

MODULES

PHILIPPINE WOMEN LOCAL HUMANITARIAN LEADERSHIP





Bayinihan

Bayi in local humanitarian leadership

The Bayinihan Local Humanitarian Leadership Local Workshop forms part of the “Women in Local Humanitarian Leadership (WLHL)” research–based feminist project of Bayi Inc. in partnership with Oxfam Pilipinas. WLHL intends to surface a localized, decolonial, gender-transformative awareness and understanding of local humanitarian leadership experiences to eventually influence policies that will encourage and capacitate local humanitarian leaders who are women and from gender minorities.

Credits:

Marie Aubrey Villaceran, PhD, *Research Project Leader*

David Layao, *Project Manager*

Mia Howell, *Researcher*

Ana Marie Antonio, *Researcher*

Irish Joy De Ocampo, *Researcher*

Julie Jolo, *Researcher*

Maya Tamayo, *Facilitator*

Rafaella Potestades, *Layout Artist*

Disclaimer:

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Project Background

The gender gap in humanitarian leadership is a concern in the Philippines, considering how the country is no stranger to conflict and disasters. From 2015-2019, the Philippines has been ranked consistently amongst the top three most vulnerable in terms of susceptibility to climate change and multiple climate hazards in several global indices (Heintze et al., 2018; Institute for Economics & Peace, 2019; Paun & Acton, 2018). Forty seven percent of the country's population live in areas highly exposed to climate hazards such as earthquakes, tsunami, floods, tropical cyclones and drought. The latest Global Risk Report outlines the following perceived risks in the Philippines: "Prolonged economic stagnation, digital inequality, extreme weather events, employment and livelihood crises, failure of public infrastructure" (World Economic Forum, 2022).

In the Philippines, local women's organisations, local government, civil society and community-based organizations are first responders in the time of conflict and disasters to fill in gaps that the national government are unable to address (Oxfam, 2020; Martin & de la Puente, 2018). In urban poor communities, women have been observed to be over- represented in disaster risk management, although unpaid and not always in positions of authority (Ramalho, 2019, p. 130). Grassroots women's networks have also been active in gender-responsive disaster risk reduction and resilience building efforts in communities (Villaceran & Jimenez, 2020). Capacitating local humanitarian actors and leaders should then be a priority, especially if building on the belief that, "preparedness and response actions before, during and after a crisis should be led by local humanitarian actors whenever possible" to ensure a more inclusive humanitarian process (Oxfam, 2020).

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This project seeks to address the observed gaps in research on women local humanitarian leadership, which has been noted in several studies (Black et al., 2017; Martin & de la Puente, 2018; Patel et al., 2020). It also seeks to challenge the conventional Western frames of reference in gender studies related to disaster risk reduction and management that focus on women due to the men-women binary.

Gender minorities (such as the bakla, LGBTQI, and non-heteronormative identities) not only face increased vulnerability during disasters but are also erased from reports and studies that should document their own humanitarian activities and efforts during times of conflict and disasters (Gaillard et al, 2017).

The project intends to surface a localised, decolonial, gender-transformative awareness and understanding of local humanitarian leadership experiences to eventually influence policies that will encourage and capacitate local humanitarian leaders who are women and from gender minorities. It specifically aims to:



Identify the barriers and opportunities for women and other gender minorities to take leadership positions in local humanitarian organizations or groups;



Expand and deepen informal networks of WOs, LGBTQI organisations, and women leaders in the humanitarian sector;



To develop an evidence-based practice model to understand the complex processes involved in capacitating and encouraging women and LGBTQI leadership in the humanitarian space;



Develop policy recommendations encompassing Women's Disaster Risk Reduction and Local Humanitarian Leadership agendas to influence National policy;



To ensure that intersectional feminist perspectives and principles are included and practiced in all stages of the project.



MODULES

WOMEN LOCAL HUMANITARIAN LEADERSHIP WORKSHOP



Field Sites: Butuan City, Agusan del Norte & Del Carmen, Siargao

The following are arts-based modules that are designed to facilitate the exchange of experiences/narratives and mutual learning among women leaders in local humanitarian efforts. Through an arts-based approach, these modules aim to encourage the participants to articulate the experience and challenges of leadership in their communities creatively, going beyond traditional or institutional vocabulary and articulating more concretely the lived realities of women leaders.

The creative approach also leads participants to work collectively—from sharing their personal experiences to forging connections with other participants through storytelling, drawing, and movement.

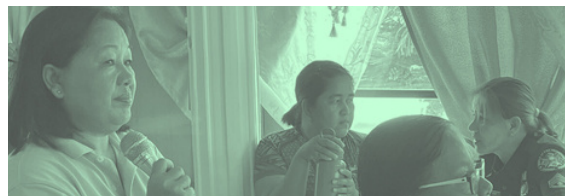
The modules were designed to surface a localized, decolonial, gender-transformative awareness and understanding of local humanitarian leadership experiences to eventually influence policies that will encourage and capacitate local humanitarian leaders who are women and from gender minorities. It specifically aims to:

- Identify the barriers and opportunities for women and other gender minorities to take leadership positions in local humanitarian organizations or groups;
- Expand and deepen informal networks of WOs, LGBTQI organizations, and women leaders in the humanitarian sector;

- Develop an evidence-based practice model to understand the complex processes involved in capacitating and encouraging women and LGBTQI leadership in the humanitarian space;
- Ensure that intersectional feminist perspectives and principles are included and practiced in all stages of the project.

Module Development & Facilitators:

These arts-based workshop modules utilize literary, visual, and body movement arts methods, and were developed by two creative experts who co-facilitated the workshops along with two gender experts.



Day 1

Introduction to the project

Participants are introduced to the project, the conditions that gave rise to the research project, and the partners running the project. The schedule for the next two days is also presented to the participants. This is done to fully inform participants before they give their consent to be part of the research.

Consent

Participants will be oriented on the discussion guide, which establishes rules for inclusive, safe, open, and respectful participation in the activities and sharing of stories and ideas.

Module 1

This module centers the experiences and meaning-making processes of the participants on the concepts of leadership in the context of humanitarian work. The first activity explores the embodied experience of community, focusing on activities that highlight the importance of the body and the ways the body can be cared for by the individual and the community both during and after crises. The mandala-making, which will serve as the main activity, aims to provide a channel for the participants to express a creative understanding of their identity as women and as leaders of their communities. The module also aims to facilitate a conversation among the participants that highlights their shared and varying experiences of leadership.

Activity 1: Body Movement Meditation Workshop

Time: 1 hour

A facilitator will lead the participants in a movement workshop. The workshop aims to foster a space for the participants to be aware of their bodies and that of their fellow participants, so they can center the values of consent, care, and pleasure.

Instructions:

1. The participants will be asked to touch different parts of their body and think about how these have helped them through their personal/intimate and leadership roles.
2. For each body part, the facilitator will say, "Imagine how this body part has helped you in your everyday life."
3. Participants will be asked to say the following for each body part they are touching: "Salamat [body part] dahil..." (Parts: Ulo, leeg, balikat, bisig, kamay, tiyan, balakang, hita, tuhod, paa)
4. After the activity, the participants will be grouped into four. The facilitator will then invite the participants to share their answers to the processing questions indicated below within the group.



Processing Questions: 

- How did the activity make you feel?
- Is there something new that you realize about your body?
- How is your body related to other people you encounter?
- How is your body located in your advocacy and leadership?

Activity 2: Mandala-making on Leadership Expertise and Vision

Materials: Manila paper, markers/crayons

Time: Mandala-making 1 hour | Plenary

Discussion 1 ½ hours

Through mandala-making, the participants are given the opportunity to explore and present:

- their values and principles as local humanitarian actors and leaders
- how they navigate powers and resources in their journey and work in local humanitarian action
- the challenges they face as women leaders
- the joys and community they have built
- the ideal vision for the future that they have for themselves and their communities.

Instructions:

1. Participants will be divided into groups, and each group will choose one person who will present their mandala to the plenary.

2. Each group will be working on the areas of the mandala at the same time. It is suggested that each member of the group should share their views before drawing, so all members can collaborate on what to draw in the mandala.

- a. The center of the mandala will focus on the values/principles that have led them to become humanitarian actors.
- b. The first outer-layer (top half) will focus on the powers/resources they have drawn from or used in their path toward humanitarian action and leadership.
- c. The bottom half of the first layer will then focus on the challenges that they have faced as women leaders.
- d. The second outer-layer will focus on joys/support/friendships that have drawn from and kept them going despite the challenges.
- e. The last (3rd) outer-layer will focus on their own visions about leadership. They will be asked to think about the ideal conditions that they want for themselves, their communities, and the environment wherein they are located.



3. The participants will then be asked to look at their group’s work as a whole and determine common feelings and narratives.

4. Each group’s representative will share their drawing to the plenary and give an explanation of their inspiration and process.



Activity 3: Identity Narrative Map

Time: 1 hour

This activity prompts the participants to reflect on their lives and to uncover how they would view it if it were a movie: their self-concept, their life experiences as multi-layered individuals, and how being local humanitarian leaders intersects with their many other identities.

The succeeding massage connections activity is conducted in pairs. It is aimed towards fostering connections between participants and shows how care can be extended to others.

1. Individually, the participants will be asked to create an identity narrative map using the following prompts:

- Kung ang kwento mo ay isang pelikula, anong klaseng pelikula iyon, drama, comedy, rom-com?

2. After creating their identity maps, participants will be paired off.

3. The participants will share their answers to the identity narrative prompts to their partner while being massaged. Before the massage, the facilitator should provide the following guidelines:

- Participants should ask for consent from their pair about the massage.
- The story-sharer will tell their pair what body part they are willing to be massaged (if any).
- The story-sharer will be given a massage while telling their story.
- After a time, participants will switch roles.



Activity 4: Wrap-up/Processing

Time: 1 hour

Check- out questions, can be written and posted for other participants to read. Participants will be invited to share their answers using metacards. After everyone has written and posted their answers, the facilitator will choose 3- 5 volunteers to share their answers to the big group.

On Caring for the self, body

- What ideas about caring for your body were affirmed for you? (napatibay)
- What ideas about caring for your body were new for you? (natuklasan)
- What ideas about caring for your body do you want to explore further? (palalimin)

On Care and Caring for each other

- What ideas about caring for others were affirmed for you? (napatibay)
- What ideas about caring for others were new for you? (natuklasan)
- What ideas about caring for your body do you want to explore further? (palalimin)

On feminist leadership

- What idea/s about leadership were affirmed for you? (napatibay)
- What ideas about leadership were new for you? (natuklasan)
- What ideas about caring for your body do you want to explore further? (palalimin)



Note: The facilitator will synthesize the wrap-up answers for the next module.

Day 2 : Module 2

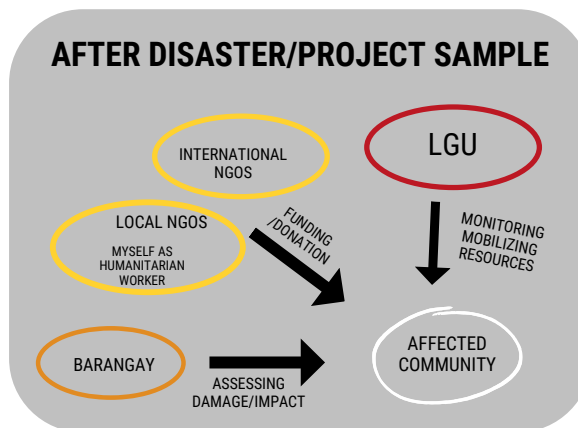
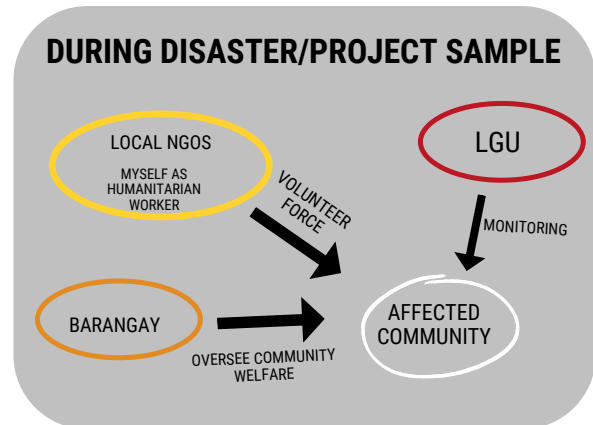
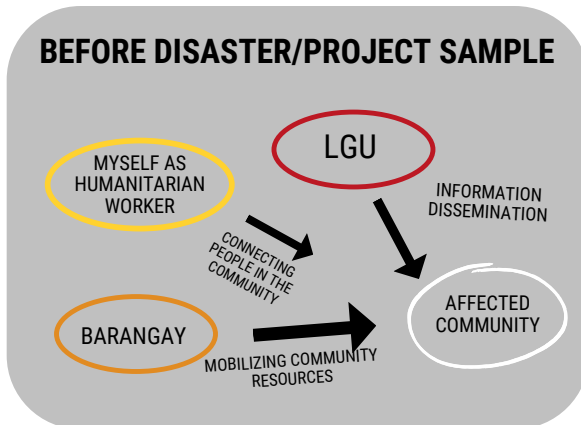


Module 2 focuses on exploring the process of disaster preparation and response as experienced by the participants to identify best practices, areas of improvement, needs, and conceptualize recommendations for improving processes.

Before, During, and After Disasters

1. Participants will be divided into groups in accordance to the nature of their work during disasters.
2. Each group will identify/decide on a humanitarian or disaster-related crisis that their community/organization has faced.
3. Using a story map, participants will plot the following on the sheets of Manila paper they have been given beforehand:
 - a. Disaster
 - b. Actors involved
 - c. Systems and processes at work
 - d. Challenges

4. Participants will use the following symbols in their map:
- Circles: people and partners involved
 - Arrows: relationships and processes
 - Colors: power distributions (green, least powerful to red, most powerful)



5. Each group will present their story maps and explain details.
6. After everyone has presented, there will be a plenary discussion based on the following questions:
- What changes do you want to see?
 - How can we create an empowering space for women leaders in the humanitarian sector?

MODULES

NATIONAL WOMEN LOCAL HUMANITARIAN LEADERSHIP WORKSHOP



Workshop Sites: Quezon City, Philippines

The following are arts-based modules that are designed to facilitate the exchange of experiences/narratives and mutual learning among women leaders in local humanitarian efforts. Through an arts-based approach, these modules aim to encourage the participants to articulate the experience and challenges of leadership in their communities creatively, going beyond traditional or institutional vocabulary and articulating more concretely the lived realities of women leaders. The creative approach also leads participants to work collectively—from sharing their personal experiences to forging connections with other participants through storytelling, drawing, and movement.

The modules were designed to surface a localized, decolonial, gender-transformative awareness and understanding of local humanitarian leadership experiences to eventually influence policies that will encourage and capacitate local humanitarian leaders who are women and from gender minorities. It specifically aims to:

1. Identify the barriers and opportunities for women and other gender minorities to take leadership positions in local humanitarian organizations or groups;
2. Expand and deepen informal networks of WOs, LGBTQI organizations, and women leaders in the humanitarian sector;

3. Develop an evidence-based practice model to understand the complex processes involved in capacitating and encouraging women and LGBTQI leadership in the humanitarian space;
4. Ensure that intersectional feminist perspectives and principles are included and practiced in all stages of the project.

Module Development & Facilitators:

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Consent

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Workshop Sites: Quezon City, Philippines

Module 1

Activity 1: Before, During, and After Disasters

This first activity explores the process of disaster preparation and response as experienced by the participants to identify best practices, areas of improvement, needs, and conceptualize recommendations for improving processes. This module gathers and presents participant experiences from diverse social positions, locations, and backgrounds to compare with the findings from the local workshops in Butuan and Siargao (Activity 2).

1. Participants will be divided into groups in accordance to the nature of their work during disasters.
2. Each group will identify/decide on a humanitarian or disaster-related crisis that their community/organization has faced.
3. Using a story map, participants will plot the following on the sheets of Manila paper they have been given beforehand:
 - a. Disaster
 - b. Actors involved
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4. Participants will use the following symbols in their map:

- a. Circles: people and partners involved
- b. Arrows: relationships and processes
- c. Colors: power distributions (green, least powerful to red, most powerful)

5. Each group will present their story maps and explain details.



Activity 2: What We Know

Time: 30 mins

1. Presentation of findings from the local workshops in Butuan and Siargao.
2. Participants will be asked to think through the story map presentations and the findings.



Activity 3: Discoveries and Questions

Time: 2 hours

1. Participants will be asked to write down main things discovered today on pieces of paper. They will then post the pieces of paper on the wall, under the section labelled as “discoveries”.

2. Afterwards, on another sheet of paper, participants will be asked to come up with three questions they’d like to ask of the other groups/cohort.

a. Groups/cohort:

- i. International Funders/NGAs
- ii. Local Government Representatives
- iii. Local Government Agencies
- iv. Civil Service Organizations

b. Key questions can be centered around

- i. Power
- ii. Challenges
- iii. Inclusion and Exclusion
- iv. Resource generation and management
- v. Sustainability

3. Posts for discoveries and questions will be synthesized.

4. Plenary discussion will be held based on synthesized posts



Day 2: Module 2

Activity 1: Posing Challenge

Time: 20 mins.

This first activity of module 2 serves as both icebreaker and preparation for Activity 2.

1. Each group will be asked to choose a representative (groups are in accordance to the nature of their work during disasters).
2. Representatives will come to the front and be blindfolded.
3. Participants will be given a series of words. They will be asked to pose each word.



Activity 2: Para sa Bayanihang Kinabukasan

Time: 1 hour

This activity will convey the vision of an ideal environment for women humanitarian leaders before, during, and after crises.

1. Participants are asked to think, with their eyes closed, about the barriers, the best practices that gave them hope, the support system that pushed them to give back the same love, the same kindness, that was given to them.
2. They are then asked to imagine what it could be like or what it should be like for women humanitarian leaders.
3. Examples of tableaus are provided to aid in conceptualization.
4. Participants break into groups to conceptualize their own tableaus.
5. Each group presents its tableau.



Activity 3: Policy Recommendations

Time: 2 hours

1. Findings and recommendations from the previously-held local workshops are presented to the plenary.
2. Based on their vision of ideal conditions for humanitarian workers (and communities) and yesterday's activities, each group will be asked to discuss and craft policy recommendations to support and increase women local humanitarian leadership.
3. Each group will share their policy recommendations to the plenary.



Activity 4: Synthesis and Closing

Time: 10 mins.



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