

Module:
Impact of Climate Change on SRHR

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Introduction:

Climate Change is a threat for every region of the globe and vulnerability to it among women and youth rapidly increasing. Pakistan is also facing Climate Change impacts which have become more complex with the passage of time.

Sindh in particular has been experiencing change in weather patterns which have caused extreme weather events over the past 20 years or so. Monsoon season has shrunk and is delayed; previously the monsoon season used to start in June and extended to August, but now it extends till October.

District from Surmi project (Badin,Thatta, Sanghar, UmerKot, Kambar Shahdad Kot and Charsadda) has also been impacted by irregular weather patterns and suffered disastrous flood and severe drought for many years. Climate Change in project sites is also impacting women and young people disproportionately, leaving them extremely vulnerable to long term morbidity, violence and death. The patriarchal practices reduce women and girls' social status and power, often leaving women at the bottom of the chain. Preponderance of early age marriage impacts a girl's education. Usually girls do not get educated because they are busy in the daytime in household chores, like fetching water from far flung areas, and also work in the fields. Due to drought and flood conditions, loss of livelihood has occurred. Increase in preventable diseases and disabilities. According to the Health Department, every year 1,500 children die due to malnutrition, infections, and lack of proper medical facilities in the remote region.

This module is designed for the Community Based Organization to use it as a tool to increase capacity and link climate change with SRHR and Gender issues as important challenges, it also clarifies linkage between Gender and SRHR with Climate Change adaptation.

The purpose of this training is to develop a team of competent CBOs who can objectively,

- ✓ Increase capacity of communities, women and girls to adopt climate adaptive practices.
- ✓ Empower them through provision of skill and knowledge to demand the meeting of their SRHR needs in a growing vulnerable climate.

Training Description:

Training module has been developed to improve knowledge and understanding of CBOs' Workers

- ✓ Impact of climate change and sexual and reproductive health rights
- ✓ Committed to actively participate and give information and awareness to the community.
- ✓ Support communities to access SRHR services

Facilitator Guideline:

- ✓ Make a group of 6-10 participants
- ✓ Select participants preferably young women and girls
- ✓ Confirm their availability
- ✓ Select venue and time
- ✓ Review training module
- ✓ Inform all participants about session's venue and time
- ✓ Gather all nominated participants on the venue before session starts to avoid delays.

Welcome and Introduction

- ✓ Introduction of the Facilitator and Participants
- ✓ Introduce the topic of the session
- ✓ Inform participants the total time duration of the session
- ✓ Obtaining consent to begin the session
- ✓ Setting Group norms and ensure privacy throughout the session
- ✓ Keep the confidentiality of conversation that takes place in the session

Topic 1: Climate Change: why we need to respond to it

Duration: 1 hour

Material:

- Laptop
- PowerPoint presentation
- IEC material
- Chart papers
- Markers
- Easel stand
- Screen

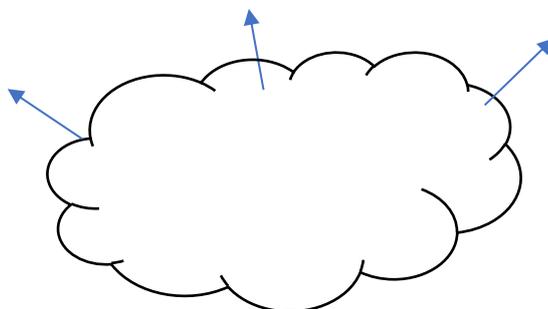
Objective:

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

- Explain climate change and its impact on their districts.
- Understand the importance of two key methods in emerging climate change issues.

Agenda Item	Methodology	Time	
Welcome and Introduction	Facilitator: Name, designation and organization name. This session will be a new experience for both of us, I am hoping this will be very exciting. Let me tell you the success of the training is dependent on the level of your participation. Facilitator: Share topic, objectives and duration of the session.		
Introduction of Participants	Facilitator: Please introduce yourself. Thanks to them for introduction		
Set Norms of the session	Facilitator: Set some norms for the training to help ensure the continuity of the training.		

1. Ask Participants;



What is Climate Change



-

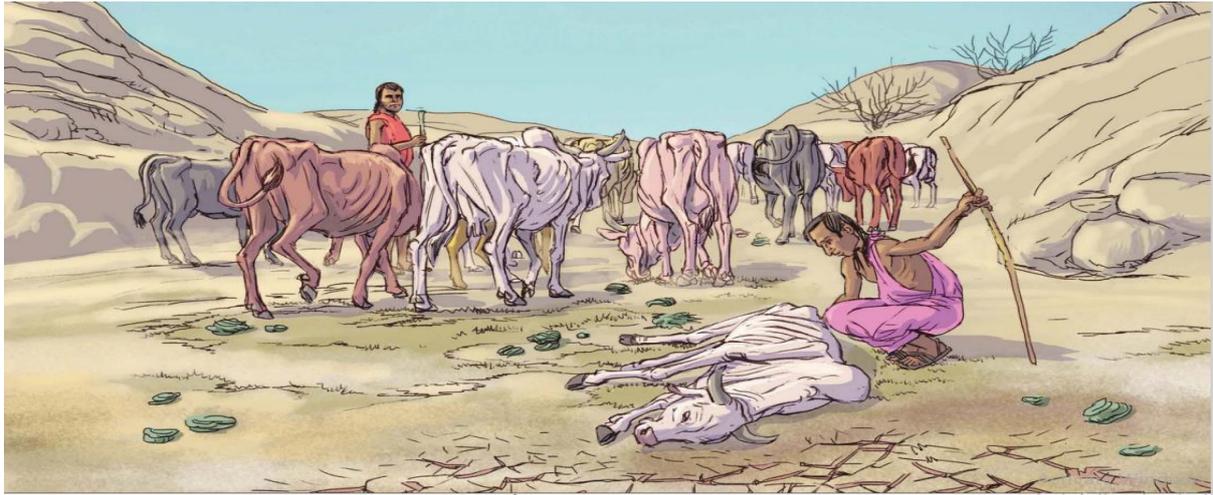
1. Expected Answer:

- Global warming
- Extreme weather pattern
- Flood
- Drought
- Frequency and intensity of Heat wave
- Unexpected rainfall/ Change in the pattern of Monsoon

Methodology:

Show the first Picture to the Participants:





Ask Participants:

- What did you see in this picture?
- Did you observe this situation in your district?
- Why is this taking place in your districts?
- Do you know about climate change?
- Do people from districts have a plan to combat climate change?

Expected Answer

- Extreme weather pattern
- Flood
- Drought
- Frequency and intensity of Heat wave
- Unexpected rainfall/ Change in pattern of Monsoon



Show the second Picture to the Participants:

Ask Participants:

- What do you see in this picture?
- What is the difference between both pictures?
- Which kind of practices must be adopted to make Thar a healthier place?
- How can we counter emerging climate change?

Expected answer

- Green grazing field
- By increasing livelihood options
- Build toilets in the houses
- Build water tank for storage
- Produce environment friendly crops
- Community dispensary

Content for Facilitator

● Climate change:

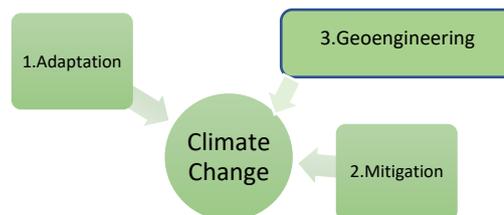
Climate change is a long-term change in the average weather patterns that has come to define Earth's local, regional, and global climates. These changes have a broad range of observed effects that are synonymous with the term. ([NASA Global climate change](#))

Project sites (Badin, Sanghar, Kambar Shahdad Kot, Umer Kot, & Charsadda) has witnessed continuous flood and drought conditions, resulting in loss of agricultural produce, land degradation, leading to loss of livelihoods. Women and girls are disproportionately vulnerable to climate change, with reduce to access to nutrition and access to health services that leads to maternal morbidity, prolonged drought and flood response spell that exacerbated already depressing conditions increase violence, scarcity to food and water causes inequity of resource distribution among them, displacement of families, use of drugs, harassment through social media and domestic violence.

Life is tough for people in all districts of project. Extreme heat and flood in moonsoon, scarcity of food, unsafe and saline drinking water and lack of access to basic health facilities have an adverse effect on the life and wellbeing of communities. People are generally poor and flood and drought affects their main sources of livelihood, which are agriculture and livestock. As a result, non-communicable diseases such as mental disorder, malnutrition, cancer, lungs disease acute respiratory infection are common problem among women, girl's and children.

Summarize participants answer

There are three key methods to counter climate change



- **Adaptation, Mitigation and Geoengineering:**

There are currently three ways of attempting to tackle climate change. The two conventional approaches are mitigation and adaptation, third is geoengineering.

Adaptation is a process of adjusting current and future impact of climate change on water resources, livelihood, health, disaster preparedness and vulnerable ecosystems whereas Mitigation is a human effort to reduce climate change by increasing the size of forests, establishing a cleaner mobility system.

A new method of dealing with climate change has now entered the limelight,¹ which is Geoengineering, although it is still in an embryonic stage of technological development. Climate geoengineering refers to large-scale schemes for intervention in the earth's oceans, soils and atmosphere with the aim of reducing the effects of climate change.²

SUDDEN AND SLOW ONSET EMERGENCIES: The climate crisis can be a factor in both rapid and slow onset emergencies. Sudden onset emergencies are linked to a single, hazardous event, such as floods, cyclones or wildfires. Slow onset emergencies “[emerge] gradually over time, often based on a confluence of different events”.²⁰ Examples of this include droughts, desertification, and rise in sea levels³.

¹ [springer.com/article/10.1007/s11019-011-9374-4](https://www.springer.com/article/10.1007/s11019-011-9374-4)

² <https://www.geoengineeringmonitor.org/what-is-geoengineering>

³ IPPF: https://www.ippf.org/sites/default/files/2021-03/IPPF%20position%20paper%20The%20climate%20crisis%20and%20sexual%20and%20reproductive%20health%20and%20rights_Jan2021.pdf

Topic 2: Climate Change effects on Sexual Reproductive Health services (SRH)

Duration: 1.5 hour

Material Required:

- Multimedia
- Power point presentation
- Screen

Objective:

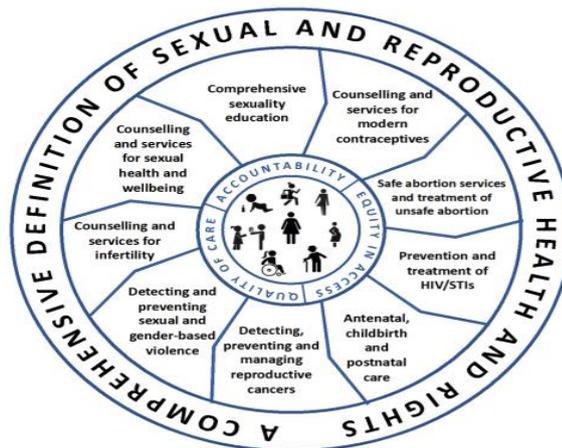
By the end of this activity Participants would be able to:

- ✓ Understand Climate change effects on their Sexual Reproductive Health (SRH).

Introduction: What are Sexual and Reproductive Health Rights

Sexual and Reproductive Rights





Methodology:

Case scenario

26-year-old Resham with 7 kids lives in Charsadda. She is about to give birth to her 8th baby in a few months. Resham is clearly exhausted, very pale, malnourished and stressed due to field work along with house chores and responsibility of rearing the children. Her last delivery was very difficult. She is very poor and mostly doesn't have enough food to eat.

Ask Participants:

- Have you seen this kind of cases in your society?
- Do you think climate change also has an impact on Resham's family?
- Do you feel that she has the right to choose any contraceptive method?
- What do you think? Who will help her to make her life happier and healthier?
- Do you think Resham has any information on contraception?

Content for Facilitator:

Climate change related disasters like drought and extreme weather cause disruption limit/ halt access of the SRH services, districts have fewer health facilities, and most of the communities don't have access to the facilities for reproductive health and due to poverty, they can't afford the fare to travel to places that do. Usually, communities have unskilled birth attendants (dai) in their areas to consult her for reproduction related health problems.

During drought and flood, communities face displacement, severe water and food insecurity. Consequently, their inclination or motivation to seek SRH services and products may take a back seat to more immediate priorities, such as obtaining food and water for their families. Furthermore, they may need financial resources and time to gain access to health services during and after climate-related stresses. It has also been documented that flood, drought and extreme weather push people into poverty, making it difficult for girls and women to afford basic health and hygiene products, leading to poor menstrual hygiene, which is also linked with reproductive and urinary tract infections.

Moreover, there are long-term impacts on SRH and service disruptions post a climate shock. For instance, evidence suggests that reprioritization of funds and resources towards disaster

relief leads to disruption in reproductive health services. This reduces access to contraceptive services, MNCH (maternal, neonatal and child health) services. Post issues of flood for instance, access to facilities is compromised, and absenteeism of female doctors in the health facilities further causes demotivation to access care and health services.

A long term disruption in access of contraception leads to increasing number of unintended pregnancies, potential rise in unsafe abortions, malnutrition, complications in birth and death of mother and child. Women and girls from Tharparkar have reported to experience barriers to SRH and family planning services. Currently, the unmet need is 44%, and with limited resources, can be disastrous if not addressed soon.

Topic 3: WASH

Duration: 1.5 hour

Material Required:

- Chart papers
- Markers
- Easel Stand
- Masking Tape
- Power point presentation
- Multimedia
- Screen

Objective:

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

- ✓ Understand the effect of climate change on water, sanitation and hygiene (WASH)

Methodology:

Ask Participants:

- What do you know about WASH?
- How can WASH affect hygiene management?
- Do you think clean water affects hygiene management?
- What is the potential effect on women and girls' growth?

Activity:

Step 1 – Identify increases in WASH workload due to climate.

- The facilitators prompt the participants to identify the amount of time they spend on various household and community WASH activities.

Process: Make two column of sex (Women, Girls/ Men, Boys)

“When the climate is like flood , drought and extreme weather, do you need to spend more time on this activity?”

- If the amount of time they spend increases a little, draw one upward arrow (↑) next to the activity.
- If it increases a medium amount, draw two arrows (↑↑).
- If it increases a large amount, draw three arrows (↑↑↑).
- If it does not change or decrease, add no arrows.

Step 2 – Discuss the increases in WASH workload.

Discuss with the group about why these changes occur and how it affects their lives. Ask them:

- Why does this climate hazard cause your workload to increase?
- Does this create additional stress on women and girls? How so?
- Do family or community members help each other with the increased workload?

Step 3 – Sanitation and Hygiene management

WASH Effect on

1. Menstruation hygiene management
2. Reproductive and Urinary Tract Infections
 - Sexual Transmitted Diseases
 - Cervical cancer
 - Low weight Birth
 - Infertility
 - Ectopic pregnancy
 - Miscarriage
 - Diseases such as typhoid, diarrhea, Hepatitis

Identify the root causes of all of the above and how to combat these problems.

[Content for facilitator:](#)

- [WASH: Water Sanitation and Hygiene](#)

Climate change is leading to water stress and insecurity, threatening the availability of access to clean water. . Pakistan’s vulnerability to climate change and natural disaster leaves hundreds of thousands of affected people, especially in emergency and humanitarian situations, without water and sanitation support.

For young girls, access to water, sanitation and hygiene in health centres and schools continues to be a challenge compromising their ability to manage their menstruation. The effects of climate change and rapid urbanization also contribute to challenges of improving access to safe water and sanitation. Lack of Sanitation for women and girls leads to infections and for young girls, sometime menstruation can mean an end to their education simply because their schools lack basic female hygiene and sanitation resources.

safe water access, and improved hygiene saves them from infection and their lives and the lives of their infants, reducing maternal and infant deaths drastically. There's a lack of privacy when urinating or defecating, so many women and girls without a toilet will wait until it's dark outside to relieve themselves or bathe, which exposes them to harm.

Currently, 53,000 Pakistani children under five die annually from diseases such as diarrhoea cholera, diarrhea, dysentery, hepatitis, and typhoid due to poor water and sanitation. Experts report that due to higher arsenic levels in water, illnesses such as diabetes, skin, kidney, heart and black foot diseases, hypertension, birth defects and multiple types of cancer, are at a risk of increasing.

Further facts and figures: <https://www.wateraid.org/pk/facts-and-statistics>

For project sites, it is essential to start building in preparedness for emergency situations such as flood and droughts. Case studies from across the world demonstrate the importance of community led disaster preparedness to ensure adaptation to climate shocks:

Case Study: Bangladesh⁴

*Youth Initiative: Hope of Community Resilience Building
Strengthening Community Resilience against Disaster through the School Safety Initiative (SCRSSI) project in Kurigram District Bangladesh, a place affected badly by multiple hazards such as flooding, drought, thunderstorms, earthquakes, river erosion and flash floods.*

In the targeted school catchment areas, the project team formed 12 youth groups which has 281 members (including 127 adolescent girls. The objective of forming these Youth Groups is to increase their knowledge and awareness on Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA) and Gender & Inclusion. It helps foster important participation in school and community disaster preparedness, so that they can be the actors of change, leading and thriving the community resilience, building step by step.

Rabiul, a promising youth activist mentioned: "One of our learning points from this project is to build our own capacity to fight with repeated shocks and crises. This fund will work as local capacity to respond to sudden uncertainties. We can support schools with hand washing devices once schools are reopened which is mandatory to reduce risks from COVID-19".

⁴Bangladesh: Youth Initiative

https://reliefweb.int/sites/reliefweb.int/files/resources/1_Youth%20Initiative%20Hope%20of%20Community%20Resilience%20Building.pdf

Topic 4: Implication of Climate Change on Maternal and Newborn Child Health Change

Duration: 1.5 hour

Material Required:

- Chart Papers
- Markers
- Masking Tape
- Multimedia
- Screen
- Power point presentation

Objective:

By the end of this activity Participants would be able to:

- Explain how climate change affects Mother and Newborn Child Health (MNCH) differently.
- Understand the value of nutrition for women and girls.
- Identify the impact of climate change on maternal health.

Introduction

Climate change has caused food and water insecurity, making women, girls and children disproportionately vulnerable to malnutrition, anemia and other Maternal and child health issues. This may result in increased morbidity and mortality, which can be reduced through improved:

- 1. Family Planning Behavior**
- 2. Climate Adaptive Farming Practices**
- 3. Increased access to Clean and Hygienic Water**

Methodology:

Step 1:

Silent self-reflection by individuals:

Q.1: Do you think mortality and morbidity rate is high due to climate change?

Q.2: What opportunities do YOU see for making progress on this challenge?

Q.3: How would you handle this situation?

Q.4 What ideas or actions do you recommend?

Step 2:

In Pairs:

Generate ideas in pairs, building on ideas from self-reflection.

Step 3:

Small Group:

Share and develop ideas from your pair in foursomes (notice similarities and differences).

Step 4:

Share Back to Larger Group:

Ask, “What is one idea that stood out in your conversation?” Each group shares one important idea with all (repeat cycle as needed).

Content for facilitator:

Project sites has been facing adverse climate change condition such as flood, drought, which has brought devastating socioeconomic conditions; extreme heat causes displacement water scarcity and food insecurity, which are concerning issues especially for pregnant and breastfeeding women, and young children Food and water insecurity has been known to negatively affect fetal growth, release labor inducing hormone causing premature birth and complication in birth, and increase vulnerability to anemia and eclampsia.

Food insecurity makes women and girl malnourished, and it can affect pregnancy, nursing, low wight birth, miscarriage, premature birth and perinatal mortality. .

Water borne diseases due to floods can lead to diseases such as malaria, dengue, which can also affect pregnant women and can cause increased risk of postpartum hemorrhage and complication in birth. Despite their situation, pregnant women are expected to continue to carry out domestic chores and therefore it more important for them to be cognizant of their proximity to still water as those are breeding grounds for waterborne diseases.

- **Impact of Climate change on Nutrition in women and Girls:**

Diet is limited to what is available, and with high food insecurity due to climate change, it is resulting in severe malnutrition in the district. While young children are most affected, malnutrition among women and girls is another serious health condition because of lack of knowledge on good diet and nutrition, gender disparities within households, and limited food resources. With a further lack in usage of family planning there is a double burden placed on women and girls and their nutritional levels,

Malnutrition poses a variety of threats to women and girls; it weakens women’s ability to survive childbirth, makes them more vulnerable to infections and weak immune system to recover from illness.

Young girls are vulnerable to malnutrition because they are growing faster and need iron and micronutrients to support adolescent growth.

Malnutrition in women and girls leads to an increase in health financial burden, economic burden as women and girls would be unable to contribute. The nutrition of girls and women improve communities, reduce health care problems, and improve girls and womens' life.

Topic 5: Impact of Climate change on non-Communicable diseases (NCD) and Communicable diseases (CD)

Duration: 1.5 hour

Material Required:

- Chart papers
- Markers
- Sticky Notes
- Power point presentation
- Multimedia
- Screen

Objective:

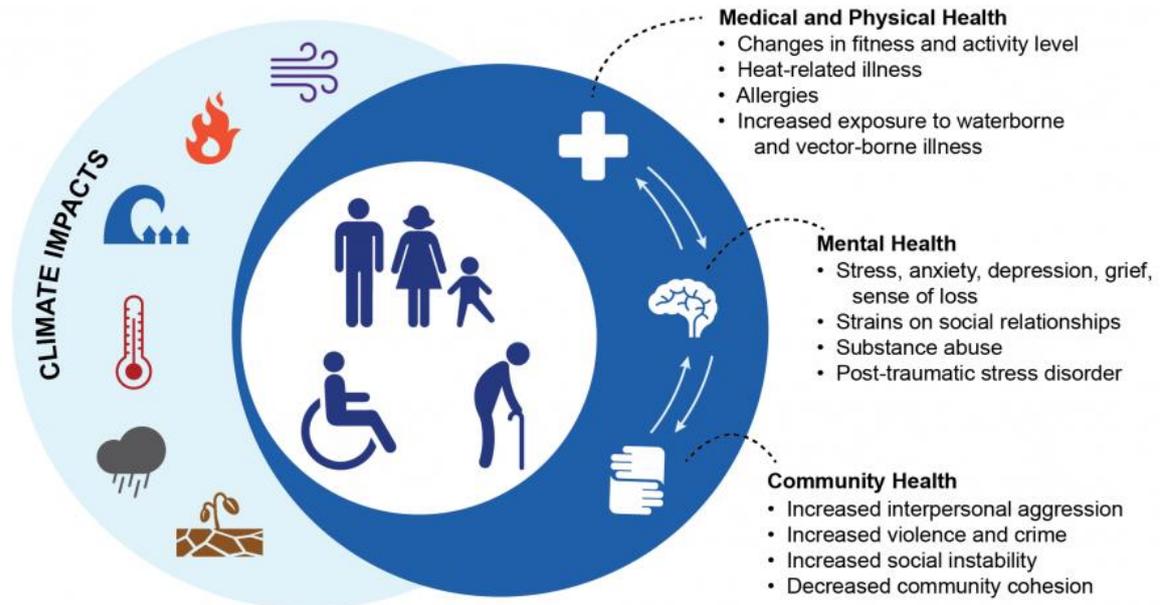
By the end of the session participants would be able to,

- ✓ Understand impact of climate change on non-communicable diseases?
- ✓ Do you think climate change caused different diseases and infections?
- ✓ How do you manage those diseases and infections?

Introduction:

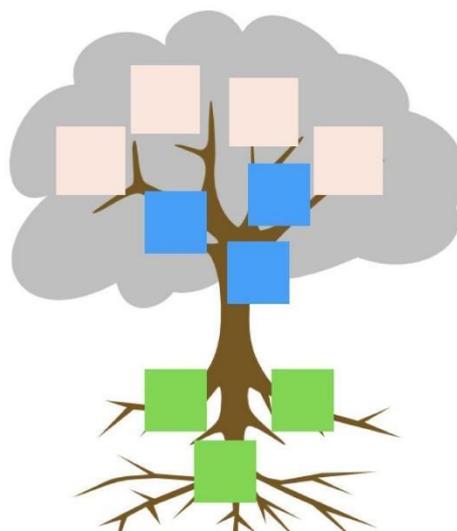
Climate change causes extreme temperature, flood and drought which lead to an increase in Non-communicable diseases (NCDs) and Communicable diseases (CDs). Vulnerable and socially disadvantaged people get more chances to fall sick because they are at greater risk of

being exposed to harmful infections and products, such as tobacco, or unhealthy dietary practices, and have limited access to health services.



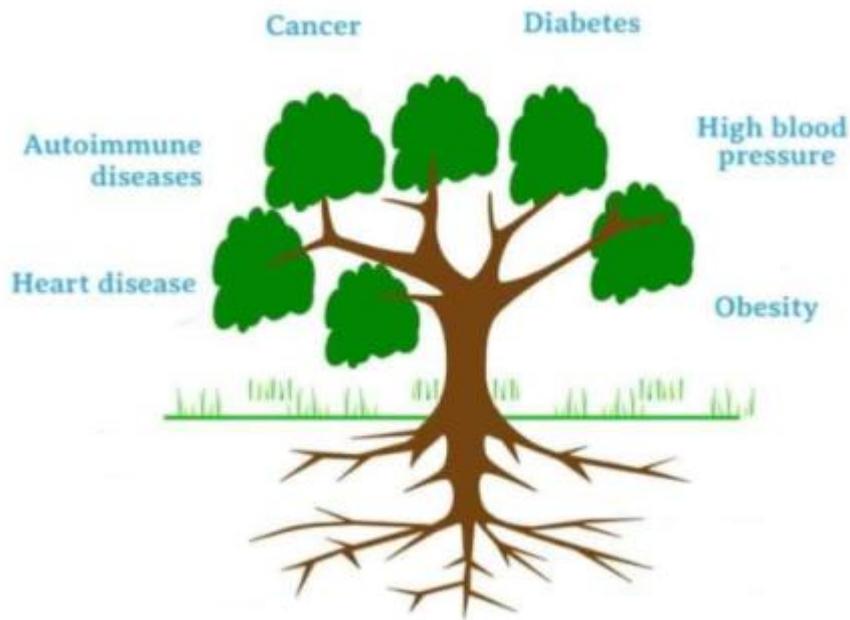
Methodology:

Activity 1: Cause Effective Tree:



Step 1:

Make 3 or 4 Group and Show Non-communicable diseases tree;



Step 2:

Instructions:

- ✓ Discuss causes of Non-communicable diseases in the group.
- ✓ Write down the answers on post-its and put them on the root of the tree.
- ✓ Why did those diseases occur?
- ✓ Write down the answers on post-it and put them on the trunk of the tree.

Invite all group members to summarize the conclusion.

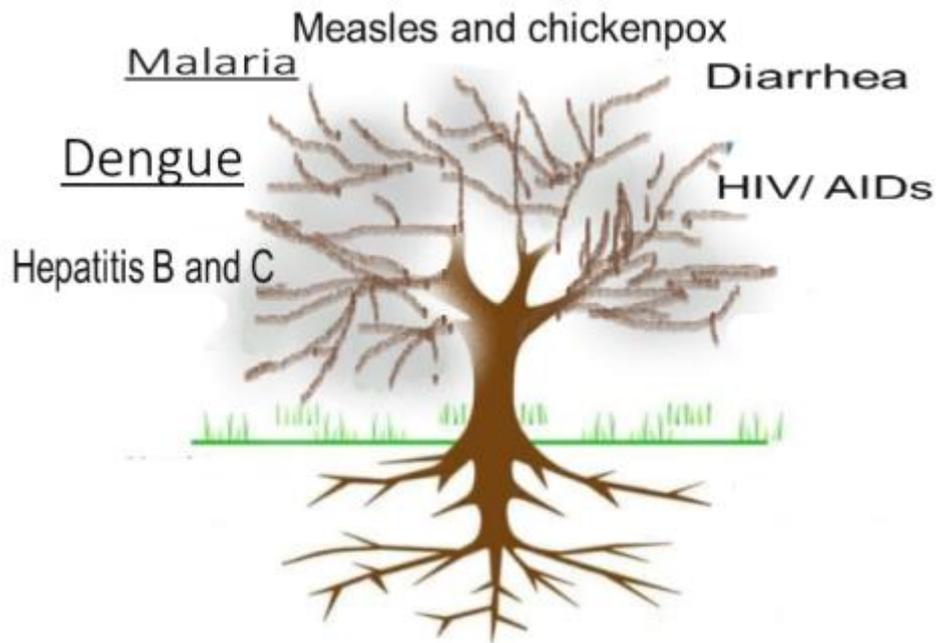
Causes of NCD:

- ✓ Nutritional deficiencies
- ✓ Poverty
- ✓ Drought
- ✓ Extreme hot weather
- ✓ Stress and worries
- ✓ Substance abuse
- ✓ Chronic inflammations
- ✓ Abuse

Activity 2: Cause Effective Tree:

Step 1:

Make 3 or 4 Group and Show Communicable diseases tree;



Step 2:

Instructions:

- ✓ Which diseases are more common in flood, drought and extreme weather?
- ✓ Discuss causes of those diseases in the group.
- ✓ Write down the answers on post-its and them on the root of the tree.
- ✓ Why did those diseases occur?
- ✓ Write down the answers on post-it and post them on the trunk of the tree.

Invite all group members to summarize the conclusion.

Causes of CD:

- ✓ Bacteria
- ✓ Virus
- ✓ Drought
- ✓ flood
- ✓ Extreme hot weather
- ✓ Contaminated food and water
- ✓ Mother to unborn child

Climate Change impact on Basic necessities



Content for the Facilitator:

- Non-communicable Diseases:

Climate change is exacerbating the amplification of Non-Communicable Diseases. Higher temperatures are leading to cardiovascular and respiratory mortality; growing links to hot temperatures also include diabetes, hypertension malnutrition which are especially fatal for pregnant women. Women are doubly vulnerable to malnutrition, because of their high nutritional requirements for pregnancy and lactation and also because of gender inequalities in poverty, it would cause low weight mother and child, adverse pregnancy outcomes and severe anemia. Socio-culture, gender inequalities, poverty, migration and Gender based violence leads to mental disorder.

The crucial element to reduce these NCDs would be through behavior change, and a focus on healthy lifestyles, and promotion of reproductive health. community workers are an imperative cadre who can spread awareness amongst women and girls and support through referrals and information sharing

- Impact of Climate Change on Communicable Diseases:

Studies have directly linked the flood and drought situation to communicable diseases. There is a high prevalence of diarrhea, and viral infections which are common in Tharparkar. Poor access to clean drinking water has caused an increase in typhoid; prevalence of malaria and dengue is also high.\. Practices of open defecation further spread infections and illnesses. Such illnesses are fatal for pregnant women, new mothers and young children particularly.

Recognizing the water scarcity in project sites there is still a need to reduce practices such as open defecation to reduce spread of infections.

Topic 6: Impact of Climate Change on gender and Gender Based violence

Duration: 1.5 hour

Material Required:

- Chart papers
- Markers
- Sticky Notes
- Power point presentation
- Multimedia
- Screen

Objective:

By the end of this activity Participants would be able to:

- ✓ Understand gender and gender-based violence
- ✓ Know different forms of violence
- ✓ Understand impact of climate change on gender and gender-based violence and its impact on women and girl's life.

Ask participants,

- What they think about sex and gender?
- Do you know gender based violence (GBV)?

Gender	Sex
Constructed by society	Defined by biology
Differs with and between cultures	Determined by Birth
Includes variables identifying differences in roles, responsibilities, opportunities, needs and constraints.	Universal
Can be changed	Unchanging

What is Gender Based Violence:

Harm which is inflicted or targeted to individuals or groups, based on their biological sex or identity, without their consent. It includes physical, sexual, verbal, emotional, and psychological abuse, threats, coercion, and health, economic or educational deprivation, whether occurring in public or private life.

Power dynamics are an important consideration for GBV, and it is imperative to note that all violence is not physical.

Types of Violence:



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Methodology:

Case Scenario:

After disastrous flood 11-year Marvi drops out of school as her parents could not afford to pay for her education due to their poor economic situation. She now is responsible to support her mother in the domestic chores. Given the increasing water scarcity, Marvi and her mother have to travel further to collect water.

Activity:

- **Make two groups and discuss on GBV in your community.**
- **Make 2 column on chart paper and 1 column in Identify GBV In your community and 2 will be Impact on Women and girls**
- **Give presentation.**

Ask Participants:

- ✓ To refer back to the WASH activity.
- ✓ Think about the different ways workload has increased as a result of climate change?
- ✓ How do you think climate change increases women and girls vulnerabilities to violence

Content for the facilitator:

● Types of Violence:

1. *Rape*: A rape is committed if a man has intercourse with a woman under the following circumstances:
 - a) Without her consent/permission
 - b) Against her wishes
 - c) Forcing consent by putting the woman in fear of her life, or hurt, or any deprivation
 - d) Coercion/Under false pretenses: the woman believes herself to be lawfully married to the man, and the man knows he is not married to her
 - e) If she is under the age of 16

*Any Penetration is enough to prove rape
2. *Sexual Violence*: any form of non-consensual sexual contact that does not result in or include penetration. Examples include attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks. Female Genital Mutilation/Cutting (FGM/C) is an act of violence that impacts sexual organs, and as such should be classified as sexual assault.
3. *Domestic violence*: all acts of gender based and other physical or psychological abuse against women, children or other vulnerable persons, with whom the respondent is or has been in a domestic relationship including
 - a. Assault, physical violence, attempted physical violence, assisting in violence
 - b. “Emotional, psychological and verbal abuse” means a pattern of degrading or humiliating conduct towards the victim, including (i) obsessive possessiveness or jealousy constituting serious invasion of the victim’s privacy, liberty, integrity and security; (ii) insults or ridicule; (iii) threat to cause physical pain; (iv) threat of malicious prosecution; (v) blaming a spouse of immorality; (vi) threats of divorce; (vii) baselessly blaming or imputing insanity, or citing barrenness of a spouse with the intention to marry again; (viii) bringing false allegation upon the character of a female member by any member of the shared household; and (ix) willful or negligent abandonment of the aggrieved person;
 - c. harassment, hurt, stalking
 - d. economic abuse includes deprivation of economic or financial resources or prohibition or restriction to continue access to such resources which the aggrieved person is ordinarily entitled to.
4. *Physical Assault*: an act of physical violence, not sexual in nature. Examples include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury. This incident type does not include FGM/C.

5. *Child Early and Forced Marriage*: the marriage of underage children, or individual against her or his will
6. *Denial of Resources, Opportunities or Services*: At a household level, this would include denial of income/food/assets/opportunities to access education, health, employment or other social services. Examples include earnings forcibly taken by an intimate partner or family member, a woman prevented from using contraceptives, a girl prevented from attending school, etc. At a community/service level, this could include provider refusal of services, access to justice denied.
7. *Harmful Practices*: Honor Killing, Watta Satta, Pait Likhi, Acid Burning, Forced Conversions.

Implication of Climate Change on Gender and GBV:

Climate change particularly climate associated disasters like flood, drought and extreme weather is linked to increase susceptibility to gender base violence including worse domestic violence, increase sexual violence, high risk of unintended pregnancy, mental disorder, STIs and forced marriages. High stress situations such as economic insecurity, and poverty worsens abusive situations. Studies on crisis situations confirm that when family members are continuously under pressure for extended periods of time, rates of violence in women and girls are high.

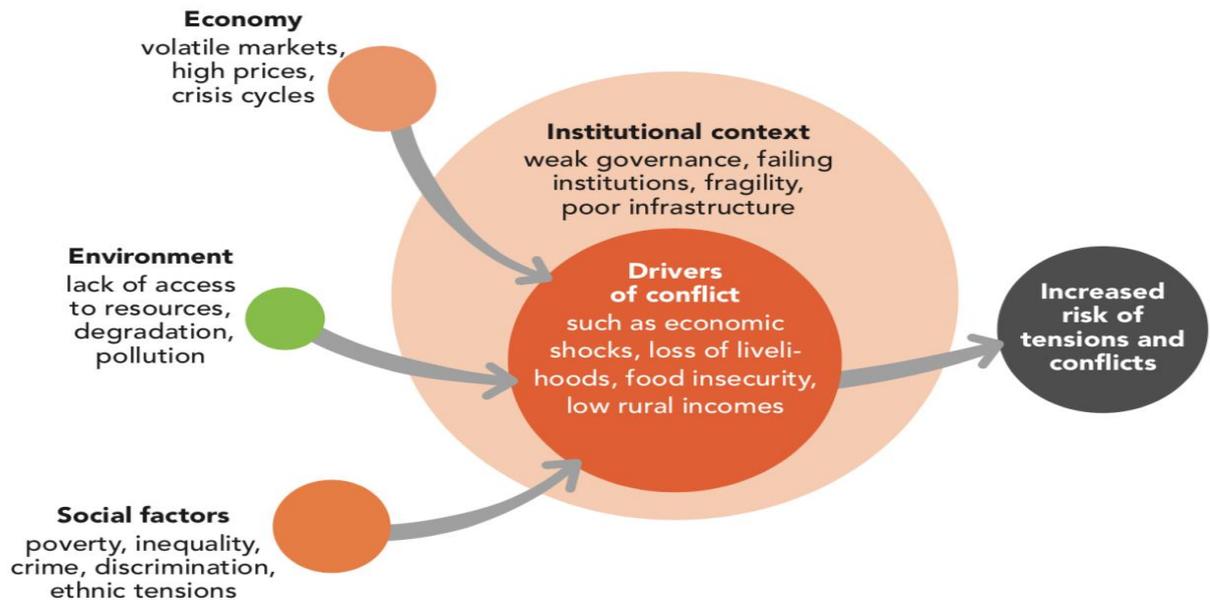
In our communities, it can be assumed that women and girls may be the last to receive limited resources; with limited economic, food and water resources, women and girls will often be the ones denied their share, or given a reduced share, to compensate for men and boys and it may cause malnutrition in women and girls.

Climate changes have disproportionate impact on women and girls' wellbeing, in flood, drought and extreme weather increase displacement and their responsibilities of household chores, fetching water from far flung areas can increase risk of sexual abuse, sexual harassment, physical abuse and harm/injury. Outside of the house women and girls find themselves even more vulnerable to harassment and intimidation. Financial instability increases financial stress which may cause domestic and sexual violence.

Women and girls in project sites have not decision making power , and therefore, will be unable to negotiate for health services. In emergency situations, and with financial distress, we may see a further reduction in women and girls' health seeking behaviors. This will also include seeking help for physical injuries due to exposure to violence. Mobility will be further restricted, with possible use of scare tactics of infection. Child and forced marriage are seen to increase during economic difficulties associated with climate-related shocks and stresses.

Climate change also has a direct link to conflict, which also further threatens the security of women and girls, who are usually left behind. Conflict over limited resources, such as land and water, threaten women and girls' safety, increasing their vulnerability to violence.

Climate Change and Conflict:



Topic 7: Climate Change and Early Child Marriage

Duration: 1 hour

Material Required:

- Chart papers
- Markers
- Sticky Notes
- Power point presentation
- Multimedia
- Screen

Objectives:

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

- Have awareness about the law of Early Child Marriage in Sindh.
- Know the mental, social and physical impact of early marriage on a girl's health.
- Impact of climate change on early child marriage.

Methodology:

Step1:

Group Activity:

- ✓ Make three groups

✓ Show Pictures to the participants.



Step 2:

Ask participants

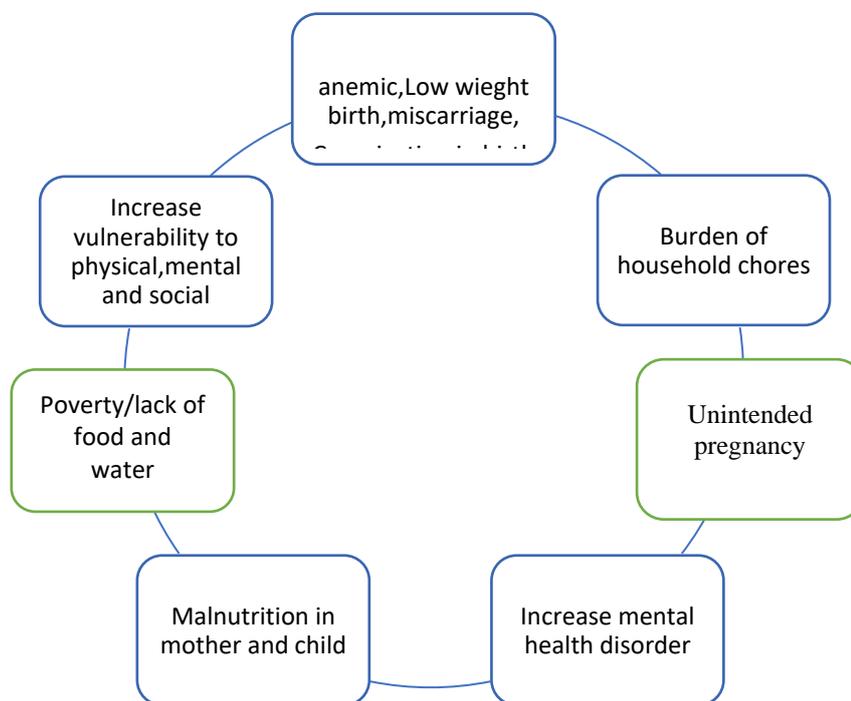
- Q1. What are the causes of Climate Change on Early Child Marriage?

- Q2. What is the impact of Early child marriage on women and girls?
- Q3. Did you experience these kinds of marriages in your community?
- Q4. What is age of girls and boys in your community?

Step 3:

Group presentation

Effect of climate change on early child marriage



Content for the facilitator:

● Impact of Climate Change:

Climate change has an imperatively effect on ECM, extreme hot weather, flood and drought makes communities poor and vulnerable. They face economic issues, they have no choice to pull out their daughters from the school and marry them because it is hard for families to afford food and shelter for their own children. Climate-related disasters can be linked to increase disproportionate vulnerability in women and girls. The prevalence of ECM among girls and boys is between the age of 14-16 years.

● Legal age of Marriage:

In 2014 Sindh assemble passed a law of prohibiting child marriage, according to this law legal age of girls and boys in Sindh is 18 year and if someone arranges marriage forcefully of underage girls and boys they will be punished with rigorous imprisonment which may be two years to extend three years with fine.

Legal age of marriage for girls and in Khyber Pakhtunkhwa is 16 years.

Climate change is an alarming threat to communities. As flood calamity, extreme weather and drought occur, levels of vulnerability can increase and cause early marriage to avoid economic pressure. Drivers of early age marriage include poverty and economic factors; lack of opportunity; social norms and attitudes; lack of agency; and lack of understanding and fear of girls' sexual and reproductive health.

Studies have shown that a lack of understanding about menstruation, fear of sexual violence and pregnancy out of marriage, insecurities due to displacement of communities, seasonal migration of communities, have all led to increases in child early age marriage. The insecurities created by climate change could push for such harmful practices to continue. It is clear that early marriage is also a direct cause of early (and often repeated) pregnancies and high fertility rates (as well as lower uptake of family planning). A young girl at the age of 14 is at a greater risk of various pregnancy complications since she may not yet have finished growing her body is not ready to bear a child., Already suffering from malnutrition and they are physically weak, mostly working in the field full time along with managing household chores.

Early age pregnancy is also a serious challenge for infants; babies are at a higher risk of stunting, low birth weights. Challenges also include the risk of mother and child death, complication in birth, miscarriage, Anemia, and high rate of long term morbidity, apart from this, high rate of suicide is another alarming risk and substantially cause of this risk is mental health problems associated to climate change factor led to increased poverty, migration, severance of education, early child marriage. unsafe shelters.

Topic 8: Disaster Risk Management, why we need to know Disaster Management:

Duration: 1 hours

Material Required:

- Chart Paper
- Different colour Markers
- Sticky Notes
- Masking Tape
- Prepare blue meta cards with concept & terms title and green cards with its relevant definition.

Objective:

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

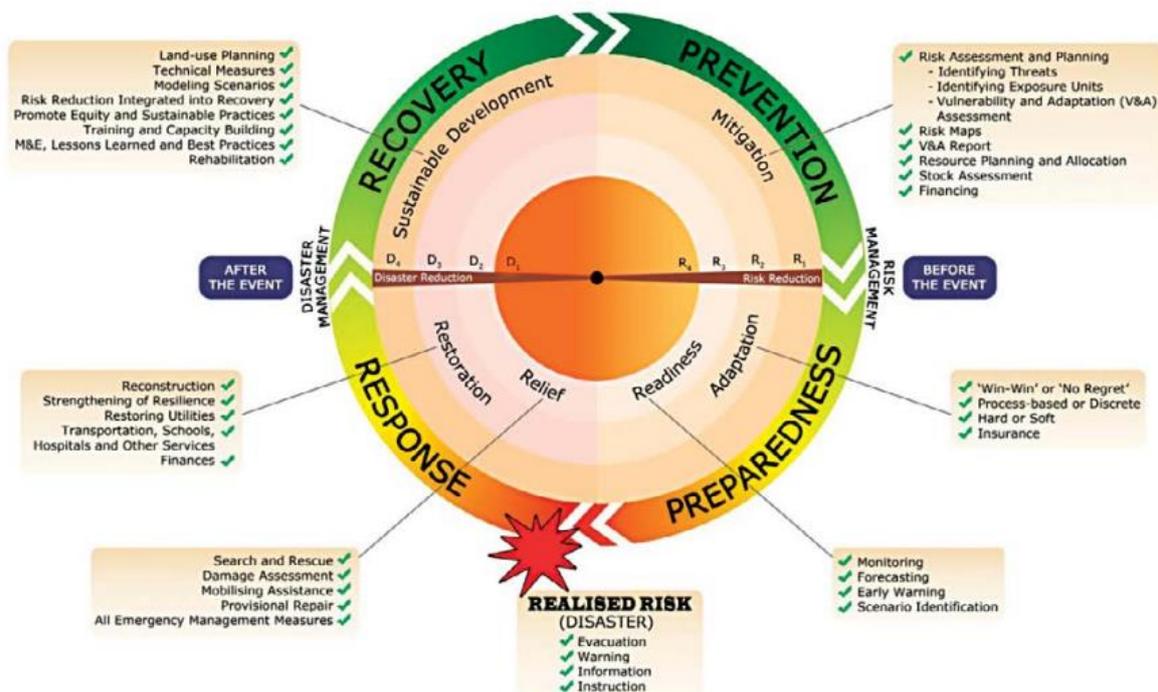
- ✓ Explain the basic terms and concepts related to Disaster Risk Management, e.g. disaster, disaster risk, disaster risk assessment and DRR.

Introduction:

During flood, extreme weather and drought would be needed to prepare to combat disaster risk, risk refers to the combination of probability of an event and its negative consequences on people and livelihood. A disaster occurs when a hazard impact upon a vulnerable community (women and girls) and causes damage, casualties, and disruption.

What is Disaster Risk Reduction?

Disaster Risk Reduction includes all activities to minimize the loss of life, property or assets by either mitigating the hazard or reducing the vulnerability of the elements at risk.



Methodology:

Activity 1: Basics Terms and Concepts of DRM

Divide the participants into 2 groups based on the total number of participants. Each group then receives packs of cards. Divide the definition of terms equally to groups in the following way:

-

- Each group will receive blue cards (concept and terms title) and their relevant green card (definition).
- Each group matches the terminologies with the definitions
- Each group will share their understanding of each term with other groups. This is followed with a discussion on the correct combinations and differences in opinion are discussed with further examples.

Facilitator will make sure to summarize the activity and share all definitions with the participants.

Activity 2: Identify disaster circumstances

Make two groups and give them chart paper, markers and (Sticky notes if available), assign them a topic.

- Which type of disaster you have been experienced in during flood, drought and extreme weather? How women and girls have been combated to those disasters time?

Ask participants to write past disasters on the chart paper with marker or sticky notes and stick on the chart paper.

- Present their work with large group.

Facilitators ask them few questions to validate participants learning. Randomly choose the people who will answer the questions.

-What is

- Preparedness
- Disaster risk management
- Disaster risk reduction
- Risk management

Content for the facilitator:

● -Disaster:

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. Disasters are often described as a result of the combination of: the exposure to a hazard; the conditions of vulnerability that are present; and insufficient capacity or measures to reduce or cope with the potential negative consequences. Disaster impacts may include loss of life, injury, disease and other negative

effects on human physical, mental and social well-being, together with damage to property, destruction of assets, loss of services, social and economic disruption and environmental degradation.

- **Disaster Risk (DR):**

The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period. The definition of disaster risk reflects the concept of disasters as the outcome of continuously present conditions of risk. Disaster risk comprises different types of potential losses which are often difficult to quantify. Nevertheless, with knowledge of the prevailing hazards and the patterns of population and socio-economic development, disaster risks can be assessed and mapped, in broad terms at least.

- **Disaster Risk Management (DRM):**

The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disasters. DRM aims to avoid, lessen or transfer the adverse effects of hazards through activities and measures for prevention, mitigation and preparedness.

- **Disaster Risk Reduction (DRR):**

The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

- **Disaster Risk Management (DRM) Cycle:**

The spectrum of disaster management is generally divided into pre, during and post disaster interventions. The pre-disaster activities are risk assessment, preparedness and early warning, whereas the post disaster activities include relief, recovery, rehabilitation and long term reconstruction as per needs of the affected populations in accordance with international standards. This cycle which covers the whole spectrum of DM is known as the disaster management cycle.

- **Disaster Risk Reduction (DRR) Plan:**

A document prepared by an authority, sector, organization or enterprise that sets out goals and specific objectives for reducing disaster risks together with related actions to accomplish these objectives.

- **Emergency Management:**

“The organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.” A crisis or emergency is a threatening condition that requires urgent action. Effective emergency action can avoid the escalation of an event into a disaster. Emergency management involves plans and institutional arrangements to engage and guide the efforts of government, non-government, voluntary and private agencies in comprehensive and coordinated ways to respond to the entire spectrum of emergency needs. The expression “disaster management” is sometimes used instead of emergency management.

- Emergency Services:

The set of specialized agencies that have specific responsibilities and objectives in serving and protecting people and property in emergency situations. Emergency services include agencies such as civil protection authorities, police, fire, ambulance, paramedic and emergency medicine services, red cross and red crescent societies, and specialized emergency units of electricity, transportation, communications and other related services organizations.

- Preparedness:

The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of DRM and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response through to sustained recovery. Preparedness is based on a sound analysis of disaster risks and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment and supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal institutional, legal and budgetary capacities. The related term “readiness” describes the ability to quickly and appropriately respond when required.

- Vulnerability:

The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard. The vulnerability can also be defined as the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community or society to the impact of hazards. It can also be termed as the extent to which an individual, community, sub-group, structure, service, or geographic area is likely to be damaged or disrupted by the impact of a particular hazard.

- Categorization of Vulnerabilities

Physical Vulnerabilities: Are the hazard-prone locations of settlement, insecure and risky sources of livelihood, lack of access to basic production resources (such as land, farm inputs, and capital), knowledge and information, access to basic services.

Social Vulnerabilities: Are reflected in the lack of institutional support structures and leadership, weak family and kinship relations, divisions and conflicts within communities, and the absence of decision- making powers.

Attitudinal Vulnerabilities: Are seen in dependency, resistance towards change, and other negative beliefs. People who have low confidence in their ability to affect change or who feel defeated by events are harder hit by disasters than those who have sense of their ability to bring the changes they desire.

Economic Vulnerabilities: Pertain to how people make their living and from where they get their livelihood. Determining which type of livelihood is easily affected by disasters (e.g. fishing, tricycle driving, etc.) is a key issue to be considered in determining the magnitude of economic vulnerability.

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