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GEND3032: Mainstreaming Gender in Climate Change and Disaster Risk Management at UWI Mona

A Case Study

**for the Caribbean Round Table in Preparation for the IV
International conference on Gender and Disaster**

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Prepared by Dr Leith Dunn Senior Lecturer/Head IGDS Mona Unit. Special thanks to Ms Nordia Williams final year BSc Gender and Development student who prepared a draft of this case study.



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Background

In 2009 The IGDS Mona Unit conducted research for the UNDP's Caribbean Risk Management Initiative (CRMI) Project entitled **Enhancing Gender Visibility in Disaster Risk Management and Climate Change in the Caribbean**. Eight (8) studies were conducted: five country assessments on mainstreaming gender in disaster risk management and three (3) case studies on Gender Climate Change adaptation. **These studies built on pioneering work by the UNDP, UN ECLAC, UN Women (formerly UNIFEM), UNDP and the OECS Secretariat and other agencies to mainstream gender in climate change and disaster risk management in the Caribbean.** The findings of the 2009 study highlighted the need to promote advocacy and capacity building to mainstream gender in climate change and disaster risk management policies and programmes in the Caribbean.

GEND3032: Gender Climate Change and Disaster Risk Management in the Caribbean is a direct response to the findings of the CRMI study. This final year gender course was developed by Dr Leith Dunn, Senior Lecturer/Head of the Institute of Gender and Development Studies (IGDS) Mona Unit, who Coordinated the CRMI study, and is member of the UNDP's CRMI II Task Force. The course is being delivered for the first time in Semester 2 2012 to 40 male and female students. It also responds to the 2006 Quality Assurance Review of the Unit which encouraged the development of more courses that responded to emerging gender and development issues in the Caribbean.

As part of an inter-institutional partnership between the Friedrich Ebert Stiftung (FES) and the IGDS Mona Unit, an FES Intern researched and compiled some of the national governance framework materials for use in the course.

LEARNING OUTCOMES

The GEND3032 course outline notes that at the end of the course students will be able to:

1. Identify and use concepts and theories to show how gender, climate change, disaster risk management are linked;
2. Identify and use the global governance and international human rights framework to support the mainstreaming of gender in disaster risk management and climate change adaptation policies and programmes;
3. Use basic gender analysis tools to assess the effectiveness of current policies and programmes from a gender and development perspective, and to support gender mainstreaming to mitigate risks for both sexes and recommend improvements;



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4. Discuss key development challenges associated with gender, climate change and natural hazards in Small Island Developing States (SIDS).
5. Critically analyse how gender roles and gender inequalities affect vulnerabilities and risks of males and females to climate change and to disasters;

COURSE CONTENT:

1. Introduction: Definitions, Concepts, Theories :
Gender, climate change and disaster risk management: concepts, theories and current issues;
2. Governance Framework for Gender Equality, Climate Change and Disaster Risk Management
3. Caribbean Development Challenges of Small Island Developing States (SIDS).
4. Gender and Vulnerabilities:
5. Gender analysis and Gender Mainstreaming in Climate Change and Disaster Risk Management.

(Extracted from UWI IGDS Mona Course: GEND3032, 2012)

RATIONALE FOR SELECTION AS A GOOD PRACTICE OF GENDER MAINSTREAMING IN DISASTERS

The **SELECTION CRITERIA: INITIATIVES OF GENDER AND DISASTER** was used to assess the Gender Climate Change and Disaster Risk Management in the Caribbean course and results are below:

1. LEGITIMACY

1.1 Responds to Research: The course was developed in response to UNDP's CRMI research which identified the need for persons with skills to mainstream gender in climate change and disaster risk management and to conduct gender analysis. The content and methodology link theory and practice and build these skills.

1.2 Facilitates Capacity Building Students identify topics on legitimate issues of interest for their assignments. This broadens the scope of issues covered, builds their interest in and awareness of many ways in which gender differences can affect Climate Change and disasters. They also explore the vulnerabilities and risks associated with how masculinity and femininity are socially constructed.



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Students are exposed to Gender Mainstreaming and Gender Analysis Tools and experience to use gender and other social, economic and political factors as tools of analysis to assess the differential effects of climate change and disasters on vulnerable groups and to plan accordingly. This approach helped to develop critical thinking and problem solving skills, and practical experience of gender mainstreaming among students.

1.3 Global Governance Framework: Students are exposed to these frameworks to assess the gaps between commitments and practice.

c) gives students the tools;

1.4: Assignments: Three assignments give students basic skills and opportunities to conduct policy-related research on issues related to gender, climate change and disaster risk management for advocacy and public awareness. (individual essay; 1group assignments and an oral group presentation)

1.5 Short Internships: Internships were arranged with 10 agencies involved in climate change and disaster risk management. Among these were :ODPEM; NEPA; UNFPA (2); PAHO; the Ministry of the Environment and Climate Change; the Association of Development Agencies (ADA) ; PANOS Caribbean; UWI Centre for Climate Change and UWI Disaster Risk Reduction Centre and a review was conducted on a UWI Hall of Residence. These enabled students to:

- a) find out about their work;
- b) assess gender mainstreaming in their policies and programmes;
- c) make recommendations on how gender can be mainstreamed
- d) prepare a report on the experience in which they also state how males and females of different ages and abilities in different social and economic situations are impacted by disasters in terms of risks and vulnerabilities.

Students indicated that the course has helped them to realise that:

- almost every problem is linked to climate change and disasters and is gendered;
- it is important to ‘look below the surface’ to see the disastrous impact of climate change on our welfare and development.

1.6: Research: The research conducted by students has covered many areas related to gender, climate change and disasters: air pollution, solid waste management; pollution from burning garbage; impact on agriculture; fishing; drought and water shortages; impact on rural women, vulnerability of persons living in coastal areas to destruction of their livelihoods; vulnerabilities of males, females, children, elderly and persons with disabilities; schools and businesses etc. Others looked at the lack of disaster preparedness on halls of residence and some departments at their institution. Students were encouraged to take action to improve the situation by promoting gender sensitization and encouraging action to promote gender-sensitive policy changes.



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OWNERSHIP

Students 'owned' their research and this was reflected in the studies on many issues affecting them and the men, women and children in their communities. They took pride in these assignments that responded to real problems and needs of women and men in different contexts. Some topics related to: drought and water shortages; impact on agriculture, fishing and livelihoods. mainstreaming.

IMPACT

The teaching methodology has had a positive impact at several levels:

- a) the topics identified by the students were broader than a assigning the same topic to all students. They have been identifying many gaps between global and national policy commitments to gender mainstreaming and organizational policies programmes and practices which provide opportunities to use gender mainstreaming skills;
- b) students are more awareness of the need to mainstream gender in policies and programmes, the importance of gender and how it can influence vulnerabilities and risks in the Caribbean and this has motivated many of them to make changes.
- c) students are exposed to institutions and funding sources to which they can apply for support to implement GM projects for sustainable development;
- d) students saw the value of the course during the month of February, when sections of the population in Kingston suffered severe problems related burning on the Riverton City Dump which lasted a week.
- e) students learnt about the environmental effects of the fire from the Director General of Office of Disaster Preparedness and Emergency Management, (ODPEM), Mr. Ronald Jackson who delivered a guest lecture to the class and updated us on the effects of the fire on the Riverton City Dump. He highlighted the threats to health and safety and the direct impact on persons working and living in the surrounding and communities.
- f) Many media reports carried stories on the impact of the fire on staff and students at schools and employees in various organizations which had to be shut down temporarily due to health and safety hazards. Media also interviewed women and men who live and work on the Dump to get their perspectives.

Edutainment :Students were also exposed to 'edutainment' as a methodology for building advocacy and public awareness on gender, climate change and disaster risk management. On Monday April 2, 2012 a male and female team from Women's Media Watch (WMW) Jamaica presented a skit, to demonstrate how climate change and disasters can and do affect males and females differently. Their dramatization highlighted very simply the differences between men and women in their gender role socialization affects the ability of males and females to have access to disaster information.



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Exposure Visits

- a) Caribbean Consultation on Gender and Disasters April 11-12 2012 Barbados:** The IGDS Mona facilitated the visit of one gender student to participate in and present research findings at this meeting. The experience will be shared with other students and shared widely.
- b) COP17 Feedback Consultation:** At the request of the IGDS Mona Unit, members of the class were invited to accompany Dr. Dunn to Jamaica's Post Durban Press Conference & Stakeholders' Debriefing on February 26, 2012 reporting on the 17th Conference of the Parties (COP 17) to the UN Framework Convention on Climate Change (COP17). The group met Minister of Water, Land, Environment and Climate Change, the Honourable Robert Pickersgill stated that it is important to incorporate Gender into climate Change and disaster because it is proven effective in the mitigation process. The visit allowed students to network with key stakeholders in the sector. It also enabled them to assess the extent to which gender is mainstreamed in policies and programmes of the various organizations and the need for their skills in future. The Meteorology Division of the Ministry also invited students to the launch of the National Public Education and Awareness Programme on Climate Change.
- c) The Environment Law Society Symposium on Climate Change:** This was attended by members of the IGDS and students in the course.
- d) Field Trip to the Blue Mountains:** A field trip to the Blue Mountain is scheduled to identify the impact of climate change on the environment and the livelihood of a female organic coffee farmer. Ms Dorianne Rowan -Campbell, former Director of the Commonwealth Secretariat's Gender Affairs Division, will accompany the group and will explain the importance of gender to climate change and disaster risk reduction in agriculture.

SUSTAINABILITY

The course is sustainable in the medium and long term at the social cultural, economic and environmental levels. It was reviewed and approved by the UWI's Quality Assurance Committee following consultation with selected national and regional stakeholders. Examples and resources materials used are drawn from international regional and local institutions and the CRMI studies. . It exposes students to real policies and provides opportunities and skills to critique and make them more gender sensitive.

There are links to specific organizations and networks on-line, related to Gender mainstreaming in Climate Change and Disaster Risk Management which facilitate lifelong learning during and after the course. There are plans to edit and publish papers from students as part of the IGDS Mona Working Paper Series to build on available literature.



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INFORMATION MANAGEMENT

The course is taught from a **rights-based and gender-sensitive perspective** and against the background of **global and national governance framework** that promote gender mainstreaming in climate change and disaster risk management. These include: the Hyogo and Koyoto UN Frameworks; CEDAW and National Policies on Gender Equality; CRC, Madrid Declaration on Ageing, the ICPD Programme of Action and the Kingston Plan of Action on Persons with Disabilities among other.

Course delivery is based on specific objectives and learning outcomes and the methodologies outlined above are used to achieve these. Together the course reinforces learning and exposure to the different organizations provide exposure to employment and research opportunities. It also builds knowledge of how to help ourselves in the event of a disaster.

INSTITUTION SUPPORT

The course is the result of effective collaboration between the UWI's IGDS Mona Unit and a network of organisations, Ministries and other institutions at local, regional and international levels. The course also exposes students to international best practices of gender mainstreaming. Links have been established with the UWI's Climate Change and Disaster Risk Reduction Centres in the hope of building synergies between the IGDS undergraduate course and the postgraduate programme of the Centre. This will promote multidisciplinary and interdisciplinary research, teaching and policy outreach. This course can also help to mainstream gender in the postgraduate programme of the UWI's Climate Change and Disaster Risk Reduction Centre. Staff of the UWI Centre have also been invited and have agreed to support the IGDS Mona Unit by serving as University Examiner, (Professor Dale Webber); Second Examiner (Dr David Smith) and as Resource person (Dr Barbara Carby).

REPLICABILITY

The methodologies instruments and tools that have been developed to include a gender perspective in disaster risk management processes. As an IGDS approved course it can be taught by any of the other IGDS Campus Units at Cave Hill and St Augustine. It can also be updated for delivery in IGDS postgraduate programmes for delivery through the IGDS Regional Coordinating Unit, IGDS Nita Barrow Unit at Cave Hill and IGDS St Augustine Unit.

The course content can also be adapted for delivery in modular form and in short specialised workshops across the region. It can also be adapted for delivery on-line and to deliver the message to a wide range of organizations in various sectors. With additional training graduates can become trainers to use the various tools and methodologies available. From research they can present papers at national and regional and international conferences and also deliver the message through public lectures and seminars. Graduates who become teachers can take the messages to the primary and secondary institutions to promote gender mainstreaming from early childhood to the tertiary level.



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The course can also build public awareness of gender related vulnerabilities of Small Island Developing State (SIDS). and support planning agencies to execute gender mainstreaming in national policies and programmes and in various employment sectors.

Special public education programmes are needed to build awareness among groups of males, females, persons with disabilities as well as rural and urban populations that are vulnerable.

All institutions will need support to mainstream gender to reduce disaster-related risks.



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CARIBBEAN RESOURCE MATERIALS IDENTIFIED FOR GENDER AND DISASTERS

Brown, I., (2005). Impact of climate change on Caribbean Agriculture.- CARDI calls for research targeted at areas under threat. Jamaica Information Service : <http://www/jis.gov.jm>

Brown, N.A (2009). Addressing Climate Change in the Caribbean. A Toolkit for Communities. Kingston: Christian Aid.

CARDI CARICOM/CDERA Caribbean: A comprehensive disaster management strategy and programme framework 2007-2012.

Deare, F. (2004). A methodological approach to gender analysis in natural disaster assessment: a guide for the Caribbean. Santiago, Chile: United Nations

Dunn, L. (2009) Gendered Dimensions of Environmental Justice : Caribbean Perspectives . In F Steady (Ed.). Environmental Justice in the New Millennium: Global Perspectives on Race Ethnicity and Human Rights. New York: Palgrave Macmillan,

Fairholm, J., (2010). Enhancing Gender Visibility in Disaster Risk Management and Climate Change in the Caribbean. International Forum on Gender Dimensions of Climate Change and Disaster Risk Management, UNDP

Farrell, D Trotman, A, and Cox, C., (2010) Drought Early Warning and Risk Reduction : A Case Study of the Caribbean Drought of 2009-2010. Global Assessment Report
http://www.preventionweb.net/english/hyogo/gar/2011/en/bgdocs/Farrell_et_al_2010.pdf

PAHO (2003). Annotated Bibliography on Gender Mainstreaming and Analysis Resources for Health Programmers
<http://www.paho.org/english/ad/ge/MainstreamingBibliography.pdf>

Simpson, M., (2009). CARIBSAVE: A Sectoral Approach to Vulnerability, Resilience and Climate Change in the Caribbean- sector links and participatory processes Montego Bay 12 May 2009 (PPT) Retrieved on April 10 from
<http://www.caribsave.org/assets/files/presentations/CARIBSAVE%20Jamaica%202.pdf>



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UNDP/CRMI STUDIES 2009 prepared by the UWI's IGDS Mona Unit

<http://www.bb.undp.org/index.php?mact=News,cntnt01,detail,0&cntnt01articleid=221&cntnt01returnid=132>

<http://www.undp.org/cu/crmi/en/gendocs.asp>

UNDP, (2010) South-South Cooperation between Pacific and Caribbean SIDS on Climate Change Adaptation and Disaster Risk Management Retrieved on April 10 2012 from

http://www.pacificdisaster.net/pdnadmin/data/original/UNDP_2010_SouthSouth_SIDS_interimreport.pdf

United Nations Research Report, 52nd session of the Commission on the Status of Women, (28 February 2008). "Gender perspectives on climate change" Retrieved from:
<http://www.un.org>

University of the West Indies Institute for Gender and Development Studies Mona Unit (IGDS Mona)
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CARIBSAVE

Capacity Building with the University of the West Indies

As part of The CARIBSAVE Partnership's capacity building initiatives across the Caribbean, the organisation is funding a number of staff at University of West Indies (UWI) Campuses across the region in Jamaica, Barbados and Trinidad.

- Funding of two Research Fellows at UWI, Mona Campus, Jamaica; one in Climate Studies and one in Gender and Development Studies.
- Funding of two Research Scientists one at UWI, St Augustine, Trinidad Campus focusing on health and water; and one, based at CARIBSAVE's headquarters, attached to CERMES at Cave Hill, Barbados Campus focused on Coastal Resources and Biodiversity.
- Other appointments in the region and beyond have been made to enhance the capacity building process and to further examine the issues, and develop and implement strategies surrounding climate change, livelihoods, tourism and environment and other associated sectors including: water, energy, agriculture, health, biodiversity, infrastructure and settlement, comprehensive disaster management.

Retrieved from CARIBSAVE on April 7 from <http://www.caribsave.org/index.php?id=5>

May 2010

**CARIBSAVE meeting entitled
Livelihoods, Gender, Poverty and Development Working Group,
CARIBSAVE Climate Change Risk Atlas (CCCRA) May 2010**

This meeting facilitated networking between Caribbean and Pacific partners (see note attached)