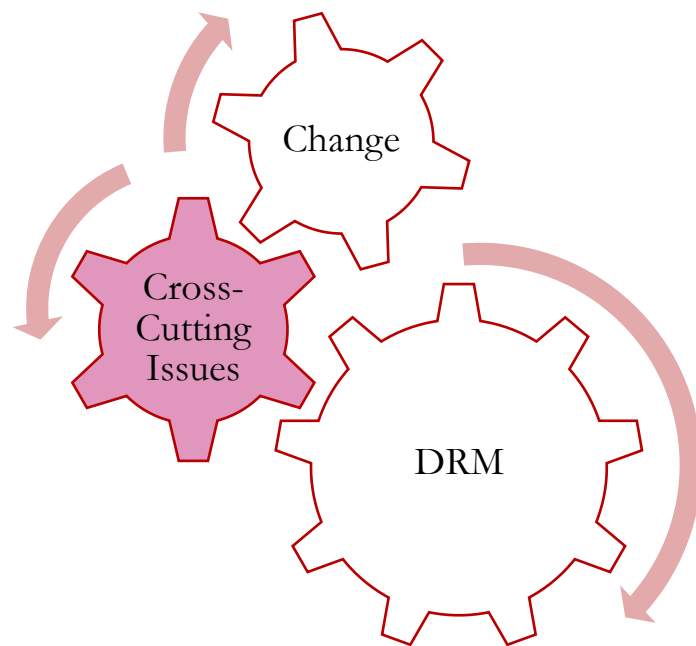


ITP – DRM

Cross-cutting issues (CCIs) in the ITP



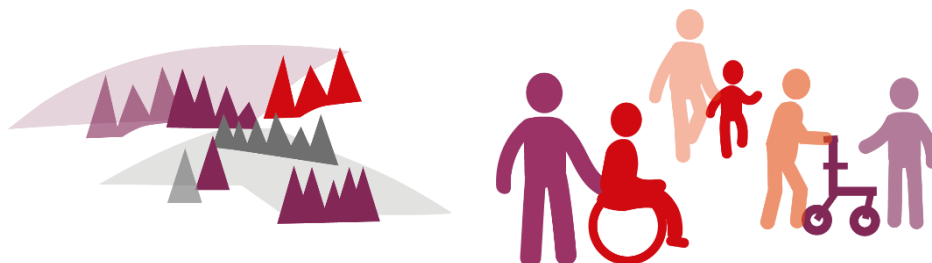
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Welcome to continue our learning journey including the integration of gender, human rights and environment as cross-cutting issues (CCIs) in the ITP and your CI.



1. When you hear “gender and human rights issues in disasters” – what is the first thing that comes to your mind?

2. When you hear “environmental issues in disasters” – what is the first thing that comes to your mind?



3. Learning objectives for CCI in ITP Cycle 7

Overall learning objectives

After active participation in MSB ITP you will be able to;

- 1) **Recognize** gender, human rights and environmental perspectives in disaster risk management efforts
- 2) **Present** ways to implement gender, human rights and environmental perspectives in change processes.



When you see the learning objectives, what catches your interest? What are you looking forward to?

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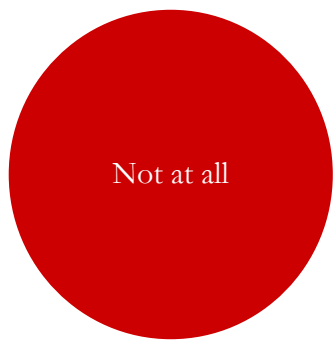



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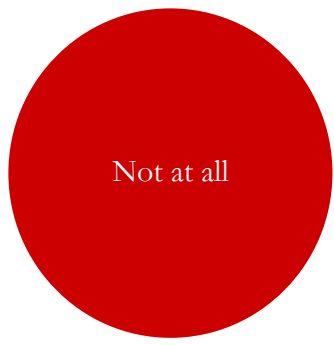

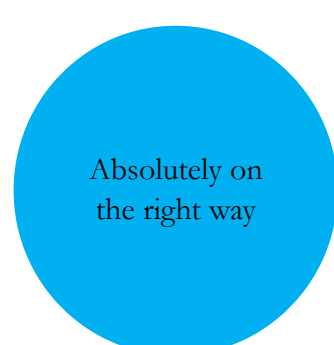
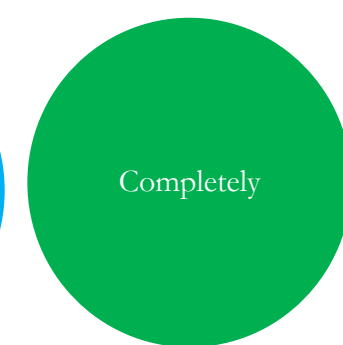
4. Right now, I feel that gender and human rights aspects are formulated/integrated in the CI....

Circle the correct answer.

 <p>Not at all</p>	 <p>A little bit but need more work/ thinking/ help</p>	 <p>Absolutely on the right way</p>	 <p>Completely</p>
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5. Right now, I feel that environmental aspects are formulated/integrated in the CI....

Circle the correct answer.

 <p>Not at all</p>	 <p>A little bit but need more work/ thinking/ help</p>	 <p>Absolutely on the right way</p>	 <p>Completely</p>
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6. How can I contribute to the CCI sessions?

Note your answer here, e.g. share knowledge, experiences and good practice with the group, host a session on climate change adaptation or inclusive DRR, ask a lot of questions, bring a good vibe and a lot of curiosity etc.



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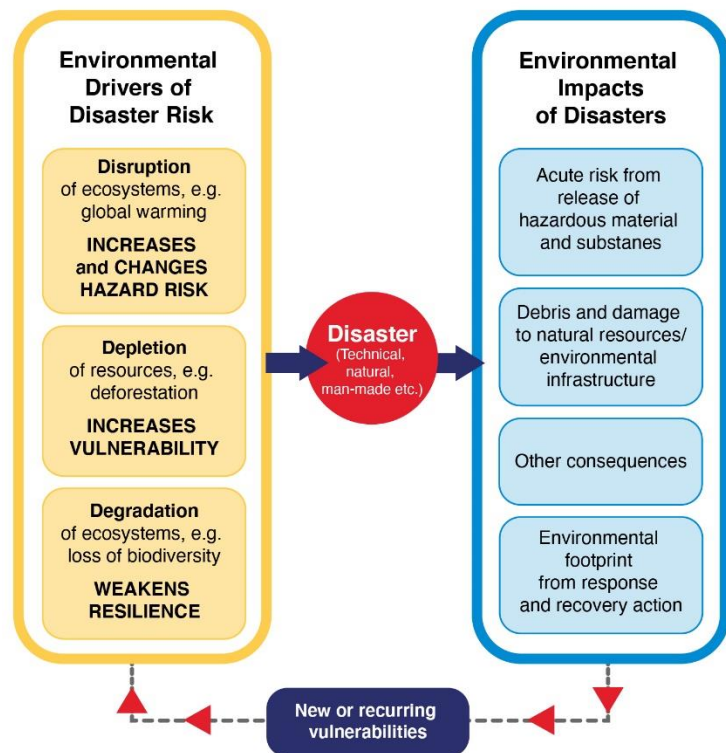


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7. Key concepts – Environment and climate change in DRM

Humans and societies depend on ecosystems, ecosystem services, and natural resources, which provide a basis for the living world. Acknowledging this reliance is an important first step in protecting and using the power of ecosystems to strengthen societal resilience and strive for sustainable development

Environmental systems act as both drivers and subjects to disasters, this requires a dual mind-set. The figure to the right shows how environmental drivers impact disaster risk and also how environmental systems are subject to disaster impacts.



The process can be summarised as “something happens, thus the environment is affected,” and vice versa, “the environment is affected, thus something happens”. This dual mind-set makes clear that both mitigation and adaptation measures to environmental drivers should be continuously integrated in DRM activities. Context awareness, stakeholder inclusiveness as well as an ecosystem based approach (including Nature based solutions) is along with the dual mind-set key to ensure effective DRM interventions.

“Do no harm” or “Do more GOOD than harm”

The environmental impacts of DRM interventions are important to consider, and should be continuously monitored and evaluated. Human actions will always leave some kind of environmental footprint (harm), yet at the same time, the overall purpose of DRM actions is to save lives and alleviate suffering (good). Therefore, the adapted principle of “do more good than harm”, might be more useful, **what’s your opinion on this principle?**



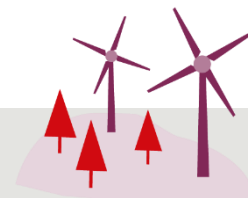
On the next pages you’ll find some key definitions that could be useful and also a “fill-in” model (based on the figure above) that we are going to work with throughout the ITP programme when we talk about environmental issues in DRM.

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Some definitions – environment and climate change

Adaptation (to climate change): What we do to adjust to the changing climate, which is the actual or expected climate and its effects. In human systems, adaptation seeks to mitigate or avoid harm or exploit beneficial opportunities. In some natural systems, human intervention may aid adjustment to expected climate change and its effects

Climate change: “A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods”

Ecosystem: A functional unit consisting of living organisms, their non-living environment, and the interactions within and between them. The components included in a given ecosystem and its spatial boundaries depend on the purpose for which the ecosystem is defined: in some cases they are relatively sharp, while in others they are diffuse. Ecosystem boundaries can change over time. Ecosystems are nested within other ecosystems, and their scale can range from very small to the entire biosphere. In the current era, most ecosystems either contain people as key organisms, or are influenced by the effects of human activities in their environment

Ecosystem services: Ecological processes or functions having monetary or non-monetary value to individuals or society at large. These are frequently classified as (1) supporting services such as productivity or biodiversity maintenance, (2) provisioning services such as food, fibre, or fish, (3) regulating services such as climate regulation or carbon sequestration, and (4) cultural services such as tourism or spiritual and aesthetic appreciation

Environment: The physical, chemical, and biological surroundings in which people live and work and which, in turn, they influence. It provides life-supporting natural resources and determines the quality of the surroundings in which people live. The environment needs to be protected and managed if these essential functions are to be maintained. A healthy environment contributes to disaster response.

Environmental degradation, depletion & disruption: Refers to unsustainable natural resource exploitation and pollution that can further threaten disaster-affected populations and ecosystems. Some examples include land degradation, deforestation, desertification, wild-land fires and loss of biodiversity. Relates also to anthropogenic activities that influence an ecosystem or ecosystem service in a way that disturbs natural balance or processes.

Greenhouse effect: The infrared radiative effect of all infrared-absorbing constituents in the atmosphere. Greenhouse gases, clouds, and (to a small extent) aerosols absorb terrestrial radiation emitted by the Earth's surface and elsewhere in the atmosphere. These substances emit infrared radiation in all directions, but, everything else being equal, the net amount emitted to space is normally less than would have been emitted in the absence of these absorbers because of the decline of temperature with altitude in the troposphere and the consequent weakening of emission. An increase in the concentration of greenhouse gases increases the magnitude of this effect; the difference is sometimes called the enhanced greenhouse effect. The change in greenhouse gas concentration due to anthropogenic emissions contributes to an instantaneous radiative forcing. Surface temperature and the troposphere warm in response to this forcing, gradually restoring the radiative balance at the top of the atmosphere

Mitigation (of climate change): A human intervention to reduce the sources or enhance the sinks of greenhouse gases

Nature-based solutions: Nature-based solutions are actions to protect, sustainably manage, and restore natural and modified ecosystems in ways that address societal challenges effectively and adaptively, to provide both human well-being and biodiversity benefits. They are underpinned by benefits that flow from healthy ecosystems and target major challenges like climate change, disaster risk reduction, food and water security, and health, and are critical to economic development.

Source: IPCC, UNFCCC, Sphere, IUCN

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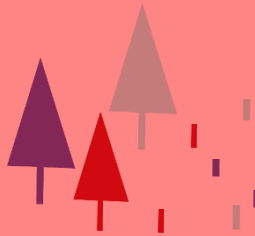
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Environmental drivers

Here you can
fill in text...



...and here



...and here



DISASTER
You pick
one!

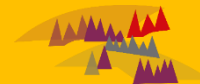


Environmental impacts

Here you can
fill in text...



..and here



...and here



...and here



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8. Key concepts – gender and human rights in DRM

Natural hazards are gender neutral, but their impacts are not.

Women, girls, boys, and men, and persons with non-binary gender identities, of various backgrounds and abilities face different levels of exposure and vulnerability to natural hazards. Hence, they do not have the same opportunities to prepare for, withstand and cope with disasters.

These differences are strongly influenced by how social norms and inequalities, and especially gender norms and gender inequality, shape people's lives, their situation and living condition.

To achieve a safe, sustainable, and resilient society for all, leaving no one behind, **the integration of a gender and human rights perspective into DRM efforts is key.**

A Human Rights Based Approach (HRBA) should be at the centre of all work and operationalised by promoting the application of the following principles.



“People” is not a homogenous group

Exposure and vulnerabilities to disaster differ for different groups. Make sure to consider e.g.:

- Women
- Girls
- Boys
- Men
- Youth
- Elderly
- People with disabilities
- Ethnic and religious minorities
- Indigenous groups
- LGBTQI individuals



Participation: focuses on promoting participation of the society as a whole and make sure that a broad representation of actors and groups in the population are included in DRM efforts, such as consultations, networks and data collection methods.

Non-discrimination and equality: seeks to promote equal treatment of all people in DRM efforts. Equally, it focuses on taking positive steps to address existing patterns of discrimination based on e.g. sex, age or disability, and to counteract inequality.

Transparency and accountability: touches upon the importance that DRM actors, and especially state actors as the “duty bearers”, work in a transparent way to allow for public scrutiny of their actions.

Do no harm: must be at the centre of all DRM efforts to ensure people are not exposed to additional risks, e.g. related to safety and security.

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Some definitions – gender and human rights

Sex is the physical and biological characteristics that distinguish males and females. It refers to a person's anatomy and physical attributes such as external and internal reproductive sex organs.

Gender refers to the social differences between women and men. Perceptions around gender are socially and culturally constructed and often classify women and men into two categories associated with specific behavioural, cultural, psychological, and social characteristics. However, what is perceived as feminine and masculine is constantly reconstructed and renegotiated in societies. Gender changes over time and varies both within and between countries, cultures, and population groups.

Human rights are rights inherent to all human beings, regardless of sex, age, disability, nationality, ethnicity, language, religion, sexual orientation or gender identity or any other status. Everyone is entitled to these rights, without discrimination. The state is as the “duty bearers” obliged to respect, protect, and fulfil the rights of all their citizen, the “right-holders”.

Human rights-based approach (HRBA) entails consciously and systematically paying attention to human rights in all aspects of ones work. A HRBA is a conceptual framework that seeks to promote and protect human rights through the empowerment of people (rights-holders) to realise their rights and by strengthening the state (duty-bearers) to comply with their human rights obligations.

Social norms are behavioural rules that applies to a certain social context for a given population. People in the population prefer to follow the rule in the context if they believe that a sufficiently large part of the population follows the rule, and if they believe that other people think that they should follow the rule, and may sanction them if they do not.

Gender norms are rules and expectations that a particular society or culture produces around what women, girls, boys and men are allowed to and expected to do in life, and to which women and men generally conform.

A gender perspective means being aware of, and understanding, how gender norms and roles in the society affect the realities of women and men and how this impact on their situation and shape their diverse needs, risks, priorities, opportunities and capacities.

Diversity and intersectionality: In addition to understanding the situation of women and men, we also need to look at how a diversity of social factors, personal characteristics and structures of inequality intersect with gender and influence the lives and experiences of different groups of individuals.

Inclusion: Involving people and ensuring everyone's ability to participate on equal grounds, and have a place and a voice in all matters concerning their lives, health, safety and development.

Gender Equality: is simply equality between women and men. Gender equality is achieved when women and men have the same opportunities to influence decisions concerning their own lives and the society as an entire.

Gender Based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed gender differences between women, girls, boys and men. Examples include s

LGBTQI: Lesbian, gay, bisexual, transgender, queer, and intersex.

Source: MSB, EIGE, UN Women

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9. Key questions to consider when deconstructing a problem and finding the solutions

Environmental considerations

How can we make sure we do more good than harm, take into consideration the environmental drivers and use the power of ecosystems to build a resilient society for all?

- 1. How is environmental drivers impacting the risk, vulnerability and resilience in your area? Can we address these in our work?*
- 2. What are potential environmental consequences and how can we minimize these?*
- 3. How can we increase “the good” by integrating the environmental dimension? E.g. synergies with other topics, use nature based solutions, challenge social norms/ business as usual etc.*

Gender and human rights considerations

How do we make sure we leave no one behind and strengthen the resilience of all groups, and especially the most vulnerable, in our work?

- 1. Are some groups more at risk, exposed, vulnerable or impacted than others?*
- 2. Is there a difference between different groups of e.g. women, girls, boys, men, people with disabilities, elderly, LGBTQI+ persons etc?*
- 3. Can we address the root causes to these risks/exposure/ vulnerabilities in our work?*



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10.CCI resources

Practical Guidelines for integrating gender, human rights and environmental issues in DRM (PPRD East 3, 2020, <https://www.pprdeast3.eu/siteassets/practical-guidelines-for-integrating-gender-human-rights-and-environmental-issues-in-disaster-risk-management.pdf>)

Environment and climate change

- EHAN Connect <https://ehaconnect.org/>
- IUCN <https://www.iucn.org/>
- EE centre courses <https://learning.eecentre.org/login/index.php>

Gender and Human Rights

- MSB Gender Equality Toolkit (MSB, 2019, <https://www.msb.se/siteassets/dokument/publikationer/english-publications/msb-gender-equality-toolkit-practical-advice-for-international-operations.pdf>)
- E-learning course on Gender in DRR (ADPC, 2022, <https://courses.adpc.net/courses/course-v1:BRDR+BRDR01+2021/about>)
- FIRE – A Framework for integrating Rights and Equality in DRR and Climate Resilience (ADPC, 2022, <https://rwi.lu.se/fire/>)
- UN Women’s resilience to disaster knowledge hub, <https://wrд.unwomen.org/practice/resources>



11. My CCI to-do list

- ☐ Check out the list of CCI resources (above)
- ☐ Take the ADPC Gender in DRR e-learning
- ☐ Check out the SMHI climate adaptation game [here](#)
- ☐ Make sure CCIs are elaborated on in my fish bone
- ☐ Discuss with Jenny and/or Mathias to strengthen the integration of CCIs in my CI

- ☐ _____
- ☐ _____
- ☐ _____



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Next steps

What are your next steps to integrate CCIs in your CI?

Gender & human rights



Environment & climate change



If you have any feedback, thoughts, ideas or funny stories, please do not hesitate to contact us:

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