Indonesia

Disability-Inclusive Disaster Risk Reduction (DiDRR) Handbook

"Promoting Inclusive Disaster Resilience at the Community Level"

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Overview

Welcome, trainers! This handbook is your compass for leading a Training of Trainers (ToT) program, spotlighting Inclusive Disaster Resilience within communities. The materials encompass a spectrum of subjects, spanning Inclusive Disaster Risk Reduction (DRR), Disability-Inclusive Disaster Risk Reduction (DiDRR), Humanitarian Inclusion Standard (HIS), and Universal Design. Furthermore, it equips you with insights for facilitating Village Hazard Assessments and Establishing Inclusive Assembly Points, fostering an all-encompassing approach to disaster preparedness that champions inclusivity and resilience.

Objectives:

- Strengthening preparedness on disaster risk reduction
- Raising awareness on DiDRR

How to use the accessible Handbook

- **Roles of Resource Persons/ Facilitators:**
  - YEU's staff as facilitator plays a role in providing material, guiding activities, and evaluating
  - Village officials as facilitators and focal point
- **Materials/ equipment**
  - Chart and writing equipment
  - Laptop, screen, projector
  - Poster and handout materials
  - Evacuation equipment

- **Target:**
  - Participants: Person with physical disabilities; Psychosocial caregiver; Women; Youth; Older people; Village officials.
- **Location:**
  - Special Region of Yogyakarta, Indonesia
  - Donggala, Central Sulawesi, Indonesia
- **Program for 3 day-training course on DiDRR in the participants 'countries:**

Overview program

Day 1	Day 2	Day 3
What is DRR and DiDRR	Humanitarian Inclusion Standard	Evacuation Drill
Inclusive Innovations in DRR in Indonesia	Universal Design	

Details of each Session

Day 1			
Objective	**Key Contents**	**Process on Delivery**	**Materials/Handouts**
What is DRR and DiDRR	1. Introducing DRR & policies in Indonesia 2. Understanding Disability-inclusive in case DRR 3. Understanding purpose of DiDRR	Lecture & Interactive 2 ways communication	TCTP material
Inclusive Innovations in DRR in Indonesia	1. Good practices of DiDRR 2. Identifying gap DiDRR on implementation 3. How to implement DiDRR in the local context	Case study Role play	YEU's material

Evaluation Process	Pre - post test / self assessment test
Evaluation tools	Printed survey
Remarks	12 persons with physical disability, psychosocial caregiver, and older people

Day 2			
Objective	**Key Contents**	**Process on Delivery**	**Materials/Handouts**
Humanitarian Inclusion Standard (HIS)	1. What is Humanitarian Inclusion Standard	Lecture Role play	- HIS material - simplified
Universal Design	1. The standard in universal design 2. Public spaces, private, products and technologies 3. Past and future design	Lecture and assessment on the accessible facilities	TCTP material

Evaluation Process	Pre - post test / self assessment test
Evaluation tools	Printed survey
Remarks	12 persons with physical disability, psychosocial caregiver, and older people

Day 3			
Objective	**Key Contents**	**Process on Delivery**	**Materials/Handouts**
Evacuation Drill	1. What is the potential hazard in the village 2. The type of Disabilities in the communities 3. Evacuation route 4. Assembly point		Evacuation equipment

Evaluation Process	Assessment test, and agreement on the evacuation route and assembly point
Evaluation tools	And picture on the evacuation route
Remarks	Disability, psychosocial caregiver, and older people, village officials (head of village units)

Appendixes: Materials (Form, checking list)

Material/Handouts	Details of Materials	Source
TCTP material	Printed/digital document of DRR & DiDRR Printed/digital document of universal design	TCTP materials
YEU's material	Printed/digital document of Inclusive Innovations in DRR in Indonesia	https://www.yeu.or.id/en/download/page-1.html?f=MjAyMjA5MDMxMDAxNTIucGRm
HIS material - simplified	Printed/digital document Video of Humanitarian Inclusion Standard for older people and disabilities	https://docs.google.com/file/d/1O0_3YoR2ko9wfPm3BAiZMK58BwyV5TkT/edit?usp=docslist_api&filetype=mspresentation https://youtu.be/q8P58w975QE
Poster	1. Printed/digital document 2. evacuation route 3. how to evacuate with fold stretcher	
Evacuation equipment	4. Fold Stretchcer 5. Medical Bag 6. Safety Helmet 7. Whistle 8. Torch	Basic training for beginner rescuer

Introduction

About this handbook

This handbook serves as a practical guide for organizations, public institutions, government entities, practitioners, and all stakeholders invested in delivering basic "Training on Trainers (ToT)" for people with disabilities within the framework of inclusive disaster risk reduction.

Training Objectives:

1. Enable participants with disabilities and their caregivers to grasp the basic context on the Disability-Inclusive Disaster Risk Reduction (DiDRR) and recognize the pivotal role of persons with disabilities in disaster risk reduction and management.
2. Equip participants with the resilience to navigate the multifaceted challenges and barriers encountered in their active engagement in disaster risk reduction and management.
3. Foster participants' acquisition of knowledge concerning best practices implemented within Indonesia and at the local level, pertaining to the field of inclusive disaster risk reduction and management.
4. Equip participants with a comprehensive understanding of inclusive humanitarian standards in the context of disasters and the universal design in disaster risk reduction and management.
5. Enable participants to proficiently undertake disaster risk hazard assessments in their residential areas, collate meticulous disaggregated disability data, and adeptly formulate comprehensive and inclusive disaster contingency strategies at the community level.

Training Methodology:

The training utilizes a combination of lectures, group discussions, case studies, interactive activities, and hands-on exercises to ensure participants engage effectively with the materials.

Terminology:

Persons with Disabilities

In 2016, Indonesia passed Law No. 8 of 2016 concerning Persons with Disabilities, which introduced the term 'Person with Disability' to replace the previously used 'a handicapped person.' This legal framework defines a Person with Disability as an individual with enduring physical, mental, intellectual, and/or sensory impairments, who may encounter diverse challenges and obstacles in engaging fully and effectively with their environment, in alignment with the principle of equal rights as other citizens.

The adoption of the term 'Person with Disability' is guided by a commitment to uphold the human rights of individuals with disabilities and linguistic norms. Additionally, this terminology harmonizes with that used in the Convention on the Rights of Persons with Disabilities, which Indonesia ratified through Law No. 19 of 2011.

This module's preference for the term 'Persons with Disabilities' is grounded in this contextual background, while also recognizing alternative terms used by the government, community, and society, including the term 'the Diffable.'

Disaster

Indonesian Law No. 24 of 2007 on Disaster Management defines a disaster as an occurrence or a sequence of events that imperils and upsets the well-being and livelihoods of a community, stemming from natural and/or non-natural factors, including human influences. Such incidents result in loss of human life, ecological harm, material possession depletion, and psychological ramifications.

The United Nations Office for Disaster Risk Reduction (UNDRR) characterizes a disaster as a significant disruption to the functioning of a community or society, involving extensive human, material, and economic losses, as well as environmental repercussions. These consequences surpass the capacity of the affected community or society to manage with its own available resources.

Day 1: Introduction to Disability-Inclusive Disaster Risk Reduction

Total: 3 hours (180 minutes)

Resources: 2 facilitators, 1 note taker and photographer.

Technical aspects:

- Printed materials to be circulated to the participants;
- Printed evaluation sheets;
- Printed attendance list completed with the informed consent;
- Flipped chart papers, markers, colorful stickers.

1. Opening and introduction

(25 mins) Delivering the objectives of the training, getting to know each other with interactive and inclusive games, explaining the class agreements, and feedback mechanism to the facilitators organizer.

2. Pre-test: self assesment

(15 mins) Questions written on the flip chart paper and the participants to mark with stickers:

"Questions on the flip chart paper and the participants to mark with stickers"

- Do you know who 'the most at risk group' are?
- Do you know what 'Disaster Risk Reduction' is?

3. Session on DRR and DiDRR

- *(125 minutes) Session on Disaster Risk Reduction, Disability inclusive Disaster Risk Reduction, and best practices of inclusive innovations in Disaster Risk Reduction*
- *Presentations use powerpoint presentation, flip chart, games on cards, group discussion, question and answer.*

A. Disaster Risk Reduction

Disaster Risk Reduction (DRR) is aimed at preventing new disaster risk, reducing existing risk, and managing residual risk through the systematic efforts to identify, assess, and reduce the causal factors of disasters. It involves policy development and intervention to improve preparedness, prevention, response and recovery. It also includes people recognizing what risks they face, and preparing and practicing to respond to disasters.

To minimize the damage caused by disasters, preparedness involving communities at risk in pre-planning for disasters is key.

source: https://www.undrr.org/terminology/disaster-risk-reduction

B. Disability-Inclusive Disaster Risk Reduction

DiDRR is about ensuring that perspectives of persons with disabilities are included in all phases of DRR - before, during, and after disaster. The problem is that persons with disabilities and their perspectives are often excluded from DRR policies, plans and programmes.

Persons with disabilities:

- Are two to four times more likely to die in a disaster than the general population[1];
- Experience higher risk of injury and loss of livelihood and property;
- Have greater difficulty with evacuation and access to shelters; and,
- Require more support during and after disaster events

[1]*Fujii, K. (2012). The Great East Japan Earthquake and Disabled Persons: Their High Mortality Rate, Factors that Hindered the Support and the Current Challenges. [Provisional Translation] prepared for the United Nations Expert Group Meeting on Building Inclusive Society and Development through Promoting ICT Accessibility: Emerging Issues and Trends, 20 April, Japan. In : ESCAP (2015) Overview of Natural Disasters and their Impacts in Asia and the Pacific, 1970 – 2014, ESCAP Technical Paper, Information and Communications Technology and Disaster Risk Reduction Division.4Welcome Speech*

In addition, people may acquire impairments or trauma as a result of disasters. For example, as many as 70 per cent of the injured survivors of the Türkiye earthquakes in February 2023 are expected to live with disabilities as a result of injuries[2]

[2]*UNFPA (2023) 3 months on from the earthquakes, women and girls still need support, UNFPA Türkiye. Available at: https://turkiye.unfpa.org/en/3-months-old-from-the-earthquakes-women-and-girls-still-needs-support*

C. Inclusive Innovations in DRR in Indonesia

Law Number 24/2007 on Disaster Management has clearly highlighted the importance of inclusivity and non discriminatory in all disaster management phases.

Regulation of the Head of the National Disaster Management Agency : Regulation on gender mainstreaming in disaster management; Regulation on handling, protection and participation of person with disabilities in disaster management, as a derivative disability service unit (ULD) is mandated for mainstreaming disability inclusion in planning, implementation and monitoring of the activities of BNPB and BPBD. ULD creates a platform where organizations of persons with disabilities (OPDs) are directly involved in provincial and district level structures of the local disaster management office. ULDs have enhanced implementation of DiDRR at the local level for example through ULD, persons with disabilities can be staff at BPBD and directly provide input to plan inclusive DRR activities including capacity building. Their office also has to be improved for physical accessibility.

Community based innovations are also ensuring multi stakeholder collaboration, including the involvement of local disability organizations in the decision making process.

Samples of inclusive innovations in DRR where persons with disabilities are the actors[3].

Picture 1: "Smart Mist Irrigation for Agriculture"

Picture 2: House marking for people most at risk to flood

Picture 3: Emergency and DRR application on Android for people with disabilities

[3] *IDEAKSI by YAKKUM Emergency Unit: https://www.inovasi.yeu.or.id*

4. Evaluation and Follow Up

(15 mins) Giving the evaluation of the training from today by asking quantitative and qualitative questions:

- How happy are the participants with the sessions from today
- What are the key points they learn
- What are the things they like and things need to be improved
- What are the suggestions and things they would like to learn more
- How this training advantages to the participants' job
- How satisfied the participants about the training
- Does the training effective in achieving the objectives in relation to DiDRR expertise.

Asking participants to retake the self-assessment questions, do they know who the most at risk group are and do they know what DRR is.

Day 2: Introduction to Disability-Inclusive Disaster Risk Reduction (DiDRR)

Total: 3 hours (180 minutes)

Resources: 2 facilitators, 1 note taker and photographer.

Technical aspects:

- Printed materials to be circulated to the participants;
- Printed evaluation sheets;
- Printed attendance list completed with the informed consent;
- Flipped chart papers, markers, colorful stickers;
- Printed pictures and interactive games;
- Video material.

1. Opening and Recap

(25 mins) Opening the session with an energizer and recapping the previous day's training with interactive games.

2. Session: Humanitarian Inclusion Standard

(70 mins)

The Humanitarian Inclusion Standard (HIS) is a set of nine commitments that humanitarian organizations can use to ensure that their work is inclusive and responsive to the needs of all people affected by disaster or conflict. The HIS is based on the principles of equality, justice, and accountability.

A. The nine commitments of the HIS are:

1. Commitment to equality and justice: Humanitarian organizations must ensure that all people affected by disaster or conflict have equal access to assistance and protection, regardless of their race, ethnicity, religion, gender, disability, or any other status.
2. Commitment to participation and accountability: Humanitarian organizations must involve people affected by disaster or conflict in the planning, implementation, and monitoring of assistance and protection. They must also be accountable to those affected for their actions.
3. Commitment to respecting diversity: Humanitarian organizations must respect the diversity of cultures, languages, and religions of people affected by disaster or conflict.
4. Commitment to respecting specific needs: Humanitarian organizations must respect the specific needs of people affected by disaster or conflict, including the needs of people with disabilities, older people, children, and people from marginalized groups.
5. Commitment to safety: Humanitarian organizations must ensure the safety of people affected by disaster or conflict.
6. Commitment to sustainability: Humanitarian organizations must ensure that assistance and protection are sustainable and can be accessed by people affected by disaster or conflict.
7. Commitment to transparency: Humanitarian organizations must be transparent in their financial management and operations.
8. Commitment to accountability: Humanitarian organizations must be accountable to people affected by disaster or conflict for their actions.
9. Commitment to learning and adapting: Humanitarian organizations must learn from their experiences and adapt their work to ensure that it is inclusive and responsive to the needs of all people affected by disaster or conflict.

B. Linking HIS with DiDRR for enhanced inclusivity

HIS provides a framework that guides humanitarian organizations in ensuring that their work is responsive to the needs of all individuals, including those with disabilities, during disasters. Here's a brief explanation of how HIS can affect disaster preparedness:

1. Inclusive Planning: HIS encourages organizations to involve diverse communities, including people with disabilities, in the planning process. When applied to DiDRR, this means that disaster preparedness plans are developed in consultation with individuals who have varied needs and perspectives. This leads to more comprehensive and effective plans.
2. Accessible Information: HIS emphasizes the provision of clear and accessible information to all individuals. In disaster preparedness, this translates to creating communication materials that are available in multiple formats (such as braille, audio, and simple language) to cater to different disabilities.

3. Engagement and Participation: HIS encourages meaningful participation of all affected individuals in decision-making processes. For DiDRR, this means involving people with disabilities in identifying their needs, assessing risks, and contributing to the design of evacuation plans.

4. Non-Discrimination: HIS promotes treating all individuals with respect and dignity, without discrimination. In DiDRR, this commitment ensures that people with disabilities receive equal treatment and support during disasters, avoiding any bias or exclusion.

5. Accessibility and Adaptation: HIS calls for accessible facilities and services. In the context of disaster preparedness, this translates to ensuring that evacuation routes, shelters, and emergency services are designed to accommodate people with disabilities.

6. Capacity Building: HIS encourages training staff to be inclusive and responsive to diverse needs. In DiDRR, this leads to equipping responders with the knowledge and skills to effectively assist individuals with disabilities during emergencies.

7. Monitoring and Accountability: HIS emphasizes accountability and monitoring of inclusive practices. Applied to DiDRR, this means organizations continuously assess their disaster preparedness efforts to ensure that they are effectively serving people with disabilities.

In essence, integrating HIS with DiDRR aligns the commitment to inclusivity within the humanitarian sector with the specific needs of people with disabilities during disaster situations. This integration ensures that disaster preparedness efforts are not only focused on technical aspects but also on creating an environment where everyone can effectively respond to and cope with disasters, irrespective of their abilities.

Source: Humanitarian inclusion standards for older people and people with disabilities Published by the Age and Disability Consortium as part of the ADCAP programme. https://www.humanity-inclusion.org.uk/sn_uploads/document/humanitarian-inclusion-standards-for-older-people-and-people-with-disabilities-ADCAP.pdf

3. Session: Universal Design

(85 mins) - This session will be interactive and dive deeper towards the empathy and experiences of the participants. Facilitators will be showing pictures of accessible buildings and not accessible buildings. This session needs to be informative yet still interactive and light

Universal Design is an innovative concept that aims to create products, environments, and spaces that are accessible and usable by people of all abilities, ages, and backgrounds. It focuses on designing for diversity, ensuring that everyone, regardless of their physical or cognitive abilities, can fully participate and engage in various activities without the need for adaptations or specialized designs.

A. Key Principles of Universal Design:

- Equitable Use: The design should be useful and marketable to people with diverse abilities. It doesn't isolate or stigmatize any user group.
- Flexibility in Use: The design accommodates a wide range of individual preferences and abilities. It provides choice in methods of use and adapts to the user's pace and needs.
- Simple and Intuitive: The design is easy to understand, regardless of the user's experience, knowledge, language skills, or concentration level.
- Perceptible Information: The design communicates necessary information effectively to the user, regardless of ambient conditions or sensory abilities.
- Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- Low Physical Effort: The design can be used efficiently and comfortably with minimal fatigue.
- Size and Space for Approach and Use: The design provides appropriate size and space for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

B. Principle of Universal Design applied in various contexts

Universal Design principles aim to create environments, products, and technologies that are accessible and usable by people of all abilities, ages, and backgrounds. Here's a brief explanation of how these principles can be applied to various contexts to ensure inclusivity:

1. Public Spaces:

- Architecture and Layout: Design public spaces with ramps, slopes, and elevators to ensure wheelchair accessibility. Implement tactile paving for people with visual impairments.
- Signage: Use clear and consistent signage with easy-to-understand symbols and readable fonts. Include braille translations for people with visual impairments.
- Seating: Provide a variety of seating options, including benches with armrests and backrests, to accommodate individuals with different physical needs.

2. Private Areas:

- Homes: Design homes with wider doorways, lever-style door handles, and zero-threshold entrances to accommodate wheelchairs and reduce tripping hazards.
- Bathrooms: Create bathrooms with grab bars, non-slip surfaces, and adjustable-height fixtures to support people with mobility challenges.
- Kitchen: Design kitchens with counters and appliances at various heights, making them accessible to individuals using wheelchairs or those of different heights.

3. Products:

- Furniture: Design furniture with ergonomic features, such as adjustable heights and lumbar support, to cater to different body types and abilities.
- Technology: Develop gadgets and devices with intuitive interfaces, customizable settings, and compatibility with assistive technologies like screen readers for visually impaired users.

4. Technologies:

- Websites and Apps: Develop digital platforms with clear navigation, readable fonts, and alternative text for images to ensure they are usable by people with visual or cognitive impairments.
- Smart Devices: Design smart devices with voice-command features, touchscreens with haptic feedback, and large, easily distinguishable buttons for individuals with limited dexterity.
- The overarching goal of Universal Design is to minimize the need for specialized adaptations or accommodations, allowing everyone to interact with their surroundings and use products and technologies comfortably and independently. By considering diverse needs during the design and planning stages, Universal Design principles contribute to a more inclusive and equitable society.

source: https://www.archdaily.com/994337/what-is-universal-design/6384d8cbb0e8a07a59d61ba4-what-is-universal-design-photo?next_project=no

Here are the example of ramps that was built in village office at Loli Tasiburi, Donggala, Central Sulawesi, Indonesia:

Before: The public building in Loli Tasiburi did not have ramp and handrail


After: The ramps and handrail were built in the building


- Curb cuts: Curb cuts are ramps that allow people in wheelchairs to cross streets safely.

- Wide doorways: Wide doorways allow people in wheelchairs and people with strollers to pass through easily.

- Accessible parking spaces: Accessible parking spaces are closer to entrances and have wider spaces for wheelchairs and vans.

- Braille signs: Braille signs provide information to people who are blind or visually impaired.

- More examples of inclusive public seating: https://www.east-ayrshire.gov.uk/Resources/PDF/B/BSInclusive-Design-Public-Seating.pdf

C. Integrating Universal Design for Disaster Preparedness

Integrating Universal Design principles into disaster preparedness projects involves considering the diverse needs of all individuals, including those with disabilities, when designing and planning for various aspects of disaster response. Here's a detailed explanation of how Universal Design can be applied in disaster preparedness, along with examples:

1. Evacuation Plans:

Universal Design Principle: Designing evacuation plans that cater to a wide range of abilities, ensuring everyone can evacuate safely and efficiently.

Examples: Including ramps alongside stairs for wheelchair users, providing clear signage with visual and tactile cues for people with visual impairments, and creating seating areas along evacuation routes for individuals who may need rest breaks.

2. Communication Strategies:

Universal Design Principle: Developing communication strategies that accommodate various modes of communication and sensory abilities.

Examples: Using a combination of visual, auditory, and tactile alerts during emergencies to ensure people with different sensory needs are informed. Providing information in multiple formats, such as text messages, braille materials, and sign language interpreters.

3. Infrastructure Development:

Universal Design Principle: Designing disaster shelters, medical facilities, and other infrastructure to be accessible and functional for all individuals.

Examples: Constructing shelters with accessible entrances, wider doorways, and designated spaces for individuals with disabilities. Ensuring that medical facilities have adjustable-height beds and equipment to accommodate people with different mobility levels.

4. Transportation Accessibility:

Universal Design Principle: Designing transportation systems and vehicles to be accessible for everyone during evacuation scenarios.

Examples: Incorporating features like low floors, ramps, and securement points in buses and other vehicles to facilitate the safe and efficient evacuation of individuals using wheelchairs or mobility aids.

5. Information Dissemination:

Universal Design Principle: Making disaster-related information easily understandable and accessible to all, regardless of cognitive abilities or language barriers.

Examples: Using plain language in public announcements, providing information in multiple languages, and using pictorial representations to ensure comprehension for individuals with various cognitive abilities.

6. Temporary Housing and Facilities:

Universal Design Principle: Ensuring that temporary housing facilities and services are inclusive and meet the needs of all residents, including those with disabilities.

Examples: Providing adjustable-height beds, accessible toilets and showers, and tactile navigation aids within temporary shelters. Assigning personnel who are trained in assisting individuals with disabilities.

7. Community Engagement:

Universal Design Principle: Engaging individuals with disabilities and diverse backgrounds in disaster preparedness planning and decision-making processes.

Examples: Including representatives from disability organizations in disaster planning committees to ensure that plans address their unique needs. Conducting community workshops that encourage participation from all community members.

Integrating Universal Design principles into disaster preparedness projects acknowledges the diversity of abilities and needs within communities. It results in more effective and comprehensive plans that can be accessed and utilized by everyone, regardless of their physical, sensory, or cognitive characteristics. By fostering an inclusive approach, disaster preparedness becomes a collective effort that leaves no one behind, ultimately leading to safer and more resilient communities during times of crisis.

Day 3: Village Hazard Assessment

Total: 3 hours (180 minutes)

Resources: 2 facilitators, 1 note taker and photographer.

Technical aspects:

- Printed materials to be circulated to the participants;
- Printed evaluation sheets;
- Printed attendance list completed with the informed consent;
- Flipped chart papers, markers, colorful stickers;
- Printed pictures and interactive games;.

1. Opening and Recap

(20 mins) Opening the session with an energizer and recapping the previous day's training with interactive games.

2. Session: Identifying Potential Hazard in a Village

(40 mins) Participants will be led to express their experiences with disasters and hazards in the village.

Assessing potential hazards and risks in villages is an important step in ensuring the safety and well-being of the community. Here are some steps that can be taken to conduct a village hazard assessment:

By conducting a village hazard assessment and implementing effective mitigation measures, communities can reduce the potential impact of hazards and improve the safety and well-being of their residents.

To identify potential hazards in a village, it is important to conduct a thorough risk assessment. This involves identifying potential hazards and assessing their likelihood and potential impact. Some common hazards that may be present in a village include:

A. Natural Hazards

Earthquakes, landslides, floods, hurricanes, tornadoes, wildfires, and other natural disasters that can cause damage to property and harm to people.

B. Health Hazards

The spread of infectious diseases, exposure to toxic substances, poor sanitation and hygiene, and other health risks that can affect the well-being of individuals in the village.

C. Infrastructure Hazards

Weak or damaged buildings, roads, bridges, and other infrastructure that can pose a risk to the safety of individuals in the village.

To identify potential hazards in a village, it is important to conduct a thorough risk assessment that takes into account the specific characteristics of the village and its surroundings. This can involve consulting with local experts, conducting surveys, and analyzing historical data on natural disasters and other hazards. Once potential hazards have been identified, appropriate mitigation strategies can be developed and implemented to reduce the risk of harm to individuals in the village.

3. Session: Hazard Mapping Exercise

(110 mins) Participants will be led to draw and identify hazards in the village and decide the evacuation and assembly points.

Hazard mapping is the process of identifying and assessing potential hazards in a particular area or workplace. A hazard mapping exercise involves the systematic identification and analysis of potential hazards, as well as the assessment of the vulnerability and capacity to cope with those hazards.

A. Evacuation Planning and Assembly Points

Evacuation planning is the process of developing a plan to evacuate a building or area in the event of an emergency such as a fire, earthquake, or other natural disaster. Assembly points are designated areas outside of the building or area where individuals gather after evacuating. These areas are used to account for all individuals and ensure everyone is safe and accounted for.

Assembly points are important in evacuation planning because they provide a safe location for individuals to gather after evacuating. This allows for a headcount of all individuals to ensure everyone is accounted for and safe. Additionally, assembly points provide a location for emergency responders to easily find and assist individuals if necessary.

Assembly points should be located at least 50 feet away from the building or area being evacuated, and in a large open space that is big enough to safely accommodate everyone 1. Factors such as accessibility, proximity to emergency services, and potential hazards should also be taken into consideration when selecting assembly points. The selection of assembly points should be part of an overall evacuation plan developed by the building or area's management team.

B. Developing Accessible Evacuation Routes

When developing evacuation plans, it is important to ensure that the routes are accessible to all individuals, including those with disabilities. Here are some considerations to keep in mind:

1. Conduct a Site Assessment

Before developing evacuation routes, conduct a site assessment to identify any potential barriers to accessibility. This assessment should include:

- Identifying potential obstacles, such as stairs, narrow doorways, or uneven terrain
- Evaluating the width and slope of walkways and ramps
- Testing the functionality of any elevators or lifts
- Checking the availability of accessible parking spaces and drop-off areas

2. Designate Accessible Routes

Once potential barriers have been identified, designate accessible evacuation routes that avoid those obstacles. These routes should be:

- Wide enough to accommodate individuals who use mobility devices, such as wheelchairs or scooters
- Free from obstacles, such as furniture or equipment, that may impede travel
- Clearly marked with signs and other visual cues

3. Consider Communication Needs

In addition to physical accessibility, consider the communication needs of individuals with disabilities during an evacuation. This may include providing instructions in alternative formats, such as braille, large print, or audio, and ensuring that emergency alerts are visible and audible.

4. Train Staff and Conduct Drills

Finally, ensure that staff members are trained on the accessible evacuation routes and procedures and that evacuation drills are conducted regularly to test the plan's effectiveness. This will help to identify any areas that may need improvement and ensure that all individuals are able to evacuate safely in an emergency situation.

C. Establishing Inclusive Assembly Points

Establishing inclusive assembly points is an important aspect of creating a safe and accessible environment for all individuals. In order to establish inclusive assembly points, it is important to consider various factors such as accessibility, safety, and inclusivity.

Assembly points should be easily accessible for everyone, including those with disabilities, elderly individuals, and those with limited mobility. This can include providing ramp access, ensuring that the ground is level and free of obstacles, and providing appropriate signage to guide individuals to the assembly point.

Creating disability-inclusive assembly points is an important aspect of promoting accessibility and inclusivity for individuals with disabilities. The United Nations and various organizations have recognized the importance of disability inclusion and have implemented strategies to promote it in various areas, including assembly points.

Day 4: Closing and Evaluation

(10 minutes) Post test with self assessment, gain evaluation feedback from participants, follow up actions, and group photos.

References

1. *More resources on DiDRR*

   A.) UN-ESCAP learning tool on DiDRR: https://didrr.thinkbluedata.co/.

2. *Essential Training Materials:*

- *Visual Aids: A variety of visual aids, such as flipcharts, posters, and multimedia presentations, to enhance the delivery of training content and cater to the diverse learning styles of participants.*
- *Accessible Communication Tools: Assistive technologies, such as sign language interpreters, real-time transcription services, and tactile materials, to ensure that the training is accessible to all participants, regardless of their disability.*

3. *Training Environment and Facilities:*

- *Accessible Venue: A training venue that is physically accessible to people with disabilities, including ramps, elevators, and accessible restrooms. The venue should also have adequate lighting and ventilation.*
- *Accessible Seating: Comfortable and accessible seating arrangements that accommodate participants with various mobility needs. This may include chairs with armrests, adjustable seating heights, and designated spaces for assistive devices.*
- *Accessible Technology: Access to technology, such as computers with screen readers and magnifying software, to ensure that participants with visual impairments can fully participate in the training.*
- *Emergency Supplies: A well-stocked emergency kit with essential supplies, such as first aid items, assistive devices, and communication aids, to cater to the specific needs of participants with disabilities in case of an emergency.*


NA (PRB)
DESA,
Ancaman Bencana
Bencana
Rumah Rusak
Kebun Rusak
Sistem Peringatan Dini
Ada Relawan yg terlatih

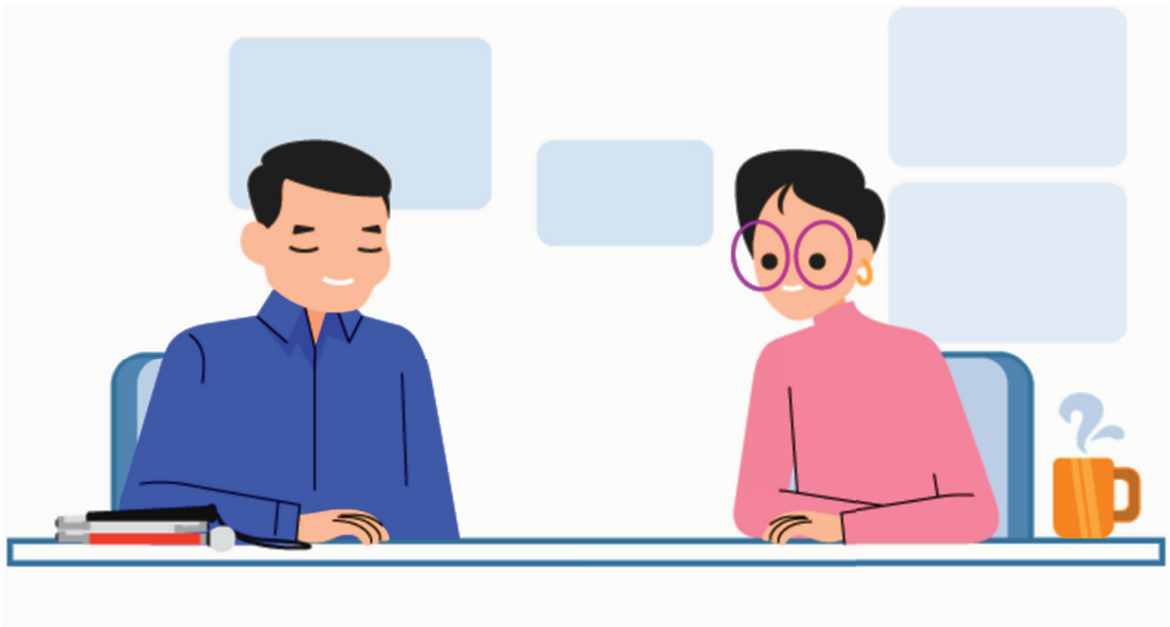

KITCHEN SET


KAJIAN RISIKO
BENCANA

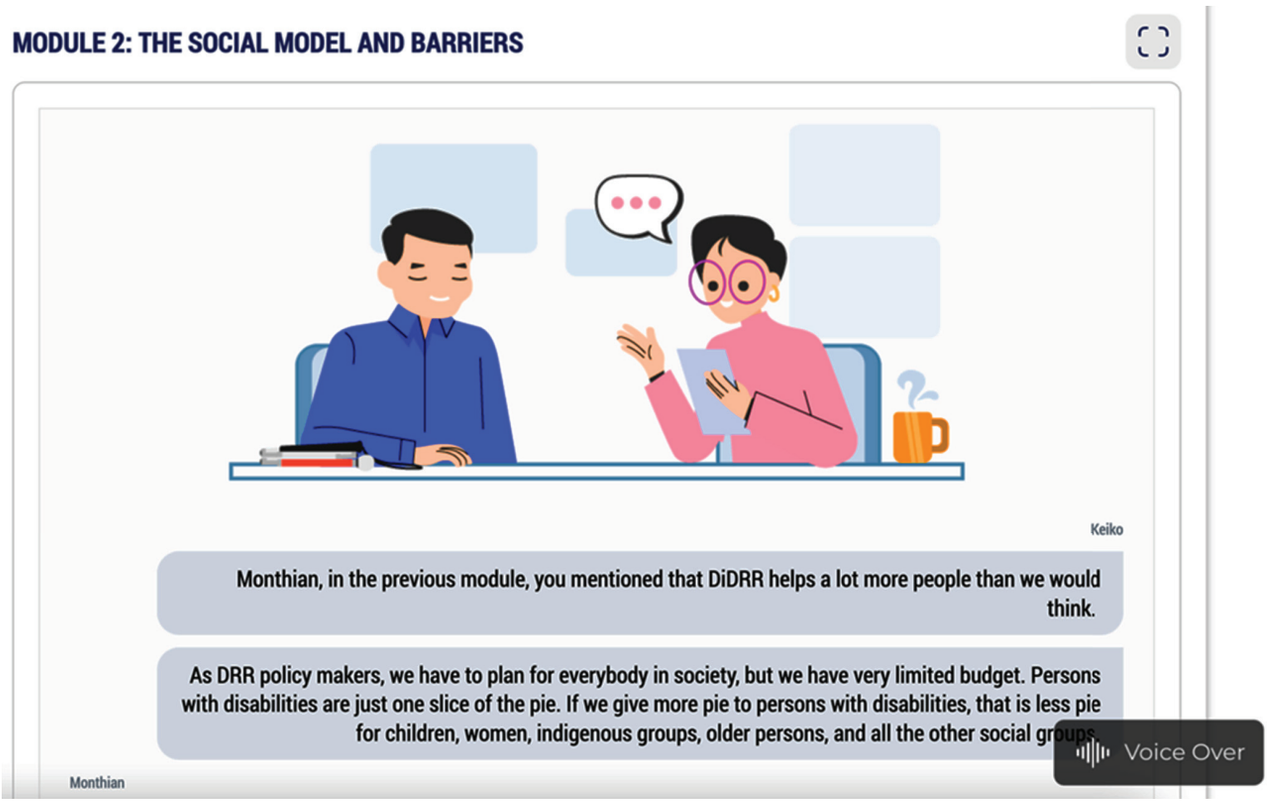

FPRB GIRIKARTO

The UN ESCAP's E-Learning Tool, "It is Our Responsibility," focuses on incorporating disability perspectives to all phases of Disaster Risk Reduction (DRR). It promotes awareness of Disability-Inclusive Disaster Risk Reduction (DiDRR) and urges the involvement of the whole society for the benefit of all. Over the 7 modules, the course offers fresh insights on disability and provides actionable recommendations for inclusive DRR practices. The tool targets DRR policy makers and professionals at all levels to develop and implement disability-inclusive policies with the meaningful participation of organizations of persons with disabilities. Course takers will receive an ESCAP certificate.

Thumbnail of DiDRR E-Learning Tool



Characters Monthian (left) and Keiko (right) from the DiDRR E-Learning Tool



Screenshot of Module 2 of the DiDRR E-Learning Tool showing characters Monthian (left) and Keiko (right), as well as accessibility features of the tool, which includes voice over functionality.

Note

Note

Indonesia

Disability-Inclusive Disaster Risk Reduction (DiDRR) Handbook

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