



ZIMBABWE EZEKIEL GUTI UNIVERSITY

FACULTY OF HERITAGE, HUMANITIES AND SOCIETAL ADVANCEMENT

DEPARTMENT OF DEVELOPMENT, PROGRAMMING AND MANAGEMENT

EXAMINATION PAPER

Diploma in Humanitarian Aid and Disaster Management:

COURSE CODE : DHAD 211
COURSE TITLE : Vulnerable Groups and Disaster Management
DURATION : 2 Hours
DATE : 23 SEP 2025

INSTRUCTIONS TO CANDIDATES:

1. Answer any **TWO** questions only.
2. Each question carries 50 Marks.
3. Start each question on a new page of your answer sheet.
4. Use relevant examples or case studies in answering your questions

1. A flash flood has severely impacted a region, displacing thousands. Reports indicate that evacuation centers are overcrowded, lack privacy, and have inadequate sanitation. As a humanitarian aid worker, identify the specific protection risks this environment poses for women, children, and LGBTQ+ individuals. Propose a set of minimum standards to ensure the safety and dignity of all survivors in collective shelters.
2. A community is beginning a long-term recovery process following a devastating earthquake. The pre-disaster context was marked by high inequality, with vulnerable groups having limited access to safe housing and secure livelihoods. Argue for a "Build Back Better" recovery approach that explicitly aims to reduce pre-existing vulnerabilities rather than simply restoring the *status quo*. What key principles and practical actions must guide the recovery process to achieve this goal?
3. "Vulnerability is not a natural state but is socially constructed." Discuss this statement with reference to the political economy of disaster risk clearly showing how do power relations, marginalization, and unequal access to resources create and perpetuate vulnerability in specific groups?
4. Evaluate the proposition that 'children are not just passive victims' in disasters but can be active agents in resilience-building. How can disaster management programs meaningfully engage and empower children?
5. 'Disasters often exacerbate pre-existing inequalities for indigenous communities.' Discuss how factors like land rights, traditional knowledge, cultural practices, and historical mistrust of authorities can impact disaster preparedness and response for these groups. In your discussion, propose how disaster management can be decolonized to better serve indigenous populations.

THE END

1. The Sendai Framework for Disaster Risk Reduction (2015-2030) prioritizes an "all-of-society" approach. Critically assess the progress and challenges in translating this global policy into inclusive local action that genuinely reduces the risk for the most vulnerable groups. Provide examples of both successes and failures.
2. "Universal Design" is often proposed as a solution for inclusive emergency management. Develop a set of guidelines for applying Universal Design to an emergency evacuation plan for a coastal city at risk of hurricanes.
3. Analyze the ethical dilemmas faced by emergency managers when allocating scarce resources (e.g., rescue personnel, medical supplies, shelter space) during a crisis. Should the principle of "equity" (prioritizing the most vulnerable) override the principle of "efficiency" (saving the most lives possible)? Justify your position.
4. "Vulnerability is not an inherent characteristic but a product of social, economic, and political processes." Critically evaluate this statement. Discuss the implications of this perspective for disaster management practitioners, specifically in the phases of risk assessment and preparedness planning. Use at least two concrete examples of vulnerable groups to illustrate your answer.
5. "Nothing about Us without Us." Evaluate the importance of meaningfully involving representatives from vulnerable groups in all phases of the disaster management cycle from risk assessment and planning to post-disaster evaluation. Provide examples of both successful inclusive participation and the consequences of its absence.

THE END