

Reimagining Disaster Pedagogies: Towards gender-transformative, socially inclusive & intersectional South Asian didactics

Awardee:
Bangladesh University of Professionals



Institute of Disaster Management
and Vulnerability Studies (IDMVS)
University of Dhaka



GRRIPP

Gender Responsive
Resilience and Intersectionality in
Policy and Practice



Final Project Report

On

“Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics”

Awardee

Bangladesh University of Professionals

In Collaboration With

**Institute of Disaster Management and Vulnerability Studies (IDMVS),
University of Dhaka**

Funded By

GRRIPP South Asia



CORE TEAM MEMBERS

Serial	Name	Designation
01	Kazi K. Shahidullah, PhD	Principle Investigator
02	Muhammad Awfa Islam	Co-Principle Investigator
03	Zawad Ibn Farid	Research Coordinator
04	Md. Tanvir Hasan Sojib	Research Assistant
05	Zannatul Mawa	Research Assistant

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ABBREVIATIONS

BOU	Bangladesh Open University
BRUR	Begum Rokeya University Rangpur
BU	Barishal University
BUP	Bangladesh University of Professionals
DM	Disaster Management
GRRIPP	Gender-Responsive Resilience & Intersectionality in Policy and Practices
IDMVS	Institute of Disaster Management & Vulnerabilities Studies
JTSDS	Jamsetji Tata School of Disaster Studies
JUST	Jashore University of Science & Technology
OBE	Outcome Based Education
SDG	Sustainable Development Goals
ToT	Training of Trainers
TLE	Teaching, Learning, and Assessment

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1. BACKGROUND OF THE PROJECT

South Asia exhibits a pronounced susceptibility to climate change and other natural calamities, including but not limited to floods, cyclones, earthquakes, riverbank erosion, and landslides. Bangladesh continues to be one of the nations in South Asia that evinces an even higher vulnerability to these calamities due to its deltaic geographical location, ever-increasing population density, and its newly assigned service as a home to the “forcibly displaced Myanmar Nationals” also known as “Rohingya Refugees”. Numerous studies regularly demonstrate in the context of disasters in Bangladesh and its surrounding regions that women and girls are frequently confronted with various difficulties pertaining to the pre-existing gender disparities. Individuals of different social identities in such circumstances may experience restricted availability of resources, limited access to pertinent knowledge, and reduced decision-making authority, rendering them more vulnerable to the adverse consequences of natural or man-made disasters. Since disasters in these regions have differential impacts on individuals based on their gender identity, encompassing women, men, and those who identify as gender-diverse, gender-sensitive research is crucial in comprehending the distinct repercussions experienced by various genders; this vulnerability due to gender identity later gathers more gravity stepping on the social identity of the individual. The study of “intersectionality” investigates how these different social identities and oppressive systems are related to one another, enabling worldwide academicians, researchers, and development workers to comprehend and address the myriad facets of disaster. Incorporation of gender and intersectionality in the academic curriculum has the potential to sustain and mainstream knowledge that provides insights into the resilience and coping mechanisms employed by women and marginalized social groups in the face of disasters.

Despite notable progress in integrating gender and inclusion perspectives into academic programs, there remains a substantial inadequacy in addressing the concept of intersectionality within the framework of disaster pedagogies. Keeping that in mind, this project is conceptualized to fill out the existing knowledge and understanding disparity by

enabling knowledge transfers as well as facilitate critical discussions on integrating gender, intersectionality, and social inclusion perspectives in regional DM curricula across universities situated in different parts of the country. During the first phase of this project, a certificate program as well as a comprehensive master's curriculum was launched that focused on disaster risk reduction, humanitarian response, and intersectionality. As an expansion or Phase 2 of the curriculum development initiative conducted by the Bangladesh University of Professionals in Bangladesh, this project aims to integrate the contemporary perspectives of diverse fields of disaster management in a gender-sensitive manner.

In order to solidify and then exchange perspectives on the aforementioned issues, this project plans to develop a training module to incorporate gender pedagogy into the curricula of technical and social science disciplines to disseminate at four hand-picked top-tier universities in Bangladesh through a national workshop. On the other hand, a workshop in Nepal is to be held for the purpose of borderless learning and regional knowledge sharing.

The national workshop is solely focused on training the faculty members of the selected universities to equip them with the necessary information and resources to effectively carry out vulnerability assessments that consider gender dynamics, engage in community-based emergency preparedness and response planning, and design disaster management curricula that are responsive to gender and intersectional perspectives. To do so, the workshop incorporates sessions on understanding intersectionality, introducing intersectionality in teaching and learning methods, outcome-based curricula, etc. The training module developed for conducting the national workshop put emphasis on the identification of potential connections between livelihood and catastrophe risk reduction in order to promote community resilience. Every session of the workshop is designed with distinct learning objectives, instructional methods, educational resources, and allocated periods to accomplish the overarching objectives of the module.

After receiving the training from the national workshop, the universities will be awarded fellowships for implementing the activities ceaselessly and in a time-efficient trajectory. As the universities will also have the freedom to prepare their product (revised

curriculum/crash course/announcement of new program etc.), it will enable them to strengthen and broaden their knowledge on the horizon of gender, intersectionality, and disaster. Dissemination workshops in the respective campus premises will not only enable monitoring and evaluation of the university’s activities but also enable effective utilization of the existing network of academics throughout the nation. These post-national workshop activities will pave the way for the selected universities to be involved in consultative endeavors and contribute to the successful delivery of project objectives.

2. OBJECTIVES

2.1 Broad Objective

To ensure a *gender-transformative, socially inclusive, and intersectional* disaster pedagogy.

2.2 Specific Objectives

- i. To infuse gender consciousness in disaster pedagogies, education, and research in the South Asian region through a robust module
- ii. To facilitate a national workshop involving top tier Universities teaching Disaster Management in Bangladesh
- iii. To enable top-tier universities from Bangladesh to revisit their curriculums and propose activities that adhere to gender transformative Disaster Management taking into account regional learnings and experiences on Disaster Management.

3. TIMELINE OF THE PROJECT

Table 1: *Timeline of project activities*

Sl No.	Activity	Timeline
01	Contract Signing and the Discussion Regarding Workshop Date and Budgetary Allocation	April 11, 2023
02	Commencement of the Preparation	April 15, 2023

03	Drafting the Workshop Module	April 20 – April 30, 2023	
04	Validation Workshop for obtaining feedback on the Workshop module	May 13, 2023	
05	Selection and confirmation of the Universities for training and fellowship	JTSDS	April 16, 2023
		BRUR	April 17, 2023
		BOU	April 19, 2023
		JUST	April 20, 2023
		BU	April 30, 2023
06	National Workshop	May 21 & 22, 2023	
07	Progress Meetings with the Universities	BOU	June 17, 2023 (1 st)
			July 25, 2023 (2 nd)
		BU	June 18, 2023 (1 st)
			July 22, 2023 (2 nd)
		BRUR	June 18, 2023 (1 st)
			July 17, 2023 (2 nd)
		JUST	June 22, 2023 (1 st)
			July 11, 2023 (2 nd)
08	Final Dissemination Event	BU	July 23, 2023
		JUST	July 25, 2023
		BRUR	August 06, 2023
		BOU	August 30, 2023
09	Nepal workshop date	August 18 & 19, 2023	

4. ACTIVITIES OF THE PROJECT

4.1 Activity – 1: Drafting the Workshop Module

Timeline: April 20 – April 30, 2023

A comprehensive training module was prepared to be utilized at the national workshop to train university-level academics and researchers to accredit them with precise knowledge

on how to develop gender-transformative, socially inclusive, and intersectional disaster management curriculums and its vitality in building a sustainably resilient community.

4.2 Activity – 2: Validation Workshop and Finalizing the Training Module

Timeline: May 13, 2023

After detailing out of the session plans, interactive activities, and instructional materials for an effective and engaging training program, the project team initiated drafting the module for the training program. A number of prominent academicians and practitioners overviewed the initial draft of the training module through a validation workshop.



Figure 1: Training module validation workshop at the GRRIPP office

The plenary panel included experts on education and curriculum from a diverse range of institutions. The valuable opinions and feedback of the experts who spoke from their knowledge, skills, and expertise developed from year-long experiences, were utilized to finalize the training module. Please refer to Annex A.1 to see the detailed training module.

Table 2: List of the participants from the validation workshop

Sl	Name of the expert	Designation	Institution
1	Dr. Khandoker Mokaddam Hossain	Pro Vice-Chancellor	Bangladesh University of Professionals
2	Md. Ahsan Habib	Professor, Institute of Education & Research	University of Dhaka
3	Md. Anwarul Islam	Professor	
4	Dr. Faruk Shah	Associate Professor	Bangladesh University of Professionals
5	Dr. Kazi Shahidullah	Assistant Professor	Bangladesh University of Professionals
6	Ridwanul Mosrur	Manager, Communication & Program Development	Pathfinder International
7	Saraf Afra Salsabil	Curriculum Developer	BRAC
8	Jaohar Nusrat Bina	Young Professional, ICT Division	Government of Bangladesh

4.3 Activity – 3: Selection of the Universities for Training and Fellowship

Timeline: April 16 – April 30

The project team designated 4 different universities from 4 unique regions of Bangladesh for providing the training and fellowship. The universities include Bangladesh Open University (BOU), Barisal University (BU), Jashore University of Science and Technology (JUST), Begum Rokeya University, Rangpur (BRUR); 4 of the most prominent universities of Bangladesh contributing to the field of gender and disaster management. Certain stipulations were made for selecting these universities such as dispersed geographic location of the universities to capture socio-economic context of these areas to escalate the mainstreaming of the consolidated issue, their susceptibility to cyclones, droughts and other concerning environmental hazards entangled with their geography-based cultural, socio-economic or gender-based identity, their academic engagement and expertise to engross a broad range of individuals from diverse background. However, the selection process of each university was led by a set of inducements.

4.3.1 Bangladesh Open University (BOU):

Being the only public university for distance learning in the country, Bangladesh Open University offers **flexible** part-time study, support **open learning** courses to incorporate students from all background in the learning process irrespective of their age, location, profession, social status, gender discarding biasness to any form of social identity. With the required expertise and resources for online method of delivery, this university matches the portfolio for being enrolled in the project and permeate gender-transformative and intersectional approaches through their disaster pedagogy in a gender-transformative and intersectional manner.

4.3.2 Barishal University (BU):

The increased number of cyclones striking Southern Bangladesh almost every year has made Barishal a cyclone-prone zone. The level of the local community's possession of knowledge,

expertise, perspective toward disaster will vary from those from the Northern region pertaining to its position near the coastal belt. Diffusing the subject matter into the didactics of a coastal academy like Barishal University not only makes the knowledge-sharing process eclectic but also stimulates their resilience in disaster context.

4.3.3 Begum Rokeya University Rangpur (BRUR):

Sitting at the center of Northwestern Bangladesh, the geographical location of Begum Rokeya University, Rangpur, present its local students with a unique set of heightened vulnerability to multiple deprivation. This vulnerability is diffused into individuals of all walks of life and grows exponentially intertwined with their social identity. Being the only general categorized university in its own setting, the need for addressing these idiosyncratic vulnerabilities through reimagination of their disaster pedagogies as well as fostering mutual reciprocity of context-based knowledge is what made Begum Rokeya University a perfect candidate.

4.3.4 Jashore University of Science and Technology (JUST):

Locating at the district of Satkhira, one of the most cyclone affected Upazila of Bangladesh, Jashore University of Science and Technology is one of its kind in to accredit science and environment in their academics. Bringing advanced perspectives into environmental hazards in a coastal zone and introducing gender pedagogy and intersectional approaches from a technological setting are some of the key considerations for selecting JUST as one of the participating universities.

The list of the faculty members from these universities delegated for the project who later received the training by joining the national workshop is mentioned in the table below:

Table 3: List of participants of the national workshop

Sl No	Name of the Faculty Members	Designation and Department	Name of the University
1	Ms. Lavanya Shanbhogue Arvind	Assistant Professor, Centre for Disasters and Development,	Jamsetji Tata School of Disaster Studies, India
2	Dr. Nirmalaya Choudhury	Associate Professor, Mumbai Campus, Centre for Disaster Management	Jamsetji Tata School of Disaster Studies, India
3	Sabina Yeasmin	Professor, Open School and Distance Education	Bangladesh Open University
4	Md. Abdus Sattar	Assistant Professor, Department of Sociology	Bangladesh Open University
5	Md. Zakirul Islam	Lecturer, Dept of Geography	Bangladesh Open University
6	Md. Arif Chowdhury	Lecturer, Dept. of Climate and Disaster Management	Jashore University of Science and Technology
7	Dr. Md Mashiar Rahman	Associate Professor, Department of Genetic Engineering and Biotechnology	Jashore University of Science and Technology
8	Dr. Hafiz Ashraful Haque	Chairman and Associate Professor, Dept. of Coastal Studies and Disaster Management	University of Barisal
9	Tasnim Jerin	Assistant Professor, Dept. of Coastal Studies, and Disaster Management	University of Barisal
10	Farzana Mahbub	Lecturer, Dept. of Coastal Studies and Disaster Management	University of Barisal

11	Abu Reza Md. Towfiqul Islam, Ph.D	Associate Professor, Department of Disaster Management	Begum Rokeya University, Rangpur
12	Kuntala Chowdhury	Assistant Professor, Gender & Development Studies	Begum Rokeya University, Rangpur
13	Sumaya Tahsin Hamida	Lecturer, Department of Sociology	Begum Rokeya University, Rangpur

4.4 Activity – 4: National Workshop:

Timeline: May 21 – May 22, 2023

Day 1:

The first day of the workshop was graced by the presence of 22 elite and prominent participants including Mihir Bhatt, the director of the All-India Disaster Mitigation Institute (AIDMI); Muhammad Taher, Chair of Duryog Nivaran along with the above-mentioned faculty members. Day 1 included a total of 6 sessions, the first one was the inaugural segment that steered the program toward its training and assessment segment with which the workshop halted for the day.

Session 1: Introduction, Overview of the training and ice-breaking

The solid foundation of the program was laid when the concept note of the project was orated by Muhammad Awfa Islam, Assistant Professor of University Dhaka, and Co-Project Investigator of the curriculum development project which was followed by the welcome speech of Professor Dr. Mahbuba Nasreen, honourable Pro-Vice Chancellor (Academic) of Bangladesh Open University and the Regional Lead of GRRIPP South Asia. In this session, the project objective, expected outcomes and ground rules of the training was presented. A “guess who” game was tailed for smoothing the introducing phase and icebreaking among the participants as well as regulating the periodicity of the learning process.



Figure 2: Welcome speech being given by the regional lead of GRRIPP South Asia

Session 2: About GRRIPP and GRRIPP South Asia

Among the respective members of GRRIPP South Asia, Raisa Imran Chowdhury, Monitoring and Evaluation (M & E) Coordinator, delivered her speech on GRRIPP and GRRIPP South Asia and voted her note of appreciation the curriculum development team which closed the inaugural segment for the 1st day of the workshop.

Session 3: Understanding Intersectionality

The far-reaching light of knowledge was shed and reflected through the consecutive sessions of Professor Dr. Mahbuba Nasreen, regional lead of GRRIPP South Asia. Commencing with introduction to Intersectionality, she put special emphasis on the transgender community, their reproductive health. She further mentioned that pandemic stratifying many classes in the society should be incorporated in the study of intersectionality along with science-based findings. She also sighed over the existing lack of practical incorporation on these emerging issues.

Session 4: Gender Dynamics of Disaster Risk and Resilience

Drawing out from her decade-long research work in gender and intersectionality in disaster, she marshalled the audience to the 1970-90s period focusing on how the paradigm of the disaster dynamics of Bangladesh shifted leading the gender dimension of labour along with

it. She praised the level of resilience of Bangladeshi women irrespective of the country's high susceptibility to disasters. Lastly, she recommended on the equal importance of males and females in disaster context of Bangladesh.

During both her sessions, she emphasized the gravity of learning about the inter-twined network of gender and intersectionality.

Session 5: Outcome Based Education in the context of Gender, Disaster, and Intersectionality

Dr. Kazi K. Shahidullah, Office of the Evaluation, Faculty and Curriculum Development (OEFCD), Bangladesh University of Professionals (BUP) interactively conducted this session where he conglomerated his personal experience from preparing the previous curriculum for phase 1 of the project and activities based on the developed knowledge. Through these sessions the participants can take into account while modelling their curriculum in an outcome-based and inclusive manner.



Figure 3: Dr. Shahidullah addressing OBE in his speech

Session 6: Teaching, Learning and Assessment (TLA) Techniques

The final session had been designed with activities assigned for the participants. Being trained about the TLA techniques, this session created a scope for the participants to reimagine tools techniques, and methods for a curriculum that ensures outcome-based education for sectors involved in multi-faceted disaster management systems.

Day 2:

The second day was bestowed with the presence of the faculty members from the participating universities and the project team members only. The second day consisted of 5 sessions:

Session 1: Reviewing, Learning from the previous day

The session commenced with a review from each of the respected participants from the first day. It helped the participants to recollect the methods, learning objectives of the program.

Session 2: Infusing Gender Consciousness in Disaster Pedagogies

The session was accompanied by Ms. Lavanya Shanbhogue Arvind from JTSDS who insightfully reflected on the extent of gender curriculum and how to prepare a project institutionalizing gender and intersectionality. While doing so, she spoke from her personal experience from the first phase and focused on the vitality of collaborative approach to standardize the process. Trailing back to the topics described by Ms. Lavanya, Nirmalaya Choudhury, faculty from JTSDS emphasized on the extensive role of fieldwork addressing gender-sensitized issues.



Figure 4: Ms Lavanya and Mr Nirmalya talking about the ways gender consciousness can be infused in disaster pedagogies

Session 3: Preparing a Gender-Responsive and Intersectional Curriculum



Figure 5: Mr Awfa demonstrating the areas/sectors where intersectionality should be introduced

Muhammad Awfa Islam, faculty from IDMVS supervised this session who discussed about the major points to keep in mind while preparing a gender-responsive and intersectional curriculum. Later he pointed out the versatile sectors adopting the subject matter in their tone of work while shredding the current limitations of these approaches in Bangladesh, simultaneously. His session dug the way for creating a nexus between teachers and students for *preparing an inclusive gender-responsive and intersectional curriculum*.

Session 4: Group Work and Presentation

In this session, the respected faculty members from partner universities were tasked to showcase a draft project proposal with an overview of the curriculum they were likely to prepare to showcase their learning so far. At the end of this session, each of the participating teams (4 teams from 4 universities) was evaluated with appropriate feedback from their proposed projects. Then an evaluation form was handed out to them for quoting the learning and categorizing their level of satisfaction with the learning.

Session 5: Closing Session and Participant's Feedback

Finally, Dr. Dilara Zahid, the Director of the Institute of Disaster Management and Vulnerability Studies (IDMVS) at the University of Dhaka, expressed her gratitude to all the attendees and delivered a concluding statement.

The Q/A session after each of these sessions from both days helped the event to not just be a training session, but a knowledge-sharing platform as well which was reflected upon by the satisfying feedback of the participants when each of them spoke highly of the unique concept of incorporating gender-transformative and intersectional didactics in disaster pedagogies and all of the participating academics and professional's opinion concurred with it.

4.5 Activity – 5: Feedback Session

After the successful completion of the workshop on day 2, an evaluation form was sent to the participants, and they shared their honest thoughts and opinions on the whole program while also evaluating various aspects of it. A total of 11 participants filled up the form and the results are as follows:

A – Session wise evaluation (lowest – 1, Highest – 5, Aggregated max – 55)

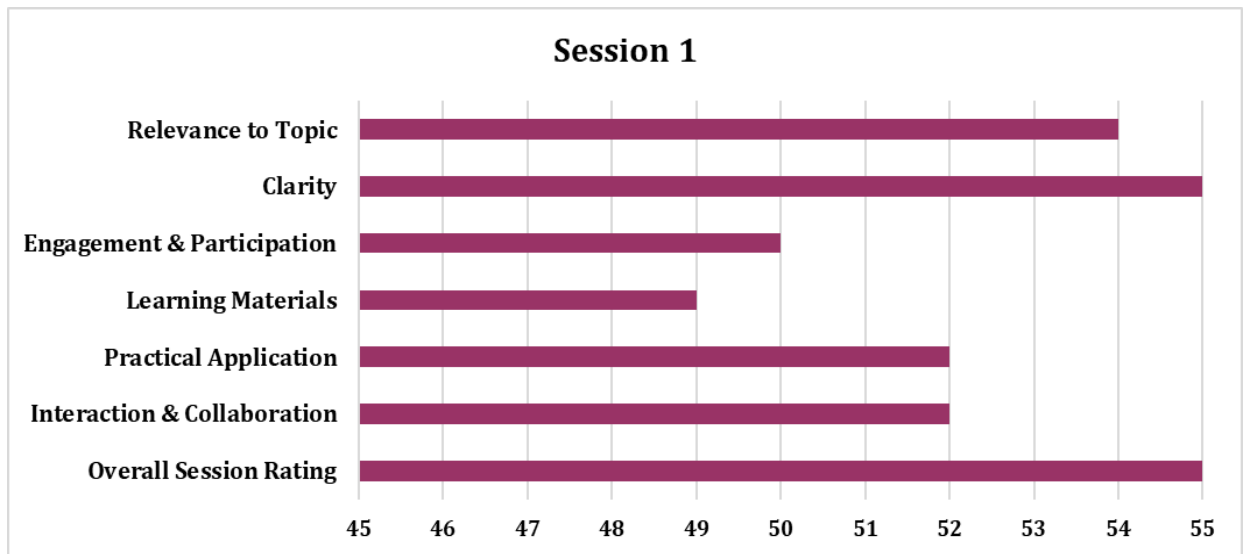


Figure 6: Respondents' feedback on session 1 (aggregated total)

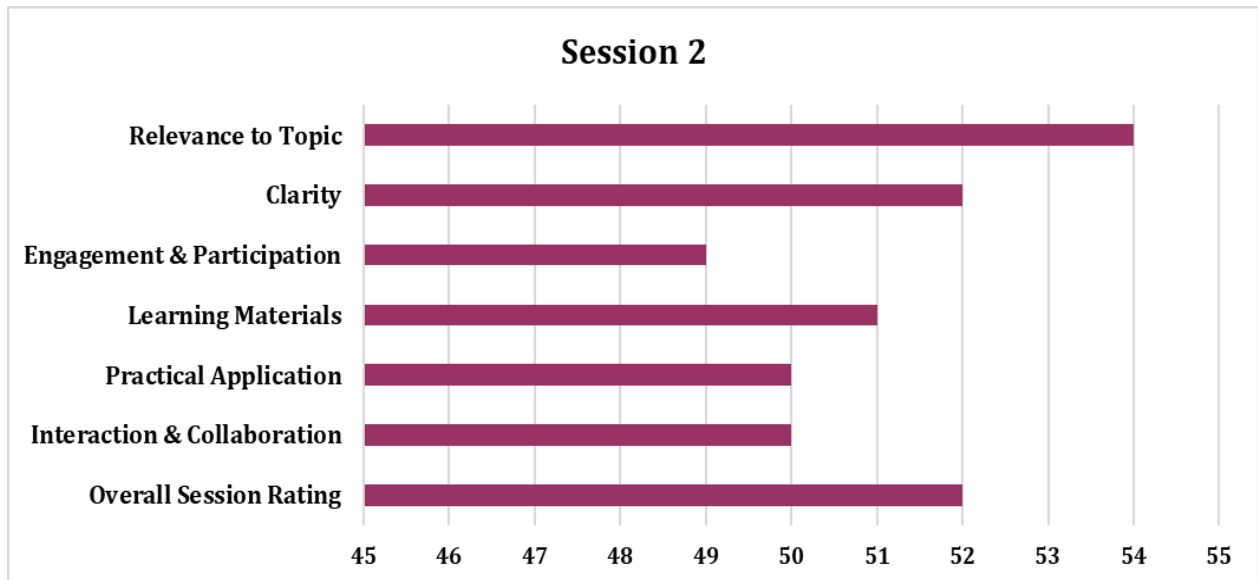


Figure 7: Respondents' feedback on session 2 (aggregated total)

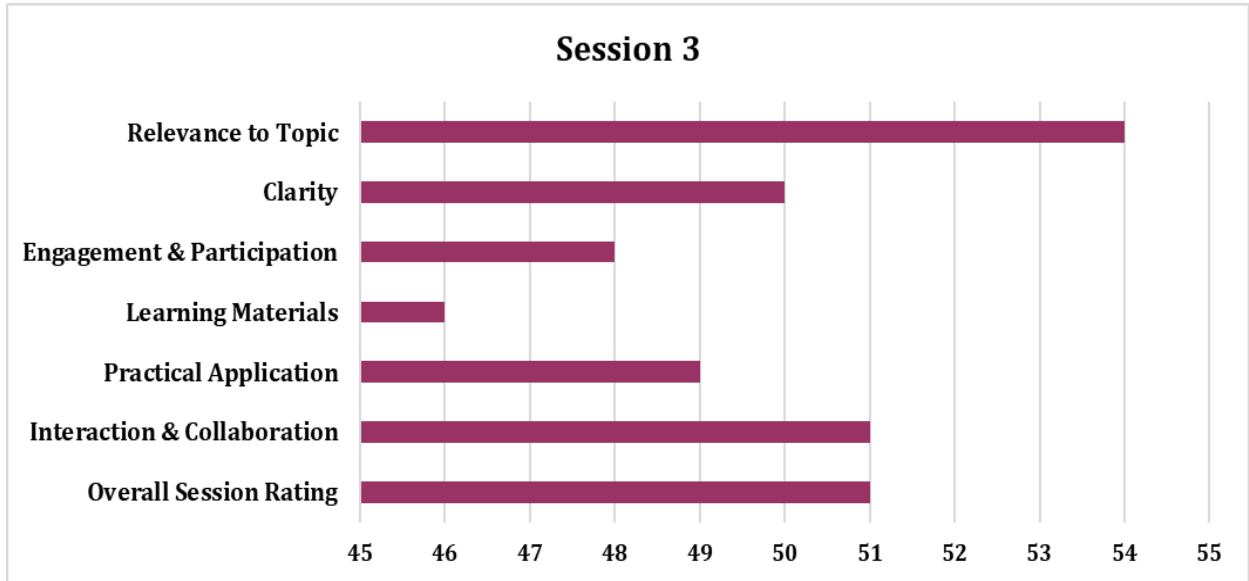


Figure 8: Respondents' feedback on session 3 (aggregated total)

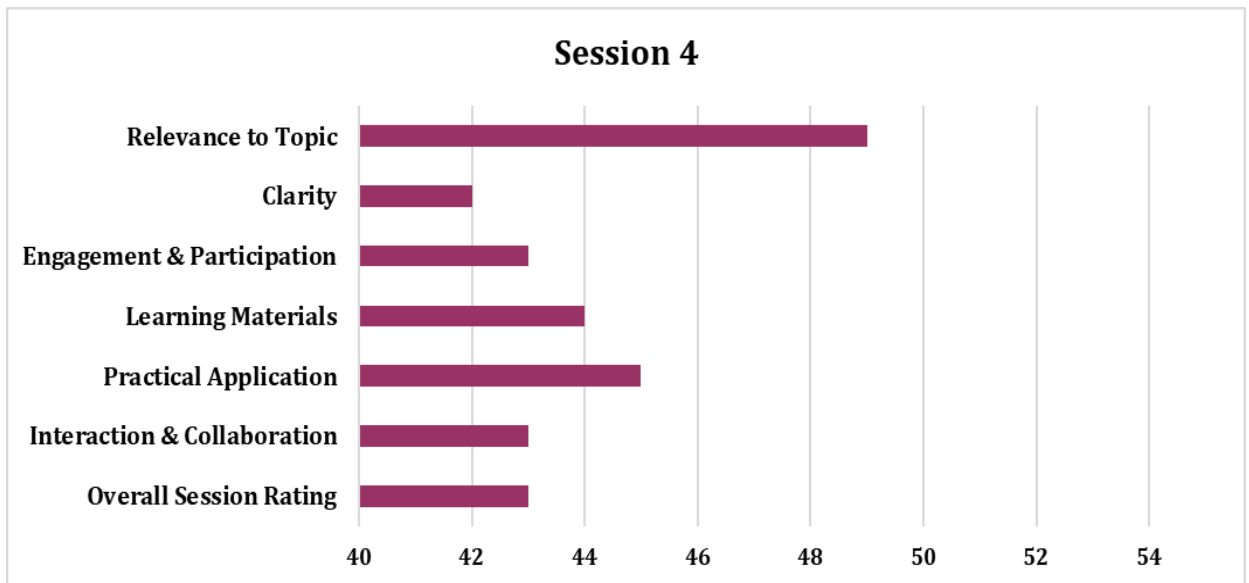


Figure 9: Respondents' feedback on session 4 (aggregated total)

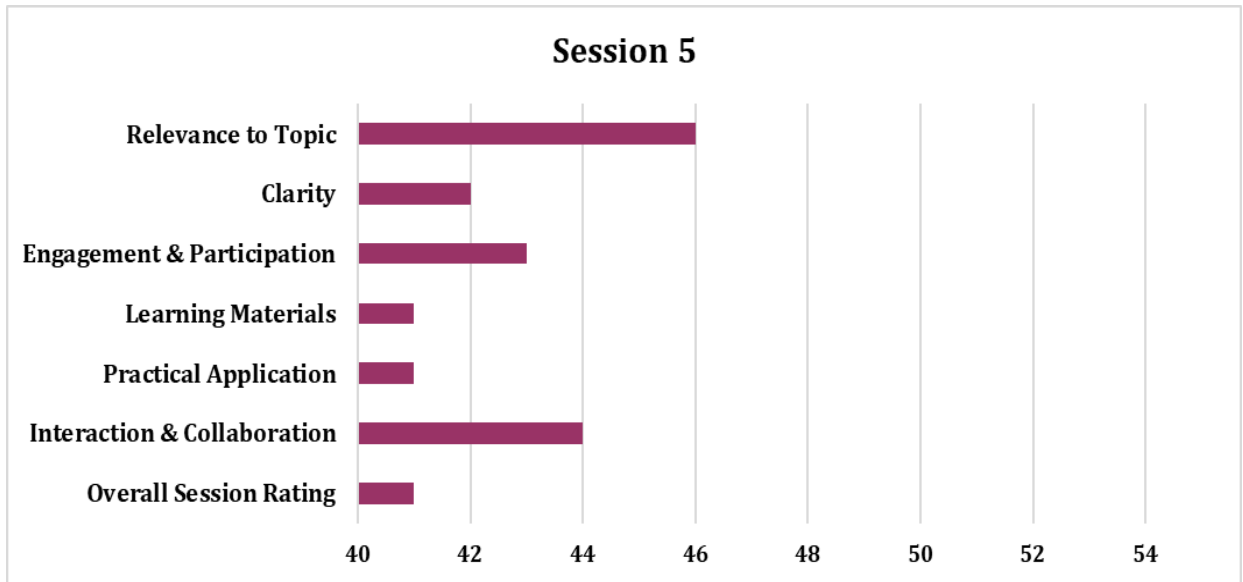


Figure 10: Respondents' feedback on session 5 (aggregated total)

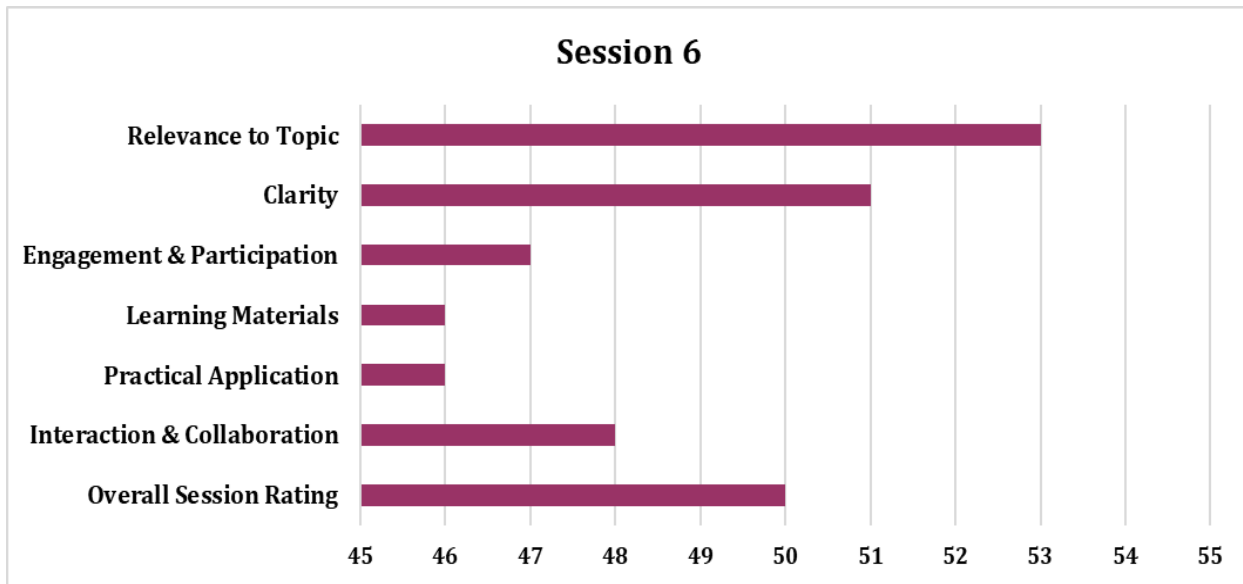


Figure 11: Respondents' feedback on session 6 (aggregated total)

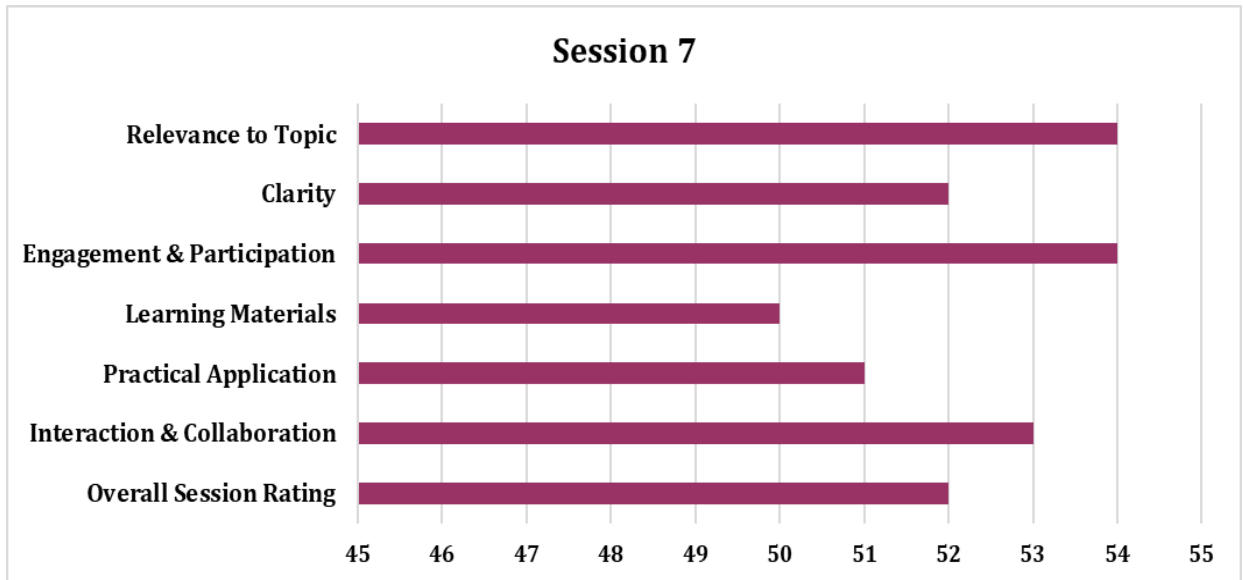


Figure 12: Respondents' feedback on session 7 (aggregated total)

B - Module wise evaluation

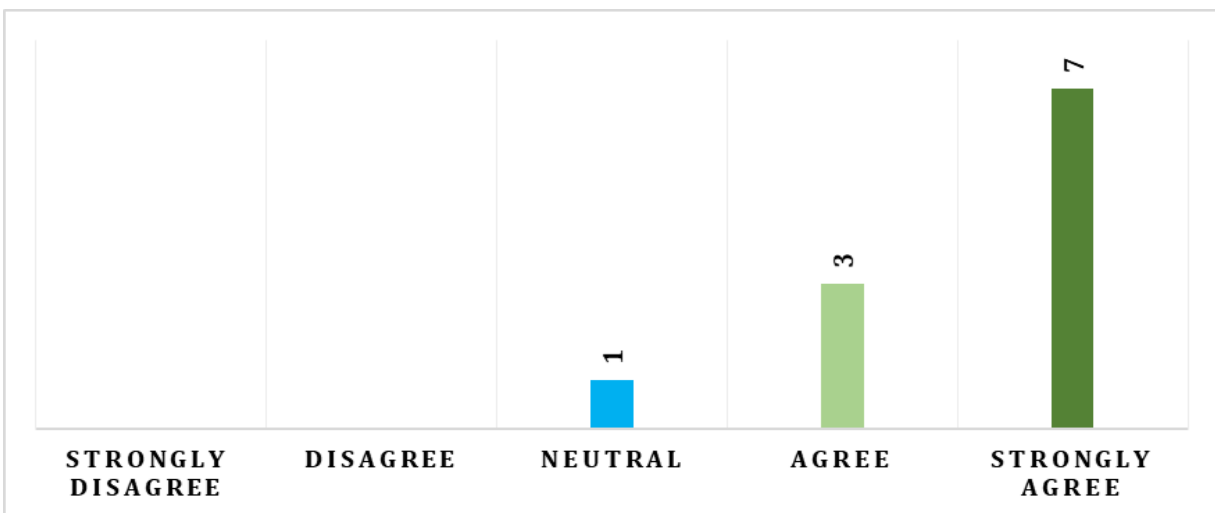


Figure 13: Respondents' feedback on the content being the same as described in the module

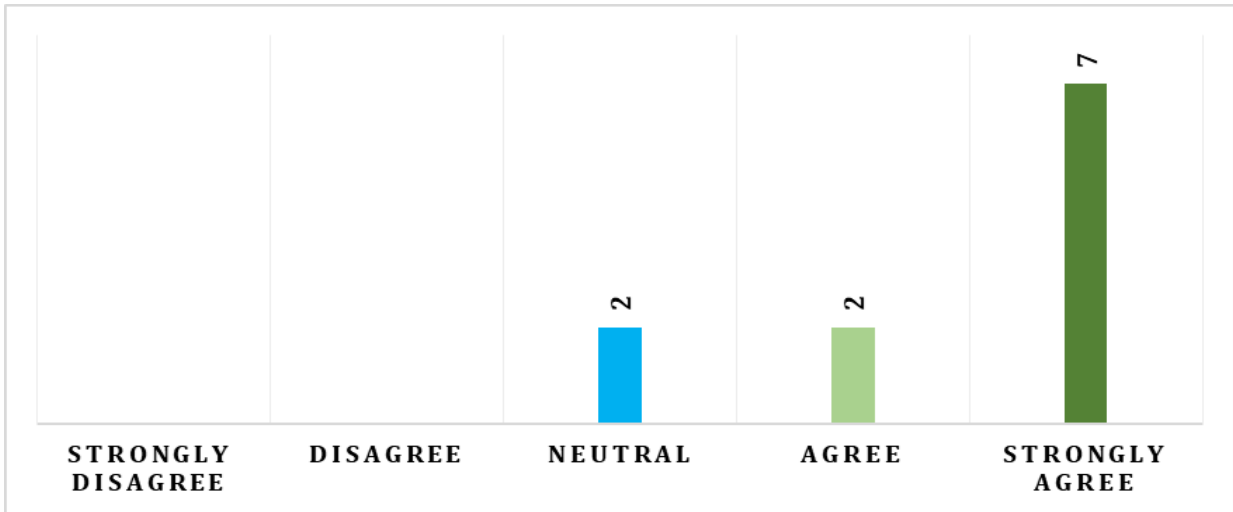


Figure 14: Respondents' feedback on the workshop being applicable to their research interests

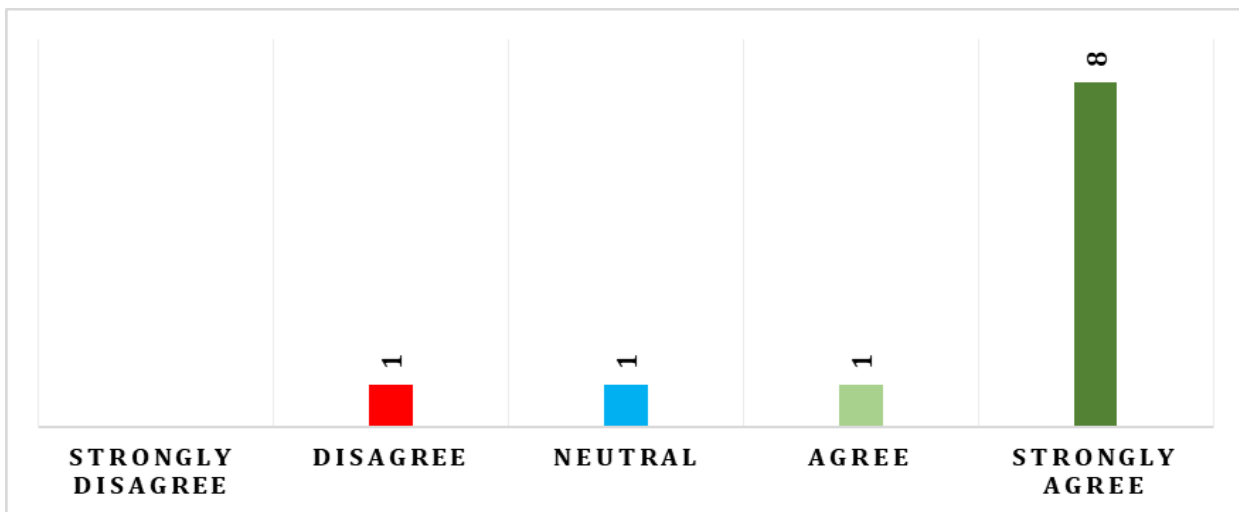


Figure 15: Respondents' feedback on workshop being recommendable to other relevant personnel

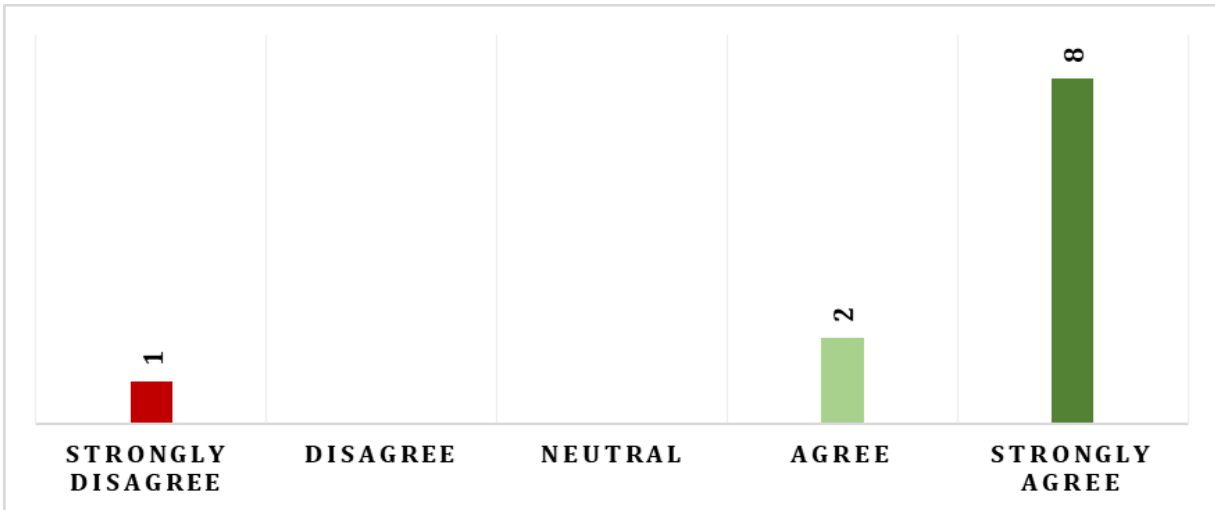


Figure 16: Respondents' feedback on whether the program was well-placed within the allotted time

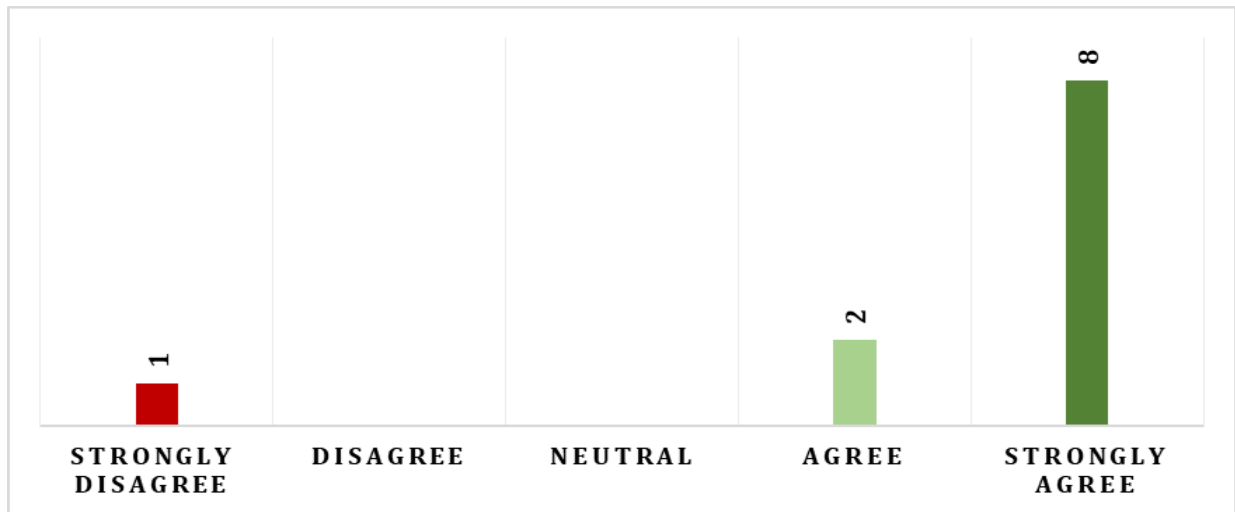


Figure 17: Respondents' feedback on the instructors being good communicators

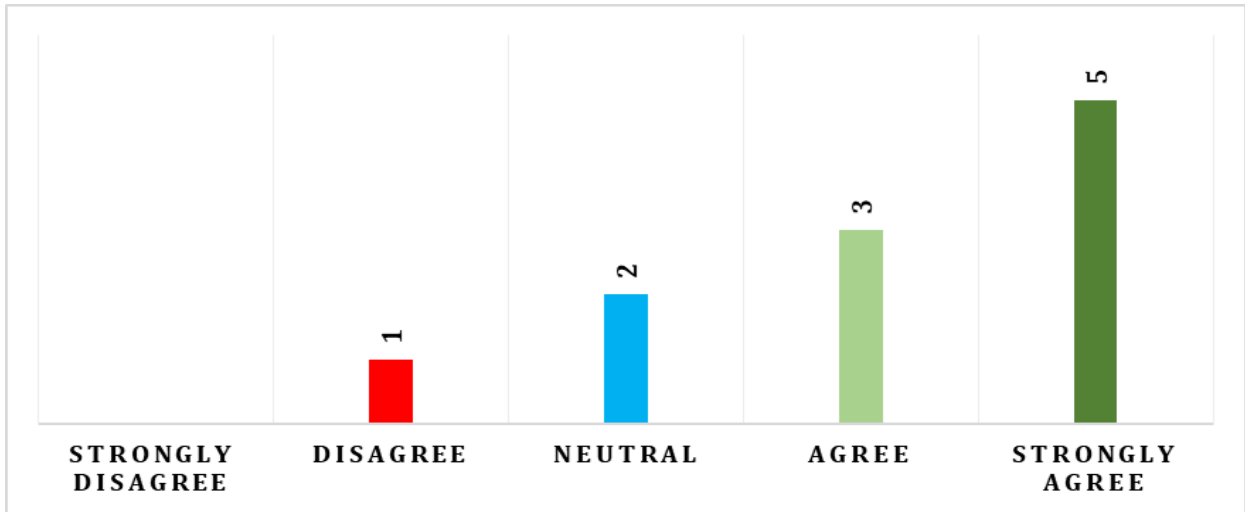


Figure 18: Respondents' feedback on whether the materials was presented in an organized manner

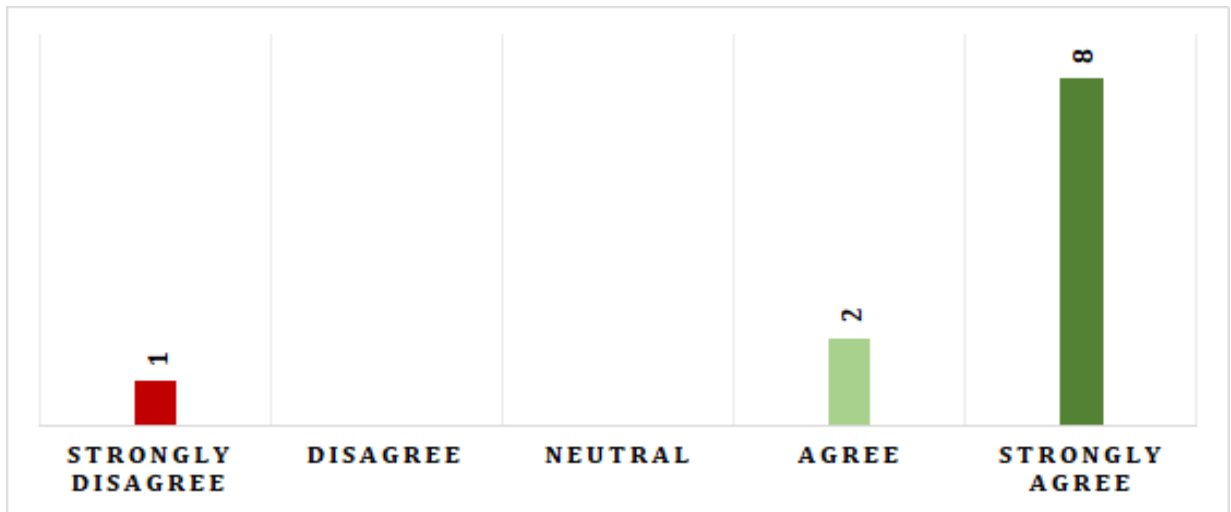


Figure 19: Respondents' feedback on the instructors being knowledgeable on the topics

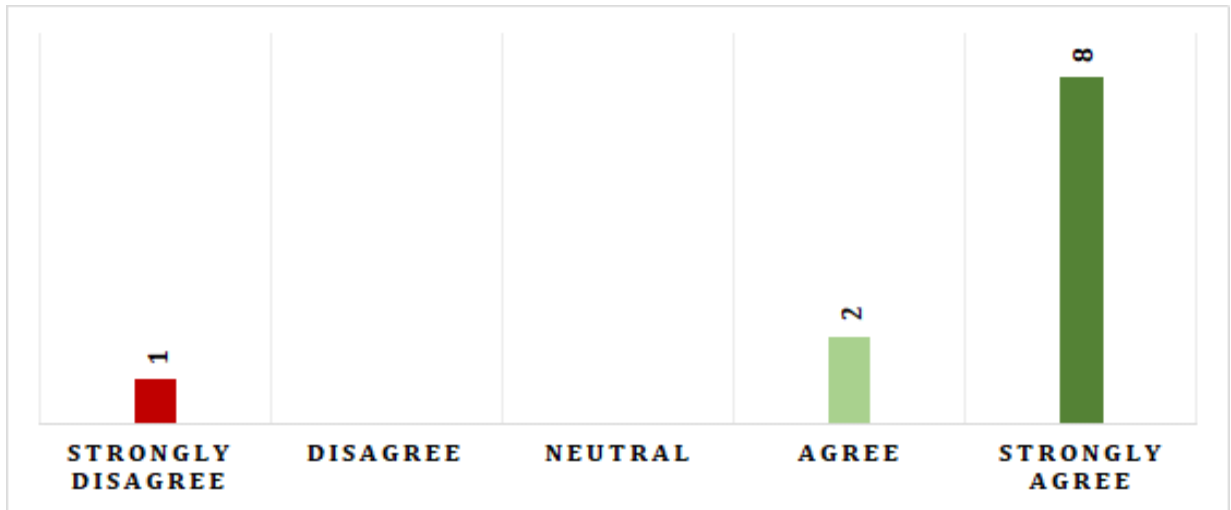


Figure 20: Respondents' interest in attending a follow-up, more advanced workshop on the same subject matter

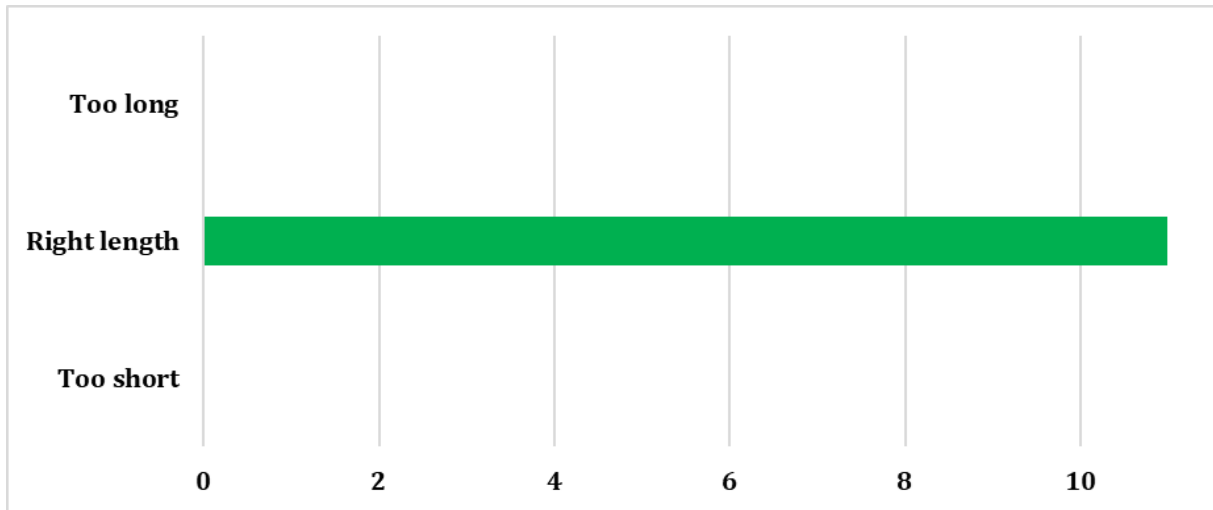


Figure 21: Respondents' feedback on the duration of topics of the program

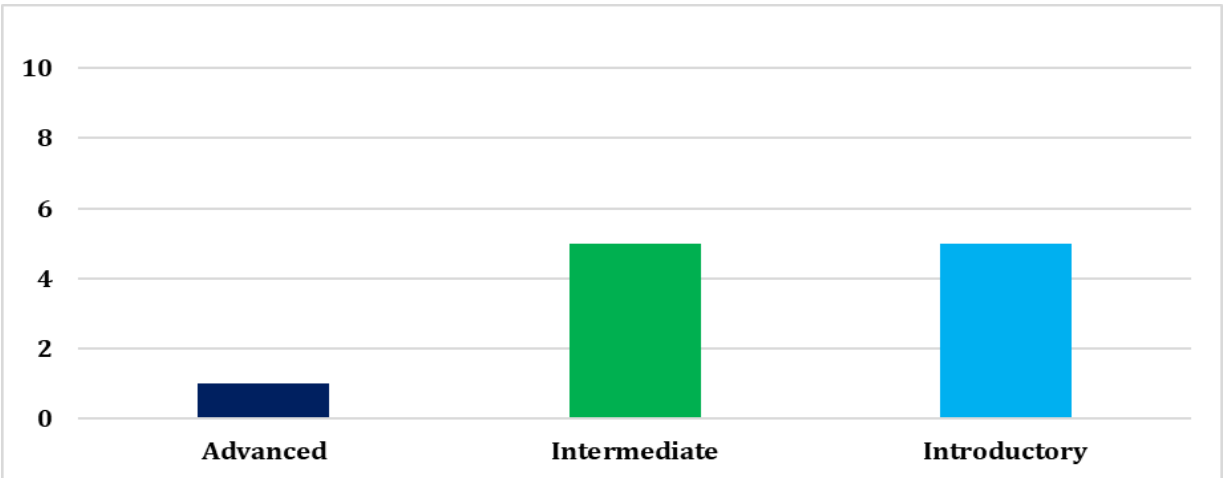


Figure 22: Respondents' feedback on the depth of knowledge initiated by the workshop

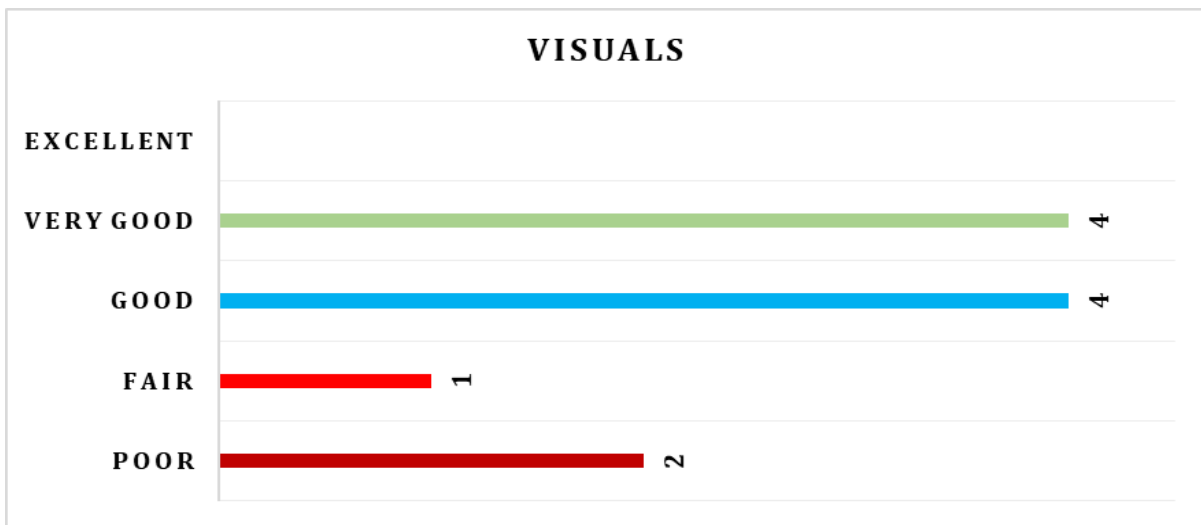


Figure 23: Respondents' feedback on the visuals arrangement of the workshop

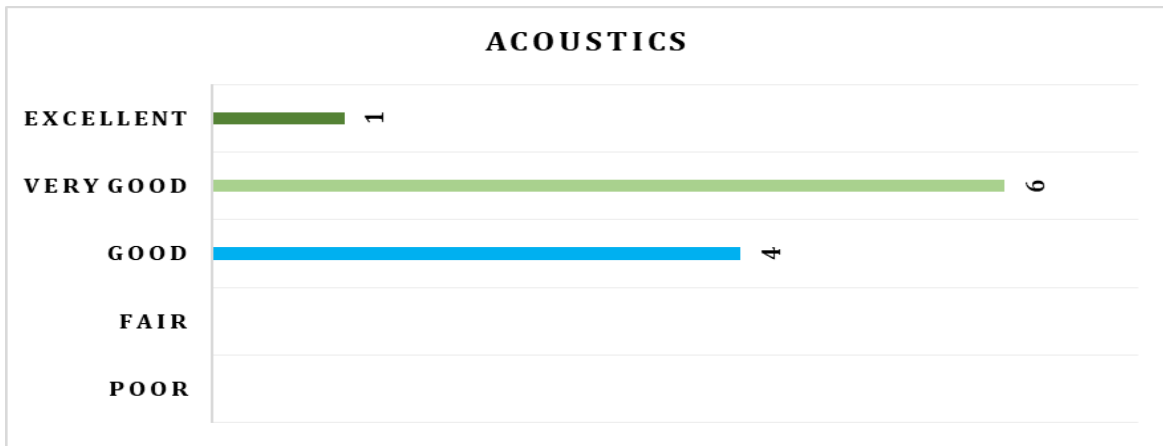


Figure 24: Respondents' feedback on the acoustics arrangements of the workshop

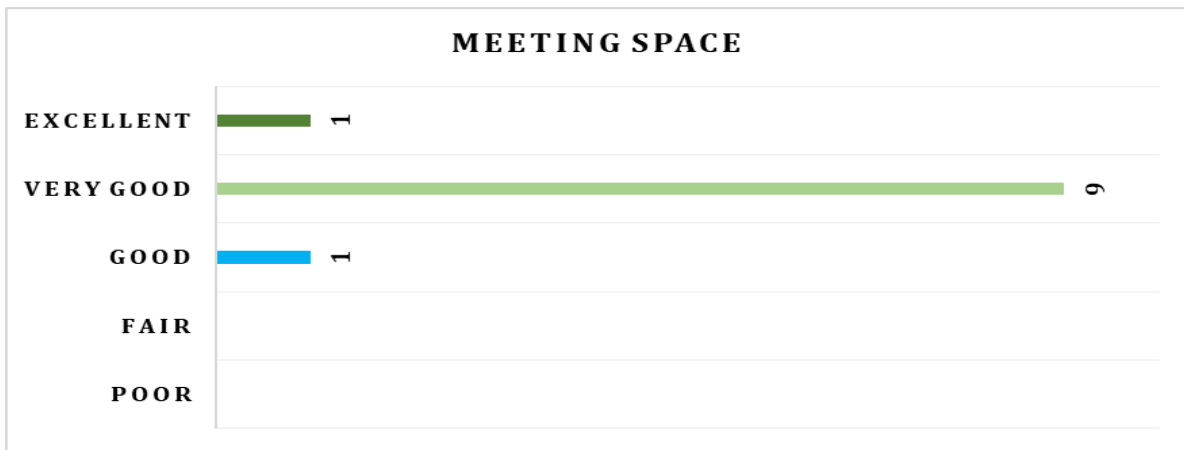


Figure 25: Respondents' feedback on meeting space arrangements of the workshop

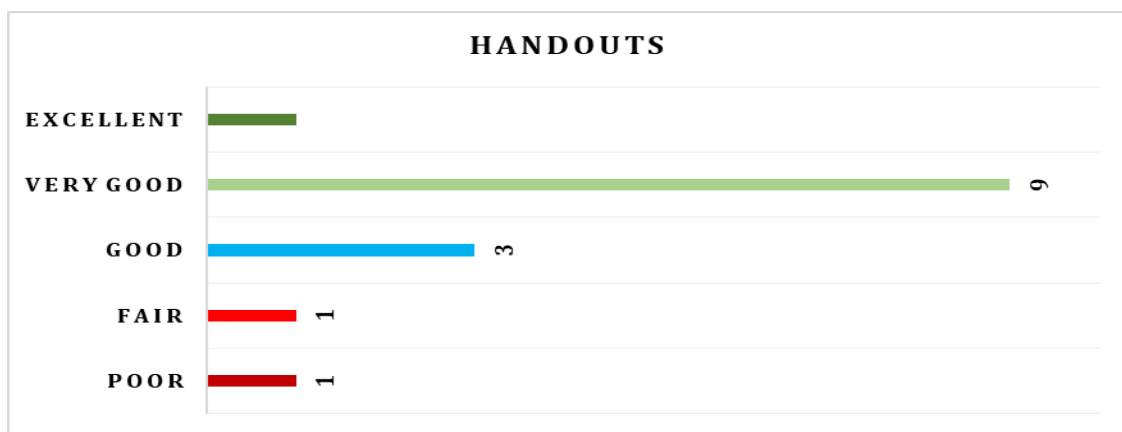


Figure 26: Respondents' feedback on the handouts provided by the program

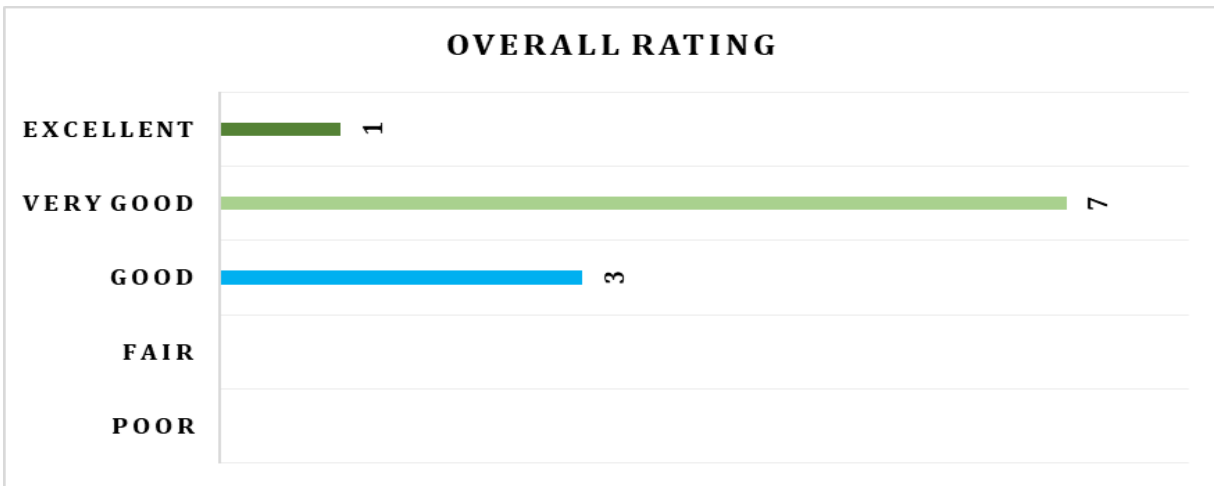


Figure 27: Overall rating provided by the participants of the workshop program

C – Fascinating parts of the workshop program

Participants of this workshop were asked what they enjoyed/appreciated/though was best about the workshop and why. The following points reflect their admiration for the session:

- The knowledge on intersectionality
- Participants feedback
- The discussion on intersectionality, outcome-based education (OBE), and curriculum development for developing new knowledge.
- Overall contents and the cooperative nature of the facilitators.
- The session on “Infusing gender consciousness in disaster pedagogies” may help academicians in future to audit syllabus for any purpose.
- The session on “Gender Dynamics and disaster risk and resilience” may help to think from different perspectives.
- The session on “Preparing a Gender-Responsive and Intersectional Curriculum” with its overall instruction on how to prepare a curriculum on this topic.
- “The 7th session “Preparing a Gender-Responsive & Intersectional Curriculum” by Muhammad Awfa Islam. The reason beneath is it was interactive and quite relatable

with the workshop objectives, also we were able to apply our learnings (of the last 2 days) in this session.”

- “Firstly, the sessions of Prof. Mahbuba Nasreen were tremendously good, got to know so much knowledge and insight about disaster management, gender-transformative and intersectionality. Secondly, sessions taken by Lavanya and Dr. Nirmalya were good. Last but not the least, session taken by Awfa Islam were informative.”

D – Suggestions from the participants of the workshop program

When the participants were asked to provide overall feedback or any suggestion for improvement, most of them commented on the session to be fairly/overall good and fruitful for future endeavours. Some of them wished on attending more such advanced level workshop on the same topic. However, the following suggestive points came up for improvements of the sessions:

- More practical and need based sessions required.
- Increase collaboration with educational institution & policy makers for greater dissemination of knowledge.
- For an effective curriculum for learners, gender and outcome-based consideration can be prioritized.
- Important presentations/learning materials can be provided for future guidance & to better understand the contents.
- The sessions could be longer for helping the participants to understand the presentations in a facile manner.

4.6 Activity – 6: Fellowship to the Universities:

After the successful completion of the national workshop, three faculty members from all four of the participating universities were awarded a fellowship to foster support while developing a module of their own and carrying out the associated activities to incorporate the acquired knowledge into their existing curricula.

Bangladesh Open University (BOU) launched a certificate course on Gender, Intersectionality, and Disaster Risk Management which calls for audiences from diverse backgrounds from disaster management experts to local volunteers with hands-on knowledge only. They followed a blended mode to make it facile for their wide-spanned target audience group. To see their module and detailed activity, please go to product A2 in the annex section.

Barishal University (BU) on the other hand is going to introduce a course on “Humanitarian Response Management and Intersectionality” in their regular master’s program at the Department of Disaster Management & Coastal Studies. To see their product, please refer to A3 in the annex section.

Begum Rokeya University Rangpur (BRUR) has also developed a 6-month-long professional certificate course titled “Intersectional Gender Transformative Disaster Management” through several sessions with students, academicians, and practitioners in the field of social sciences and disaster management. Please refer to product A4 in the annex section to see their project outcomes.

Jashore University of Science and Technology (JUST) came up with the idea of a certificate program on “Climate Change and Intersectionality” which empowered students, academicians, and practitioners to view climate change and its impacts through the lens of intersectionality. To see their module and detailed activity, please go to product A5 in the annex section.

For following up with the participating universities and keeping track of their task proceedings, bimonthly progress meetings were arranged by the project team. Through these meetings, the BOU team, for instance, received tips such as adding detailed versions along with timelines for each of the 18 thematic areas in their module. The feedback should have advocated updating their module in a way that borders the outline of the mother product.

Significance and Concluding Remarks

All the participants attending the national workshop were overwhelmed by the knowledge they received through the contents of the curriculum presented in the national workshop. The insightful knowledge sharing sessions from the curriculum conducted by pioneering individuals at the workshop has increased their awareness and created an aspiration for reimagining the existing disaster pedagogies.

Most of the participants of the workshop had the opportunity to learn about intersectionality methodically, for some of them, it was a new terminology and a new area to explore. The scrupulous attention toward intersectionality and gender-transformative lessons have laid a solid foundation in their mind. The in-depth level of knowledge towards infusing gender consciousness in disaster pedagogies has not just facilitated the faculties in developing a new/revising their own existing curriculum, but also the collaboration with 4 universities has accredited the faculties/trainees to train young professionals, students and other stakeholders who were equipped with the skills needed to engage with communities in a gender-sensitive manner during disaster preparedness, response, and recovery efforts. The other contents of the curriculum have been well-focused and inclusive that overarching university level curriculums for students from diverse background have been developed by participating universities. The workshop allowed the participants to develop strategies to incorporate the role of gender in disaster management policies and practices. Such a strong grip on the existing disaster management policy-practices will enable graduates with expertise in gender-transformative disaster pedagogy to deliver training and capacity-building programs.

A gender-sensitive curriculum has put forth new opportunities for the participants to explore innovative strategies, tools, and technologies as well as set the scene for more R&D activities which would create scopes for more young professionals, students to receive advanced trainings and help the local community collaborating with local governments. This may lead to the establishment of research firms, consultation firms employing hundreds of young enthusiasts.

4.7 Activity – 7: Workshop in Nepal

Timeline: August 18 – August 19, 2023

Background

The Nepal Workshop, titled "Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics," was an integral component of phase-2 of the curriculum development project led by GRRIPP South Asia in partnership with the Bangladesh University of Professionals and Institute of Disaster Management and Vulnerability Studies at the University of Dhaka, Bangladesh. This workshop marked a significant milestone in the project's mission to promote gender-transformative disaster pedagogy within South Asian academic institutions. The workshop was held in Kathmandu, Nepal, spanning two days on the 18th and 19th of August 2023. It brought together university faculty members from six universities, facilitators, and experts in the field of disaster studies.

Rationale for the Workshop

The workshop was initiated with a clear understanding of the pressing need for a gender-transformative, socially inclusive, and intersectional approach to disaster pedagogy in South Asia. This region is particularly susceptible to a wide array of disasters, including earthquakes, floods, landslides, and cyclones. These disasters pose significant challenges to communities, and it is imperative that academic institutions equip future professionals with the necessary knowledge and skills to address these challenges effectively.

In this context, the curriculum development project under GRRIPP South Asia recognized the importance of integrating gender and intersectionality perspectives into disaster pedagogy. Gender-transformative approaches acknowledge the unique vulnerabilities and capacities of individuals based on their gender, while intersectionality explores the interconnected nature

of social identities and systems of oppression. Together, these concepts provide a more holistic understanding of disaster dynamics.

Opting for Nepal: A Strategic Setting for Phase Two Workshop

The selection of Nepal as the host country for the Phase Two Workshop in the curriculum development project was a strategic decision grounded in several key considerations.

Nepal's Vulnerability to Disasters

First and foremost, Nepal's geographical location places it within a region highly susceptible to various forms of natural disasters. The country's susceptibility to earthquakes, landslides, floods, and other environmental hazards has long been a topic of concern. This heightened vulnerability to disasters makes Nepal an ideal location for discussions on disaster risk reduction and humanitarian response, aligning with the core themes of the project.

Academic Engagement and Expertise

Nepal boasts a rich academic tradition with a growing focus on disaster studies and resilience-building efforts. Several universities in Nepal have established themselves as hubs for disaster management and vulnerability studies, making them ideal partners for academic collaborations. The Phase Two Workshop aimed to tap into this academic expertise and facilitate cross-border knowledge exchange among faculty members from Nepalese universities and their counterparts from Bangladesh and beyond.

Regional Relevance

Nepal's position in South Asia makes it a regional exemplar in terms of disaster management and resilience. The challenges faced by Nepal in managing disasters and addressing their impacts resonate with many other countries in South Asia. Therefore, the insights and experiences shared during the workshop in Nepal held the potential to resonate with a broader regional audience, fostering collective learning and collaboration.

Intersectionality and Social Inclusion

Crucially, Nepal provided a unique context to explore the intersectionality of disaster risk, humanitarian response, and resilience-building. The country's diverse population includes a range of ethnicities, cultures, and social identities, which intersect in complex ways. This diversity offered an invaluable opportunity to delve into the nuanced dynamics of intersectionality, emphasizing the importance of adopting socially inclusive approaches to disaster management.

Building Resilience Across Borders

By conducting the Phase Two Workshop in Nepal, the curriculum development team aimed to reinforce the idea that resilience-building is not limited by borders. Disaster risks transcend geopolitical boundaries, affecting communities across South Asia. The workshop in Nepal exemplified the collaborative spirit needed to address these shared challenges collectively.

Therefore, Nepal's selection as the venue for the Phase Two Workshop was informed by its vulnerability to disasters, academic engagement, regional relevance, unique social dynamics, and the overarching goal of building resilience and promoting intersectionality in disaster pedagogy across South Asia. This choice underscored the project's commitment to fostering inclusive and regionally responsive disaster pedagogy.

Workshop Objectives

The primary objective of this workshop was to facilitate knowledge exchange and mutual sharing among participants on existing disaster pedagogies and the integration of gender and intersectionality concepts to create curricula that are gender transformative, and outcome based. The workshop aimed to empower faculty members to rethink their approaches to disaster pedagogy, ultimately contributing to more effective disaster risk reduction and management in South Asia.

A Comprehensive Overview of the Sessions Conducted

Day 1:

Building a Foundation for Gender-Transformative Disaster Pedagogy

The two-day workshop, held from the 18th to the 19th of August 2023 at Hotel Crown Plaza in Kathmandu, Nepal, was designed to explore innovative approaches to disaster pedagogy, particularly focusing on gender-transformative, socially inclusive, and intersectional perspectives. With participants consisting of university faculty members, this event brought together an array of experts, facilitators, and engaged academics to facilitate collaborative learning and sharing.

Session 1: Welcome and Inaugural Address

The workshop commenced with a momentous inauguration by Dr. Dilara Zahid, Director and Associate Professor at the Institute of Disaster Management and Vulnerability Studies (IDMVS), University of Dhaka. Her insightful remarks set the tone for the workshop, emphasizing the critical importance of gender-transformative and intersectional approaches in disaster pedagogy.

Session 2: Introduction and Icebreaking

Following the welcome address, Zawad Ibn Farid, Faculty Member from the Institute of Disaster Management and Vulnerability Studies (IDMVS), University of Dhaka, took the lead in introducing the workshop's objectives and creating a participatory and inclusive atmosphere for the participants.



Figure 28: Introduction and Icebreaking Session

Session 3: Unveiling GRRIPP

Raisa Imran, the Monitoring & Evaluation (M & E) Coordinator of GRRIPP South Asia, provided insights into the goals and missions of GRRIPP (Gender-responsive Researchers Equipped for Agricultural Transformation, among other climate-focused initiatives) and GRRIPP South Asia. This session helped participants understand the broader context in which the workshop was situated.

Session 4: Gender Dynamics of Disaster Risk and Resilience

A crucial segment led by Dr. Pandey explored the intricacies of gender dynamics in the context of disaster risk and resilience. The session highlighted the differential impacts of disasters on genders and the importance of considering these nuances in disaster pedagogy.

Session 5: Understanding Intersectionality

Dr. Lavanya Shanbhogue Arvind, Assistant Professor at the Centre for Disasters & Development, Jamsetji Tata School of Disaster Studies, delved into the concept of intersectionality. This vital session shed light on how various social identities intersect and influence vulnerability and resilience in disaster contexts.

Session 6: Gender, Disability, and Pandemic

Professor Chandrakala Sharma, along with Dr. Muna Sharma, explored the intersectionality of gender, disability, and pandemic impacts. Their session examined the complex ways in which these factors affect the health and well-being of women with disabilities, emphasizing the role of local government in building resilience.

Session 7: Outcome-Based Education in the Context of Gender, Disaster, and Intersectionality

Kazi K. Shahidullah, PhD, an Assistant Professor at Bangladesh University of Professionals (BUP), led the concluding session of Day 1. Dr. Shahidullah discussed outcome-based education and its relevance in teaching, learning, and assessing gender, disaster, and intersectionality concepts.



Figure 29: Session on OBE by Dr Shahidullah

Day 2:

Operationalizing Intersectional Disaster Pedagogy

Session 1: Reviewing Learning from the Previous Day

Day 2 began with Zawad Ibn Farid's recap of the key takeaways from Day 1. This session provided participants with an opportunity to consolidate their understanding and discuss any lingering questions.

Session 2: Infusing Gender Consciousness in Disaster Pedagogies

Dr. Lavanya Shanbhogue Arvind returned to lead a session focusing on the practical aspects of infusing gender consciousness into disaster pedagogies. This hands-on session encouraged participants to explore ways to apply these concepts in their teaching.

Session 3: Preparing a Gender-Responsive and Intersectional Curriculum (Unveiling the Curriculum Development Journey from phase 1 towards phase 2)

In this session, Zawad Ibn Farid, Faculty Member from the Institute of Disaster Management and Vulnerability Studies (IDMVS), University of Dhaka, took participants on a journey through the curriculum development process. This session began by revisiting the accomplishments of Phase 1, where the team successfully crafted a certificate program and a postgraduate syllabus.



Figure 30: Mr Zawad giving presentations on the accomplishments of phase 1

Subsequently, the session delved into the ongoing Phase 2 initiatives, including the selection of four universities for curriculum integration and the pivotal workshop held in Nepal. This comprehensive overview offered participants a clear understanding of the project's evolution and its current focus on expanding the reach of gender-transformative, socially inclusive, and intersectional disaster pedagogy.

Session 4: Applying the Learning(s) - Group Work

A hands-on group work session, led by faculty members from partner universities, allowed participants to apply their newfound knowledge to real-world scenarios. During the group work sessions, the participating universities formed dedicated teams, each focused on enhancing their existing curriculum by infusing intersectionality or proposing entirely new courses rooted in this transformative approach. This interactive phase of the workshop encouraged lively discussions and collaborative brainstorming. It was remarkable to witness how these diverse teams, comprising faculty members from different disciplines and institutions, came together to address the complex challenges posed by disasters.

The innovative proposals and curriculum revisions that emerged from these sessions were a testament to the collective commitment towards creating more inclusive and resilient disaster pedagogy across South Asia. The spirit of cooperation and creativity displayed during these group work sessions highlighted the workshop's success in fostering tangible advancements in disaster education.

Session 5: Participant's Feedback

The organizing team facilitated a session where participants could provide feedback on the workshop. This feedback was invaluable for refining future workshops and ensuring their effectiveness.

Session 6: Closing Speech & Vote of Thanks

The workshop concluded with a closing speech by Dr. Dilara Zahid, Director & Associate Professor at the Institute of Disaster Management and Vulnerability Studies (IDMVS), University of Dhaka. Dr. Zahid expressed gratitude, highlighted key takeaways, and reinforced the importance of gender-transformative and intersectional disaster pedagogy.

Throughout the workshop, participants engaged in active discussions, group activities, and knowledge sharing, fostering a dynamic and enriching learning environment. The event successfully achieved its objectives of enhancing participants' understanding of gender-transformative, socially inclusive, and intersectional disaster pedagogy.

Significance and Concluding Remarks

The Nepal workshop on "Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics" marked a significant step in advancing disaster pedagogy in the South Asian region. Over the course of two days, a diverse group of university faculty members from Nepal engaged in a collaborative and enriching dialogue that addressed the complexities of disaster management through a gender-transformative and intersectional lens.

The workshop, organized as part of the curriculum development project under GRRIPP South Asia, aimed to foster a deeper understanding of the significance of gender and intersectionality within the realm of disaster studies. It provided a platform for knowledge sharing, experience exchange, and the exploration of innovative teaching approaches. Some sessions conducted by experts in the field facilitated thoughtful discussions, encouraging participants to critically analyze the current state of disaster pedagogy and identify areas for improvement. Throughout the workshop, participants actively engaged in sessions covering diverse topics, including gender dynamics of disaster risk and resilience, understanding intersectionality, outcome-based education, teaching, learning, and assessment techniques, and preparing a gender-responsive and intersectional curriculum. These sessions equipped faculty members with the tools and insights needed to incorporate these critical perspectives into their teaching practices.

The participatory nature of the workshop, including group work and role-play activities, encouraged dynamic interactions and knowledge co-creation among the participants. Moreover, the brainstorming sessions enabled attendees to design and contribute their perspectives on relevant concepts, further enriching the discourse. Therefore, the Nepal Workshop was a significant step towards advancing gender-transformative and intersectional disaster pedagogy in South Asian academic institutions. It brought together faculty members who will play pivotal roles in reshaping disaster curricula, ultimately contributing to more resilient and inclusive communities across the region. This workshop underscored the importance of gender and intersectionality in disaster studies and

highlighted the commitment of academic institutions to address the multifaceted challenges posed by disasters.

As we look ahead, it is evident that the discussions and insights generated during this workshop will have a lasting impact on disaster pedagogy in the region. The commitment and enthusiasm demonstrated by the participants bode well for the future of disaster education. The connections formed and lessons learned will undoubtedly ripple through South Asian universities, fostering a more inclusive, gender-transformative, and intersectional approach to disaster studies.

5. STRENGTH AND LIMITATIONS OF THE PROJECT:

Strengths of the Endeavour

Phase 1:

1. **Diverse Curriculum Development:** In Phase 1, the project successfully developed a certificate program and a postgraduate syllabus, addressing various aspects of disaster risk reduction, humanitarian response, and intersectionality. This diversity ensures a comprehensive approach to disaster management pedagogy.
2. **Gender and Intersectionality Integration:** The project made notable strides in integrating gender and intersectionality perspectives into the curriculum. This inclusion helps address the multifaceted aspects of disasters and promotes more socially inclusive and gender-responsive disaster management.
3. **Academic Collaboration:** The project fostered collaboration among universities and academic institutions, ensuring a wide range of expertise and experiences are considered in curriculum development. This collaborative approach enhances the quality and relevance of the curriculum.

4. **Adaptation to Local Contexts:** The project's curriculum was designed to be adaptable to local contexts, which is crucial in South Asia, given the diversity of disaster-prone regions. This adaptability increases the curriculum's utility and applicability.
5. **Open Educational Resources (OER):** By making the curriculum part of Open Educational Resources, Phase 1 ensured that the developed materials are accessible for free. This facilitates knowledge sharing and capacity building beyond the project's immediate scope.

Phase 2:

1. **University Engagement:** Phase 2 involves awarding universities and workshops, which directly engage educational institutions. This approach strengthens the capacity of universities to provide gender-transformative and intersectional disaster pedagogy.
2. **Regional Workshops:** Organizing workshops in different countries, such as Nepal, widens the project's reach. It enables diverse faculty members to collaborate and share their insights, contributing to a more comprehensive curriculum.
3. **Feedback Mechanism:** The project incorporated feedback mechanisms during the workshops, allowing participants to provide input and suggestions. This iterative process ensures that the curriculum aligns with the specific needs and challenges of the region.
4. **Outcome-Based Education:** The inclusion of sessions on Outcome-Based Education in Phase 2 emphasizes practical skills and learning outcomes. This approach ensures that the curriculum is not only informative but also action oriented.
5. **Capacity Building:** Through Phase 2, the project builds the capacity of faculty members, equipping them with the knowledge and tools to deliver gender-transformative, socially inclusive, and intersectional disaster pedagogy effectively.

These strengths collectively contribute to the project's effectiveness in enhancing disaster management education in South Asia and promoting a more inclusive and responsive approach to disaster risk reduction and humanitarian response.

Limitations Involved

Phase 1:

1. **Limited Scope:** Phase 1 focused on developing a certificate program and postgraduate syllabus, but it didn't cover a broader range of educational levels. Including diverse levels of education would provide a more comprehensive foundation for disaster risk reduction.
2. **Resource Constraints:** The project faced resource constraints that might have limited the depth and breadth of curriculum development. Additional funding could have facilitated more extensive research and development efforts.
3. **Sustainability:** The long-term sustainability of the curriculum's integration into academic programs is a concern. Without ongoing support and advocacy, it may not achieve lasting impact.
4. **Gender and Intersectionality Awareness:** While Phase 1 made progress in integrating gender and intersectionality perspectives, it may not have fully addressed the depth of these issues, potentially leaving gaps in understanding.

Phase 2:

1. **Limited University Engagement:** Phase 2 awarded only four universities with a very limited grant for each, limiting the scale of impact. Engaging more universities could have led to a more significant transformation of disaster management education.

2. **Workshop Duration:** Workshops in Phase 2 were relatively short (two days), which may not provide enough time for in-depth curriculum development and faculty training.
3. **Localization Challenges:** Adapting curriculum to different regions within South Asia can be challenging, as disaster risks and vulnerabilities vary significantly. Ensuring curriculum relevance to diverse local contexts remains a challenge.
4. **Sustainability:** Just like in Phase 1, sustainability is a concern in Phase 2. It's essential to ensure that the curriculum changes introduced during the project continue to be integrated into university programs in the long run.

6. CONCLUDING REMARKS:

The training module used in the national workshop and the 4 curricula from the respective 4 universities posed an intriguing chance for mainstreaming gender pedagogy and shedding light on the extent of the vitality of mutual collaboration to integrate and disseminate the crucial concept of intersectionality with Disaster Pedagogy. It is always imperative to prioritize the issues of gender and disaster concerns through such scholarly academic inquiry and practical collaborative applications; hence this approach undertaken to implement the extent version of the project served as a fundamental source of knowledge and empirical support, enabling a comprehensive comprehension of the obstacles confronting South Asia and the formulation of efficacious approaches to bolster community resilience. As educational institutions play a crucial role in the translation of research findings into policies, programs, and projects aimed at mitigating risks and fostering the development of more resilient communities in this region, the incorporation and mainstreaming of the subject matter through the educational curricula is of utmost importance in the implementation of sustainable and inclusive strategies for disaster risk reduction within the region. Furthermore, the team foresees that the deliverables by the 4 universities will serve as a point of reference, guidance, and foundation for the integration of intersectionality concerns into various international curricula in the future.

ANNEX: DEVELOPED PRODUCTS OF THE PROJECTS AS THE OUTCOME

A.1 Comprehensive Training Module on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics

INTRODUCTION

The Training of Trainers (ToT) on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics is a specialized training program designed for university-level academics and researchers. The training program is focused on building capacity and enhancing the skills of trainers to develop gender-transformative, socially inclusive, and intersectional disaster management curriculums for South Asian countries. Through this training, the trainers will be equipped with the necessary skills and knowledge to design and facilitate gender-responsive disaster management training programs for communities, stakeholders, and other trainers. The ToT program will enhance the understanding of trainers about gender-transformative disaster pedagogies and their importance in building community resilience. It will enable trainers to develop curriculums that are tailored to the specific needs of different communities, taking into consideration their gender, social, and cultural contexts.

By enhancing the capacity of trainers, the training will contribute to the overall capacity development of disaster management practitioners and stakeholders. It will also promote gender equality and social inclusion in disaster management policies, programs, and practices in South Asian countries eventually. Ultimately, the training will support the achievement of the Sustainable Development Goals (SDGs), particularly SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities).

The training program consists of seven sessions that cover a range of topics related to gender and disaster management, including gender analysis, intersectionality, gender mainstreaming, and gender-responsive curriculum development. The sessions are designed to be interactive and participatory, with a focus on practical exercises and group work to enable participants to apply their learning in their own work contexts.

At the end of the training, participants will be equipped with the necessary knowledge and skills to develop gender-responsive and intersectional disaster management curriculums. This training aims to contribute towards building a more gender-sensitive and inclusive approach to disaster management in the South Asian region and beyond.

PURPOSE AND SCOPE OF THE MANUAL

The purpose of this manual is to provide a comprehensive guide for university academics and researchers who wish to conduct a Training of Trainers (ToT) program on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics. The manual has been designed to equip trainers with the necessary knowledge and skills to facilitate an effective and engaging training program that is focused on creating gender-responsive and intersectional disaster management practices in academia.

The scope of the manual covers a wide range of topics that are essential for trainers to understand in order to deliver the training program successfully. It provides a thorough understanding of the key concepts related to disaster management, gender mainstreaming, intersectionality, and social inclusion. The manual also covers practical skills, such as effective communication, facilitation techniques, and the development of gender-responsive and intersectional curricula.

The manual is intended to be a comprehensive resource that trainers can refer to throughout the training program. It contains detailed session plans, interactive activities, and instructional materials that are designed to engage participants and promote active learning.

Trainers can use the manual to adapt the training program to meet the specific needs of their audience, and to ensure that the training is culturally appropriate and relevant.

Overall, the purpose of this manual is to support university academics and researchers in developing the skills and knowledge needed to deliver an effective and engaging training program on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics within the academic setting. By providing a comprehensive guide, the manual aims to promote gender-responsive and intersectional disaster management practices that are essential for building more resilient communities in South Asia and beyond.

OBJECTIVES

The overall objectives of the Training of Trainers (ToT) on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive, and Intersectional South Asian Didactics are as follows:

To build the capacity of trainers and facilitators in incorporating gender-transformative, socially inclusive, and intersectional perspectives into disaster management education and training.

To deepen the understanding of participants on the linkages between gender, intersectionality, and disaster management, and how they impact disaster risk reduction, response, and recovery efforts.

To provide participants with the knowledge and tools necessary to conduct gender audits and develop gender-responsive and intersectional disaster management curricula.

To promote the adoption of gender-transformative, socially inclusive, and intersectional pedagogies and practices in disaster management education and training.

To foster a community of practice among disaster management professionals, educators, and trainers committed to advancing gender equality, social inclusion, and intersectionality in disaster risk reduction and response.

Nonetheless, by the end of the course, participants will be equipped with the knowledge, skills, and attitudes necessary to become effective trainers and facilitators in gender-transformative, socially inclusive, and intersectional disaster management education and training. They will be able to develop and deliver gender-responsive and intersectional curricula, conduct gender audits, and promote the adoption of gender-transformative, socially inclusive, and intersectional pedagogies and practices in disaster management education and training.

STRUCTURE OF THE MODULE

The Training of Trainers (ToT) on Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics consists of the following sessions:

Session 1: Introduction to Gender and Intersectionality in Disaster Management

Session 2: Understanding Intersectionality

Session 3: Gender and Disaster Management

Session 4: Outcome Based Education

Session 5: Teaching, Learning & Assessment

Session 6: Infusing Gender Consciousness in Disaster Pedagogies

Session 7: Preparing a Gender-Responsive and Intersectional Curriculum

Session 8: Group Work (Self-Learning)

Session 9: Closing Session

The module aims to strengthen the expertise of trainers on integrating gender and intersectionality perspectives into disaster management pedagogies, policies, and practices in the South Asian context. It also aims to provide participants with the knowledge and tools to conduct gender-sensitive vulnerability assessments, community-based emergency preparedness and response planning, and develop gender-responsive and intersectional disaster management curricula. The module also focuses on identifying the potential nexus between livelihood and disaster risk reduction to enhance community resilience. Each session has specific learning objectives, methods, materials, and timeframes to achieve the module's overall objectives.

METHODS USED FOR THE TRAINING

- ✓ Small group discussions to encourage trainees to actively participate and collaborate with their peers.
- ✓ Large group discussions to facilitate the exchange of ideas and promote critical thinking.
- ✓ Participatory activities to ensure that trainees have a hands-on approach to learning and problem-solving.
- ✓ Case studies highlight the challenges and successes of disaster pedagogy in South Asia.
- ✓ Role-playing exercises to simulate real-life situations and develop skills in decision-making, leadership, and communication.
- ✓ Group and poster presentations to encourage creativity and effective communication.
- ✓ Question and answer sessions to clarify any doubts or concerns that may arise during the training.
- ✓ Lecture and discussion sessions to provide trainees with theoretical knowledge and a framework for integrating intersectionality into the study of disaster management/disaster risk reduction.
- ✓ Practical tools-based sessions to provide trainees with skills in the use of tools and technologies for disaster management.

MATERIALS FOR THE TRAINING

- ✓ Learning materials such as handbooks, manuals, and guides.
- ✓ Poster paper for presentations and brainstorming activities.
- ✓ Brown paper for group discussions and brainstorming activities.
- ✓ Markers (board and permanent) for writing on posters and flipcharts.
- ✓ Color paper for visual aids and presentations.
- ✓ Card for notetaking and organizing ideas.
- ✓ Board pins for attaching posters and cards to boards.
- ✓ Board cleaner for cleaning whiteboards and flipcharts.
- ✓ Pen, paper, and notebook for individual work and note-taking.
- ✓ Flip chart for presentations and visual aids.
- ✓ Glue for attaching materials to posters and cards.

PARTICIPANTS' PROFILES

The participants of the module are broadly researchers and academics who are interested in disaster management and gender studies could also participate in this training. They could gain new knowledge and skills related to gender-transformative disaster pedagogies and community-based approaches to disaster risk reduction, preparedness, and response. Again, faculty members and educators at the university level with experience in disaster management and/or gender studies, who wish to enhance their knowledge and skills in gender-transformative and socially inclusive pedagogies for disaster risk reduction.

OVERVIEW OF THE MODULE

This training module is designed to provide a comprehensive guide for trainers and trainees on reimagining disaster pedagogies towards gender-transformative, socially inclusive, and intersectional South Asian didactics. The module includes seven sessions, each with a specific title and number, aimed at achieving the overall course objectives.

Session Number

Each session has a separate session number and title. Both the trainer and trainee will be able to identify the sessions quickly in the module.

Learning Objectives

Each session includes specific learning objectives to help trainees understand the skills, knowledge, and expertise they will acquire. These objectives also aid the trainer in measuring the effectiveness of the training.

Time

The time required for each session is provided to help trainers develop a plan before conducting the training. This ensures that the training is conducted within the allocated time and the learning objectives are met.

Method

The method session includes the step-by-step procedures to conduct each session. Trainers will follow these methods to hold each session and achieve the objectives.

Materials

Each session description includes a list of materials required to conduct the session. This list helps trainers plan ahead and ensure the availability of materials. It also ensures that trainees are provided with the required logistics to complete any task.

Scope

The manual covers the essential aspects of reimagining disaster pedagogies towards gender-transformative, socially inclusive, and intersectional South Asian didactics within the academic realm. The scope of the manual extends to designing a gender-responsive and intersectional disaster management curriculum, integrating gender consciousness in disaster pedagogy, and preparing trainers who are university academics and researchers to conduct gender-transformative and socially inclusive disaster management training within academic settings. The module is exclusively designed for university academics and researchers, with a focus on integrating gender equality, social inclusion, and intersectionality into disaster management curricula within academic institutions.

PREPARING TIPS FOR THE TRAINERS

1. **Understand the Audience:** Before starting the training, trainers must understand the background, educational level, and experience of the audience. This will help the trainers to design and deliver training that is relevant to the audience and effective in meeting their learning objectives.
2. **Set Clear Learning Objectives:** The trainers must set clear learning objectives for each session to ensure that the trainees understand what skills, knowledge, and expertise they will achieve. This will help the trainers to measure the training results effectively.
3. **Design an Interactive Curriculum:** Trainers must design an interactive curriculum that includes various methods and techniques to involve the trainees in the learning process. This will help to keep the trainees engaged and motivated throughout the training.
4. **Prepare a Detailed Training Plan:** Trainers must prepare a detailed training plan that includes the schedule, objectives, and materials required for each session. This will help the trainers to deliver the training effectively and efficiently.

5. **Provide Sufficient Training Materials:** Trainers must provide sufficient training materials, such as handouts, worksheets, and presentations, to the trainees. This will help the trainees to better understand the concepts and theories presented in the training.
6. **Practice Before the Training:** Trainers must practice their delivery and use of materials before the training. This will help them to become more comfortable and confident in delivering the training.
7. **Encourage Active Participation:** Trainers must encourage active participation from the trainees through group discussions, role-plays, and case studies. This will help to create a collaborative learning environment and enable the trainees to learn from one another.
8. **Provide Feedback and Support:** Trainers must provide regular feedback and support to the trainees throughout the training. This will help to ensure that the trainees understand the concepts and theories presented in the training and are able to apply them in their work.
9. **Evaluate the Training:** Trainers must evaluate the training to measure its effectiveness and identify areas for improvement. This will help to ensure that the training meets the learning objectives and is relevant to the trainees' needs.

Comprehensive Training Module
on
**Reimagining Disaster Pedagogies: Towards Gender-Transformative,
 Socially Inclusive and Intersectional South Asian Didactics**

Duration: 2 Days
Participants: University Faculty Members

DAY - 1					
Session	Time	Topic	Discussion	Method	Materials
1	9:00 - 9:30	Introduction, Overview of the Training & Icebreaking`	<ul style="list-style-type: none"> ✓ Introducing trainers, trainees, and organizers. ✓ Discussing the objectives, expected outcomes, and ground rules of the training. 	<ul style="list-style-type: none"> ➡ Presentation and Fun Activity 	<ul style="list-style-type: none"> ➡ PowerPoint Slides
2	9:30 - 9:45	About GRRIPP and GRRIPP South Asia	<ul style="list-style-type: none"> ✓ Introducing the GRRIPP project, its awardees, and activities so far. 	<ul style="list-style-type: none"> ➡ Presentation 	<ul style="list-style-type: none"> ➡ PowerPoint Slides
3	9:45 - 11:00	Understanding Intersectionality	<ul style="list-style-type: none"> ✓ Defining the concept of intersectionality and its applicability 	<ul style="list-style-type: none"> ➡ Facilitation ➡ Participatory Discussion 	<ul style="list-style-type: none"> ➡ Board ➡ Marker ➡ Flip Chart ➡ Card ➡ PowerPoint Slides

4	11:30 - 1:00	Gender and Disaster	✓ Highlighting the importance of gender-responsive disaster management practices and relevant policy implications	<ul style="list-style-type: none"> ➤ Facilitation ➤ Participatory Discussion 	<ul style="list-style-type: none"> ➤ PowerPoint Slides ➤ Group Discussion
5	2:00 - 3:30	Outcome Based Education	✓ Defining the concept of outcome-based education with its importance and application	<ul style="list-style-type: none"> ➤ Facilitation ➤ Group Work 	<ul style="list-style-type: none"> ➤ Board ➤ Marker ➤ Flip Chart ➤ Card ➤ PowerPoint Slides
6	3:45 - 5:15	Teaching, Learning and Assessment (TLA)	✓ Explaining the interlinkage among teaching, learning, and assessment methods and techniques.	<ul style="list-style-type: none"> ➤ Facilitation ➤ Participatory Discussion 	<ul style="list-style-type: none"> ➤ PowerPoint Slides ➤ Group Discussion

DAY - 2

Session	Time	Topic	Discussion	Method	Materials
1	9:00 - 9:30	Reviewing Learning from the previous day	✓ Recollecting the methods, learning objectives, and main learnings from the previous day	<ul style="list-style-type: none"> ➤ Question and Answer Session 	<ul style="list-style-type: none"> ➤ questions Prepared Beforehand

2	9:30 - 11:00	Infusing Gender Consciousness in Disaster Pedagogies	✓ Introducing the concept and techniques of Gender Auditing	<ul style="list-style-type: none"> ➤ Facilitation ➤ Participatory Discussion 	<ul style="list-style-type: none"> ➤ PowerPoint Slides ➤ Q/A Session
3	11:30 - 1:00	Preparing a Gender-Responsive and Intersectional Curriculum	✓ Discussing the process of preparing an integrated curriculum	<ul style="list-style-type: none"> ➤ Facilitation ➤ Participatory Discussion 	<ul style="list-style-type: none"> ➤ PowerPoint Slides ➤ Q/A Session
4	2:00 - 4:00	Group Work and Presentation	✓ Identifying activities by participants they intend to carry out and designing program modality	<ul style="list-style-type: none"> ➤ Group Work ➤ Presentation 	<ul style="list-style-type: none"> ➤ Board ➤ Marker ➤ Flip Chart ➤ Card ➤ PowerPoint
5	4:30 - 5:00	Closing Session & Participant's Feedback	✓ Reflections from the training	<ul style="list-style-type: none"> ➤ Participatory Discussion ➤ Receiving Feedback 	<ul style="list-style-type: none"> ➤ review Discussion ➤ Assessment Forms

Morning Health Break	Lunch Break	Afternoon Health Break
11:00 - 11:30	1:00 - 2:00	3:30 - 3:45

Session 1

Introduction and Overview of the Training

Time: 30 Minutes

Objective:

By the end of the introduction and overview session, the participants will have formed a bond with each other, gained an understanding of the training's objectives and expected outcomes, and shared their own exciting expectations for the upcoming training.

Materials:

- Card
- Poster paper
- Board
- Marker
- PowerPoint slides with introductory information

Method:

Step 1: Welcome all participants to the training module and make them feel comfortable.

Step 2: If there are special guests, take a moment to introduce them and invite them to give a short speech.

Step 3: Use a fun and interactive method to help participants get to know each other.

- **Mode-1:** Use a "two truths and a lie" game to help participants get to know each other. Instruct each participant to introduce themselves by telling the group three statements about themselves, two of which are true and one of which is false. The other participants must then guess which statement is the lie. This activity can be tailored to the training module by asking participants to include one statement related to their experience with disaster pedagogies, one statement about their research or teaching interests, and one statement about a personal hobby or interest. This activity not only helps participants get to know each other but also fosters a more relaxed and engaging atmosphere.
- **Mode-2:** Prepare cards beforehand with pairs of items on them (e.g., two different flowers, two different animals, etc.). Distribute a card to each participant and instruct them to find the person who has the other card with the matching pair.

Once participants have found their pair, they should learn three things about each other: their name, their organization and position, and a special skill or hobby they have. Then, ask each pair to introduce their partner and share what they learned about them with the larger group.

Step 4: After the introduction, provide participants with sticky notes and ask them to write down two expectations they have for the training module. Then, ask participants to stick their notes onto a flip chart and read aloud their expectations.

Step 5: Next, share the objectives of the training module using a flip chart, whiteboard, or PowerPoint slides. Try to compare the participants' expectations with the objectives of the training module.

Step 6: Finally, express your gratitude to the participants for making the session a success and encourage them to actively participate in the upcoming sessions.

Session 2

Understanding Intersectionality

Time: 1 Hour 15 Minutes

Objective:

Method:

Step 1: Trainer will welcome university academics and researchers to the session and briefly explain the concept of intersectionality and its importance in

By the end of the session the participants will be able to:

1. Understand the concept of intersectionality and its relevance in disaster management and humanitarian response.
2. To recognize the different identities and social factors that intersect to create unique experiences of marginalization and oppression.
3. Perceive different strategies and aspects in integrating intersectional perspectives into disaster management curricula within academic institutions.

Materials:

- Poster paper
- Board
- Marker
- Flip Chart
- PowerPoint Slides

disaster management and humanitarian response in the context of academia/curricula.

Step 2: Trainer will speak about the existing status of intersectionality in disaster management and humanitarian response within the academic context and the importance of recognizing and addressing multiple identities and social factors in academic settings.

Step 3: Trainer will conduct an interactive activity to help participants understand the concept of intersectionality and its relevance in their work as academics and researchers.

Step 4: Trainer will discuss the various identities and social factors that intersect to create unique experiences of marginalization and oppression within academic settings, such as gender, race, class, disability, sexual orientation, and age.

Step 5: Trainer will provide examples of how intersectionality can be integrated into academia/curricula in the field of disaster management & humanitarian response and discuss the outcomes of incorporating intersectional perspectives into academic settings.

Step 6: Participants will work in groups to develop strategies for integrating intersectional perspectives

into disaster management and humanitarian response curricula within academic settings.

Step 7: Trainer will facilitate a group discussion and provide feedback on the strategies developed by the academics to integrate intersectional perspectives into their curricula.

Session 3

Gender and Disaster Management

Time: 1 Hour 30 Minutes

Objective:

By the end of the session, participants will be able to:

1. Understand the gender dimensions of disaster management.
2. Analyze the role of gender in disaster management policies and practices.
3. Develop strategies to mainstream gender into disaster management plans and policies across different fields.

Method:

Step 1: Trainer will welcome university academic and researcher participants and briefly introduce the concept of gender and disaster management as it relates to curricula and academia.

Step 2: Trainer will conduct an ice-breaking activity to initiate the session, tailored to experiences in disaster management curriculum design and implementation.

Step 3: Trainer will provide an overview of gender dimensions of disasters, their effects on men and women, and how gender inequalities can be exacerbated during disasters, within the context of academia and curricula.

Materials:

- PowerPoint Slides
- Flipchart
- Markers
- Handouts
- Case studies

Step 4: Trainer will discuss the existing policies and practices on disaster management in academia, including international frameworks such as the Sendai Framework and the Sustainable Development Goals (SDGs), and highlight the importance of integrating gender into these policies and practices.

Step 5: Trainer will provide case studies and examples of good practices in gender-sensitive disaster management as it pertains to curriculum development and implementation.

Step 6: Participants will be divided into small groups to analyze and discuss the gender dimensions of a disaster management policy or practice, specifically within the context of academic curricula, and come up with strategies to mainstream gender in the policy/practice.

Step 7: Groups will present their findings to the larger group and engage in a discussion on the best ways to integrate gender into disaster management curricula.

Step 8: Trainer will summarize the key takeaways of the session and provide resources for participants to continue learning and working on gender and disaster management as it relates to academic curricula.

Step 9: Trainer will close the session by thanking participants for their participation and emphasizing

the importance of gender-sensitive disaster management within the realm of academic curricula.

Session 4

Outcome Based Education

Time: 1 Hour 30 Minutes

Objective:

By the end of the session, participants will be able to:

1. Identify the scope, processes, and complexity of decision-making about higher education curricula.
2. Articulate curricular components such as general education and the major and their historical evolution.
3. Explain disciplinary influences on curricular planning and instruction.
4. Examine assumptions, processes, and

Method:

Step 1: Trainer will welcome university academic and researcher participants and briefly introduce the concept of academic programs and curriculum design in higher education.

Step 2: Trainer will conduct an ice-breaking activity to initiate the session, tailored to experiences in different kinds of curriculum design and implementation.

Step 3: Trainer will provide an overview of the context of the academic program and curriculum of higher education.

Step 4: Trainer will discuss the existing UGC policies and guidelines on OBE Curriculum.

implications of various kinds of assessment and evaluation processes at the course, program, and institutional level; and

5. Design an evaluation process which will lead to continuous curriculum planning, design, and improvement within your own context.
6. Examine theories and dimensions of learning, teaching and curriculum design in higher education.
7. Scope, plan, design and implement a real-working learning and teaching artifact and collaboratively evaluate the work of themselves and their peers.

Materials:

- Poster paper
- Board
- Marker
- Flip Chart
- PowerPoint Slides

Step 5: Trainer will provide case studies and examples of good practices in gender-sensitive disaster management as it pertains to curriculum development and implementation.

Step 6: Participants will be divided into small groups to analyze and discuss the gender dimensions of a disaster management policy or practice, specifically within the context of academic curricula, and come up with strategies to mainstream gender in the policy/practice.

Step 7: Groups will present their findings to the larger group and engage in a discussion on the best ways to integrate gender into disaster management curricula.

Step 8: Trainer will summarize the key takeaways of the session and provide resources for participants to continue learning and working on academic programs and curricula.

Step 9: Trainer will close the session by thanking participants for their participation and emphasizing the importance of OBE curriculum for accreditation and quality education implementation.

Session 5

Teaching Learning Activity

Time: 1 Hour 30 Minutes

Objective:

By the end of the session, participants will be able to:

1. Describe knowledge and understanding of the contemporary approach to teaching and learning of higher education.
2. Enhance theories regarding diverse practices in teaching and learning in higher education.
3. Bring into focus the concepts, theories, factors, and processes that cause and shape the learning of students in higher education.
4. Combine, create, and apply a range of effective pedagogical strategies for today's diverse learners in the university classrooms in Bangladesh contexts.
5. Provide participants with a range of practical learning and teaching skills required to be an effective teacher.
6. Introduce participants to engage with literature

Method:

Step 1: Trainer will welcome university academic and researcher participants and briefly introduce the concept of higher education teaching-learning.

Step 2: Trainer will conduct an ice-breaking activity to initiate the session, tailored to experiences in student-centric teaching-learning.

Step 3: Trainer will provide an overview of student-centric learning and higher education context.

Step 4: Trainer will discuss the existing education policies and practices on higher education.

Step 5: Trainer will engage the participants with different group work to understand and prepare for group work for student-centric learning.

Step 6: Participants will be divided into small groups to practice student-centric teaching-learning practices.

Step 7: Groups will present their findings to the larger group and engage in a discussion on student-centric techniques, methods, and practices.

related to effective teaching practice

7. Encourage participants to take a student-focused approach to their teaching.

Materials:

- ➔ Poster paper
- ➔ Board
- ➔ Marker
- ➔ Flip Chart
- ➔ PowerPoint Slides

Step 8: Trainer will summarize the key takeaways of the session and provide resources for participants to continue student-centric teaching-learning practices in their classrooms.

Step 9: Trainer will close the session by thanking participants for their participation and emphasizing the importance of student-centric higher education in Bangladesh.

Session 6

Infusing Gender Consciousness in Disaster Pedagogies

Time: 1 Hour 30 Minutes

Objective:

By the end of the session the participants will be able to:

1. Understand how to infuse gender consciousness in disaster pedagogies, education, and research.
2. To develop a detailed guideline to integrate gender

Method:

Step 1: Trainer will welcome everyone in the session and briefly explain the concept of “gender auditing.”

Step 2: Trainer will speak about the existing status of the disaster curriculums that are offered in technical and non-technical universities.

Step 3: Trainer will briefly explain the importance of infusing gender consciousness in disaster pedagogy.

consciousness into the disaster management curriculum.

3. To conduct a gender audit and a systematic review of the existing DM curriculum of the JTSDS to strengthen gender perspectives in disaster education

Materials:

- Poster paper
- Board
- Marker
- Flip Chart
- PowerPoint Slides

Step 4: Trainer will introduce the participants to the different tools and techniques used for gender auditing.

Step 5: Trainer will discuss the outcomes of undertaking such auditing with a special focus on lessons learned from an actual project of such kind.

Step 6: The trainer will then provide participants with individual/group work to test their understanding.

Step 7: The trainer will further discuss the issues/concerns raised during the group work and close the session.

Session 7

Preparing a Gender-Responsive and Intersectional Curriculum

Time: 1 Hour 30 Minutes

Objective:

By the end of the session the participants will be able to:

Method:

Step 1: The trainer will welcome all the participants and understand their expectations from the session.

1. Learn about the methods and techniques used to prepare a comprehensive curriculum.
2. Design a curriculum that promotes intersectionality and inclusion in the field of disaster studies.

Materials:

- Poster paper
- Board
- Marker
- Flip Chart
- PowerPoint Slides

Step 2: The trainer will explain the importance of designing a gender-responsive and intersectional curriculum.

Step 3: The trainer will explain the process of preparing a comprehensive curriculum.

Step 4: The trainer will elaborate on the methods and techniques used to prepare the curriculum.

Step 5: The trainer will describe the challenges and the ways to overcome the challenges in preparing such a curriculum.

Step 6: The trainer will encourage participants to ask questions if they have any and respond to their queries.

Step 7: The trainer will conclude the session.

Session 8

Group Work (Self-Learning)

Time: 2 Hour

Objective:

By the end of the session the participants will be able to:

Method:

Step 1: The trainer will divide the participants into multiple groups.

1. Design and conduct a similar or modified training program in accordance with their needs.
2. Design their own academic programs and modules on disaster risk reduction/climate change adaptation/sustainable development that are gender responsive and take the issue of intersectionality into account.
3. Understand how to integrate the key concepts within a comprehensive module.

Materials:

- ➔ Poster paper
- ➔ Board
- ➔ Marker
- ➔ Flip Chart
- ➔ Sticky Notes
- ➔ PowerPoint Slides

Step 2: The participants will be requested to brainstorm and then engage in a discussion with their group members to design an academic program that will strengthen the capacity of their institutions.

Step 3: The participants will be expected to use flipcharts, and sticky notes to put their plans onto paper.

Step 4: All the groups will present their work and will receive constructive feedback/comments on their work from both the trainers and the participants.

Step 5: The participants will also prepare a budget for justifying the use of their resources.

Step 6: The participants will share the tentative implementation plan.

Step 7: The trainer will thank the participants for their contribution and close this session.

Session 9

Closing Session

Time: 30 Minutes

Objective:

By the end of the session the participants will be able to:

1. Discuss the overall learning from the training.
2. Share their feedback

Materials:

- ➔ Review Discussion
- ➔ Assessment Form

Method:

Step 1: Welcome all the participants in the closing session.

Step 2: Trainer will request the participants to stand up and make a circle. Trainer will give a ball to the participants. The participants will throw it to another participant. Whoever catches the ball will answer these two questions: - One thing from the session that she/he learnt. - How will she/he use this learning? If someone shares about a particular learning, other participants won't be able to repeat it as a part of the learning.

Step 3: In this way, the learning sessions will be reviewed. Also, the trainer will use an assessment form to assess the learning of individual participants.

Step 4: The trainer will thank the participants and close the training

A.2 Certificate Program on Gender, Intersectionality and Disaster Risk Management

BACKGROUND

Bangladesh is one of the most disaster-prone countries worldwide. Due to three major rivers and their tributaries and distributaries, along with other rivers in various regions, and the presence of the triangular funnel-shaped Bay of Bengal in the southern part and the Himalayas in the northern part of the country, Bangladesh faces various types of natural disasters almost every year. Both advanced and developing countries are afflicted by common natural disasters that cause massive destruction and predicaments for humans. Bangladesh is troubled by general disasters such as floods, riverbank erosion, landslides, tornadoes, cyclones, tidal surges, droughts, cold waves, earthquakes, desertification, groundwater arsenic contamination, and environmental pollution.

Although natural disasters cannot be entirely avoided, they can be managed by minimizing potential risks at different stages of disasters, including pre-, during, and post-disasters, through the implementation of government policies and initiatives that involve active participation from all stakeholders. In this regard, academic knowledge plays a crucial role. It is worth mentioning that only a few universities in Bangladesh offer courses on Disaster Management, Vulnerability Studies, Disaster Risk Reduction, and Climatic Science for both undergraduate and graduate students. However, there is currently no short-term integrated academic program related to gender, intersectionality, and disaster risk management.

The term "intersectionality" was coined by American lawyer, scholar, and activist Kimberlé Crenshaw in 1989. In light of these circumstances, the Open School of Bangladesh Open University is set to offer a certificate program on '**Gender, Intersectionality, and Disaster Risk Management**'. This certificate program aims to enhance knowledge and train professionals to reduce the devastating suffering caused by disasters and lead to effective risk reduction through successful management.

ABOUT BANGLADESH OPEN UNIVERSITY

Bangladesh Open University (BOU) is a public university in Bangladesh. It was established on October 21, 1992 which main campus situated at Board Bazar in Gazipur District. Bangladesh Open University is the only public institution in Bangladesh that use distance education as a method of delivery. Open and Distance Learning (ODL) is the provision of distance education opportunities in ways that seek to mitigate or remove barriers to access, such as finances, prior learning, age, social, work, or family commitments, disability, incarceration, or other such obstacles. 'Open' refers to a commitment that removes unnecessary barriers to learning access. Distance education refers to teaching and learning that temporarily separates teacher and learner in time and/or place; uses multiple media to deliver instruction; involves two-way communication and possibly occasional face-to-face meeting for tutorials and learner-learner interaction. *(Source: COL, Open and distance learning: key terms and definitions, 2015 (revised 2020)).*

The main goal of the establishment of Bangladesh Open University was to improve the quality of education and to provide opportunities for education to the general public through mass-orientation of education and to create efficient human resources by improving the quality of education in general [Bangladesh Open University Act, 1992 (No. 38, 3(5)].

There are 6 schools in Bangladesh Open University. Open School, School of Agriculture & Rural Development (SARD), School of Business (SoB), School of Education (SoE), School of Social Science and Humanities & Languages (SSHL), and School of Science & Technology (SST) are the schools. According to student enrollment, Open School is a large school among the others. In addition, there are 11 administrative divisions and 83 academic programs (64 formal and 19 non-formal). The institution has a nationwide network with 1550 study centers, 80 sub-regional centers, and 12 regional centers.

CURRICULUM DEVELOPMENT PROCESS FOR THE CERTIFICATE PROGRAM

Pre-discussion

After participation in a national workshop titled 'Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive and Intersectional South Asian Didactics' organized by the Curriculum Development Team, GRRIPP South Asia on the 21st and 22nd of May 2023, the Bangladesh Open University Gender Responsive Resilience and Policy & Practice (GRRIPP) team started homework to develop a curriculum. A pre-discussion meeting was organized by the BOU-GRRIPP team at the Dean of Open School, BOU main campus office, on May 24, 2023.



Figure 31: Pre-discussion Meeting on May 24, 2023

Work Plan for Curriculum Development

The BOU-GRRIPP team convened for a meeting at the office of the Dean of Open School on the BOU campus on May 29, 2023, to establish a work plan for the development of a curriculum for a certificate program. The key decisions made during the meeting included the selection of curriculum experts, deliberations with members of the Joint Curriculum

Committee (JCC) from Open School, engaging with Master of Disaster Management (MDM) students from Open School, gathering feedback from these students, and organizing a validation and dissemination workshop. Following the workshop, the curriculum will be finalized and subsequently submitted to the Curriculum Development Team, GRRIPP South Asia.



Figure 32: Work Plan for Curriculum Development Meeting on May 29, 2023

Expert Selection

After the work plan, the BOU-GRRIPP team selected curriculum experts to take their opinions and consult with them. Professor **Md. Anwarul Islam** of the School of Education (SOE), BOU, and **Dr. Mohammed Moniruzzaman Khan**, Associate Professor, Institute of Disaster Management and Vulnerability Studies (IDMVS) of the University of Dhaka, were selected as curriculum experts.

Discussion with MDM Students of BOU

The Master of Disaster Management (MDM) program is considered one of the most promising programs offered by the Open School. On behalf of the BOU-GRRIPP team, the

proposed curriculum for the certificate program was presented to MDM students on July 14, 2023. During the discussion program, participants endeavored to comprehend the term 'Intersectionality' and expressed their desire for further clarification on this concept. They also sought to establish connections between intersectionality, gender, and disaster risk management. Subsequently, they provided their feedback one week after the discussion. It is noteworthy that the MDM program comprises students from diverse regions across the country, each bringing their unique professional backgrounds and experiences to the table.



Figure 33: Discussion with the students of Master of Disaster Management (MDM) of BOU

Feedback from the Students

The students of the MDM program provided their feedback one week after the initial discussion. The feedback session took place at the Bangladesh Open University campus on July 21, 2023 (Photograph-5). During the session, the students offered insights on various dimensions, sharing their practical experiences at different stages of disasters. They specifically highlighted the suffering endured by children, women, and elderly individuals during and after disasters. Furthermore, they pointed out that many employees working in disaster-related organizations lack formal certification in disaster management.

The students expressed the opinion that a short-term certificate program would greatly benefit those engaged in disaster or humanitarian activities. Similarly, they noted that this certificate course would also be advantageous for newcomers to the field or individuals who are currently unemployed.



Figure 34: Feedback from Master of Disaster Management (MDM) students of BOU

Discussion with Joint Curriculum Committee of Open School, BOU

The Bangladesh Open University Gender Responsive Resilience and Policy & Practice (GRRIPP) team discussed the certificate programme on '*Gender, Intersectionality, and Disaster Risk Management*' with the Joint Curriculum Committee (JCC) of Open School of Bangladesh Open University held on August 16, 2023 (Photograph-6). The BOU-GRRIPP team presented the draft curriculum during the meeting, and members were invited to provide their valuable feedback, which was subsequently incorporated into the draft curriculum. The joint curriculum committee expressed its high appreciation for the inclusion of the new term 'Intersectionality' in this curriculum. They have confidence in the success of the proposed certificate programme, which is financially supported by UCL, UK.

The joint curriculum committee also extends its gratitude to the Curriculum Development Team, GRRIPP South Asia, which is operating under the project titled 'Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive, and Intersectional South Asian Didactics'.



Figure 35: Discussion with Joint Curriculum Committee of Open School, BOU

Validation & Dissemination Workshop

Bangladesh Open University Gender Responsive Resilience and Policy & Practice (GRRIPP) team organized a Validation and Dissemination Workshop on '**Certificate in Gender, Intersectionality and Disaster Risk Management**' under the project. The workshop took place on August 30, 2023, and was documented in photographs 7 to 10. The event saw the participation of a diverse array of individuals from various sectors. Notable attendees included curriculum experts, faculty members from different universities, government and non-government officials, development workers, and officials from GRRIPP South Asia. Additionally, the workshop enjoyed the presence of esteemed officials from Bangladesh

Open University (BOU), including the Vice-Chancellor, Pro-Vice Chancellor, Treasurer, Registrar, Deans, Directors, Officers, and other stakeholders.

The workshop was structured into three distinct sessions, each serving a specific purpose. The first session was dedicated to the inaugural ceremony, setting the tone for the day's proceedings. The second session focused on the validation of the curriculum, where experts and stakeholders provided valuable insights and feedback. Finally, the third session was dedicated to the dissemination of the curriculum, ensuring that the knowledge and outcomes of the workshop were effectively shared and communicated. This comprehensive approach allowed for a thorough and collaborative development process of the certificate programme curriculum.



Figure 36: Validation & Dissemination Workshop held on August 30, 2023

The workshop was graced by the presence of distinguished individuals holding key roles in academia and administration. Professor Syed Humayun Akhter PhD, the Honourable Vice-Chancellor of Bangladesh Open University, served as the Chief Guest for the event, imparting his wisdom and insights.

Among the notable Special Guests who delivered speeches during the workshop were:

1. Professor Nasim Banu PhD, Pro-Vice Chancellor (Administration), Bangladesh Open University.
2. Professor Mahbuba Nasreen PhD, Pro-Vice Chancellor (Academic) of Bangladesh Open University and Regional Lead for GRRIPP, South Asia.
3. Professor Mostafa Azad Kamal, Treasurer of Bangladesh Open University.
4. Dr. Md. Shafiqul Alam, Registrar of Bangladesh Open University.

The workshop was presided over by Professor Sabina Yeasmin PhD, who holds the position of Dean at Open School and serves as the Team Leader of the BOU-GRRIPP Team.

Facilitating the proceedings, the program was moderated by Associate Professor and BOU-GRRIPP Team member, Md. Zakirul Islam PhD. Additionally, Associate Professor and BOU-GRRIPP Team Focal Point, Md. Abdus Sattar, was also present at the event. This collective expertise and leadership ensured a well-structured and informative workshop.

OUTCOME OF THE PROCESS

Certificate Program

on

'Gender, Intersectionality, and Disaster Risk Management'

Objectives of the Program

1. To create professional groups on gender, intersectionality, and disaster risk management (DRM).
2. To share this curriculum to national and international platforms.

Expected Outcome of the Program

This program will create a professional group on gender, intersectionality, and disaster risk management (DRM).

Target Group of this Program

1. Professionals in National and international NGOs and development partners
2. Government officials at a different level
3. Academicians
4. A person who is working in a related field/ HSC passed

Program Conducting Method

a) Open and Distance Learning

This program will be conducted through open and distance learning (ODL) mode. A bunch of tools and instruments will be adopted for this program.

b) Class Conducting Method

All classes within this program will adopt a blended learning approach, utilizing a combination of online and offline e-learning methods. Online classes will be conducted using various digital platforms such as Zoom, Google Classroom, Google Meet, Messenger Groups, WhatsApp Groups, and Facebook Groups. These platforms will facilitate interactive online learning experiences.

In addition to live sessions, learners will have access to both synchronous and asynchronous audio-video lectures, along with relevant video clips and documentaries. These learning resources will be shared within Messenger Groups, WhatsApp Groups, and Facebook Groups, allowing learners to engage with the content at their own pace.

Given that face-to-face (f2f) classes will not be part of the curriculum, learners are encouraged to actively participate in online discussions with their peers and instructors. They will have the opportunity to exchange text and voice messages within the designated group(s), fostering collaborative learning and knowledge-sharing in the virtual classroom environment.

c) Resource Persons

Prior to the commencement of this program, a panel of resource persons will be carefully assembled. This panel will comprise a diverse range of experts and educators, including teachers from the Open School (OS) and other schools within Bangladesh Open University (BOU). Additionally, the panel will feature educators from various universities, as well as experts in the fields of gender studies, disaster management, and the development sector.

The purpose of this resource person panel is to bring together a wealth of knowledge and experience, ensuring that the curriculum and teaching methods are of the highest quality and relevance. These individuals will play a pivotal role in delivering an enriched learning experience for the program participants.

d) Course Module

This program will be conducted by using a course module. Every course module contains one lecture. The necessary course module will be developed before starting the program. The approved resource person who will conduct the class will prepare a particular lecture.

e) Academic Plan and Duration of the Program

Candidates can enroll in two sessions within a calendar year, divided into two distinct periods: January to June and July to December. The program's duration spans 10 weeks, consisting of a comprehensive schedule that includes 1 orientation class and 18 instructional classes.

To facilitate effective planning and preparation, the detailed class schedule will be provided to candidates prior to the commencement of the program. Classes are scheduled to take place

every Friday and Saturday throughout each week, ensuring a structured and consistent learning experience for participants.

f) Learners and Enrollment

The learners will enroll through OSAPS. Each session contains 30 learners.

g) Financial Matter

As per Bangladesh Open University rules.

h) Structure of Curriculum (At a glance)

Table 4: Structure of the curriculum

Sl	Basics of curriculum structure	
01.	Duration of program	10 weeks (18 lectures and 1 orientation class)
02.	Course characteristics	Mandatory
03.	Number of course module	18 (see curriculum and syllabus arrangement)
04.	Lecture for each module	01
05.	Number of classes	18
06.	Duration of each class	1 hour 30 minutes
07.	Duration of all classes	27 Hours
08.	Modus operandi	Blended (e-learning-online and offline)
09.	Evaluation method	The learners who attend 90% of class lectures and effective group discussions will be considered for gaining certificate
10.	Day of conducting class	Every Friday and Saturday of each week
11.	Teacher/tutor	Approved resource person
12.	Development of course module	Approved resource person will develop particular course module
13.	Medium of instruction	Both Bengali and English

i) Course Module at a Glance

Table 5: Course module at a glance

No. of Course Module	Title of the Module
Module-1	Concepts and Issues in Gender, Intersectionality and Disaster Risk Management (DRM)
Module-2	Climate Change and its Impacts
Module-3	Hazards, Vulnerability, Risk and Disasters
Module-4	Gender and Community Based Disaster Management
Module-5	Theories and Approaches to Gender and Intersectionality
Module-6	Disaster Risk Management and Reduction
Module-7	Water, Sanitation, Hygiene and Nutrition Issues in Disastrous Situation
Module-8	Autism and Disability Management in Emergency
Module-9	Protection for Child and Elderly People
Module-10	Humanitarian Crisis, Response and DRM: Refugee and Displaced People
Module-11	Gender Mainstreaming in DRM
Module-12	Public Health and DRM
Module-13	National and International Drivers in DRM
Module-14	Pandemic Management: COVID-19 Case Study
Module-15	Building Resilient Community: Policies and Practices
Module-16	Project Management
Module-17	Education in Emergency
Module-18	Act, Policy, and Guideline related to Disaster Management

J) Details Curriculum and Syllabus Arrangement (Course Modules)

Table 6: Details curriculum and syllabus arrangement

No. of Course Module	Title of the Module	Content of the Module
Module-1	Concepts and Issues in Gender, Intersectionality and Disaster Risk Management (DRM)	<ul style="list-style-type: none"> • Gender and Sex- Definition gender and sex of related concepts and issues • Definition and concept of intersectionality, Scope of intersectionality • Definition and terminology related to DRM
Module-2	Climate Change and Global Warming	<ul style="list-style-type: none"> • Basic understanding, definition, process and impacts • Basic understanding, definition, process and impacts • Carbon emissions • El Nino-La Nina
Module-3	Hazards, Vulnerability, Risk and Disasters	<ul style="list-style-type: none"> • Hazards-National and Global • Disasters- Natural, human induced, national, global, urban, rural • Vulnerability- Typology, Vulnerable Group and Location • Risk-Terminology and related issues • Linking hazards, vulnerability, risk and disaster
Module-4	Gender and Community Based Disaster Management	<ul style="list-style-type: none"> • Concept of Community Based Disaster Management • Gendered Role in Community Based Disaster Management • Best Practices of Community Based Initiatives • Linking Gender, Intersectionality and Community Based Disaster Management
Module-5	Theories and Approaches to Gender and Intersectionality	<ul style="list-style-type: none"> • Origin of the term Gender and Intersectionality • Theories to Intersectionality • Approaches to Gender and Intersectionality

No. of Course Module	Title of the Module	Content of the Module
		<ul style="list-style-type: none"> • Theoretical Orientation of Intersectionality in Disaster Management
Module-6	Disaster Risk Management and Reduction	<ul style="list-style-type: none"> • DRM-Concept of Disaster Risk Management • Phases and cycle of Disaster Risk Management • DRR- Definition of DRR, Risk Identification, Risk Analysis and Risk Assessment, Risk Profiling • Tools and Techniques for Risk Assessment • Framework for DRR • DRR Interventions: National and Global
Module-7	Water, Sanitation, Hygiene and Nutrition Issues in Disastrous Situation	<ul style="list-style-type: none"> • Achieving SDG-6 • Access to Safe Water • Reproductive Health and Hygiene • Sanitation and Water Borne Diseases • Nutrition Issues in Disaster • Linking Water, Sanitation, Hygiene and Role of Women
Module-8	Autism and Disability Management in Emergency	<ul style="list-style-type: none"> • Understanding Autism • Definition of Disability • Basics of Autism and Disability Management • Intersectional Role in Autism and Disability Management
Module-9	Protection for Child and Elderly People	<ul style="list-style-type: none"> • Understanding Child Protection and Caring • Understanding Elderly People and Caring • Basic Need of Child and Elderly People during Disaster • Practices in Child and Elderly People Management
Module-10	Humanitarian Crisis, Response and DRM:	<ul style="list-style-type: none"> • Understanding Refugee and Displaced People

No. of Course Module	Title of the Module	Content of the Module
	Refugee and Displaced People	<ul style="list-style-type: none"> • Basics of Refugee Management and Humanitarian Responses • Policies of Rehabilitation of Displaced People • Understanding Humanitarian Crisis • Approaches and Practices to Humanitarian Response • Financial Issues in Humanitarian Response • Humanitarian Response to Disaster Risk Management • Selecting Beneficiaries and Distribution of Supports
Module-11	Gender Mainstreaming in DRM	<ul style="list-style-type: none"> • Overview of Gender and Disaster • Necessity of Gender Issue in Disaster • Gendered Role in Disaster Risk Management • Process of Gender Mainstreaming in DRM • Gender Mainstreaming: Policies and Practices
Module-12	Public Health and DRM	<ul style="list-style-type: none"> • Understanding Public Health • Impact of Disaster on Public Health • Understanding the Diseases • Facilities Regarding Public Health • Linking Public Health, Disaster and DRM
Module-13	National and International Drivers in DRM	<ul style="list-style-type: none"> • Identifying National Drivers • Identifying International Drivers • Gender Issue in National and International Drivers for DRM: Best Practices
Module-14	Pandemic Management: COVID-19 Case Study	<ul style="list-style-type: none"> • Definition of Pandemic • Basics of Pandemic Management • Economic Crisis during Pandemic • Psychological Issues during Pandemic • Study the Case of COVID-19 Pandemic

No. of Course Module	Title of the Module	Content of the Module
Module-15	Building Resilient Community: Policies and Practices	<ul style="list-style-type: none"> • Understanding Resilient Community • Understanding Adaptation Strategies • Response (Recovery and Rehabilitation) Policies and Practices for Community Resilience • Linking Community Resilience, Gender and Intersectionality
Module-16	Project Management	<ul style="list-style-type: none"> • Understanding Project & its Typology • Planning Process and Logical Framework of Project Management • Logistic Supports Management • Site Management • Ethical Issues in Project Management <p>Activity: Prepare a Project Proposal</p>
Module-17	Education in Emergencies (EiE)	<ul style="list-style-type: none"> • Community Participation • Coordination • Analysis: assessment, response strategies, monitoring, and evaluation. • Back-to- School (BTS) Initiatives • Review a wide range of emergency situations
Module-18	Act, Policy and Guideline related to Disaster Management	<ul style="list-style-type: none"> • Disaster Management Act, 2012 • National Disaster Management Policy • National Disaster Management Policy • National Plan for Disaster Management (2021-2025) • Guidelines for Government at all Levels (Best Practice)

CONCLUSION

Bangladesh consistently ranks as one of the world's most disaster-prone countries. The people of Bangladesh frequently endure the impact of cyclones, tornadoes, droughts,

heatwaves, cold waves, and various water-related natural disasters, including floods, riverbank erosion, and thunderstorms. Furthermore, the rapid contemporary urbanization in the country has heightened the risks of earthquakes and other man-made disasters.

In response to these challenging circumstances, the Open School of Bangladesh Open University has meticulously developed a certificate course curriculum. This initiative has been made possible through the invaluable support of GRRIPP South Asia under the project titled 'Reimagining Disaster Pedagogies: Towards Gender-Transformative, Socially Inclusive, and Intersectional South Asian Didactics,' generously funded by the United Kingdom.

The curriculum for this certificate course is strategically designed to enhance knowledge and establish crucial connections within the domains of Gender, Intersectionality, and Disaster Risk Management. It aims to equip individuals with the necessary skills and insights to effectively address and mitigate the multifaceted challenges posed by disasters in Bangladesh.

A.3 Curriculum Development on Introduction to Humanitarian Response Management and Intersectionality

BACKGROUND

In the deltaic expanse of Bangladesh, a nation etched with vibrant cultures, breathtaking landscapes, and a rich tapestry of communities, the shadows of humanitarian crises loom large. From natural disasters like cyclones, floods, and landslides to socio-economic upheavals and displacement, the resilience of Bangladesh has been tested time and again. In the face of these multifaceted challenges, effective humanitarian crisis management becomes imperative for safeguarding lives, preserving dignity, and fostering long-term recovery. However, the journey toward resilience demands a deeper understanding of the complexities of vulnerability and the recognition of intersecting factors that exacerbate the impact of crises on different groups.

Intersectionality, as conceptualized by Kimberlé Crenshaw, acknowledges that individuals and communities experience a convergence of identities and experiences, influenced by multiple factors such as gender, race, ethnicity, socioeconomic status, age, and more. Applying this lens to humanitarian crises in Bangladesh is essential to unravel the intricate web of disparities, understand the uneven distribution of risks, and design context-specific strategies that leave no one behind. In Bangladesh, the humanitarian landscape is colored by diverse ethnicities, religious beliefs, and socio-economic backgrounds. The coexistence of various communities contributes to the nation's cultural richness but also introduces unique challenges during crises. Ethnic minority groups and indigenous communities often bear disproportionate burdens during disasters and face barriers in accessing essential services and aid, perpetuating a cycle of marginalization.

Gender dynamics, too, play a pivotal role in humanitarian crisis management. Traditional gender norms frequently limit women's access to resources, information, and decision-making processes, leaving them more susceptible to the adverse impacts of crises. Nonetheless, women are also pivotal agents of resilience, displaying incredible strength and

adaptability as they protect and support their families and communities. Socio-economic disparities further exacerbate the challenges of crisis response and recovery. The most vulnerable and marginalized segments of society often endure heightened hardship during crises, confronting limited access to healthcare, education, and livelihood opportunities. Understanding these disparities and the unique needs of different socio-economic groups is fundamental to tailoring effective humanitarian interventions.

However, the academic and research communities in South Asia and Bangladesh have not sufficiently addressed the concept of intersectionality as well as Bangladesh. Even if there are several classes on gender and inclusion, the concept of intersectionality has not yet been ingrained in the curriculum of the relevant academic programs. In this course curriculum, we aim to unravel the multifaceted dimensions of vulnerability and intersectionality in the context of Bangladesh's humanitarian crises. The syllabus will encompass diverse learning modules, including case studies, interactive discussions, practical simulations, and engagement with local communities and experts. Through an inclusive and participatory approach, we seek to nurture a new generation of humanitarian practitioners who are compassionate, culturally sensitive, and equipped to address the complexities of crises with a focus on leaving no one behind. By fostering a deep understanding of intersectionality, participants in this course will be better prepared to analyze the nuanced impact of humanitarian crises on diverse communities. Moreover, they will gain insights into devising and implementing comprehensive, context-specific humanitarian response strategies that uplift the most vulnerable and build resilience within the fabric of Bangladeshi society.

OBJECTIVE

To develop a curriculum on “Introduction to Humanitarian Response Management and Intersectionality”

TIMELINE OF THE PROJECT

A summary of the project timeline is given in a table format below:

Table 7: Activity timeline for the project

Sl No.	Activity	Description	Timeline 2023
			From May to July
1.	Literature Review	Reviewing existing curriculum and relevant documents	24 th May to 15 th July
2.	Meeting with Stakeholders	Workshop arrangement with stakeholders	10 th June 2023
3.	Expert Consultation	Sharing findings from the workshop and taking feedback from the key expert	10 th June, 2023
4.	1 st Progress Meeting with GRRIPP team	Project activity to date	18 th June, 2023
5.	Draft Content	Based on findings and feedback, the draft course content was prepared	18 th June,2023-15 th July,2023
6.	Expert Meeting	Comments from experts	19 th July, 2023
7.	Modifying Draft Content	Based on the Experts' comments draft will be modified	20 th July, 2023
8.	2 nd Progress Meeting	Sharing overall output with GRRIPP	20 th July, 2023
9.	Final Dissemination Program	Sharing overall output	21 st July, 2023
10.	Report Submission	Submitting the final project report including the prepared course content with the GRRIPP team and others	14 th August, 2023

ACTIVITIES

Activity -1: Literature review

The project team reviewed the existing curriculum, works, and reports on relevant subjects for elucidating important topics to be addressed in the draft curriculum. While reviewing, the reviewers focused on the following aspects– pertinence with the subject matter and department’s objectives, professional and academic requirements, demand within and abroad the country, and also the global context. Later on, the findings were combined to prepare the first draft curriculum.

Activity - 2: Meeting with Stakeholders

Enquiring the subject matter requirements through engaging different stakeholders is beneficial for amending the output-based materials. To acquire better output, the team arranged a workshop to meet the stakeholders. Practitioners, academicians as well as students actively participated in the workshop where the gaps between professional/ present world requirements and conventional curriculum were identified. On top of that, the necessity of developing an object-based curriculum in such a subject was discussed profoundly by all participants. The participants also shared their expectations as well as appreciated the team for developing an object-based curriculum.

To develop output-based curriculum academicians, experts, practitioners, and students were invited to learn about intersectionality and share their expectations through group tasks.

The total number of participants was about 27 persons. (Annex- 01)

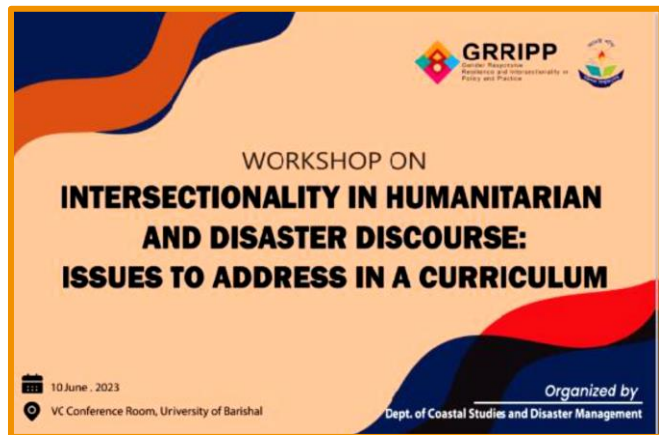


Figure 37: Workshop poster



Conducting session on Intersectionality- its origin and meaning, importance, and ways to address intersectionality in disaster management

Figure 38: Ms Tusliha conducting a session during workshop

Several groups were formed to identify sectoral focus areas regarding Intersectionality. Sectors were selected based on the need and scope for improvements, like -the social sector, IT sector, environmental, geological, and built environmental aspects.



Figure 39: *One of the groups working together*



All the group members presented the findings from their group discussion.

Figure 40: *A group member presenting the group's findings*

Key experts summarized the group discussion findings and discussed the way forward



Figure 41: A key expert summarizing the findings



Completion of a successful workshop

Figure 42: Post session photoshoot

Recommendations from the group discussions and key expert:

- Principles of intersectionality concerning disaster management should be taught. Intersectionality should be considered in every part of the Disaster Management Cycle. Women and child rights should be taught along with SOD, DM Act, and Policy.
- Community-led Disaster Management should consider “Build, Operate and Transform” along with “Public-Private Partnership” aspects so that the whole system/community becomes resilient towards disaster management. These concepts should be taught comprehensively.
- Sustainable solutions and eco-friendly technologies should be taken into consideration while developing the curriculum since they may play a vital role in ensuring equal rights toward resources during crisis periods.
- Along with gender, some other aspects like age, disability, cattle, inflectional diseases, trash management, hygiene, and bio-degradable napkins/ diapers/ waste should be considered while moving to shelters. Students should learn proper management of these aspects.
- Managing a Disaster database needs proper IT-oriented knowledge and it’s useful to locate marginalized people or PWDs. Mobile computing knowledge and using various applications for disaster response can be beneficial.
- Students should know how to acquire and utilize the outputs from IT/ GIS/ RS or programming facilities to serve the people in need more precisely.
- All sectors and all-hazard approaches to manage Disaster where cross-cutting issues are also being taught. PPRR (DM cycle component) balanced right should be understood by all stakeholders, starting from individuals in a household to communities or societies.
- Newly innovative tools and approaches need to be taken into consideration to further upgrade the curriculum.

Activity – 3: Expert Consultation

The findings that have been received from the workshop were further revised and shared with sectoral experts for their feedback. The working team accumulated all the feedback to revise the drafted syllabus.

Activity – 4: 1st Progress Meeting with the GRRIPP Team

The overall progress and updates of the workshop were shared with the GRRIPP team. Findings from the literature review, drafting and upgradation of the curriculum, and feedback from stakeholders and experts were thoroughly discussed along with the next course of action.



Figure 43: Poster for first progress update session

The updates were shared through a virtual meeting with the GRRIPP expert team.

Before the second progress meeting, all the recommendations from the workshop were addressed in the drafted curriculum. Since the BS honors syllabus already included several courses regarding gender, social inclusion, and society- the development of the MS syllabus was more focused on implicating the understanding of gender and intersectionality in disaster management and humanitarian response.

Activity – 5: Drafting and Updating the Course Content

Based on all the feedback received from- stakeholders, key experts, sectoral experts, and the GRRIPP team which includes curriculum development experts, were taken under consideration for syllabus modification.

At this stage, the GRRIPP team suggested to consider adding an intersectional lens while teaching disaster management and humanitarian response alongside capturing the basics of intersectionality. The project team members agreed to the suggestions and revised the curriculum accordingly.

Activity – 6: Expert Meeting (Virtual)

At this point, the updated draft syllabus needed to be reviewed by the sectoral experts for further upgradation and consensus. Several experts from renowned universities having enriched expertise in relevant fields were consulted for this task (Annex: 02). The expert panel pointed out some important topics to be included while modifying a few other topics.

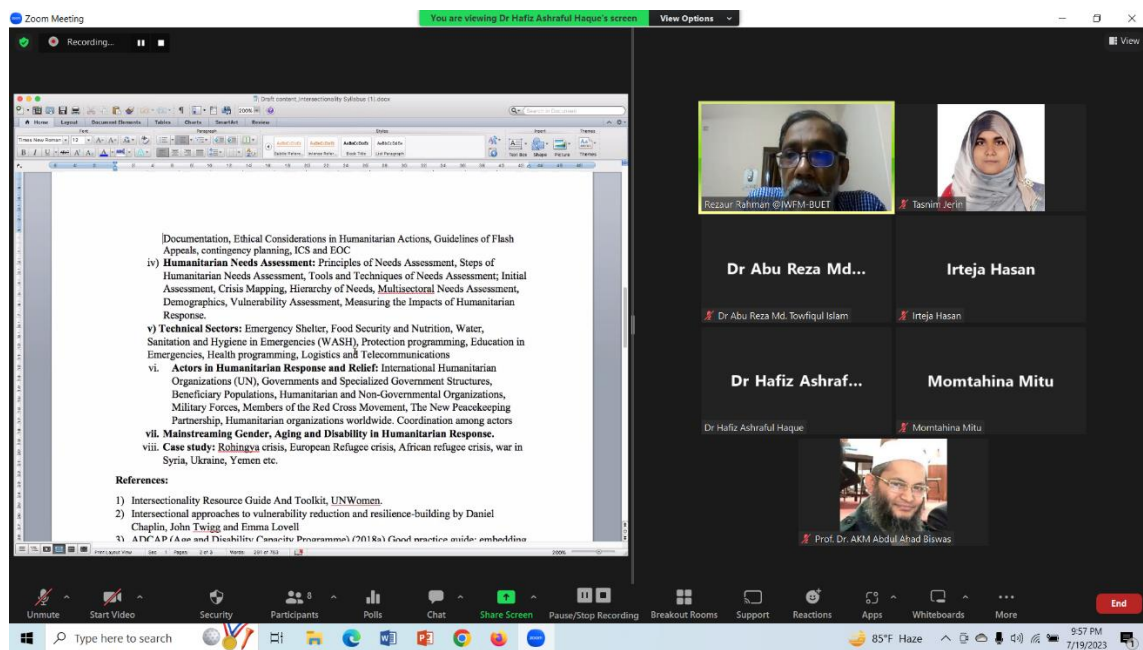


Figure 44: Virtual Meeting with Experts

Some major feedback received from the experts is as follows:

Mohammad Rezaur Rahman, Professor, BUET

- Disaster-related crisis can be given more emphasize on the syllabus
- Problems related to operationalization of Intersectionality should be covered
- A separate section on humanitarian response during the recovery process may be considered
- Case studies related to disaster management and public health crisis management may be included.
- Role of Non-governmental organizations as mediator should be addressed along with the international humanitarian actors, as their role is very crucial in developing countries like ours.

AKM Abdul Ahad Biswas, Professor, PSTU

- Suggested necessary adjustemnt in the title of the content
- There should be an alignment between the two major topics- intersectionality and humanitarian context since they are addressed separately in the syllabus
- Humanitarian context should be addressed through an intersectional lens

Dr. Abu Reza Md. Towfiqul Islam, Associate Professor, BRUR

- **Considerations under intersectionality section**
- Gender inclusive contingency plan
- Localization and gender leadership
- Introduction to gender clustering
- Monitoring, evaluation, research and learning practices
- SGDs 4 and SDG 13 inclusion
- Internship and case report based on intersectionality perspective

- **Considerations under Humanitarian response section-**
- Human rights framework
- Public health with mention health focus
- Migration and climate displacement
- Dynamics of internal migration due to salinity
- Material and immaterial benefit

Figure 45: Major feedback from key experts

Activity – 7: Modifying Draft Content

The feedback from the experts was addressed in this stage of curriculum modification. Furthermore, the project team also started reporting the course objectives and learning outcomes alongside the course content finalization.

Activity – 8: 2nd Progress Meeting

In the second progress meeting with the GRRIPP expert team, the overall progress of the project including expert recommendations, modification of the draft syllabus, and arrangement of the final dissemination program were discussed thoroughly.

After addressing all the feedback from the GRRIPP team and final amendments, the new course content was ready to disseminate with the stakeholders. The final course content along with objectives and expected outcomes are attached in Annex - 04.

Activity – 9: Final Dissemination Program

A large number of stakeholders ranging from learners to sector experts attended the Final Dissemination Program (Annex: 03).

Project description as well as a general understanding of intersectionality and humanitarian response were presented by the project team members. Later on, activities under the project were showcased starting from the planning to developing the curriculum.

Finally, the contents of the newly developed curriculum were elaborated whilst the necessities and objectives were also discussed by the team members. With the consensus from the stakeholders, the curriculum development was completed, and the dissemination program ended successfully.

Chief Guest of the program emphasized on the necessity of addressing intersectional lens during humanitarian response.



Figure 46: Chief guest initiating the program



Figure 47: Post session photoshoot

The program ended successfully by the active participation of the sectoral experts, deans of different faculties, department heads, GRRIPP expert team and students of the department.

Activity – 10: Report Submission

After the successful completion of the project objective, a formal reporting took place for the documentation purposes with necessary detailing of the overall project progress and success.

STRENGTHS AND CHALLENGES OF THE PROGRAM

The strength of the project is as follows:

- Gender and social inclusion, intersectionality, and humanitarian actions during a disaster or a crisis period is a worldwide demanding subject nowadays and onwards. Very few universities in our country are offering such courses and it will be beneficial in the long run for the students.
- The contents that this course will cover are also very well-recognized by the global academia as well as has practical implication at the field level. So, the graduates who are well taught about this topic can easily get scholarship opportunities and also will bear strong expertise in his/her professional sector.
- Intersectionality is very crucial and inevitable in terms of disaster management aspects. So, this initiative will enhance the expertise of the graduates.

Limitations and challenges of the project are as follows:

- Limited time was the major challenge for the team to complete the project. Nevertheless, this hurdle was passed through excellent teamwork, proactive planning, and full-time guidance from the GRRIPP team.
- Larger stakeholders can be reached if the budget permitted.
- Managing meetings with the experts and getting their feedback on very short notice was a critical part.

WAY FORWARD

The curriculum development initiative on this particular topic was highly appreciated by the experts and students. Since a comprehensive and sophisticated disaster management

planning/ practice must include an intersectional lens in it; it is our duty to affirm this time-demanding content to be taught in our curriculum.

It is highly expected that the graduates passing this subject will add more value and perform better in their professional field, whether it's about disaster management planning, policymaking, or in field-level implications. Though the curriculum needs to be updated promptly regarding the OBE requirements, the initiative of addressing intersectionality in humanitarian response management and making expert manpower by teaching at the graduate level is a significant leap toward future disaster management aspects.

ANNEX – 1: LIST OF PARTICIPANTS OF THE STAKEHOLDER MEETING

1st Event: Workshop on “Intersectionality in Humanitarian and Disaster Discourse: Issues to Address in Curriculum Development”

Date: 10th June 2023

Place: VC Conference Room, Administrative Building-1, University of Barishal

Table 8: List of participants in the stakeholder meeting

Si. No.	Name	Designation	Organization
1.	Professor Dr. Md. Sadequul Arefin	Vice-Chancellor	University of Barishal
2.	Professor Dr. Mohammad Badruzzaman Bhuiyan	Treasurer	University of Barishal
3.	Supravat Halder	Registrar	University of Barishal
4.	Dr. AKM Abdul Ahad Biswas	Professor	Department of Disaster Management, Patuakhali Science and Technology University
5.	Dr. Subroto Kumar Das	Dean	Faculty of biosciences, University of Barishal

6.	Dr. Md Shohel Rana	Manager	Field Implementation, Save the Children
7.	Dilafroze Khanam	Associate Professor	Dept. of Sociology, University of Barishal
8.	Rahat Hossain Faisal	Associate Professor	Dept. of Computer Science and Engineering, University of Barishal
9.	Dr. Azizul Hakim	Associate Professor	Dept. of Soil and Environment Sciences, University of Chittagong
10.	Dr. Ferdouse Zaman Tanu	Assistant Professor	Dept. of Soil and Environment Sciences, University of Barishal
11.	Sultana Jahan	Assistant Professor	Dept. of Law, University of Barishal
12.	Md. Abdullah Salman	Assistant Professor	Dept. of Geology and Mining, University of Barishal
13.	Dr. Hafiz Ashraful Haque	Associate Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
14.	Tasnim Jerin	Assistant Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
15.	Farzana Mahbub	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal
16.	Momtahina Mitu	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal

17.	Irteza Hasan	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal
18.	Eti Khan Mitu	MS Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
19.	Sufiya Sumi	MS Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
20.	Susmita Banik	MS Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
21.	Raihan Firoz	MS Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
22.	Shahnewaz Zimi	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
23.	Sumaiya Alin	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
24.	Hasan Shahriar	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
25.	Rakibul Islam Anik	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal

26.	Md. Ilias	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
27.	Halima Akter	4 th year Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
28.	Representatives from VC and treasurer's office	-	University of Barishal

ANNEX – 2: LIST OF PARTICIPANTS OF THE EXPERT MEETING

2nd Event: Expert Opinion on “Intersectionality and Humanitarian Crisis Management” entitled Curriculum Development

Date: 19th July 2023

Mode: Online

Table 9: List of participants in the expert meeting

Si. No.	Name	Designation	Organization
1.	Dr. AKM Abdul Ahad Biswas	Professor	Department of Disaster Management, Patuakhali Science and Technology University
2.	Mohammad Rezaur Rahman	Professor	Institute of Water and Flood Management, Bangladesh University of Engineering and Technology
3.	Dr. Abu Reza Md. Towfiqul Islam	Associate Professor,	Department of Disaster Management, Begum Rokeya University, Rangpur (BRUR)

4.	Dr. Hafiz Ashraful Haque	Associate Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
5.	Tasnim Jerin	Assistant Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
6.	Momtahina Mitu	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal
7.	Irteza Hasan	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal

ANNEX – 3: LIST OF PARTICIPANTS OF THE FINAL DISSEMINATION PROGRAM

Final Event: Dissemination Program on “Curriculum Development on Intersectionality and Humanitarian Response” by Barishal University Team.

Date: 21st July 2023

Place: Hotel Grand Park, Room Name: Mission, Bell’s Park, Band Road, Barishal

Table 10: List of participants at the dissemination program

Si. No.	Name	Designation	Organization
1.	Ranjit Kumar Sarker	District Relief and Rehabilitation Officer (DRRO)	Department of Disaster Management, Barishal
2.	Rezaur Rahman	Professor	IWFM, BUET
3.	Dr. Subroto Kumar Das	Dean	Faculty of bio-Sciences, University of Barishal

4.	Md. Rakib Hossain	Executive Engineer	Bangladesh Water Development Board
5.	Dilara Khanam	DD	DWA, Barishal
6.	Dr. Md. Shafiul Alam	Dean	Faculty Of Science & Engineering, University of Barishal
7.	Dr. Muhammad Shakhawat Hossain	Chairman	Department Of Mathematics, University of Barishal
8.	Dr. Md. Khorshed Alam	Associate Professor & Chairman	Department Of Physics, University of Barishal
9.	Dr. Halima Bagum	Chairman	University of Barishal
10.	Sumi Rani Saha	Assistant Professor & Chairman	University of Barishal
11.	Unmesh Roy	Chairman	Department of Bangla, University of Barishal
12.	Md. Saif Uddin Rashed	Assistant Professor & Chairman	Department of Statistics, University of Barishal
13.	Md. Ibrahim Molla	Associate Professor	Department of Finance and Banking, University of Barishal
14.	Md. Asiqur Rahman	Assistant Professor	Department of Accounting and Information Systems, University of Barishal
15.	Emran Hossain	Assistant Professor & Chairman	Department Of Mass Communication & Journalism, University of Barishal
16.	Dr. Ferdouse Zaman Tanu	Assistant Professor	Department Of Soil & Environmental Sciences, University of Barishal

17.	Afroja Nasrin	Assistant Professor	Department Of Soil & Environmental Sciences, University of Barishal
18.	Tanvir Hasan	RA	GRRIPP, University of Dhaka
19.	Rahat Hossain Faisal	Associate Professor	Department Of Computer Science & Engineering, University of Barishal
20.	Dr. Hafiz Ashraful Haque	Associate Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
21.	Dr. Abdullah Al Masud	Dean	Faculty Of Business Studies, University of Barishal
22.	Kazi Shahidullah	Assistant Professor	Bangladesh University Professional
23.	Tasnim Jerin	Assistant Professor	Dept. of Coastal Studies and Disaster Management, University of Barishal
24.	Momtahina Mitu	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal
25.	Irteza Hasan	Lecturer	Dept. of Coastal Studies and Disaster Management, University of Barishal
26.	Shahriar	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
27.	Sajia Afrin	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal

28.	Shorifuzzaman	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
29.	M. Rayhan Firoz Rupu	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
30.	Susmita Banik	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
31.	Md. Omar Faruk	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
32.	Eti Khan Mitu	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
33.	Nusrat Jahan Sifa	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal
34.	Sk Shahnewaz Zimi	Student	Dept. of Coastal Studies and Disaster Management, University of Barishal

ANNEX – 4: FINAL CONTENTS OF THE COURSE: INTRODUCTION TO HUMANITARIAN RESPONSE MANAGEMENT AND INTERSECTIONALITY

Course Description:

This course is designed to make the students understand the significance of humanitarian responses and the importance of adopting an intersectional lens in humanitarian response

and management. Throughout the course, students will explore the intersection of gender, race, class, and other social identities in relation to humanitarian response and management which means recognizing and addressing the ways in which different social identities interact with one another and impact people's experiences during crises. It will begin by understanding the basic concepts of humanitarian response and intersectionality, examining the historical context of humanitarian response and how it has evolved over time, various frameworks and policies used in humanitarian response, need assessment, response mechanism, etc. Students will also explore the challenges and opportunities that arise when working with diverse communities in humanitarian settings. By the end of this course, students will have a strong foundation in the principles and practices of humanitarian response and management from an intersectional lens and they will be equipped to work effectively with diverse communities and navigate the complexities of humanitarian crises with sensitivity and compassion. This course will be conducted through lectures, classroom discussions, simulations, case studies, group work, and field visits (if possible).

Course Objectives:

1. Understand the basic concepts and processes of humanitarian response management.
2. Develop an understanding of the intersectionality of various social identities and how they impact humanitarian response management.
3. Analyze the role of power dynamics in humanitarian work and learn strategies to promote equity and inclusion in response efforts.
4. Identify and evaluate the ethical considerations and challenges that arise in humanitarian response management.
5. Acquire knowledge of the practical skills necessary for effective response management, including needs assessment, resource allocation, and coordination of relief efforts.
6. Develop critical thinking and problem-solving skills through case studies and simulations that simulate real-world humanitarian crises.

Learning Outcomes:

Upon successful completion, students will have the knowledge and skills to:

1. Identify the key principles and values associated with humanitarian action and management.
2. Understand the importance of considering intersectionality in all aspects of response planning and implementation.
3. Learn how different identities and experiences intersect and impact individuals during crises, and how acknowledging and addressing these intersections can lead to more effective and equitable responses.
4. Gain practical skills and knowledge on how to integrate intersectionality into needs assessments, program design, and monitoring and evaluation.

Introduction to Humanitarian Response Management and Intersectionality

1. **Basic concepts, historical context, and theories of Humanitarian Response and Intersectionality:** Humanitarianism; Humanitarian Imperatives; History of humanitarian action (humanitarian action in the twentieth century and its foundations, emergence, and development of the international humanitarian system); Humanitarian Intervention; Nature and Principles of Humanitarian Response; Key concepts of intersectionality (definition, origin, background history, principles, factors, intersectionality enablers).
2. **Approaches and theories related to Humanitarian response and Intersectionality:** Humanitarian Intervention and its theories; Intersectionality Theory and Practice (Trans nationalizing intersectionality in and through translation, Intersectionality and the sociology of religion, Intersectional interpretations of violence in the realm of politics, The power of metaphorical intersectional thought, Intersectionality reflections, Framework for action), Challenges to intersectional approaches and critique.

3. **Policy, Legal Frameworks, and Standards: Humanitarian Charter and Minimum Standards in Disaster Response (SPHERE);** Core Humanitarian Standard on Quality and Accountability; International Humanitarian Law; Universal Declaration of Human Rights (1948); Convention on the Prevention and Punishment of the Crime of Genocide (1948); Convention Relating to the Status of Stateless Persons (1960); Guiding Principles on Internal Displacement (1998); Protection of Refugees and Minorities; The Code of Conduct for the International Red Cross and Red Crescent Movement and Nongovernmental Organizations (NGOs) in Disaster Relief; Bangladesh Emergency Response Preparedness Plan (2014); Awareness of intersectionality and forms of multiple discrimination in the practice of international human rights mechanism; ICCPR, ICESCR and CEDAW: its evolving practice in considering intersectionality in individual communication; beyond individual cases: the CEDAW committee's interpretive practice on Intersectionality in general recommendation; DM act, plan, policy, SOD, gender policy, child rights, Dhaka declaration on disability; framework for gender equality, SDG.
4. **Humanitarian Response and Assistance:** Nature of Humanitarian Response and Assistance; Types of Assistance; Humanitarian Response Planning; Humanitarian Logistics and Management, Protection; Common Challenges; Reporting and Documentation, Ethical Considerations in Humanitarian Actions, Guidelines of Flash Appeals, contingency planning, ICS and EOC; SOP; Cluster and Humanitarian Response; Addressing assistance from an intersectional lens.
5. **Humanitarian Needs Assessment:** Principles of Needs Assessment, Steps of Humanitarian Needs Assessment, Tools and Techniques of Needs Assessment; Initial Assessment, Crisis Mapping, Hierarchy of Needs, Multisectoral Needs Assessment, Demographics, Vulnerability Assessment, Measuring the Impacts of Humanitarian Response, intersectionality approach to humanitarian needs and aid.
6. **Communication, Information, and Technology:** Humanitarian Communication, Database for intersectional priority people, Big Data Analysis, Crisis Map, Media and Humanitarian Action, Coordination and Communication; Geographic Information

Systems in Humanitarian Response, Humanitarian Technologies (Biometrics, Telecommunications, Satellite Imagery, Drone Technology, Language Technologies, Artificial Intelligence), Digital Humanitarian Activists.

7. **Technical Sectors:** Emergency Shelter, Food Security and Nutrition, Water, Sanitation and Hygiene in Emergencies (WASH), Protection programming, Education in Emergencies, Health programming, Logistics and Telecommunications
8. **Actors in Humanitarian Response and Relief:** International Humanitarian Organizations (UN), Governments and Specialized Government Structures, Beneficiary Populations, Humanitarian and Non-Governmental Organizations (NGOs), Military Forces, Members of the Red Cross Movement, The New Peacekeeping Partnership, Humanitarian organizations worldwide. Coordination among actors.
9. **Intersectional approaches to vulnerability reduction, resilience-building and recovery:** social vulnerability and the need for an intersectional approach; Structural and non-structural mitigation, build-operate-transfer (BOT), Community-led disaster management approach, capacity building to search and rescue these people during a disaster, post-disaster recovery concern,
10. **Mainstreaming Gender, Aging and Disability in Humanitarian Response:** Evolution of Gender Mainstreaming (GM) to current practices of intersectionality; intersectionality and gender mainstreaming: similarities, differences, importance and value-added of an intersectionality lens; application of intersectionality: best practice and resources; Gender and ethnicity-based discrimination in Bangladesh; Understanding multidimensional vulnerability in humanitarian interventions in emergencies; Inclusive System Evaluation for Gender, Environments, and Marginalized Voices (ISE4GEMs)
11. **Migration and Displacement**
12. **Case Studies and Report:** The refugee crisis, war, and disaster aspects.

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A.4 Professional Course Curriculum on The Need for Gender-Transformative and Intersectional Disaster Management Curriculum

INTRODUCTION

This document serves as a comprehensive process documentation after completing three workshops on developing Intersectional and Gender-Transformative Disaster Management curricula. These workshops brought together diverse groups of academicians, practitioners, and students with the shared goal of integrating intersectional and gender-transformative perspectives into disaster curricula. The idea of having all of them on board enriched us with diversified knowledge and perspectives. We tried to incorporate their suggestions, keeping connections with our course objectives and tried to make our course more specific. Furthermore, the final dissemination program brought together various suggestions from GRRIPP- South Asia's curriculum development team to develop the curricula.

OBJECTIVES

- To raise awareness about integrating a gender-transformative disaster curriculum through intersectional lenses.
- To provide a foundational understanding of gender and intersectionality concepts in disaster management.
- To foster collaboration and knowledge exchange in disaster management and gender transformative approach.
- To explore practical strategies and approaches for developing gender-transformative disaster curricula.
- To encourage prospective participants of our curriculum and consider the specific needs, and vulnerabilities of different gender and intersectional groups in their disaster management efforts.

METHODOLOGY

To prepare a professional course curriculum as an outcome of the GRRIPP project, we identified our target group. As it is going to be a professional course, our target group would be alumni students and practitioners who are interested in this field but study in another field. First, we selected two senior students from eight departments of our universities. They specify their strategic needs and what must be included in the professional curriculum. They were willing to attend a professional course that would be multidisciplinary. Their workshop was held on 17 July 2023.

To include the perspectives of practitioners, we called them together to merge their ideas and thoughts on the draft of the curriculum as they could be prospective participants of our professional program. After conducting the knowledge-sharing session on the 21st of July, we got to know different models and ways that could be effective for professional programs. We incorporated their ideas into our curriculum.

Our last knowledge dissemination session was held among expert academicians of our universities on the 25th of July. That was a fruitful session for all of us as we received multidimensional feedback that enriched us. However, we tried to keep their feedback aligned with our curriculum objectives.

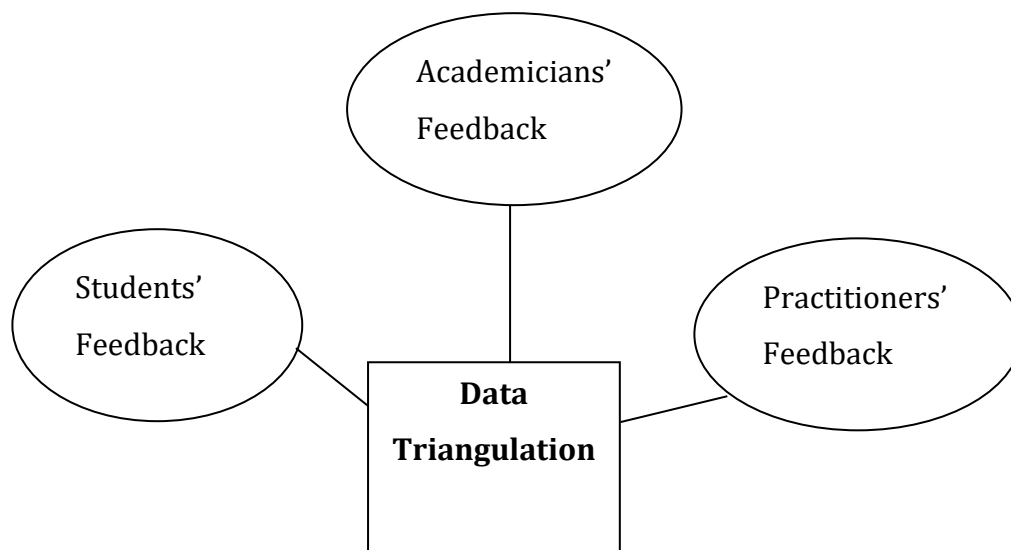


Figure 48: Methodological approach

After receiving suggestions from these groups of people we have taken notes and incorporated feedback aligning with our purpose and objectives.

STUDENTS' WORKSHOP SUMMARY

A day-long Workshop on 'The Need for Gender-Transformative and Intersectional Disaster Curriculum' was held on 17 July 2023 at Begum Rokeya University, Rangpur. Our honorable vice chancellor Professor Dr. Md. Hasibur Rashid and Pro-Vice Chancellor Professor Dr. Sarifa Salowa Dina encouraged students and shared their ideas about gender and disaster connecting with contextualized curriculum and ecofeminism on the inaugural program. There were 23 students from 8 departments, namely Disaster Management, Gender and Development Studies, Sociology, Economics, Public Administration, Political Science, Mass Communication and Journalism, and Geography and Environmental Science. There were different sessions in this daylong workshop, including the students' group work and feedback sessions. The workshop aimed at university students to broaden their understanding of the interplay between gender, intersectionality, and disaster management. Participants were empowered to share their ideas, concepts, and knowledge that can be incorporated into the gender-transformative intersectional disaster curriculum that is both gender-transformative and intersectional in their perspectives. In addition, participants shared the corresponding concepts and theories between the Workshop learnings and their syllabus.

STUDENTS' WORKSHOP OUTCOMES

First, participants understood the concept of intersectionality and its implications for disaster management. They engaged in group discussions regarding the intricate relationship between gender dynamics, intersectionality, and disaster scenarios. Along with these concepts, they recognized the importance of gender-transformative approaches in disaster education. Additionally, they learned to identify and address if there are any gender biases and stereotypes in existing disaster-related courses. As they were from different departments, they evaluated and selected relevant topics such as gender, disaster, and

intersectionality suitable for their respective syllabuses. In addition, Participants suggested their needs and plans outlining steps to incorporate gender-transformative approaches into the curricula. The workshop provided a platform for networking and knowledge exchange, too.

Our students provided suggestions and shared their thoughts that can be incorporated into the Intersectional and Gender Transformative Disaster Management Curriculum. Some crucial suggestions/ feedbacks are as follows:

- Incorporation of fieldwork involves assessing how different genders interact with and depend on the environment. This hands-on experience can enrich their understanding.
- Inclusion of media ethics and responsible reporting during disasters. Such as how to report accurately without reinforcing harmful gender stereotypes.
- Emphasizing the importance of a more practical and immersive curriculum that engages them in real-world scenarios such as experiential learning and direct engagement with affected communities.
- Contextualizing the curriculum from Bangladesh perspectives.
- Addressing gender issues like security, empowerment, and violence against women.
- Emphasizing the current global ecological crisis, environmental economics, and Sustainable Development Goals.

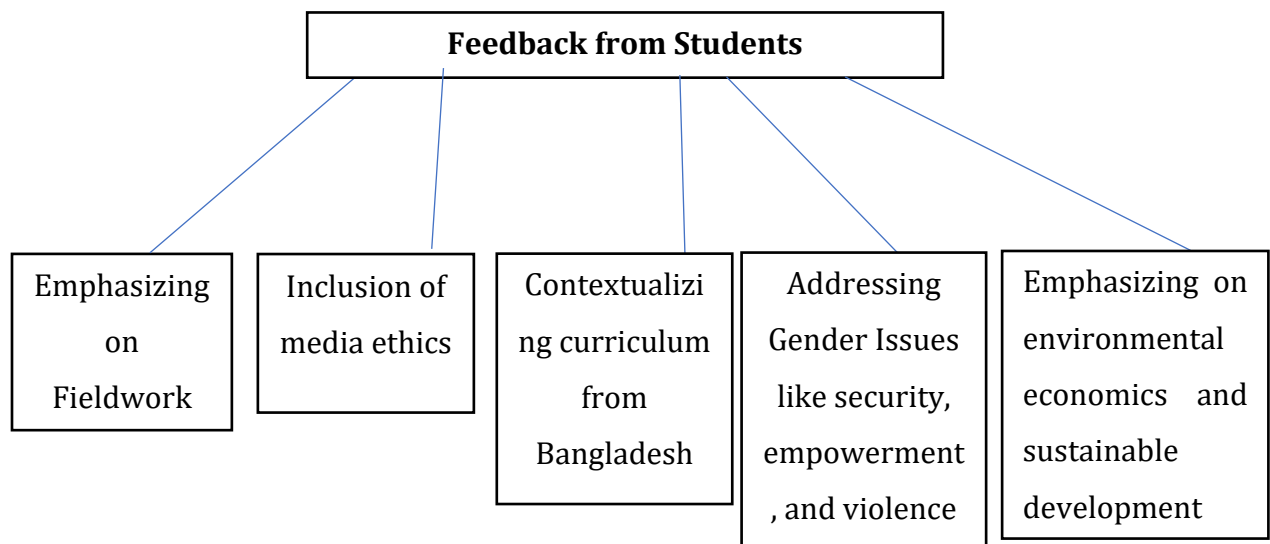


Figure 49: Feedback from the students

PRACTITIONERS’ WORKSHOP SUMMARY

The second day-long knowledge dissemination session of three series workshops on ‘The Need for Intersectional and Gender-Transformative Disaster Management Curriculum’ was held on 21 July 2023 at Begum Rokeya University, Rangpur. The participants of this session were practitioners working in relevant fields in different prominent non-governmental organizations (NGOs) in the Northern area of Bangladesh. This workshop focused on designing a curriculum that integrates gender-transformative and intersectional perspectives into disaster management and response, which brought together 15 practitioners from BRAC, Gana Unnayan Kendra (GUK), CARE- Bangladesh, PRISM Bangladesh, Rangpur Dinajpur Rural Service (RDRS) Bangladesh, UNICEF, Plan International Bangladesh. Furthermore, journalists working in print and electronic media, such as Ekhon TV and The Daily Observer, shared valuable insights in this workshop. They engaged in group discussions, activities, and group exercises to identify key topics, objectives, teaching methodologies, and assessment methods that can be incorporated into the curriculum. Our

draft of course content was shared among the participants and underwent a review process through their individual and group feedback.

PRACTITIONERS' WORKSHOP OUTCOMES

Already, it is mentioned that the draft content was shared among the participants, and they provided feedback and shared insights from their practical experiences regarding the draft content's strengths, areas for improvement, and key takeaways. Finally, based on the feedback received, the draft content was refined. Here are some major feedbacks from practitioners:

- Emphasizing gender-inclusive contingency plan & fund allocation, tools for capacity & vulnerability, and anticipatory action.
- Inclusion of contextual analysis perspective, localization, and gender leadership.
- Incorporation of the dynamics of internal migration and displacement.
- Emphasizing journalism perspectives and interdisciplinary action on intersectional and gender-transformative disaster curriculum.
- Special importance on humanitarian perspectives in disaster management curricula.

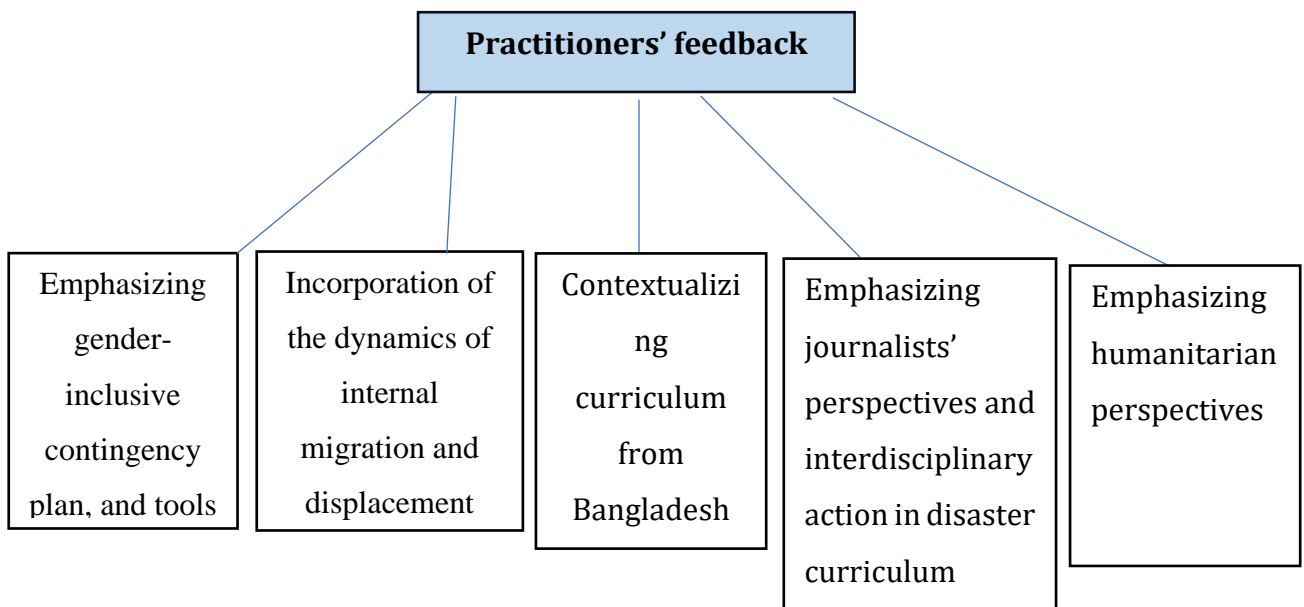


Figure 50: Feedback from the practitioners

ACADEMICIANS' WORKSHOP SUMMARY

The last day-long workshop of three series workshops on 'The Need for Intersectional and Gender-Transformative Disaster Management Curriculum' was Held on 25th July 2023 at Begum Rokeya University, Rangpur. Our respected seventeen academicians from various disciplines of Begum Rokeya University, Rangpur, namely Gender and Development Studies, Sociology, Disaster Management, Geography and Environmental Science, Political Science, Public Administration, Journalism and Mass Communication, and Economics, participated in the workshop. This workshop aimed to gather feedback from participants through open discussion and group activities regarding the draft content's structure, and key takeaways and to identify existing courses within university programs that align with the themes of gender, intersectionality, and disaster. This feedback provided insights into the draft content's strengths and areas for improvement.

ACADEMICIANS' WORKSHOP OUTCOMES

The draft content was shared among the academicians, and they provided feedback and shared insights from their multidisciplinary theoretical and practical insights regarding the draft content. Finally, the draft content was refined and precise based on their feedback. Here are some feedback from practitioners:

- Inclusion of basic concepts related to gender, disaster, and intersectionality in the first section.
- Inclusion of different models and indexes related to gender and disaster.
- Inclusion of Policy overview in our courses.
- Positioning transgender and persons with disabilities in disaster situations.

- Focus on practical learning and promoting fieldwork-based assignments.
- Focus on empirical research on the corresponding area.

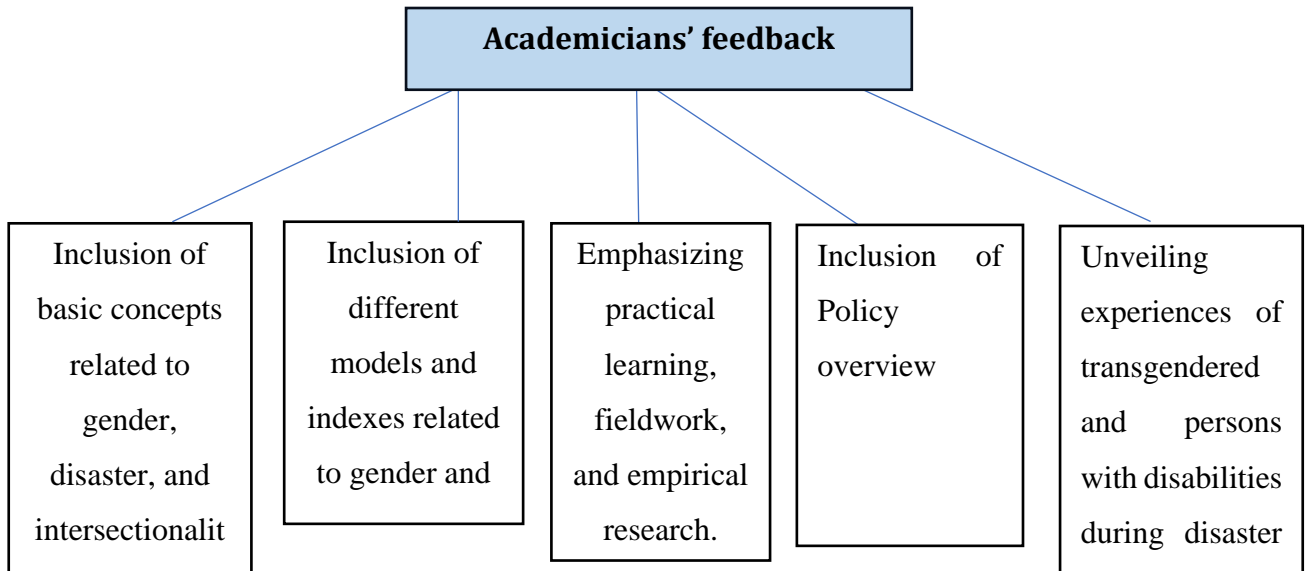


Figure 51: Feedback from academicians

MAJOR FINDINGS

- Emphasizing the importance of a more practical and immersive curriculum that engages real-world scenarios such as experiential learning and direct engagement with affected communities.
- Contextualizing the curriculum from Bangladesh perspectives.
- Incorporation of the dynamics of internal migration, displacement, and humanitarian perspectives.
- Inclusion of basic concepts related to gender, disaster, and intersectionality in the first section.

- Inclusion of Policy overview and positioning of transgender and persons with disabilities in the contents.
- Focus on practical learning, fieldwork, and empirical research.

CONCLUDING REMARKS

This process documentation includes collaborative efforts of students and academicians of Begum Rokeya University, Rangpur, and practitioners from various NGOs in refining and developing an Intersectional and Gender-Transformative Disaster Management curriculum. Considering the unique challenges, the curriculum aims to create a more practical approach to disaster management. The three workshops aimed to create awareness among students, academicians, and practitioners about the significance of incorporating intersectional gender-transformative perspectives into disaster curricula. The participants engaged in discussions, activities, and brainstorming sessions to identify their strategic needs, challenges, and potential solutions for such integration.

Program Name: Intersectionality and Gender Transformative Disaster Management Curriculum

PROGRAM DESCRIPTION

This program provides an overview of the fundamental concepts, theories, and methods in gender and disaster pedagogies and why it is important to consider intersectionality to understand the position of different genders during disaster situations. This program will have a deeper look into the basic understanding of gender, disaster, and intersectionality and the intricate relationship between these concepts. This is a professional course that is targeted to our alumni students and practitioners who are working on gender and disaster issues in Bangladesh. Through a combination of theoretical exploration and practical application, students will gain a deeper understanding of this program submitting a final

presentation of their field work. This is going to be a 6-month long professional hybrid course curriculum proposing both online and offline modes of teaching. As this is a professional program, we will conduct our classes from 4 pm to 7 pm on Friday and Saturday for 6 months.

PROGRAM OBJECTIVES

- To raise awareness about integrating a gender-transformative disaster curriculum through intersectional lenses.
- To provide a foundational and professional understanding of gender and intersectionality concepts in disaster management.
- To foster collaboration and knowledge exchange in disaster management and gender transformative approach.
- To provide theoretical as well as practical knowledge and enable prospective students to write professional reports following proper methodological approaches.

1. Gender & Disaster Basic Concepts

Credit Hours: 3

Classes: 8

- I. Differences between sex and gender, gender roles, gender relations, gender division of labor, gender stereotypes, patriarchy, transgender persons
- II. Disaster management key concepts like hazard, risk, and vulnerability (HRV) analysis, mitigation, response (including alert and warning, impact, immediate post-impact, and rescue), recovery and reconstruction.
- III. Positioning different genders in disaster situations and analyzing different case studies of floods, drought, or any other natural disaster

2. Intersectionality

Credit Hours: 3

Classes: 8

- I. Key concepts of intersectionality (definition, origin, background, principles, factors, intersectionality enablers)
- II. Feminist perspectives on intersectionality
- III. Intersectionality in disaster pedagogies
- IV. Intersectional approaches to disaster, climate change, and humanitarian response (theory, policy, and practice)
- V. Bangladesh & worldwide context of intersectionality
- VI. Considering women, children, elderly people, persons with disabilities, and transgendered people as a priority group
- VII. Intersectionality, vulnerability, and resilience; Tools for Assessing Capacity and Vulnerability.
- VIII. Challenges towards establishing the lenses of intersectionality and way forward/ solution.
- IX. Reviewing literature and writing reflection notes on quantitative and qualitative studies related to intersectional priority groups.

3. Gender and Feminist Political Ecology

Credit Hours: 3

Classes: 8

- I. Key concepts of Gender (Gender Roles, Gender Relations, Gender Stereotypes, Decision Making, Empowerment);
- II. Different Continuum of Gender
- III. Gender dimensions in disaster context, Gender responsive disaster risk reduction, Gender inclusion in disaster management, Environmental and social safeguard, Safeguard in disaster shelter
- IV. Political Ecology, Feminist Political Ecology

- V. Climate change and gender-based violence
- VI. Gender Analysis of The National Plan for Disaster Management (NPDM), Disaster Management Act 2012
- VII. Gender, Environment, and Sustainable Development Goal
- VIII. Mainstreaming Gender, Aging and Disability in Humanitarian Response. Case study: Rohingya crisis, European Refugee crisis, African refugee crisis, Sidr and Aila migrants
- IX. Gender disaggregated data of disasters, climate-smart technology and adaptation of female farmers, resilience in food security analysis, vulnerability assessment and analysis, gender analysis of agriculture and social investment projects.

4. Gender-Based Climate Migration

Credit Hours: 3

Classes: 8

- I. Why gender in migration, climate change Lexus
- II. Climate change history, challenges, process, and future directions
- III. International migration and migration theories
- IV. Climate change, migration case studies from rural Bangladesh
- V. Climate change, migration, and economy/ livelihoods
- VI. Climate change, migration and health
- VII. Gender-based climate migration and trafficking
- VIII. The nexus of environmental migration, urbanization, and gender in Bangladesh

5. Research Methodology

Credit Hours: 1.5

Classes: 8

- I. Qualitative Research Methodology
- II. Subjective Experiences, Feminist Epistemology, Participatory Rural Appraisal
- III. In-depth interview, Key Informant Interview, Focus Group Discussion, Observation
- IV. Transcripts, Mnemonic Coding
- V. Data Analysis using Nvivo
- VI. Quantitative Research Methodology
- VII. Survey Questionnaire
- VIII. Data Analysis using SPSS, STRATA

6. Field Work Based Assignment

Credit Hours: 1.5

Field Work, Report Writing Guidance, Final Presentation: 8 Classes

- I. Participatory action research method
- II. Field visit
- III. Presenting a fieldwork-based assignment to complete the course.

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A.5 Certificate Program on Climate Change and Intersectionality

BACKGROUND

Climate change impacts are increasing all over the world, and Bangladesh is one of the susceptible countries to increasing changing patterns of climatic variabilities (Hossen et al. 2019). Also, due to changing scenarios, the intensity and frequency of disasters are increasing (Hasan et al. 2020). In Bangladesh, local communities in coastal areas are highly vulnerable to climate change and disasters due to their socioeconomic situations (Hasan et al. 2019). In coastal areas of Bangladesh, the needs of people differ from community to community, and gender groups usually experience climate change and disasters differently compared to other groups of people (Shamsuddoha and Chowdhury 2007). Understanding intersectionality regarding climate change is a prerequisite to analyzing the opportunities and challenges of vulnerable communities (Kaijser and Kronsell 2014). However, the term ‘intersectionality’ has not been sufficiently addressed by the academic and research sectors in Bangladesh. It is highly important to make people familiar with the term and build a relationship with the term ‘intersectionality’ regarding climate change and disasters in Bangladesh. Therefore, it is highly important to strengthen the knowledge and capacity of stakeholders from different sectors like academic, government, and non-government sectors on “Climate Change and Intersectionality”.

OBJECTIVES

BROAD OBJECTIVE

To conduct a certificate program on “Climate Change and Intersectionality”.

SPECIFIC OBJECTIVES

- Specific objectives of this certificate program are,
- To introduce the new term ‘intersectionality’
- To explore the linkage between climate change and intersectionality

- To facilitate field exposure on the climate change-affected areas in Jashore
- To disseminate the learning and experiences among the practitioners.

TIMELINE OF THE PROJECT

The entire timeline of the certificate program on climate change and intersectionality is given below in Table 11.

Table 11: Activity timeline

Sl.	Activity	Timeline
1	Background work to disseminate circular of certificate program online	01/05/2023-05/05/2023
2	Drafting of certificate program curriculum and identification of facilitators	06/05/2023-08/05/2023
3	Dissemination of advertisement for certificate program on climate change and intersectionality Selection of participants	05/05/2023-16/05/2023
4	Inauguration of certificate program	17/05/2023
5	Online sessions including field visit	17/05/2023-30/05/2023
6	Final dissemination event	25/07/2023

Certificate Program on Climate Change and Intersectionality

Learn From Resource Person
Climate Change and Adaptation
Disaster Risk Reduction and Sustainability
Gender and Intersectionality
Governance

Open to

- ★ Graduate Students
- ★ INGO/NGO Personnel
- ★ Government Officials
- ★ Civil Society Members

Course Engagement Hours
7 X 2=14 hours and 1 day field exposure (approximate 8 hours)
Method: Hybrid
Course Fee
For Professional
BDT 2000
For Student
BDT 1000

Available Seats: 25
[Females and physically challenged person will get high priority]

Deadline for registration
15 May 2023

For Registration Please Visit
<https://forms.gle/NdQ5gpWAXTABqkDi6>

Waiver up to 50% Available

Organized by
Department of Climate and Disaster Management
Jashore University of Science and Technology, Jashore-7408
In Collaboration with
Curriculum Development Project
GRRIPP South Asia

For More Information
<https://cdm.just.edu.bd/events/upcoming>
Email: chairman.cdm@just.edu.bd
Phone: +88001737-272630

Figure 52: Advertisement of the certificate program on climate change and intersectionality

SELECTION OF THE PARTICIPANTS

From 35 applications, 25 participants were selected, and we had to close the application submission online form before the deadline because of the huge response. Details of the participants are presented in Table 12.

Table 12: Details of the selected participants of the certificate program on climate change and intersectionality

Full name	Gender	Affiliation	Organization	Educational Background
Md. Kamrul Islam	Male	Student	Jashore University of Science and Technology	Fisheries and Marine Bioscience
Khadiza Tul-Coubra	Female	Student	Jashore University of Science and Technology	Environmental Science and Technology

Afra Anika Islam	Female	Student	Khulna University of Engineering & Technology	Urban and Regional Planning
Md Omar Faruk	Male	Student	University of Barisal	Coastal Studies and Disaster Management
Rukaya Khatun	Female	Student	Jashore University of Science and Technology	Environmental Science and Technology
Raosan Ara	Female	Student	Khulna University	Urban and Regional Planning
Md. Shoriful Islam	Male	Graduated	-	Civil Engineering
Bappy Kumar Adhikari	Male	Environment Officer	Rural Reconstruction Foundation	Environmental Science
Asit Baran Mondal	Male	Project Manager	Rural Reconstruction Foundation (RRF)	Agriculture
Khandakar Rashedul Islam	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Mst. Marufa Aktar	Female	Graduated	-	Sociology
Sujon Chandro Roy	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Partha Chandra Debnath	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology

Md. khaleduzzaman	Male	Student	Jashore University of science and technology	Environmental Science and Technology
Md Muhaiminul Haque	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Asadullah-Munna	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Md Sozibur Rahman	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Shoubhik Kumar Dey	Male	Lecturer,	Northern University of Business and Technology Khulna	Architecture
Murchana Chakraborty	Female	Student	Noakhali Science and Technology University	Environmental Science and Disaster Management
Pragga Chowdhury	Female	Student	Jashore University of Science and Technology	Environmental Science and Technology
Md. Simoon Nice	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Baytune Nahar Netema	Female	Student	Jashore University of Science & Technology	Environmental Science and Technology

Ohidur Rahman Shuvo	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Mst. Rea Khatun	Female	Student	Jashore University of Science and Technology	Environmental Science and Technology
Md. Al-Amin	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology
Abu Bakar Siddique	Male	Student	Jashore University of Science and Technology	Environmental Science and Technology

Among the participants, there were 20 students, 3 NGO personnel, 1 Government employee, and 1 university faculty. Also, among all participants, the majority of the participants were male (65%), while 35% of the participants were female.

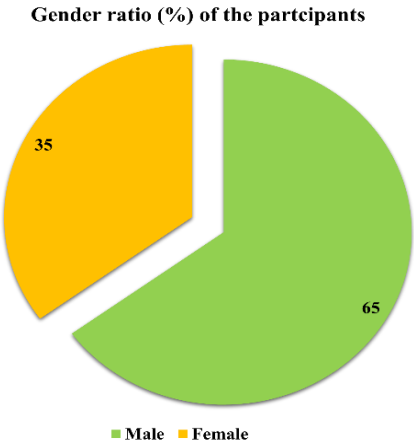


Figure 53: Gender ratio of the participants

ACTIVITIES

The certificate program was conducted in eight sessions including one day-long field visit, while the date, name of the sessions, and facilitators according to days are presented in Table 13.

Table 13: Date, name of the sessions, and facilitators of the certificate program on climate change and intersectionality.

Days	Timeline	Name of the session	Facilitator
Day-1	17/05/2023	Inaugural Session and Climate Change	Dr. Mohammad Mahfuzur Rahman Chairman, Department of Climate and Disaster Management, Jashore University of Science and Technology
Day-2	20/05/2023	Disaster Risk Reduction (DRR)	ATM Zakir Hossain Executive Director, Jagrata Juba Shangha, Khulna
Day-3	21/05/2023	Understanding Intersectionality: Theories and Practices	Ms. Lavanya Shanbhogue Arvind Assistant Professor, Centre for Disasters and Development, Jamsetji Tata School of Disaster Studies Tata Institute of Social Sciences
Day-4	24/05/2023	Climate Change Adaptation and Mitigation	Dr. Md. Golam Rabbani Head, Climate Bridge Fund Secretariat, Bangladesh Rural Advancement Committee (BRAC)
Day-5	26/05/2023	Field visit	Dr. Mohammad Mahfuzur Rahman Chairman,

			Department of Climate and Disaster Management, Jashore University of Science and Technology
Day-6	28/05/2023	Refugee and Humanitarian Response	Shahnam Karin United Nations Children's Fund (UNICEF) Cox's Bazar Field Office
Day-7	30/05/2023	Governance: Opportunities and Challenges from a long-term perspective	Ms. Catharien Terwisscha van Scheltinga Senior Researcher Water Management in Deltas and Head, Wageningen UR Project Office Dhaka
Day-8	25/07/2023	Presentation on learning	Nafisa Nuari Islam Assistant Professor Department of Climate and Disaster Management Jashore University of Science and Technology
	25/07/2023	Final Dissemination Event	

Day 1: Inaugural Session and Discussion on Climate Change

The first day of this program begins with a discussion of climate change which focuses on the present climate vulnerability and future impacts of climate change. The topics of Global atmospheric circulation, Climate systems, Earth's greenhouse effect, and El Nino effects and tried to uphold in this discussion and understood the overview of the Climate Change process.

At the end of the first-day session, learners were able to distinguish climate from weather, know about the key components of the climate system, analyze how the components have changed, and attribute climate change to key drivers. After all, the session ends with the climate change impact and global response.

Day 2: Session on Disaster Risk Reduction

Disaster Risk Reduction (DRR) was the second session of this theoretical program which is based on a complete mitigating process and aimed at where and how disaster risk management can be implemented.

The program started with the trends of global disaster numbers and their gigantic impact on nature like Japan's Fukushima Nuclear Disaster. On the other hand, the Disaster context of Bangladesh Shows an immense number of disasters which was before 2000 including the Bhola cyclone, Bangladesh Floods, and Ganges River flooding, and after 2000 including Cyclone Sidr, Bangladesh Floods, and Cyclone Aila. Furthermore, the Discussion has gone through several topics like marginalization and vulnerability, disaster management in Bangladesh, impacts of disaster on development, and national and international policies. In conclusion, it was assumed that the disaster risk reduction process estimated the proper guidelines against any disaster.

Day 3: Understanding Intersectionality: Theories and Practices

The first instance of the session began with the topic of understanding intersectionality: theories and practices that imply how a person's various social and political identities combine to create different modes of discrimination and privilege.

Regarding this intersectionality known about its origin and history with theoretical debates. Behind this reason, intersectionality began to consider other forms of marginalization brought about by systematic oppression on account of ethnicity, caste, aging, disability, mental health, sexuality, class, religion, and indigeneity. Membership to certain groups etc.

To sum up, this session concludes that, relevant for disaster management, climate change, and other disciplines allied around emergencies and conflict. Moreover, the session also upholds the practicalities of policy implementation and presents the different scenarios with a case study.

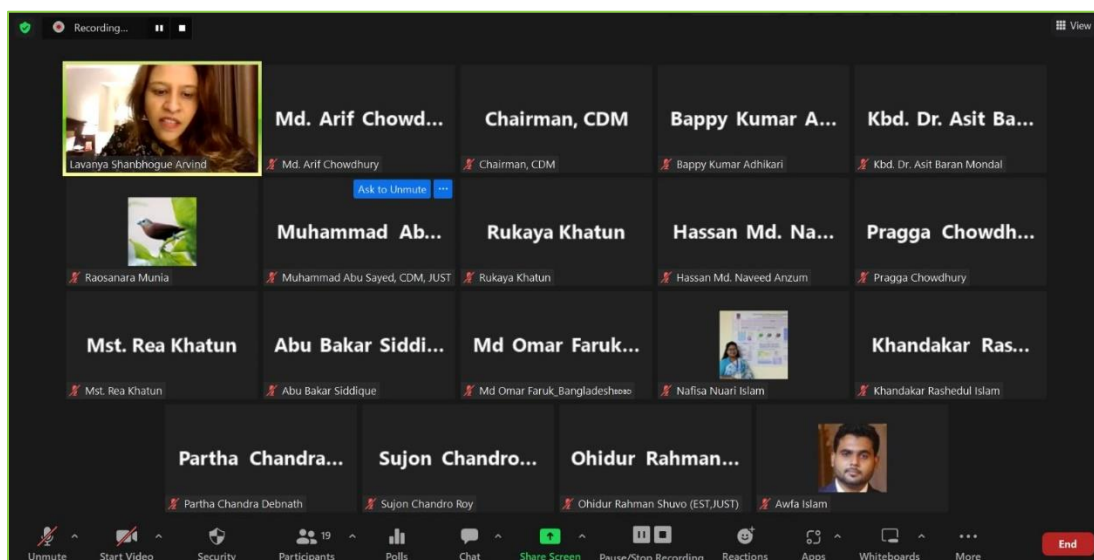


Figure 54: Session on “Understanding Intersectionality: Theories and Practices”

Day 4: Climate Change Adaptation and Mitigation

To start with the climate change adaptation and mitigation session was a complete overview of the climate change adaptation and mitigation process. The keynote speaker represents the scenario of the change of the climate system and its impacts on the climate future. There are different climate change-related hazards during 2016-2022 like heatwaves, flash floods, lightning, landslides, cyclones, floods, etc.

In addition, Bangladesh has different projects to reclaim the hazard risk mitigation including Bangladesh Climate Change Strategy and Action Plan 2009 and Roadmap and Action Plan for implementing Bangladesh NDC.

In brief, the session concludes with an adaptation and mitigation strategy including a solar home system program, a Domestic biogas program, Solar mini-grid projects, an improved

cook stove, etc. in the context of Bangladesh. Additionally, the session went through different strategies like a homestead garden on a raised plinth, storage of safe drinking water and dry food, floating garden during flood and saline tolerant rice, etc.

Day 5: Field Visit

The field visit was the most immense thing of this program where participants visited different geographical locations in the south-western part of Bangladesh. The program was scheduled with different activities with different places like visiting the local area and interacting with local representatives and local communities which helps to understand the adverse situation or struggling life journey stories about local communities. The field visit was conducted in Beel Kedaria and Bhobodoho, Avaynagar of Jashore, where participants got the opportunity to learn about different issues related to intersectionality and climate change.



Visit to Beel Kedaria, Jashore



Kalishakul (Bhobodoho), Avaynagar, Jashore



The facilitator is describing different issues in the field



Interaction between participants and local people

Figure 55: Field visit to Beel Kedaria, Jashore

Field visit also helps to gain new knowledge about the historical background of the water logging situation, types of impact of waterlogging on socio-economic status or livelihood, and impacts on gender groups (Women, Children, People with disabilities, and aged people). In a nutshell, this program upholds the current adaptation practices or measures they have taken at the Government, NGO, and Community levels.

Major findings from the field visit:

- Many community people have the traditional tendency not to leave their own houses and prefer to stay home. Such tendencies are visibly seen in women as they are considered mostly vulnerable to any disasters.
- Improper design of houses and supply of low-quality construction materials also contribute to raising the community conflict.
- The political influence on the Selection of households/beneficiaries to distribute the relief goods increases the disparities among the community.
- Overlapping of resources from the different agencies also aggravates the existing situation.
- Lack of inter-agency coordination also plays a significant role in recovering from the adversaries of water logging.
- Seasonal migration is increasing due to water logging.

Day 6: Refugee and Humanitarian Response

Right up front, this session upholds the present scenario of the Refugee and Humanitarian Response of Bangladesh where the counties have already taken up extreme refugee and humanitarian response.

However, there are more challenging issues like people's vulnerability (food, shelter, accommodation, etc.) and on the other hand climatic vulnerabilities such as cyclones, floods, landslides, and thunderstorms. Public health emergencies such as Diphtheria, Measles,

Cholera, and Dengue also pose risks. To mitigate this problem Bangladesh should be going through a new plan with current challenges.

After all, from this session, participants know about the present and future context of refugee problems and their mitigating measures.

Day 7: Governance: Opportunities and Challenges from a Long-term Perspective

On the last day of this session conducted with Governance: Opportunities and Challenges from a Long-term Perspective which aimed to explore the potential of nature to improve the quality of life, challenges in the world, Delta vision, Scenarios Bangladesh Delta Plan 2100, App with information on BDP 2100.

In addition, Bangladesh Delta Plan 2100 changing the agriculture and food situation in deltas including Dairy, Salinity, Mango export, shrimp, Mangrove, and Vegetables. Bangladesh faces different kinds of difficulties with longer-term planning and uncertainty where delta plan vision indicates delta priorities and delta challenges.

The session concluded with the complete scenario, guidelines, and opportunities for Bangladesh where Bangladesh belongs with lots of climatic vulnerabilities in the long-term perspective.

FINAL DISSEMINATION EVENT

A final dissemination event was conducted at the conference room of Bangladesh Agriculture Development Corporation, Jashore and 40 participants participated in this event. There were participants from government, non-government, academics, and non-government organizations including participants from the certificate program.



GRRIPP
Gender Responsive
Resilience and Intersectionality in
Policy and Practice

JUST
Jashore University of Science and Technology

**Final Dissemination Event and Certificate Program
on
Climate Change and Intersectionality**

Chief Guest
Professor Dr. Shaibur Rahman Molla
Director, Dr. M. A. Wazed Miah Institute of Advance Studies and Research, JUST

Special Guests
Professor Dr. Md. Nazmul Hasan
Director, Institutional Quality Assurance Cell (IQAC), JUST

Md. Abdulla Al Rashid
Superintending Engineer, BADC, Jashore

Chair
Dr. Mohammad Mahfuzur Rahman
Chairman, Department of Climate and Disaster Management, JUST

Date: 25 July, 2023

Organized by Department of Climate and Disaster Management, Jashore University of Science and Technology

Figure 56: Banner of the final dissemination event



Figure 57: Final dissemination event of the certificate program on climate change and intersectionality

OBSERVATION/ LEARNING OF THE CERTIFICATE PROGRAM ON CLIMATE CHANGE & INTERSECTIONALITY: PARTICIPANTS' POINTS OF VIEW

Based on the observations of the participants, the following recommendations are given,

Water Logging Issues

- ✓ **Equitable Resource Allocation:** Ensure that resources for water management, infrastructure development, and disaster preparedness are distributed equitably among different communities. Prioritize areas with higher vulnerability and need, rather than following a one-size-fits-all approach.
- ✓ **Collaboration and Partnerships:** Foster partnerships between local governments, NGOs, community-based organizations, and other stakeholders to develop integrated and holistic approaches to address water-logging issues. Collaboration can lead to more comprehensive and sustainable solutions.
- ✓ **Education and Awareness:** Raise awareness about climate change and its impacts, particularly in vulnerable communities. Encourage environmental education in schools and community outreach programs to promote a culture of resilience and sustainable practices.

Intersectionality

- ✓ **Community Engagement and Participation:** Involve local communities, especially marginalized groups, in decision-making processes and planning for water-logging mitigation and adaptation strategies.
- ✓ **Gender-sensitive Approaches:** Empower women by involving them in decision-making and providing access to resources and training for sustainable livelihoods.
- ✓ **Health and Sanitation:** Pay special attention to the health and sanitation needs of vulnerable communities in water-logged areas. Improve access to clean water, sanitation facilities, and healthcare services to prevent waterborne diseases and health issues.

- ✓ **Livelihood Diversification:** Support livelihood diversification for communities dependent on agriculture in water-logged areas.
- ✓ **Capacity Building:** Offer training and capacity-building programs on climate change adaptation and disaster preparedness.
- ✓ **Policy Advocacy:** Advocate for policies and regulations that incorporate intersectionality in water-logging management and climate change adaptation plans.

Field Visit

The field visit to the water-logging area has revealed a compelling connection between climate change and intersectionality. The conclusion points are as follows:

- ✓ **Climate Change Impact:** The waterlogging in the area is exacerbated by the effects of climate change, including increased rainfall, and extreme weather events.
- ✓ **Intersectionality and Vulnerability:** The intersectionality lens helps us understand that the impacts of climate change are not uniform across all communities. Certain groups, such as low-income households, marginalized ethnicities, women, and the elderly, are more vulnerable to the consequences of waterlogging due to pre-existing social, economic, and political disadvantages.
- ✓ **Access to Resources:** Intersectionality highlights how social inequalities play a significant role in determining access to resources and adaptive capacities. Marginalized communities may have limited access to information, technology, financial resources, and political influence, making it harder for them to cope with and recover from water-logging events.
- ✓ **Health and Livelihood:** Water-logged areas pose health risks, particularly related to waterborne diseases and inadequate sanitation facilities. Intersectionality reveals how certain communities, such as women and children, suffer disproportionately from this health.
- ✓ **Social and Cultural Impacts:** Intersectionality emphasizes the importance of considering social and cultural factors in climate change adaptation and mitigation strategies.

- ✓ **Policy Recommendations:** The intersectional approach calls for targeted policies that address the specific needs and challenges faced by different groups in the water-logging area.
- ✓ **Data Collection and Analysis:** During the field visit, gathering and analyzing data on the social, economic, and demographic characteristics of the affected population helps to identify vulnerable groups and their specific needs, enabling targeted interventions.

ACHIEVEMENT OF THE PROJECT

Among several achievements of this program, some major successes are,

- Collaboration within different organizations
- Participations' exposure to renowned professionals from diverse fields (both national and international)
- Creation of new opportunities to work with intersectionality.
 - ✓ can be introduced in the academic curriculum.
 - ✓ new research domain on 'intersectionality'
 - ✓ new dimension to address 'intersectionality' in different NGO and INGO activities.

CONCLUSION

Intersectionality is vital for understanding and addressing climate change challenges from a holistic and equitable perspective. It is also understood this program is a highly important initiative for the participants and this program should be repeated regularly to boost the knowledge and understanding of academicians and practitioners on climate change and intersectionality. By offering this course, the Department of Climate and Disaster Management, Jashore University of Science and Technology showcases its commitment to addressing climate change and social issues.

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