Gender Action For Living Life

Training Manual
Improvement of Communication and Cooperation between Men and Women in Climate Change Adaptation and Disaster Risk Reduction in Bangladesh

BMZ  Federal Ministry for Economic Cooperation and Development

giz  Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

INCIDIN Bangladesh

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Gender Action for Living Life

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In cooperation with
Introduction

Bangladesh has acquired enormous strength in Disaster Risk Reduction. While our government has succeeded in disaster management, our grassroots population has also proved their strengths in community based Disaster Risk Reduction. Besides, NGOs working in the disaster prone areas have become more experienced in disaster response. In spite of noteworthy strengths and success in overall disaster management, some micro level observations depict significant limitation in involving women in disaster preparedness actions and saving their life during disaster. Studies following the cyclone and flood disasters of 1991 revealed that, among women aged 20-44, the death rate was 71 per 1000, compared to 15 per 1000 for men (UNEP 2005).

Different studies have shown following causes of significant number of women’s death in disaster:

- Prevalence of unawareness about disaster preparedness and risk reduction at the family level
- Women’s participation in the community centered disaster preparedness initiatives is not prioritized
- Women’s are less or not informed about preparedness measures and danger signals
- Women’s safety issues are ignored due to gender disparity
- Women’s commitment and emotional bonding in protecting household belongings is not acknowledged
- Women’s role in disaster preparedness and climate change adaptation is undermined
- Women’s economic and social contribution in the household is not acknowledged
- Women’s safety and privacy issues are violated at the Cyclone Shelters

Considering the real scenario, INCIDIN Bangladesh has undertaken a pilot intervention, with the support of German Ministry for Economic Cooperation and Development, which aims at strengthening disaster preparedness and climate change adaptability through a gender sensitive approach. The first step of this program included field research. Field research has been conducted for experience gathering and need analysis. The research revealed the contents of skills development training program. The second step was on imparting training on Gender sensitive household centered disaster preparedness, risk mitigation and climate change adaptation skills development. And the final step was on social awareness building on disaster risk reduction. The aim of the social awareness building initiative was to make the trainees retain their learning and to make them participate in social communication process.

This training module is a part of the aforementioned pilot intervention. We hope this module will help to add a new dimension to the disaster preparedness and risk reduction initiatives operated by NGOs in Bangladesh. We acknowledge all the people and organizations that provided enormous support to develop the training module. We convey our gratitude to GIZ Bangladesh office and CARP program with Dr. Purnima Doris Chattopadhayay-Dutt, Asma Parvin and involved personalities for providing intellectual and technical inputs and support. Last but not the least; we also accolade contribution of those community people who made the learning intervention possible.
Relevant Course Information

Course Title : Improvement of Communication and Cooperation between Men and Women in Climate Change Adaptation and Disaster Risk Reduction in Bangladesh

Duration : 03 Day
Total Timing : 21 hours (07 hours per Day including Lunch and Tea)
Participants : Community People (Represented by 1 Male and 1 Female from a Family)
Number of Participants : 20 (twenty)
Methodology : Lecture, Discussion, Presentation, Question-Answer, Group-Work, video Presentation, Role Play, Simulation, Case Study, Games etc.
Training Materials : Board Marker, Permanent Marker, Flip Chart, Flip Pad, Flash Card, video film VIPP Card, CD, multi-media, projector, etc.

Course Objectives

On the completion of the Course, the Participants
- will become sensitized about the types and causes of gender discrimination against Women
- will be able to explain gender disparity as the prime cause behind the death of women and children in natural disaster
- will be able to describe types of Disasters in Bangladesh as well as those in their own area
- will be able to explain to others dos and don’ts of men and women at the household level in relation to disaster
- will be able to deliver relevant information dissemination process on disaster preparedness and risk reduction to women

Session Guide-line for the Facilitators

- Facilitator / Trainer is required to grasp the whole Course objective and perspective thoroughly, perceive the idea and approach as per session plan and keep notes session by session as and where necessary, prior to initiating the training process
- Prior to commencement of the training, all sorts of preparation needs to be completed including availability of the training materials in right place within the training room
- The Facilitator will ensure availability / proper placement of multi-media, projector, white board, VIPP Card Board, etc., in suitable points
- CD, Sound System, etc., must be checked and tested prior to undertaking video projection
- Sitting arrangement inside the training room ought to be so designed as to allow the Facilitator easy movement and attract the needful contact with the Participants
- She/he shall ensure full attendance as per participants criteria and plan
- She/he will also see to it that all Attendees take active part and full interest in discussions and group work
- Separate space / arrangement should be made for the Children attached to their mother in attendance, so that mother’s can be fully attentive to the Course; games, playthings, etc., for the children might also be in place for the purpose
- Last but not the least, the Facilitator will attach adequate importance to Participants views and opinions and seek to link up those to subject / topic in hand
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TIMING</th>
<th>ISSUE/Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
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</tr>
<tr>
<td>Session 1</td>
<td>09:00 – 10:00 am</td>
<td>Participants Introduction and Ice-breaking</td>
</tr>
<tr>
<td>Session 2</td>
<td>10:00 – 12:00 noon</td>
<td>Analysis Men and Women’s role in family and society.</td>
</tr>
<tr>
<td>Session 3</td>
<td>12:00 – 01:00 pm</td>
<td>Gender Discrimination in communication behavior of Men-Women in our society</td>
</tr>
<tr>
<td>Session 4</td>
<td>02:15 – 03:15 pm</td>
<td>Who are more vulnerable to Disasters: Men or Women?</td>
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<tr>
<td><strong>Day 2</strong></td>
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<tr>
<td>Session 5</td>
<td>09:00 – 10:30 am</td>
<td>Natural Disaster and Climate Variability Impact</td>
</tr>
<tr>
<td>Session 6</td>
<td>11:00 – 01:30 pm</td>
<td>Impact of Natural Disasters and Climate Change in our own locality/Villages</td>
</tr>
<tr>
<td>Session 7</td>
<td>02:30 – 03:30 pm</td>
<td>Sources and availability of Information for Women on Disaster Preparedness and Response</td>
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<tr>
<td><strong>Day 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 8</td>
<td>09:30 – 11:30 am</td>
<td>Uses of Inter-personal communication, Group Communication approach and Media towards eliminating obstacles/barriers in communicating disaster related information for women</td>
</tr>
<tr>
<td>Session 9</td>
<td>11:45 – 12:30 pm</td>
<td>Pre-disaster, and during-disaster Information required at family level</td>
</tr>
<tr>
<td>Session 10</td>
<td>12:30 – 01:30 pm</td>
<td>Exercises to disseminate disaster Information amongst the Women</td>
</tr>
<tr>
<td>Session 11</td>
<td>02:30 – 03:00 pm</td>
<td>Social Mobilization in effective Response to Natural Disaster and Climate Change</td>
</tr>
<tr>
<td>Session 12</td>
<td>03:00-03:30 pm</td>
<td>Course Review, Evaluation and Closing</td>
</tr>
</tbody>
</table>
Session: 1

Session Title : Participants Introduction
Objective : Participants will know each other; they will also feel attached to the training process
Duration : 40 Minutes
Methodology : Individual Role-play (Posture and Gesture)

Work-Process

Facilitator will welcome all participants to the training course, and say, “We all have come from the same locality and more or less know each other, but here is a new scope for us to knowing each other better in different ways.”

Facilitator will say “I will now hand over a picture-laden card to each of you, with a request not to talk to anyone or make eye-contact to one another until getting further instruction. When I instruct you please privately look at your Card. You will see there is a picture in every Card. When I instruct each of you will come forward and enact the content of the picture. During enactment you are not allowed to utter words, just convey the meaning using body language. For individual enactment the others will try to figure out and describe what is being enacted.”

Facilitator will allow one minute time to look at the individual card and then invite them to come forward one by one for the role-play.

Written Instructions on board:

- Participants will browse through the Card
- They will perform by turn as instructed
- Each performer will clarify whether others have understood his/her expression
- After that, the Actor will introduce himself/herself with his/her name and the area s/he has come from

After completion of participants’ introduction and role play the facilitator will thank all and introduce her/him.

She/he will then conclude the session with reading out the Objectives of the Training Course.
Individual Role-play Cards

Training Objectives

The Participants

- will become informed about the types and causes of gender discrimination against Women
- will be able to explain gender disparity as the prime cause behind the death of women and children in natural disasters
- will be able to describe types of Disasters in Bangladesh as well as those in their own area
- will be able to explain to others dos and don’ts of men and women at the household level in relation to disaster
- will be able to deliver relevant information dissemination process on disaster preparedness and risk reduction to women
Some Tips for the Facilitator

The Facilitator will write two Posters: one with Training Objectives and the other one on Course Ground Rules.

Training Course Objective:

Upon completion of the Course, the Participants

- will become informed about the types and causes of gender discrimination against Women
- will be able to explain gender disparity as the prime cause behind the death of women and children in natural disasters
- will be able to describe types of Disasters in Bangladesh as well as those in their own area
- will be able to explain to others dos and don’ts of men and women at the household level in relation to disaster
- will be able to deliver relevant information dissemination process on disaster preparedness and risk reduction to women

Course Ground Rules:

- We all are Learners
- We will be present throughout the course
- We will arrive on time and complete the day’s session on time.
- We will pay attention to the sessions and ask question for clarifications.
- One person will talk at a time and will show mutual respect to each other. Will abstain from side-talking.
- We will keep our mobile off or silent.

(Facilitator is to determine times for break in consultation with the training organizers and inform the participants)
Session Title: Analysis Men and Women’s role in family and society.
Objective: Participants will be able to understand and describe Men-Women’s gender role beyond discrimination through analyzing their traditional role.
Duration: 01 Hour and 30 Minutes
Methodology: Pigeon Hole Game, Flash Card sorting, open discussion
Materials: Pigeon Hole Game Elements, Flash Cards representing diverse Male-Female role and activity, Board, Marker

Work-Process

The Facilitator will welcome the participants into the session. Then will request two of the participants to come forward (one male and one female). Facilitator will say “Here we have found two pigeons who will enact what real life pigeons do while laying eggs, incubation period, hatching eggs and post hatching period.” We will first take an account of what they are doing and compare those with what pigeons do in real life for a few minutes. Open discussion among participants based on following questions.

- What did we see the pair of Pigeons to do?
- How do they cooperate with each other in real life?

After discussion, divide the participants in 4 (four) Groups and provide them with Flash Card. Tell them, “Now in small groups we will discuss what men and women do from sunrise to sunset by using flash cards and put those down on the big poster paper.”

Upon completion of the group-work the groups will give a group presentation.

After all the group presentations the facilitator will ask the following questions for discussion and clarifications:

- Question # 1: Who wakes up first in the morning and goes to bed last at night?
- Question # 2: Who have more workload: men or women?
- Question # 3: Who has more rest and recreation time: men or women?
- Question # 1: What should be the role of men and women in a family?

Facilitator will close the day’s session with thank to all, after vibrant and effective discussion on these queries.

Issues on the Flash Card for group-work:
Day-work cycle of a Bangladeshi Woman

Day-work cycle of a Bangladeshi Man

Note: If time permits or discussion is required facilitator may use the following format for large group discussion. During discussion Facilitator also may complete this form using pictures and writing.
## Analysis of Male – Female Role

<table>
<thead>
<tr>
<th>Role</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td>Crop Production, Processing and Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fish culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Live stock and poultry rearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weaving and Handicraft</td>
<td></td>
</tr>
<tr>
<td><strong>Reproductive</strong></td>
<td>Child Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Washing and cleaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fence for household</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renovation of household</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintenance of water-source (pond and tube-well)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grocery/ shopping</td>
<td></td>
</tr>
<tr>
<td><strong>Social Involvement</strong></td>
<td>Weddings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pregnant Mother Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cremation/burial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in works of bereaved family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Various Social Functions</td>
<td></td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td>Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Election Campaign</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contest for UP Membership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rally and demonstration</td>
<td></td>
</tr>
</tbody>
</table>
Gender role flash cards
Session: 3

Session Title : Gender Discrimination in communication behavior of Men – Women in our society
Objective : Upon completion of this session the participants will be in a position to identify
the gender insensitive behaviors towards women in the family.
Duration : 01 Hour and 30 Minutes
Methodology : Role Play and Discussion in large group
Materials : Story-based Handout, Board, Marker

Work-Process

Facilitator will invite the Participants to the Session and ask: “Will you please tell me when and in which cases
we usually inform or listen to women or when and in which case we dont want to listen to them. Following
general discussion for some time on this, Facilitators will say: “we will divide in 4 (four) Groups. We will
receive case stories. We will then read those in groups and prepare for presentation using role play for each
story.”

For clear understanding facilitator may write the following instructions on board.

- We will read the case-story in groups
- Decide who will act in which role
- Rehearse for appropriate presentation
- What should have been heard from women here.
- For role play you may choose men to act in women’s role and vice a versa.

Facilitator will go around and help group work

After group work s/he will ask group members to come forward and present each of their role play. After that,
s/he will ask following questions in order to develop participant’s understanding of gender discrimination
towards women in communication behavior:

- Question # 1: In these cases in what areas men decided not to inform women and why?
- Question # 2: How far such behavior towards women is justified?
- Question # 3: In this case what were the things the women was supposed to be told?
- Question # 4: In this case what were the things that should have been heard from the women?
- Question # 5: What would be the benefits or loss if decision was taken by women?
Role-play Case Story

End of Sumi’s Education
Sokhina, has two children, daughter Shumi is JSC candidate and son Russle is student of class five. Sokhina manages all household activities with the help of her mother in law. Her husband Hamid is a medium level farmer. Until now he was hardly concerned about the education of his children.

One day Hamid notices his daughter walking back from school while talking to her classmate among them one was a boy and other were girls. Hamid does not take it easily. His belief is girls should not talk to boys in the street. After returning home, he strongly rebukes his daughter. He orders his Wife Sokhina to discontinue Sumi’s schooling. In this situation both mother and daughter become frustrated. They are at a loss about what to do in this situation.

Daughter’s Marriage
Salam Mia is the eldest son of a joint family. Salam Mia’s family comprises his three children, his younger brother’s four member family. Among his three children he has a daughter Shanta. Shanta is 16, studying in Class-X. She is preparing for her S.S.C examination. In the mean while, relatives are bringing marriage proposal to Salam Mia for his daughter. Salam Mia starts to think of his daughter’s wedding. One day a relative at Morrelganj bazaar introduced him to a prospective groom for Shanta and gave proposal. The prospective groom works in Dhaka. Salam Mia likes the young man and decides on his own to wed his daughter off to this young man. On return he tells his wife, “I have found a suitable groom for Shanta and will marry her off to him.” At this his wife becomes surprised and says, “You have taken the daughter’s wedding decision on your own without talking to me whereas my brother had brought in two marriage proposals which you did not take into account.” At this Salam Mia says, “I am the one who will take decision about my daughter’s marriage. You are a dull woman what do you know about the world out there. You need to do as I ask you to do.” Shanta was listening to her parents brawl from a distance. Then she comes to her parents and tells them, “Father I will sit for the SSC examination first, please do not arrange my wedding now. This infuriated Salam Mia and out of anger he slaps Shanta.

My Business, my decision
Rashid is a small grocery shop owner at Pathorghata bazaar. His family comprising of his wife and two children was doing well. Rashid’s dream is expansion of his business. With a view to materialize his dream, he loans Taka 50,000 from a money lender. But his business does not flourish according to his expectation due to tough competition in this market. Due to loss in business and delay in paying off the debts the interest also multiplies.

Rashid becomes worried. One day a friend comes to his shop and he comes to know from him that he had sold his wife’s jewelry for business purposes. Rashid suddenly remembers his wife also has some jewelry. He decides on his own for going to repay his debts by selling his wife’s jewelry. Next morning coming out of his house, he asks his wife to hand over her gold ornaments to him. At this time his wife wants to know what he is going to do with these ornaments. In response Rashid says, “Give those to me first and I will tell you when I return.” Rashid’s wife hands over her jewelry which is given by her father to her husband and he leaves the house immediately.

Latrine for whom
Majnu Mia’s resides on the bank of the river Bishkhali within Kak Chira union. He is a poor farmer and a NGO group member. As a member of the group he receives a sanitary latrine which he brings home. He starts thinking where to install the latrine. As outside men are not supposed to come inside the homestead so he decides to install the latrine in the front-yard of the house. Hearing this decision his wife says, “Is the latrine for men only?” In response Monju Mia declares, “You women will use the hanging arrangement in the back yard of the house.”
Session: 4

Session Title : Who are more vulnerable to Disasters: Men or Women? and Why?
Objective : Upon completion of this Session, the Participants will be able to explain the causes of women’s and children’s vulnerability in disasters
Duration : 01 Hour
Methodology : Video Presentation followed by open Discussion
Materials : White Board, Marker, Video CD

Work-Process

Facilitator will welcome the participants into the session and say: “In our previous sessions we have discussed in detail about the role of Men and Women at the household and social level. Now we will try to see who are more affected in disaster situation and why.” Then the facilitator will request the participants to watch Video-show attentively.

Video show being completed, s/he will initiate discussion based on the following questions:

- Question # 1: Who are more visible in the video: men or women?
- Question # 2: Who are more affected in such disaster situation: men, women or children?
- Question # 3: Why women and children are affected more in disasters then men?

Here the Facilitator will try to explain women and children are more vulnerable to disaster: “If necessary facilitator will try to explain that we do not consider Women’s role equal to Men’s role in society. We do not even think both men and women can jointly response to disaster.

At this stage facilitator may want to know, “Tell me from your experience how much we are concerned about women especially during disaster. How far do we explain to women what to do pre-during-post disaster?

For example, are they aware;

(i) what they should do prior to Cyclone / Storm Surge / flood or any disaster
(ii) how to preserve and protect food and valuable belonging, etc.
(iii) what arrangement is to be taken in regards to live-stock and the poultry management
(iv) what are the Danger Signals

Following these discussions the facilitator will tell the participants, “Now in the next sessions of this training we will learn about different types of disaster and risk reduction measures. We will also discuss combine role of men and women is disaster risk reduction at the family level.
Session: 5

Session Title: Natural Disaster and Climate Variability Impact
Objective: On completion of this Session, the Participants will be able to narrate the types of Natural Disaster and Climate Change Impact in Bangladesh, and damage and loss impacting life and livelihoods.
Duration: 01 Hour
Methodology: Visual Presentation, small Group-work, Presentation
Materials: Flash Cards, Power Point, Poster

Work-Process

Welcoming all the Participants to the session as usual, the Facilitator will enquire of them about the Natural Disasters occurring in Bangladesh during past 08 to 10 years, and also their idea of climatic variability / weather change; She/he might allude to changing pattern in respect of cold, heat, rain, etc., as they have been experiencing in their area for quite some time.

At the beginning facilitator will try to know the participants experiences regarding seasonal changes they have been observing in past 8 to 10 years. To accelerate discussion facilitator can ask following questions:

a. Did you observe any change in seasonal cycle?
b. What are the changes? Now what are the basic season you are observing?
c. In your opinion what are the reasons behind the seasonal changes?

After few minutes discussion. Facilitator will draw out a Table as below and ask Participants view about the impact of the weather elements noted therein:

<table>
<thead>
<tr>
<th>Excessive Heat</th>
<th>No Rain</th>
<th>Excessive Rain</th>
<th>Too Much Cold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Facilitator would draw picture or post flash cards inside the table consistent to Participants views and opinions, if s/he finds so useful.

The Facilitator would then proceed to add that such erratic and changed weather pattern is what the scientific Experts term as Climate Change or Variability; while there is very little or nothing that we can do to reverse such climatic trend, we can definitely take adaptive measures to stand up to Climate Change phenomena.

We would talk about our responsibilities in this respect in the next Sessions, s/he can inform the Participants.

Thereafter, the Facilitator would divide the Participants in 04 (four) Groups, provide each Group a number of Natural Disaster Pictures and ask them to separate those that represent the Disasters generally occurring in Bangladesh.
Next, she/he will say: “we will identify the Disasters occurred in our locality in the past and list out against each the damage-loss elements based on our memory and experience, by utilizing the under-mentioned Table:

Facilitator might make use of some examples for clarifying the issue.
Disasters and their effects

<table>
<thead>
<tr>
<th>Disaster Picture</th>
<th>Damage – Loss out of It</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Disaster 1]</td>
<td></td>
</tr>
<tr>
<td>![Disaster 2]</td>
<td></td>
</tr>
<tr>
<td>![Disaster 3]</td>
<td></td>
</tr>
</tbody>
</table>

Presentation would follow, and after that there can be some discussion about what measures the Participants took to face the listed Disasters they had encountered in their area.

This will lead to closure of the Session.

**Poster or Power Point Presentation**

**What is Climate Change?**
Climate Change, primarily caused by human error / intervention, refers to variation of age-old weather pattern in a particular place; variability in temperature and rainfall is the focus in this respect.

**Cause of Climate Change**
Climate Variability has been / is being caused by excessive emission of Green House Gas (GHG) in the atmosphere, prompting its excessive density in the nature. Cyclone and Storm Surge, Drought, Cold Spell, River-bank Erosion, etc., are now in frequent occurrence and result in enhanced damage, loss and human casualty to a great extent due to climatic variability.

**Climate Change Impact**
Change impacting on Nature, Life and Livelihoods. Climate Variability influences and disrupts Human Habitation, Water resources and Agriculture properties, Social Life and Livelihoods, Food Security, employment and earning, Occupation, Water and Health, Infra-structure, People’s Migration, Coastal resources, power and industry, Disaster response and Evacuation plan and transport system.

**What is Disaster?**
Disaster is a natural or human induced damaging / devastating Event which might be sudden or creeping and which impact people and their surroundings to such an extent as to warrant special measure and / or external intervention for effective response towards eventual recovery and restoration.

Such extreme and out-of-hand situation sometime causes immeasurable damage, devastation and loss rendering normal living too much difficult, that calls for out-side support and assistance.
Disaster Type

Natural Disaster

Human made Disaster
Impact of Disaster: Damage and Loss

Disaster mostly leaves a trail of devastation in the surrounding and neighborhood within its scepter. Analysis reveals that devastation is manifold. Generally the impact of disaster on life, resources and environment are as follows:

**Physical**
- Death
- Physical injury
- (Fracture of bones in various organs of human body including hands and legs)
- Bleeding
- Abortion
- Reproductive health related problems

**Environmental**
- Damage of trees and forest resources.
- Outbreak of waterborne diseases including diarrhea in an epidemic form due to flood
- Sewage system blockade
- Water logging
- Accumulation of sand on land leading to loss of fertility
- River-bank Erosion
- Air and water pollution from carcass

**Mental**
- Sense of pain / Fear
- Loneliness
- Frustration, depression, aversion to work / towards life
- Weakness / Fatigue
- Tendency of committing suicide / Offence
- Nightmare, sleeplessness and lethargy
- Restlessness, abnormal behavior

**Social**
- Rise in criminal activities
- Rampant begging
- Slump in educational opportunities
- Worsening social relationship
- Increased dependence on others
- Rise in corruption and irregularities in distribution of relief materials.
- Lack of employment opportunities
- Creation of new areas of exploitation
- Stalemate in social life
- Increase of landless families
- Increased debt burdened people
- Rise in prostitution and drug addiction

**Economic**
- Extensive Crop loss
- Price-hike of essential commodities
- Destruction of livestock and animal feed
- Death of domestic animals including ducks and chickens
- Damage of roads, bridges and culverts
- Damage of seeds
- Deficit food supply
- Damage of Dwelling and educational institutions
- Collapse of industrial and business establishments
- Damage of cottage industry
- Disruption of development activities
- Rise in transport cost
Session: 6

Session Title : Impact of Natural Disasters and Climate Change in our own locality/Villages
Objective : On completion of this Session, the Participants will be able to depict the type’s damages and location of the damaged areas and will tell the preventive measures had been taken earlier to combat disaster situation along with risk mitigation efforts that could have been taken for minimizing further loss
Duration : 02 Hour
Methodology : Group-work on Mapping Disaster and Climate Change Impact
Materials : Large Poster paper, Four color Marker (Black-Blue-Red-Green)

Work-Process

Facilitator will initiate thus: “we have discussed about Natural Disaster and Climate Change in previous sessions; here in this Session we will draw Map to find out the damage-loss scenario thereon resulting from past Disaster events and due to Climate Variability

Groups will work on the issue and present their findings one by one, followed by a moderate discussion; damaged area shall have to be named and damage update listed out in poster paper by every Group.

After the presentations facilitator will read out the damaged or disaster affected places depicted in the map. For generating discussion s/he will again ask the participants to say about the preventive measures they had taken earlier to combat disaster situation and what else could have been done for minimizing further loss. During discussion, the Facilitator will prepare a poster according to the pro forma shown below.

<table>
<thead>
<tr>
<th>Disaster Phase</th>
<th>Earlier Done</th>
<th>What more could have been done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Disaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During Disaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Disaster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitator will then close the Session, with thanks to all
Session: 7

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Sources and availability of information for Women on Disaster Preparedness and Response;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>On completion of this session participants will be able to narrate women’s access to information for combating disaster and its preparedness and obstacles in disseminating information for women</td>
</tr>
<tr>
<td>Duration</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Methodology</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>Materials</td>
<td>Poster Paper, White Board, Marker</td>
</tr>
</tbody>
</table>

Work-Process

The Facilitator will welcome the participants into the Session and initiate a discussion by asking following questions:

- **Question#1**: From where you have learnt disaster preparedness issues?
- **Question#2**: Do the women have access to information on disaster preparedness and response? If not, then why?
- **Question#3**: What are the Obstacle? (The last question should be asked if women are yet to get information on disaster preparedness and response)

The Facilitator will serially ask questions and write down response on the board. The notes on the board will be considered as necessary input for the next session.
Session: 8

Session Title: Uses of Inter-personal communication, Group Communication approach and Media towards eliminating obstacles/barriers in communicating disaster related information for women

Objective: On conclusion of this Session, the Participants will be able to narrate mode and process of effective communication for reaching women with disaster and climate change information

Duration: 02 Hours
Methodology: Discussion in big Group, Presentation
Materials: White Board, Marker, Power Point

Work-Process

The Facilitator will welcome the participants in this session. S/he will highlight the agenda of last session’s discussion on reasons behind women’s failure to get messages on combating disaster and its preparedness. Then s/he will explain the objectives of this Session.

The facilitator will emphasize on exchange of information among the female members of a family. The Facilitator will start discussion based on the question below.

Question: How can we make disaster related information available to women?

Facilitator will take notes of the answers given by the participants and make a presentation through Power Point or any available media.
**Individual communication**

One Person communicating with another like Husband and Wife in a family for disaster and climate change awareness might proceed with the following features:

- Maintaining inter-personal love and affection
- Attaching importance to mutual dependence
- Focus on children’s affection
- Nurture family relationship despite seeming separatism
- Keeping economic profit and loss in due focus
- Commitment to joint responsibility / working together

**Group-based Communication**

Group Discussion can be an effective way of communication mode towards ensuring Women participation and awareness-building in matters of Disaster Preparedness and Response

The Points meriting attention in case of group discussion and group approach:

- Ensuring participation of women of all ages of the family
- Focus on the objectives of discussion
- Highlighting the problems
- Listening to other’s views on problems
- Giving a patient hearing to others for resolving problems
- A reasonable solution to problems
- Shared responsibility on the Imperatives
- Practical demonstration of things to be done
- Eventual Update on discussion points
Popular Entertainment Media

Such entertainment attracts all irrespective of Men, Women, Children and the Elderly, and they enjoy being treated by local / regional Singers / Entertainers through such country- folk variety as Jarigaan, Palagaan, Kabigaan, Puthi Path, Potgaan etc. Different type of folk is favorite in different regions / parts of the country. (At one stage of discussion, the Facilitator will try to know the favorite folk media of Participants respective area so that it may be an agenda of discussion / relevance)

Now, this Media needs to feature on the following as to dissemination of messages concerning Disaster Preparedness and Response:

- Selection of media variety that is acceptable to all
- Organizing the show at a place well accessible to women
- Timing should match women leisure
- Shun postures, signals, expressions disparaging to women dignity
- Message should be distinct and well understood to all

On conclusion of the show, audience may be enquired of their perception of disaster, etc.

Listening to Radio / Involvement with TV Programs

- One should remain alert so that radio and / or TV remains operative during the Disaster season
- Men, women and children should be aware of the time table A habit of listening to radio-TV news should be developed
- Teaching women about radio tuning / TV operation
- After radio or TV news, the message should be circulated amongst others
- Everyone should be specially attentive to special bulletin or announcement regarding weather
Session: 9

Session Title : Pre-disaster and during-disaster Information required at family level
Objective : On completion of the Session, the Participants will be able to explain the activities to be undertaken by the Women as part of Disaster Preparedness and Response
Duration : 45 Minutes
Methodology : Video Film Show, Discussion in large Group
Materials : White Board, Marker, Video CD, Multimedia

Work-Process

The Facilitator will invite all to offer rapt attention to 04 (four) video shows.

First film will show process of food, water and medicine preservation after cyclone warning/signal
Second film will show about how the women will wear Saree and tighten their hair
Third film will show the detail about danger Signals in the face of Cyclone and Storm Surge/flood
Fourth film will show about moving towards cyclone shelters

After each video show, the Facilitator will ask questions to check learning of the Participants.
Session: 10

Session Title : Exercises to disseminate disaster Information amongst the Women
Objective : On completion of the Session, the Participants will be able to demonstrate com-
munication events along with the messages of disaster preparedness and response
Duration : 01 Hour
Methodology : Simulation Exercise
Materials : Saree, Comb, Hair-band/clip, Medicine, Dry Food, Pitcher, flash cards, message etc.
poster

Work-Process

The Facilitator will tell the participants, “In the last session we have learnt the things to be done in preparation for disaster after-math; now we shall practice those interventions collectively as well as individually so that we can remember these.

Afterwards the Participants will be divided into four groups, each Group consisting of both men and women.

Group-1: Individual Performance: How to preserve dry food, medicine, water and necessary items
Group-2: Group Performance: Wearing Saree and hair setting
Group-3: Group Performance: Knowledgeable about implication of the, and ability to explain, the danger Signals
Group-4: Group Performance: Things to be done before, during and after any disaster (Disaster common in the area should however be in focus)

Note: Each and every Group is to be allotted 15 (ten) minutes for the mock drill; later four groups will come forward by turn to present their show / drills. The Facilitator will remain alert so that nothing wrong goes on, and in case of wrong doing, it should be corrected after each presentation.
Handout for Exercise / Practice

CYCLONE – TORNADO – NOR’WESTER

Pre-Disaster Imperatives
- Keeping Updated on Weather Report
- Strengthening the housing
- Proper care and safety of house-hold items including the Furniture
- Plantation with Cocoanut, Date, etc., variety of trees around home-stead, bazaar and embankment
- Provision of safe / well-built place and due care for the Live-stock
- Readiness with First Aid items and primary Medicines
- Easy availability of house-hold necessaries like Candle-light, Matches, etc.
- Formation of Volunteers Corps towards Disaster Response

Disaster-time Imperatives
- Move to formal Shelter or any other appropriate place
- Keeping away from trees / any open space
- Girls to wear proper out-fit and maintain tight hair-do
- Take Live-stock to maximum safe place, or set them free
- Cooking stoves to be put off
- Disconnect Electricity
- Careful and discreet decision-making

Post-Disaster Imperatives
- Rescuing the Injured and arranging for their treatment
- Burying the Dead and quicker disposal of live-stock, poultry, etc.
- Removal of uprooted trees
- House repairing and restoration of tube-well and latrine
- Tree Plantation and initiate farming

Alertness amidst
- Preparation in the face of Cyclone, tornado, etc.
- Proper attention to the Old, Pregnant Mothers, Childrens, disable & adolescent
- Defecation in right place
- Seeking help and assistance from Volunteers
- No scope of impatience
- Guarding against flying Tin and tree branch
- Availability of First Aid Box

COLD WAVE

Pre-Disaster Imperatives
- Regular attention to Weather Bulletin
- Full Preparation in advance of Bangla months of POUISH and MAGH
- Availability of Warm Clothes
- Advance Preparation so that Aman paddy harvest and crushing is not disrupted in any way
- Timely arrangement of Warm Clothes, Blanket, Quilt, etc., to ease all including Children, Pregnant Mother and the Old, disabled
- Collection / Mobilization of Warm Clothes, Blanket, etc., from Well-off and the Rich for distribution amongst the Poor to protect them from cold spell
- Formation of Volunteers Corps for effective Disaster Response
- Prepare Distressed Persons List

Disaster-time Imperatives
- Distribution of Warm Clothes, Blanket, etc., amongst the Needy
- Treatment / medication of those attacked with Cold, Fever, Diarrhoea, Dysentery, Tonsillitis, ear-pain, etc.
- Special care of the Children, Pregnant Mother, the Elderly, the disease-stricken, etc., to contain / scale-down of their discomfort out of Cold Spell
- Special care to protect Live-stock and Poultry against diseases, and immediate attention of Doctor and treatment in case of any disease
- Covering Live-stock, Poultry, Birds, etc., with gunny-bag in order to shield them against cold
- Pond Water-heat to be enhanced by applying Lime therein
- Discreet Decision-making for all practical purposes
FLOOD

Pre-Disaster Imperatives

- Elevation of Dwelling plinth, Pond periphery, Roads and Sideways
- Arrangement / Preservation of Fuel, Water, and Dry Food like Parched Rice, Flattened Rice, Puffed Rice, Molasses, etc.
- Preservation of Seeds in plastic packet
- Practice Savings and keep ready money in hand
- Elevation Live-stock dwelling space and provision of Fodder
- Elevation of Tube-well with extra Pipe
- Maintain small / large Boat for affected people’s evacuation in need
- Identify shelter places in advance like school, community centre, high land, etc.
- Identify road-space, high lands, embankment, etc., for shelter of Live-stock
- Arrangement of safe water
- Identify space for / set up temporary Latrine
- Organize Medical Team with cooperation from NGO, Govt. and local practitioners
- Assist VDP, Ansar groups, Volunteers for over-all security

Disaster-time Imperatives

- Spray Insecticide around the Dwelling as well as the individual rooms
- Drink safe water, and collect ORS, alum, Water Purifying Tablet, primary Medicines, etc. for eventual use
- Preserve and stock dry food items, candle, matches, etc.
- Take special care in respect of ANC Mothers, Elderly, Children and disable
- Ensure Child protection against Water
- Defecate and urinate in proper / specified point / space
- Contact Medical Teams in case of Diarrhoea / health issue / treatment
- Care for the Live-stock
- Move for Shelter place as and when warranted
- Maintain stand-by Boat for patient shifting, goods transportation, etc.

Post-Disaster Imperatives

- Refugees in the temporary Shelter should leave fast for own house following flood water recession
- Spray / apply Bleaching Powder in home-stand and the surrounding after flood water recession
- Repair Tube-well and start use for drinking and other purpose after inside water -discharge for at least half-an-one hour at a stretch
- Engage in cultivation forthwith for availability of crop-yield in short time
- Link / communicate with GOB Departments and the NGOs for resource and support
- Seek out capital / credit facility if necessary, but guard against inflated interest and / or exploitive conditions

Alertness amidst Flood

- Guard against flood-water intake
- No stale / rotten food under any circumstances
- Special attention to Children susceptible to flood-water
- Take ORS following attack from Diarrhoea
- Be aware of mosquito, fly, snake and insects
- Ever alertness against poisonous snake
**Pre-Disaster Imperatives**
- Installation of Deep Tube-well and Pond digging as a dependable water source
- Irrigate farmland in the afternoon / during night
- Extensive / deep land cultivation and application of garbage / waste elements at tree-base for water conservation
- Massive cultivation of such fruits as ata (Bangla Apple), banana, papaya, wood-apple, etc., that can conserve water and / or survive un-watered for long; soyabin, nut, teel, etc., may also be cultivated in addition
- Cleansing of abandoned / derelict pond / water bodies
- Preservation of Dry Food like Parched Rice, Flattened Rice, Puffed Rice, Molasses, etc.
- Provision of Fodder
- Extensive use of organic fertilizer in farmland
- Mass awareness to combat drought situation and adoption of community-based Planning

**Disaster-time Imperatives**
- Frugal use of water during bath, cleansing and irrigation
- Frequent in-take of safe water in good quantity (mixed with saline at times)
- Must not pollute Pond water
- Due care of the Live-stock with provision of cool environment
- Cultivation of drought-friendly / drought-absorbing Crop-variety
- Try for engaging in in-house work / occupation to avoid torching heat outside; otherwise, keep head and body protected against heat with some sort of covering
**Session: 11**

**Session Title:** Social Mobilization in effective Response to Natural Disaster and Climate Change  
**Objective:** On completion of this Session, the Participants will learn and be capacitated to organize and mobilize themselves towards a social movement in order to put pressure on the Government for latter’s effective role during Disasters and in relation to Climate Change  
**Duration:** 30 Minutes  
**Methodology:** Open Discussion and Planning for Social Movement  
**Materials:** Discussion / Interaction Table

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**Work-Process**

The Facilitator will place two Questions as below before the Participants and fill-in the Social Movement Plan Table shown below towards effecting an open discussion on the Issue.

**Query # 1:** Which matters and issues are important and warrant immediate Government attention and measure in dealing with Disaster havoc and Climate Change impact in your area?

**Query # 2:** How to place Demand(s) with Government authority?

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**Social Movement Plan**

<table>
<thead>
<tr>
<th><strong>Government Responsibility</strong></th>
<th><strong>Mode of Demand</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair/Construction of Embankment</td>
<td>Human Chain</td>
</tr>
<tr>
<td>Sluice Gate against Saline Water</td>
<td>Discussion with local Administration</td>
</tr>
<tr>
<td>Salinity-friendly Agriculture Technology</td>
<td>Discussion in Media</td>
</tr>
<tr>
<td>Shelter Construction</td>
<td>News Conference</td>
</tr>
<tr>
<td>Measure against River-bank Erosion</td>
<td>Mass Procession</td>
</tr>
<tr>
<td>Habitation for the Poor</td>
<td>Poster, Leaflet</td>
</tr>
</tbody>
</table>

Back and forth discussion to follow to make the issue clear to all; the Facilitator then will sum up the sessions / discussion during past three days, with a focus on the following as vital in relation to disaster response and climate change adaptation:

Preparation at individual and family level  
Joint and collaborative Male-Female Move  
Inauguration of Social Movement

This will lead to Training Course closure in the back-drop of Participants real interest and sincere intention to play due role in the need of the hour
COURSE REVIEW – EVALUATION – CLOSURE

Objective :  
• The Participants can well specify the Training Course Learning  
• Can evaluate the Course  
• Curtain will be drawn on 3-Day Exercise

Duration : 30 Minutes
Methodology : Question-Answer, Fill-in of Evaluation Format, Discussion
Materials : White Board, Marker, Evaluation Tools

Work-Process

Welcome to the Participants and facilitate Question-Answer session focusing on various Course Topics towards eliciting Participants learning Points. Specifying the salient features relevant to Disaster Risk Reduction, Preparedness and Response, Climate Change Syndrome as well as importance of women’s involvement.

Afterward distribute of following evaluation sheet to the participants with proper instruction and enough time to fill up the format.

COURSE EVALUATION FORMAT

Date  ………………………………

<table>
<thead>
<tr>
<th>Sl</th>
<th>Issues</th>
<th>Put tick Mark on chosen place</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>Moderate</td>
</tr>
<tr>
<td>1</td>
<td>Course Contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Course Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Time plan</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Scope of Participation</td>
<td></td>
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<tr>
<td>5</td>
<td>Quality and skills of the trainers</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Overall management</td>
<td></td>
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</tbody>
</table>