4 How do we integrate risk reduction with emergency response actions?

Purpose

Participants improve their ability to link emergency response action with long-term development planning.

Note

Emergencies may severely disrupt development programmes. This activity asks participants to integrate emergency response actions with development activities.

Procedure

Participants focus on a specific hazard, and list actions on cards. These are matched and arranged to form the basis of plans.

Time

- 1 - 1½ hours

Materials

- blank cards in two colours

Process

Introduction

1. Outline the purpose and procedure of the activity.

2. Select a hazard that is prevalent in Southern Africa, such as drought, AIDS, cholera, flood or civil unrest.

3. Distribute the blank cards; ensure that each participant has at least one of each colour; leave spare cards accessible to participants.

4. Explain that there are two sets of cards: blue for emergency response actions, and yellow for risk reduction measures.

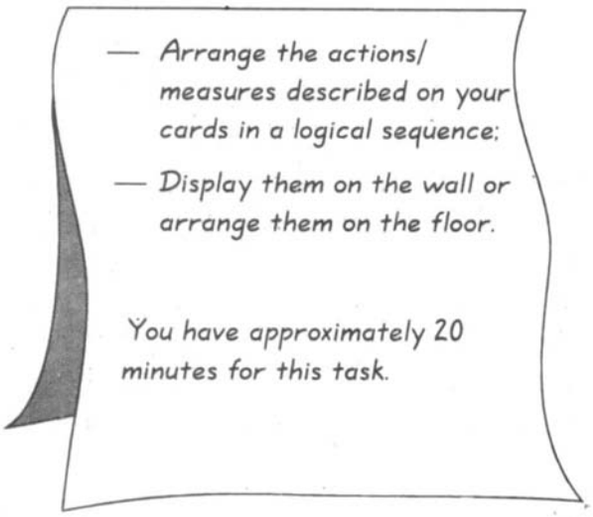
Participant Action

1. Ask participants to think of specific actions in response to an emergency linked to / arising from the hazard. Each participant is to write no more than one action on a blue card; point out that participants may fill in more than one card.

2. Ask participants to think of long-term measures that would reduce the risk of the hazard and write such measures on yellow cards (one measure per card).

3. Collect all blue and yellow cards; ask participants to get into two groups: a blue group and a yellow group. Give each group their pile of cards.

4. Give the following instruction:



Review and Discussion

1. In plenary, review the actions and measures listed and the arrangement of cards; ask questions such as the following:
   - ? Are there any important omissions?
   - ? Are any actions or measures inappropriate?
   - ? Have gender planning considerations been taken into account?
   - ? Are the actions and measures in logical sequence?
2. Encourage participants to add or change cards, if necessary.
3. Ask participants to consider who would perform the actions and implement the measures described:
   - ? Which actions are done by an agency, which by the community? Which actions are shared, and who controls the process?
   - ? Who would participate in the process, and in what capacity?
   - ? What skills skills / information are needed to perform the action? Who has those skills?
4. Compare the arrangements and address issues such as the following:
   - ? At which point could emergency and development actions best be integrated?
   - ? Where do they overlap?
   - ? Where are they in conflict?

Participant Action

1. Suggest that in order to affect sustainable development, emergency response actions and risk reduction measures should go hand in hand.

   Ask participants to re-arrange the blue and yellow cards in order to develop one integrated action plan.
2. Clearly identify and mark key steps and identify potential problem areas.

Review and Discussion

1. Sum up by asking participants to suggest how they will apply their learning in the field:
   - ? How could they use the integrated action plan in their work?
   - ? How could they use their understanding of the interrelationship between relief / emergency response and development work?

Notes

5 How is gender analysis a tool for risk reduction planning?

Purpose

Participants will develop their understanding of how gender analysis is a useful tool for identifying development opportunities in an emergency situation.

Note

This is an exercise which involves thinking about and planning emergency response together with development action.

Procedure

This a reading and discussion activity in which participants practise the skills necessary for ensuring a gender-conscious approach to risk assessments.

Time

- 1 - 1½ hours

Materials

- copies of Mary Anderson 'Understanding the disaster development continuum. Gender analysis is the essential tool', for each participant
- discussion questions written on flipchart or typed and copied for each participant

Process

Introduction

1. Outline the purpose and procedure of the activity.

2. Distribute copies of the article and ask participants to spend approximately 15 minutes reading through it.

Participant Action

1. After 15 minutes display and /or distribute discussion questions such as the following:

> (i) What arguments does Anderson put forward for a switch from dealing with the symptoms of disasters to addressing the causes?
>
> (ii) Give examples of how people have played a role in creating hazardous situations in communities you know.
>
> (iii) Anderson illustrates how women are vulnerable not because of their sex but because of their gender. Describe the difference!
>
> (iv) Anderson argues that emergency situations can be utilised for addressing both the immediate needs of disaster victims and preparing sustainable development efforts. Respond to the examples she gives and provide examples from your own experience when this goal was realised.
>
> (v) What are the essential tools that enable communities and agencies to recognise and realise such opportunities?

2. Read through the questions aloud, and check for understanding.

3. Ask participants to spend 5 minutes responding to the questions individually. Then ask them to get into small discussion groups.

   Allow approximately 30 minutes for discussions in groups.

Review and Discussion

1. In plenary, encourage brief responses to the issues raised by the discussions.

2. Request responses to the last question, and list the tools on newsprint.

3. Sum up by asking participants to work in pairs, and give the following instruction:

   * working in pairs, take turns in telling each other how you will use a gender analysis for assessing vulnerabilities of both men and women, in your work in the future.

   You will each have 3 minutes to speak.

Hint

This activity could be followed by asking participants to give examples from their own experiences that illustrate how gender has led to the increased vulnerability of women. What strategies could correct such inequitable delivery of short- and long-term interventions?

Mary B Anderson

Understanding the disaster-development continuum: Gender analysis is the essential tool[1]

Increasingly, the agencies of the United Nations, the development bureaux of donor nations, and the large number of non-governmental organisations (NGOs) that work in countries striving to achieve development are focusing their attention on understanding the relationships between disasters and development. This focus is motivated by two recent trends. First, the number of disasters worldwide is rising, with an increasing number of people suffering as a result. Recognising this situation, aid workers are expressing growing frustration that they continue to respond only to symptoms rather than addressing the causes of disasters. Second, a reduction in overall aid budgets is apparent in many donor countries today, with an accompanying shift of these shrinking funds away from development programmes and towards disaster response. As a result, both development and relief workers are seeking ways to use available relief funds to meet the emergency needs of disaster victims and, at the same time, support fundamental change towards long-term development.

These two motivations - an urgent need to deal with the causes of disasters rather than only with the symptoms, and the necessity of getting the best possible short-term and long term outcomes from aid funds - are forcing a harder look at the tools that are available for effective planning and programming. One such tool, which can contribute significantly to addressing root causes and which can support effective, efficient and equitable long-term development, is gender analysis.

Causes rather than symptoms

When considering the causes of a disaster, the basic question is: What makes disasters happen? It is now widely acknowledged that disasters occur as a result of human actions and human decisions, rather than as 'acts of God'. A strong wind at sea that does not cause damage to human life or property does not represent a disaster, whereas if that same wind comes on shore where people have built flimsy homes in vulnerable locations it will create a disaster. An earthquake can cause massive death and damage when buildings are weak and preparations inadequate, but another earthquake of the same force can cause little or no damage where building technologies have been developed to withstand tremors and building codes adopted and enforced to ensure that these technologies are used. Increasing flooding occurs downstream from deforested areas or where silting has occurred as a result of erosion. Human agency plays a role in whether or not these natural phenomena - winds, earth movements and rains - do or do not become disasters. The centrality of human action and choices in causing disasters is even more obvious in the growing number of 'complex' emergencies - that is, those disasters that involve both environmental elements and civil conflict.

Because disasters are not brought about solely by natural causes, their impacts are not random. Some individuals and groups become victims while others remain relatively unscathed. The first step in understanding and preparing to deal with root causes is to analyze why some people are vulnerable to disasters and others are not.

Vulnerability to disasters can be analyzed in three categories[1]. First, people may be physically vulnerable. They may live in poorly-built houses on land that is susceptible to catastrophe; they may be poor and have few reserves and no insurance to aid recovery if some crisis occurs. Second, people may be socially vulnerable by being marginalised and excluded from decision-making and political processes. Third, people may be psychologically vulnerable if they feel powerless, victimised, and unable to make effective actions for their own security.

How does gender analysis help us understand vulnerability? Gender is certainly not the only determining factor of vulnerability, nor is it always the most important. However, very often an understanding of vulnerability and the development of strategies for overcoming it can be advanced through gender analysis.

It is often said that 'woman are among the most vulnerable'. Why is this so? Women are also strong and capable. They manage and sustain families under the most deplorable conditions. They are producers of a range of goods and services on which the survival of their societies depends. What makes them vulnerable?

In general, around the world, women are poorer than men. Their poverty arises from the roles they are assigned and the limits placed by societies in their access to and control of resources. Women are disproportionately employed in unpaid, underpaid and non-formal sectors of economies. Inheritance laws and traditions, marriage arrangements, banking systems and social patterns that reinforce women's dependence on fathers, husbands and sons all contribute both to their unfavourable access to resources and their lack of power to change things. The health dangers that result from multiple births can contribute to interrupted work and low productivity. Traditional expectations and home-based responsibilities that limit women's mobility also limit their opportunities for political involvement, education, access to information, markets, and a myriad of other resources, the lack of which reinforces the cycle of their vulnerability.

Understanding these linkages through gender analysis makes it clear that women are vulnerable not because it is in their physical nature to be weak but because of the arrangements of societies that result in their poverty, political marginalisation, and dependence on men. As the number of households headed by women increases, worldwide, these causes of vulnerability have broader implications for the dependants in such families.

Furthermore, understanding that vulnerability is a condition caused by human actions and attitudes can provide insights about strategies for addressing vulnerability and thus dealing with the causes, rather than symptoms, of disasters. Poverty-reduction strategies should have as one major focus the reduction of poverty among women and, particularly, among female-headed households. Such efforts must be designed with attention to the educational, locational, time and tradition-based constraints that women encounter.

Gender analysis can also aid the identification of circumstances in which men may be vulnerable. An example of this comes from a refugee camp in Western Ethiopia where many young Sudanese men were gathered who, having walked long distances to escape conscription into armies, were in exceedingly poor health. Food was immediately shipped into this camp in quantities considered adequate to rebuild their health, but morbidity and mortality remained high. Investigation showed that these male refugees were continuing to starve because the food they were given needed to be cooked before it could be eaten, and their gendered roles had precluded their ever learning about food preparation.

Linking Short-term help to long-term outcomes

The second issue faced by aid workers today is the necessity of ensuring that short-term, relief assistance both meets immediate needs of disaster victims and, at the same time, supports their achievement of long-term developmental goals. Too often, relief assistance has increased the dependency of recipient of continuing aid rather than enabled them to move forward toward self-sufficiency. for example, it is now widely recognised that an influx of donated food, deemed necessary for saving people from starvation, can also undermine market prices and, therefore, the incentives of local farmers to plant the next season's crop. Thus, relief aid can contribute to future and spiralling disaster conditions. Less recognised, but also well-documented, is the long-termnegative effect on relief recipients of organisational systems for distributing goods or prioritising needs that are imposed by donors in their anxiety to meet urgent emergency needs efficiently. Approaches that they deny and undermine the existing physical and organisational capacities of recipient groups also undermine and weaken their subsequent abilities to plan, manage and achieve independent self-sufficiency.

Again, gender analysis provides one critical tool for understanding the linkages between short-term aid and long-term outcomes. If it is critical, when providing emergency assistance, to work with rather than for disaster victims in order to ensure positive long-term impacts, then it is equally critical to identify the capacities of the recipients concerned, because it is these capacities that must be supported if long-term development is to be achieved, The gender roles ascribed to men and women mean that they have different physical, social and psychological capacities in any given context. the scarcity of aid resources makes it even more important to target and tailor assistance to fit local realities.

To return to the situation described above, when aid workers identified the cause of continuing hunger among the young Sudanese men in ethiopian refugee camp, they were able to organise the ten per cent of the population who were women with cooking skills, to teach the men how to cook. Recognition of and support for existing capacities associated with gendered roles may make the difference between a programme's effectiveness or failure. For example, efforts to arrange water supplies for disaster victims and development project participants alike have, often, succeeded or foundered depending on whether they took account of women's involvement in water collection and usage, and whether they are supported, or failed to support, women's capacities to manage and maintain water pumps and other equipment. Similarly, experience has provided too many examples of programmes that have issued drought-resistant seeds and provided technical assistance about new farming methods to male members of disaster-affected groups, to enable families to replant and increase food production, these technologies have not been adopted.

In all societies, men and women experience different vulnerabilities and have different capacities as a result of their gendered roles. Sometimes these roles are very different and rigid; sometimes they are overlapping and fluid. In either case, the failure to identify gendered roles and to plan programmes with them consciously in mind has resulted in the inequitable delivery of disaster relief assistance, and inadequate attention to the potential long-term outcomes of short-term interventions. The tool of gender analysis is a powerful one for accurately diagnosing opportunities and constraints in any programme situation, and for identifying more effective strategies for delivering emergencyassistance so that it supports long-term development for women and men, and girls and boys.

1. Anderson M.B. Understanding the disaster-development continuum: Gender analysis is the essential tool, in *Focus on Gender*, Vol. 2, No.1, February 1994.

7 Why must gender considerations be essential to emergency preparedness and response planning?

Purpose

This activity demonstrates the need to integrate gender considerations into risk assessment and emergency preparedness and response (EPR) planning.

Note

In this simulation participants practise how to identify elements most at risk in a flood situation. They explore and discuss the critical link between vulnerability assessment and EPR planning.

Procedure

The initial simulation asks participants to shift perspectives and assume the role of vulnerable members of a community during a flood emergency. As vulnerable households they experience the emergency, and then reflect critically on how decisions about actions impact on the lives and livelihoods of different community members.

Time

- 1 hour

Materials

- large plastic sheet draped over objects which have been set up in advance to create a 'landscape' of hills surrounding a river or lake.
- different kinds of seed pods or bits of wood, clearly marked to serve as 'houses'
- a container of water
- individual 'household' cards (see resources)
- three sets of different coloured 'tokens' or cards
- a key-chart which outlines the meaning of the tokens written on flipchart

Process

Introduction

1. Outline the purpose and procedure of the activity.

2. Point out that participants will work as households, either alone or in pairs;
   — assign roles and give each household a 'household' briefing card.

3. Give each household a seed pod or bit of wood as a 'house'.

4. Ask one participant to act as 'risk assessment officer'; this involves looking after the tokens and when the time comes, exchanging them for briefing cards.

Participant Action

1. Ask participants to move to the model and place their 'houses' in the valley around the river/lake, or follow the instruction given on their card. Ask them to remember clearly where they situated their houses.

2. Pour water on the model; ensure that the majority of houses in the 'floodplain' tumble / get submerged.

3. Announce that the flood has happened; participants are now asked to conduct an assessment and determine which households are most at risk and were most urgently affected by the flood.

   Explain that there are three categories of affected households: green, blue and pink; point to the key and explain what each category means.

KEY FOR TOKENS

green tokens = house has survived
people have survived

blue tokens = house has gone
people have survived

pink tokens = house is gone
people have died

4. Outline the following procedure for the assessment: taking turns, each household will read out the description on the household briefing card. All participants will then decide into which category ('blue', 'green' or 'pink') the household falls.

5. Once the decision has been taken, ask the volunteer to exchange the household card for a green, blue or pink token, and to affix the briefing card to the key-chart.

6. Proceed to classify each household in this manner.

7. Ask participants to assess the information gathered:
   - ? How many households have no tokens? (1)
   - ? How many households have green tokens? (2)
   - ? How many households have blue tokens? (4)
   - ? How many households have pink tokens? (4)

8. Assess the members of households in terms of men/women: ask
   - ? How many members of the pink token holders are women? (3)
     3 out of 4 — what percentage is that? (75%)
   - ? How many members of the blue token holders are women? (1)
     1 out of 4 — what percentage is that? (25%)
   - ? How many members of the green token holders are women? (1
     1 out of 2 — what percentage is that? (50%)

   Request participants to analyse this information: what does it mean in terms of who is most at risk in emergencies such as this one?

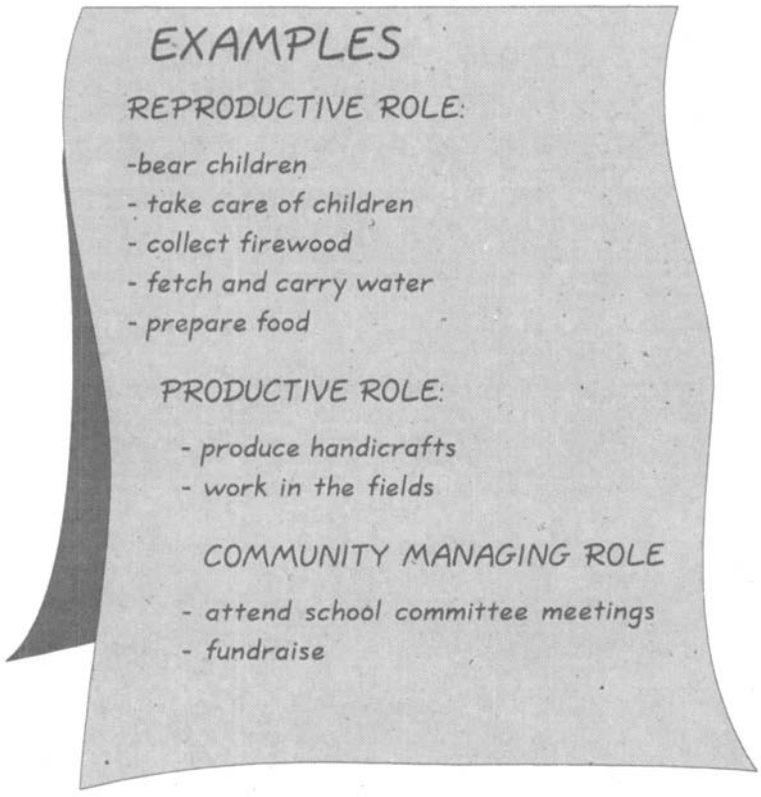
Review and Discussion

1. Encourage discussion around the following questions:
   - ? Why have more women than men lost their homes and lives?
   - ? Did they choose to live near the river bed?
   - ? Why did some of the women remain in their homes, and consequently lose their lives?
   - ? How did men respond to the emergency situation?

2. Point out how women have to make choices that pull them in different directions, as they consider family members, means of livelihood and community structures/ issues.

   The different pressures put on women correspond to their various roles as reproductive, productive and community workers.

3. Write the terms 'reproductive role', 'productive role' and 'community managing role' on newsprint and ask participants to briefly define what each one means; encourage them to give examples of each as illustrations.



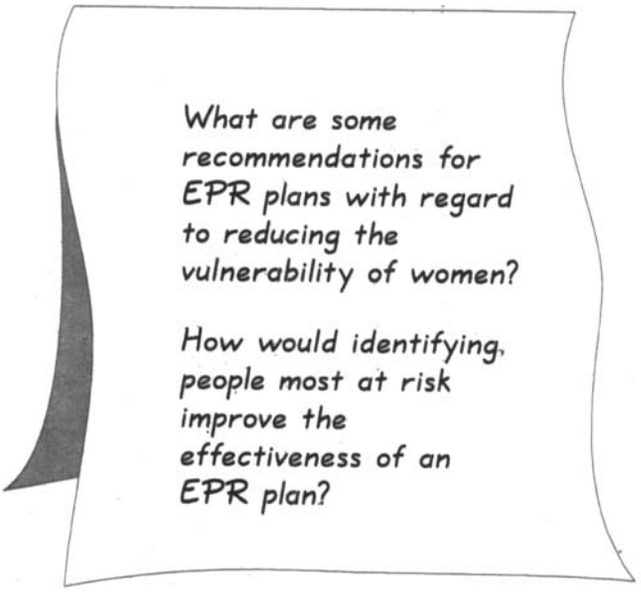
4. Ask participants to read out examples from their household cards that illustrate the forces attacking women's reproductive, productive and community roles in this simulation.

5. Take the example of the woman who did not survive the flood because she believed that survival of a father means the survival of the family, and her duty was to stay with the father even if the husband left.

   — Initiate a discussion on how cultural and religious traditions sometimes increase women's vulnerability and put them at risk in emergencies.

   — Ask participants for other examples from their culture that illustrate this point; for example: are there specific behaviour-codes or dress-codes, or rules regarding food for women that impose a risk in times of emergencies?

6. Pose the following questions: record the responses on newsprint.



7. Sum up the activity by asking participants to review the lessons learnt.

Learners' Responses

Some of the following quotes from the SADMTP highlight the issues around gender, risk and emergencies thrown up by this simulation. You may want to introduce these quotes to further stimulate discussion.

"This simulation illustrates the old saying: 'Each man for himself and God for us all'."
"Each one to himself - instead of a community effort."
man to man: "Why did you leave by yourself?"
other man: "Anybody would think of themselves first."
women: (rising in protest)
Question: "Is that the same for women?"
man: It's the same for everybody."
woman (protesting): "You're not a woman. Let us answer this question for ourselves."

Notes

Household briefing cards

(These were developed for the participants on the SADMTP Course. Depending on the number of participants on the course you may wish to develop further household descriptions.)

Person 1:
You are a 35 year old widowed woman who is caring for your elderly father. You are so poor that you live right on the river bank.

Person2:
You are a seventy year old man who is disabled and dependent on his daughter (person 1).

Person 3:
You are a merchant in the community, You own a store. You live in a 2-storey concrete house on a hill, some distance from the river.

Person 4:
You are the merchant's wife.

Person 5:
You are a 30 year old single man who owns a bicycle repair business. You take a few important tools out of your tool box and swim across the river.

Person 6:
You are a 20 year old woman. You are married to person 7.

Person 7:
You are a 20 year old construction worker, married to person 6.

Person 8:
You are a 45 year old widow. Last week you spent your life savings on a sewing machine. You won't leave it behind.

Person 9:
You are a 20 year old man who lives with his sister. You are visiting friends when the flood comes. You have to make the choice between fleeing across the river or going back to see if your sister is safe. What do you do?

Person 10:
You share a house with person 9. You are a 20 year old single mother who is eight months pregnant and who has a 2 year old toddler. Can you get across the fast flowing river?

7 How do we incorporate gender into risk reduction planning?[1]

Purpose

Participants will develop their ability to apply gender analysis tools to assess the impact of mitigation projects on communities.

Note

This activity builds on the activity 'What is gender?' An understanding of gender terminology is essential for participation in this planning activity.

Procedure

Participants work in groups and analyse given case scenarios, using a set of questions as a guideline.

Time

- 1½ hours

Materials

- copies of case scenarios and instructions for each participant (see resources)

Process

Introduction

1. Outline the purpose and procedure.

2. Introduce the activity by pointing out that participants will need a common language in order to complete the following activity. Re-establish an understanding of terminology by asking participants to define each of the following terms:
   - gender planning;
   - productive, reproductive, community managing/politics roles;
   - personal and strategic gender needs.

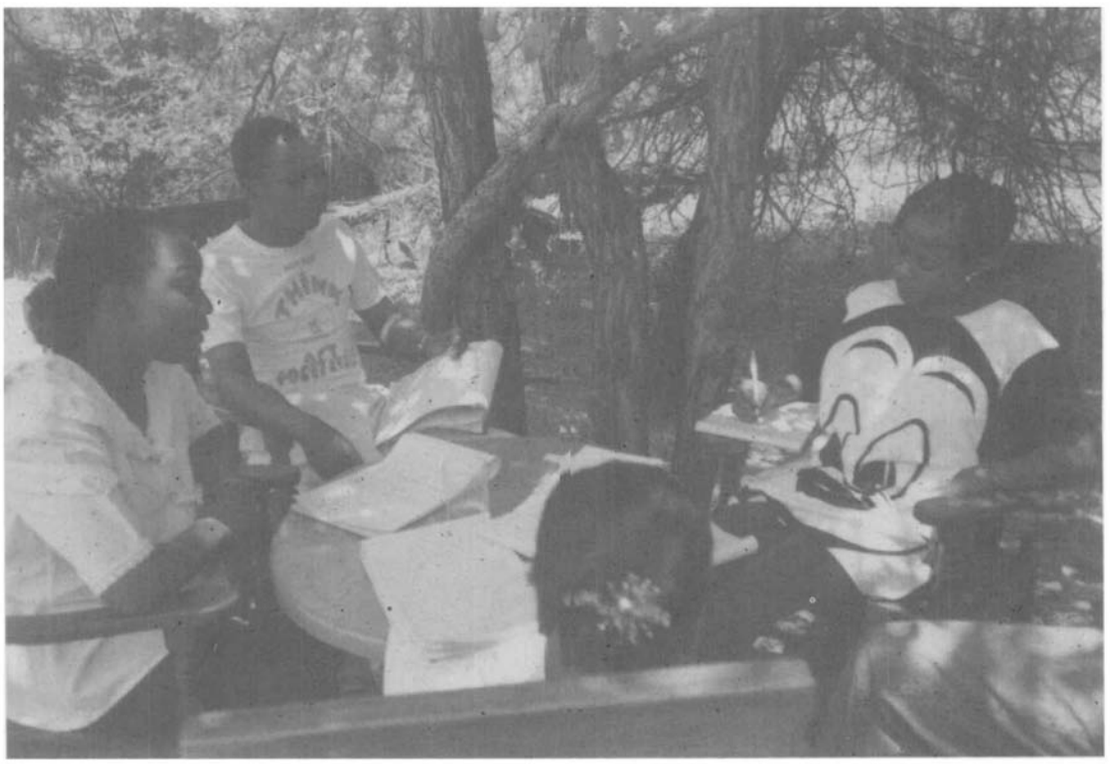
3. Ask participants to form discussion groups. They will work with either case study A or case study B.

Participant Action

1. Hand each participant a copy of either case scenario (A), or case scenario (B), and an instruction sheet.

2. Read through the instruction sheets and check for understanding; clarify where necessary.
   Remind participants of the time limit (40 minutes)

3. Monitor the group work and assist where necessary.



Review and Discussion

1. Manage the report-back process and questions of clarification.

2. Initiate discussion around the following questions:

   ? What are the similarities and differences between the case scenarios?

   ? How did the agencies' failure to consider gender impact on the women and men in their various roles?

   ? Which gender needs did the interventions fail to meet?

3. Remind participants that gender considerations are necessary tools for conducting a professional risk assessment and planning process. Any intervention aimed at reducing risk at the individual, household or community levels should not look at women or men in isolation from each other. Instead, proposed interventions should be based on a thorough investigation of existing relations beween men and women.

4. Ask participants to refer to the case scenarios and make suggestions regarding:

   (a) interventions that would address personal gender needs of members of the community;

   (b) interventions that would address strategic gender needs.
   List suggestions on flipchart.

5. In plenary, examine how the suggestions would serve to reduce the risks of households in the communities?

6. Sum up by asking participants to say how they will use the tools of gender analysis in their work.

1. This case study is based on an exercise developed by Paulina Chiziane, Mozambique Red Cross, and facilitated in November 1994

Notes

CASE STUDY

Case Scenario 1

Casa Village was facing serious problems of deforestation and soil erosion, caused by cutting of trees for firewood and burning of the soil. In this village, firewood was the only available resource for energy. It also served as a potential source of income.

To address these problems an aid agency discussed the situation with local authorities. They concluded that women were mainly to blame for the deforestation and erosion because they were usually the ones doing the cutting and burning.

In this village, men occupy positions of control and they are considered to be 'in charge' of women. It was therefore decided to make them responsible for changing the attitudes of women. Hence, the authorities named a large number of men to act as guardians of the forest.

The aid agency implemented projects of rural afforestation and woodland management. In order to strengthen the capacity of the villagers the agency ran training activities and introduced basic technologies in soil conservation.

The leaders of the community suggested that the beneficiaries of the project should be men; they gave the following reasons:

- *Men have the capacity to learn, because they know how to read and write.*
- *According to cultural values and local tradition, technology is men's domain.*
- *Men are the heads of households and can transmit the new learning to their mothers, wives and children.*

After a year, the agency did an evaluation and found the following:

- *Men are using the new technology in the places where they work, while women continue to work their fields in a traditional way.*
- *The relations between men and women are strained.*
- *A considerable number of men left the project.*

The agency concluded that project had not been successful and decided to look for alternative ways of improving environmental conditions.

Instructions

1. Read the case scenario, and discuss it briefly in your group.
2. Conduct a gender analysis; consider questions such as:
   - ? What is the division of labour in productive activities?
   - ? Who provides household income?
   - ? Who controls the decison-making?
3. Discuss and answer the following questions:
   - 3.1. What evidence is there that a gender needs assessment had been conducted as part of the planning?
   - 3.2. What was the process of consultation and decision-making in the planning of projects?
   - 3.3. How did the agency's intervention intend to build on and support existing strengths and capacities?
   - 3.4. How did the intervention undermine existing strengths and capacities?

   Prepare a brief report back on your responses. You have 40 minutes to complete this task.

Case Scenario 2

The Forest Village is composed of repatriated people who were refugees in neighbouring countries. Upon their return they found their village devastated and although they used to grow a wide variety of crops they now depend on wild fruits and food aid. Participatory research conducted with the community showed that villagers faced many problems:

- *drought;*
- *shortage of water (the river is dry);*
- *children and adults affected by malnutrition;*
- *lack of seeds resistant to drought;*
- *lack of agricultural tools;*
- *AIDS and STD especially affecting women.*

To assist the community an international aid agency decided to target women for a number of activities:

- *training of local volunteers in primary health care;*
- *education for women on child and mother care, family planning, AIDS and STD;*
- *demonstration of food preparation based on locally available food resources;*
- *distribution of drought resistant seeds;*
- *introduction of chicken, duck and goat rearing projects.*

After a year of plentiful rains and a good harvest the agency decided to evaluate the programme and found the following results:

- *decreased hunger, especially in children, due to increase in protein intake;*
- *mothers did not apply what they had learnt about nutrition and the preparation of balanced food for their families;*
- *continued increase in the number of cases of AIDS and STD amongst women;*
- *no practice of family planning.*

The agency concluded that the project had not been successful and decided to look for alternative ways for improving villagers' conditions of life.

Instructions

1. Read the case scenario, and discuss it briefly in your group.
2. Conduct a gender analysis; consider questions such as:
   - ? What is the division of labour in productive activities?
   - ? Who provides household income?
   - ? Who controls the decison-making?
3. Discuss and answer the following questions:
   - 3.1. What evidence is there that a gender needs assessment had been conducted as part of the planning?
   - 3.2. What was the process of consultation and decision-making in the planning of projects?
   - 3.3. How did the agency's intervention intend to build on and support existing strengths and capacities?
   - 3.4. How did the intervention undermine existing strengths and capacities?

   Prepare a brief report back on your responses. You have 40 minutes to complete this task.

8 How do we identify risk reduction measures?

Purpose

This activity develops participants' ability to identify possible risk reduction measures with regard to specific hazards, and to analyse how these impact on different members of a community.

Note

Participants are reminded that it is important to consider a community's priorities and perceptions of risk when planning risk reduction. The decisions made need to be based on the community's perspective.

Procedure

This activity takes the form of a worksheet, followed by group discussion. Participants are asked to identify all the elements at risk from a hazard, and to suggest specific risk reduction measures.

Time

- 2 hours

Materials

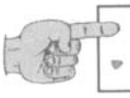
- worksheets for each participant (see re
- signs with different types of hazards written on them, eg. signs saying 'drought', 'flood', 'epidemic', 'displaced persons'

Process

Introduction

1. Introduce the activity by outlining the purpose and procedure.

2. Check on participants' understanding of the meaning of the term 'risk', as "the anticipated losses (lost lives, numbers injured, property damage and disruption of economic activity) from the impact of a given hazard on a given element over a specific period of time."



A risk = hazard + vulnerability + elements at risk

3. Give a brief input in which you take a specific hazard, identify vulnerabilities, and provide an example of specific risk reduction measures. This is an example of such an input:

Let's take flood-risk as an example.

In an urban area prone to flooding some houses have been constructed in a low-lying area close to the river bank. They are made of concrete blocks and have basements or raised foundations. Other houses made of corrugated iron, cardboard and thatch have been erected in the dry river bed.

When heavy rains fall upstream and cause flooding this hazard does not affect the houses or their occupants equally. If flooding occurs the water may wash through the basements or foundations of the concrete buildings but leave the structures reasonably intact. But in the river bed the fragile dwellings are completely destroyed leaving the inhabitants destitute.

The economic vulnerability of the riverbed dwellers forced them to live in what they know is a potentially dangerous site. Their property is structurally more vulnerable than the concrete buildings. The hazard was potentially the same for both groups of inhabitants. However, it is the vulnerability (economic and structural) that has increased the risk for one group.

Two examples of risk reduction could be the following:

- *A civil engineering measure to control the river flow-rate up-stream during the rainy season.*
- *An expansion of employment opportunities, or relocation to structurally sound accommodation outside the river may reduce the vulnerability of river dwellers.*

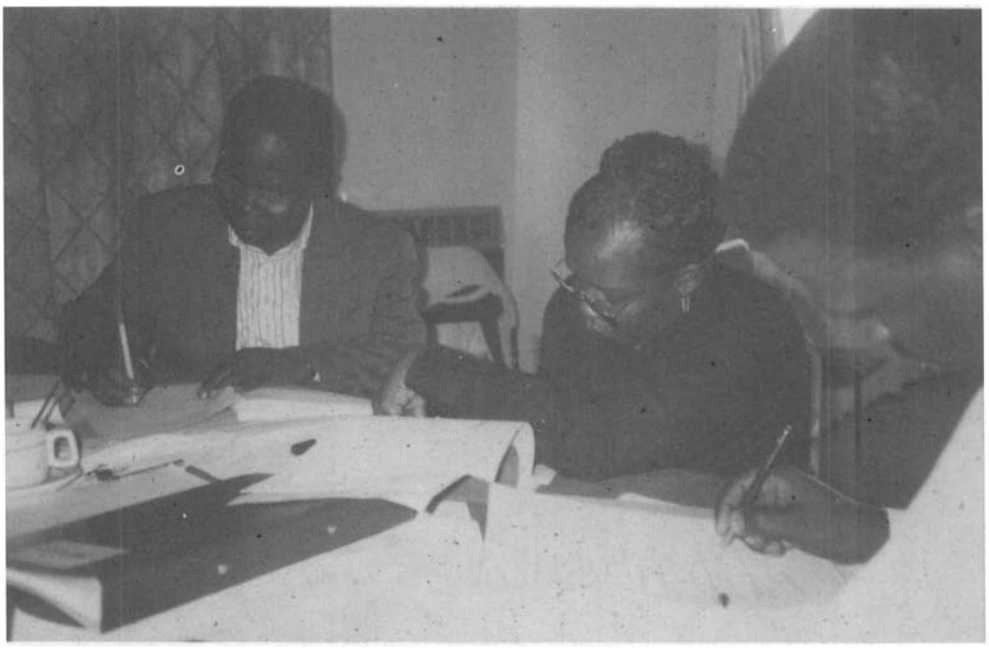
Participant Action

1. Ask participants to get into small groups by choosing to sit under one of the 'hazard signs'. (Groups are 'full' once 4-5 participants have assembled at one sign)

2. Outline the following task (you may want to write it up on flipchart):

> -stage one: work on your own and complete the work-sheet on risk reduction;
> (20 minutes)
>
> - stage two: check your individual responses with others in the group;
> (20 minutes)
>
> - stage three: consolidate individual responses into one group response and prepare for presentation.
> (20 minutes)

3. Hand out the worksheets and briefly discuss each question, checking for understanding. Ask participants to begin working on their worksheets.



4. Monitor individual and group progress and assist where necessary.

   Ensure that groups follow the three stages of the task and prepare for presenta after approximately 1 hour.

5. Ask groups to re-convene in a plenary session, and facilitate report-backs and ensuing discussion.

Review and Discussion

1. Record the report-backs on flipchart;
   Write up the particular hazard as a heading and list the elements at risk underr

   firstly, take all groups' responses to questions 2 and 3: elements at risk fro the hazard;

   — secondly, take all groups' responses to question 4: risk reduction measure:

2. Ask whether the suggestions correspond to the lists of identified elements at ri
   Invite participants to add to the responses.

3. Take responses to question 5: the impact of various measures.

4. Initiate a discussion around advantages and disadvantages of each suggested measure. Explore the assumptions behind each suggestion and point to the fac risks are often perceived differently by various people.

5. Initiate a discussion around the following questions:

   ? How will the suggested activities affect the lives of women and men in a g community?

   ? How will the work involved in the risk reduction measures be distributec among women and men in the community?

6. Refer to all the records from report-backs and pose the following question:

   ? How will the risk reduction measures for one hazard reduce the risk pose another hazard?

7. Review the activity: ask each participant to name one key thing they have lear about risk reduction.

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RISK REDUCTION WORKSHEET

PLEASE USE YOUR EXPERIENCE AND KNOWLEDGE OF TYPICAL HAZARDS AND DISASTER MANAGEMENT IN THE REGION.

1. Name the hazard you are focusing on.

2. Identify all the elements at risk from this hazard (economic, social, environmental, geographic, demographic, etc.).

3. Examine your list and prioritise elements most at risk: underline them.

4. Suggest risk reduction measures which would reduce the vulnerability of the elements most at risk.

5. Make brief notes to describe the potential impact of the risk reduction measures on various elements at risk.