is where you as facilitator come in-what points do you think are most important to raise?

Participant interaction

Some activities are conducted with the whole group, for example any of the videos you chose to screen and the Power Point slides. Many other exercises assume a small discussion group, or people working in pairs. Unless there are substantive reasons for dividing groups by affinity, use a numbering system to divide them randomly.

Set some ground rules:

- * One person speaks at a time
- * Confidentiality (what is said here, stays here)
- * Respect for dissenting views
- * Nondiscriminatory language
- * Others?

As in any workshop, issues may arise that need your attention:

- * Gendered communication-women talking about stereotypically about “MEN!” and cutting out the men who are present, or men talking to themselves as women discuss materials. This depends on the group but warrants intervention. Mix up the group, or stop the conversation if necessary to make people aware of this.
- * Strong personalities may dominate the conversation. Refer back to the Ground rules and, if necessary, address the person individually and confidentiality, asking for their understanding. Consider distributing each person 3-5 “talking chits” for each new exercise and ask them to defer to others in the group once they have used these to speak.
- * Professional status, like gender and other social markers, may be a barrier to frank discussion. Do those in the group feel they can express their views fully and frankly? Take this into consideration when you form your discussion groups.
- * Strong differences of opinion may develop. Encourage these! A lively discussion is always better than silence, but do manage the dialogue and intervene if differences are overly personal.
- * Silence. Try a different exercise, or ask the group to explain why they think people are not participating. You might also want to re-shuffle the deck-ask people to change tables, for instance.
- * Overtalking. This silences people who are less forthcoming or confident and makes good listening impossible. Pay close attention to this and intervene immediately so that any person who is speaking is heard, and that person’s views taken seriously.
- * Late arrivals and early departures. This is to be expected but you can emphasize the need for people to make and keep their commitment to the workshop. At a minimum, ensure that their movements are quiet and not disruptive.

Follow up

Sometimes the best part of a workshop come after it is over. As the facilitator, you should ask participants to Sign In (if a large group) so that others can share the contact list if desired and acceptable to all. Encourage and facilitate informal networking, too, if you can.

Equally important is structural follow up. Keep notes on the workshop preparation you did, as well as your expenditures and all workshop materials so you can include these in the Workshop Report you should write to sponsors. It may be possible to circulate this electronically, post on a listserv, copy for a conference handout or in other ways share with a larger group.

Ideally, one workshop leads to others. As an experienced facilitator, you are now positioned to lead in this area and help promote gender mainstreaming in whatever organizational or geographic region is yours. Do let others know what you have learned, as they may want to do the same.

We build change together this way.

Supplementary materials

The CD for this manual includes the following:

1. An electronic version of the manual (pdf)
2. These Facilitator Notes
3. Power Point Slides “Ten Take-Away Messages”

You may wish to supplement the manual with audiovisual materials. Some possibilities are:

- * Disaster films
Rent one or two for use in the Awareness section of the workshop
- * YouTube uploads (in the wake of each new disaster, short clips are often available including some by and about women~search uTube for “disaster” and “women” and “gender”
- * Women/gender films

Check your local university library and the gender and women’s studies department holdings in particular. You may well find short videos about women and climate change in the North, for example, or about how violence shapes the lives of transgendered individuals.

- * Event-based documentaries

Use these to frame discussion of how the media depict gender relations. If women are absent, for example, or disproportionately affected, why is this? Are men shown only in stereotypically courageous, stoic, or dominant roles? First, consult your provincial EMO or related groups for local videos on past events that may be available. You can also check the websites of provincial and national environmental management, climate change, or sustainable development organizations for suitable videos and use clips from these to frame the discussion.

Also search CBC archives (short podcasts):

http://archives.cbc.ca/environment/extreme_weather/topics/349/

Also search CFB archives (search “disaster” and particular hazards and events)

<http://www.nfb.ca/>

* Women and disaster videos

Visit the Gender and Disaster Sourcebook website and search “Communications” <http://www.gdnonline.org/sourcebook/index.htm>. You’ll find information on several good videos useful for this workshop. Most are short and inexpensive but may take time to arrive so plan ahead if you plan on ordering one.

PLEASE SHARE ANY ADDITIONAL RESOURCES YOU FIND EFFECTIVE~THANKS!
enarsone@gmail.com

2.1 FREQUENTLY ASKED QUESTIONS

Activity and purpose

Asking and answering common questions sets the framework for the rest of the session, and can help dispel misunderstandings about gender mainstreaming.

It also provides an opportunity for sharing among participants: “Why am I here? What do I want from this session?”

Process

- * Round-robin discussion of the handout—each person asks one question and the person to their left answers it
- * Other questions are asked and answered
- * Individuals explain why they are here—what their personal goals are for the session

Time

- * 10 minutes—round robin discussion
- * 20 minutes—additional FAQ and/or motivations expressed by participants

Talking points

- * In your view, what has limited the discussion of gender and disaster to date in this community of practice?
- * How far have we come in Canada? What is the evidence for this?
- * How do you hope to use the session materials in future?
- * “Something I’ve been wanting to say....”—anything to add before we start?

2.2 WOMEN AND MEN IN DISASTERS: STEREOTYPES & REALITIES

Activity and purpose

Group discussion to identify gender stereotypes and compare these with personal experience and research findings.

This activity prompts critical thinking about the underlying assumptions and value judgments that are implicit in emergency management.

Process

- * Work in small groups of 3-5 to brainstorm gender stereotypes in disaster contexts
- * Alternatively, divide into groups of women/men and have women assess gender stereotypes about men and vice versa
- * Small group discussion
- * Group discussion comparing US and Canadian contexts

Time

- * 5 minute timed brainstorming on stereotypes
- * 20 minute small group discussion on personal observations
- * 20 minute discussion of the whole applying US research findings to Canada

Talking points

- * Does a crisis challenge our everyday gender identity—our most fundamental sense of *being* feminine or being masculine? How and why?
- * How important are “the facts” relative to the social weight of expectation and stereotype? What can emergency managers do to reduce the part played by misinformation or stereotyping?
- * Why might findings based on US disasters differ from Canadian case studies on gender?

2.3 IDENTIFYING WOMEN AT INCREASED RISK

Activity and purpose

If available, watch the video “From Chaos to Creativity,” and compare these global examples with the risk factors identified in the handout .

This activity highlights the reasons for women’s increased vulnerability. The exercise will help participants determine the key risk factors for different groups of girls and women in Canadian contexts, and relate national and international patterns.

Process

- * Review the handout
- * Watch the video
- * Group discussion of differences and similarities
- * Individual ranking of high-risk women/girls in your community

Time

- * 20 minute video and 5 minute discussion
- * 15 minute group discussion of the handout
- * 5 minutes for individual rankings (1-5, 1=highest risk)
- * 20 minute group discussion

Talking points

- * What different impacts would you expect in a Canadian disaster for girls/women? What different responses?
- * How different are the gender-based risk factors for men?
- * What groups of boys/men are especially at risk in your community and why?

2.4 MEN AND GENDER IN DISASTERS

Activity and purpose

Role play involving boys/men and individuals with emergency management responsibilities. The role play will highlight factors relating directly to sex and/or gender as well as intersecting factors that can increase men's risk.

Process

- * Draw an emergency manager identity from the hat (or volunteer)
- * Draw a context and identity card (or volunteer)
- * Work in pairs to conduct a short role play involving dialogue
- * Report back to the whole for group discussion

Timing

- * 5 minutes—determining roles
- * 5 minute interaction/role play
- * 15 minute reports back
- * 15 minutes group discussion

Talking points

- * Which issues posed the greatest challenge for these boys or men? How do they compare with those faced by women in similar contexts?
- * Which issues would be most/least challenging for your organization to identify and respond to?
- * Why? What is needed to change this?

2.5 ISSUES FACING WOMEN AFTER DISASTERS

Activity and purpose

Drawing on case studies, this exercise identifies a wide range of practical issues arising for girls and women in the aftermath of disasters.

Participants are encouraged to consider how sex, gender and gender relations also shape the experiences and feelings of boys and men in disasters.

Process

- * Review the handout
- * Participants use coloured markers to highlight the issues they consider of most concern
- * Participants brainstorm collectively gender issues likely to arise for men, too—record on flip chart
- * General discussion of the applicability of research findings to the Canadian context

* Time

- * 10 minutes—Review and marking of the handout
- * 20 minutes—Brainstorming and recording gender issues for men
- * 10 minute—General discussion on transferability of “lessons learned”

* Talking points

- * What conditions prevail in Canada that might result in different issues? In issues of greater or lesser significance?
- * What conditions prevail in different parts of Canada with different risk profiles?
- * Do sex/gender always magnify existing inequalities in disasters?

2.6 WOMEN, MEN AND DISASTER: TEN TAKE-AWAY MESSAGES FOR PLANNERS

Activity and purpose

This slide show provides a substantive and personal overview to the subject. Illustrated slides combined with selected quotations from disaster case studies personalize the issues. The concluding slides sum up the key analytic points under each of the ten points.

Process

- * Read the manual thoroughly and make notes about the photographs as you go: What do they mean to you? What points do they best illustrate? This task is left to the presenter as the photos provide are a very rich and fluid “canvas” for presenters.
- * Present the overview using the slides provided
- * Ask participants to make notes on the handout sheet provided in the manual as you speak
- * Discuss ~ Q&A at this point is very important and should not be rushed
- * Ask for volunteers to read out additional first-person quotations or to describe real events or persons they have observed that bear on these points

Time

- * 45 minutes (minimum)-Presentation
- * 30 minutes- Discussion

Talking points

- * What have you observed in your emergency management experience that relates to these issues?
- * How about in your personal life? How does this relate to your emergency planning role?
- * What other images come to mind? What would you add?
- * Who documents our experiences on film and in text? What bias does this introduce?

3.1 GENDER ISSUES THROUGH THE DISASTER CYCLE

Activity and purpose

Participants will visually identify their priorities for action and relate these to those of others. The exercise helps to identify the most challenging areas for action with respect to gender-sensitive planning.

Process

- * Flip charts pasted on the walls incorporating each area of concern
- * Each person receives a box or strip of paste-on stars
- * Using the resource provided, each participant allocates some portion (from none to all, at your discretion) of these stars to part of the disaster cycle considered most important for gender equity
- * Reports back to the whole with group discussion

Time

- * 15 minutes for “starring” exercise
- * 15 minutes for group discussion

Talking points

- * Which phases are most critical for gender response planning—and why? Is the “cycle” concept useful?
- * How does gender mainstreaming in one phase, or in one set of activities, relate to others? Are there critical gaps that must be addressed and other that are optional?
- * What resources are needed to implement these planning goals? Which are most important? Which are most/least difficult to organize?

3.2 GENDERED VULNERABILITY AND CAPACITY ANALYSIS

Activity and purpose

Participants work individually on one or more sections of the VAC table, with special attention to the implications of both cultural context and hazard context.

This introduces a new planning tool and encourages refinement to reflect upon the significance for planners of the difference cultures make (and subcultures) and the implications of different hazards—oil spills or cyberattacks vs. epidemics or ice storms, for instance.

Process

- Work individually on one or more sections, expanding on additional pieces of paper
- Rotate/pass along your section to the person next to you
- Open discussion of difficulties completing the section or the form

Time

- 5 minutes—introduce the form
- 10 minutes—individual work
- 15 minutes—group discussion

Talking points

- Is it more difficult to find data on women or men? If so, why?
- Is one section more difficult than others? If so, why?
- Imagine completing this form in an entirely different hazard context—what would change?
- Imagine completing this form in an entirely different cultural context—what would change?

3.3 INDICATORS FOR GENDER SENSITIVE RISK MAPPING

Activity and purpose

Reviewing possible risk factors for women and the indicators of these highlights the need for gender-sensitive risk assessment.

Participants will also gain insight into sources of data for gender-sensitive mapping, and consider the limitations of data sources. Critical thinking about how to measure or map risk factors specific to men or boys is promoted.

Process

- * Review the handout and discuss
- * Using your coloured marker, highlight the data you would have most trouble accessing
- * Work with a partner to identify and assess possible data sources in your local planning area
- * Reports back to the whole for group discussion of gender-sensitive vulnerability assessment

Time

- * 20 minutes—Review and highlighting of indicators
- * 20 minutes—Work with partner
- * 20 minutes—Group discussion of indicators for women/men and their sources

Talking points

- * Who should be involved in community based risk mapping?
- * What has traditionally limited consideration of sex and gender—is it lack of data?
- * How can women's and men's organizations be engaged?
- * To what extent are indicators and risk factors hazard-specific?

3.4 SUPPORTING MOTHERS IN DISASTERS

Activity and purpose

This focuses on women as primary caregivers to children but could be expanded.

The exercise also encourages consideration of different kinds of mothering and mothers, and a broader range of stakeholder partners.

Process

- * Ask participants to describe two different mothers they observed before, during or after a disaster (if feasible) or to consider their own personal experience
- * Review and briefly discuss the handout
- * Brainstorm a list of relevant agencies, groups, networks, organizations, on-going projects or activities in their home communities that should be consulted about support for mothers in disasters
- * Ask participants to brainstorm collectively a “memo” or policy brief that could be applied to their own working context to capture these points

Time

- * 10 minutes—Open discussion/vignettes
- * 10 minutes—Review and critique
- * 20 minutes—Brainstorming and finalizing the ‘memo’

Talking points

- * How sex-specific should support to parents be in disaster plans?
- * How culturally specific?
- * What issues might arise for lesbian mothers—or gay fathers?
- * How could “other mothers” such as extended kin or friends be supported?

3.5 ADDRESSING VIOLENCE IN DISASTER CONTEXTS

Activity and purpose

This activity highlights interpersonal and community violence as factors that may reduce people's integration in a community and capacity or intention to seek help when needed. It focuses on gender-based violence and women's services at the community level.

The exercise also promotes networking with community-based antiviolence groups to engage them in disaster preparedness and to plan for effective outreach, relief and recovery assistance.

Process

- * Review and discuss highlights from Violence Against Women in Disasters in the Appendix
- * Review different forms of violence
- * Have participants working individually or in community-based teams to complete the form

Time

- * 10 minutes-Open discussion/vignettes
- * 10 minutes-Review the form
- * 20 minutes-Brainstorming and completion of the form

Talking points

- * Is gender violence a life & safety issue in disasters? If so, what can be done to reduce it?
- * How can disaster preparedness and/or disaster recovery projects based in the community integrate violence prevention?
- * How does fear of partner violence and/or sexual assault constrain women needing assistance?
- * What conditions in the community make these forms of violence more/less likely?
- * How does fear of interpersonal violence constrain men needing assistance?
- * Which men in your community are most affected
 - o by community violence?
 - o by violence at the hands of law enforcement or other authorities?
 - o by interpersonal or partner violence?

3.6 WOMEN'S HEALTH AND EMERGENCY PLANNING

Activity and purpose

Participants conduct an informal self-assessment of an emergency health unit with which they are familiar and compare and contrast with others.

The checklist highlights sex and gender considerations in emergency health planning. Participants can assess their organization's readiness and/or potential for action in these areas. They can also compare these issues with those arising for men in disaster contexts.

Process

- * Review the self-assessment guide
- * Work individually or in pairs/units to assess and score organizations or units
- * Reports back to the whole for discussion

Time

- * 15 minutes for self-assessment and scoring
- * 15 minutes for group discussion
- * 15 minutes to identify health concerns of men in disasters and revise the guide

Talking points

- * Which areas are more/less likely to be considered now? Why do you think this is?
- * In which areas is positive action most/least likely? Why?
- * How do gender-based health concerns for boys/men compare?
- * How should the guide be revised?

3.7 GENDER CONSIDERATIONS IN HAZARD-SPECIFIC SCENARIOS

Activity and purpose

Participants work in small groups to apply a gender lens to specific scenarios. Possible gender issues are considered for different populations, at different parts of the disaster cycle, with respect to different kinds of hazards.

Concrete examples demonstrate that gender analysis is always contextual.

Process

- * Divide into 4 groups as suggested—or form a new group to discuss a 5th kind of disaster sparked by a different hazard
- * Discuss and record responses for each of the question areas based on your current position or job responsibilities
- * Generate a list of action steps to ensure that the specific issues faced by women/men are addressed—and rank order this (1=highest)
- * Report back to the whole for general discussion

Time

- * 20 minutes—group work
- * 10 minutes—groups report back their priority action steps
- * 20 minutes—discussion as a whole

Talking points

- * Why was this difficult?
- * How do gender differences and inequalities interact with other factors?
- * Are the same groups of women/men always at increased risk?
- * How can women and men be engaged in these issues long before these scenarios unfold?

4.1 ORGANIZATIONAL SELF-ASSESSMENT

Activity and purpose

Participants score their own organization or one with which they are familiar to identify potential gaps in gender sensitivity and equity.

Gender issues are identified in the structure, process, and culture of emergency management organizations, offices, or sectors.

Process

- * Review the self-assessment handout
- * Each person scores her or his own organization, or works with a partner on theirs using the form provided
- * Reports back to the whole from each individual or group on the “top 3” areas of concern

Time

- * 15 minute group overview of the two handouts
- * 15 minutes self-assessments
- * 30 minute group discussion of the major concerns or gaps

Talking points

- * What would a ‘gender responsive emergency management organization’ look like? Are good models available?
- * What are the “push” factors toward gender mainstreaming? What are the “pull” factors?
- * What are the primary barriers *limiting* change—and the primary resources *promoting* change toward more gender responsive work in this area?

4.2 SEVEN ANALYTIC TASKS FOR GENDER MAINSTREAMING

Activity and purpose

This exercise invites a collaborative discussion among participants about changing the workplace culture in emergency management.

Factors constraining and promoting gender equity in emergency management organizations can be identified, and opportunities for increasing nontraditional roles for women and men.

Process

- * Review “Seven analytic tasks of gender mainstreaming”
- * Open discussion with reference to application in different sectors
- * Group work—identifying opportunities for organizational change
 - o Post a large piece of paper with the heading “Opportunities” and the subheading “Human Resources,” a second with the subheading “Workplace Culture,” a third with the subheading “Leadership,” and the fourth with the subheading “Other”
 - o Ask participants to use their markers and make notes on all four sheets about opportunities for action to mainstream gender at the level of their organization, institution and/or occupation

Time

- * 15 minutes—review and discussion of the resource material
- * 15 minutes—identifying opportunities for change
- * 15 minutes—participant-led discussion

Talking points

- * Why are these steps important to you?
- * What are your priorities? What can you do first?
- * What structural changes are needed? What can individuals do?
- * What barriers to change do you see? What factors promoting gender mainstreaming?

4.3 NEW COMMUNITY PARTNERSHIPS

Activity and purpose

- * Complete the resource sheet provided identifying local women's and men's groups
- * Discuss the implications for participatory and gender sensitive planning
- * To raise awareness of possible community-level partnerships with women's and men's organizations active at the community level, and to identify and assess the resources of these groups

Process

- * Work in pairs of persons familiar with the same geographical community
- * Review the suggestions and brainstorm local possibilities
- * Identify alternative groups or organizations

Time

- * 30 minutes for work in pairs
- * 15 minutes for one person in each pair -to report back to the whole
- * 15 minutes for group discussion

Talking points

- * Which of these groups are most/least active in your community?
- * What has limited their involvement in emergency planning in the past?
- * What can be done to develop or strengthen their capacity to participate more actively?
- * What do single-sex groups or organizations bring to local emergency management?

4.4 WOMEN IN EMERGENCY MANAGEMENT

Activity and purpose

Participants share field experiences and observations in a structured format to identify gender issues for women and men in emergency management, now and in the future.

Emergency planners can learn from one another by personalizing the discussion, and both sexes benefit from taking the role of the other.

Process

- * Review the handout on women in emergency management
- * Pass the 'talking stick' around the group inviting personal statements from individuals about their experiences
- * Ask participants to speak to the question "What can be done?"
- * Ask women to speak about gender issues for men in 21st century emergency planning
- * Ask men to speak about gender issues for women in the future

Time

- * 10 minutes—review of handout
- * 20 minutes—story telling
- * 20 minutes—open discussion on women/men and future emergency management

Talking points

- * How culture bound are these experiences? Would you hear similar stories everywhere?
- * How specific are these observations to particular kinds of organizations or occupations?
- * How are men likely to be affected by employment trends in the field?
- * Are women the 'face of the future' for emergency management? Which women?
- * What opportunities for non-traditional work in EM for men do you see?