



UNIVERSITY OF ESWATINI

SECOND SEMESTER MAIN EXAMINATION PAPER, NOVEMBER 2021

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

COURSE CODE: SOC426

TITLE OF PAPER: GENDER MAINSTREAMING

TIME ALLOWED: TWO (2) HOURS

Instructions:

1. Section A: Question One (1) is compulsory.
2. Section B: Answer ANY two (2) questions.
3. All questions carry equal marks.
4. Total marks: 100

Special requirements:

No special requirements.

Additional material(s):

No additional material(s).

Candidates may complete the front cover of their answer book when instructed by the Chief Invigilator and sign their examination attendance cards but must **NOT** write anything else until the start of the examination period is announced.

No electronic devices capable of storing and retrieving text, including electronic dictionaries and any form of foreign material may be used while in the examination room.

DO NOT turn examination paper over until instructed to do so.

SECTION A: COMPULSORY

QUESTION 1

CASE STUDY PRELIMINARY INFORMATION

Disaster Preparedness & Gender

Why does gender matter in disaster preparedness?

Firstly, there is a need for both men and women's full participation in decisions regarding the identification of appropriate disaster preparedness activities. More often than not, it is only men who are consulted. Women do not regularly participate in decision-making processes and may not even be consulted but merely seen as the recipients of benefits and services.

Secondly, the perception of which roles and responsibilities should be assigned to men and which should be assigned to women differs from one society and culture to the next. Men and women's roles and responsibilities affect how they respond to disaster situations and are hence an important consideration in planning and preparing for disaster response.

In many societies, regardless of caste, ethnicity or religion, women are primarily those in the community who are responsible for managing the household and the family's basic needs. Therefore, women are more likely to become over-burdened in times of crisis. Even if the different roles and relations of men and women are known to the National Society staff and gender issues related to disaster management are logical and obvious, service providers do not always systematically take them into account. For example, it may be known that young men tend to migrate to urban centres in search of work and that the norm is that women follow only once the men become 'established' in the urban area. However, it may not be noted that migration can result in men taking on tasks that they would not normally consider within their socially ascribed roles such as having to cook for themselves and therefore being responsible for their own food storage. Similarly, women who are left behind in rural areas take on additional responsibilities that might not normally be considered within their usual sphere of work. And yet, although women take on additional responsibilities, it may still not be the norm for women to deal or negotiate with government officials as this type of activity is often considered to be a man's job.

The division of labour between men and women is not permanently fixed for all time and may change dramatically in response to sudden disasters and catastrophes as well as more slowly due to wider economic, political and social changes. Although gender roles and relations often change during a disaster, gender analysis can serve as a lens through which to understand more deeply the roles people perform and their relations with each other, both within the community and with existing institutions and subsequently how people may react in an emergency situation. Such analysis contributes to more effective planning on how to prepare for relief measures.

As the authentic case studies in this section illustrate, it is now becoming clearer that all disaster preparedness planning should be informed by some understanding of gender roles and relations through which activities in the community are organized.

CASE STUDY

This country is in the Americas and is prone to extreme weather conditions and phenomena such as hurricanes and cyclones.

The National Society is involved in a variety of disaster preparedness activities. One such activity is the training of community-based volunteers in how early warning systems function. This includes teaching members of the community how to use high frequency radios to communicate information at local level about imminent disasters. To date, each branch of the National Society has trained between 4-6 male volunteers.

However, an evaluation of a community's response to a recent hurricane revealed that information about its imminent arrival was slow in reaching women, which in turn had a negative impact on the ability of the entire community to mobilise a response. Homes were evacuated too late for families to collect essential food items and clothing.

One of the factors that hampered communication was the fact that some of the men who had received training in early warning systems and the use of high frequency radios were not present at the base stations at the time of the early warning signals.

In fact, a number of these men had migrated to urban areas in search of employment.

The National Society's Disaster Preparedness Programme has received funding to be channeled through its branches to form community groups responsible for disseminating information within the community. Such information will relate to the major health risks during an emergency situation (as a result of hurricanes and cyclones) such as information on the importance of safe water supplies.

The community groups will also be responsible for encouraging members of the community to participate in the stockpiling of certain food stuffs (including drinking water) and the collection of other useful items (such as blankets and fuel) that should be stored at strategic locations. Community groups will be Gender Training Pack of the International Federation of Red Cross and Red Crescent Societies 24 responsible for organizing the transportation of these supplies, ensuring security during transportation and at the depots. Funding is also available for the training of community-based first aid workers.

QUESTIONS:

- A. Write down the major lessons from this case study.
- B. From the information in the case study, can you identify or speculate who would be involved in different tasks such as collecting food items, organizing clothing, using radios etc. and why and/or why not? Are these tasks always done by the same people?

SECTION B: ANSWER ANY TWO (2) QUESTIONS

QUESTION 2

Explain how gender is related to culture and show how culture impacts of on gender mainstreaming.

QUESTION 3

A gender analysis is required for all planning and development initiatives. Discuss the validity of this statement.

QUESTION 4

Using examples, explain why the Moser framework is both technical and political in nature. Use appropriate examples to explain your answer.

QUESTION 5

Discuss the challenges faced by National Women's Machineries (NWMs).

QUESTION 6

Discuss the entry points for gender mainstreaming. Illustrate your answer with appropriate examples.