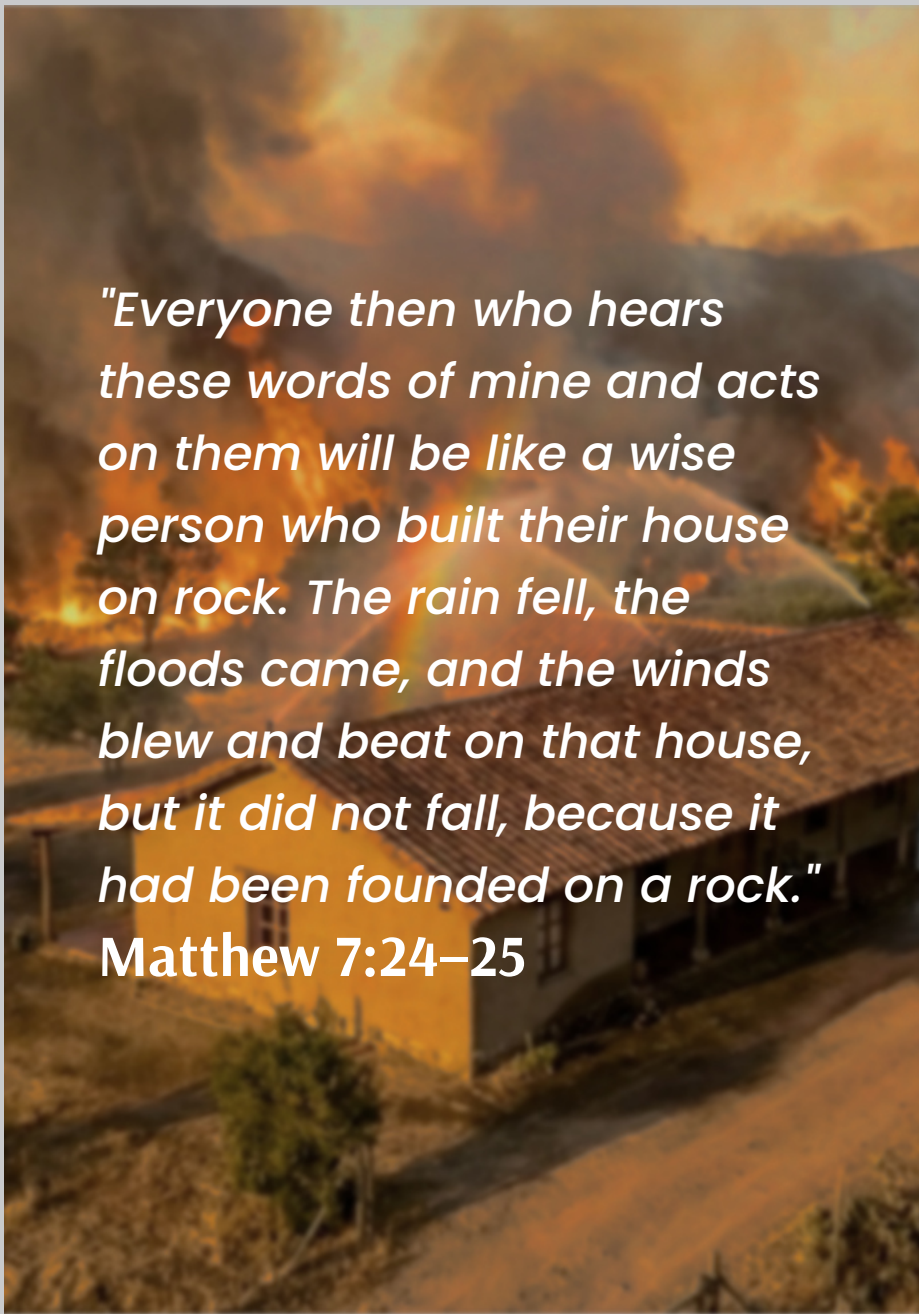


# STRONG FAMILIES SAFE COMMUNITIES

A Mothers' Union Disaster  
Preparedness Handbook





*"Everyone then who hears these words of mine and acts on them will be like a wise person who built their house on rock. The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on a rock."*

**Matthew 7:24–25**

# INTRODUCTION

Southern Africa is facing increasing numbers of climate related disasters, flooding, droughts and heat waves and fires. Preparedness is an element of discipleship that is critical to build and strengthen communities.

This resource contains two parts :

- 1. Bible Studies:** Six Bible studies on floods, fire, drought, heatwaves, displacement and gender issues. The Bible studies can be used during the MU branch meeting and allow two hours for discussion. Each session should be led by a facilitator. Choose the issues that are relevant to your community. You don't need to do all the sessions.
- 2. Community workshop:** The Community disaster planning workshop – this should be a full day workshop and include community members.

## Outcomes

Mothers' Union members would gain a better understanding of the impacts of climate change and be empowered together with their communities to become more resilient.

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## BIBLE STUDIES

(Allow two hours for discussion)

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# 1. FLOODS

## “Building on the rock”

*The facilitator asks someone to read the Opening Prayer.*

### Opening Prayer

Lord God, Creator of the waters and giver of life, be with us as we reflect on floods and their impact on our communities.

Open our hearts to understand the causes of flooding and the suffering of those who are affected.

Give us wisdom to learn how we can prepare, protect one another, and care for your Creation.

May your Word guide us to become people of compassion, action, and hope. **Amen.**

**Read Matthew 7: 24–27**

## Q1: Two houses

1. What two builders does Jesus describe?
2. What is the difference between the two houses?
3. What caused one house to stand and the other to collapse?

**Reflection:** Notice that both houses experience the same storm. The difference was in how prepared they were.

## Q2. Flooding today

### Introduction

*(read by the facilitator – and ask someone to share what this means in the local language)*

Why are we seeing more flooding? This is the impact of Climate change. As the oceans warm they produce more evaporation which leads to heavier rainfalls. We will see more extreme weather events, flooding of rivers, and heavy flooding in urban areas as well as stronger coastal storms.

*Then the facilitator asks these questions:*

1. Across Southern Africa, floods are becoming more frequent and more severe. What examples have you experienced or heard about?
2. Why are poorer communities often the hardest hit by flooding?
3. Besides heavy rain, what human actions make flooding worse? *(For example: building on floodplains, cutting down trees, paving over wetlands, blocked stormwater drains, deforestation, climate change.)*

## Q3 Living God's word

*The facilitator asks these questions:*

1. In your community – where are the areas that are most likely to flood?
2. Who are the most vulnerable people living there?
3. What actions can be taken to reduce or stop flooding

taking place?

4. How can you assist those who are victims of flooding?
5. If you hear on the radio that heavy rains will happen in the next two days -what actions should you take?

When you have discussed ideas from the group, you can turn to page 23 (Suggestions to avoid flooding) and see if there are any of these suggestions that are relevant for the group to discuss.

*What actions will your M.U. branch take, especially remembering the indoor members?*

## Take Home Reflection

Jesus does not promise that storms will disappear. Instead, he teaches that wisdom is shown by preparing before the storm arrives.

## Closing Prayer

Faithful God,  
you are our rock and our refuge.  
Teach us not only to hear your Word but to live it.

As storms become more severe and floods threaten our communities, help us to build lives rooted in justice, compassion and care for your creation.

Strengthen us to protect the vulnerable, restore the earth, and be signs of hope in a changing climate. through Jesus Christ, our sure foundation.

**Amen.**



## 2. FIRES

### “When fire falls”

The facilitator invites someone to read the Opening Prayer:

#### Opening Prayer

Lord God, Creator of all life, be with us as we reflect on fire and its impact on our communities and your Creation.

Give us wisdom to understand the causes of fires and courage to prepare and prevent them.

Comfort those who have lost homes, livelihoods and loved

ones, and help us care for those affected.

Guide us to protect our land, and build safe and resilient communities. **Amen.**

#### Read Job 2: 16–22

## Q1 Disaster and hope

*Then the facilitator asks these questions:*

1. What disasters strike Job's family and property?
2. Which losses are caused by human violence, and which by natural forces?
3. How do the repeated disasters affect Job emotionally?
4. How does Job respond to God in the midst of overwhelming loss?
5. What does this passage teach us about faith during times of disaster?

## Q2 Fires today

**Introduction** (*read aloud by the facilitator – and ask someone to explain in the local language*):

Climate change is leading to more fires. Climate change is creating hotter, drier conditions and making the fire season longer. Higher temperatures increase evaporation, drying out grasses, shrubs and forests. This creates more "fuel" that ignites

easily and burns more intensely. After months of little rainfall, vegetation becomes dry and burns easily. A piece of glass, lightning or a cigarette can then trigger a major wildfire. In urban areas fires often break out in informal settlements and spread rapidly to affect many homes.

The facilitator leads these questions:

1. What experience have you had of fires?
2. Which areas are at most risk of fire in your community?
3. Who are the people who are most vulnerable to fire?
4. What factors contribute to destructive fires? (For example: careless burning, invasive alien plants, poor land management, or settlement in high-risk areas.)
5. What are the impacts on families when they lose their home?

### Q3. Living God's word

1. How can we as Mothers Union help prevent fires before they occur?
2. How can churches support families recovering from fires?

When you have discussed ideas from the group, you can turn to page 23 (Suggestions to avoid fires) and see if there are any of these suggestions that are relevant for the group to discuss

*What actions can you take as the MU Branch especially with the indoor members?*

### Closing reflection

Remember that for those who lose their homes in a fire it feels like a bereavement. How we support them emotionally and spiritually is very important. Both preventing fires and supporting victims of fires are key actions to consider.

### Closing prayer

Loving God, help us prepare for and prevent fires, protect our homes and the land and build fire-safe communities.

Help us teach our families to care for creation, understand fire risks, and become wise guardians of our common home.

Be close to those who have lost their homes. Give them comfort and hope, and move us to support them with practical love.

May we work together to protect life and creation. For Jesus Christ's sake, **Amen.**



Carlett Badenhorst

# 3. DROUGHT

## “Skinny cows and withered grain”

*The facilitator invites someone to read the opening prayer.*

### Opening Prayer

Faithful God, you know the seasons of abundance and the seasons of scarcity.

sustains us. Through Christ our Lord. **Amen.**

**Read Genesis 41: 17–27**

As we study your Word, teach us to be wise stewards of the gifts you have entrusted to us.

Help us to prepare for difficult times, care for those in need, and protect the earth that

## Q1: Preparing for drought

*The facilitator reads and asks someone to explain the local language.*

1. What do the thin cows and withered grain represent?
2. Why does God give Pharaoh this warning before the famine begins?
3. What actions do you think they took to prepare for the drought?

## Q2 Impact of drought today

### Introduction

*The facilitator reads and asks someone to explain the local language.*

Climate change impact :  
Drought will become one of the greatest climate risks facing Southern Africa over the coming decades. The trend is towards hotter temperatures, higher evaporation, longer dry spells, and more frequent and severe

droughts. Multi-year droughts will become more common

Then the facilitator asks these questions

1. What signs of increasing drought have you noticed in your own community?
2. How is today's climate crisis similar to the coming famine Joseph described?
3. What groups are most vulnerable when drought occurs?
4. How does drought affect food, water, health, education and livelihoods?

## Q3 Taking action

1. How can we avoid water waste?
2. How can we save and re-use water?
3. What trees or shrubs should be planted to hold the soil and give shade?
4. What changes can be made in the way we grow vegetables?

You can turn to page 24 and discuss some of the additional actions you might consider that are relevant to your community.

*The facilitator asks: what actions can you take as an MU branch especially remembering the indoor members?*

## **Take home reflection**

God does not simply warn people about disaster; God also gives them time to prepare.

## **Closing prayer**

God of abundance and wisdom, you know the needs of every living creature.

Give us the foresight of Joseph to prepare wisely for the future.

Help us to use water carefully, protect your creation, and ensure that all people have enough to drink and to eat.

May our faith be shown not only in our prayers but also in our actions, as together we build resilient communities filled with hope, through Jesus Christ our Lord. **Amen.**



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# 4. HEATWAVES

“in the heat of the day”

*The facilitator invites someone to read the opening prayer.*

## Opening Prayer

Creator God, you made the earth to be a place of life and abundance.

As our world grows hotter, teach us to be people who offer shade, refreshment and welcome to those who are weary.

Open our hearts to hear your

Word and to respond with practical love for our neighbours. **Amen**

**Read Genesis 18: 1-8**

## Q1: Shade in a warming world

1. Where is Abraham when the story begins?
  2. Why do you think the Bible specifically mentions "the heat of the day"?
  3. What acts of hospitality does Abraham offer the three visitors?
  4. Which basic human needs does Abraham meet? (Water, shade, rest, food and welcome.)
1. What changes in heat have you noticed in your own community?
  2. Who is most vulnerable during extreme heat? (*Pregnant mums; Older people, young children, outdoor workers, people experiencing homelessness, those without reliable water or electricity.*)
  3. How does extreme heat affect farming, livestock, food security and daily work?
  4. What happens when communities lack access to clean water or shade during a heatwave?

**Reflection:** In a hot climate, offering shade and water is not simply a kindness—it can save lives

## Q2 : Heatwaves today

*The facilitator can read and ask someone to explain the local language.*

Climate change impacts: Southern Africa will experience more frequent, longer-lasting and more intense heatwaves (over 35 degrees)

## Q3 : Taking action

1. What can you do at your church to increase shade and make sure there is water available?
2. Where could trees be planted to reduce heat?
3. Do young mums and pregnant mums have adequate awareness of heat challenges ?
4. Are the elderly aware of the

dangers of dehydration especially if they are on medication?

When you have discussed the ideas in the group, consider some of these actions on page 24

*What actions will you take in your branch – especially remembering the indoor members?*

## **Take home reflection**

A shack with no insulation and no trees in the street may be up to 15 degrees hotter than an insulated house with trees.

## **Closing Prayer**

God of welcome and generosity, thank you for the gifts of water, shade and food that sustain life.

As temperatures rise and heatwaves become more severe, help us to follow Abraham's example by opening our homes, churches and hearts to those in need.

Make us faithful stewards of your creation, protect the vulnerable, and inspire us to build communities where all may find refreshment, safety and hope through Jesus Christ our Lord.

**Amen.**



Ashraf Hendricks

# 5. DISPLACEMENT

## “When there is famine in the land”

*The facilitator invites someone to read the opening prayer.*

### Opening Prayer

God of all nations,  
you are the refuge of those who  
have no home and the hope of  
those who journey in search of  
safety.

As we read the story of Ruth,  
help us to understand the  
struggles of people forced to  
leave their homes because of  
drought, famine and disaster.

Open our hearts to welcome the  
stranger, seek justice, and care  
for your creation, through Jesus  
Christ our Lord. **Amen.**

### Read Ruth 1: 1–5

## Q1: Displacement in Scripture

1. What event causes Elimelech and his family to leave Bethlehem?
2. Why do you think they choose to go to Moab?
3. What losses does Naomi experience after arriving in Moab?
4. What do you think life was like for them in Moab?

**Reflection:** This family did not migrate because they wanted to, but because they needed to survive.

## Q2 Displacement today

*The facilitator reads and invites someone to explain in the local language*

Climate change impact: in South Africa many people lost their homes over the last few years in Durban, Mthatha and Limpopo as well as Lesotho. In 2023 Cyclone Freddy badly impacted Zimbabwe, Mozambique and Malawi.

This was followed by one of the worst droughts for 100 years. This pushed a lot of people who were self sufficient off their land. Reflect on people that you know in your community who have been forced to move.

1. What might be the issues that have made them decide to leave their home country
2. What do you think are their experiences of living in South Africa?
3. How does the story of Ruth challenge attitudes that foreign nationals might face?

## Q3: Taking action

1. How can we help to help displaced people who are feeling afraid or traumatised?
2. Is there any awareness that we can do - for example with children or at church?

Please turn to page 25 for some more suggestions

## Take home reflection

Ruth, the foreigner from Moab, becomes part of God's covenant story and an ancestor of King David and of Jesus Christ. Her story challenges prejudice and reminds us that strangers often bring gifts, resilience and faith.

Give us the courage to care for your creation, to welcome those displaced by climate change, and to build communities where all people can live with dignity and peace through Jesus Christ, who himself knew the experience of displacement, we pray. **Amen.**

## Closing Prayer

God of compassion, you journey with those who leave home in search of safety and hope.

Forgive us when we close our hearts to strangers or ignore the causes of suffering.



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# 6. DISASTERS AND GENDER BASED VIOLENCE

*The facilitator invites someone to read the opening prayer.*

## Opening Prayer

Gracious God,  
Creator of all life,  
you hear the cries of those who  
suffer and stand beside the  
vulnerable and oppressed.

We bring before you the women  
and girls whose lives are made  
more vulnerable by climate

change, disasters, displacement,  
poverty and violence.

Give us courage to name the  
injustices we see, wisdom to  
understand the ways in which  
climate change and gender-  
based violence intersect,  
and compassion to listen to  
those whose voices are often  
silenced. **Amen**

## Read Luke 10:30–37

V30 : he was attacked

1. What happened to the traveller?
2. How do you think he felt when the religious leaders walked past?

V 33. He saw him

1. What did the Samaritan do to help the traveller who had been attacked?

## Q2. When there are disasters

*The facilitator can read and then it can be translated into the local language*

Link between climate shocks and gender based violence: South Africa already has extremely high levels of GBV. The women most at risk are those experiencing several vulnerabilities at the same time: poverty + gender inequality + climate exposure + insecure housing + unemployment + displacement + lack of access to services.

This is particularly relevant in informal settlements and rural communities, where floods, drought, heat, water insecurity and unemployment come together.

*The facilitator asks:*

1. If people have lost their homes in a disaster, what are the risks for:
  - Women
  - Children
  - Teenage girls?
1. What are the special gifts that women bring to the community when there is a disaster?

## Q3. Making a check-list

We have been warned that in two weeks time a community of one hundred families will very likely be flooded out and people will have to move into your church hall.

1. What additional things do you need to consider for women, children and teenage girls?

2. Can women and girls sleep safely?
3. Can they use the toilet safely at night?
4. Can they wash and manage menstruation with dignity?
5. Can children and teenage girls be protected from abuse and exploitation?
6. Does everyone know where to go for help if something happens?

After you have discussed these questions you can turn to page 25 for some other ideas

## Final reflection

When a church hall becomes an emergency shelter, safety, dignity and protection must be considered alongside food and accommodation. Women, children and teenage girls can face particular risks because they are sharing a crowded space with strangers, often with limited privacy.

## Closing Prayer

God of compassion, we pray for all whose lives have been shattered by disaster and displacement.

Be near to women and girls who face increased vulnerability to violence, exploitation and abuse.

Protect those who are homeless, displaced, separated from family, or without safe shelter.

Guide churches, communities and relief workers to create places of safety and dignity.

God of justice and peace, make us people who protect one another and uphold the dignity of every person. **Amen.**

# BIBLE STUDIES APPENDIX

## ADDITIONAL POINTS FOR DISCUSSION

### 1. FLOODS

#### **Reduce Flooding (long term)**

- Raise awareness about why people should not informal homes on wetlands
  - Plant trees on the hillside
  - Plant seed varieties that are resistant to flooding
  - Ensure spacing when planting crops so the plants have more room for stronger root systems
- share updates in your whatsapp group
  - Dig a ditch so that water flows away from your home
  - Distribute bags that people can fill with sand/earth to make a wall to stop the house flooding
  - Whatsapp a photo of important documents to a relative/friend
  - Keep important documents in a plastic container

#### **Prepare for flooding (short term)**

- Contact the municipality to make sure they clear the drains
- Have a community clean up to get plastic out of the streets
- Get a weather app and

### 2. FIRE

#### **Urban**

- Each home to have a bucket of sand or water
- Make sure the wires/sockets are safe from children
- Avoid having many electrical items on one socket, buy an

extension cord with several sockets

- Educate the children especially if they are home alone
- Have ash trays outside for family members who smoke
- Every house to have the fire emergency number written up and on your phone
- Grow vertical gardens (plants on your walls)

## **2. Rural**

- Cut a fire belt around the house and maintain it
- Get rid of invasives (they burn very hot)
- Plant indigenous vegetation
- Have an evacuation plan for family and livestock
- Invite the fire brigade to address the whole church to learn about local fire prevention measures and emergency plans.

## **3. DROUGHT**

### **Water wastage**

- Repair leaking taps and pipes at home and church.
- Educate children

- Promote rainwater harvesting; fundraise for Jojo tanks
- Make a noise to the municipality when you see leaks
- Educate community about running taps.
- Shorter showers

### **Water wise gardening**

- Use mulch "God's blanket!"
- Use a shade net
- Put water bottles around the garden
- Water early morning or late afternoon (to avoid evaporation)
- Drip irrigation
- Plant drought resistance crops like millet, sorghum, cassava
- Use conservation or lower tillage farming methods
- Reduce burning of residues , let them be mulch
- Water retention ponds
- Boreholes
- "Key hole" gardens

## **4. HEAT WAVES**

- Plant indigenous shade trees

at your church, school or community centre.

- Set up a drinking water station during periods of extreme heat.
- Visit elderly or vulnerable neighbours during heatwaves.
- Create shaded outdoor areas for children and older people.
- Encourage people to use sun hats to come to church (children to play in sheltered area)
- Bring their own mugs from home to church so they can drink from the tap
- Check the weather forecast- educate people to take precautions if they feel dizzy or have a headache, they must drink lots of water
- Assist families with albinism with cost of sun screen
- Time of church service – shorter and earlier – make sure windows are open
- Ramp up the tree planting campaigns especially in townships

## **5. DISPLACEMENT**

- Important to fact check social media for fake news
- Let families from other countries know that you care
- Educate your children and ask them to reach out to children from other places , challenge bullying and teasing
- Pray for political and economic improvements in our neighbouring countries.
- Consider what changes we might need to take into order to make Anglicans from other countries more welcome in our churches and MU

## **6. DISASTERS AND GBV**

### **Safe sleeping arrangements**

- Create clearly defined areas for families, single women and girls.
- Keep children with their caregivers where possible.
- Avoid placing unrelated adult men directly beside unaccompanied women or teenage girls.
- Have trusted, identifiable

adults responsible for safeguarding.

- If you are working ecumenically you can divide with another church

### **Toilets and bathing**

- Women and girls need **separate, private toilets and washing facilities**, with functioning locks.
- Toilets should be well lit and close enough to the hall that women and girls do not have to walk through dark or isolated areas at night.
- Provide torches or emergency lighting.
- Provide adequate menstrual hygiene supplies and private places for changing and disposing of sanitary products.

### **Protection from sexual and gender-based violence**

- Establish a **clear safeguarding policy**: no sexual harassment, exploitation, abuse or inappropriate behaviour.
- Make sure everyone knows **who they can report**

**concerns to**, including a female safeguarding contact. Have a confidential way to report abuse without having to report it publicly.

### **Children and teenage girls**

- Children should never be left unsupervised in a crowded emergency shelter.
- Have a **child-friendly space** where children can play, learn and receive support away from the sleeping area.
- Keep a system for identifying children who become separated from their parents or caregivers.
- Be particularly alert to teenage girls who may become isolated or vulnerable to exploitation.
- Do not photograph or publicise children without appropriate consent.

### **Privacy and dignity**

- A church hall can very quickly become an undignified environment if everyone is simply sleeping together on the floor. Use screens, curtains or

partitions to create **family and women's spaces.**

People need somewhere to change clothes, breastfeed, sleep and deal with personal hygiene privately.

# FINAL WORKSHOP TO BE RUN WITH COMMUNITY

This is called a disaster risk reduction workshop. How can we use our existing resources in the church and community to reduce the severity of the disaster and to assist those impacted?

## 1. Preparation:

Who will you invite? Important role players such as community leaders, Municipal disaster relief officers . Other Churches, other manyanos. School teachers. NGOs that do emergency relief.

1. Who will do opening prayer/ devotion?
2. Who will facilitate the

sessions (time keeping is important for the feedback from groups)

3. What is your date and venue?
4. What is your catering plan? Will people bring donations or will it be bought?
5. Work out the registration fee (this must cover catering, any stationary, speakers' travel etc)

**Publicity** – this could be by whatsapp or posters. Find someone who can make a flyer on AI!

The publicity must include:

- Topic (Preparing for disasters or another name)
- Date, Time and Venue
- Registration Cost

**Stationary required:** registration forms, Name stickers. Flip chart paper and kokis (enough for two for each of the small groups)

## 2. PROGRAM

Opening Prayer/ Devotion (the Biblical reflection can be from one of the Bible studies)

### **Exercise one : Responding to disaster as an individual**

Divide into pairs or threes  
*"You wake up and realise your house is on fire. You are all alone, there is nothing you can do to save the house. You have three minutes to take the five most important things with you as you run. What are they?"*

Discuss in twos/threes and list the five most important things that you would take with you.

Share back in the big group – discussing why each item is important

### **Exercise Two : Community response- preparedness**

Divide into groups of about 6-8  
*"A large dam up river has developed large cracks. The authorities tell the community by radio that you have 12 hours to evacuate the community"*

- What is your action plan?
- Identify the most vulnerable in the community
- What additional help do they need?

Share back in the large group

### **Exercise Three – Community mapping exercise- preparing for disasters.**

Give each group a flip chart paper. Let them sketch out the community. Mark the key buildings eg school, church, hospital.

Take a one colour khaki and mark where are the potential hazards (*eg fire in the informal settlement, heat stroke in the farm, flooding from the river*);

Then in another colour mark the places that could assist during a disaster (*eg school hall for sleeping: Church to run soup kitchen etc*).

### **3. FEEDBACK ON PREVIOUS DISASTERS:**

Share in the groups about previous disasters that took place in the community

- What happened?
- What was done well?
- What didn't go well?

### **4. DISASTER ACTION PLAN**

What is the disaster which is most likely to happen in your community? Once you have decided which topic to focus on (*eg flooding, or drought, or fire etc*)

Divide into small groups and each group can discuss two or three of these issues.

#### **1. Identifying the vulnerable:**

Who is most likely to be affected and why? What can be done to help them?

#### **2. Early warning system:**

Communications: what is the best way to communicate true facts to the community without causing panic

#### **3. Relief:** What is needed?

What can churches do? What other partners can assist? How do we make sure the aid goes to those most vulnerable? Distribution: How would this work fairly?

#### **4. Child and women safety:**

What are the specific risks for children, women and teenage girls?

#### **5. Reducing or preventing the disaster:**

What could be done to reduce the severity of the problem (*eg for flooding, dig trenches in front of homes, clear out plastic from drains*)

#### **6. Evacuation centre:** Where would this be – what would be needed? Consider

storage space, sleeping arrangements, safety of women/children.

**7. Household disaster bag:**

What do households need to do to prepare (*what should this contain – eg ID docs emailed to safe place, a flash light, toilet paper*

*charger for phone, medication etc)*

**8. Social and spiritual support:**

how do we support those who have been traumatised?

Feedback in the large group.

**5. ACTION PLANNING**

*ACTIONS: what are the next action steps that you need to take as a community?*

Make a list like this – here is an example

**Port St Andrews: Flooding Preparation Plan**

|                                         |                                          |                                                   |
|-----------------------------------------|------------------------------------------|---------------------------------------------------|
| <i><b>What are you going to do?</b></i> | Make sure municipality cleans the drains | Clean up campaign to pick up plastics from drains |
| <i><b>Who is going to do it?</b></i>    | Municipality                             | All the churches                                  |
| <i><b>By when will you do it?</b></i>   | Before June                              | May 17th : 9–11                                   |

|                                                |                 |                                                                               |
|------------------------------------------------|-----------------|-------------------------------------------------------------------------------|
| <b><i>Who do you need to get involved?</i></b> | Ward Councillor | All Organisations, youth, Manyano, Mens Guild                                 |
| <b><i>What resources do you need?</i></b>      | Nothing         | Bags, gloves                                                                  |
| <b><i>Where will resources come from?</i></b>  |                 | Bags from Municipality<br>Latex gloves donation - 2 boxes x 100 Mothers Union |

## 6. CLOSING PRAYER

God of compassion, we pray for all whose lives have been shattered by disaster and displacement.

Be near to women and girls who face increased vulnerability to violence, exploitation and abuse.

Protect those who are homeless, displaced, separated from family, or without safe shelter.

Guide churches, communities and relief workers to create places of safety and dignity.

God of justice and peace, make us people who protect one another and uphold the dignity of every person. **Amen.**

# Acknowledgements

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Photo credits

## **Flooding:**

Western Cape farm workers climbed onto the roofs of buildings during May 2026 floods in South Africa. © NSRI

## **Fires:**

Wildfires Ravage KwaZulu-Natal Province in South Africa © The Southern Africa Times

## **Drought:**

Carlett Badenhorst on Unsplash

## **Heatwaves:**

iStock

## **Displacement:**

Ashraf Hendricks on GroundUp

## **Disaster and Gender Based Violence:**

The DA shared images of the conditions many KZN flood victims housed in community halls are living in. Photo: kzn.da.org

# References

Pastors and disasters: Episcopal Relief and Development 2022









## Mother Union Eco-Champs Conference

This resource was produced by Green Anglicans in partnership with Mothers Union Eco-champs of the Anglican Church of Southern Africa