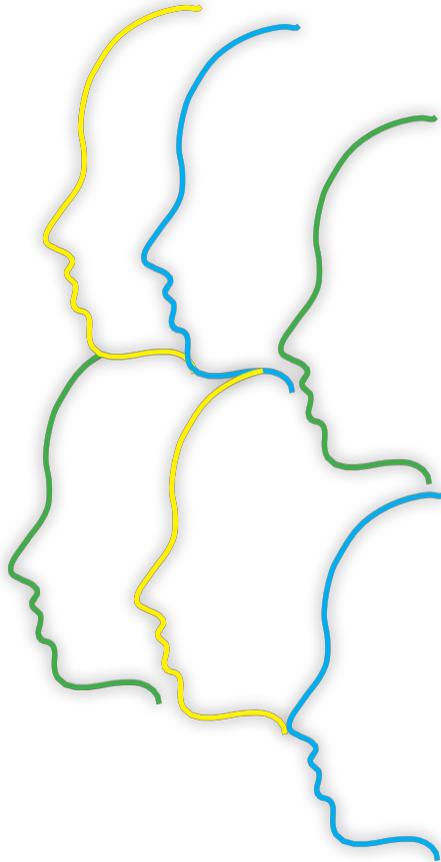
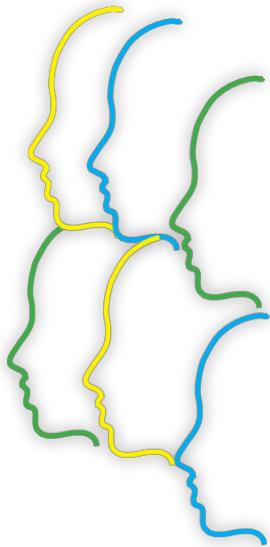


Summer School 2020

# Gender, Disasters and Climate Risk



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At the same time, gender issues in disasters risk are not limited to women alone.

LGBTQ and other sexual minorities faced problems of access to relief and were left homeless post Nepal earthquake in 2015 (Reuters, 2015).

The socially constructed role of men and expectations stemming from them may put them at risk (Bradshaw and Fordham, 2015). At the same time, sexual minorities may lack access and their capabilities in helping recovery may go unrecognized due to the stigma and discrimination they face (Gaillard et al, 2017). Additionally, even women do not constitute a homogenous group, and vulnerabilities differ with context (Gaillard, 2010; Jonsson, 2011).

The important thing to note here is that the likelihood of suffering and slow recovery among women and sexual minorities may not necessarily stem from physical disabilities alone. Attention needs to be paid on the creation and continuance of “at risk conditions”. This refers to social, economic and political conditions built over time and their interactions that systematically and structurally create lack of access to land, health, aid and secure livelihoods.

## The Challenge:

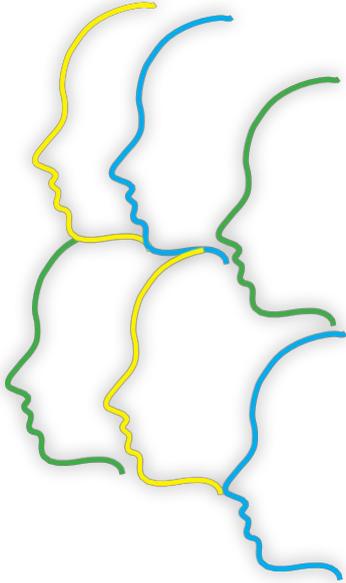
With risks posed by extreme weather events and climate change placed on top spots on the list of Global risks, response and adaptation is a challenge. The challenge arises due to the differential and unequal capacities to respond both pre-and post-disaster phase. One of the major components is the unequal capacities in terms of availability and access that have built over time dictated by unequal relations of power translated materially and discursively, and complex legacies of structural marginalization and injustice that place some at more risk than others.

During Hurricane Katrina in New Orleans, most trapped victims constituted of women and children (Gault et al, 2005). After the 1998 Bangladesh floods, women suffered from urinary tract infections, due to lack of sanitation facilities and taboos attached to menstruation (Azad et al, 2013). Incidences of increased violence post disasters are well reported; this includes violence against women exacerbated during and after disasters (WHO, 2002). In Sri Lanka, post Tsunami pre-existing inequalities against women were exacerbated and manifested in violence (Fisher, 2010).

Thus, not only does gender inequalities increase and is part of creating disaster risks, but disasters themselves create gender inequalities and exacerbate existing ones. Despite facts and figures, application of gender focus within policy and practice remains inadequate (UN Women, 2017).

Critical research has shown the importance of understanding how dominant discourses frame climate change and disaster risk agendas as “scientific gender-neutral problems” (MacGregor, 2010). Such analysis holds value in exposing discourses based on unquestioned assumptions in climate and disaster politics that perpetuate the current unequal gender roles and relations.

The international Gender summer school organized by Division of Risk Management and Societal Safety, Lund university in collaboration with Centre for Gender and Disaster, Institute for Risk and Disaster Recovery (IRDR), University College London (UCL), intends to address gender and disaster issues. It provides a platform to create a strong pedagogical base that is action oriented towards capacity enhancement and gender secure environments.



## Selection requirements:

A short motivation letter stating interest in gender diversity issues.

## Course specifics:

The courses in this summer school are developed on these four different but interrelated themes.

- Unpacking Sex, Gender and Sexuality in Disaster and Climate risks reduction: Perspectives from the Scandinavia and South Asia.
- Gendered, Power and Politics.
- Gender and Participation: Disaster risk reduction and climate change adaptation.
- Approaching “gender” on the field: Exploring Decolonial frameworks and approaches.

PLEASE NOTE: students must hand in papers or a short write up which could be a chapter or an article that is work in progress to present and receive feedback.

## Aims:

- Contribute to a gender inclusive approach in Disaster Risk Reduction and Climate Change Adaptation research and practice by offering pedagogical training to actors such as researchers and practitioners
- Bring together researchers and practitioners to facilitate dialogue, and co-create knowledge and solutions, in developing gender inclusive designs in response, recovery, and preparedness.
- Explore tools that could be used to create and maintain gender secure environments.
- Enhance capacities so that participants become agents of creating gender secure environment at their work places.

## Admission and selection:

- Masters, M. Phil, PhD students and other researchers.
- Practitioners working within the field and gender advisors in governmental and non-governmental organisations in Sweden and abroad.
- Priority is given primarily to students.

## Duration:

25-29 May 2020.

The summer school involves interactive sessions between the presenters and the speakers, including group exercises.

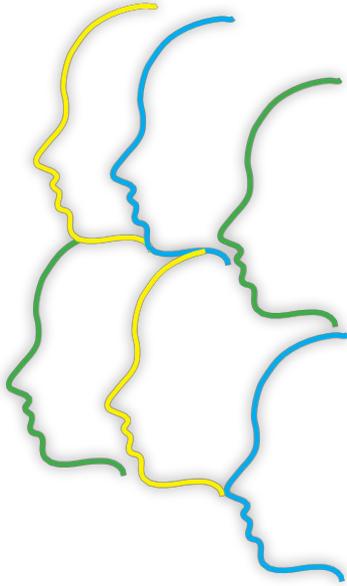
## Assessment:

3 credits (Students only) will be given subject to the completion of the final group work.

### 1) *Learning Outcomes: Knowledge and Understanding*

For a passing grade the participants must:

- Demonstrate knowledge and understanding of key assumptions within the field of gender, assumptions and concepts in gender theory and development work.



- Demonstrate in-depth knowledge of gender issues in planning and implementation of disaster risk reduction and climate adaptation projects.
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## 2) Learning Outcomes- Competencies and Skills

For a passing grade the participants must:

- Demonstrate ability to independently identify problems and issues, and formulate purposive action.
- Demonstrate the ability to combine gender perspective with disaster reduction and climate change efforts.
- Demonstrate the ability to present, key aspects of relevant perspectives in gender studies.

## 3) Learning Outcome- Judgement and Approach

For a passing grade the participants must

- Demonstrate the ability to critically reflect on relevant scientific, social and ethical aspects of gender aspects within their area of interest.
- Demonstrate knowledge and understanding of how to create gender relevance in their work related to disasters and climate change.

### Organisers:

Division of Risk Management and Societal Safety, LTH, Lund University Floor 3, John Ericssons väg 1, 223 63 Lund.  
Telefon: 046-222 72 00  
<http://www.risk.lth.se/>

Swedish South Asian Studies Network  
Lund University  
221 00 Lund, Sweden  
Norlindska huset, Biskopsgatan 5  
[SASNET](http://www.sasnet.se)

### Application:

To apply, send your motivation letters to [misse.wester@risk.lth.se](mailto:misse.wester@risk.lth.se)  
Course leader  
[phudoma.lama@risk.lth.se](mailto:phudoma.lama@risk.lth.se)  
Course coordinator

There will be no attendance fee. Meals are not included. There are limited number of scholarships to cover travel expenses for few students. This will be decided on the basis of their motivation letter.

### Contact:

Phu Doma Lama, [phudoma.lama@risk.lth.se](mailto:phudoma.lama@risk.lth.se)  
Misse Wester, [misse.wester@risk.lth.se](mailto:misse.wester@risk.lth.se)

## References used

Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. *Global environmental change*, 21(2), 744-751.

Azad, A. K., Hossain, K. M., & Nasreen, M. (2013). Flood-induced vulnerabilities and problems encountered by women in northern Bangladesh. *International journal of disaster risk science*, 4(4), 190-199.

Bradshaw, S., & Fordham, M. (2015). Double disaster: Disaster through a gender lens. In *Hazards, risks and disasters in society* (pp. 233-251). Academic Press

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Gaillard, J. C., & Pangilinan, M. L. C. J. D. (2010). Participatory mapping for raising disaster risk awareness among the youth. *Journal of Contingencies and Crisis Management*, 18(3), 175-179.

Gault, B., Hartmann, H., Jones-DeWeever, A., Werschkul, M., & Williams, E. (2005). The women of New Orleans and the Gulf Coast: Multiple disadvantages and key assets for recovery: Part I. Poverty, race, gender and class. Institute for Women's Policy Research (IWPR).

MacGregor, S. (2010). 'Gender and climate change': from impacts to discourses. *Journal of the Indian Ocean Region*, 6(2), 223-238.

[Nepal sets up post-quake camps for sexual minorities, Reuters, 2015](#)

The world health report 2002 - Reducing Risks, Promoting Healthy Life

U.N Women annual Report 2016-2017.