



's Suggestions for

Including People with Disabilities in Disaster Preparedness and Response

- The UN Convention on the Rights of Persons with Disabilities (CRPD), in its Articles 11 and 32, requires that persons with disabilities benefit from and participate in disaster relief, emergency response and disaster risk reduction strategies. Lack of preparation and planning is, together with inaccessible facilities and services, a major reason that persons with disabilities are more likely to be left behind or abandoned during evacuation in disasters and conflicts.
- Several studies show that including the needs and voices of persons with disabilities at all stages of the disaster management process, especially in the planning, can significantly reduce their vulnerability and increase the effectiveness of emergency operations.
- Disabled Peoples Organizations (DPOs) are the best placed to know where people with disabilities are in emergency situations, what assistance they need, and how to get it to them. The media, when sensitized, is a critical link in the facilitation of information flows between PWDs and humanitarian actors in disaster situations.



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The role of media

ISSUE

- Media have an important role to play in creating awareness and disseminating information about hazards and preventing disasters as well as
- They has not yet triggered the changes in policy and legislation that are needed to save lives and protect livelihoods.

POSSIBLE SOLUTIONS

- Build a sensitized network of community of stakeholders to improve local knowledge of disaster risk and information management that facilitate community-based (multi-stakeholder) collaboration;
- Increase capacity of community media in addressing practical and specific adaptation solution to raise awareness on resilience planning by preparing radio programming content













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The role of education

- Developed province specific school safety action plans and also introduced institutional arrangements for mainstreaming of Disaster Risk Reduction (DRR) in education sector covering needs of people with disabilities (PWD).
- Developed Information Education and Communication (IEC) material for school safety like disaster master game proposing tips to children in order to know how to cater for the needs of PWD in case of disaster and what steps are required pre-during-after the disaster to minimize the human and collateral losses




-  Role of media
-  Mainstream within education curricula (UNESCO's work in DRR could be a base)
-  Inclusive education but how about the structures
-  New tools to help in the assessment (apps)
-  Training of trainers (people work with PWD);
-  Certification (managers).

Suggestions

-  New tools (S&T; open source software; new technology)
-  Detailed country analysis to provide customized solutions in a holistic approach (data segregation; policy implementation)
-  Targets should have a timeline when they will be evaluated (for policy integration)
-  Periodic reporting

-  Introduce an award system at city level with high coverage (UNISDR's make my city resilient initiative)
-  Awareness raising freely accessible (website with good practices; sensitive to needs PWD)
-  Role of the private sector (insurance companies; building codes; give back to community programmes)

Suggestions

-  Start with our house first (UN, Regional bodies); UN Interagency Support Group of the UN Convention on the Rights of Persons with Disabilities meeting at UNESCO Headquarters in Paris on 25 and 26 November 2013 (Room VIII).
-  Cultural sensitive approach
-  Time for action; no need to be perfect from the very beginning



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It has to start somewhere
It has to start sometime
What better place than here, what
better time than now?

RATM, 1999

Thank you 4 UR @10TiON!!!