Module 1

The case for Inclusive Disaster Risk Reduction
Series overview

This series of self-paced learning modules aims to build understanding about how to design and implement disaster risk reduction planning and preparedness strategies that are inclusive for all. Disability Inclusive Disaster Risk Reduction (DIDRR) entails the authentic involvement of the whole community. It is characterized by the integral involvement of persons with disabilities throughout the planning, implementation and recovery phases. In other words, "Nothing about us, without us."

The modules are primarily targeted at disaster risk reduction policymakers and practitioners so that they may better understand how to prepare and implement Disability Inclusive Disaster Risk Reduction strategies in their specific context. The modules are also available for anyone interested in learning more about 'whole community' disaster risk reduction.

Each module includes articles, videos, infographics and a series of self-marking questions. The content is a mixture of original material as well as material developed by experts from across the globe, demonstrating promising and good practices for disability inclusion before, during and after disasters.

You can download the complete set of titles in this self-paced series from ESCAP's site, Make the Right Real! You are currently interacting with Module 1 in the series. The complete series includes:

1. Module 1: The Case for Inclusive Disaster Risk Reduction
2. Module 2: Transforming Policy into Practice
3. Module 3: Designing Inclusive Disaster Risk Reduction Plans
4. Module 4: Implementing Inclusive Disaster Risk Reduction Plans
5. Module 5: Inclusive Disaster Recovery
6. DIDRR Coursebook (.docx file) and DIDRR Contactbook (.xls file).

**DIDRR Coursebook**

Throughout the Modules, you will see the following image each time there is a DIDRR Coursebook Activity to complete. The DIDRR Coursebook is where you can write reflect, write and plan for the specific needs of your community using the content from each Module. There is also a DIDRR Contactbook which will be used to collate useful contacts.

**DIDRR Coursebook activity**

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- The use of inclusive language is an important way to reflect the diverse nature of non-discriminatory language. It avoids perpetuating false assumptions about people and helps to promote respectful relationships. A commitment to inclusive language is an important attribute of these modules and of a modern, diverse, inclusive and well-prepared society.
About Module 1

Module 1 objectives

1. Recognize that Disaster Risk Reduction is everyone's business.
2. Realize the impact disasters have on older persons, women, children and persons with disabilities.

Introduction

The World Report on Disability (2011) finds 15% of the world's population are living with a disability. Previous global estimates were 10%. Older persons and persons with disabilities also represent the first fatalities of natural disasters and have a mortality rate double (200%) to quadruple (400%) that of the rest of the population. As an example, figures from the Great East Japan Earthquake (2011) in Miyagi prefecture indicate a general mortality rate of 0.8%. For persons with disabilities, the mortality and morbidity rate jumped to 3.5%. Following the Haiti earthquake (2010) an estimated 200,000 people were left living with a disability. (UNESCAP, 2012).

"Disasters themselves are a common cause of physical, sensory, and psychosocial impairment. In addition, persons with existing disabilities face a wide range of barriers to survive, with many current disaster risk reduction measures
inaccessible for them. As a result, their mortality rates during disasters are two to four times higher than that of those without disabilities."

**DISASTERS WITHOUT BORDERS Regional Resilience for Sustainable Development - Asia-Pacific Disaster Report 2015**

These startling statistics are part of the case for 'whole community' inclusive disaster risk reduction plans. When disasters hit, they not only amplify existing barriers within that community they create new barriers such as limiting older persons with disabilities' access to information, services and resources. These barriers cost lives. In light of unprecedented population ageing in Asia and the Pacific, higher accident rates from increasing vehicle ownership and more frequent climate-induced disasters, *we can, without action, only expect the situation to worsen.*

A 'whole community' approach requires:

- Understanding and meeting the true needs of the entire affected community,
- Recognizing and accounting for the intersectional needs of persons with disabilities and older persons.
- Engaging all aspects of the community (public, private, and civic) in both defining those needs and devising ways to meet them,
- Strengthening the assets, institutions, and social processes that work well in communities on a daily basis to improve resilience and emergency management outcomes,
- Equal access to preparedness and recovery activities and programs without discrimination
- Meeting the access and functional needs of all individuals.
Before you begin - Question 1

What do you already know about the topics discussed in this module? Try this small quiz. You may be pleasantly surprised!

What percent of the global population has a disability?

a. 15%
b. 1%c. 5%d. 10%
Before you begin - Question 2

What do you already know about the topics discussed in this module? Try this small quiz. You may be pleasantly surprised!

Disaster risk reduction, climate change adaptation, human rights, universal design and humanitarian relief are all key elements of whole community inclusion?

  a. True

  b. False
Before you begin - Question 3

Disability, age, gender and poverty are all key elements of the United Nations Global Platform for Disaster Risk Reduction 2015-2030.

a. True

b. False
Activity 1

Understanding disability

Action

1. Watch the video, ‘Understanding Disability.’ Then reflect upon how your context defines disability and how that definition influences thinking.
2. Watch the video, ‘Why it is time to make inclusive development inclusive.’ Then reflect upon how the content applies within your context.
3. Check your understanding of the video by answering some questions about it.

Introduction

At a United Nations Association UK event in London on Wednesday 10 May 2017, UN Secretary-General Antonio Guterres highlighted the importance of understanding that the number of persons with disabilities in the world and how this should impact upon our decision making.

“It's very important to understand that the number of persons with disability in the world is enormous. So, we are not talking about something that interests a very small part of the global population...we are talking about something that should be in the centre of all development
strategies, should be in the centre of all economic and social policies of all kinds; in education, in health, in urban development and taking into account the way houses are built.

It is very clear that this must be an enhanced priority. It is also clear that we have not done enough, in the UN we have not done enough, and this is one of the areas we have selected in order to correct what has been a lack of sufficient commitment in the past.”

The Secretary-General’s comments also refer to DIDRR. Exclusion of persons with disabilities happens when we solve problems using our own biases and assumptions. As DIDRR planners, it’s our responsibility to know how our decisions affect a diverse range of persons. Recognizing and responding to points of exclusion help to generate new ideas and inclusive decision that ensures no one is left behind.

**Video - Understanding disability**
Our understanding of disability, directly impacts upon our ability to develop inclusive disaster risk reduction strategies, that enable and include persons with a disability.

In the 1980s, disability was seen just as a personal attribute. Back then, the World Health Organization believed that, “In the context of health experience, a disability is any restriction or lack of ability, (resulting from an impairment, ) to perform an activity in the manner, or within the range considered normal, for a human being.”

Since then our understanding of disability has come a long way.

Nowadays, we know that disability is context dependent. As the W.H.O. highlights “Disability is not just a health problem. It is a complex phenomenon, reflecting the
interaction between features of a person’s body and features of the society in which he or she lives.”

We also know that as persons age, the rate of persons with a disability increases from an average of 1 in 5 (20%) to 1 in 1 (100%).

But our understanding of disability is deeper than that. We also know that even a short-term injury results in a temporary disability. Just as change in context such as attempting to undertake tasks one handed whilst nursing an infant creates situational disabilities.

Consider how in a loud crowd such as a bar no one can hear well. Further how an overly bright day creates difficulties seeing or how interacting with persons in a foreign country where the language is different creates barriers to communication.

We also know that as persons interact in different environments, their abilities can also change dramatically. Poor planning excludes persons with a permanent, temporary and situational disabilities.

Since, disability equals a mismatch in human interactions, this means, that the design of any Disaster Risk Reduction plan can either enable and include, or disable and exclude persons. The small design decisions you make can have a significant impact.

**NB:** The source of the data of intersectionality between aging and disability in the above is the Australian Bureau of Statistics. It is recognised that many member states use various definitions and models of disability as well as methods of collecting statistical data on disability.

**Why it is time to make inclusive development inclusive**
Society often sees people with disabilities as victims, dependent, and weak. But Charlotte McClain-Nhlapo, the global disability advisor at the World Bank, doesn't see herself that way. She sees herself as a warrior, and a change agent. In her talk, Charlotte explains how we can strengthen disability-inclusive development, and make it truly inclusive.

Ms. McClain-Nhlapo advises the group supporting operational teams across the institution to ensure that Bank policies, programs and projects take people with disabilities into consideration. As a well-respected human rights lawyer in disability and child rights, McClain-Nhlapo has also worked at USAID as the senior coordinator for disability and inclusive development, as a senior operations officer at the Bank to integrate disability inclusive development into operations in the East Asia Pacific and Africa regions, the Commissioner to the South African Human Rights Commission focusing on social and economic rights, disability rights and child rights, an as a project officer on child protection for UNICEF.
How many of you have ever experienced exclusion? Many? Most? It wasn't a very nice experience, was it? At best, disempowering. The word inclusion and its adjective inclusive is replete in development programming. We see it in relation to inclusive development, inclusive education, inclusive cities, financial inclusion, social inclusion, but when you scratch beyond the surface, beyond the word, beyond the phrase, we often find that inclusion is not that inclusive.

For some people, for some groups like persons with disabilities, exclusion is omnipresent. It's endemic and it's systemic. The world bank estimates that there're one billion people with disabilities on the planet, or differently put, 15% of the world's population. This is not an insignificant population. If we know that, we also need to understand that people with disabilities aren't a homogeneous group. People with disabilities may have visible disabilities, they may have invisible disabilities, they may live in urban cities, they may live in rural and remote parts of the country. People with disabilities may be LBGTI. They may be straight, they may be male, they may be female. They cross across our economic strata. So, we don't have a one-size-fits-all for people with disabilities.

It's also important to recognize that people with disabilities may have been born with a disability, or may have acquired a disability by way of natural disaster. In Haiti, people were estimated to have become disabled after the earthquake. We know that war and conflict also creates disabilities. We also know that disease creates disabilities, think Zika. So, why is this important? Well, this is important because I think what it tells us is that people with disabilities are part of our human diversity, and we're here, we're here to stay, we're not going anywhere; so get used to it. (Applause) Eighty percent of persons with disabilities live in developing countries.
Research tells us that people with disabilities are amongst the poorest of the poor. UNICEF estimates that 90% of children with disabilities are not in school. And yet, we know that education is an equalizer. We know that education can break the cycle of discrimination and break the cycle of poverty. We also know that jobs matter, and that jobs create empowerment for families; but they also bring dignity and respect; and this is also the case for people with disabilities. So these are just two issues that to me, suggests the importance of why disability matters for development.

We have made some gains globally. The one particular issue is the introduction of the Convention on the Rights of Persons with Disabilities that has now been ratified by countries. The other very important piece of information is the most recent adoption of the sustainable development goals. These goals are global goals. These goals are new goals. They are actually quite ambitious goals. They are the first time that goals have mentioned disability inclusion. These goals are important because they direct how development goes and where the money flows. We have the goals. It is very important that we look at how we can make these goals work to make sure that we are including people with disabilities. Let me offer in that regard five building blocks that I think are a foundation towards building inclusive societies.

The first block is to ensure that there is a strong legislative and policy framework. Most of you will know about the Americans with Disabilities Act, and that act has fundamentally changed the way we see people with disabilities in this country. In many of the countries in which I work, there are no laws to protect and promote the rights of disabilities; and even when those laws exist, they're often not implemented, and therefore, do not protect and promote the lives of persons with disabilities. So laws and policies are very important.
My second block is a block that looks at how we ensure that we build inclusive, accessible spaces and services. For the purpose of spaces, I think it's really important that we look at the concept of universal design; a concept that suggests that we build in a manner that is good for everybody. For services, I think we need to start thinking about how we ensure our services meet everybody's needs. I was once in Uganda visiting an HIV and AIDS testing center, and the center was there for everybody. I got to the center, and I couldn't get in because it had three steps; and I thought to myself, "Well, this is a hugely missed opportunity for hundreds and thousands of persons who may use wheelchairs would not be able to get into the center." So services are really important, and access is an important part of that.

My third goal, or my third building block is the importance of data and research. We need to continue to build the evidence base. We need to get a better understanding of where people with disabilities are, who they are, what type of barriers they experience, and most importantly, how we can begin to remove those barriers and provide solutions to ensure that we are more inclusive.

My fourth building block is quite a complex one, and it's about changing social norms. You see, negative attitudes towards people with disabilities abound. The general notion of people with disabilities is that people with disabilities can't do this, can't do that, and therefore, are seen in a negative light. In many countries, disabilities are associated with witchcraft, with bad karma. So we need to begin to change the stigma and the prejudice that comes with how people see people with disabilities. But let me share with you a quick story because I think it illustrates how this plays out. So, one day, I was waiting for a friend, I was sitting on the pavement, I had a can of coke in my hand, and I quickly saw from the side of my eye this little old lady toddling over. She was just about to drop a coin
into my can, when I said, not wanting to frighten her, "Oh no, no, no, not my diet coke." And you know, the reality was that she hadn't seen me, she hadn't seen me as a person, she hadn't seen me as a productive citizen. She had seen a person in a wheelchair. She has seen her object of pity.

The fifth goal is also an important goal, and it's a goal that speaks to the importance of participation and empowerment of people with disabilities -- so, voice. This is absolutely essential because far too often, the people that make laws that make policies, that build cities, that develop services have no idea what people with disabilities want or require. It is essential that we think about the mantra that comes from the disability movement that says nothing about us without us.

Those goals I think will bring us to a space where we can really begin to disrupt the narrative that disability equals pity, and insist on a narrative that empowers people with disability and sees peoples with disabilities as equal partners in the development agenda. So in closing, I just want to say that I do not see myself as an object of pity. I see myself as a disruptor. I see myself as a catalyst for change. I see myself as an unapologetic warrior for social justice, and I see myself as a broker for equal opportunity. I also see myself as a thought leader dedicated to ensuring that disability remains and is a core part of the development agenda, but clearly I can't do that alone. So I really want to invite you all to join me and many millions in the world and become part of a movement that insists on inclusive societies, because we know that inclusive societies are not just good for people with disabilities but they are good for everybody. We know that inclusive societies are often more caring societies, and that, in many instances, they are often more democratic. Thank you.
Activity 1 - Question 1

Check your understanding of the video by undertaking this self-paced quiz.

Disability is not just a health problem.

1. It reflects the interaction between features of a person’s body and features of the society.

2. It reflects any restriction or lack of ability, to perform an activity in the manner, or within the range considered normal.
Activity 1 - Question 2

The percentage of persons with a disability increases with age.

1. From around 14% of children to 100% of persons over 85 years.
2. It is constant 15% irrespective of age.
Activity 1 - Question 3

Disabilities can be

1. Permanent, Temporary or Situational.

2. Permanent or temporary. There is no such thing as situational disabilities.

3. Permanent only.
Activity 2

Understanding the impact of disasters

Action

1. Read the notes and watch the two videos, ‘Not if but when!’ and ‘10 things you should know about DRR.’
2. Check your understanding of the videos by answering some questions about it.

Introduction

Just as our understanding of disability needs to change so does our response to disasters.

“Asia and the Pacific is the most disaster-prone region in the world. It is most seriously affected by all types of disasters, including those caused by climate change. It is estimated that over the past decade, 2.5 million people in the region have been affected by disasters and almost 800,000 have been killed (ESCAP and UNISDR, 2010). A person living in Asia and the Pacific is almost twice more likely to be affected by a disaster than a person living in Africa. This greater likelihood rises to almost six times when compared with a person living in Latin America and the
Caribbean, and 30 times in the case of comparison with a person living in North America or Europe.”

**Disability-inclusive Disaster Risk Reduction in Asia and the Pacific.** Note by the secretariat prepared for the Asia-Pacific Meeting on Disability-inclusive Disaster Risk Reduction: Changing Mindsets through Knowledge - Sendai, Japan, 22-23 April 2014.

The evidence that Asia and the Pacific is the most disaster-prone region is undeniable. It also reinforces the need to respond proactively rather than in a reactionary manner.

"As clearly set out in the Asia-Pacific Disaster Report 2017, risk is outpacing resilience. Recent events are the latest in a series of catastrophes in Asia and the Pacific, the most vulnerable region in the world to natural disasters. Natural disasters can destroy the outcomes of years of work and investment by communities, governments and development organizations. That is why the principle of disaster resilience is central to the UN 2030 Agenda’s Sustainable Development Goals. If these Goals are to be achieved, then all new infrastructure should be capable of withstanding extreme natural disasters to enable people to escape and survive. Yet the Sustainable Development Goals have another critical stipulation. They are to be achieved not just for most people, but for everyone. The objective is to ‘leave no one behind’. This is particularly relevant in the context of disaster risk reduction. Planning for resilience should be both robust and comprehensive. Early warning systems should reach everyone likely to be affected. Food, water or shelter should be swiftly available, even in the most remote areas.”

Shamshad Akhtar, Under-Secretary-General of the United Nations and Executive Secretary, United Nations Economic and Social Commission for Asia and the Pacific in Disaster.
Video - Disasters....It is not a matter of If, but When

Video transcript

Disasters. It is not a matter of if, but when a disaster will hit.

Each year our region is struck by a series of natural disasters as can be seen in the following examples.

**Afghanistan.** Avalanches, snowfall and rain-related disasters caused significant damage to homes and livelihoods in 22 out of 34 provinces.

**Mongolia.** A drought followed by severe winter affected more than One hundred and fifty-seven thousand people across 17 of 21 provinces.
Philippines. A 6.7 magnitude earthquake affected over 53,000 people.

Sri Lanka. Around 1.2 million people were affected by drought in 17 of 25 districts.

Vietnam. The worst drought for 90 years, induced or exacerbated by the negative phase of the El Niño Southern Oscillation.

Each disaster affects so many people. Some more than others. So how do we plan and prepare, to save more lives?

Learn more

You can browse, tabulate and download data for indicators on people affected and economic damages from natural disasters from ESCAP’s Statistics Division.

Video - 10 things you should know about DRR
Video transcript

Hundreds of disasters happen every year. We can’t always prevent them from happening but we can limit the scale of devastation.

This is where Disaster Risk Reduction (or DRR for short) comes into play.

So, here are 10 things you should know about DRR.

We'll start with a run-down of facts from 2001 to 2010.

In that time span, disasters caused nearly a trillion dollars’ worth of damage. That's more than the value of Google, Walmart and Toyota combined! A staggering number of people lost their homes; 28million.

That's the entire population of Australia.

Disasters claimed 1.1 million lives over the course of the decade. An average of 300 deaths each day.
Think you know what a natural disaster is? Surprise, there's really no such thing as a natural disaster; only natural hazards. These include floods, earthquakes, tsunamis or man-made hazards like riots and conflicts.

Our vulnerability to these hazards determines their impact. Simply put, the disaster risk = hazard x vulnerability

The disasters expose inequalities. The more vulnerable the population, the worse the disasters’ impact will be when an earthquake strikes.

In a poor country, more deaths and more economic losses will likely occur than when it hits a rich country. In any country hit by a disaster, the most vulnerable and excluded suffer the most. For DRR, this means managing disasters, which requires managing risks with different tools.

Hard interventions include protecting buildings and infrastructure.

Soft interventions include education. These are part of a broader initiative to make communities more resilient. They work by ensuring they (communities) have a greater capacity to cope with a range of threats; from environmental to socio-economic.

The approach taken to address one disaster may unexpectedly lead to further disasters. For example, you may grow more rice to alleviate malnutrition, but rice requires heavy irrigation. Mosquitoes breed in standing water which can lead to more malaria cases.

Disaster response needs to involve local people. Communities have a wealth of valuable skills and knowledge to offer. Working closely with local people helps them develop the skills needed to handle future
These include rebuilding homes or search-and-rescue.

DRR can help create positive change. It can make communities more safe and secure. Making it easier to focus on long-term development aims like building hospitals and training teachers.

Caring about DRR also means caring about climate change. Increasingly unpredictable weather brings new challenges, like higher crop prices and conflict over natural resources. These challenges make it harder for communities to adapt, cope and respond to risks. Helping people deal with climate change will support efforts to make disasters less destructive and disruptive.

DRR also needs to account for changes in how people live. For example, more people are living in cities, exposing them to a larger number of hazards; from diseases to gang violence to floods.

Disaster risk is everyone’s business. Anyone working on development or aid responses needs to think about disaster risk to make sure their efforts don’t end up putting more people at risk. Collaboration is also key. Organizations achieve more by working with one another and with civil society groups.

**Nothing about us without us**

Women with disabilities are powerful, willing and able. Disability-inclusive disaster risk reduction must explicitly include the leadership women bring to every community.
Video transcript

If you went into a community that was absent children people would notice and ask, “where are the children?” When you go into a community, if there were no women people would notice, “where are the women?” If you went into a community and there were no men, people would ask “where are the men?” but when you go into a community and you don't see people with visible disabilities in most parts of the world people are still not asking, “where are the disabled people in your community?”

First thing is the attitudinal barriers there because that's people think if we want to do something, people say,”Oh you are disabled, no, no, no, you know you can't do these things, you can't go there, you can't do like this you know you are a disabled.” And the same perception is everywhere. All people's heart like, if I go outside they will ask me, like “Have you consulted with the doctor? Are you getting better?” or “What's wrong with you?”
People look at it a person and say, “obviously she couldn't be intelligent, she must be a deaf mute, or deaf and dumb.”

I think as a woman with psychosocial disability there are lots of very powerful but extremely harmful stereotypes about women with disabilities.

Because in our culture, being a woman, it's a discrimination and if you have disability then definitely its double-fold and many women with disabilities have committed suicide just because of unavailability of the services, facing lots of harassment within the homes within the families because they don't know about their rights.

Here I am open a door and try to understand, I am a person with Downs Syndrome. They have to accept me who I am.

It's something that people would not want to hear, because women are not supposed to be seen or heard in African culture, most African cultures. And then disabled people, excuse me, they have a place for them far behind, so you're not even supposed to make that kind of noise.

The changes that need to happen a very deep and systemic and will not occur overnight because disabled people have been seen as being inferior and or not able to make meaningful contribution to society. Whenever we go to the Ministry also they said “Oh Why you are here you should be in the house and you should be with your family? “Why you are not listening to your parents?” Women with disabilities have to be empowered with their rights and with the 2030 agenda.

Telling them, “wait a minute I'm a woman no disability is strong enough to take away my gender and I must have a space here!” I wanted to help them to show them that they can do it. We can change them by talking.
I think if people focus way too much well on and saying things like I cannot focus on disability. Whereas women with disability have the highest risk of education neglect and the hair at the highest risk of sexual abuse and they're at the greatest risk of not having full access to health care. We're connected or to everybody and it's not just me as a woman with disability I'm connected to my whole community and it's a whole holistic approach, it's a whole community approach. Without that partnership or working together, you cannot get the change. You cannot get the change you want the decided by just one person.

It is aggregation of voices and a decision that can bring about the change. So my perspective is that you cannot accomplish your goals for all women to be equal, if you don't include women with disabilities, period. If you really want to accomplish this goal you must include and better the most vulnerable women that includes women with disabilities.

**Further reading**

Further your knowledge by downloading these two PDFs.

**Asia-Pacific Disaster Report 2017 - Leave No One Behind** (PDF)

This edition of ESCAP's Asia-Pacific Disaster Report, looks at the extent and impact of natural disasters across the region and how these intersect with poverty, inequality and the effects of violent conflict. But it also shows how scientific and other advances have increased the potential for building disaster resilience and ensuring that even in the most extreme circumstances people can survive disaster impacts and rebuild their communities and livelihoods. Disaster resilience is a key element of the 2030 Agenda for Sustainable Development.

**Disaster Risk Reduction**
This Good Practice Review identifies and discusses the principles and practice of disaster risk reduction (DRR), drawing on experiences from around the world. It gives guidance on the main issues that should be taken into consideration when carrying out projects and programmes, and ways of addressing these issues in practice. DRR is a wide-ranging field of activity, as the following pages show, and each of the 18 chapters addresses a specific theme.
Activity 2 - Question 1

*Check your understanding of Activity 1.*

Complete this sentence. It is the responsibility of government to plan

1. With the community

2. For the community
Activity 2 - Question 2

Asia and the Pacific is the most disaster-prone region in the world. A person living in Asia and the Pacific is almost 'X' times more likely to be affected by a disaster than a person living in North America or Europe.

1. • 30 times more likely
2. • 6 times more likely
3. • 2 times more likely
Activity 2 - Question 3

To align with Sustainable Development Goals all new infrastructure should be capable of withstanding extreme natural disasters AND must usable and accessible to all.

1. True 
2. False 
3. If possible
Activity 2 - Question 4

The high cost of disasters includes money, property and life.

1.  ○  Yes

2.  ○  No
Activity 2 - Question 5

Choose the appropriate term to complete this sentence.

Disasters = _ multiplied by vulnerability.

1. hazards
2. People
3. Environments
Activity 2 - Question 6

Choose the appropriate term to complete this sentence.

Disasters expose _.

1. vulnerability.

2. people.

3. environments
Activity 2 - Question 7

Choose the appropriate term to complete this sentence.

Disaster risk reduction is only a concern of disaster risk management agencies because they are the only ones who can predict, prepare and respond to disasters.

1. False.
2. True
3. Sometimes
Activity 3

The need for Disability Inclusive DRR

Action

1. Read the notes and watch the video, ‘Leave No One Behind With Disability Inclusive DRR’ and ‘Disaster Risk Reduction: Planning for Disability Inclusion.’
2. Reflect upon how the content applies within your context.
3. Check your understanding by answering a self-marking quiz.

Introduction

As the previous chapters have indicated there is a significant need to be more:

- responsive and inclusive of persons with disabilities.
- proactive in developing sustainable disaster risk resilience.

By designing universal accessibility into all aspects of disaster risk reduction we can optimize disability inclusion before, during and after disasters.
Disasters such as floods, cyclones, tsunamis and earthquakes are on the rise causing a massive loss of life and assets. This scenario is further aggravated by human activities that are adding to these risks. Though the world is more aware than ever towards preparedness to save lives and assets, there is a need to recognize that disasters have the worst impact on people and communities that are poor or at-risk for different reasons.

Various reports suggest that during 2004-2014 the mortality rate of persons with disabilities has been two to four times greater than the non-disabled members of the community. Persons with disabilities face unique or additional challenges during disasters, some of which is related to exclusion and barriers that already exist in society.
For instance, a person with a hearing impairment is likely to miss out on warning announcements through the audio broadcast. Similarly, the visual warnings, symbols and signposts that are displayed will not be accessible for a person with blindness. (And) During earthquakes, a person with an intellectual disability will find it very stressful to cope with an unfamiliar situation in the campsite in absence of a caregiver or a family member.

We need to ensure that disaster risk reduction is inclusive. This can happen only when persons with disabilities are involved in all stages of disaster preparedness and response. People with disabilities must be meaningfully represented in disaster management committees.

There is a need for data to be broken down in terms of age, gender and disability for enabling policymakers and agencies to plan and respond effectively. Let’s ask governments and organizations to make Disaster Risk Reduction disability inclusive. This can be done by implementing the Sendai framework and the Dhaka Declaration on disability and disaster risk management. Through this, we can ensure that no one is left behind next time a disaster strikes.

Planning for inclusion

Video - *Disaster Risk Reduction: Planning for disability inclusion.*
Video transcript

My name is Teerayut Sukhontawit, I am the Director of Nonthaburi Centre for Disability. The main obstacle is the lack of awareness about disability and the ignorance about how to bring support to persons with disability. In an emergency situation, we have to be evacuated from our homes but rescuers don't even know where to go. Some persons with disabilities were unable to flee from their houses by themselves and no one came to support them. Persons with disabilities have to get ready. They have to get better access to information about flood prone areas. During an emergency, we cannot expect others to help us.

Persons with disabilities should join local authorities and governmental organisations; to support them and be included in the evacuation plan. Government and local organisations should allow those working for people with disability or those with relevant expertise/experience to participate in the management of evacuation plans and evacuation simulation exercises.
Actually, persons with disabilities are also members of the community. We are all relatives living in the same society. So we should ensure the participation of persons with disabilities. In case we are allocated to a shelter, please keep in mind that the place should have accessible facilities such as accommodated toilets. There should also be some spaces for recreation for persons with disabilities. Activities should be organised together. In the future, I wish I will see inclusive shelters accessible to persons with disabilities.
Activity 3 - Question 1

Check your understanding of the video by undertaking this self-paced quiz.

Planning is needed for disability inclusive emergency responses.

1. Yes

2. No
Activity 3 - Question 2

To assist policymakers and agencies to plan and respond more effectively data needs to be broken down in terms of age, gender and disability.

1. Yes
2. No
3. Sometimes
Activity 3 - Question 3

Persons with disabilities are ‘x’ times more likely to be injured or lose their life in a disaster.

1. 2 - 4 times more likely
2. 1 - 2 times more likely
3. 4 - 6 times more likely
4. 6 - 8 times more likely
Activity 3 - Question 4

Check your understanding of the video by undertaking this self-paced quiz.

Inclusion of disability leaders is needed for disability inclusive emergency responses.

1. ○ Yes
2. ○ No
3. ○ Sometimes
Activity 3 - Question 5

Persons with disabilities also have a responsibility to plan ahead of time so they do not rely totally on the assistance of others to rescue them.

1. Yes
2. No
3. Sometimes
Activity 3 - Question 6

Community capacity increases when there is shared ownership and commitment to safety.

1. Yes
2. No
3. Sometimes
Activity 3 - Question 7

Which people are excluded from audio warning announcements and broadcasts?

1. Persons who are deaf or hard of hearing.
2. Persons who are blind or who have low vision
3. Persons who have a cognitive or learning disability
4. Persons who have a neurological disability
5. Persons with either hearing, cognitive or neurological disabilities.
Activity 3 - Question 8

Which people are excluded from visual warnings symbols and signposts?

1. Persons who are deaf or hard of hearing.
2. Persons who are blind or who have low vision
3. Persons who have a cognitive or learning disability
4. Persons who have a neurological disability
5. Persons with either visual, cognitive OR neurological disabilities.
Activity 4

Disaster Risk Reduction is everyone's business

Action

1. Read the notes and then reflect upon how the content applies within your context.
2. Check your understanding by answering a self-marking quiz.
3. Complete the DIDRR Coursebook tasks in your copy of the DIDRR Coursebook.

Intersection of responsibilities

Reinforcing the need

"An average of 24 million people are pushed into poverty every year by disasters. Many millions are forced to leave their homes.

If vulnerable countries are in a constant struggle to rebuild and recover after catastrophic events, we will never achieve the 2030 Agenda for Sustainable Development. The challenge is to move from managing disasters themselves, to managing disaster risk.

Poverty, rapid urbanization, weak governance, the decline of eco-systems and climate change are driving disaster risk.
around the world. The Sendai Framework for Disaster Risk Reduction with its seven targets for the prevention of disasters and reducing disaster losses is essential to achieving the SDGs."

- UN Secretary-General Antonio Guterres 13 October 201

The need for a collaborative and comprehensive response has been a long-term message of the United Nations as can be seen in the comments of Ban Ki-Moon, former United Nations Secretary-General. "The more governments, UN agencies, organizations, businesses and civil society understand risk and vulnerability, the better equipped they will be to mitigate disasters when they strike and save more lives."

Key elements of Disaster Risk Reduction

Development activities and Disaster Risk Reduction activities should be parts of the same strategy. As the United Nations’ ISDR highlights, “In order for development activities to be sustainable, they must also reduce disaster risk.”
The key elements of Disaster Risk Reduction are:

- **Sustainability**: The ability of systems to remain diverse and productive indefinitely.
- **Preparedness**: Measures taken to prepare for and reduce the effects of a disaster and thus strengthen community resilience.
- **Mitigation**: The effort to reduce the loss of life and property by lessening the impact of disasters. (FEMA)

Throughout those elements the essential components to be addressed for disability inclusive disaster risk reduction are:

- Individual, Family, Neighborhood and Community Preparedness
- Training Exercises
- Notice, Alerts & Warning
- First Response
- Actionable Instructions
- Protective Measures
- Search and Rescue
- Building and Geographic Evacuation
- Health Maintenance and Medical Care
- Sheltering in Place
- Community Sheltering and Mass Care
- Transportation
- Temporary Housing
- Infrastructure Repair
- Economic Recovery
- Universal Design in Inclusive Recovery and Community Resilience
- Hazard mitigation
In the country you are working in, what evidence do you have that the essential components listed above are aligned to ensure sustainability?
Mainstreaming disaster risk management in development planning can reverse the current trend of rising disaster impact.

Disaster risk management is a combination of:

- **Risk Identification**
  - Risk assessments (community-based, probabilistic modeling); risk mapping; information campaigns; public outreach; etc.

- **Risk Reduction**
  - Structural and non-structural measures: land use planning; policies and regulation; infrastructure retrofitting; etc.

- **Preparedness**
  - Civil protection systems; pre-positioning emergency response equipment; early warning systems; contingency planning; etc.

- **Financial Protection**
  - Assessing and reducing contingent liabilities; budget appropriation and execution; ex-ante and ex-post financing instruments; etc.

- **Resilient Reconstruction**
  - Resilient recovery and reconstruction policies; ex-ante design of institutional response mechanisms; etc.
Activity 4 - Question 1

The challenge for all countries is to move from managing disasters themselves, to managing disaster risk.

1. True
2. False
Activity 4 - Question 2

Persons with disabilities should be involved:

1. in all stages of disaster preparedness and response.

2. in the disaster planning and preparedness stages.

3. in the response stage.
Activity 4 - Question 3

The need for a collaborative and comprehensive response has been a long-term message of the United Nation. Which sections of society need to be part of the solution?

1. Governments and UN agencies.

2. Governments, UN agencies, organizations, businesses and community groups.
Recap

In undertaking this module, you have had the opportunity to

1. Clarify your understanding of disability
2. Recognize that Disaster Risk Reduction is everyone's
3. Realize the impact disasters have on older persons and persons with disabilities.

In Module 2 we will investigate building consistency throughout DIDRR by:

1. identifying how international mandates and treaties influence national and local planning.
2. recognising plans and policies are important instruments for Disability- Inclusive Disaster Risk.
3. reviewing promising and good practice case studies that guide policy into actionable and measurable.
Resources

Core resources

- Sendai Framework
- Disability Inclusive Meetings: An Operational Guide
- Inclusive Consultation (PDF)
- Inclusive consultation and engagement (PDF)
- Microsoft’s Inclusive Design Toolkit (PDF)
- Quick Risk Estimation (.xlsm)
- Inclusion Counts - The Economic Case for Disability-Inclusive Development (PDF)

Additional resources

- How to make cities more resilient: a handbook for local government leaders (PDF)
- Asia-Pacific Disaster Report 2015
• Promoting the Inclusion of People with Disabilities In Disaster Management In Indonesia (PDF)

• Guideline on Inclusive Disaster Risk Reduction: Early Warning and Accessible Broadcasting (PDF)

• Guideline on Inclusive Disaster Risk Reduction: Disabilities and Disasters (PDF)

• Emergency Management Australia Podcast via Buzzsprout and iTunes.

Disability Inclusive Disaster Risk Reduction global leadership organizations

• ASB
• CBM
• Center for Disability in Development
• Disability Inclusive Disaster Risk Reduction Network
• Handicap International
• The Partnership for Inclusive Disaster Strategies
• Malteser International

Language influences behaviour
Listed below are key phrases that will assist with consistent messaging.

- Access and functional needs and functional needs, universal accessibility, most integrated setting, reasonable accommodation and modification NOT special needs
- Whole community NOT special populations
- Disproportionate impact NOT vulnerable or at-risk populations
- Individuals NOT special populations
- Resilient communities are only possible through commitment to universal design standards
- Planning with NOT planning for
- Essential for some, useful for all
- Nothing about us, without us
Glossary

Accessibility

- The qualities that make an experience open to all.
- A professional discipline aimed at achieving No. 1.

An important distinction between accessibility and inclusive design is that accessibility is an attribute, while inclusive design is a method. And while practising inclusive design should make your products and services more accessible, it’s not a process for meeting all accessibility standards. Ideally, accessibility and inclusive design work together to make experiences that are not only compliant with standards, but truly usable and open to all.

Disability

The WHO has moved toward a new international classification system, the International Classification of Functioning, Disability and Health (ICF 2001). It emphasizes functional status over diagnoses. The new system is not just about people with traditionally acknowledged disabilities diagnostically categorized but about all people. For the first time, the ICF also calls for the elimination of distinctions, explicitly or implicitly, between health conditions that are
'mental' or 'physical.' The new ICF focuses on analyzing the relationship between capacity and performance. If capacity is greater than performance then that gap should be addressed through both removing barriers and identifying facilitators.

The WHO defines disability as a contextual variable, dynamic over time and in relation to circumstances. One is more or less disabled based on the interaction between the person and the individual, institutional and social environments. The ICF also acknowledges that the prevalence of disability corresponds to social and economic status. The 2001 ICF provides a platform that supports Universal Design as an international priority for reducing the experience of disability and enhancing everyone's experience and performance. Source: Adaptive Environments:

**Effective communication**

Persons with disabilities must be given information that is comparable in content and detail to that given to the general public. It must also be accessible, understandable and timely. Auxiliary aids and services may be needed to ensure effective communication. These resources may include pen and paper; sign language interpreters through on-site or video; and interpretation aids for persons who are deaf, deaf-blind, hard of hearing or have speech or communication disabilities. Persons who are blind, deaf-blind, have low vision, low literacy, learning disabilities or cognitive disabilities may need large print information or people to assist with reading and filling out forms.
Equal opportunity

Persons with disabilities must have the same opportunities to benefit from emergency programs, services, and activities as persons without disabilities. Emergency preparedness, response and recovery services and programs should be designed to provide equivalent choices for persons with disabilities as they do for persons without disabilities. This includes choices relating to short-term housing or other short- and long-term disaster support services.

Inclusion

Persons with disabilities have the right to participate in and receive the benefits of emergency programs, services, and activities provided by governments, private businesses, and nonprofit organizations. The inclusion of people with various types of disabilities in planning, training, and evaluation of programs and services will ensure that all people are given appropriate consideration during emergencies.

Inclusive design

A design methodology that enables and draws on the full range of human diversity. Most importantly, this means including and learning from people with a variety of perspectives. Designing inclusively doesn’t mean you’re making one thing for all people. You’re designing a diversity of ways for everyone to participate in an experience with a sense of belonging. Many people are unable to participate
in aspects of society, both physical and digital. Understanding why and how people are excluded gives us actionable steps to take towards inclusive design.

Integration

Emergency programs, services, and activities typically must be provided in an integrated setting. The provision of services such as sheltering, information intake for disaster services, and short-term housing in integrated settings keeps people connected to their support system and caregivers and avoids the need for disparate services facilities.

No charge

Persons with disabilities may not be charged to cover the costs of measures necessary to ensure equal access and nondiscriminatory treatment. Examples of accommodations provided without charge to the individual may include:

- accessible transportation, ramps, bedding and hygiene modifications to address disability-related needs, a visual alarm, grab bars, additional storage space for medical equipment, lowered counters or shelves, Braille and raised letter signage, a sign language interpreter, a message board, assistance in completing forms or documents in Braille, large print or audio recording.

No one-size-fits-all
Persons with disabilities do not all require the same assistance and do not all have the same needs. Preparations should be made utilizing universal design and with accommodations available for people with a variety of functional needs, including people who use mobility aids or other assistive devices, require medication or portable medical equipment, use service animals, need information in alternate formats, or rely on a caregiver.

**Physical access**

Emergency programs, services, and activities must be provided at locations that all people can access, including persons with disabilities. Persons with disabilities should be able to enter and use emergency facilities and access the programs, services, and activities that are provided. Facilities typically required to be accessible include: parking, drop-off areas, entrances and exits, security screening areas, toilet rooms, bathing facilities, sleeping areas, dining facilities, areas where medical care or human services are provided, and paths of travel to and from and between these areas.

**Program modifications**

Persons with disabilities must have equal access to emergency programs and services, which may entail modifications to rules, policies, practices, and procedures. Service staff may need to change the way questions are asked, provide reader assistance to complete forms, or provide assistance in a more accessible location.
Self-determination

Persons with disabilities are the most knowledgeable about their own needs and must be allowed to determine how and where their accommodations are provided.

State party

A ‘State party’ to a treaty is a country that has ratified or acceded to that particular treaty and is therefore professionally bound by the provisions in the instrument.

Universal Design

The concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.