Viet Nam

Disability-Inclusive Disaster Risk Reduction (DiDRR) Handbook

Inclusive Tools Training

Disaster

Warning Sign

Training

Safe

Quick Exit

Risk Reduction

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Abbreviation

CRPD	Convention on the Rights of Persons with Disabilities
DiDRR	Disability-Inclusive Disaster Risk Reduction
DRR	Disaster Risk Reduction
OPWDs	Organizations of PWDs
PWDs	People with disabilities
SFDRR	Sendai Framework for Disaster Risk Reduction
TOT	Training of Trainers
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
WCDRR	Third United Nations World Conference on Disaster Risk Reduction

Section 1 : Introduction

1.1 Definition of DRR & DiDRR

- DRR stands for Disaster Risk Reduction, which refers to the effortsand strategies aimed at reducing the vulnerabilities and risksassociated with natural or man-made disasters.

- DiDRR stands for Disability-Inclusive Disaster Risk Reduction, which emphasizes the inclusion and active participation of people with disabilities in all aspects of disaster risk reduction, including prevention, preparedness, response, and recovery.

1.2 Why is DiDRR important?

DiDRR is essential for promoting equity, protecting human rights,and building resilient communities that are better prepared to face and recover from disasters while ensuring the well-being of all individuals, including those with disabilities.

1.3 Who are PWDs?

The CRPD states that "PWDs include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

1.4 The Rights of PWDs

- The United Nations Convention on the Rights of Persons with Disabilities (CRPD): Adopted in 2006, the CRPD is an international treaty that outlines the rights of PWDs. The CRPD is an international treaty to promote, protect and ensure full and equal enjoyment of all human rights and fundamental freedoms by all PWDs. 186 countries and regions have ratified CRPD and it is legally-binding among them. It covers a wide range of areas, including civil and political rights, access to justice, education, employment, and social participation. This Convention adopted a human rights approach which recognizes that disability is an outcome of interaction between an impairment and social barriers such as attitudinal, environmental, and institutional barriers. These barriers must be removed so that PWDs can enjoy life equally to PWDs.

- **Non-Discrimination:** PWDs have the right to be treated on an equal basis with others and should not face discrimination based on their disability. This principle is enshrined in various human rights instruments.

- **Accessibility:** There is a right to accessibility in all areas of life, including the physical environment, transportation, information, and communication. This ensures that people with disabilities canfully participate in society.

- **Right to Education:** PWDs have the right to an inclusive education that accommodates their specific needs. This includes reasonable accommodations to ensure equal access to educational opportunities.

- **Employment Rights:** PWDs have the right to work on an equal basis with others. Employers are generally required to provide reasonable accommodations to enable individuals with disabilities to perform their job duties.

- **Healthcare Access:** PWDs have the right to the highest attainable standard of health without discrimination. This includes access to healthcare services and facilities on an equal basis with others.

- **Independent Living and Community Inclusion:** PWDs have theright to live independently and be included in the community. This involves having the necessary support and services to participate fully in community life.

- **Legal Capacity:** The CRPD emphasizes the right of PWDs to exercise legal capacity on an equal basis with others. This challenges traditional approaches that may deny individuals with disabilities the right to make their own decisions.

- **Freedom from Exploitation and Abuse:** PWDs have the right to be free from exploitation, violence, and abuse. Safe guards should bein place to protect individuals with disabilities from harm.

1.5 The Diversity of PWDs

- Types of Disabilities:

-Physical Disabilities: Examples include mobility impairments, amputations, and paralysis.

- Sensory Disabilities: This category encompasses visual impairments, hearing impairments, and dual sensory impairments.

- Intellectual and Developmental Disabilities: Conditions such as autism, Down syndrome, and intellectual disabilities fall into this category.

- Psychiatric or Mental Health Disabilities: Conditions like depression, anxiety disorders, bipolar disorder, and schizophrenia fall under this category.

- Chronic Health Conditions: Conditions like diabetes, chronic pain, and auto immune disorders may impact daily life.

- Visibility of Disabilities:

- Some disabilities are readily apparent, such as using a wheelchair or guide dog.

- Others are not immediately visible, such as chronic conditions, mental health disorders, or certain cognitive disabilities.

- Acquired vs. Congenital: Disabilities can be present from birth (congenital) or acquired later in life due to illness, injury, or aging.

- Degrees of Disability: Disability exists on a spectrum, and individuals may experience varying degrees of limitation in their daily activities.

- Cultural and Linguistic Diversity: People with disabilities come from diverse cultural and linguistic backgrounds, each with its own set of values, norms, and expectations.

- Age Diversity: Disabilities can affect individuals at any stage of life, from children to seniors.

- Intersectionality: Disability intersects with other aspects of identity, such as race, gender, sexual orientation, and socioeconomic status, leading to unique and layered experiences.

- Adaptive Technologies and Strategies: Individuals with disabilities often use adaptive technologies and strategies tailored to their specific needs, further contributing to the diversity of experiences.

- Individual Strengths and Talents: PWDs possess unique strengths, talents, and perspectives that contribute positively to their communities and society at large.

1.6 Terminology

1.6.1. Sendai Framework

The SFDRR 2015-2030 was adopted at the WCDRR, in March 2015, in Sendai, Japan, with a significant presence of PWDs and their representative organizations.

The SFDRR sets four priorities for action to guide the development and implementation of policies on disaster risk reduction, which are:

- Understanding disaster risk;

- Strengthening disaster risk governance to manage disaster risk;

- Investing in DRR for resilience; and enhancing disaster preparedness for effective response and;

- To "build back better" in recovery, rehabilitation and reconstruction.

It recognizes that disaster can be one of the barriers to achieve the progress on the SDGs, but can also provide opportunity to build back better, with more accessibility, inclusivity, and sustainability.

1.6.2. Social Model/ Disability Equality Training (DET) related to DIDRR

The social model approach to understanding disability shifted understanding about disability and the way we respond to PWDs. The social model sees disability as a result of interactions between impairments and attitudinal, environmental, and institutional barriers. From a DRR perspective, the social model helps policymakers to address the policies, practices, or environments that increase risks for PWDs in disasters.

The social model calls for the inclusion and participation of PWDs and the removal of barriers to ensure the rights of everyone to full participation, including in DRR.

1.6.3. Inclusion

Inclusion refers to the process of creating environments, systems, and practices that actively involve and embrace the full participation of all individuals, regardless of their differences or backgrounds. It is about ensuring equal access, opportunities, and rights for everyone, while valuing and respecting their unique perspectives and contributions.

1.6.4. Universal design

Universal Design is an approach to designing products, environments, and systems that are useable by the widest possible range of people, regardless of their age, ability, or socioeconomic status in society.

There are seven key principles of Universal Design:

- Principle 1: Equitable Use.

- Principle 2: Flexibility in Use.

- Principle 3: Simple and Intuitive Use.

- Principle 4: Perceptible Information.

- Principle 5: Tolerance for Error.

- Principle 6: Low Physical Effort.

- Principle 7: Size and Space for Approach and Use.

1.6.5. Universal design

Accessibility is about ensuring that barriers are removed to enable equal access and participation for everyone. DiDRR efforts are vital.

- Participation in planning: Accessible DiDRR measures are inclusive of PWDs and their requirements in decision-making processes and response strategies.

- Safety and Evacuation: Accessibility in warning systems may include visual alerts, auditory signals, tactile notifications, and other assistive technologies to make sure that persons with disabilities receive alerts and warnings. Accessible infrastructure and evacuation procedures, such as accessible transportation and evacuation routes enables safe evacuation during emergencies.

- Accessible shelters: Emergency shelters must be accessible, including wheelchair accessibility, accessible bathroom facilities, clear and visible wayfinding, and appropriate lighting.

- Information and Communication: Accessible information and communication considers requirements of persons with disabilities and guarantees that they receive timely warnings and relevant information in all phases of DiDRR. Some examples of accessible communication formats are Braille, sign language, audio description, and easy-to-read materials.

Section 2 : Key Concepts of Viet Nam TOT Handbook DRR and DiDRR

2.1 Key concepts that may be covered in the TOT on Disability-inclusive DRR activities in Viet Nam:

A. Inclusivity: The TOT program emphasizes the importance of inclusivity, aiming to ensure that PWDs are actively involved in all stages of the disaster management cycle, including prevention, preparedness, response, and recovery. It highlights the need to overcome physical, communication, and attitudinal barriers that hinder the participation and empowerment of PWDs.

B. Rights-based approach: The training underscores the rights of PWDs and the principles enshrined in international frameworks, such as the UNCRPD. Trainers learn to promote and advocate for the full enjoyment of human rights by PWDs, including their right to safety, accessibility, non-discrimination, and meaningful participation in decision-making processes.

C. Risk assessment and vulnerability analysis: Trainers are introduced to methods and tools for conducting disability-inclusive risk assessments and vulnerability analyses. This involves identifying the specific risks faced by PWDs in different disaster scenarios and understanding the factors that contribute to their vulnerability. The focus is on developing a comprehensive understanding of the needs and capacities of PWDs to inform effective DRR planning.

D. Accessible and inclusive preparedness: The TOT program emphasizes the importance of accessible and inclusive preparedness measures. Trainers learn how to develop emergency plans, early warning systems, evacuation procedures, and communication strategies that consider the diverse needs of PWDs. They are encouraged to collaborate with Organizations of PWDs and leverage assistive technologies to ensure information, facilities, and services are accessible to all.

E. Disability-inclusive response and recovery: The TOT addresses strategies for disability-inclusive response and recovery efforts. Trainers gain insights into providing appropriate support, accommodation, and assistance to PWDs during emergency situations. They learn how to ensure that relief distribution, temporary shelter facilities, medical services, psychosocial support, and livelihood programs are inclusive and address the specific needs of persons with disabilities.

F. Mainstreaming disability inclusion: The TOT program emphasizes the mainstreaming of disability inclusion in broader DRR policies,programs, and activities. Trainers are encouraged to work collaboratively with stakeholders from different sectors, including government, civil society, and the private sector, to integrate disability perspectives into their work. The focus is on ensuring that disability inclusion becomes a routine and integral part of DRR efforts rather thanan isolated component.

By comprehensively addressing these key concepts, the TOT on Disability-inclusive DRR activities in Viet Nam aims to equip trainers with the knowledge and skills needed to promote and implement inclusive approaches thatprioritize the needs andrights of PWDs in Disaster Risk Reduction.

2.2 Objectives:

Main of objective is to empower trainers with the expertise and tools needed to mainstream disability considerations into DRR practices, ultimately contributing to a more inclusive and resilient society for allindividuals, including those with disabilities.

Goals:

A. To prepare for disability-inclusive community-based disaster risk management training.

B. To provide with knowledge and skills for PWDs in pre, during and post in Disaster Risk Reduction by training.

C. To improve PWDs capacity in Disaster Risk Reduction.

2.3 Challenges:

A. Limited Accessibility: Accessibility remains a significant challenge interms of physical infrastructure, transportation, and digital platforms.

B. Social Stigma and Discrimination: Negative attitudes and stereotypes towards persons with disabilities can hinder their social inclusion and participation.

C. Lack of Resources: Limited resources, including financial, technical, and human resources, can impede the implementation of comprehensive support programs and services.

D. Education and Employment Disparities: Disparities in access toquality education and employment opportunities persist for persons with disabilities.

E. Disaster Preparedness and Response: Ensuring effective inclusion of persons with disabilities in all stages of disaster preparedness, response, and recovery can be challenging.

2.4 Opportunities in Viet Nam related to disability and DiDRR may include

Viet Nam has been working towards promoting the rights and inclusion of PWDs and implementing DiDRR activities.

- Raising awareness and combating social stigma and discrimination against PWDs.

- Strengthening and enforcing existing laws and policies to ensure the rights and inclusion of PWDs.

- Strengthening collaboration between government agencies, disability organizations, and other stakeholders to develop comprehensive DiDRR strategies.

- Enhancing accessibility in all areas, including infrastructure, transportation, and digital platforms.

- Promoting employment opportunities and vocational training to enhance the economic participation of PWDs.

- Expanding inclusive education opportunities and improving support services for children and adults with disabilities.

- Integrating disability-inclusive measures in disaster preparedness and response plans.

Section 3 : How to use The Accessible Handbook

This document comes in multiple versions: an online version with audio narration, a video with sign language interpretation, and a Braille edition with raised letters.

Create diverse versions: Provide the document in various formats, including text-based version, sign language version for the deaf, Braille version for the blind, and an audio version for visually impaired individuals.

Use plain language: Avoid using complex and technical language, instead, use clear and easy-to-understand language for all audiences.

Optimize the design: Ensure that the document is visually appealing, easy to read, and user-friendly. Use appropriate font sizes and include clear illustrations.

Promote the information: Use effective media and communication channels such as websites, social media, emails, flyers, posters, and workshops to promote the document.

Collaborate with organizations and communities: Partner with relevant organizations and communities to share the document and ensure it reaches the intended target groups.

Online storage: Upload the document to relevant websites and online forums to make it easily accessible and searchable.

Create interaction: Organize seminars, forums, or discussion groups to engage with the audience and gather feedback.

Seek feedback: Always listen to feedback and opinions from users to improve the document and better meet the needs of the target audience.

To provide additional feedback on the DiDRR Handbook, please contact:

Section 4 : PROGRAM 3-5 DAYS TRAINING COURSE

Times	Activities	
Day 1 General information on DiDRR	1. Introduction to the training program and its objectives	
	2. Basic Concepts of DiDRR	Present an overview of the basic concepts and significance of DiDRR
	3. The importance of involving PWDs in DiDRR	Discuss the importance of involving persons with disabilities in DiDRR and emphasize the role of creating inclusive environments for their active participation.
	4. Hands-on Activities and Group Exercises	Organize practical exercises and group activities to enhance participants' understanding of DiDRR concepts and its significance.
	5. Real-life challenges in DiDRR implementation	Present real-life challenges that participants may encounter during DiDRR implementation and discuss potential solutions.
Day 2 General information on DiDRR (continuous)	Practical Application of DiDRR Strategies 1. Understanding Local Hazards and Risks	Present information on the specific hazards and risks that the local community faces. Discuss the potential impact of these hazards on different groups, including persons with disabilities.
	2. Practical Exercises: Vulnerability Assesment	Divide participants into groups and conduct a vulnerability assessment exercise. Each group will assess the vulnerability of specific community members, including persons with disabilities, to the identified hazards.
	3. Developing Inclusive Disaster Preparedness Plans	Provide guidance on developing inclusive disaster preparedness plans that address the needs of all community members, including PWDs.
	4. Inclusive Community Mapping	Introduce the concept of inclusive community mapping and its role in DiDRR. Participants will learn how to identify potential hazards and vulnerabilities within their communities.
	5. Group Activity: Inclusive Disaster Preparedness Plans	Participants will work in groups to create their own inclusive disaster preparedness plans based on the local hazards and vulnerabilities identified earlier.

| Times	Activities	
Day 3 Field trip	1. Focuses on the practical application of DiDRR strategies, allowing participants to gain hands-on experience and insights into creating inclusive disaster preparedness plans	
	2. Field activity: Community Mapping Exercise	Participants will break into groups and conduct a pratical community mapping exercise in the nearby community. They will identify potential hazards, accessible routes, and resources available for disaster response.
Day 4 Gather data to make detail plan	1. Creating Inclusive Evacuation Plans	Trainers will guide participants on developing inclusive evacuation plans that consider the needs of PWDs and other vulnerable groups.
	2. Group Work: Inclusive Evacuation Plan Development	Participants will work in groups to develop inclusive evacuation plans for specific scenearios, considering the diverse needs of community members
Day 5 Pitch the proposal - Closing ceremony	1. Presentation and Feedback	Each group will present their evacuation plans, followed by feedback and suggestions from the facilitators and other participants.
	2. Closing Ceremony	Conclude the training with a closing ceremony, expressing gratitude to the participants and providing them with certificates of completion.

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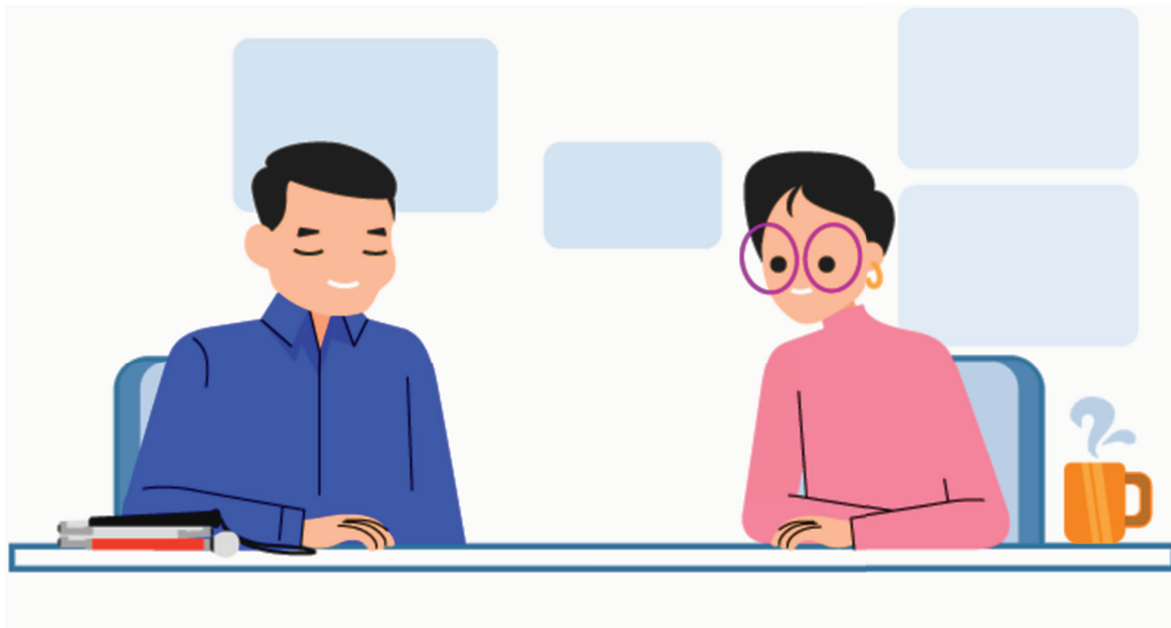
Characters Monthian (left) and Keiko (right) from the DiDRR E-Learning Tool

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

Viet Nam

Disability-Inclusive Disaster Risk Reduction (DiDRR) Handbook

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