Documentation of the "Disability-inclusive Disaster Risk Reduction" Seminar

Group photo © Laura Thomas

Date:	13 and 14 November 2019, 08:45-17:00
Location:	Jugendherberge Köln-Riehl - City-Hostel, An der Schanz 14, 50735 Cologne
Trainers & Facilitator:	Talal Waheed (CBM) & Susanne Fengler (CBM) Sabrina Ebert (HI)

Narrative: The seminar offered an opportunity to learn about the concept, legal frameworks, global figures of and tools for disability inclusion in disaster risk reduction. A field expert imparted relevant basics and gave practical examples of necessary approaches and methods to systematically anchor disability inclusion in all phase of the Disaster Risk Management Cycle.

Content

1. Overall Objective

Project officers and managers from German humanitarian organisations are sensitised about disability inclusion as a crosscutting theme in disaster risk reduction and are aware of guidelines, tools and strategies for increased disability-inclusion in DRR programmes.

2. Specific Objectives

- **Participants develop basic understanding about key aspects of disability inclusion** and engaging with OPDs (Organisations of Persons with Disabilities) during humanitarian, development and disaster-risk-reduction contexts.
- Participants **gain an overview about how disaster risk reduction started** to become more inclusive and **which legal frameworks and obligations support the inclusion** of persons with disabilities.
- Participants **are sensitised on how climate change** affects persons with disabilities.
- Participants **are able to apply tools, guidelines and strategies for disability-inclusion** in disaster risk reduction in the different phases of the Disaster Risk Management Cycle.
- Participants **know what an OPD is** and how to engage with them
- Participants **identify action-points for disability-inclusion** in their work.

3. <u>Expectations</u>

- General introduction to disability and if necessary, repetition on DRR elements.
- Intersecting of DiDRR with other sectors.
- Best practices and application of tools, such as the Washington Group Set of Questions.

4. <u>Methods, Material and Participants</u>

Method: The seminar focuses on problem-oriented learning in an interactive training style allowing time for discussion. The seminar is hold in English language.	Minimum required time: 2 days
Material: A USB-stick was handed out to participants with the seminar material and additional, relevant readings. 📁 Climate change and disability inclusion 📁 Data collection 📁 DIDRR Guidelines 📁 DIDRR material 📁 Disability frameworks 📁 words matter! 📄 Agenda 2030 Indicator Framework after … 📄 Humanitarian inclusion standards for old… 📄 Intersectionality of disability 📄 Presentation_DIDRR_LNOB_Cologne_final 📄 Pre-Training Needs Assessment Form 📄 World Report 2011 on Disability	Additional notes can be found on page 5-7.
Participants: The seminar is primarily targeting project managers and officers of humanitarian organisations.	Number of Participants: In total, 13 participants have participated in this seminar from junior to senior management, with different backgrounds (a few with project management background) and organisations (among others: CBM, Malteser, Kindernothilfe, Action Medeor, ADRA etc.).

5. **Questions**

Questions from the participants that were posted to the trainers and not directly explained in one of the power point slides.
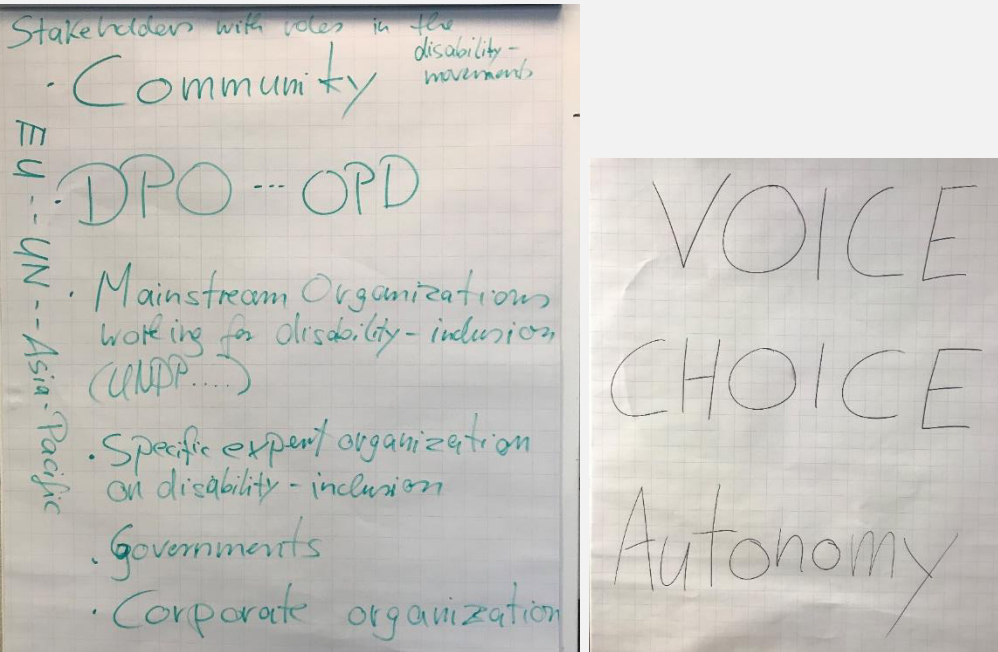
- How is Climate Change Adaption (CCA) different from DiDRR?
  - Climate change is a reason for hazards to become more intense. For example, cutting trees increases the risk of flooding in areas that are close to a river or the sea, as they are a natural barrier to flooding.
  - There are also CCA actions, which are part of DiDRR. Nevertheless, DiDRR is not necessarily linked to CCA.
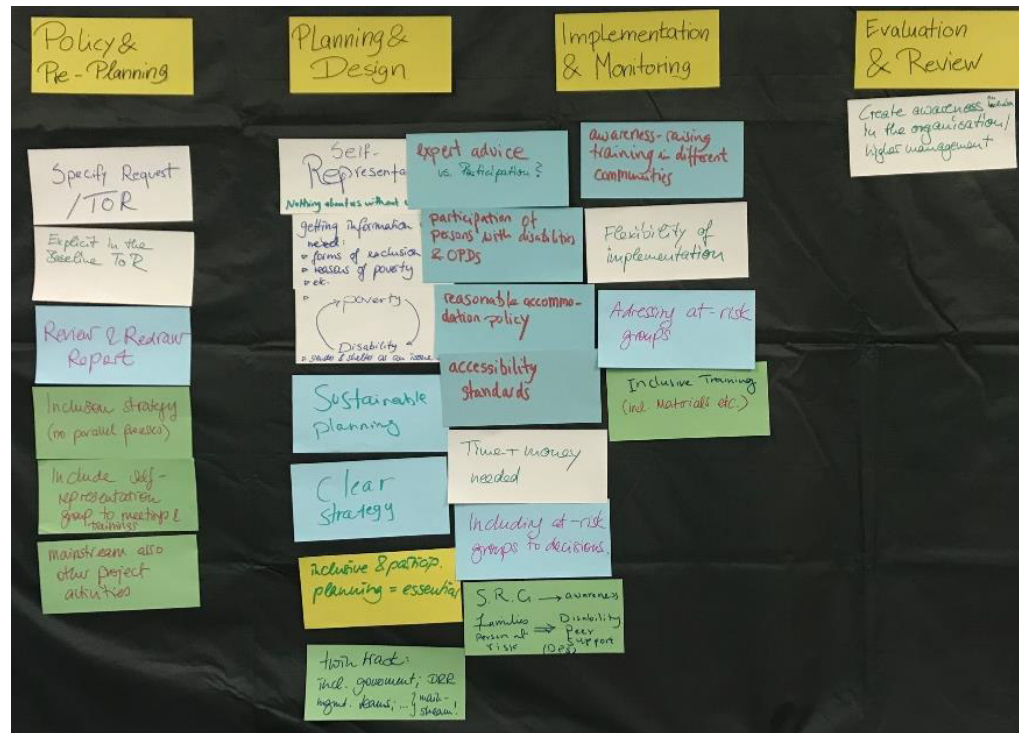
- Is there a common understanding of disability among countries?
  - No, sometimes there is a discrepancy due to different definitions among States.
  - For example, the Universal Progress Report on the SDGs or the States Parties reports on the UN Convention on the Rights of Persons with Disabilities (UN CRPD) are based on national data and information. Therefore, shadow reports from Civil Society Organisations (CSOs) are important for comparison.

- What happens to communities in rural areas who are exposed to droughts and where leaving to urban areas is not an option?
  - This means that the government is not taking on its responsibility.
  - It is possible to provide capacity-building on DiDRR in these areas, including liaising with the community, sharing alternatives and innovative approaches and sitting together with the government to explain options. However, the solutions have to be developed always at community level.

- What is the difference between a self-help group and an OPD?
  - While a self-help group is a more informal peer-to-peer support group, an OPD is a registered, more organised and structured organisation on local, national or regional level.

6. Additional Notes

Photo	Description
	Disability-Rights Movement The disability-rights movement consists of the following stakeholders: • Community • Organisation of Persons with Disabilities (OPDs) • Mainstream Organisations • Specific expert organisations on disability-inclusion • Regional bodies (EU, African Union) • United Nations • Governments • Corporate Organisation Principles of disability inclusion: • Voice • Choice • Autonomy

Choose Your Own Adventure (CYOA) DIDRR

1. Policy and Pre-Planning:
   - Specific Request and being explicit in the baseline TOR
   - Review Report
   - Inclusion Strategy (mainstream also other project activities)
   - Include self-representative groups in meetings and trainings.

2. Planning and Design
   - Self-representation (nothing about us without us); including at-risk groups in discussions
   - Getting information that is needed (forms of exclusion, reasons of poverty etc.)
   - Circle of poverty and disability
   - Sustainable planning
   - Clear strategy
   - Inclusive and participative (e.g. participation of persons with disabilities and OPDs)
   - Expert advice
   - Reasonable accommodation policy and accessibility standards
   - Time and money needed
   - Use self-representative groups for awareness-raising
   - Disability peer support to families and persons of risk.

3. Implementation and Monitoring
   - Awareness raising training in different communities
   - Flexibility of implementation
   - Addressing at-risk groups
   - Inclusive Training (incl. materials etc.)

<u>Evaluation and Review</u>

- Create awareness in the organisation and higher management.

Hazard **V**ulnerability **C**apacity **A**ssessment (**HVCA**):

The HVCA supports, mitigating the risks and is used in the design of preparedness activities.

Hazards:

- Floods or a protracted crisis

Vulnerability:

- Infrastructure is damaged
- Injuries
- Loss of livestock
- Loss of family networks
- Inaccessibility
- Lack of cooperation

Capacity:

- Skilled labour
- Increased resilience (due to previous natural hazards)
- Community leader agreed to VCA (there is a willingness)
- Soft skill holders

7. <u>Annex 1: Photos</u>

Photo	Description
© Laura Thomas	**<u>Trainers & Facilitator:</u>** Talal Waheed (standing in front, speaking to the participants), Susanne Fengler (sitting on the right), Sabrina Ebert (sitting on the left).
© Laura Thomas	Susanne writing stakeholders involved in the Disability-rights Movement onto the flipchart.

© Laura Thomas

Exercise on the Definition of Art. 11, UN CPRP

Art. 11 was written onto a number of paper sheets. The participants had to bring the sheets into order, correctly displaying Art. 11.

Two participants were arranging the last paper sheets, moving another word in between. One participant supported from behind.

© Laura Thomas

Participants of the Seminar

Participants listening to the first theoretical part of the seminar.

© Laura Thomas

Exercise on global figures of disability

Participants learned about global figures on disability. Each corner of the seminar room had a different letter. Each letter belonged to an answer. A question was displayed with answer possibility: A/B/C/D. The participants moved to the corner, they thought was correct.

For this question, participants mainly moved in between two corners (left front and back).

© Laura Thomas

<u>Group Exercise</u>

In groups, participants discussed the different models of disability (charity, medical, social and human rights model). This group of three, was following upon each other's thoughts on their chosen disability model before presenting it to the rest of the group.

© Laura Thomas

History of DiDRR

Participants were sitting in a circle, attentively listening to Talal who was talking the participants through the history and development of DiDRR.

© HI

Climate Change Adoption Exercise

Group 1: Accessible Social Centre

There has been a lack of accessible transportation. A floating boat that is normally used as a social community centre is used in situations of flooding. An early warning-system that provides alerts through various communication channels disseminates the information to evacuate onto the boat.

© HI

Group 2: Mountainous area with river flooding

The area is very dependent on agriculture and their livestock. In case of river flooding, the local population evacuates into the community centre, which is universally accessible. In the centre, the local population is provided with capacity-building on inclusive livelihood activities.

© HI

Group 3: Building Back Better and Stronger

This community built wave breakers in order to decrease the risk of flooding. Nevertheless, in case there is a flooding an inclusive early warning system informs the local community (audio & visually) about the incident. Further, disaster risk committees which include persons with disabilities inform about those most at risk of being left behind.

© HI

Recap of Day1

Before starting into Day2, the participants played "Hot Ball". A ball, made out of paper sheets with questions about the content from Day 1. The paper is thrown from one participant to the other. Whenever the music stops, the participant has to unwrap the ball, answering the question on the next paper sheet.

© HI

Exercise Choose your Own Adventure

The participants were divided into three groups. Each participant played a different role within his/her group. For example, one group member had a visual impairment. Each group started with the same scenario. At the end of each scenario the group had to pick which way they want to go, striving to be as inclusive as possible.