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INTERNATIONAL WEBINAR ON DISABILITY INCULSIVE DISASTER RISK REDUCTION IN EDUCATIONS SECTOR

October 13, 2021

Zone4solutions



ACKNOWLEDGEMENT

There is an increasing awareness of the need for disability-inclusive development worldwide. The Sendai Framework also promotes the empowerment of persons with disabilities (PWDs) through universally accessible responses, recovery, rehabilitation, and reconstruction. Disability, however, is not simply a result of birth, but also of unfortunate incidents associated with various natural and man-made disasters. Disabled people are disproportionately affected by disasters. In addition to creating impairment, disasters also exaggerate the discrimination faced by disabled people, affecting the factors that determine their health and creating conditions for deterioration of overall health and wellness.

In this event, we have tried to highlight the needs of the differently-abled children and the institutional frameworks to support the Disability-centred DRR action. We have speakers from around the globe to discuss these issues. At the outset, we would like to express our sincere thanks to the honourable Chief guests and speakers, **Maj Gen Manoj Kumar Bindal**, *ED, NIDM*, **Ms. Seema Tuli**, *Principal Amar Jyoti School for Inclusive Education*, **Mr. Mohammad Haidari**, *EX Deputy Minister (DM) Afghanistan*, **Mr. Awadhesh Kumar**, *Ass. Professor, Dept. of Civil Engineering, Invertis University* for sharing their experience and knowledge with the audience.

It gives me immense pleasure in acknowledging the cooperation and I extend my gratitude to Ms. Tanushree Verma, Head (Training and Research), Zone4solutions who immensely moderated the webinar and supporting staff of Zone4solutions as without them it would not have been possible to organize the webinar.



Nakul Kumar Tarun

Director, Zone4solutions

ACRONYMS

AICTE All India Council for Technical Education

CRPD Convention on the Rights of Persons with Disabilities

DiDRR Disability Inclusive Disaster Risk Reduction

DM Disaster Management

DRR Disaster Risk Reduction

EWS Early Warning Systems

PwD People with Disabilities

SFDRR Sendai Framework for Disaster Risk Reduction

UN United Nations

UN DESA United Nations Department of Economic and Social

UNESCO United Nations Educational, Scientific and Cultural Organization

UNSDRR United Nations Office for Disaster Risk Reduction

CONTENTS

1. INTRODUCTION	1
Disability Inclusiveness and DRR.....	1
DiDRR in Education Sector.....	3
2. WEBINAR SUMMARY	5
2.1. Rationale of the Session	5
2.1.1. Session Objectives.....	5
2.1.2. Methods and Tools	5
2.2. Session Proceedings	6
2.2.1. Welcome Address: Mr. Nakul Kumar Tarun, Director, Zone4solution	6
2.2.2. Keynote address: Major General M.K. Bindal, Executive Director, NIDM.....	6
2.2.3. Webinar Sessions	8
Session 1: How to make educational institute disabled friendly with Disaster Management Plan ...	8
Session 2: Disability and Disaster management in Afghanistan	10
Session 3: Disability inclusive DRR in Education sector-Civil Engineering aspect.....	11
Question and Answer Session	12
Concludng Remarks	12
2.3. Key Highlights	13
DRR in Schools for children with disability	13
DRR For Disability.....	13
2.4. Thoughts on Future Steps	14
ANNEXURE	15
Programme Flyer.....	15
Programme Agenda.....	16
REFERENCES	17

TABLE OF FIGURES

FIGURES

Figure 1: Welcome Address by Mr. Tarun.....	6
Figure 2: Mr. Bindal addressing the audience	8
Figure 3: Ms. Tuli addressing the audience	9
Figure 4: Mr. Kumar addressing the audience	12
Figure 5: Ms. Verma Highlighting the Key Notes of the Webinar	13

TABLE

Table 1: Salient Feature of International and National Policies	2
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1.INTRODUCTION

Disasters and emergencies always have huge impact on human, infrastructure, and livelihood. Though this 'impact' is determined by the nature, frequency of the hazards and the human influenced factors categorized as vulnerabilities. Different population may expose to similar disaster or climate risks; however, their actual vulnerability depends on their socio-economic conditions, empowerment, access to resources, etc. Through inclusive DRR programmes and policies incorporated in the development plans can reduce the risks and make community disaster resilient. Nevertheless, PwD are often overlooked throughout the DM cycle especially during mitigation, response, and relief. This challenges the capacities of the PwD to take actions during and post disasters, exaggerating their conditions, increasing their risk, and impacting the recovery process. Barriers like inaccessibility to EWS, lack of disability-inclusive infrastructure, exclusion from community-level disaster preparedness. The environment has a significant influence on a person's disability experience and severity. Inaccessible environment creates barriers for the disability to participate or act. Not only this but the negative attitude and behaviour towards people with disability have adverse effect on the PwD especially children leading to low self esteem and less participation in the activities.

DISABILITY INCLUSIVENESS AND DRR

The literature of Disaster states that people's levels of vulnerability to hazards vary greatly which partly affect their involvement in DRR. One of the influencing elements is 'social vulnerability,' which is linked to socio-economic traits such as class, age, race, gender, source of income, and disability overlaps with all of these. Therefore, inclusiveness in DRR programme should comprises of empowerment and involvement of each marginalized section of the society including PwD. However, the challenge for DiDRR is the deep-rooted perception of disability and its influence on the DRR policies and implementation. As a result, persons with disabilities are frequently rendered invisible, and their needs are typically disregarded in DRR strategies. Normally, DRR programmes are intended for persons who can walk, run, see, hear, talk, comprehend, and respond to instructions and alarms fast. The needs of people who are deaf or have vision impairments, may not hear, or see oral evacuation instructions or emergency lights reportedly overlooked, leaving people with disabilities vulnerable to disaster effects. A challenge towards disability-inclusive DRR stems from people's perception of disability, its definition, and the implementation of policies and schemes associated with it. Disability is often associated with terms "vulnerable groups" or "special needs which makes us presume that PwDs are the ones who are less able or not capable of contributing.

Inclusion and accessibility, it is commonly believed, are only important to a tiny fraction of the population and so are not cost effective. Setting aside the fact that people with disabilities do not make up a small fraction but a significant fraction of the population, accessible and disability-inclusive techniques assist many people. In a crisis or emergency, the elderly are one of the most vulnerable populations. Aging and disability are related, and many people have debilitating problems as they get older, such as reduced mobility, low eyesight, and hearing loss. In disaster planning, evacuation, relief, and recovery, they will greatly benefit from physical and communication accessibility. Similarly, making information available in formats other than text,

such as graphical and oral formats, can help those with limited or no literacy, as well as children, gain access to critical information. There are numerous national and international forums which discuss and pave ways for disability centric DRR approach for key sectors, few are mentioned in table 1.

Table 1: Salient Feature of International and National Policies

Policy	Salient Feature
National	
India, People with Disability (Equal Opportunities, protection of Rights and Full Participation) Act, 1995	<p>Chapter V: Education: Appropriate Governments and local authorities shall ensure that every child with disability has access to free education.</p> <p>Chapter VI: Employment: Appropriate Governments shall identify posts in the establishments which can be reserved for Persons with Disabilities.</p> <p>Chapter VII: Affirmative Action ...: make schemes to provide assistive devices.</p>
National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999	Provide provisions for legal guardianship of the four categories and creation of enabling environment for as much independent living as possible.
India, National Policy for Persons with Disability, 2006	<p>Prevention of Disability</p> <p>Train personnel to meet needs.</p> <p>Emphasis on education and training.</p> <p>Increased employment opportunities.</p> <p>Focusing on gender equality.</p> <p>Improving access to public services.</p>
New Education Policy (Nep) 2020	<p>Barrier-free access to education for all children with disability.</p> <p>Imparting knowledge and know how to teaching faculties on how to teach children with specific disabilities.</p>
International	
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006	<p>The CRPD, with its eight operating principles, stresses the need of ensuring all disaster and emergency preparedness accessible and inclusive, without which States Parties will be unable to fulfil their CRPD commitments.</p> <p>Article 11: Furthermore, the CRPD emphasises the need of include people with disabilities in emergency and disaster management activities.</p> <p>Article 32: International Cooperation focuses on the need to ensure international cooperation for initiatives, including development programs, are accessible and inclusive of people with disabilities.</p>

<p>Sendai Framework for Disaster Risk Reduction 2015–2030 (SFDRR)</p>	<p>The SFDRR made extensive use of disability-related words and concepts such as accessibility, inclusion, and universal design. These disability-related themes are used in the SFDRR text to refer to the requirements of everyone in an emergency, not only those with disabilities.</p>
<p>Sustainable Development Goals (SDGs)</p>	<p>Disability is referenced in various parts of the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs.</p>

DiDRR IN EDUCATION SECTOR

For children with disabilities in school, access to vital day-to-day resources strongly influences their ability to face a disaster. Making them visible and involving them in decision-making can reduce their vulnerability to emergencies. Typically, DRR initiatives in schools target adults, teachers, school managers or caregivers, not children with disabilities. Information and guidelines such as these, essentially advisory, often take a medical perspective on disability. This approach denies disabled children a "voice" and ignores their perspectives on DRR. As a result, their ability to engage and contribute effectively is limited, leading to a lack of access and uneven opportunity. For four major reasons, it is critical to include children and people with disabilities in school.

- Education is a fundamental driver of personal well-being and welfare.
- Excluding disabled children from school and career opportunities has significant social and economic consequences. Adults with impairments, for example, tend to be poorer than those without disabilities, although education and skill training lessens this link.
- Countries cannot accomplish Education for All or the Millennium Development Goal of universal primary school completion without ensuring that children with disabilities have access to education.
- Countries that have signed the CRPD are unable to carry out their obligations under Article 24.

According to a recent UN report estimate, 75% of disabled children in India never attend an educational institution during their lifetime. Despite the availability of an apparently comprehensive education policy that includes mechanisms to make the Indian school system inclusive, this is the case. The barriers to education for differently abled children can be listed down as follow:

1. Lack of policy, targets, and their implementation: The common policy gaps include a lack of financial and other targeted incentives for children with disabilities to attend school, and a lack of social protection and support services for children with disabilities and their families.
2. Insufficient resources: limited funding to provide services to all students with disabilities
3. Insufficient training and support for teachers: In our country the pre-service training or teaching course does not provide training or resource material for the education of children with special needs. Other supports such as classroom assistants are also lacking.

4. Curriculum and pedagogy: There are lack of teaching and study material for children with disabilities in 'general' schools restricting education for the children with special education needs.
5. Violence, bullying, and abuse: Violence against students with disabilities – by teachers, other staff, and fellow students – is common in educational settings. Students with disabilities often become the targets of violent acts including physical threats and abuse, verbal abuse, and social isolation.

This sense, UNESCO has put forward the following reasons for developing a more inclusive education system:



Because inclusive schools are required for educate all children together, they must establish teaching methods that adapt to individual diversity for the benefit of all students.



Schools that are inclusive can change attitudes towards those who are marginalized. This will help in creating a just society without discrimination.



School systems that teach all children together are likely to be less expensive to maintain and construct than a complicated system of different sorts of schools that specialise in distinct groups of students.

2. WEBINAR SUMMARY

2.1. RATIONALE OF THE SESSION

Persons with Disability are in fact at more risk from suffering the negative impact of disasters and health emergencies. Due to lack of immobility, vision or receiving information beforehand, among many other drawbacks, the disabled population can also be classified as the first victim of Disasters.

According to a survey done by United Nations International Strategy for Disaster Reduction (UNISDR) on issues of exclusion regarding disability and disasters, 72.9% of persons have no personal preparedness plan.¹ This is reflected at the onset of a disaster as it can affect the disabled population directly by deteriorating the health conditions of the groups as seen during the Covid'19 pandemic. In situations of epidemics where for instance, drinking water can become unavailable for weeks, it is high probability for such groups to be left behind or ignored until requirements of other groups are met. In case of rehabilitation, special facilities to meet the needs of especially abled person are often not available leading to the worsening of their situation. The overall and long-term impact on these groups is a reason for traumas and inadequate recognition. Groups additional impaired due to a disaster with irreversible disabilities suffer through elongated trauma and there is rarely any care for those who are mentally traumatized.

In order to make these at-risk groups less vulnerable, it is necessary to mainstream especially abled persons in all government schemes and policies wherever possible and promote disaster management plans inclusive of disabilities with defined SOP's for specially challenged persons. More specifically, in recognizing these groups and organizations representing and working on their welfare at the three tier governance levels of Indian government; Central, State and District. A dual approach is required to strengthen the disability induced disaster response in the country by building the capacity of local and state level actors including health practitioners and grassroot organizations. And on the other hand, facilitating a coordination platform for planning the mitigation, preparedness and response through collective efforts of government representatives, CSR's and foundations.

2.1.1. SESSION OBJECTIVES

The webinar aims to shed light on the inclusive lens to explore pathways and considers, through the voices of eminent speakers across the globe, to understand the complexities of implementing effective disaster risk reduction (DRR) in schools comprising children with disabilities. Besides that, it also identifies obstacles and offers technical recommendations to deal with the same problem. The objectives are mentioned below:

- To share and discuss the lessons learnt from the experiences of zone4soultion with Amar Jyoti School in preparing school DM plan and training differently abled students.
- To understand the priorities for special children during Emergencies
- To highlight the institutional steps taken for DiDRR.
- To promote holistic approach for Disability inclusive DRR, especially in education sector.

2.1.2. METHODS AND TOOLS

¹ <https://nidm.gov.in/pdf/guidelines/new/didrr.pdf>

Platform: Zoom

You tube: <https://youtu.be/iDbRIe1OIX0>

2.2. SESSION PROCEEDINGS

2.2.1. WELCOME ADDRESS: MR. NAKUL KUMAR TARUN, DIRECTOR, ZONE4SOULTION

Mr. Nakul Kumar Tarun, Zone4soulution, welcomed all the participants, international delegates, and the dignitaries. He set the session in motion by explaining the need of disability-inclusive DRR in India. He emphasised on the involvement of all the stakeholders and highlighted the development of techniques to empower the PwD as well as inclusion of them in DRR.

Inclusiveness is the fundamental of Leadership.

-Mr. Nakul Kumar Tarun
Director, Zone4soulution

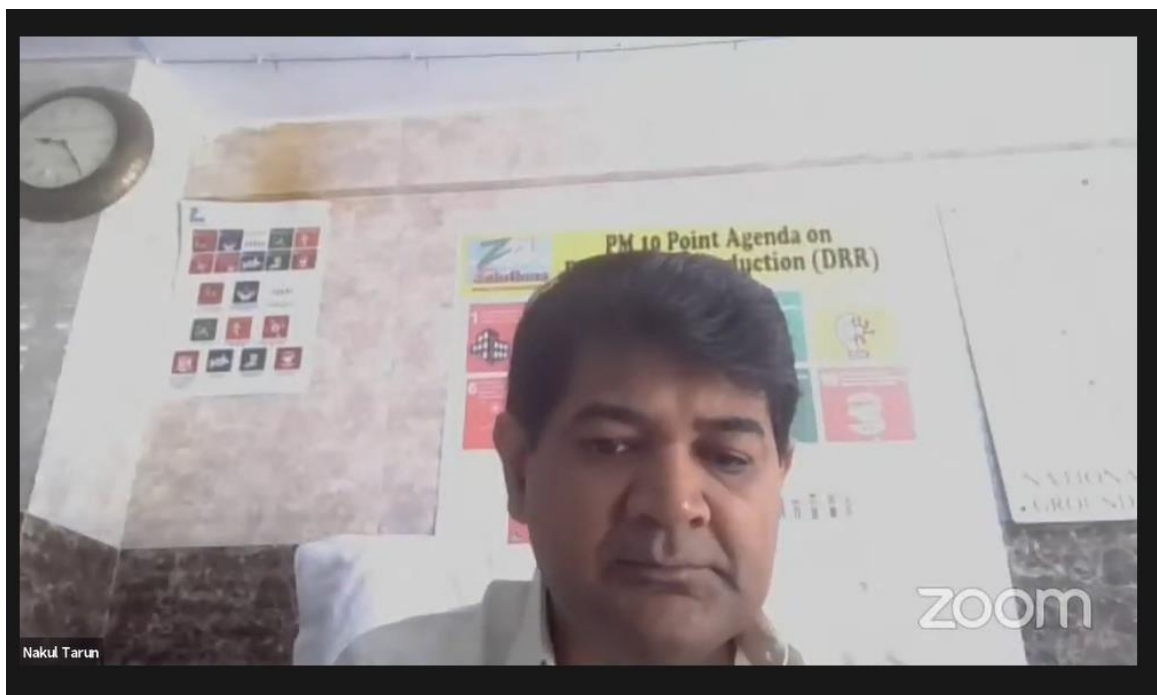


Figure 1: Welcome Address by Mr. Tarun

2.2.2. KEYNOTE ADDRESS: MAJOR GENERAL M.K. BINDAL, EXECUTIVE DIRECTOR, NIDM

KEY TAKEAWAYS

- Mr. Bindal firstly compliments the organization about the theme.
- DiDRR is essential in the education sector as more than 30% of the Indian population is in the education sector as students, professionals in schools, universities and by targeting them, we are covering 1/3rd of the Indian population.
- It is important to highlight such a theme because often children with disabilities, their concerns, capacities, and skills are overlooked while framing mitigation, relief operations, and

DRR planning. He highlighted the results of the UN DESA survey on Persons with Disabilities (2013) stating that millions of the disabled population suffer disproportionately during emergencies just because their needs are ignored making them dependent on their loved ones for protection and survival. He also reveals that 17% of the respondents were aware of the DM plan and 14% said they have been consulted for the DM plan whereas more than 50% of the respondents have expressed the desire to participate in CBDRR programs. Therefore, there is an urgent need for a community-based PwD approach to emergency preparedness and response.

- The PwD, due to pre-existing vulnerabilities and the stereotypes actuated to them make them more vulnerable during and post-disaster. Therefore, it is essential to understand and consider the needs of PwD post disasters. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Article 11, Situations of risk and humanitarian emergencies, provide obligations to the state to ensure the safety of PwD during disasters and emergencies. He also highlighted that the topic of PwD in DRR is further strengthened in international and national frameworks and practices such as SFDRR (2015).
- He emphasized the importance of school safety and DRR in the education sector. He mentioned the UNISDR, Comprehensive School Safety (2017), and explained the 3 school safety pillars i.e., Safe learning facilities, school DM, and DRR in education through child-centered and child participatory efforts in recognizing the child rights to safety and protection.
- He introduced the guidelines and other efforts of NIDM, India advising and laying down the policies and frameworks that need to be followed for dealing with people with disabilities during disasters and how to prepare for the same.
- Mr. Bindal highlighted the challenges and gaps that decision-makers and organizations face while dealing with PwD. Such as a database of PwD in a particular region, lack of post-disaster psycho-social rehabilitation, lack of specific standards for DiDRR, the limited institutional system for DiDRR. Social stigma related to PwD, inaccessibility to resources policies, programmes for awareness and sensitization on these issues, etc which aggravate the vulnerabilities during the disaster
- He also shed light on the number of national policies and initiatives acknowledging the rights and entitlements of the PwD as equal citizens in-country and enhancing the awareness of issues related to PwD such as:
 - The National Disaster Management Act, 2005 provided persons with disabilities equal protection and safety in situations of risk, armed conflict, humanitarian emergencies, and natural disasters. It also ensures that the authorities conduct construction activities in accordance with the accessibility requirements of persons with disabilities.
 - The national policy for persons with disabilities, 2006 provides PwD an opportunity for protection of their rights and full participation in society.
 - PM Mann ki Baat (2015), where he coined 'Divyangjan' to replace titles like viklang. Additionally, the union government launched the 'accessible India Campaign' (2015) with the objective of making it convenient for the PwD to access the administrative buildings, public transport. This initiative was aligned with article 9 of UNCRPD and PwD Act, 1995.
 - Rights of Persons with Disability Act, 2016 forming an overarching of activities to support PwD initiatives in India. Additionally, The Rights of Persons with Disabilities

Rules were launched in 2017 and established no discrimination on the ground of disability. It set rules for accessibility, vacancies for Persons with Benchmark Disabilities, education, communication, and public utilities, etc.

- NDMA provided guidelines (DiDRR) in September (2019)
- Lastly, Mr. Bindal acknowledged that there is a need to address the DRR challenges that the person with disability faces and should be considered in a much larger way to acknowledge the contributions done by many local organizations and stakeholders. The webinar organized by Zone4solution will pave the way for addressing the gaps related to DiDRR.

Among all marginalized groups, people with disabilities are first to be forgotten and last to be remembered in a disaster.

-Major General M.K. Bindal
Executive Director, NIDM



Figure 2: Mr. Bindal addressing the audience

2.2.3. WEBINAR SESSIONS

Session 1: HOW TO MAKE EDUCATIONAL INSTITUTE DISABLED FRIENDLY WITH DISASTER MANAGEMENT PLAN

PRESENTER: MS. SEEMA TULI

Principal Amar Jyoti School for Inclusive Education

KEY TAKEAWAYS

- She introduced the mission and the initiatives of Amar Jyoti School: it is the responsibility of the school to ensure the child with or without disability is safe in the school environment.
- Ms. Tuli shared her experiences, initiating with the accessible school infrastructure for the students such as tactile paving for visually impaired students, ramps for physically disabled students.
- The school prepared a DM plan in association with Zone4solution. To address issues such as alarming children with hearing impairment, the school has installed flashlights to alert the students about the emergency. Similarly, to address the issues with children with multiple disabilities, the classes of those have been shifted to the ground floor of the school to make the evacuation process easier. Additionally, the developed evacuation routes have been displaced all around the school and for visually impaired students it has been developed in Braille.
- She highlighted the fact that it is essential to train the students, staff, and the stakeholders to make them resilient and thanked zone4solution for organizing regular mock drills and training for teachers, staff, and students on the school campus. And thus, an initiative was launched in school, opting for Indian sign language as a third language, and the training in sign language has been provided regularly to teachers and students in school.
- School also organizes regular workshops on disaster response for parents and guardians.

Children with special needs should be provided with opportunities and guidance in an integrated manner through skill training and enhanced accessibility to systems and environments.

-Ms. Seema Tuli
Amar Jyoti School for Inclusive Education



Figure 3: Ms. Tuli addressing the audience

Session 2: DISABILITY AND DISASTER MANAGEMENT IN AFGHANISTAN**PRESENTER: MR. MOHAMMAD HAIDARI***EX Deputy Minister (DM) Afghanistan***KEY TAKEAWAYS**

- Mr. Haidari provide a short overview of the data related to PwD population in Afghanistan (The National Statistics and Information Authority) before Taliban's takeover of the country. According to the data provided PwD population accounts for 3.1 % of the Afghanistan population (male-3.5%, female-2.7%) in 2019-2020. The data is as follows:
 - Prevalence of several disability in above 18 and adult - 13.9%
 - Prevalence of moderate disability in children to 7 years – 7.1 %
- He stated that the PwD are more vulnerable to the external traits because of the social vulnerabilities, social security, stigma, and discrimination, lack of implementation of national anti-disability policies.
- He mentioned that approximately 50000 children with disability are out of the school in the country. 80% of the children with disabilities above 6 years have no access to secondary education. Only 10 % of boys and 2% of girls with disability were able to complete their education. Children with multiple disabilities rarely get an opportunity to complete their education with distance learning.
- About 50-55% of the PwD have access to health care services. The access to the services for women is very low.
- He highlighted the initiative done by State Ministry for Martyrs and Disabled Affairs association with line departments. It was noticed that most of the disability is in the field of mining of explosion. He was also acknowledged the pertaining gaps such as lack of awareness among stakeholders and community, low budget for the initiatives and inclusion of PwD in formulating strategies worked as the barriers. However, the initiative concluded with 3 pillar strategies:
 - Inclusion of Disability in key sectors, especially in educational policies and practices. Access to livelihood and social protection, health, quality and sustainable rehabilitation, access to humanitarian aid, infrastructure, information, and broadcast.
 - Improvement in social inclusion of PwD, awareness, human rights, combating social stigma, political engagement, access to sports and public lives, with a special focus on women.
 - Support and corporation for advocacy and governance.

Humanitarian crisis and conflict has impacted a lot to children as they are more exposed and have lower access to the system and coordination are essentially required to mainstream special children.

- Mr. Mohammad Haidari

EX Deputy Minister (DM) Afghanistan

SESSION 3: DISABILITY INCLUSIVE DRR IN EDUCATION SECTOR-CIVIL ENGINEERING ASPECT**PRESENTER: MR. AWADHESH KUMAR***Assistant Professor, Deptt. of Civil Engineering, Invertis University, U.P, India***KEY TAKEAWAYS**

- Mr. Kumar initiated the session with the basic knowledge of Disability defined as an umbrella term covering all the impairments, activity limitations, participation restrictions and can be physical, cognitive, mental, sensory, emotional, developmental.
- He introduced the PwD term, referring to PwD (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 meaning a person suffering from not less than 40% of any disability as certified by a medical authority.
- He highlighted the fact that the mortality rate of PwD is two times higher than the general population in disasters. Mr. Kumar shed lights on the impact of Disasters on PwDs and emphasized on urgency of the DRR action concerning this issue as PwDs are the most vulnerable among the vulnerability categories.
- He also briefly discussed the international framework SFDRR and SDGs, its principle of LEAVE NO ONE BEHIND.
- Additionally, mentioned the statistics of PwD population in India (Census of India, 2011). In India out of the 121 Cr population, 2.68 Cr persons are 'disabled' which accounts for 2.21% of the total population out of which 2.24% resides in rural areas whereas 2.17% live in urban India. Also, 55.9% of the 2.21% are male and female accounts for 44.1%.
- Mr. Kumar highlighted that the topic i.e., disability friendly infrastructure in schools and colleges is not a new subject of discussion. India has many disability-inclusion guidelines and sections, however, challenges allies with the implementation of the such practices.
- The session provided information about DM Act, 2005 and the National Disaster Management guidelines on DiDRR (2019), module on Psychosocial care in DM. Furthermore, it introduced the AICTE initiative to create awareness in higher education system and to provide guidance and counselling to differently abled persons.
- The session furthermore focused on the architectural barriers and the differently abled persons need for special infrastructural arrangements for mobility and independent functioning. The institutes should provide ramps, rails, special toilets to suit the PwD needs. He mentioned minimum access provisions required in various types of building such as single dwelling units, shophouses and single-storey shops, places of worship, food centres, community centres, village halls, theatres, cinemas, residential units.
- Mr. Kumar also highlighted the non-gendered reconstruction process where the problems associated with women are neglected.
- Mr. Kumar claimed that the innovation is the key. He used an example of former President Dr. A.P.J. Abdul Kalam, where in his guidance light weighted callipers were designed.
- Lastly, he urged all to come together and emphasized on Divyang Leadership.

We as professionals need to come together and serve the society which includes PwDs and come up with a solution as some disabilities are invisible. This is the need of hour.

-Mr. Awadhesh Kumar,

Assistant Professor, Deptt. of Civil Engineering, Invertis University, U.P, India

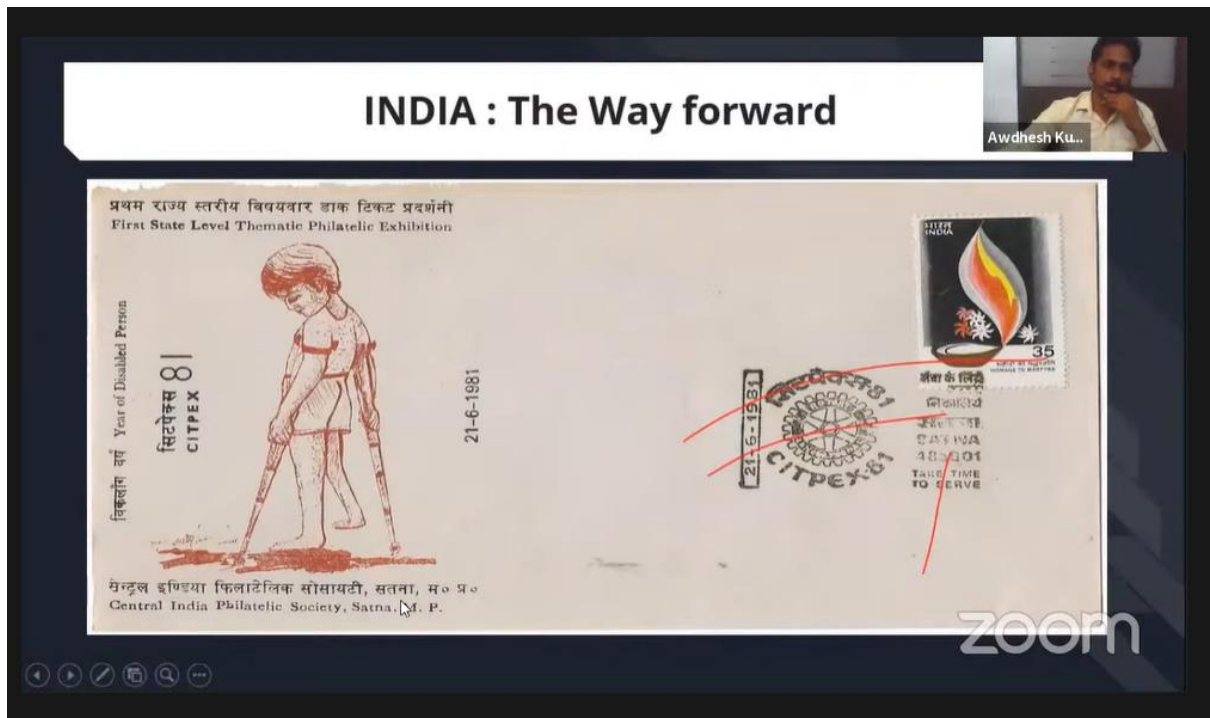


Figure 4: Mr. Kumar addressing the audience

QUESTION AND ANSWER SESSION

A question regarding the conditions of the safety tips, equipment, and mechanism in Delhi schools. It was stated that the school preparedness for emergencies such as fire is very poor. What could be done in this regarding.

To answer the question, Mr. Tarun said that safety and security is the least priority for people and we understand the importance of such priorities amidst emergencies. There is a need of ground level awareness and training campaigns are essential to address the issues related to every section of society and build capacities of all, and this is what Zone4soulution is trying their bit best to do.

CONCLUINDG REMARKS

While sharing the key highlights of the webinar Ms. Tanushree Verma, the Moderator of the programme thanked the gests, the audience for participating and listening to the speakers. She emphasized that it is us who have made PwDs marginalized, thus we should provide with the opportunities and environment where we can mainstream them with their own capabilities. She added that platforms like the webinars organized by zone4soutlins are addressing the major issues related to disaster management and climate change and paving the way forward as it is providing us with immense knowledge on selective just essential topics.

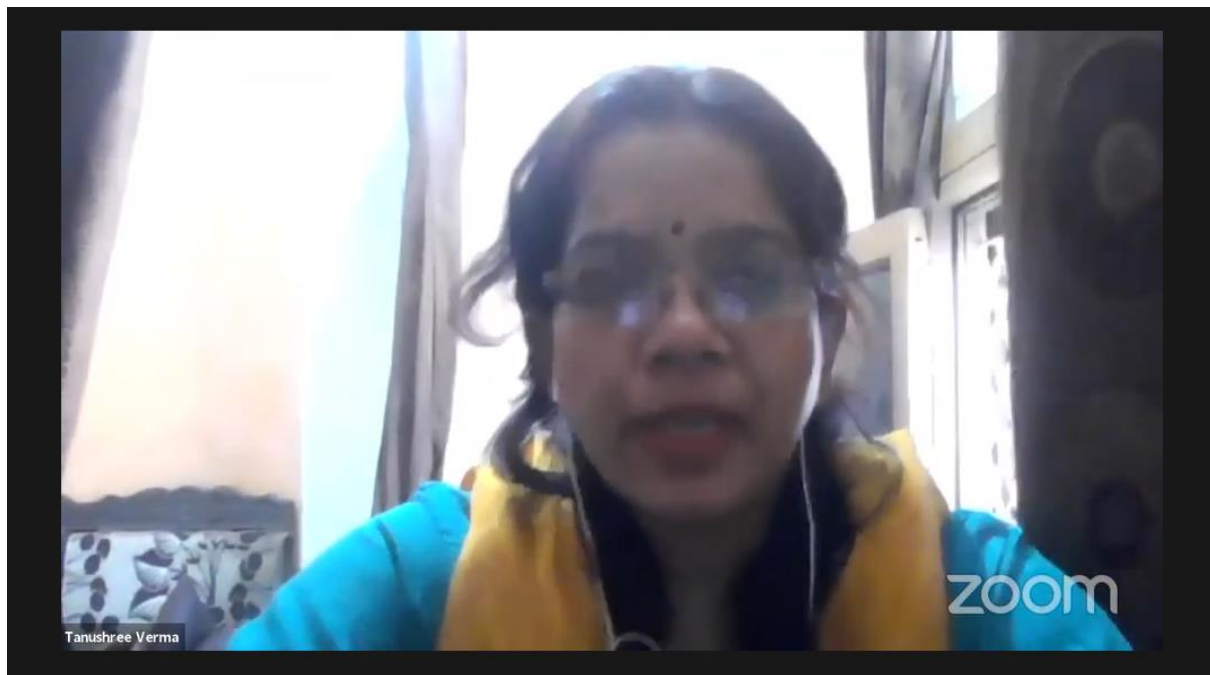


Figure 5: Ms. Verma Highlighting the Key Notes of the Webinar

VOTE OF THANKS

Mr. Nakul Kumar Tarun, Director, Zone4solutions, extended his gratitude to the organizers, guests, and audience for their valuable contribution which a key note that Right to Education means right to education with safety and security. As a disaster professional we need to see every aspect of rights, policies and schemes with the risk and safety lens to reduce the vulnerability especially those who are marginalized and are vulnerable by providing an accessible, resilient environment for them.

2.3. KEY HIGHLIGHTS

DRR IN SCHOOLS FOR CHILDREN WITH DISABILITY

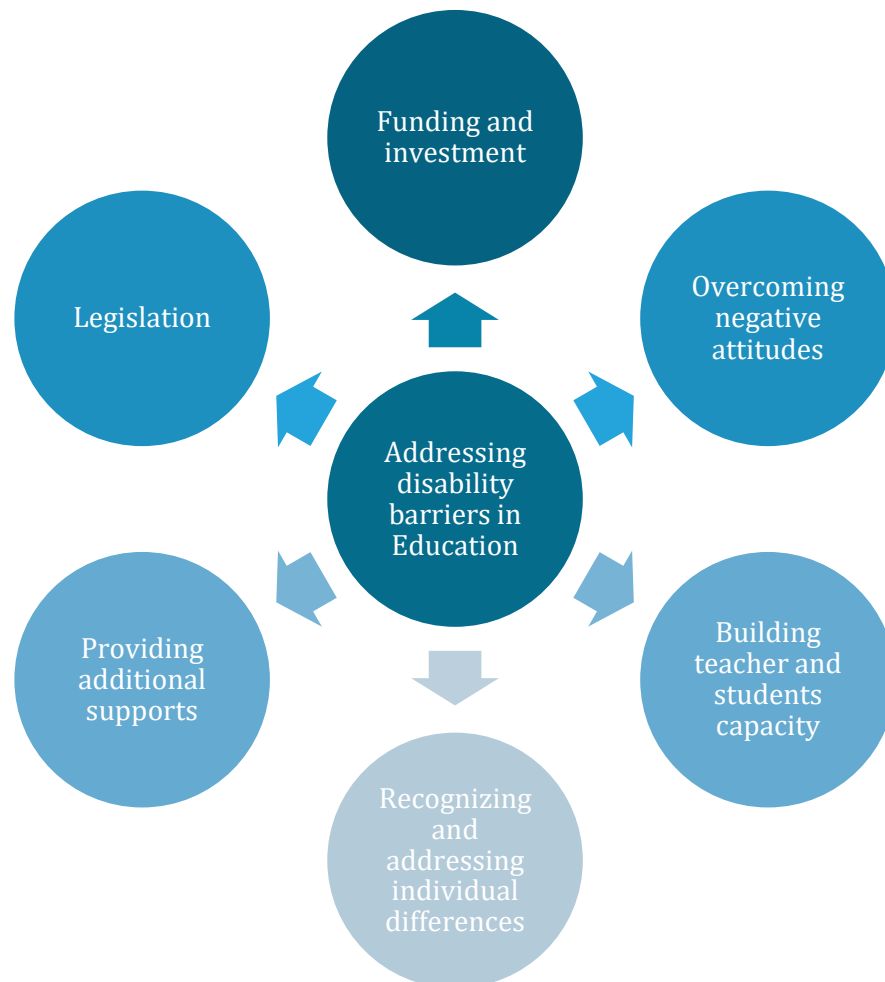
1. Incorporate continuous access and safety for parents and persons with disabilities who visit or work in schools into the design and construction of school facilities.
2. Include disabled children in DRR planning and programmes. Include a shift in mindset toward children with disabilities as active participants in DRR, and employ participatory approaches/tools that engage, give voice to children's empowerment, and improve DRR that represents their needs.
3. Create a platform and a network of collaborators, including the school, stakeholders, and government policymakers who are responsible for coordinating DRR efforts. Warning signs for possible risks, defensive actions, arranging evacuation routes and meeting sites, identifying cars and shelters, and preparing an emergency kit and resources to deal with the interruption of everyday life are all examples of such activities.

DRR FOR DISABILITY

1. Formulate policies and improve data/information: Identify, through surveys, the level and nature of need, so that the correct support and accommodations can be introduced.

2. Disability centred strategies: Participation id differently abled population in creating DRR policies.
3. Provide special care, wherever necessary: Increased investment in disability appropriate infrastructure
4. Social Support: Involve the broader community in activities related to disabilities capacity building. This is likely to be more successful than policy decisions handed down from above.

2.4. THOUGHTS ON FUTURE STEPS






ANNEXURE


PROGRAMME FLYER

International Webinar for


Disability Inclusive Disaster Risk Reduction in Education Sector




Chief Guest
Mr. Rajender Singh
Member NDMA



Keynote Speaker
Maj Gen Manoj Kr. Bindal
ED, NIDM




Afghan Delegates
Mohammad Haidari
EX Deputy Minister Afghanistan




Convenor
Mr. Nakul Kumar Tarun
Director, Zone4solution




UK Delegates
Mr. Nikos Papachristodoulou
Inclusive Growth Expert, London




Domain Expert
Mr. Ashish Kr. Panda
Central Secretariate
Services, Gol



Educational Expert
Ms Seema Tuli
Amar Jyoti School
for Inclusive Education



National Coordinator
Er Awadhesh Kumar
Invertis University



Moderator
Ms. Tanushree Verma
Head (Training and
Research), Z4S

DATE
13th OCTOBER 2021

TIME (IST)
9.30 AM - 12.00 NOON

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Programme Benefits:
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PROGRAMME AGENDA



PROGRAMME

International Webinar for Disability - Inclusive Disaster Risk Reduction in
Education SectorDate: 13th October 2021

Time: 09.30 AM -12.00 Noon

Time	Session/Topic	Speaker/ Resource person
10:30-10:35	Welcome Address and Introduction	Mr. Nakul Kumar Tarun, Director, Zone4solutions
10:35- 10:45	Inaugural address	Mr. Rajender Singh, Member NDMA (Chief Guest of the Programme)
10:45-11:00	Keynote address	Maj Gen Manoj Kumar Bindal, ED, NIDM
11:00-11:15	Inclusive Policies for Disability induced Disaster Risk Reduction	Mr. Ashish Kumar Panda, Central Secretariate services, GoI
11:15-11:30	Needs and Priorities of Directorate of Especially Abled Persons	Mr. Er Awadhesh Kumar, Invertis University
11:30-11:45	Priorities for special children during Emergencies	Mr. Nikos papachristodoulou, Inclusive Growth Expert, Londan
11:45-12:00	How to make educational institute disabled friendly with Disaster Management Plan	Ms Seema Tuli, Principal Amar Jyoti school For Inclusive Education
12:00-12:15	Disability and Disaster management in Afghanistan	Mohammad Haidari, EX Deputy Minister (DM) Afghanistan
12:15-12:25	Open house discussion and moderation	To be moderated by Ms. Tanushree Verma, Head (Training and Research), Z4S
12:25-12:30	Summarization and Vote of thanks	Nakul Kr Tarun, Director Z4s

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