International Federation of Red Cross and Red Crescent Societies

**Group 2 – Dignity, Access, Participation and Safety of people with disabilities**

Regional Gender and Diversity Training of Trainers / 5-8th October 2015

**Guidelines for group session**

**Time allocated for session delivery:** 40 minutes

**Materials provided:**

1 x Powerpoint presentation

2 x group activities

1 x Minimum standard commitments to gender and diversity in emergency programming

1 x folder of resources

[Link to the Gender and Diversity for Resilience Resource Library](https://sites.google.com/site/drrtoolsinsoutheastasia/gender-and-diversity/gender-and-diversity-for-resilience-toolkit)

**Optional group activity 1**

Split the participants into groups. Give each group a sector from the [Minimum Standard Commitments to Gender and Diversity in Emergency Programming](https://www.ifrc.org/Global/Photos/Secretariat/201505/Gender%20Diversity%20MSCs%20Emergency%20Programming%20HR3.pdf) (MSCs) e.g. shelter, DRR, health etc.

Ask participants to think about the different risks for people with disabilities in their sector.

Then ask each group to think about what considerations/minimum standards should be upheld. Participants can use the MSC’s as guidance. Ask participants to record these under the headings of ‘**Dignity’, ‘Access’, ‘Participation’ and ‘Safety’** (the DAPS Framework).

Let participants know that they do not only need to use the MSC guidelines that refer specifically to disability. They can adapt standards that do not include disability if they think it is relevant and they can also add other considerations they think should be included.

Ask participants to be specific e.g. if participants write that ‘early warning systems should ensure various methods of communication/information dissemination’ ask them to state what type - (for example in the table below)[[1]](#footnote-1):

|  |  |
| --- | --- |
| **Disability** | **Examples of early warning system methods** |
| Visual impairment | Audio signals/announcements; signs in large letters with contrasting colors |
| Hearing impairment | Visual signaling (e.g. colored flags), photographs, images, flashing lights in a signaling pattern |
| Intellectual disability | Visual signals (colored flags/pre-determined signals); clear and specific announcements from rescuers. System of audio signals |

**Optional group activity 2**

**Disability Quiz[[2]](#footnote-2)**

|  |  |
| --- | --- |
| Around % of the total world's population live with a disability  | 15% |
| The World Bank estimates that % of the world's poorest people have some kind of disability | 20% |
| In countries with life expectancies over 70 years of age, people spend on average % of their life span, living with disabilities | 12% |
|  % of children with disabilities in developing countries do not attend school | 90% |

1. Adapted from Nicaraguan Red Cross, 2012, Inclusion of persons with disabilities in disaster preparedness and risk reduction. [↑](#footnote-ref-1)
2. Taken from IFRC Seven Moves Training. Sources:

WHO Disability and health Fact sheet N°352 Reviewed December 2014, UN Enable Factsheet on Persons with Disabilities http://www.un.org/disabilities/default.asp?id=18

WHO / UN http://www.un.org/disabilities/convention/facts.shtml

United Nations (2007) From Exclusion to Equality: Realizing the rights of persons with disabilities

–Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities and its Optional Protocol. [↑](#footnote-ref-2)