Practical guidelines for integrating gender, human rights, and environmental issues in Disaster Risk Management

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Abbreviations

CC	Climate Change
CCI	Cross cutting issues
CCA	Climate Change Adaptation
CCM	Climate Change Mitigation
CBRN	Chemical Biological Radioactive Nuclear
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EWS	Early Warning System
NBS	Nature Based Solutions
GRRT	Green Recovery and Reconstruction Toolkit
GBV	Gender based violence
HNS	Host Nation Support
NFI	Non Food Item
WASH	Water, Sanitation and Hygiene
SOP	Standard Operating Procedures

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Introduction

Introduction

What is the purpose of these guidelines?

The purpose of these guidelines are to support integration of the cross-cutting issues (CCIs) of gender, human rights, and environment by the EU-funded programme Prevention, Preparedness and Response to natural and man-made disasters in Eastern Neighbourhood Partner Countries – Phase 3 (PPRD East 3). The overall goal is to contribute to strengthening the institutional capacities of Disaster Risk Management (DRM) systems in PPRD East 3 programme countries; Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine, in order to systematically integrate these perspectives into DRM efforts. The guidelines provide guidance and recommendations for considering CCIs when developing processes, methods, and tools for DRM. The aim is to inspire actors to take practical and strategic actions.

Who should use these guidelines?

The main target groups of the guidelines are the key programme experts and partner organisation staff in the programme countries. However, they may also be of use outside the programme, and could support other actors in the Eastern Partnership region, and beyond, who wish to strengthen the integration of gender, human rights, and environmental considerations in DRM efforts.

How are the guidelines used?

The guidelines can be used like an encyclopaedia. This document can be read in its entirety, but each thematic area can also be consulted separately, depending on the reader's focus and objectives. The first part of the guidelines introduces the concept of CCIs, their importance in DRM, and their connection to the PPRD East 3 programme. The second part of the guidelines forms the core of this document. There practical guidance related to nine different thematic areas are presented. As an appendix to the guidelines, definitions of key terms and concepts are provided.

How did we formulate the guidelines?

The guidelines build upon standards, best practices, and other global-level documentation. This is to ensure that the programme will support the implementation of existing standards and resources. The document was produced in collaboration with key programme experts and partner organisations in the programme countries. This in itself has been a valuable capacity-strengthening exercise, which has enhanced the quality and relevance of the guidance provided here.

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What and Why?

WHAT and WHY?

CCIs in the PPRD East 3 programme

The PPRD East 3 programme strives to build sustainable civil protection DRM capabilities and strengthen cooperation and coordination among governmental actors, civil society stakeholders, and the scientific community at the national and regional levels in the Eastern Partnership countries. To achieve this, the integration of gender, human rights and environmental issues in the programme is crucial. This will ensure that the programme contributes to strengthening DRM system capacities in a way that enhances the resilience of society as a whole, leaving no one behind. It will also ensure that systems and actors account for the importance of the environmental perspective throughout the different stages of the DRM cycle.

To this end, the PPRD East 3 aims to integrate CCIs throughout the programme. The approach to this task will be a systematic application of gender, human rights, and environment perspectives to all phases of the programme, including planning, implementation, and follow-up of programme activities within all the thematic areas of the programme. Everyone involved in the programme have an important role to play in realising this objective.

CCIs in Disaster Risk Management

The importance of promoting gender, human rights, and environmental considerations in DRM is recognised in current global frameworks[1]. These documents also highlight the strong connections between gender equality, human health, economical and societal development, and the well-being and protection of the environment.

Humans and societies depend on ecosystems, ecosystem services, and natural resources, which provide a basis for the living world. Acknowledging this reliance is an important first step in protecting and using the power of ecosystems to strengthen societal resilience and strive for sustainable development. An environmental perspective is therefore key to ensuring that DRM processes consider environmental threats, risks, vulnerabilities, and consequences in relation to disasters. Another important aspect is how human demands on ecosystems can impact environmental drivers, causing in turn new disaster risks and vulnerabilities or exacerbating pre-existing risks and vulnerabilities.

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1. Such as the UN Sustainable Development Goals, the Sendai Framework for Disaster Risk Reduction, and the Paris Agreement on climate change.

Natural hazards are gender neutral, but their impacts are not. Women, girls, boys, and men of different ages, abilities, and backgrounds face different levels of exposure to natural hazards. Social inequalities, including gender inequality, shape their ability to reduce risks of, prepare for, cope with, and recover from disaster events. When disaster strikes, pre-existing inequalities often exacerbate pre-existing challenges. Hence, women and girls, youth, the elderly, people with disabilities and other minority groups[2] are often disproportionately vulnerable to and affected by disasters, including the effects and consequences of climate change. Yet, their needs and capacities are not fully accounted for and utilised in DRM processes. As a consequence, DRM efforts may not reach their full potential.

> Strengthening the integration of gender, human rights and environmental perspectives into DRM is key to achieving a safe, sustainable, and resilient society for all, leaving no one behind.

Strengthening the integration of gender, human rights and environmental perspectives into DRM is key to achieving a safe, sustainable, and resilient society for all, leaving no one behind. In the next section, we take a closer look at what this means in relation to the PPRD East 3 programme.
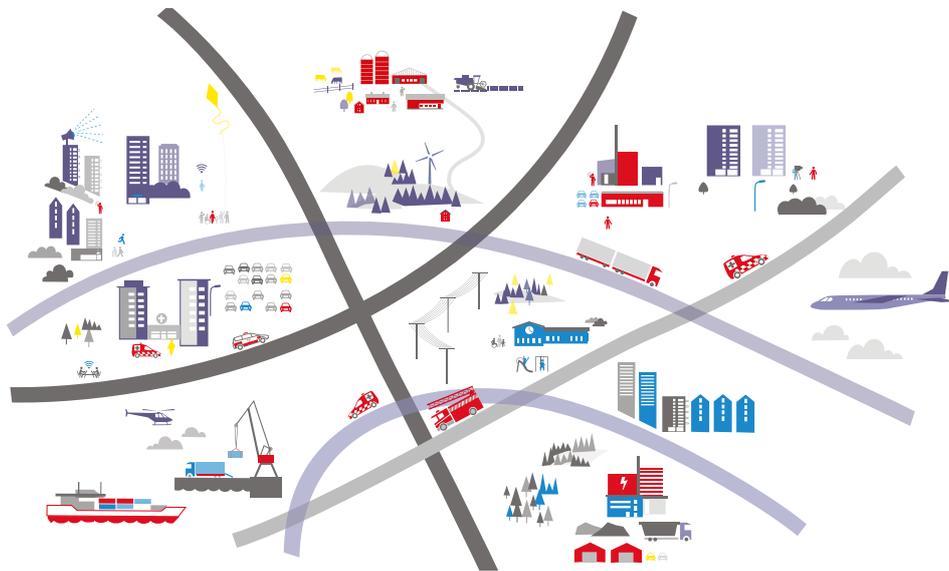
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2. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI) individuals.

Conceptual framework for integrating the CCIs in the PPRD East 3 programme

To operationalise the integration of the CCI into the programme, two conceptual frameworks have been developed. The frameworks present key principles to guide the practical application of gender, human rights and environmental perspectives to programme activities. In the next part (HOW?), these principles are contextualised to nine key thematic areas of the programme.

Gender and human rights

The following principles draw upon the principles of Human Rights and a Human Rights Based Approach[3], international humanitarian principles[4], and the Core Humanitarian Standard[5].

Figure 1. Four principles will guide the integration of gender and human rights in the PPRD East 3.

Participation: Under international human rights law, individuals have a right to participate in public life, particularly in relation to matters that directly affect them. This principle therefore focuses on promoting participation of everyone in the society with an interest in DRM efforts and processes, to ensure no one is left behind in our work. Relevant questions to ask include:

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3. UN, 2003, The Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies https://unsdg.un.org/sites/default/files/6959-The_Human_Rights_Based_Approach_to_Development_Cooperation_Towards_a_Common_Understanding_among_UN.pdf

4. ICRC, 2020 The Fundamental Principles of the International Red Cross and Red Crescent Movement https://www.icrc.org/en/publication/4046-fundamental-principles-international-red-cross-and-red-crescent-movement; OCHA, 2012, What are the humanitarian principles? https://www.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples_eng_June12.pdf

5. Core Humanitarian Standard https://corehumanitarianstandard.org/

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- How can we promote gender balance and diversity among participants in DRM activities?
- How can we promote broad representation and diversity among stakeholders engaged in DRM processes, including actors representing women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups?

Non-discrimination and equality: This principle reflects the importance of the equal treatment of all people by DRM actors, without discrimination based on, e.g., sex, age, disability, ethnicity, religious belief, gender identity, or sexual orientation. Equally, it focuses on taking positive steps to address existing patterns of discrimination and the reasons for inequality, promoting actions based on existing needs, and prioritising the most vulnerable groups in society. Relevant questions to ask include:

- Who are the "people" included in the target groups of our actions? Have their different needs, risks, vulnerabilities, priorities, and capacities been assessed, analysed, and taken into account?[6]
- Are marginalised and vulnerable groups considered?
- Are we reaching the right groups with the information, services, and support needed to strengthen the resilience of all and leave no one behind?

Transparency and accountability: This principle touches upon the importance that DRM actors, and especially government actors (the "duty bearers"), work in a transparent way to permit public scrutiny of their actions. This is also closely related to the right to information, promoted under international human rights law. Relevant questions to consider include:

- Are decisions and information regarding, e.g., disaster risks and emergency response planning, shared in a transparent way?
- Are feedback mechanisms in place to ensure that women, girls, boys, and men of diverse ages, abilities, and backgrounds (the "rights-holders") can influence processes and report misconduct or the failure of our actions?

Do no harm: This principle should be at the centre of all DRM work, to ensure that actors avoid exposing people to additional risks through their action. Relevant questions to consider include:

- How can we promote the safety and security of everyone in our activities, including for beneficiaries and our staff and volunteers?
- How can we prevent and respond to potential and actual safety and security risks, including risks of gender-based violence, especially sexual exploitation, abuse, and harassment?

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6. Including for women, girls, boys and men, youth, elderly, people with disabilities and other minority groups, such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI) individuals.

Environment

The integration of the environmental perspective includes two main approaches in the PPRD East 3 programme. Firstly, environmental issues should be integrated as a CCI in programme activities, e.g., the impact of environmental drivers on risk assessments. Secondly, environmental footprint should be considered when performing programme activities, in order to minimise negative environmental impact. This kind of dual mind-set is at the core of the conceptual framework for integration of environmental issues in the programme, as well as the concept of do no harm, a principle of inclusiveness, and an ecosystem-based approach.

Figure 2. Environmental systems should be seen as both drivers of and subject to disasters.
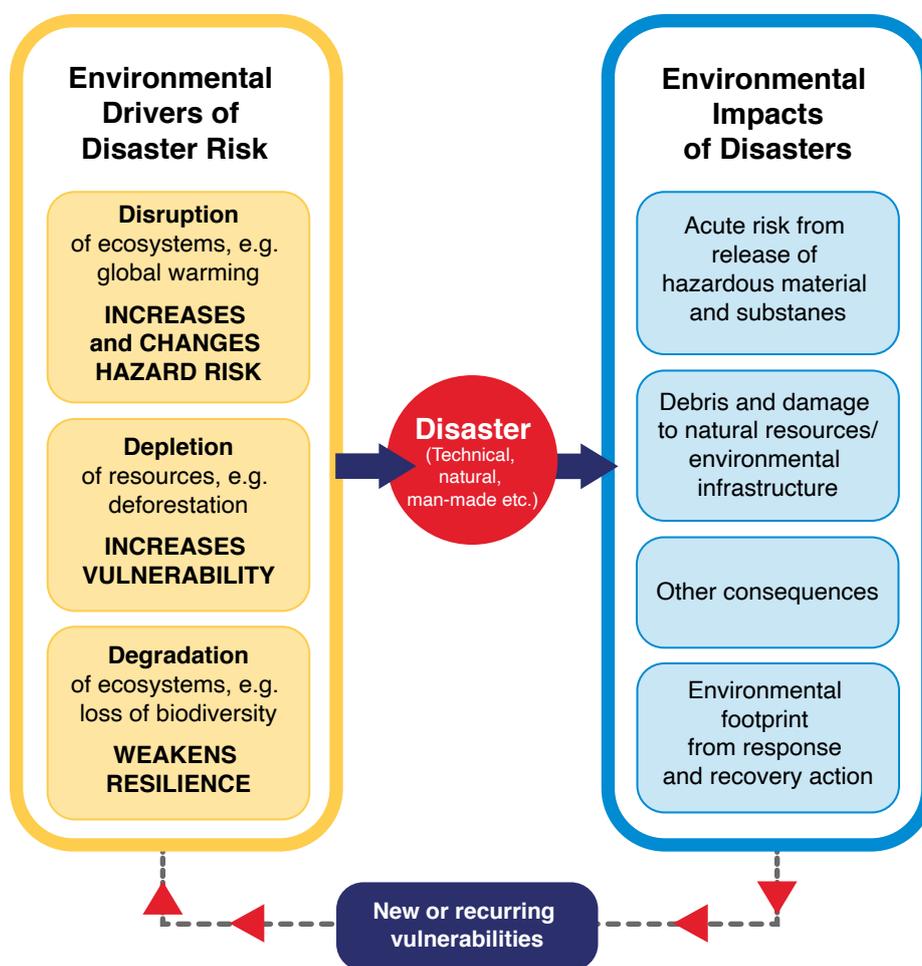
Dual mind-set: Environmental drivers and disaster impacts

A dual mind-set is needed to frame environmental perspectives in the context of DRM, because environmental systems are at once affected by and drivers of disasters. Ecological systems are subject to both natural and manmade effects, leading to environmental drivers of disasters. The three main forces of environmental drivers are the **depletion** (loss of natural resources), **degradation** (e.g., loss of biodiversity), and **disruption** (e.g., climate change) of ecosystems.

The above figure, inspired by a 2008 UNEP report[7], provides a comprehensive illustration of this process and its connection to DRM. This image shows how environmental drivers impact disaster risk and also how environmental systems are subject to disaster impacts. The process can be summarised as "something happens, thus the environment is affected," and, vice versa, "the environment is affected, thus something happens".

Figure 3. Summary of dual mind-set

Something happens ⟷ **Environment is affected**

Environment is affected ⟷ **Something happens**
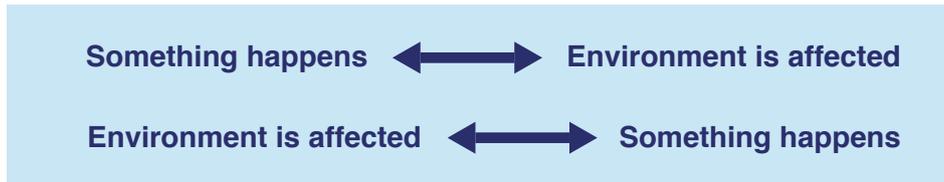
This dual mind-set makes clear that both mitigation and adaptation measures to environmental drivers should be continuously integrated in DRM activities. Awareness of existing environmental drivers, risks, vulnerabilities, and threats in the areas of interest is crucial for effective DRM work.

Stakeholder inclusiveness and context awareness

Active engagement of environmental stakeholders in DRM is key to promote knowledge transfer, better situation awareness, and a wider response network. Ministries, agencies, the scientific community, local communities, civil society organisations, as well as the private sector, could be engaged at relevant stages. This could be one important way to develop information-sharing mechanisms and capacities for environmental mainstreaming of humanitarian action, as well as to prepare for environmental emergencies.

Ensuring context awareness could include actual legislation for environmental protection and conservation. Consider whether advocacy for updated legislation is needed to ensure the fulfilment of environmental integration in DRM efforts.

Ecosystem-based approach

This principle links to the concept of Nature-based solutions (NBS) throughout the DRM cycle, and the consideration of the ecosystem as a basis for society, the economy, and humanity. It entails continuous efforts to develop NBS in disaster-risk reduction and,

> If applied right, Nature based solutions can both strengthen societal resilience and ecosystems—a real win-win!

when relevant, other stages of the DRM cycle. NBS combine adaptation and mitigation measures, and capitalise on the ability and power of ecosystems. If applied right, NBS can both strengthen societal resilience and ecosystems—a real win-win!

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7. UNEP, 2008, Environment and Disaster Risk DocHdl1OnPTR1tmpTarget preventionweb.net

Nature based solutions combine adaptation and mitigation measures and capitalises on the ability and power of ecosystems. Photographer: Johan Eklund

Do no harm (do more good than harm)

The environmental impacts of humanitarian actions are important to consider, and should be continuously monitored and evaluated. Analysis of both acute humanitarian action, and multi-year crises involving long-term humanitarian assistance, may be required. "Do no harm" is a principle in this field. Humanitarian (and emergency) responses will always leave some kind of environmental footprint (harm), yet at the same time, the overall purpose of humanitarian actions is to save lives and alleviate suffering (good). Therefore, the adapted principle of "do more good than harm", in response action, might be more useful here. Procurement, travel, logistics management, and response action (e.g. chemical use, building shelters, or food supply) are examples of areas where environmental aspects could be considered.

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The two conceptual frameworks for CCIs, presented in the previous section, included a general overview of important focus areas and details for operationalisation of the integration of CCIs in DRM and the PPRD East 3 programme. In this section, these conceptual frameworks will become more specific and elaborated in relation to the different thematic areas of the programme. Here, you will find practical guidance on how to integrate gender, human rights, and environmental issues into activities in nine thematic areas:

1. **Training and exercises**
2. **Emergency preparedness and response**
3. **Early Warning Systems (EWS)**
4. **Civil society integration and volunteerism**
5. **Public awareness and communication**
6. **Multi-Risk Assessments**
7. **24/7 duty officer functions and inter-agency coordination**
8. **Regional cooperation and Host Nation Support (HNS)**
9. **In the spotlight – Pandemics**

This guidance provides potential entry points that are important to consider in developmental work to strengthen capacities within a specific thematic area. Depending on the existing capacity of the actors involved, a step-by-step approach is suggested. This may entail prioritising certain actions, and initially focusing on certain aspects, while others wait for consideration at a later stage. Hence, strategic decisions must be made regarding the correct order and priority of various considerations and aspects within the PPRD East 3 programme.

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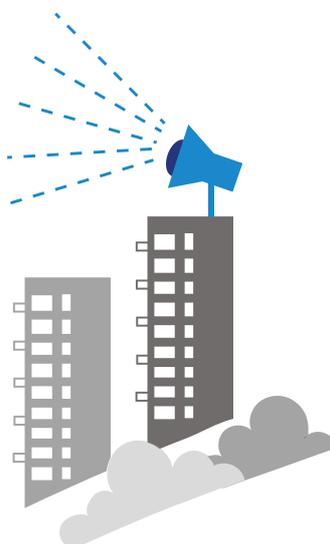functions

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Putting gender, human rights, and environmental issues on the agenda in dialogue

Before digging into practical guidance, it is important to highlight that working with gender, human rights and environmental issues in DRM is often a lengthy process that requires strong commitment, responsibility, and knowledge on different levels in the organisations involved. Organisations and their staffs may have different ideas regarding what such work entails and the importance of strategic and practical action to integrate these perspectives in efforts. Putting the topic of these CCIs on the agenda through dialogue, and creating a broad motivation and commitment among participating staff and actors, are keys to promoting the inclusion of CCIs in DRM. Below, you will find tips and advice about how to put gender, human rights, and environmental issues on the agenda in your work.

> Putting the topic of these CCIs on the agenda through dialogue, and creating a broad motivation and commitment among participating staff and actors, are keys to promoting the inclusion of CCIs in DRM.

- **Prior to any dialogue**, study, e.g., policies, guidelines, reports, projects, or other information related to the organisation's work on gender, human rights, and environmental issues in DRM. This may indicate already-existing commitments and initiatives to build upon, and may provide an entry point for starting a discussion.
- **Prepare a short introduction** about gender, human rights, and environmental issues in DRM and its importance in this dialogue. Misconceptions regarding these topics are commonplace, making a brief introduction useful. Use the content of the present guidelines to prepare such an introduction.
- **Ask the organisation for suggestions in approaching the issues** in the work, and about previous experiences working with the issues. Enquire about successful experiences as well as challenges and how these were overcome. If the discussion takes off at this point, further tips may be unnecessary, since you can rather begin discussing the integration of gender, human rights, and environmental issues in the specific work.
- **Prepare your arguments and be ready to deliver them to sceptical audiences**.
  - ° Give concrete examples of the advantages of integrating gender, human rights, and environmental issues in the work as well as what this would look like in practice. Examples may be found in the introductory section of these guidelines (WHAT and WHY?) and the thematic parts (HOW?).

- Read up on relevant international and national legislation, action plans, and commitments related to gender, human rights, and environmental issues in DRM. Refer to these as the normative rationale to motivate action. Examples include statements in the Sendai Framework for DRR[8], relevant goals in Agenda 2030[9], the Paris Agreement[10] on climate change, signed and ratified Human Right conventions and declarations[11], etc.

- As a last resort, refer to the requirements of a donor (if relevant). In the PPRD East 3, the EU expects gender, human rights, and environmental perspectives to be central and integrated in all work carried out by the programme. Hence, funding and programme participation are conditional on meeting this expectation.

- When unsure, **seek support from focal points/advisors** or other colleagues in your organisation or network, e.g., ministries, agencies, and civil society organisations knowledgeable about gender, human rights, and environmental issues in DRM. If you are an external expert, ask for advice from local experts to tailor arguments to the local language and culture.

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8. https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
9. https://sdgs.un.org/goals
10. https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement
11. https://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx

1. Training and exercises

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Integrate a gender and human rights perspective in the design, implementation, and evaluation of training and exercises**, e.g., in training-need assessments, course curricula, materials, and scenario development. Training and exercises should be delivered using gender-aware and inclusive pedagogy and facilitation techniques.

✔ **Aim for gender balance and diversity in the selection of training participants, trainers, and facilitators**. This will often require special attention to promoting female participants to apply. Ensure trainers and facilitators have the needed skills or adequate support to apply a gender and human rights perspective in the design and delivery of training and exercise.

✔ **Ensure training facilities are safe and accessible to all participants**. Feedback and complaints mechanisms should be established to enable participants to provide feedback and report misconduct, including sexual harassment and abuse in training and exercise environments.

Training and exercises are important instruments to strengthen the knowledge, skills, and capacity of individuals and organisations. By considering a gender and human rights perspective in the development and delivery of such learning activities, we ensure that participants, regardless of sex, age, disability, etc., can make use of these opportunities on equal terms. This is also a key aspect of strengthening the DRM system's capacity to account for and respond to the different needs, risks, vulnerabilities, and capacities of different groups in disasters.

> By considering a gender and human rights perspective in learning activities, we ensure that participants, regardless of sex, age, disability etc., can make use of these opportunities on equal terms

Key considerations for integrating a gender and human rights perspective in training and exercises

- **Seek engagement of a diversity of stakeholders**, including government actors, research institutions, civil society organisations, and private actors specialised in gender and human rights issues in training and exercises. This is a great way to bring DRM and gender and human rights actors together and contribute to strengthening the DRM system's capacities to integrate these perspectives in the work.

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- **Aim for gender balance and diversity among participants**. This will often require special attention to promoting female participants to apply and be selected. Consider the timing and place of the training or exercise to ensure both female and male staff can attend, e.g., avoid planning events outside of office hours to ensure staff with family responsibilities can join.
- **Aim for gender balance and diversity in the selection of trainers and facilitators**. Seek female trainers and facilitators for those technical areas that women are commonly not associated, and vice versa for men, to avoid gender stereotyping. Ensure they have the skills or adequate support to apply a gender and human rights perspective in the delivery of training.

- **Integrate a gender and human rights perspective in the design and delivery** of training and exercises. For example,
  - ○ **Assess training needs** related to participants' knowledge and skills to integrate a gender and human rights perspective with the training topic.
  - ○ **Integrate gender and human rights aspects in the development of course curricula and learning objectives**. Formulations should be tailored to the specific training topic/exercise scenario.
  - ○ **In the development of exercises**, include gender, age, disability aspects, and other demographic data in the scenario, tasks/injects assigned to teams, and discussion questions. This should prompt participants to analyse and act upon the different needs of different groups during crises.
  - ○ **Deliver sessions using gender-aware and inclusive pedagogy and facilitation techniques** (see below for further guidance).

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Examples of gender-aware and inclusive pedagogy and facilitation techniques

- **Reflect on who you are**, as a trainer/facilitator, in relation to the participants. How can you enable a safe and comfortable training environment where everyone has an equal opportunity to participate and learn?
- **Establish ground rules** at the beginning of the training to emphasise mutual respect and awareness of diversity within the group.
- **Be alert to existing power relations among participants** and different tactics for putting people down during training, e.g., a staff member making another feel invisible. Raise any identified concerns.
- **Vary training methods to meet the various needs and learning techniques** of the group, e.g., by combining individual assignments with breakout group and plenary discussions.
- **Aim for gender balance in group discussions and exercises**. Appoint a facilitator and rapporteur for each group in advance and ensure a gender balance. Be sure to shift roles.
- **Use examples, case studies, images, and videos that represent a diversity of people** to which women and men of diverse ages and backgrounds can relate.
- **Use gender-sensitive language**, e.g., utilise both "her" and "him" when giving examples. Avoid gendered terms, such as policeman and chairman (alternative phrasing: police officer, chairperson).
- **Avoid gender-blind terminology**, e.g., "population" and "people" to underline who is being addressed (alternative phrasing may be: women and men in the population).
- **Give more space to female participants** (if representing a group who speaks less).

- **Ensure training facilities are safe and accessible** to both female and male participants, including people with disabilities (e.g., visual, hearing, and physical impairment). For example, toilets and changing rooms may need to be segregated for women and men, ensure that all participants are made to feel welcome.

- **Establish a feedback and complaints mechanism within training and exercise institutions**. This mechanism should facilitate participants to provide feedback and report misconduct, including sexual harassment in the training and exercise environment. Establishing such mechanisms should be done as a preparedness measure and may, for example, involve a 24/7 helpline or email address for reporting. Routines and guidelines for handling misconduct should be developed. In addition, all staff involved in training delivery should sign a code of conduct clearly outlining expected training environment behaviour.

- **In evaluations of training and exercises, assess participant experiences**. Use anonymous evaluation methods and include questions to assess participants' feelings of safety, respect, and equal participation. Disaggregate replies by sex to enable analysis of differences in responses between female and male participants. However, note that it may be difficult to guarantee anonymity in groups with underrepresentation of one sex. Hence, when preparing evaluations, always consider how to best guarantee anonymity and honest replies.

- **In evaluations of exercises**, assess how gender and human rights aspects were accounted for in the scenario. Predefine evaluation indicators that capture participants' actions in this regard. Questions of relevance to explore after a scenario exercise may include:
  - º **Were the different needs and risks of vulnerable groups assessed**, and were actions taken to address these?
  - º **Were collected and reported population data disaggregated** by sex, age, disability, income level, and other context-specific factors?
  - º **Was public communication adapted** to reach all target groups?

Additional tools and resources:

- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gen-der-equality-handbook--practical-advice-for-international-operations/

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Environment

3 QUICK POINTS to include environmental aspects

✔ **Integrate an environmental perspective in the design, implementation, and evaluation of training and exercises**. This could include training-need assessments, scenario development, or the inclusion of the environmental perspective in course curricula and material (such as case studies, scenarios, etc.). For this to happen, it is important that trainers and facilitators have the skills or adequate support to apply an environmental perspective in the delivery of training.

✔ **Actively seek to engage environmental stakeholders** in training and exercises to promote knowledge transfer and wider response network. This is a great way to bring civil protection organisations and environmental actors together. These events are one important way to develop the capacities necessary to mainstream environmental issues in civil protection and to prevent and prepare for environmental emergencies.

✔ **Strive to minimise environmental footprint from training**. This could include measures to ensure that training facilities are energy- and water-efficient, environmentally smart transportation, or the consideration of environmental aspects when purchasing training material or serving food and drink at training.

Several opportunities to systematically integrate environmental concerns throughout the DRM cycle arise during training and exercises. The inclusion of environmental actors and environmental concerns in training and exercises is an effective means of strengthening regional, national, and local capacities to address environmental issues in DRM. Integration of environmental concerns in training familiarises emergency responders with the environmental perspective and facilitates the integration of the environmental perspective. Exercises are a good way of identifying gaps and assessing the necessary technical environmental resources and knowledge.

Key considerations for integrating an environmental perspective in training and exercises

- **Integrate an environmental perspective in the design, implementation, and evaluation of training and exercises**. For example, this includes training-need assessments, course curricula, learning objectives material (such as case studies and exercises), and scenario development. To realise this aim, it is important that trainers and facilitators have the skills or adequate support to apply an environmental perspective in the design and delivery of training. Consider whether local environmental expertise should be used in trainings, as this might enhance practical relevance and provide context-specific advice.

- **Emergency responders and humanitarian actors should continuously** be trained and educated within the environmental field. This to ensure their capacity to handle and manage direct effects on the environment, as well as to analyse and handle secondary or long-term effects on environmental and societal systems. The training and instruction could mainstream environmental perspectives in response action and for emergency responders.

> **Practical example of Do No Harm**
>
> One example of the practical implementation of the "do no harm (do more good than harm)" principle is using and managing extinguishing water when responding to a fire. Extinguishing water may contain harmful chemical additives or transmit toxic pollutants from the fire. When the environmental perspective is properly applied, the secondary negative effects from wastewater can be minimised by, e.g., directing extinguishing water run-off to a specific controlled area.

- **Based on training-needs assessment, the environmental** perspective should be included in training and also be reflected in specific career paths within the organisation (or externally). Examples could include education in performing environmental assessments, CBRN (Chemical, Biological, Radioactive and Nuclear), and different types of knowledge or training in cases of, e.g., flood or oil leakages, in support modules. Training could also include specific tools and guidelines in relation to the environmental impacts of disasters, e.g., Disaster Waste Management or Environmental Impact Assessments. Several of these can be found through online sources (see "Additional tools and resources" below).
- **After disasters, a nationally guided mechanism should identify lessons learned to update the system**. The environmental perspective should be included in this mechanism to learn how to better minimise impacts on ecosystems and improve capacities to manage environmental emergencies.
- **Actively seek to engage environmental stakeholders** in training and exercises to promote knowledge transfer and wider response network. Ministries, agencies, the scientific community, local communities, civil society organisations, and the private sector could be engaged at relevant stages. These events could be one important way of developing the capacities necessary to mainstream environmental issues in civil protection and to prevent and prepare for environmental emergencies.
- **Environmental concerns can be integrated into exercises** as an add-on to, for example, scenario development, exercise playbooks, role playing, and evaluation indicators. It can also be integrated by developing exercises with a strong environmental focus, such as a full-scale simulation exercise of an environmental emergency. Exercises are a good way to identify gaps and assess necessary technical environmental resources and knowledge. This information could assist in training design or requests for external assistance in the event of disaster.

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- **If training includes an expert exchange programme**, organise study visits that showcase best practice in environmental mainstreaming in DRM.
- **Strive to minimise the environmental footprint of training and exercises**. This could include measures to ensure training facilities are energy and water efficient, proper waste management systems, environmentally smart transportation, and consideration of environmental aspects when purchasing training material or serving food at training.

Climate change and other environmental drivers of disasters

- In the design of training and exercises, include environmental perspectives and promote a holistic understanding on how environmental systems interrelate with disaster risk, human lives and livelihoods, and well-being. This approach includes the understanding of ecosystem services and how environmental systems are at once drivers of and impacted by disasters.
- Ensure inclusion in training of basic knowledge about how drivers, like climate change, impact disaster risk, as well as topics like climate adaptation and climate mitigation.
- Climate change adaptation may be needed for some projected risks, but ensure promotion and mainstreaming of environmental issues in disaster-risk reduction work as well. Promoting nature-based solutions, in which ecosystem services provide solutions that are adaptive and mitigate risks, throughout the DRM cycle creates a real win-win situation!
- Climate change and other environmental drivers of risk may also provide important exercise input, e.g., in developing scenarios to test its projected risks or its secondary effects during another disaster, such as a heat wave occurring in combination with an earthquake.

Additional tools and resources

- Several resources at EHA connect. https://www.ehaconnect.org/preparedness/assessments/ or https://www.ehaconnect.org/preparedness/environmental-situation-analysis/
- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/
- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20sheetenvironmen.pdf
- Environmental Mainstreaming in Humanitarian Intervention https://www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-Environmental-Mainstreaming-in-Humanitarian-Interventions.pdf
- Environmental impact assessment tools and techniques https://envirodm.org/training/eng/environmental-impact-assessment-tools-and-techniques

- DWM (Disaster waste management) https://www.unocha.org/sites/unocha/files/DWMG.pdf
- FEAT, DWM and other training tools found at EEC learning platform https://learning.eecentre.org/login/index.php
- The WWF Green recovery and reconstruction toolkit (GRRT) is a training program designed to increase awareness and knowledge of environmentally responsible disaster response approaches. https://www.worldwildlife.org/publications/green-recovery-and-reconstruction-toolkit-grrt
- Nature-based Solutions to Climate Change Adaptation in Urban Areas. file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/EbA%20&%20Eco-DRR/springer%20nature%20based%20solutions%20book.pdf
- Guidelines for Ecosystem-based Approaches to Climate Change Adaptation and Disaster Risk Reduction file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/RI/EbA-Eco-DRR-Guidelines-en.pdf

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2. Emergency preparedness and response

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Seek engagement of a broad representation of stakeholders and groups in the population** in risk assessment processes and coordination mechanisms. This would include government, civil society, and private actors specialised in gender and human rights issues as well as women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups in local communities.

✔ **Ensure that emergency response plans, SOPs, and humanitarian scenario development** consider assessing, reporting on, and responding to the different needs, risks, and vulnerabilities of different groups in an affected population.

✔ **Promote gender balance and diversity among staff and volunteers engaged in preparedness and response activities**. Ensure that all staff and volunteers are sensitised to integration of a gender and human rights perspective in their specific intervention areas and apply participatory approaches as well as safety and ethics principles in their work.

Natural hazards are gender neutral, but their impacts are not. Women, girls, boys, and men face different levels of exposure to natural hazards and have different needs when disasters strike. This inequality is created by gender relations and social discrimination in society. The integration of a gender and human rights perspective in disaster preparedness and response lays a strong foundation for mitigating the impacts of

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

disasters and delivering responses that meet the distinct needs of all societal groups, including women, girls, boys, men, youth, the elderly, people with disabilities, and other minority groups[12].

Key considerations for integrating a gender and human rights perspective to emergency preparedness and response

- **Include a gender and human rights perspective in national Disaster Risk Management strategies**. This may include objectives to promote the active participation of women, girls, the elderly, people with disabilities and other minority groups in DRM processes, as well as considering their specific needs, risks, vulnerabilities, and capacities in Multi Risk Assessments, Early Warning Systems, and public awareness campaigns.

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12. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer or intersex (LGBTQI) individuals.

- **Seek engagement of a broad representation of stakeholders** in emergency response planning and activities. This includes promoting participation of government actors, civil society organisations, and private actors specialised in gender and human rights issues and actors representing all groups in the society.

- **Promote the active involvement of entire communities in preparedness and response activities**, e.g., in rapid needs assessments, planning and delivery of early warnings, evacuation, relief distribution, and awareness-raising campaigns (see 3. Early Warning Systems, and 5. Public awareness and communication for further guidance). Pay specific attention to involvement of the most vulnerable groups.

- **Ensure that emergency response plans, SOPs, and emergency scenario development** consider a gender and human rights perspective. This may include:

  º **How to assess and respond to the diverse needs and security risks of all affected groups** in an emergency related to, e.g., evacuation, shelter, food, WASH, protection, and cash transfer. Pay specific attention to vulnerable groups. This will require collection, analysis, and reporting of population data disaggregated by sex, age, disability, income level, and other context-specific factors, e.g., in rapid assessments.

  º **How to select beneficiaries** based on existing vulnerabilities in the affected population, taking into consideration how gender, age, disability or other factors may result in disproportionate vulnerabilities for certain groups.

  º **How to ensure that evacuation planning** accounts for the various needs and security risks of a population. Pay special attention to ensuring that evacuation routes and temporary shelter sites are safe and accessible to the most vulnerable groups. Consider that the risk of GBV may increase during evacuation and at temporary shelter sites if measures are not taken.

  º **How to ensure that public communication messages are adapted** to and shared via communication channels that reach all target groups (see 5. Public awareness and communication for further guidance).

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○ **How to ensure stockpiling of necessary relief materials** in accordance with the diverse needs and priorities of all affected groups as well as global standards (see the list of resources below for further guidance). A broad representation of community groups should be consulted on the supplies.

○ **How to ensure preparedness and response activities follow safety, ethical and humanitarian standards** related to promoting gender equality and human rights (view tools and resources below).

Gender-based violence (GBV) in emergencies

GBV often increases and intensifies during emergencies, both in homes and the public sphere. Taking action to prevent and reduce risks of GBV is a core responsibility for responding actors and measures should be taken within in all sectors. Action may include planning evacuations and temporary shelter sites in ways to ensure that women, girls, and other vulnerable groups are not exposed to increased risk of GBV. It is also key to ensure that referral of GBV survivors to lifesaving services (medical care, psychosocial support, protection, etc.) is not disrupted during an emergency. To ensure effective strategies and quality support, it is recommended to collaborate and coordinate work with GBV experts and specialised GBV service providers in the mission area. Consult the list of resources below for further guidance.

- **When carrying out community-based activities, establish feedback and complaints mechanisms** so that women, girls, boys, and men of all ages, abilities, and backgrounds can provide their input on activities and report misconduct, including sexual exploitation, abuse, and harassment. This should be done as a preparedness measure and may, for example, involve setting up a 24/7 helpline or email address for reporting. Routines to handle misconduct and provide support to survivors should be developed and all community groups should be aware of and have access to the mechanisms. All staff and volunteers should sign a code of conduct clearly outlining expected behaviours while on mission.

- **Promote gender balance and diversity among staff and volunteers engaging in preparedness and response activities**. This to ensure that teams can engage with both women and men in the population, e.g., in rapid needs assessment. Such consideration is important since women and men may feel more comfortable expressing their needs and engaging with staff of the same sex.

- **Ensure that all staff and volunteers involved in response and preparedness activities are sensitised** to gender, age, and disability-related needs and concerns in emergencies as well as how to respond to these. Train staff and volunteers in applying participatory approaches in their work to ensure the involvement of all community groups. All staff and volunteers should abide by safety and ethics standards and know how to prevent and respond to cases of GBV, including sexual exploitation and abuse.
- **Carry out regular response system testing and exercises for staff and volunteers**, including practice of data collection and analysis, as well as responding to the diverse needs, risks, and vulnerabilities of different groups in an affected population. This is important to identify existing gaps and target actions to strengthen gender-responsive and inclusive response practices (see 1. Training and exercises for further guidance).

Additional tools and resources:

- Erman, De Vries Robbe, Thies, Kabir and Maruo, 2021, Gender Dimensions of Disaster Risk and Resilience: Existing Evidence. World Bank. https://openknowledge.worldbank.org/handle/10986/35202
- GBV Area of Responsibility/UNFPA, 2019, The Inter-Agency Minimum Standards for Gender-Based Violence in Emergencies Programming https://www.unfpa.org/minimum-standards
- IASC, 2018, Gender Handbook for Humanitarian Action, https://interagencystandingcommittee.org/iasc-reference-group-gender-and-humanitarian-action/iasc-gender-handbook-humanitarian-action-2017
- IASC, 2015, Guidelines for Integrating Gender-Based Violence Intervention in Humanitarian Action https://gbvguidelines.org/en/
- IFRC, 2018, IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies https://media.ifrc.org/ifrc/wp-content/uploads/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf
- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations/
- Sphere Standards, 2018, The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://spherestandards.org/handbook-2018/
- UNISDR, 2020, Words into Action guidelines: Enhancing disaster preparedness for effective response https://www.preventionweb.net/publications/view/53347
- UN Women and UNDP, 2018, Gender and Disaster Risk Reduction in Europe and Central Asia - Workshop Guide for Facilitators https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

Environment

3 QUICK POINTS to include environmental aspects

✔ **Involve relevant environmental actors** in the preparedness planning process. Also ensure that capacities and resources to manage the environmental risks and vulnerabilities identified in risk assessments are built. In preparedness stages of the DRM cycle, it is key to ensure adaptability to and awareness of environmental drivers, such as climate change, as well as how their impact on risks and vulnerabilities.

✔ **Good understanding of the environmental context** and conditions in the area of responsibility is a prerequisite for efficient response action. Assessments and consideration in relation to scenarios, and multi-sectoral analysis before and during a crisis, are key to determining response needs and understanding impacts and consequences on the environment and livelihoods, in both the short and long term. Such information could feed into DRM strategies and response plans. This will enhance the quality of humanitarian action and contribute to the foundation of a coherent and effective humanitarian response.

✔ **The environmental impacts of response action** are important to consider, both for acute emergency response and for multi-year crises perhaps requiring long-term humanitarian assistance. Procurement, travel, logistics management, chemical use, building shelters, or food supply are examples of areas where environmental aspects could be considered.

In relation to emergency preparedness and response action, environmental integration is to two-fold and includes:

1. Preparing to respond to direct and indirect environmental consequences, and
2. Mainstreaming environmental concerns in planning of response action

Preparing to respond to environmental consequences entails identifying acute environmental concerns and the root environmental causes of a crisis, as well as pre-crisis vulnerabilities tied to environmental issues.

Mainstreaming environmental concerns in humanitarian action puts focus on raising awareness and identifying opportunities to reduce the negative environmental impacts of response actions.

> Including environment aspects as part of preparedness planning lays the foundation for their integration in the response phase and further in the DRM cycle.

Including environment aspects as part of preparedness planning lays the foundation for their integration in the response phase and further in the DRM cycle. When done right, preparedness planning permits various actors to come together and mitigate risk. It also allows for synergies between fields, such as land use planning, environmental protection and health, and safety protection[13].

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13. Alexander, D. (2016). How to write an emergency plan. Dunedin Academic Press

Key considerations for integrating an environmental perspective in preparedness and response

- **Emergency planners should actively** seek to include or integrate an environmental perspective in the actual DRM strategy and response plans.

- **Emergency planners should actively** seek to involve humanitarian and environmental actors as well as other civil society stakeholders to maximise synergies. Consider also the cross-border approach for regional cooperation. Inviting environmental actors to participate in preparedness planning, as well as assigning roles and responsibilities in response and recovery actions, significantly advances environmental mainstreaming. The planning process also facilitates trust-building and familiarity between emergency responders and environmental actors, which is especially important during an emergency. If possible, engage different ministries such as the Ministry of Environment (and/or other ministries such as agriculture, regional development, or energy, depending on scope), to develop national coordination structures between environmental and emergency response actors. These kinds of procedures also facilitate discussions around national and international legislation, e.g., International Disaster Response Laws and similar that can be used to support a broader, 'green' approach.

- **Promote continuous dialogue and collaboration** with specific stakeholders responsible for activities related to environmental risk, e.g., the chemicals industry, to increase awareness, build trust, and advise on measures to minimise risks or accident consequences.

- **Include an environmental perspective in scenarios** and multi-sectoral analysis. Good understanding of the environmental context and conditions in the area of responsibility is a prerequisite for efficient response action. Continuous analysis of current and future environmental conditions is therefore key in response action preparations. The effect of other environmental drivers (such as climate change) on ecosystems should also be factored in. Risks stemming from the environment and risks to ecosystems must both be considered.

- **In the event of a disaster, assessing its environmental** consequences and prioritising response action needs based on environmental impact contributes to establishing a coherent and effective humanitarian response. Environmental assessments provide the basis for strategic planning and effective operations. The volume, depth, and type of information needed will change as a crisis evolves and assessments must therefore be updated throughout the humanitarian cycle.

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- **During the preparedness stage, it is important** to ensure the capacity to handle and manage environmental emergencies, e.g., oil spills or industrial accidents with chemical leakage, as well as the ability to analyse and handle the emergency's secondary or long-term effects on environmental systems. Natural or man-made disasters that are not classified as environmental emergencies will also impact the environment and should be managed. One example is the management of disaster waste to minimise secondary negative effects on ecosystems and human health. When done right, the planning process is instrumental in developing the capacities necessary to manage these risks. In this phase, preparing to request and receive external assistance (regional or international support) may also be relevant.

- **Emergency responders and humanitarian actors should continuously** be trained and educated within the environmental field to ensure their capacity to handle and manage direct effects on the environment, as well as their ability to analyse and handle secondary or long-term effects on environmental and societal systems. The mainstreaming of environmental issues in response action is another important aspect (see 1. Training and exercises).

- **During a situation analysis of a crisis**, involving the estimation of, e.g., key crisis drivers, affected areas, number of affected people, and most urgent needs, major environmental concerns should also be included. This may include perspectives in response plans, early recovery, WASH plans, shelters, etc.

- **Ensure awareness of secondary disaster effects**. These include na-tech accidents, or "natechs", technological accidents caused by a sudden-onset natural disaster, e.g., ruptured petroleum storage tanks after an earthquake. During an emergency, environmental assessments are therefore instrumental for prevention of secondary emergencies, addressing acute risks to human life and health, and positive contribution to the recovery and resilience of affected communities. In many cases, the initial disaster can directly and adversely affect the natural environment, often with negative consequences for the livelihoods of affected populations.

There may be direct impacts and risks to the environment from disasters, but indirect/secondary risks and long-term effects also have to be considered when assessing disasters from an environmental perspective. Photographer: MSB.

- **In response action, core values guide prioritisation** of what to save and protect. Including the environment as a core value is a way of addressing the needs of response action. Different emergencies requires different actions. Some cases, e.g., forest fires, can be positive ecosystem events and involve a natural process creating habitat conditions for some species. In these cases, the best response action might be limited to monitoring the fire and preventing its spread.

- **Ensure that data collection**, as well as the development of tools, takes into account environmental perspectives. Information-sharing mechanisms can play a functional role in this process, e.g., back-office support for information about dangerous substances or vulnerable ecosystems. Academia or agencies can play a vital role here.

- **Environmental impacts from response actions are important to consider and** should be continuously monitored and evaluated. Both acute response action, and multi-year crises perhaps requiring long-term humanitarian assistance, could be analysed. "Do no harm" is a principle in this field. Humanitarian (and emergency) response will always leave some kind of environmental footprint (harm), at the same time, the overall purpose of humanitarian actions is to save lives and alleviating suffering (good). Therefore, the adapted principle of "do more good than harm", in response action, might be more useful here. Procurement, travel, logistics management, and response action (e.g., chemical use, building shelters, or food supply) are examples of areas where environmental aspects could be considered.

- **The mainstreaming of environmental issues in humanitarian action requires** the integration of environmental concerns in overall humanitarian response plans, as well as in organisations' programmes or project plans. Making environmental considerations part of the strategic objectives, indicators, and activities devised under the national response plan or its equivalent ensures that environmental issues can be addressed as part of the overall response, as well as improving programme quality and accountability to disaster-affected people.

- **Examine whether nature-based solutions** can play a role in the preparedness stage, e.g., can wetlands act as buffer zones during response action?

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Climate change and other environmental drivers of disasters

- Although stringency and clarity are important during emergency planning, an adaptive and aware attitude towards continuously changing risk and vulnerability patterns is also crucial. Therefore, it is important to factor in various global (regional/national) trends, such as climate change, population growth, migration flows, and/or poverty that change risk and vulnerability circumstances. This perspective should feed into risk and vulnerability assessments (RVA), scenarios, or multi-sectoral analysis.

- In relation to this, preparedness planning should be seen as a continuous process seeking to involve numerous stakeholders and incorporate lessons learned from previous disasters.

- When analysing the environmental conditions, risks, vulnerabilities, and possible emergency response needs, it is important to consider how drivers, such as urbanisation or climate change, will affect ecosystems and ecosystem services in relation to human health, societal development, and livelihood.

- When it comes to climate change and its effect on risk profiles, stakeholders like the national weather and hydrological agencies, the ministry of environment, and academic institutes can provide knowledge and data on projected changes in weather patterns and other environmental parameters.

Additional tools and resources

- Several resources at EHA connect – https://www.ehaconnect.org/preparedness/environmental-preparedness-planning/resources/, https://eha-connect.org/crisis-response-recovery/response-and-recovery-planning/, https://ehaconnect.org/crisis-response-recovery/situation-analysis/, https://ehaconnect.org/crisis-response-recovery/assessments/

- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/

- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20sheetenvironmen.pdf

- Environmental Mainstreaming in Humanitarian Intervention https://www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-Environmental-Mainstreaming-in-Humanitarian-Interventions.pdf

- Environmental impact assessment tools and techniques https://envirodm.org/training/eng/environmental-impact-assessment-tools-and-techniques

- OCHA – Guidelines for Developing a National Environmental Contingency Plan https://www.eecentre.org/resources/ocha-guidelines-for-developing-a-national-environmental-contingency-plan/

- UN/OCHA The environmental emergencies guidelines I https://reliefweb.int/sites/reliefweb.int/files/resources/EE_guidelines_english.pdf

- DWM (Disaster waste management) (https://www.unocha.org/sites/unocha/files/DWMG.pdf)

- FEAT, DWM and other tools find at EEC learning platform https://.eecentre.org/

3. Early Warning Systems (EWS)

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3 QUICK POINTS to include gender and human rights aspects

✔ **Seek engagement of a broad representation of stakeholders and groups in the population** in EWS activities, such as risk monitoring, evacuation planning, and early warning education. This would include government actors, civil society organisations, research institutions, and private actors specialised in gender and human rights issues as well as women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups in local communities.

✔ **Ensure that data on exposure, vulnerability, capacity, and risk are disaggregated by sex, age, disability, income level, and other context-specific factors**. This to enable analysis of how different groups in the population may be exposed to hazards and impacted by disasters in different ways. Pay specific attention to identifying the most vulnerable groups.

✔ **Tailor early-warning messages and select communication channels** to ensure that information is understood by and reaches all members of the target group. When carrying out activities at the community level, ensure that feedback and complaints mechanisms are established through which community members can provide input on activities and report misconduct, including cases of sexual exploitation, abuse, and harassment.

Gender roles and other social structures affect how people access, process, and act upon warning information. Information about disasters and early warnings generally reach more men than women. However, women are more likely to act upon emergency warnings and warn others, while more men than women disregard evacuation orders and evacuate later.[14] The integration of a gender and human rights perspective to Early Warning Systems (EWS) lays a strong foundation for mitigating the impacts of disasters and responding to threats in accordance with the diverse needs of a population, including women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups[15].

Key considerations for integrating a gender and human rights perspective to EWS

- **Seek engagement of a broad representation of stakeholders** in EWS activities, including government actors, civil society organisations, research institutions, and private actors specialised in gender and human rights issues and actors representing all groups in society. These actors provide important perspectives on how different groups in the population may be affected by and vulnerable to disasters in different ways, as well as their capacity to prepare for and respond to an event.

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14. UN Women and UNDP, 2018, Gender and Disaster Risk Reduction in Europe and Central Asia - Workshop Guide for Facilitators https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

15. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer or intersex (LGBTQI) individuals.

> Consider how existing gender roles and social norms may affect different groups' access and response to warnings and knowledge of disaster risks.

- **Promote participatory methods to ensure equal involvement of all groups at the community level** in EWS activities. This is key to ensuring that approaches are adapted to the specific cultural context, which will lead to more effective early detection, timely disaster alerts, lowered disaster risks, and strengthened disaster preparedness in the whole community.

- **In the identification and analysis of disaster exposure, vulnerability, capacity, and risk**, ensure that data are disaggregated by sex, age, disability, income level, and other context-specific factors. This to enable analysis of how different groups in the population may be exposed to hazards and impacted by disasters in different ways. Pay specific attention to identifying the most vulnerable groups and understanding the specific cultural context. When identifying potential impacts on critical infrastructures, also include the more "soft" societal functions, such as childcare, elderly care, day care, services for people with disabilities, and maternal health care.

- **Tailor early-warning messages and select communication channels** to ensure that information is understood by and reaches all members of the target group (for further guidance, see 5. Public Awareness and communication).

- **Target education and training regarding proper early-warning signal response at all population groups**. Consider how existing gender roles and social norms may affect different groups' access and response to warnings and knowledge of disaster risks. To address existing gender gaps in disaster preparation knowledge, skills, and leadership, promote women's roles in EWS activities.

- **When carrying out community-based activities, establish feedback and complaints mechanisms** through which women, girls, boys, and men of all ages, abilities, and backgrounds can provide input on activities and report misconduct, including sexual exploitation, abuse, and harassment. This should be done as a preparedness measure and may, for example, involve setting up a 24/7 helpline or email address for reporting. Routines to handle misconduct and provide support to survivors should be developed, and all groups in the community should be aware of and have access to the mechanism. All staff and volunteers should sign a code of conduct clearly outlining expected behaviours while on mission.

Additional tools and resources:

- Erman, De Vries Robbe, Thies, Kabir and Maruo, 2021, Gender Dimensions of Disaster Risk and Resilience: Existing Evidence. World Bank. https://openknowledge.worldbank.org/handle/10986/35202
- IFRC, 2018, IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies https://media.ifrc.org/ifrc/wp-content/uploads/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf
- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations/
- UNISDR, 2020, Words into Action guidelines: Enhancing disaster preparedness for effective response https://www.preventionweb.net/publications/view/53347
- UN Women and UNDP, 2018, Gender and Disaster Risk Reduction in Europe and Central Asia - Workshop Guide for Facilitators https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

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Environment

3 QUICK POINTS to include environmental aspects

✔ **One basis of functional EWS is disaster risk knowledge** and awareness. This includes assessing the characteristics of key environmental hazards. Based on these assessments, measures to manage environmental hazards should be operationalised in, e.g., strategies and response plans, and analysed in terms of secondary consequences. Environmental aspects should also be included when assessing vulnerabilities and exposure to and potential impacts of disasters. Consider how environmental drivers, such as climate change or forest management, impact disaster risks and vulnerability to hazards.

✔ **Continuous inclusion and collaboration with environmental stakeholders** and actors within scientific and technical areas throughout the development of EWS is key to including the environmental perspective. This also relates to the establishment of mechanisms for integrating environmental data and information sharing. Relevant actors can bring important information, data, and analyses regarding slow onset changes the consequences of sudden-onset disasters on environmental systems.

✔ **Ensure inclusion of environmental aspects** and requirements in procurement, maintenance, and use of equipment and material for EWS.

Successfully implemented EWS can save lives, infrastructure, land, and ecosystems while also supporting sustainability for societal development and resilience. Understanding information about evolving risks is important for timely and effective response action. Monitoring systems can identify and inform regarding seasonal hazards, such as floods and droughts, evolving hazards, such as pandemics, and static hazards, such as earthquakes. EWS can play a vital role in climate adaptation and helps communities to prepare for hazardous climate- and weather-related events.
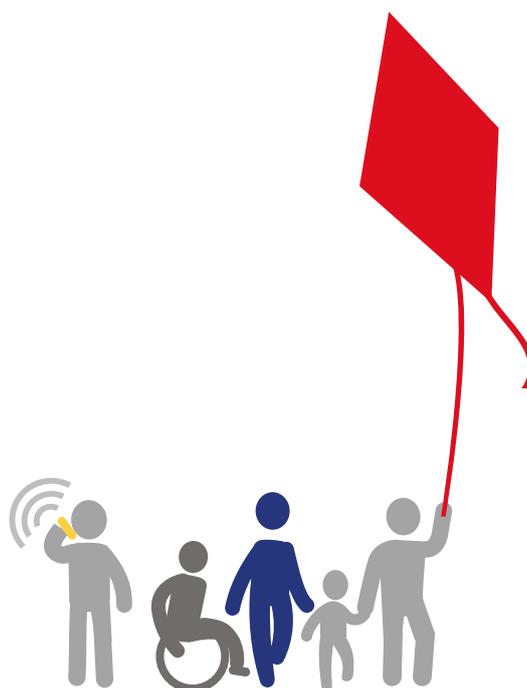
Key considerations for integrating an environmental perspective in EWS

- **A basis for functional EWS is disaster risk knowledge** and awareness. This includes assessing the characteristics of key environmental hazards. Environmental risks and threats, as well as environmental risk drivers in the area of interest, should be included and assessed in this early stage of EWS development. Based on these assessments, measures to manage environmental hazards should be operationalised (in strategies, response plans, etc.) and analysed in terms of secondary consequences. There are strong links to other parts of the DRM cycle, such as risk management systems, preparedness capacities, and the development of, e.g., response plans.

- **Include environmental aspects when assessing** vulnerabilities, exposure, and potential impacts of disasters, including cascading events or secondary effects on ecosystems, and relations to societal systems, like infrastructure. Consider how environmental drivers, such as climate change or forest management, impact disaster risks and vulnerability to hazards, like risks of flooding or forest fires.

> Consider how environmental drivers, such as climate change or forest management, impact disaster risks and vulnerability to hazards, like risks of flooding or forest fires.

- **Establishing mechanisms for integrating environmental data and information** before disasters occur supports disaster responders when analysing information and creating situation awareness. The engagement and inclusion of relevant actors, like hydro-metrological agencies in information management networks, improves information sharing. Information shared could include locations of protected areas, hydrological data, or topographical profiles.

- **Continuous dialogue and collaboration** with stakeholders and actors within scientific and technical areas throughout the development of EWS is key to including the environmental perspective. Ministries, agencies, the scientific community, local communities, civil society organisations, as well as the private sector, should be engaged at relevant stages. Different agencies may carry out risk-monitoring within their own area of expertise, as established by DRM frameworks or legislation. Hydro-metrological agencies are often the actors responsible for weather forecasting, and can thus inform emergency actors about imminent droughts or extreme weather events. It is important that environmental data sources and indicators are included in risk monitoring systems. Environmental actors should also share information regarding slow-onset disasters or environmental drivers, such as changes in ecosystems, water quality, forest cover, ecosystem productivity, etc.

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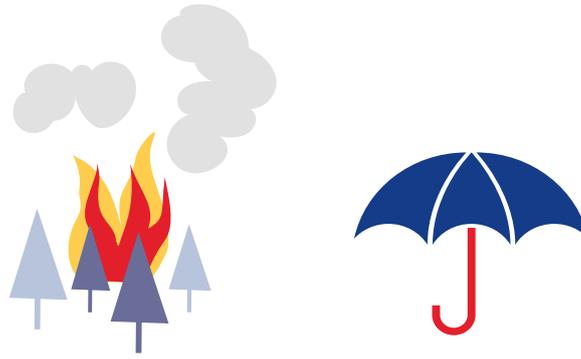
- **When developing disaster response plans, environmental aspects** should be included for both environmental emergencies and other disasters. Including this perspective helps minimise the environmental footprint of response actions, protect ecosystems, and avoid cascading or secondary consequences of disasters.

- **In the development of public-awareness strategies and programmes**, environmental aspects could be considered depending on scope and context. One example might be the mitigation of risks or vulnerabilities, e.g., water use during drought.

- **For procurement and maintenance measures of EWS products**, make sure that environmental aspects are considered to minimise environmental footprint and enhance material efficiency. Also consider where to place and locate EWS to withstand all difficult weather, not only the specific disaster-type that EWS should warn of.

- **Examine if nature-based solutions could** play a role in the development of EWS, for example, whether natural systems can provide data about imminent events, such as droughts.

Climate change and other environmental drivers of disasters

- When analysing the environmental conditions, risks, vulnerabilities, and possible emergency response needs, it is important to consider how drivers, such as urbanisation and climate change, will affect ecosystems and ecosystem services in relation to human health, societal development, and livelihood.

- Environmental drivers affect the risk panorama, vulnerabilities, and system resilience. Awareness of environmental drivers is therefore key in the development of EWS.

- Climate change is one environmental driver that may impact the frequency and magnitude of hazards, making it important to consider in EWS development (and throughout the DRM cycle).

- Relevant actors can provide important information, data, and analyses about slow-onset changes, as well as the consequences of sudden-onset disasters on environmental systems. Information, including precipitation patterns, soil composition, or species-extinction rates, contributes to a more comprehensive understanding of the area of interest. This could feed into specific stages of the DRM cycle, as in EWS development.

Additional tools and resources

- Several resources at EHA connect https://www.ehaconnect.org/prepared-ness/environmental-preparedness-planning/resources/ or https://ehacon-nect.org/preparedness/risk-monitoring/

- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response

- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20 sheetenvironmen.pdf

- Environmental Mainstreaming in Humanitarian Intervention https:// www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-En-vironmental-Mainstreaming-in-Humanitarian-Interventions.pdf

- OCHA – Guidelines for Developing a National Environmental Conting-ency Plan https://www.eecentre.org/resources/ocha-guidelines-for-deve-loping-a-national-environmental-contingency-plan/

- UN/OCHA The environmental emergencies guidelines I https://re-liefweb.int/sites/reliefweb.int/files/resources/EE_guidelines_english.pdf

- DWM (Disaster waste management) https://www.unocha.org/sites/uno-cha/files/DWMG.pdf

- FEAT, DWM and other tools find at EEC learning platform https://lear-ning.eecentre.org/login/index.php

- Guidance note on environmental data and information: Guidance note on environmental data and information.docx - Google Document

- Key data and information sharing platforms include: Humanitarian Data Exchange, https://www.humanitarianresponse.info, http://www.globalpro-tectioncluster.org/

- Climate Risk and Early Warning Systems (CREWS). 2015. Crews Initia-tive: building multi-hazard early warning system and risk information ca-pacities with strengthened international cooperation. Available at: http:// www.unisdr.org/files/45967_crewspresentation.pdf and https://www. crews-initiative.org

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4. Civil society integration and volunteerism

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Involve a broad representation of civil society actors in coordination** forums in the DRM system, including those specialised in gender and human rights issues and actors representing women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups in local communities.

✔ **Promote gender balance and diversity among volunteers**. Put in place measures to ensure that volunteer recruitment processes, training arrangements, and work environments are attractive, acceptable, and safe for female and male volunteers of all ages, abilities, and backgrounds.

✔ **Ensure that all staff and volunteers sign a code of conduct and are trained** in how to apply a gender and human rights perspective as relates to their work and how to prevent and respond to gender-based violence, including sexual exploitation and abuse, and child protection issues in interventions.

Promoting gender and human rights in emergency preparedness, response and recovery is important to ensure that interventions respond to the diverse needs, risks, vulnerabilities, and capacities of a population. Workforce and stakeholder networks that include civil society actors, staff, and volunteers representative of a society's diversity[16] can broaden the perspectives and experiences of the system. This, in turn, increases the chances of more effective and needs-based interventions.

> Keep in mind that female volunteers are more exposed to certain risks, such as sexual harassment and violence, when on mission.

Key considerations for integrating a gender and human rights perspective in civil society integration and volunteerism

- **Involve a broad representation of civil society actors in coordination** forums in the DRM system, including those specialised in gender and human rights issues and actors representing all groups of a society.

- **Promote gender balance and diversity among staff and volunteers**. This may include measures to ensure that volunteer recruitment processes, training arrangements, and work environments are attractive, acceptable, and safe for female and male volunteers of all ages, abilities, and backgrounds.

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16. Including women, girls, boys and men, youth, elderly, people with disabilities and other minority groups, such as ethnic and religious groups and LGBTQI individuals.

- **Ensure that the different privacy and safety needs of female and male staff and volunteers are** accounted for, e.g., when arranging transport, sleeping facilities, and sanitation areas. Keep in mind that female volunteers are more exposed to certain risks, such as sexual harassment and violence, when on mission. In addition, ensure that both female and male volunteers have access to suitable personal protective equipment in proper sizes.
- **Secure equal access to medical and psychological support for female and male staff and volunteers**. In sensitive cases, staff may feel more comfortable seeking medical and psychosocial support from a professional of the same sex. Availability of both female and male doctors and counsellors is thus key to ensure use of support services. Also ensure that annual training in self-care, as well as in reporting and seeking support for violence and harassment during a mission, is available to all staff and volunteers.
- **Ensure that all staff and volunteers sign a code of conduct** on an annual basis. The code of conduct should include principles related to staff's obligation to apply a gender and human rights perspective in the work and acceptable behaviours when on mission.

- **Establish systematic induction training for new staff and volunteers**. The training should include introduction to the code of conduct and how to apply a gender and human rights perspective in the work, as well as prevention of and response to gender-based violence (GBV), including sexual exploitation and abuse and child protection issues.
- **Provide specialised training to staff and volunteers** in application of a gender and human rights perspective to their specific area of intervention. For example:
  - º How to apply ethics and humanitarian standards to promote gender equality and human rights in their area of work (see tools and resource below).
  - º How to carry out participatory assessments that promote equal participation of all groups and identify the needs, risks, and priorities of the entire community.
  - º How to establish protection measures that respond to the risks of the most vulnerable groups, e.g., how to reduce the risks of and respond to cases of GBV.

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o   How to ensure that public communication activities reach the entire
    target group.

o   How to adapt recovery actions to ensure support for all population
    groups in rebuilding their lives after a disaster, e.g., livelihood and shelter.

o   How to target cash-transfer programmes to meet the different needs of
    different groups and mitigate risks of increased GBV as a result of such
    programmes.

- **When carrying out community-based activities, establish feedback
  and complaints mechanisms** through which female and male staff and
  volunteers can provide input on activities and report complaints, inclu-
  ding sexual exploitation, abuse, and harassment. This is key to constant-
  ly improving the work environment of staff and volunteers, as well as
  effective prevention of and response to misconduct. This should be done
  as a preparedness measure and may, for example, involve setting up a 24/7
  helpline or email address for reporting. Routines to handle misconduct
  and provide support to survivors should be developed. All staff and volun-
  teers should be aware of the procedures for providing feedback and filing
  complaints and have equal access to the mechanisms.

Additional tools and resources:

- Erman, De Vries Robbe, Thies, Kabir and Maruo, 2021, Gender Dimensions of Disaster Risk and Resilience: Existing Evidence. World Bank. https://openknowledge.worldbank.org/handle/10986/35202
- GBV Area of Responsibility/UNFPA, 2019, The Inter-Agency Minimum Standards for Gender-Based Violence in Emergencies Programming (2019) https://www.unfpa.org/minimum-standards
- IASC, 2018, Gender Handbook for Humanitarian Action, https://interagencystandingcommittee.org/iasc-reference-group-gender-and-humanitarian-action/iasc-gender-handbook-humanitarian-action-2017 Available in English
- IASC, 2015, Guidelines for Integrating Gender-Based Violence Intervention in Humanitarian Action https://gbvguidelines.org/en/
- IFRC, 2018, IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies https://media.ifrc.org/ifrc/wp-content/uploads/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf
- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations/
- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response (2018) https://spherestandards.org/handbook-2018/
- UN Women and UNDP, 2018, Gender and Disaster Risk Reduction in Europe and Central Asia - Workshop Guide for Facilitators https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

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3 QUICK POINTS to include environmental aspects

✔ **Actively seek to engage environmental stakeholders** in relevant parts of the DRM cycle. This is a great way to bring together humanitarian and environmental actors. It could also be one important way to develop necessary capacities to bring about environmental mainstreaming in humanitarian action and prepare for environmental emergencies.

✔ **Involve key staff, including volunteer organisations**, in training and exercises. Ensure that relevant environmental aspects are included in training and exercises to strengthen the actors' understanding of and capacity to manage them in their field of expertise. This includes minimising the environmental footprint of activities, knowledge of environmental emergencies, 'green' recovery (the "build back better" principle), and data collection within the environmental field.

✔ **Academia plays a vital role in providing evidence and knowledge** on, e.g., environmental risks, climate change adaptations, and nature-based solutions. Make sure to build structures and procedures that include research results and conclusions in disaster risk management. Strong cooperation with academia can be useful for needs-based science and studies.

Civil society organisations and academia can play a vital role in disaster risk management and their knowledge, experience, and resources should be continuously included in the DRM cycle.

Key considerations for integrating an environmental perspective in civil society integration and volunteerism

- **Actively seek to engage environmental stakeholders** in relevant parts of the DRM cycle. This is a great way to bring together civil protection organisations and environmental actors. It could also be one important way to developing necessary capacities to bring about environmental mainstreaming in humanitarian action and prepare for environmental emergencies.

> Actively seek to engage environmental stakeholders in relevant parts of the DRM cycle. This is a great way to bring together civil protection organisations and environmental actors.

- **Consult a diversity of civil society organisations in the preparation** of the emergency response plans to ensure consideration of the environmental perspective.

- **The knowledge and expertise of regional or local voluntary organisations** can be valuable for analysis of the environmental situation in the area of interest.

- **Involve key staff, including volunteer organisations, in training and exercises**. Ensure inclusion of relevant environmental aspects in training and exercises to strengthen actors understanding of and capacity to manage them in their field of expertise. This includes minimising the environmental footprint of DRM activities, knowledge of environmental emergencies, 'green' recovery (the "build back better" principle), and data collection within the environmental field. An induction training programme for key staff and volunteers should include environmental issues in training curricula.

- **A code of conduct for** emergency management staff and volunteers should include clauses regarding the obligation to minimise the environmental footprint of actions in accordance with the "do no harm (do more good than harm)" principle.
- **Academia plays a vital role in providing evidence and knowledge** on, e.g., environmental risks, climate change adaptations, and nature-based solutions. Make sure to build structures and procedures that include research results and conclusions in disaster risk management. Strong cooperation with academia can be useful for needs-based science and studies.
- **After disasters, mechanisms should be in place to identify lessons learned. The** environmental perspective should be included in these mechanisms to learn how to minimise ecosystem impact and strengthen capacities to manage environmental emergencies. Voluntary and academia actors can play an import role in this mechanism.

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Climate change and other environmental drivers of disasters

- Voluntary organisations, like environmental conservation organisations, can play an import role in minimising environmental drivers of disasters. Inclusion of these groups in disaster risk reduction can be effective in promoting eco-system-based approaches and nature-based solutions.

- More knowledge and science are needed to estimate, e.g., how environmental drivers, such as climate change, will impact disaster risks in certain areas and how to adapt. Academia can also play an important role in the inclusion of an ecosystem-based approach and effective nature-based solutions in the DRM cycle.

Additional tools and resources

- Several resources at EHA connect. https://www.ehaconnect.org/preparedness/assessments/ or https://www.ehaconnect.org/preparedness/environmental-situation-analysis/

- Volunteerism and the global goals https://www.unv.org/volunteerism-and-global-goals

- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/)

- Environmental Mainstreaming in Humanitarian Intervention https://www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-Environmental-Mainstreaming-in-Humanitarian-Interventions.pdf

- Environmental impact assessment tools and techniques https://envirodm.org/training/eng/environmental-impact-assessment-tools-and-techniques

- Nature-based Solutions to Climate Change Adaptation in Urban Areas. file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/EbA%20&%20Eco-DRR/springer%20nature%20based%20solutions%20book.pdf

- Guidelines for Ecosystem-based Approaches to Climate Change Adaptation and Disaster Risk Reduction file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/RI/EbA-Eco-DRR-Guidelines-en.pdf

5. Public awareness and communication

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Seek engagement of a broad representation of stakeholders and groups in the population** in public awareness and communication activities. This would include government actors, civil society organisations, research institutions and private actors specialised in gender and human rights issues and women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups in local communities[17].

✔ **Design messages to ensure that communication is understood by all target groups**. Consider the levels of relevant knowledge among different groups and pay specific attention to adapting communication for comprehension by vulnerable groups, e.g., women, girls, the elderly, people with disabilities and those speaking minority languages.

✔ **Ensure broad release channels that are accessible to all target groups in the population**. Pay specific attention to ensuring outreach to vulnerable groups. The choice of communication channels should be informed by the target groups' preferences and habits.

Effective public communication is critical in helping individuals understand different types of risk and means of reducing and managing those risks. Furthermore, individuals themselves can also be important sources of risk information for analysts, and can provide innovative solutions for managing risks. To reach its full potential, public communication must be adapted to effectively reach the whole target group, including women, girls, boys, men, the elderly, people with disabilities and other minority groups in the society, leaving no one behind.

Key considerations for integrating a gender and human rights perspective in public awareness and communication

- **Collaborate with a broad representation of stakeholders**, including government actors, civil society organisations, media, research institutions, and the private sector, representing all groups in the society. This will enable better understanding of the interests and priorities of women and men of diverse ages, abilities, and backgrounds (the audience) and communication that is accessible, comprehensible, and trusted.

- **Seek equal involvement of all groups** in the planning and delivery of communication campaigns and activities at the community level. This is key to ensure messages and communication channels can be adapted to the local context and increase the chances of information effectively reaching all target groups and trigger desired action.

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17. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer or intersex (LGBTQI) individuals.

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> To reach its full potential, public communication must be adapted to effectively reach the whole target group, leaving no one behind.

- **Assess differences in levels of relevant knowledge within** the target group. To tailor messages, one needs to understand the varying ways that women and men of diverse ages, abilities, and backgrounds obtain, process, interpret, and respond to public information. This may include awareness of how gender roles and other social norms affect knowledge of disaster risks and reaction to crisis information.

- **Design messages to ensure comprehension by the entire target group**. Consider the level of relevant knowledge among different groups. Pay attention to minority-language speakers and people with visual, hearing, and physical impairments. Effective communication conveys messages that are immediately relevant to different people in the target group, and should motivate practical, feasible actions on the part of women, girls, boys, and men of all ages, abilities and background.

Tips for gender-sensitive and inclusive communication

- **Balance the number of women and men featured in images** and show diversity in representation, e.g., people of different gender, age, abilities, ethnicity, religions, etc. The goal is not necessarily 50:50 gender representation. E.g. this may not be relevant in programmes only targeting women.

- **Avoid portraying people exclusively in stereotypical roles**, e.g., do not represent certain jobs and roles as suitable for or performed by women or men exclusively, such as cooking and childcare, for women, and logistics and leadership, for men.

- **Be aware of patterns in the portrayal of** "leaders" or "active" individuals in relation to "participants" or "passive" individuals. Avoid portraying men as mainly active, leaders, decisive, aggressive, or "flexing muscles"; and women as emotional, passive, dependent, homemakers, or "with tears in their eyes". Show that women, like men, have strengths and weaknesses, capacities, and vulnerabilities.

- **Avoid disempowering images**, such as showing girls and young women as dependent, vulnerable, and uneducated.

- **Ensure that broad release channels are accessible to the entire target group**. Pay specific attention to ensuring outreach to vulnerable groups. The choice of communication channels should be informed by the preferences and habits of the target group. For example, social media may effectively engage younger and urban audiences, whereas radio and face-to-face communication may better reach rural listeners and those with limited resources. Consider factors such as where people spend their time during a day, e.g., at home or at a workplace, and how they access information. Ensure outreach to minority-language speakers and people with visual, hearing and physical impairments. The use of multiple communication channels is often necessary and two-way flows of information, offering possibilities for dialogue with communities, should be enabled and emphasised.

- **When carrying out community-based activities, establish feedback and complaints mechanisms** through which women, girls, boys, and men of all ages, abilities, and backgrounds can provide input on activities and report misconduct, including sexual exploitation, abuse, and harassments. This should be done as a preparedness measure and may, for example, involve setting up a 24/7 helpline or email address for reporting. Routines to handle misconduct and provide support to survivors should be developed and all groups in the community should be aware of and have access to the mechanisms. All staff and volunteers should sign a code of conduct clearly outlining expected behaviours while on mission.

Additional tools and resources:

- Erman, De Vries Robbe, Thies, Kabir and Maruo, 2021, Gender Dimensions of Disaster Risk and Resilience: Existing Evidence. World Bank, https://openknowledge.worldbank.org/handle/10986/35202
- IFRC, 2018, IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies https://media.ifrc.org/ifrc/wp-content/uploads/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf
- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations/
- UNISDR, 2017, Words into Action Guidelines: National Disaster Risk Assessments. Special topics. A. Public communication for Disaster Risk Reduction https://www.preventionweb.net/files/52828_apubliccommunication[1].pdf
- UN Women and UNDP, 2018, https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

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3 QUICK POINTS to include environmental aspects

✔ **In the development of public awareness strategies and programmes**, environmental aspects and drivers can be considered depending on the scope and context. This might include mitigation of risks or vulnerabilities, e.g., use of (municipal) water during drought. Also, highlight national, regional, or local guidance in the event of specific disasters, such as nuclear emergencies or chemical accidents.

✔ **Actively seek to engage environmental stakeholders and community participation** in public awareness activities. This to facilitate learning about how environmental degradation relates to disaster risks, as well as the potential impacts of disasters on local environment and livelihood. Whenever possible, link activities to existing sustainable natural resource management programmes.

✔ **Consider potential environmental footprint when developing** or performing communication activities with, for example, measures to minimise the activity's environmental impact.

Public awareness is important for populations and communities to better prepare for and reduce the effects of disasters. Awareness of likely hazards and emergency countermeasures is key.

Key considerations for integrating an environmental perspective in public awareness and communication

- **Actively seek to engage relevant (environmental) stakeholders** in public awareness activities to facilitate understanding of the potential impact of environmental risks on human lives, livelihoods, and ecosystems. Consider if local environmental expertise should be used in these kinds of activities, which enhances practical relevance and context-specific advice.

- **Make sure to incorporate relevant environmental perspectives** in campaigns, education efforts, natural resource management, and proactive community engagement to build better environmental risk awareness, reduce risks, and improve resilience.

- **Promote development of awareness** programmes with strong community participation to facilitate learning on how environmental degradation relates to disaster risks as well as potential impacts of disasters on local environment and livelihood. Whenever possible, link activities to existing sustainable natural resource management programmes.

- **Promote inclusion of environmental** aspects in other educational programmes and school curricula to increase risk awareness and understanding of linkages between the environment and DRM (see 1. Training and exercises). Note that awareness-raising activities should be adapted to the target audience and environmental considerations or hazards specific to the area of interest.

- **Highlight national**, regional, or local guidance on specific disasters, such as nuclear emergencies or chemical accidents. Consider existing legislation

for such risks, potential demand for Environmental Impacts Assessments, chemical management regulations, hazardous waste management, etc. Consider advocacy for revised relevant legislation or the development of guidance to include environmental aspects. Note strong links between protection of human health and environment against such risks, and any potential for synergy effects in this area.

- **Consider environmental footprint when producing** or performing communication activities, for example, measures to minimise the environmental impact of printed communication material.

- **In the development of public awareness strategies and programmes**, environmental aspects and drivers can be considered depending on scope and context. This perspective could address how to mitigate risks or vulnerabilities, e.g., correct use of (municipal) water during drought.

A sound use of (municipality) water during heatwaves or drought periods minimises risks of water deficiency and low ground water levels in the long term. Photographer: Jens Lindström.

Climate change and other environmental drivers of disasters

- Public awareness activities in relation to environmental drivers could be to ensure better understanding and knowledge on how environmental disruption, degradation and depletion relates to disaster risk. Measures to minimize impacts to environmental systems to strengthen community resilience could be included.
- Make sure that environmental drivers and their effects on disaster risks are included in public awareness strategies and plans, e.g., working with both climate adaptation and mitigation. Climate adaptation measures for the general public could include information about minimising the impacts of droughts or floods.

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- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/

- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20sheetenvironmen.pdf

- Environmental Mainstreaming in Humanitarian Intervention https://www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-Environmental-Mainstreaming-in-Humanitarian-Interventions.pdf

- Nature-based Solutions to Climate Change Adaptation in Urban Areas. file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/EbA%20&%20Eco-DRR/springer%20nature%20based%20solutions%20book.pdf

- Guidelines for Ecosystem-based Approaches to Climate Change Adaptation and Disaster Risk Reduction file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/RI/EbA-Eco-DRR-Guidelines-en.pdf

- IFRC "PAPE" document for public awareness and education: Public Awareness and Public Education for Disaster Risk Reduction "PAPE" - IFRC

- The APELL which is a process specifically designed for improving community awareness and preparedness for technological hazards and environmental emergencies APELLHandbook2nd_ed.pdf (reliefweb.int)

6. Multi-Risk Assessment

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3 QUICK POINTS to include gender and human rights aspects

✔ **Seek engagement of a broad representation of stakeholders and groups in the population** in risk assessment processes and coordination mechanisms. This would include government, civil society organisation, research institutions, and private actors specialised in gender and human rights issues and women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups in local communities.

✔ **Ensure that collection of disaster risk, vulnerability, and loss data is disaggregated** by sex, age, disability, income level, and other context-specific social factors. This to enable analysis of how different groups in the population experience, understand, and cope with disaster risks, vulnerability, and loss in different ways.

✔ **Ensure that communication of risk information reaches all population groups**. When carrying out community-based activities, ensure that feedback mechanisms are established through which women, girls, boys, and men of all ages, abilities and backgrounds can provide input on risk assessment activities and report complaints and misconduct, including sexual exploitation, abuse, and harassment.

Natural hazards are gender neutral, but their impacts are not. Women, girls, boys, and men of different ages, abilities, and backgrounds face different levels of exposure and vulnerability to natural hazards. These differences are created by gender relations and social discrimination. To understand the underlying gender and social dynamics of disaster risk, risk assessments must collect data on different population groups and analyse the different ways in which disasters may place them at risk and make them vulnerable. Yet, risk assessments rarely incorporate such perspectives, and women, girls, and other vulnerable groups are often excluded from such processes.

Key considerations for integrating a gender and human rights perspective in Multi-Risk Assessments

- **Seek engagement of a broad representation of stakeholders and groups in the population** in risk assessment processes. This would include promoting participation of government actors, civil society organisations, research institutions, and private actors specialised in gender and human rights issues, as well as women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups[18] at the community level.

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18. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) individuals.

Engagement of populations in the risk assessment processes

Through involvement of a broad representation of community groups, this process creates opportunities to make risk assessment more inclusive. This can both improve the quality of the risk assessment, by inclusion of local knowledge, and raise public confidence in the results, through increased understanding of and ownership in outcomes. Best practice establishes that involvement of particularly disaster-vulnerable groups is key to strengthening their resilience and leaving no one behind. For further inspiration, and best practices in participatory community-based risk assessment, consult the resource list below.

- **Ensure that collection of disaster risk, vulnerability, and loss data is disaggregated** by sex, age, disability, income level, and other context-specific social factors. This to enable analysis of how different groups in the population experience, understand, and cope with disaster risks, vulnerability, and loss in different ways. Hence, the formulation of loss indicators and disaster-loss databases must also allow for such disaggregation of data.

- **Include analysis of how different population groups experience disaster risks, vulnerability, and loss differently**. Analysis should consider the different knowledge levels of women and men of various ages, abilities, and backgrounds regarding existing disaster risks and measures to reduce these risks. Assume always that gender-based violence (GBV) is a prevailing issue and risk which often increases and intensifies during disasters.

> Analysis should consider the different knowledge levels of women and men of various ages, abilities, and backgrounds regarding existing disaster risks and measures to reduce these risks.

- **In assessment of local key sectors, include a broad representation of sectors** as well as "softer" social sectors and critical societal functions, including childcare, elderly care, day care, services for people with disabilities, maternal health care, and GBV survivor support. These functions, often overlooked in risk assessments, are nevertheless critical to ensure the health and well-being of women, girls, boys, the elderly, and people with disabilities.

- **Include both women and men in data collection/assessment teams. This is key** to ensure engagement with both women and men in the population, since women and men describe, understand, and experience risks differently and may feel more comfortable engaging with staff of the same sex. All staff involved in data collection activities should be sensitised to gender-, age-, and disability-related disaster risks. All staff and volunteers should abide by safety and ethics standards, and be prepared to handle cases of GBV, for example, with referral to appropriate medical and psychosocial services. For further advice on strengthening staff and volunteer knowledge and skills in integration of gender and human rights issues in their work, see 4. Civil society integration and volunteerism.

- **Ensure that risk information communication reaches all groups of the population**. For further related advice, see 5. Public Awareness and communication.

- **When carrying out community-based activities, establish feedback and complaints mechanisms** for women, girls, boys, and men of all ages, abilities, and backgrounds to provide input on activities and report misconduct, including sexual exploitation, abuse, and harassment. This should be done as a preparedness measure and may, for example, involve setting up a 24/7 helpline or email address for reporting. Routines to handle misconduct and provide support to survivors should be developed, and all community groups should be aware of and have access to the mechanisms. All staff and volunteers should sign a code of conduct clearly outlining expected behaviours while on mission.

Additional tools and resources:

- CADRI Partnershp, 2020, Compendium of Good Practices on Community Based Disaster Risk Management https://www.cadri.net/system/files/2021-09/CADRI%20-%20Good%20Practices%20-%20CBDRM_2020.pdf
- Erman, De Vries Robbe, Thies, Kabir and Maruo, 2021, Gender Dimensions of Disaster Risk and Resilience: Existing Evidence. World Bank, https://openknowledge.worldbank.org/handle/10986/35202
- IFRC, 2018, IFRC Minimum Standards for Protection, Gender and Inclusion in Emergencies https://media.ifrc.org/ifrc/wp-content/uploads/2018/11/Minimum-standards-for-protection-gender-and-inclusion-in-emergencies-LR.pdf
- IFRC, 2019, Enhanced Vulnerability and Capacity Assessment https://968808b7-8899-4715-918e-d8ad58d11e14.filesusr.com/ugd/7baf5b_d87b11d03de245559c36f0a7d756c0f5.pdf
- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations/
- UNISDR, 2017, Words into Action Guidelines: National Disaster Risk Assessments. https://www.preventionweb.net/publications/view/52828
- UN Women and UNDP, 2018, Gender and Disaster Risk Reduction in Europe and Central Asia - Workshop Guide for Facilitators https://eca.unwomen.org/en/digital-library/publications/2018/05/publication-gender-and-disaster-risk-reduction-in-europe-and-central-asia

Environment

3 QUICK POINTS to include environmental aspects

✔ **Include existing environmental conditions and threats** in risk and vulne-rability analyses. Existing environmental data, information, and assessments can provide important input in the risk assessment process. The inclusion and engagement of relevant environmental stakeholders also allows for a more holistic risk assessment.

✔ **Ensure adaptability to and awareness of environmental drivers, such as** climate change, in disaster risk assessments. Promote the importance of ecosystems and environmental values in the area of interest and analyse their role in people's lives and livelihoods.

✔ **Build capacities and resources that include environmental** perspectives in assessment, mapping, analysis, scenarios, and planning. Different ca-pacities may be needed, e.g., assessment of the immediate and long-term impacts of disasters on environmental systems, climate change adaptation, environmental situation analysis, or the environmental footprint from humani-tarian action. Training staff in the use of various environmental impact assess-ment tools strengthens disaster management capacity.

In the early stages of the risk management system, it is important to have a clear view on the contextual environmental conditions, as well as a dual mind-set when it comes to the environmental perspective. On one hand, consider the effect of disasters and relief action on environmental systems. On the other, consider how affected environmental systems create new/exacerbate pre-existing vulnerabilities and risks. Keep in mind the concept of: "something happens, thus the environment is affected," and, vice versa, "the environment is affected, thus something happens" (see "Conceptual framework for integrating the CCIs in the PPRD East 3 programme").

Including environment aspects as part of risk management systems is key to understand hazards, risks, vulnerabilities and potential emergency response needs. Photographer: MSB.

Including environmental aspects in risk management systems is key to understanding hazards, risks, vulnerabilities, and potential emergency response needs. This lays a strong foundation for adequate environmental integration in the disaster management cycle.

Key considerations for integrating an environmental perspective in Multi-Risk Assessments

- **Always include existing environmental conditions** and threats in risk and vulnerability analyses, like the NDRA (National Disaster Risk Assessment) report. Environmental aspects could also be integrated or in focus during scenario development in the NDRA process. Existing environmental data, information, and assessments can provide important input to the risk assessment process. Environmental assessments are also crucial to develop a pre-disaster baseline and to fully understand the immediate and long-term impacts of a disaster on the environment. The information could feed into other processes, such as Disaster loss data (DLD) assessments or strategies during the response or recovery phase.

- **Ensure adaptability and awareness to environmental drivers, such as** climate change, in disaster risk assessments (see box below). Also include existing environmental risks or risks associated with environmental pollution. Activities that may be of interest include chemical industries, waste management, and critical infrastructure, like water and energy sites, that contain hazardous materials.

- **Actively seek to engage environmental stakeholders** to find information and promote knowledge transfer. Ministries, agencies, the scientific community, civil society organisations, and communities as well as the private sector should be engaged at relevant stages. Benefits of this includes data sharing mechanisms, risk monitoring processes, and early warning systems, as well as sharing environmental situation analyses.

- **Information sharing mechanisms for environmental** data and data-collection methodologies, before, during and after disasters, must be developed. Several actors may be involved in this, with national disaster risk management authorities playing a vital role by coordinating procedures to create situation awareness. This is key in, for example, DLD procedures to learn from disasters.

> Promote ecosystems and eco-
> system services and analyse
> their role in people's lives and
> livelihoods.

- **Promote ecosystems and ecosystem services** and analyse their role in people's lives and livelihoods. Reflect on the importance of ecosystems and environmental values in the area of interest. Reflect on how to value ecosystems, and when that value is considered threatened. This can be done by defining core environmental values, including associated indicators. Emergencies, natural or otherwise, and human activities can cause substantial environmental degradation, in turn posing new risks to human health and livelihoods. The potential of natural disasters to trigger technological accidents (natechs) should also be considered.

When constructing the road map for disaster management, it is important to reflect on how drivers, such as climate change, impact risk projections. Photographer: johner.se/Cultura Creative.

- **Consider if nature-based solutions** can be included in the disaster risk management system. This is important because ecosystems can play a vital role in disaster adaptation and mitigation measures, e.g., as natural buffer zones, land slide mitigation from tree plantation, or strengthening resilience through greater biodiversity.
- **Build capabilities to integrate environmental aspects in the** development of strategies, SOPs, and guidelines for risk assessments. This could include:

○ **In the development of national analytical capabilities**, ensure that tools and methods for assessment, mapping, analysis, and planning take into account environmental perspectives. Different capacities may be needed in relation to disasters, e.g., assessing immediate environmental impacts, long-term effects on environment systems, recovery actions, climate change adaptation measures, environmental situation analysis, or monitoring of the environmental footprint of humanitarian action.

○ **Train staff in the use of various environmental** impact assessment tools, such as REA (rapid environmental assessment), FEAT (Flash environmental assessment tool), and NEAT+ (the Nexus environmental assessment tool), to strengthen capacities and capabilities for management of disasters with greater consideration of environmental aspects. This helps minimise the direct and indirect consequences of disasters on society, human health, and ecosystems while also bolstering disaster recovery. See tools and resources below.

○ **Building skills and procedures to rapidly** collect information about emergencies and disasters is important in assessment of environmental consequences.

○ **National agencies play an important role in building** capacities and facilitating national and transboundary learning and experience transfer.

Climate change and other environmental drivers of disasters

· When analysing environmental conditions, risks, vulnerabilities, and possible emergency response needs, it is important to reflect on how drivers like urbanisation and climate change affect ecosystems and ecosystem services in relation to human health, societal development, and livelihood.

· This requires an understanding of the risks associated with environmental systems as well as risks to the environment. One example is how degraded ecosystems can, in the long run, lead to clean water shortages, in turn affecting human health and livelihoods, especially during a disaster.

· Regarding climate change and its effect on risks, stakeholders like the national weather and hydrological agencies, environment ministry, and/or academic institutions can provide knowledge and data about projected changes in weather patterns and other environmental parameters.

· Climate change adaptation may be needed for some projected risks, but also ensure the promotion and mainstreaming of environmental issues in disaster risk reduction work. Promoting nature-based solutions in DRR, where ecosystem services can provide solutions that are adaptive and mitigate risks, is a win-win!

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Additional tools and resources

- Several resources at EHA connect. https://www.ehaconnect.org/prepared-ness/assessments/ or https://www.ehaconnect.org/preparedness/environ-mental-situation-analysis/

- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/

- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20 sheetenvironmen.pdf

- Environmental Mainstreaming in Humanitarian Intervention https:// www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-En-vironmental-Mainstreaming-in-Humanitarian-Interventions.pdf

- Environmental impact assessment tools and techniques https://envirodm. org/training/eng/environmental-impact-assessment-tools-and-techniques

- DWM (Disaster waste management) https://www.unocha.org/sites/uno-cha/files/DWMG.pdf

- FEAT, DWM and other tools find at EEC learning platform https://lear-ning.eecentre.org/login/index.php

- Nature-based Solutions to Climate Change Adaptation in Urban Are-as. file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20 Leif/EbA%20&%20Eco-DRR/springer%20nature%20based%20solu-tions%20book.pdf

- Guidelines for Ecosystem-based Approaches to Climate Change Adap-tation and Disaster Risk Reduction file:///C:/Users/matos/Desktop/In-tern%20utveckling/Från%20Leif/RI/EbA-Eco-DRR-Guidelines-en.pdf

7. 24/7 duty officer functions and inter-agency coordination

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Promote a diversity of perspectives** among information sources when monitoring emergency events and gathering actors in inter-agency coordination mechanisms. This includes seeking information from and promoting the participation of government actors and civil society organisations specialised in gender and human rights issues as well as actors representing all groups of the society.

✔ **Ensure that tools and templates for monitoring and reporting on emergencies** disaggregate data by sex, age, disability, and other context-specific factors. This to enable analysis of the different needs, risks, and vulnerabilities of different groups in a population, the effects of an emergency on such groups, and how responsible actors should act to respond accordingly. Ensure that reporting products and collaboration meeting agendas emphasise these topics.

✔ **Ensure staff working in a 24/7 duty officer function are trained** in and can understand gender and human rights aspects of disasters. As a preparedness measure, identify those staff in the emergency operational centre's network with greater expertise in gender and human rights issues.

The impacts of emergencies are not gender-neutral, and different social groups society are often affected differently by different emergencies. Thus monitoring information and reporting on the various needs, risks, and vulnerabilities of the affected population, including women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups[19], is an important task of the duty officer function. This to ensure that responding actors can identify relevant actions and coordinate efforts effectively to address diverse needs and risks. This results in a more needs-based response and ensures that no one is left behind in an emergency.

> The impacts of emergencies are not gender-neutral, and different social groups society are often affected differently by different emergencies.

19. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI) individuals.

Key considerations for integrating a gender and human rights perspective in 24/7 duty officer functions and inter-agency coordination

- **Promote a diversity of perspectives among information sources when monitoring emergency events and gathering actors in inter-agency coordination mechanisms**. This includes seeking information from and promoting the participation of government actors and civil society organisations specialised in gender and human rights issues as well as actors representing women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups. As a preparedness measure, identify actors and networks to ensure that information-collection procedures and coordination mechanisms for relevant stakeholders are in place and functioning before an emergency occurs.

- **Ensure that tools and templates for monitoring and reporting on emergencies** disaggregate data by sex, age, disability, and other context-specific factors. This to allow for analysis of the different needs, risks, and vulnerabilities of different groups in a population, the effects of an emergency on such groups, and how responsible actors should act to respond accordingly. Staff acting as duty officers and actors reporting in inter-agency coordination forums should be instructed to collect disaggregated information and highlight these topics in their reporting. To ensure inclusion of these topics in coordination mechanisms, include "Gender and human rights dimensions of the emergency" as a permanent point in agendas.

Key topics in reporting by duty officers and actors in inter-agency coordination mechanisms

- Does the event impact different groups in the society differently?
- What are the different needs, risks (including GBV), and vulnerabilities of different groups?
- What measures/actions are needed to respond to these diverse impacts, needs, risks, and vulnerabilities?

- **Ensure that staff working in a 24/7 duty officer function are trained** and able to understand gender and human rights aspects of emergencies. As a preparedness measure, identify staff with more expertise in gender and human rights in the duty officer function's network. Seek their support for analysis of specific events and to ensure the integration of a gender and human rights perspective in monitoring and reporting. Ensure regular exercises for staff working in duty officer functions, including information-collection and reporting on the different impacts of an emergency on different groups in a society.

- **Establish a baseline gender and human rights brief/fact sheet**, which should provide a concise overview of the pre-emergency situation of different population groups as a preparedness measure. Such a brief could include general information about gender roles and responsibilities in the society, as well as the different needs, risks, and vulnerabilities of different groups in the society, and any particularly vulnerable groups. This information could be used by staff working in duty officer functions and responsible actors included in inter-agency coordination mechanisms as a basis for understanding and reporting on the impacts of an emergency on different groups in an affected population.

Additional tools and resources:

- Alvinius, Deverell and Hede, 2021, Militarisation, masculinisation and organisational exclusion in the crisis preparedness sector, Journal of Risk Research https://www.researchgate.net/publication/349093243_Militarisation_masculinisation_and_organisational_exclusion_in_the_crisis_preparedness_sector

- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations

- MSB, 2017, Jämställdhetsintegrering i MSB:s samverkanskonferenser https://www.foi.se/rest-api/report/FOI-R--4435--SE (only available in Swedish)

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Environment

3 QUICK POINTS to include environmental aspects

✔ **Ensure that data collection, and** tool development for this purpose, consi-
ders environmental perspectives. Information sharing mechanisms can play
a functional role in response action, e.g., back-office support for information
about dangerous substances or vulnerable ecosystems.

✔ **Ensure that staff working in 24/7 duty officer functions are trained** and
able to understand different environmental aspects of disasters and the key
drivers for disasters in the area of interest. Consider also how duty officers
can cooperate with analysis units to better provide situation awareness and
understanding of how and when core environmental values are threatened.

✔ **Build cooperation with civil society stakeholders** to share and provide
environmental data throughout the DRM cycle. Also make sure to involve
relevant environmental actors in the development of SOPs and other informa-
tion documents to improve collaboration regarding roles and responsibilities in
the event of emergency and subsequent response action.

24/7 duty officer functions can play a vital role in coordinating different actors
in the event of disaster, as well as monitoring environmental parameters to
identify imminent disasters and the effects of disasters on the environment.
Information management is a crucial part of the DRM cycle, and several points
have been highlighted in previous parts of the document. In this section, several
of these points are presented and complemented with additional considerations.

Key considerations for integrating an environmental perspective in the
24/7 duty officer functions and inter-agency coordination

- **Ensure that data collection**, and tool development for this purpose,
  considers environmental perspectives. Information sharing mechanisms
  can play a functional role in response action, e.g., back-office support
  for information about dangerous substances or vulnerable ecosystems.
  Another aspect of information management is the capacity to monitor the
  environmental impacts of emergency response actions, in terms of water,
  energy, or waste.

- **Ensure that SOPs, reporting (e.g., Sitrep), and other information documents** include environmental any relevant parameters/aspect. These documents may also include different environmental actors that should be informed or included in response action.
- **Consider how to establish mechanisms for integrating environmental data and information** pre-disaster. This might be relevant for back-office support at the ministry- or agency-level or connected to inter-agency coordination forums. This supports emergency responders in analysing information and creating situation awareness. The engagement and inclusion of relevant actors, like hydro-metrological agencies, in information management networks, improves sharing of information. Information shared might include the locations of protected areas, hydrological data, or topographical profiles.
- **Building skills and procedures to rapidly** collect information from emergencies and disasters is important in order to assess environmental consequences.

> Building skills and procedures to rapidly collect information from emergencies and disasters is important in order to assess environmental consequences.

- **Improve cooperation with civil society** stakeholders to share and provide environmental data throughout the DRM cycle, including changes in ecosystems, e.g., new species or pests. Also make sure to involve relevant environmental actors in the development of SOPs and other information documents to improve collaboration regarding roles and responsibilities in the event of an emergency and subsequent response action.
- **Ensure that staff working in 24/7 functions are trained** and able to understand different environmental aspects of disasters and key drivers for disasters in the area of interest. Consider also how duty officers could cooperate with analysis units to better provide situation awareness and understanding of how and when core environmental values are threatened. The function can also help understand the secondary effects of accidents on the environment, e.g., natechs.
- **Good baseline data in the area of interest help** identify environmental risks and establish what type of information is needed to establish good situation awareness. For example, a need for up-to-date information regarding the amount and type of chemicals stored by industrial actors handling chemicals.
- **Include duty officer's responsibility to integrate environmental** dimensions in their duties, e.g., by ensuring that monitoring and information-sharing frameworks and tools include these aspects.
- **Consider how the environmental footprint** could be minimised, e.g., might SOPs include measures to minimise environmental impact, or inclusion of environmental aspects in procurements.

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Climate change and other environmental drivers of disasters

- When analysing environmental conditions, risks, vulnerabilities and possible emergency response needs, it is important to reflect on how drivers, such as urbanisation and climate change, will affect ecosystems and ecosystem services in relation to disasters, human health, societal development, and livelihood.

- This requires an understanding of the risks associated with environmental systems as well as risks to the environment. One example is how degraded ecosystems can, in the long run, lead to clean water shortages, in turn affecting human health and livelihoods, especially during a disaster.

Additional tools and resources

- Several resources at EHA connect. https://www.ehaconnect.org/prepared-ness/assessments/ or https://www.ehaconnect.org/preparedness/environ-mental-situation-analysis/

- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/

- The sphere "Reducing environmental impact from humanitarian action". file:///C:/Users/matos/Downloads/l%20-%20Sphere%20thematic%20 sheetenvironmen.pdf

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8. Regional cooperation and Host nation support (HNS)

Gender and human rights

3 QUICK POINTS to include gender and human rights aspects

✔ **Promote a broad representation of stakeholders in regional coopera-tion and HNS Country teams.** This would include promoting participation of government actors and civil society organisations specialised in gender and human rights issues as well as actors representing women, girls, boys, men, youth, the elderly, people with disabilities and other minority groups.

✔ **Provide incoming teams with a gender and human rights country brief/fact sheet** upon arrival. This to enable rapid understanding of the operational context and the emergency's impact, or likely impact, on different groups in the affected population.

✔ **Take measures to ensure that the different needs, security, and safety risks of incoming female and male team members** are accounted for during their mission. Also, ensure that all incoming team members are aware of and will abide by international humanitarian principles and the code of conduct.

To ensure that emergency response considers the different needs, risks, and vulnerabilities of different groups in an affected population, building cooperation among stakeholders and their capacities to integrate a gender and human rights perspective in their work is key at the national and transboundary levels. In the planning for HNS, measures must be taken to ensure that incoming team members, both female and male, are safe and that their different needs are accounted for during their mission. Further, it is important that incoming teams be provided with the information and support necessary to carry out their work in a gender-sensitive and inclusive way, and that they are held accountable for doing so in line with ethics standards.

Key considerations for integrating a gender and human rights perspective in regional cooperation and in Host Nation Support (HNS)

- **Promote a broad representation of stakeholders in regional coopera-tion activities and HNS country teams**. This would include promoting participation of government actors and civil society organisations spe-cialised in gender and human rights issues as well as actors representing women, girls, boys and men, youth, the elderly, people with disabilities and other minority groups[20].

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20. Such as ethnic and religious minority groups and lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI) individuals.

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- **In regional exercises, aim for gender balance and diversity among participants**. This will often require special attention to promoting female participants. Include gender, age, and disability aspects as well as other specific demographic population data to the scenario, team tasks/injects, or discussion questions. This to trigger participants to analyse and act upon the different needs of different groups in an emergency event. For further guidance, see 1. Training and exercises.

- **Identify focal points/advisors** that can provide technical guidance to integrate a gender and human rights perspective in regional cooperation activities, such as regional exercises, and support incoming teams to carry out their mission in a gender sensitive and inclusive way. Focal points/advisors may be identified within the national DRM agencies, or drawn from their networks of collaborating stakeholders.

- **Establish a baseline gender and human rights county brief/fact sheet** providing a quick overview of the pre-emergency situation for different groups in the population as a preparedness measure. Such a brief could include general information about gender roles in the society, the different needs, risks, vulnerabilities, and capacities of different groups, and particularly vulnerable groups. The information could then be used as a starting point for actors analysing the impacts of an emergency on different groups.

- **Provide incoming teams with the gender and human rights country brief/fact sheet** upon arrival. This to enable rapid understanding of the operational context and the emergency's impact, or likely impact, on different groups in the affected population. Call for teams to connect with the gender and human rights focal points/advisors to access technical support in carrying out their mission in a gender-sensitive and inclusive way.

- **Ensure all staff in incoming teams are aware of and abide by international humanitarian principles and a code of conduct**. This includes principles of non-discrimination, impartiality, needs-based support targeting the most vulnerable populations, and the responsibility to prevent sexual exploitation and abuse of affected populations. For further advice, see 4. Civil society integration and volunteerism.

- **Take measures to ensure that the different needs and safety and security risks of incoming female and male team members** are accounted for during their mission. Keep in mind that security and medical risks may differ between female and male staff, e.g., female staff are more at risk for sexual harassment and violence. These measures may include ensuring safe transportation or access to needs-based medical services. When arranging sleeping and living facilities, ensure consideration of the different privacy and security needs of female and male staff.
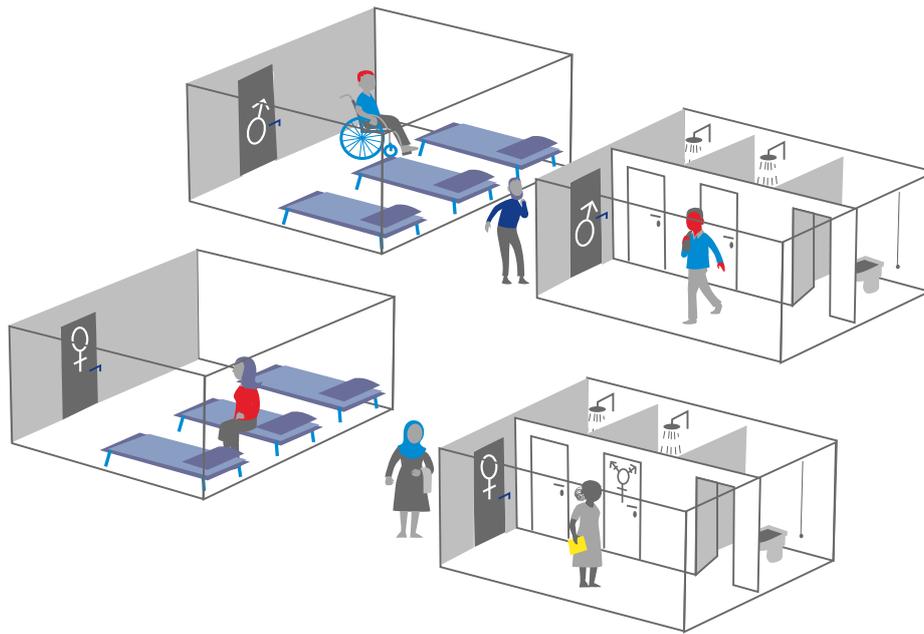
- **Establish a feedback and complaints mechanism** through which women and men in incoming teams can provide input on the mission and report misconduct, including sexual exploitation, abuse, and harassment. This is key to ensure the improvement of missions and effective response to reports of misconduct. This should be done as a preparedness measure and may, for example, involve setting up a 24/7 helpline or email address reporting. Routines to handle misconduct and provide support to survivors should be developed. Make sure all incoming teams are briefed on how to provide feedback, file complaints, and seek support if they experience violence or harassment during a mission.

Additional tools and resources:

- MSB, 2019, MSB Gender Equality Toolkit – Practical Guidance for international operations https://www.msb.se/sv/publikationer/msb-gender-equality-handbook--practical-advice-for-international-operations
- MSB, 2019, Värdlandsstöd – tips och råd vid insats https://www.msb.se/contentassets/7d8749b2f43843b4ad01e7d4fa804ccb/vardlandsstod-tips-och-rad-september-2019.pdf (only available in Swedish)

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Environment

> **3 QUICK POINTS to include environmental aspects**
>
> ✔ **Ensure transboundary collaboration**. When transboundary risks are identi-
> fied, cross-border collaboration between national actors, e.g., during regional
> exercises, is key to enhance emergency preparedness and minimise effects on
> ecosystems and humans. Protecting and considering transboundary ecosys-
> tems during the emergency planning phase enhances the ability to protect
> societies and negative (economic and other) effects of disaster.
>
> ✔ **For Host Nation Support (HNS), ensure situation awareness** for incoming
> teams and include environmental aspects in Sitreps, country briefings, or simi-
> lar. Share important environmental aspects and the mainstreaming of environ-
> mental issues in response actions. SOPs and other steering documents could
> be developed in the preparedness stage of a disaster.
>
> ✔ **When new or updated resources or equipment** are needed, estimate needs
> and consider whether resources could be shared among different beneficia-
> ries, e.g., national, regional, or transboundary stakeholders. If procurement is
> necessary, ensure sustainable processes with consideration for environmental
> issues. One aspect of transboundary collaboration might be how reinforcement
> resources and capacities is shared along borders and between regional actors.

When it comes to Host Nation Support (HNS) in relation to the environmental
aspects, it is important to build capacities and cooperation at both the national
and transboundary levels (see 2. Emergency preparedness and response). Regional
exercises might be a good way to evaluate and strengthen cooperation among na-
tions. Greater shared understanding of environmental perspectives and inclusion
in humanitarian action creates a basis for environmental mainstreaming.

Key considerations for integrating an environmental perspective in
regional cooperation and in Host Nation Support (HNS)

- **Ensure transboundary collaboration. When transboundary risks are iden-
  tified**, cross-border collaboration among national actors is key to enhancing
  emergency preparedness and minimising effects on ecosystems and humans.
  Protecting and consider transboundary ecosystems during the emergency plan-
  ning phase enhances the ability to protect societies and reduce negative (eco-
  nomic and other) effects when a disaster occurs. One example could be a river
  that runs through several countries. A chemical accident happening upstream
  can have effects downstream, affecting water quality or ecosystem vitality with
  societal and economic consequences. Note that International Disaster Response
  Laws and similar can be used to support a broader 'green' approach.

- **Environmental concerns can be integrated into regional exercises** either
  as add-ins, for example, in scenario development, exercise playbooks, team
  tasks, role-playing exercises, or evaluation indicators. Another option is to
  develop regional exercises with a strong environmental focus, such as a
  full-scale simulation exercise of an environmental emergency. Regional
  exercises are a good way to identify gaps and assess necessary technical
  environmental resources and knowledge. This information could feed into
  training design or requests for external assistance in the event of a disaster.

Natural disasters are not constrained by borders and require transboundary cooperation. Protection and consideration of transboundary ecosystems during the emergency planning phase enhances the ability to protect societies and minimise negative consequences when a disaster occurs. Photographer: johner.se/plainpicture.

- **Based on risk and vulnerabilities assessments**, capacities and resources to be developed or obtained for response to direct and indirect environmental risks can be identified. When done right, the planning process is instrumental for developing the necessary capacities for managing environmental risks. In this phase, it could also be relevant to prepare for receiving external assistance (HNS mechanism).

- **When new or updated resources or equipment** is needed, estimate needs and consider if resources could be shared among different beneficiaries, e.g., national, regional or transboundary stakeholders. If procurement is necessary, ensure criteria include environmental aspects. One aspect of transboundary collaboration could be sharing resources and capacities along borders and among regional actors. Specific emergency equipment or reinforcement resources may be shared along borders or regionally. This strategy could constitute effective use of both staff and natural resources. Experiences and lessons learned from environmental emergencies or the mainstreaming of environmental perspectives in response action could be further positive effects of transboundary collaboration.

- **In case of HNS, ensure situation awareness for** incoming teams and include environmental aspects in Sitreps, country briefings, or similar. Share important environmental aspects and the mainstreaming of environmental issues in response action. SOPs and other steering documents could be developed during the preparedness stage of a disaster in collaboration with multiple regional actors.

- **Consider environmental standards and/or principles when building**, operating, and closing bases of operations. As far as operational situations permit, consider also environmental aspects during operational/rescue activities, e.g., when operating a high-capacity pump for a longer period of time in the same location.

- **Consider if environmental** actors should be included in HNS country teams, e.g., for certain environmental emergencies.

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Climate change and other environmental drivers of disasters

- When analysing the environmental condition, risks, vulnerabilities, and possible emergency response needs, it is important to reflect on how drivers, such as urbanisation and climate change, will affect ecosystems and ecosystem services in relation to disasters, human health, societal development, and livelihood.
- This requires an understanding of the risks associated with environmental systems as well as risks to the environment. One example is how degraded ecosystems can, in the long run, lead to clean water shortages, in turn affecting human health and livelihoods, especially during a disaster. These negative effects, like the ecosystems they impact, often disregard borders, reflecting the importance of regional and bilateral cooperation in these cases.

Additional tools and resources

Utilise and promote EU and global standards and best practice related to environment in DRM in activities. For example:

- Several resources at EHA connect. https://www.ehaconnect.org/preparedness/assessments/ or https://www.ehaconnect.org/preparedness/environmental-situation-analysis/
- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response https://www.spherestandards.org/handbook/
- Environmental Mainstreaming in Humanitarian Intervention https://www.ehaconnect.org/wp-content/uploads/2020/04/Study-Report-on-Environmental-Mainstreaming-in-Humanitarian-Interventions.pdf
- Environmental impact assessment tools and techniques https://envirodm.org/training/eng/environmental-impact-assessment-tools-and-techniques
- DWM (Disaster waste management) https://www.unocha.org/sites/unocha/files/DWMG.pdf
- FEAT, DWM and other tools find at EEC learning platform https://learning.eecentre.org/login/index.php
- Nature-based Solutions to Climate Change Adaptation in Urban Areas. file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/EbA%20&%20Eco-DRR/springer%20nature%20based%20solutions%20book.pdf
- Guidelines for Ecosystem-based Approaches to Climate Change Adaptation and Disaster Risk Reduction file:///C:/Users/matos/Desktop/Intern%20utveckling/Från%20Leif/RI/EbA-Eco-DRR-Guidelines-en.pdf
- The Environmental Emergencies guidelines. A guide for requesting or providing international environmental emergency assistance https://resources.eecentre.org/resources/the-environmental-emergencies-guidelines-2nd-ed/

9. In the spotlight - Pandemics

The Covid-19 pandemic has left no country in the world unaffected, and DRM systems are now undertaking massive efforts to prevent and strengthen preparedness and response to future pandemics. In this work, the integration of gender, human rights, and environmental perspectives is important. This is key to ensure that the different needs, risks, and vulnerabilities of different groups, including women, girls, boys, men, the elderly, the disabled, and other minority groups, are accounted for when managing pandemics. It is also important to ensure that environmental aspects are considered when responding to pandemics but also when analysing their secondary consequences. The impacts of environmental drivers, like climate change, on the spread of viruses, bacteria, and other hazardous substances that pose risks to human health, are also important to consider.

Key considerations for integrating a gender and human rights perspective in pandemic prevention, preparedness, response, and recovery

- **Ensure risk assessment of possible pandemics** and identify and analyse how different groups may be impacted by pandemics in different ways. Pay specific attention to identifying vulnerable groups. Collect population data disaggregated by sex, age, disability, income level, and other relevant factors to support such analysis.

- **Ensure that the implementation of pandemic restrictions**, e.g., lockdowns and school closures, are followed by counteracting measures to mitigate negative effects on vulnerable groups in the society. For example, by targeting financial support providing remote-based/distance education, health care, and social services to vulnerable groups. Pay specific attention to mitigating the risk of increased cases of gender-based violence[21] and violence against children at home, as well as ensuring that services for survivors of violence are not disrupted.

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21. View the UNDP briefing note for concrete actions and strategies to prevent and address GBV in the context of COVID-19 https://www.undp.org/publications/gender-based-violence-and-covid-19

- **In national plans for vaccination**, prioritise vulnerable groups.
- **Ensure that public awareness communications reach all groups of the population**. For further related guidance, see Section 5. Public Awareness and communication.

Key considerations for integrating an environmental perspective in pandemic prevention, preparedness, response, and recovery

- **Lessons learned from previous pandemics** should include the impacts and consequences on environmental systems, such as disaster waste.
- **Include environmental aspects/requirements** of financial support to specific societal sectors or actors. This applies to the concepts of "build back better" or a "green" recovery, aimed at ensuring stronger, more resilient, and more sustainable societies following pandemics (or other disasters).
- **When establishing certain facilities, like sampling centres, include** environmental aspects, like energy use and waste management, in facility construction or start-up.

- **In pandemic scenario development**, the consequences of pandemics on environmental systems should be analysed to learn how these evolve and how to minimise their impacts on ecosystems. In scenario development and risk assessment, consider how environmental drivers, like climate change, impact the spread of different viruses, bacteria, and other hazardous substances that may pose risks to human health.
- **For procurement and use of specific equipment during a pandemic**, make sure that environmental aspects are considered to minimise the environmental footprint and enhance material efficiency.

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Adaptation (to climate change): What we do to adjust to the changing climate, which is the actual or expected climate and its effects. In human systems, adaptation seeks to mitigate or avoid harm or exploit beneficial opportunities. In some natural systems, human intervention may aid adjustment to expected climate change and its effects (IPCC, 2018).

Bisexual refers to women or men attracted to both sexes, female and male (EIGE, n.d).

Biodiversity: The variability among living organisms from terrestrial, marine, and other ecosystems. Biodiversity includes variability at the genetic, species, and ecosystem levels (IPCC, 2018).

Biosphere: The part of the Earth system comprising all ecosystems and living organisms, in the atmosphere, on land (terrestrial biosphere), or in the oceans (marine biosphere), including derived dead organic matter, such as litter, soil, organic matter, and oceanic detritus (IPCC, 2018).

Climate action: Urgent action to combat climate change and its impact, as well as steps taken to strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries. Climate action is the subject of Goal 13 of the UN Sustainable Development Goals (ECOSOC, 2019).

Climate change: "A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods" (UNFCCC, n.d).

Climate and environmental crises include extreme climate and weather events, biodiversity loss, air pollution, land degradation, unsustainable production and consumption, greenhouse gas emissions, marine plastic litter, overexploited natural resources, antibiotic-resistant infections, and the harmful use of pesticides (UNEP: GEO-6).

Deforestation: Conversion of forest to non-forest. For a discussion of the term forest and related terms such as afforestation, reforestation, and deforestation, see the IPCC Special Report on Land Use, Land-Use Change, and Forestry (IPCC, 2000). See also the report on Definitions and Methodological Options to Inventory Emissions from Direct Human-induced Degradation of Forests and De-vegetation of Other Vegetation Types (IPCC, 2003).

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Disaster Risk Management (DRM): Processes for designing, implementing, and evaluating strategies, policies, and measures to improve the understanding of disaster risk, foster disaster risk reduction and transfer, and promote continuous improvement in disaster preparedness, response, and recovery practices, with the explicit purpose of increasing human security, well-being, quality of life, and sustainable development (IPCC, 2018).

Disaster risk reduction: A concept and practice aimed at preventing new disaster risk, reducing existing disaster risk, and managing residual risk, all of which contribute to strengthening resilience and sustainable development (UNISDR, n.d).

Ecosystem: A functional unit consisting of living organisms, their non-living environment, and the interactions within and between them. The components included in a given ecosystem and its spatial boundaries depend on the purpose for which the ecosystem is defined: in some cases they are relatively sharp, while in others they are diffuse. Ecosystem boundaries can change over time. Ecosystems are nested within other ecosystems, and their scale can range from very small to the entire biosphere. In the current era, most ecosystems either contain people as key organisms, or are influenced by the effects of human activities in their environment (IPCC, 2018).

Ecosystem approach: A strategy for the integrated management of land, water, and living resources that promotes conservation and sustainable use in an equitable way. An ecosystem approach is based on the application of scientific methodologies focused on levels of biological organisation, which encompass the essential structure, processes, functions, and interactions of organisms and their environment. It recognises that humans, with their cultural diversity, are an integral component of many ecosystems. The ecosystem approach requires adaptive management to deal with the complex and dynamic nature of ecosystems and the absence of complete knowledge or understanding of their functioning. Priority targets are conservation of biodiversity and of the ecosystem structure and functioning, in order to maintain ecosystem services (IPCC, 2018).

Ecosystem-based adaptation: The use of biodiversity and ecosystem services as part of an overall adaptation strategy to help people to adapt to the adverse effects of climate change. Ecosystem-based adaptation uses the range of opportunities for the sustainable management, conservation, and restoration of ecosystems to provide services that enable people to adapt to the impacts of climate change. It aims to maintain and increase the resilience and reduce the vulnerability of ecosystems and people in the face of the adverse effects of climate change. Ecosystem-based adaptation is most appropriately integrated into broader adaptation and development strategies (CBD, 2009).

Ecosystem services: Ecological processes or functions having monetary or non-monetary value to individuals or society at large. These are frequently classified as (1) supporting services such as productivity or biodiversity maintenance, (2) provisioning services such as food, fibre, or fish, (3) regulating services such as climate regulation or carbon sequestration, and (4) cultural services such as tourism or spiritual and aesthetic appreciation (IPCC, 2018).

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

Environmental degradation: Refers to unsustainable natural resource exploitation and pollution that can further threaten disaster-affected populations and ecosystems. Some examples include land degradation, deforestation, desertification, wild-land fires and loss of biodiversity (Sphere Glossary).

Environmental depletion: See environmental degradation

Environmental disruption: See environmental degradation. Relates to anthropogenic activities that influence an ecosystem or ecosystem service in a way that disturbs natural balance or processes.

Environmental sustainability: A state in which the demands placed on the environment can be met without reducing its capacity to allow all people to live well, now and in the future (GEMET, 2020). While environmental sustainability is broader than climate action, limiting climate and environmental impacts can contribute both to mitigating climate change, for instance by reducing emissions and greening practices, and to strengthening people's resilience to climate change (IUCN, undated; IUCN 2015; GEMET, 2020).

Gay generally refers to a man attracted to other men (EIGE, n.d).

Gender refers to the social differences between women and men, as opposed to the biological ones. Perceptions around gender are socially and culturally constructed and often classify women and men into two categories, women and men, and associate the two categories with specific behavioural, cultural, psychological, and social characteristics. What is perceived as feminine and masculine is not definite but constantly reconstructed and renegotiated in societies. Gender changes over time and also varies both within and between countries, cultures, and population groups (MSB, EIGE, n.d).

Gender analysis is the study of differences in needs, opportunities, and capacities of women, girls, boys, and men in a given context. A gender analysis looks at the relationships among women, girls, boys and men and considers their respective roles, access to and control of resources, participation in decision- making, and the constraints and risks each group faces relative to others (EIGE, n.d).

Gender balance refers to the equal representation of women and men in a group, for example at all levels of an organisation. A 40:60 ratio is commonly the minimum standard in organisations. However, gender balance or parity is not only about equal representation but also creating an environment where women and men have the same opportunities to participate meaningfully, influence, and contribute to the group (EIGE, n.d).

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Gender-based violence (GBV) is an umbrella term for any harmful act perpetrated against a person's will and that is based on socially ascribed (gender) differences between women, girls, boys and men. Examples of GBV are sexual violence, including sexual exploitation and abuse and forced prostitution; domestic violence; trafficking; forced and early marriage; harmful traditional practices such as female genital mutilation/cutting, and economic abuse (IASC, 2015).

Gender equality refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women (UN Women, n.d.).

Gender neutral means that something is not associated with either women or men. It may refer to various aspects, such as concepts or language. Gender-neutral language or gender-inclusive language is language that avoids bias towards a particular sex or social gender, such as use of terms like "chairperson" rather than "chairman" (UN Women, n.d.).

Gender norms are ideas about how women and men should be and act. As with all other kind of social and cultural norms, gender norms are standards and expectations that a particular society, culture, or community produces and to which women and men generally conform (EIGE, n.d).

A gender perspective is a way of seeing or analysing which looks at the impact of gender on people›s opportunities, social roles, and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any proposed program, policy, or organisation (UN Women, n.d.).

Gender relations refer to relations between men and women that are socially determined by culture, religion, or socially-acceptable ways of thinking or being. It influences how women and men can socialise and interact with each other (EIGE, nd).

Greenhouse effect: The infrared radiative effect of all infrared-absorbing constituents in the atmosphere. Greenhouse gases, clouds, and (to a small extent) aerosols absorb terrestrial radiation emitted by the Earth's surface and elsewhere in the atmosphere. These substances emit infrared radiation in all directions, but, everything else being equal, the net amount emitted to space is normally less than would have been emitted in the absence of these absorbers because of the decline of temperature with altitude in the troposphere and the consequent weakening of emission. An increase in the concentration of greenhouse gases increases the magnitude of this effect; the difference is sometimes called the enhanced greenhouse effect. The change in greenhouse gas concentration due to anthropogenic emissions contributes to an instantaneous radiative forcing. Surface temperature and the troposphere warm in response to this forcing, gradually restoring the radiative balance at the top of the atmosphere (IPCC, 2018).

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination (UN, n.d.).

Human rights-based approach (HRBA) entails consciously and systematically paying attention to human rights in all aspects of program development. A HRBA is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. The objective of the HRBA is to empower people (rights-holders) to realise their rights and strengthen the state (duty-bearers) to comply with their human rights obligations and duties. States' obligations to human rights require them to respect, protect, and fulfil women's and girls' rights, along with the rights of men and boys (UN Women, n.d.).

Hydrological cycle: The cycle in which water evaporates from the oceans and the land surface, is carried over the Earth in atmospheric circulation as water vapour, condenses to form clouds, precipitates over ocean and land as rain or snow, which on land can be intercepted by trees and vegetation, provides runoff on the land surface, infiltrates into soils, recharges groundwater, discharges into streams, and ultimately, flows out into the oceans, from which it will eventually evaporate again. The various systems involved in the hydrological cycle are usually referred to as hydrological systems (IPCC, 2018).

Intersex refers to individuals born with sex characteristics, e.g., chromosomes, hormones, or genitalia that are not exclusively male or female as defined by the medical establishment in society (EIGE, n.d).

Intersectionality is an analytical tool for understanding and responding to how sex and gender overlap and intersect with other social factors and personal characteristics, such as age, disability, religion, ethnicity, socioeconomic status, sexual orientation, gender identity, and expression, and contribute to unique experiences of discrimination and exclusion (UN Women, n.d.).

Land use and land use change: Land use refers to the total of arrangements, activities, and inputs undertaken in a certain land cover type (a set of human actions). The term land use is also used in the sense of the social and economic purposes for which land is managed (e.g., grazing, timber extraction, and conservation). Land use change refers to a change in the use or management of land by humans, which may lead to a change in land cover. Land cover and land use change may have an impact on the surface albedo, evapotranspiration, sources and sinks of greenhouse gases, or other properties of the climate system and may thus give rise to radiative forcing and/or other impacts on climate, locally or globally. See also the IPCC Special Report on Land Use, Land-Use Change, and Forestry (IPCC, 2000).

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Lesbian refers to a woman who is attracted to other women (EIGE, n.d).

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

Livelihood: The resources used and the activities undertaken in order to live. Livelihoods are usually determined by the entitlements and assets to which people have access. Such assets can be categorised as human, social, natural, physical, or financial (IPCC, 2018).

Mitigation (of climate change): A human intervention to reduce the sources or enhance the sinks of greenhouse gases (IPCC, 2018).

Natech: Natural hazards triggering technological disasters. The interaction between natural disasters and industrial accidents. Natech accidents are technological side effects of natural disasters: a natural disaster leads to a cascading technological disaster, accumulating its consequences (UNECE, 2021).

Nature-based solutions: Nature-based solutions are actions to protect, sustainably manage, and restore natural and modified ecosystems in ways that address societal challenges effectively and adaptively, to provide both human well-being and biodiversity benefits. They are underpinned by benefits that flow from healthy ecosystems and target major challenges like climate change, disaster risk reduction, food and water security, and health, and are critical to economic development. (IUCN, 2021).

Queer refers to all individuals who fall outside of the gender and sexuality norms (EIGE, n.d).

Resilience: The ability of a system, community, or society exposed to hazards to resist, absorb, accommodate, adapt to, transform, and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management (UNDRR, n.d).

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

Sex and age disaggregated data (SADD) data that are cross-classified by sex and age, presenting information separately for men and women, boys and girls, and age. Disaggregated data reflect roles, real situations, and general conditions of women and men, girls and boys, in every aspect of society and during different phases of their lives, for instance, literacy rates, education levels, business ownership, employment, wage differences, dependants, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex and age, it is more difficult to identify real and potential inequalities. Sex and age disaggregated data is necessary for effective gender analysis (UN Women, n.d).

Sexual orientation refers to a person's emotional, romantic, and sexual attraction to another person. It refers to attractions towards individuals of a different sex/gender (heterosexuality), the same sex/gender (homosexuality), or more than one sex/gender (bisexuality) (EIGE, n.d).

Transgender is an umbrella term that describes people whose gender identity or expression does not match the sex they were assigned at birth. The term includes, among many others, transgender persons who are between male and female, transsexuals, and transvestites. The opposite is called cisgender, or non-transgender, which describes people whose gender identity matches their sex at birth (EIGE, n.d).

Vulnerability: The propensity or predisposition to be adversely affected. Vulnerability encompasses a variety of concepts and elements including sensitivity or susceptibility to harm and lack of capacity to cope and adapt (IPCC, 2018).

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