

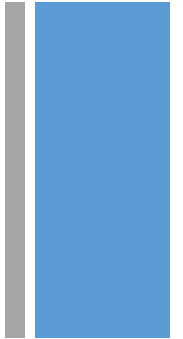
Roles of Women in Promoting Safety of Children in Small Islands: The Case of TEACH DRR in Carles, Iloilo, Philippines



**Josephine T. Firmase, Jorge S. Ebay,
Darlene Joy D. Calsado & Lovella Mae M. Magluyan**

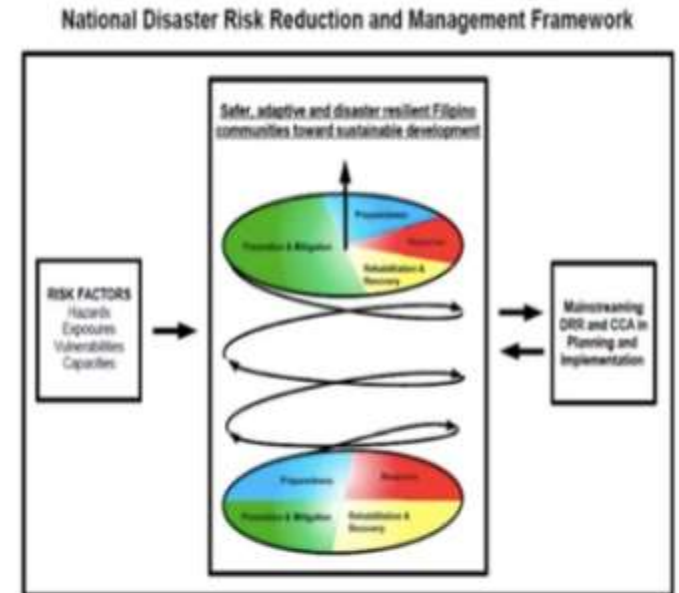
+ Introduction

- TEACH DRR project implemented by University of the Philippines Visayas Foundation and UNICEF
- aims to develop a holistic and multi- sector approach to disaster risk reduction
- Objectives of the study
 - (1.) to determine the extent of participation of women in community disaster risk reduction and management (DRRM) activities in the two small island communities;
 - (2.)to distinguish the roles of women in community DRRM activities; and,
 - (3.)to determine the value of DRRM participation to women and their community



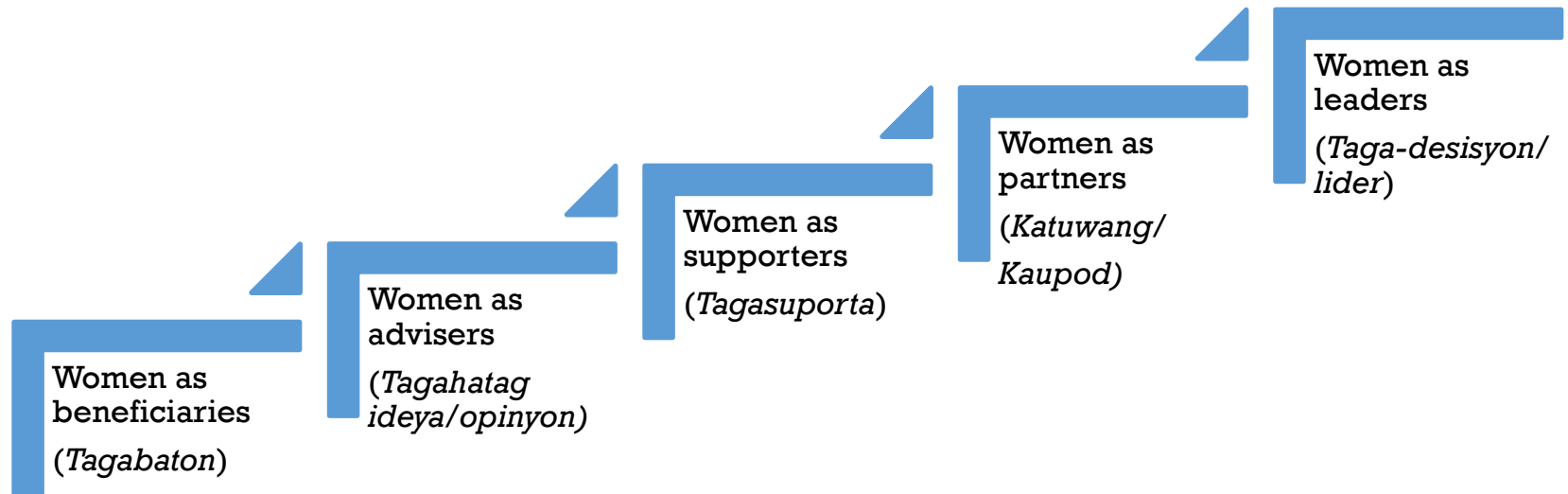
+ Methodology

- Case Study of *Barangay* Talingting and *Barangay* Bito-on in Calagnaan Island, Carles, Iloilo Philippines
- Utilized data from project reports, pretest, posttest, workshops and evaluations generated by the various activities facilitated by the UPVFI TEACH DRR Project team.
- Three Focus Group Discussions
- 78 women-interviewees
- Analysis was guided by the DRRM Framework of Republic Act 10121 (Philippine DRRM Act of 2010)



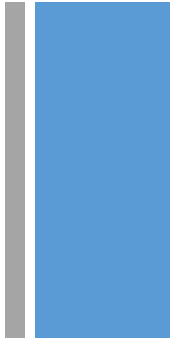
: NDRRM Framework (RA 10121)

+ Results and Discussions



+ Implications

- The complexity of DRR requires participation of diverse stakeholders especially the community; need to strengthen/institutionalize spaces for participation of vulnerable sectors (including women) in DRRM through local policy, community organizing, education and further research
- Sustainability of women's high participation in DRRM entails continued support and recognition of their different capacities/roles by local leaders; need to mainstream gender in small island community-based disaster risk management
- Building a culture of preparedness and resilience in small islands needs other interventions sensitive to small islands that can be facilitated by a robust school-community-LGU relationship through sustained dialogue, interaction and education



ROLES OF WOMEN IN PROMOTING SAFETY OF CHILDREN IN SMALL ISLANDS: THE CASE OF TEACH DRR IN CARLES, ILOILO, PHILIPPINE

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Introduction

- Archipelagic countries like the Philippines have small island communities that frequently represent the poorest and most marginalized groups in the country with high exposures to natural and anthropogenic hazards. Given their remote and detached location, they are also underserved, thus, many of them have insufficient preparedness and response capacities.
- Of the 14.1 million Filipino people affected by Typhoon Haiyan in November 8, 2013, about 5.9 million (41.84%) are children (Save the Children's Resilient Gentle). Vulnerability of children in small island communities are exacerbated given their poverty, poor capacities and geographical location.
- Women are often seen as vulnerable sector and victims during disasters. Their capacities are seldom recognized and their potentials remain untapped.
- In the municipality of Carles where 19 of 33 barangays are in small islands and where women comprise 48.20% of the population, their potentials to contribute to community resilience is high, however, insufficiently valued. Women remain unorganized and have limited access to programs and opportunities. Local structures for children's protection and development are devoid of functionality. In small island communities of Bitoon and Talisay, poor women and their families who are mostly artisanal fishers live in poorly constructed houses without electricity and adequate access to potable water exposed to the vagaries of weather and climate. Teen pregnancy, domestic violence, malnutrition, school dropout, and infant mortality are also pressing problems. Disasters then can be more debilitating and devastating in small island communities if capacities are not enhanced and vulnerabilities continue to be untreated.
- TEACH DRR (Disaster Risk Reduction Training, Education and Advocacy for Children's Protection and Resilience) as a UNICEF-supported project managed by the University of the Philippines Visayas Foundation Incorporated (UPVFI) from December 2016 to November 2018. It aims to develop a holistic and multi-sector approach to disaster risk reduction that will involve the integration of health, nutrition, child protection, water, sanitation and hygiene (WASH) in the development of community initiatives. The major implementation partners are Barangays Bitoon and Talisay and the local schools. Recognizing the principles of community-based disaster risk reduction and management (CBDRM), TEACH DRR involves the communities in a participatory capacity building and advocacy activities to reduce their vulnerabilities and enhance their capacities with the goal of building safety and resilience.
- Using the TEACH DRR Project experience, the study wishes to answer the following objectives:
 - (1) to determine the extent of participation of women in community disaster risk reduction and management (DRRM) activities in the two small island communities;
 - (2) to distinguish the roles of women in community DRRM activities; and,
 - (3) to determine the value of DRRM participation to women and their community

Methodology

- Case study involving two barangays (Bitoon and Talisay) as a by-product of the TEACH DRR Project managed by UPVFI. The study covers the period January 2017 to September 2018.
- Utilized data from project reports, pretest, posttest, workshops and evaluations generated by the various activities facilitated by the UPVFI TEACH DRR Project team. All activities are conducted in the local dialect.
- Three Focus Group Discussions

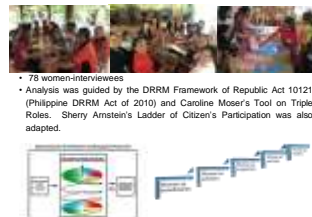


Figure 1: NDRRM Framework Figure 2: Roles of Women in Community DRRM (Arntsen, as modified)

Discussion

- ### 1. Extent of Women's Participation in Community DRRM Activities
- Women have high participation in prevention, mitigation and preparedness activities directly involving school children and youth. These DRRM activities aim to improve knowledge, skills and behaviors of children and youth to participate in the discussion, implementation of activities and planning of initiatives to reduce disaster and climate risks in their localities. These are Participatory Capacity and Vulnerability Assessment (PCVA), School Safety Assessment, Ecological Youth Camp, Swim and Survive, School Hydro-meteorological Information Network (SHINE) orientation and organization, Disaster Risk Reduction/Climate Change Adaptation (DRR/CCA) Learning Tour, School Nutrition Month Celebration, mobilization of youth groups for DRR through Community Theater, Youth and Art for the Earth, "Safe ang Bata Kon Siya Handa" (A Prepared Child is a Safe Child), Children's Action Planning for School Improvement Plan and Annual Investment Plan (AIP) integration (See Figure 3).

High participation of women in DRRM activities at the community level is evident. These activities are mainly trainings (Child-Centered Community

Based DRRM, Participatory Three-Dimensional Mapping (P3DM), Child Protection-in-Emergency (CPIE), Education-in-Emergency (EIE), Health-in-Emergency (HEI), Nutrition-in-Emergency (NIE) and Water, Sanitation and Hygiene or WASH-in-Emergency, Health and Nutrition Counseling, Orientations and Organization of community structures for children's protection (Barangay DRRM Committee (BDRRM), Barangay Council for the Protection of Children (BCPC), Barangay Nutrition Committee (BNC) and Violence Against Women and Children (VAWC) Desk Officers), AIP Workshops, Psychological First Aid, Table Top Simulation Exercises, Community DRRM Festival, Forum on Adolescent Sexual and Reproductive Health, and Rise and Shine Peer to Peer Dialogue for Small Island Resilience. The prevention, mitigation and preparedness activities aim to increase capacities to anticipate, prevent, protect, adapt, respond and recover from shocks and stresses to reduce community vulnerabilities, protect and promote child rights and improve knowledge and skills of barangay officials to develop an integrated, multi-sectoral and child-centered DRR and CCA plans and programs for actions (see Figure 4).

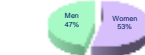


Figure 3: Extent of Women's Participation in DRRM Activities Involving Local Schools



Figure 4: Extent of Women's Participation in DRRM Activities Involving Community Sectors

Results of pretest and posttest reveal an increase in the knowledge of women participants in the various DRR trainings:

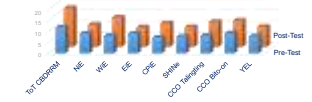


Figure 5: Results of Pretest and Posttest Results of Women Participants in the TEACH DRR Project Trainings

Women also have high participation in DRRM Participatory Monitoring and Evaluation Team (PMET) meetings:



Figure 6: Extent of Women's Participation in the TEACH DRR Project PMET Meetings

Women comprise most of the participants in DRRM activities facilitated by the UPVFI-TEACH DRR Project. Women's participation covers DRRM activities involving prevention, mitigation and preparedness that includes Community Based DRRM processes of orientation, assessment, organization, mobilization, planning, education, advocacy and monitoring and evaluation.

2. Roles of Women in Community DRRM Activities

- Women as Decision-maker/Leader (Taga-deisyon/lider): Women make the decisions or are the leaders/dominant influence in community TEACH DRR activity
- Community policies: Barangay Council
- Community management: BDRRM, BCPC, VAW Desk Officer, BHW, BNS and Day Care Workers
- Men 44%, Women 55% (Figure 7)
- Men 37%, Women 63% (Figure 8)
- As members of the Barangay Council and BDRRM, women lead in the development and updating of the P3D map of the barangay. The P3D map reflects community vulnerabilities and capacities that integrated women's local knowledge and experiences.
- As BHWs and BNS, women lead in the promotion of health, proper nutrition and good personal hygiene to protect and improve health and nutrition conditions of their community. Women members of Calsagan Island Theatrical Artist Organization (CITA/O), for example, prepare the scripts on teen pregnancy and malnutrition.
- As VAWC Desk Officers and Day Care Workers, they also lead in advocacy/information, Education and Communication activities in eliminating and addressing VAWC and in the promotion and protection of the rights of children and women.

- Women as Partner (Katuwang/kaupod): Women participate in decision-making with others; women collaborate or work hand in hand with others in TEACH DRR activities. Women work with men and other stakeholders as full and equal partners in community development processes such as:
 - identification of programs, projects and activities that were integrated in their Barangay DRRM Plan and AIP
 - implementation of projects and activities like fruit tree planting, solid waste management, disaster resilience month, community theater presentations, and P3D mapping. In P3DM, for example, men are responsible for painting, transporting, and hauling while women take care of legends, markings/lining, cutting and posting of pins and threads.
 - trainings in CBDRM, NIE, WE, HE, CPIE, EIE and health and nutrition counselling; and,
 - monitoring and evaluation as members of PMET

- Women as Supporter (Tagasuporta): Women provide any form of support or assistance (cash, kind material, labor or data) to community TEACH DRR activity
 - Women ensure the readiness and learning-conduciveness of the venue before and after community activities. They also prepare food and snacks for the participants.
 - They give full support to their children's participation in community and school activities such as Swim and Survive, Bitoon Youth Community and School Activities such as Swim and Survive, Bitoon Youth Community and School Activities, CITA/O, Sangguning Kabataan (SK), Nutrition Month Celebration and SHINE.

- Women as Adviser (Tagahatag ideya/opinion): Women are asked to give opinions/thoughts/guidance/feedback on community issues and projects, which includes participation in survey & consultations; no decision-making
 - Experts and effective in giving advice and counsel because of their charisma and patience in enduring lengthy conversations and counseling with adults and with children.
 - Evident during Safe and Bata, Kon Siya Handa, Adolescent Sexual and Reproductive Health Forum, Psychological First Aid and trainings

- Women as Recipients/Beneficiaries (Tagabata): Women are passive beneficiaries of TEACH DRR activities like manicure, pedicure, massage and raffie draws during the Disaster Resilience Month. They have also visited and learned from the good practices of other communities and institutions during the DRR/CCA Learning Tour and gained knowledge and lessons from TEACH DRR trainings and activities.

3. Value of Women's DRRM Participation

- Women are happy of their learnings, realizations and of sharing talents and experiences with others. They also felt joy in connecting with others during community activities.
- Participation in DRRM activities gives a level of confidence and protection. They take pride, for example, in explaining what to do before, during and after a typhoon or an emergency like fire, drowning or violence. They can also explain risk assessment, early warning system, preemptive evacuation, basic life support and stockpiling. Recent typhoons leave them with zero casualty.
- Participation inspires development values and actions in women. They learn and practice the value of preparedness, discipline, responsibility, children's participation, accountability, nutrition, cleanliness, and environmental protection. They also appreciate the participatory approaches in planning, implementation, monitoring and evaluation.
- Participation strengthens women's adaptive capacities to build a culture of preparedness and resilience in the family and in the community; they share, explain, guide, advise, teach, encourage, motivate, give warnings, and provide comfort to members of the family and community whenever needed during meetings, home visits, and conversations with neighbors and friends.
- Organization of local structures for children's protection – Barangay DRRM Committee, BCPC, VAWC, BYA, CTAD & SHINE
- Institutionalization of youth representation in local structures for young people's protection
- Establishment of risk information database and maps to guide DRRM planning and school-community early warning system
- Setting up of a school-led Early Warning System that strengthens school-community interface
- Annual plans integrating children's rights; ensuring funding for child protection and development

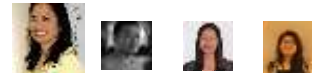
Implications

- The complexity of DRR requires participation of diverse stakeholders especially the community; need to strengthen/institutionalize spaces for participation of vulnerable sectors (including women) in DRRM through local policy, community organizing, education and further research
- Sustainability of women's high participation in DRRM entails continued support and recognition of their different capacities/roles by local leaders; need to mainstream gender in small island community-based disaster risk management
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