



WMO's activities in gender mainstreaming in geosciences, with a special focus on integrated flood management

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Statistics show that women represent a minority in science, technology, engineering and mathematics (STEM). They are significantly underrepresented in governance, management and international negotiations. They further comprise only a third of the global workforce at National Meteorological and Hydrological Services and only one out of five senior managers is a woman. This paper presents historical trends and statistics on the participation of women and men in all structures and activities of the World Meteorological Organization (WMO). It explores the root causes of women's underrepresentation in the meteorological, hydrological and climatological profession as well as analyzes its adverse effects in terms of the scarcity of role models for young female professionals and the lack of gender considerations in the provision of weather, hydrological and climate services. The paper presents WMO's approach to addressing these issues through the adoption of a WMO Gender Equality Policy, a comprehensive Gender Action Plan, targeted leadership training, a series of awareness raising campaigns, and specific recommendations on how to make weather, hydrological and climate services more gender-sensitive. As a specific example, the Associated Programme on Flood Management (APFM) of WMO and the Global Water Partnership (GWP) is in the process of developing a training manual for gender mainstreaming in integrated flood management. This generic, instructive, at the same time informative training manual and facilitator's guide will strive to fill gaps in practical knowledge, decision-making and further provide assistance in gender sensitive approaches for both local policy makers and communities affected by floods. The format and contents of the manual are particularly focused on every phase of the flood management cycle, incorporating gender based needs, strategies and actions/approaches. The facilitator or training instructor is encouraged to adapt the materials with local case studies for conducting short exercises with the intended participants (women and men) using a participatory design approach.

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