



SEVENTH MEETING OF THE PACIFIC METEOROLOGICAL COUNCIL (PMC-7)

## Agenda 18

# Supporting and Empowering Gender Equality, Disability & Social Inclusion

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## Purpose of the Paper

To encourage the Council to leverage investment, capacity, and efforts for end-to-end, inclusive, accessible, and actionable early warning systems by ALL, including persons with disabilities, women, children, older persons, and other minority groups.

## Objectives

To recommend the Council prioritise inclusive and participatory approaches in the Weather Ready Pacific governance structure and implementation plan, including engagement of relevant partners and civil society organisations to ensure that early warning systems are inclusive, accessible, and actionable by all, particularly at the community level, in line with the underlying principles of the EW4All initiative.

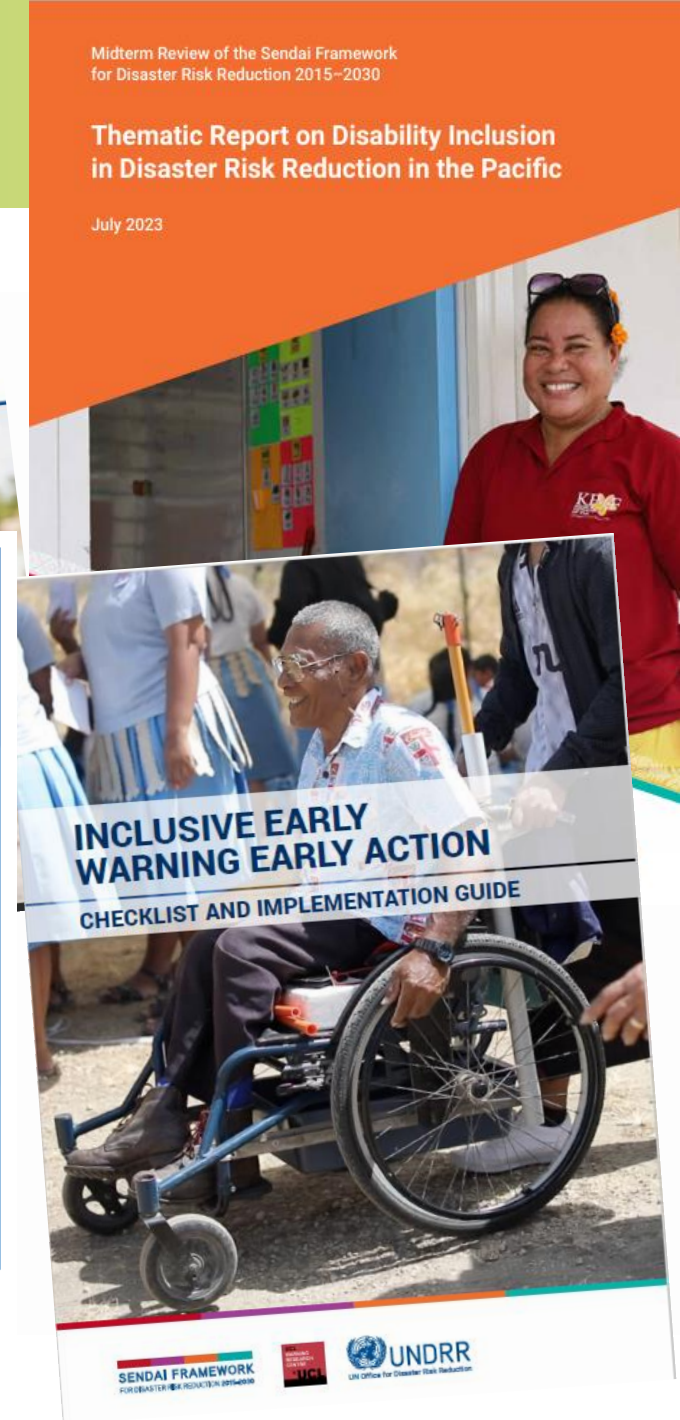
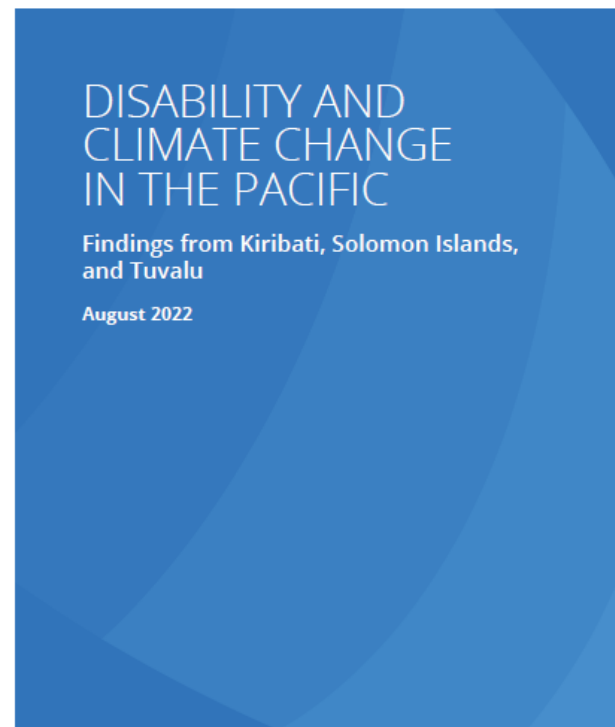






# Background

- Strong evidence base exist for gender and disability inclusive early warning at the regional and national levels in the Pacific.
- Early warning information is not always designed or delivered in a way that reaches individuals with disabilities, and particularly those who are deaf, blind or have vision impairment, or intellectual or psychological disability.
- Need to translate the commitments in policy frameworks into action and allocate dedicated and sustained budget for implementation and monitoring progress.



# Inclusive Early Warning Early Action Resources/ Tools

## Partner Readiness to Engage Assessment Tool

### A. STANDARD SETTING AND LEADERSHIP

#### \*1. Does your organisation have a disability inclusion strategy or policy?

- 0: Not addressed
- 1: Rarely or poorly addressed
- 2: Sometimes or moderately addressed
- 3: Often or well addressed
- 4: Always or very well addressed
- Not applicable or Unknown

#### Notes

#### \*2. Does your organization have a climate change or DRR action plan (or similar) that addresses disability inclusion?

- 0: Not addressed
- 1: Rarely or poorly addressed
- 2: Sometimes or moderately addressed
- 3: Often or well addressed
- 4: Always or very well addressed







# CHECKLIST AND IMPLEMENTATION GUIDE FOR INCLUSIVE EARLY WARNING EARLY ACTION

WARNING ELEMENT

1

## DISASTER RISK KNOWLEDGE

### Hazard identification

Question	Yes	No	Partial	Unknown
Can people identify regular and common hazards in their location?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can people identify unusual and uncommon hazards in their location?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a warning is issued for a specific hazard, do people understand what the hazard is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a warning is issued for a specific hazard, do people understand what the impacts could be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Vulnerabilities and exposures

Question	Yes	No	Partial	Unknown
Have people been able to identify their own vulnerabilities and exposures to hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are vulnerabilities and exposures to hazards identified that can be attributed to people's gender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are vulnerabilities and exposures to hazards identified that can be attributed to people's disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have people been able to express their gender-based unmet needs that create or augment their vulnerabilities and exposures to hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have people been able to express their disability-based unmet needs that create or augment their vulnerabilities and exposures to hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Capacities and abilities

Question	Yes	No	Partial	Unknown
Have people been able to identify their own capacities and abilities for understanding and using disaster risk information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have people's capacities and abilities for accessing and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WARNING ELEMENT

2

## DETECTION, OBSERVATION, MONITORING, ANALYSIS, AND FORECASTING

Detection, monitoring, analysis and forecasting of the hazards and consequences refers to "multi-hazard monitoring and forecasting services with a sound scientific and technological basis". To achieve this goal, scientific and technological approaches should integrate local and traditional knowledge for communities to better understand disaster risk.

As in the "Key concepts and definitions" on page 6 and 7 accompanying this checklist:

- Gender refers to women, girls, men, boys, and all diverse genders, which can vary depending on culture and context.
- Persons with disabilities include those who have long-term physical, mental, intellectual, cognitive, or sensory impairments.

Select one answer for each question.

See the accompanying guidance note to fill in gaps and to continue improving.

Question	Yes	No	Partial	Unknown
Question will appear here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Question will appear here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Detection and monitoring of hazards and consequences

Question	Yes	No	Partial	Unknown
Do people of diverse genders participate in detection and monitoring of hazards and their consequences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do persons with disabilities participate in detection and monitoring of hazards and their consequences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are hazard detection and monitoring systems and techniques suitable for a wide variety of people's communication abilities (for example, people who cannot read, write, see, hear and/or speak)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WARNING ELEMENT

3

## DISSEMINATION AND COMMUNICATION

Warning dissemination and communication is the "communication and dissemination systems (including the development of last-mile connectivity) ensuring people and communities receive warnings in advance of impending hazard events and facilitating national and regional coordination and information exchange". To achieve this goal, communication must be multidirectional, clear, consistent, and ongoing.

As in the "Key concepts and definitions" on page 6 and 7 accompanying this checklist:

- Gender refers to women, girls, men, boys, and all diverse genders, which can vary depending on culture and context.
- Persons with disabilities include those who have long-term physical, mental, intellectual, cognitive, or sensory impairments.

Select one answer for each question.

See the accompanying guidance note to fill in gaps and to continue improving.

Question	Yes	No	Partial	Unknown
Question will appear here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question will appear here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Warning Dissemination

Are organizational roles and responsibilities assigned to ensure dissemination is gender-inclusive?

Are organizational roles and responsibilities assigned to ensure dissemination is disability-inclusive?

Do warning dissemination strategies explain how to include diverse genders?

Do warning dissemination strategies explain how to include persons with disabilities?

Question	Yes	No	Partial	Unknown
Are organizational roles and responsibilities assigned to ensure dissemination is gender-inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are organizational roles and responsibilities assigned to ensure dissemination is disability-inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do warning dissemination strategies explain how to include diverse genders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do warning dissemination strategies explain how to include persons with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WARNING ELEMENT

4

## PREPAREDNESS AND RESPONSE

Preparedness and response capabilities are the "institutions and people enabled to act early and respond to a warning through enhanced risk education". To achieve this goal, ensure that warnings are fully integrated into preparedness and response plans.

As in the "Key concepts and definitions" on page 6 and 7 accompanying this checklist:

- Gender refers to women, girls, men, boys, and all diverse genders, which can vary depending on culture and context.
- Persons with disabilities include those who have long-term physical, mental, intellectual, cognitive, or sensory impairments.

See the accompanying guidance note to fill in gaps and to continue improving.

Question	Yes	No	Partial	Unknown
Question will appear here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Question will appear here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

WARNING ELEMENT

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## GOVERNANCE

As in the "Key concepts and definitions" on page 6 and 7 accompanying this checklist:

- Gender refers to women, girls, men, boys, and all diverse genders, which can vary depending on culture and context.
- Persons with disabilities include those who have long-term physical, mental, intellectual, cognitive, or sensory impairments.

Select one answer for each question.

See the accompanying guidance note to fill in gaps and to continue improving.

Question	Yes	No	Partial	Unknown
Question here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Question here	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Warning Secured as a Long-Term National and Local Priority

Question	Yes	No	Partial	Unknown
Has a framework for analysing the cost and benefit analysis of warning services been established?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are data collected and analysed for the economic benefits of gender-inclusive warnings (such as a cost-benefit analysis of previous warnings during hazard events or disasters, or financial recovery following an event)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are data collected and analysed for the economic benefits of disability-inclusive warnings (such as a cost-benefit analysis of previous warnings during hazard events or disasters, or financial recovery following an event)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the economic benefits of gender-inclusive warnings amplified for government and political leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Yes	No	Partial	Unknown
Question will appear here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question will appear here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Recommendations

The Meeting is invited to:

- **Note** that national governments have a duty to ensure that early warning systems are people centred, end to end to enable early action. Ultimately individual and communities are the end users of early warning systems, they have the capacity to act early if the warnings are timely, accessible and appropriate.
- **Recommend** that NMHS conduct assessment of the early warning services and products using existing tools such as *Partner Readiness Assessment* and *Inclusive Early Warning Early Action Checklist and Guide*. This will ensure the design and delivery of early warning is inclusive, accessible and actionable by ALL.



# Recommendations

The Meeting is invited to:

- **Recommend** that NMHS as well as the regional initiatives such as the Weather Ready Pacific & Early Warning for ALL invest in the capacity building of the NMHS staff, Organization for Persons with Disabilities, Women's Groups and Youth Organizations. This includes joint training, co-design and dissemination of the warning products.
- **Recommend** that NMHS allocate funding and resources in their annual budget for inclusive early warning services and products, including funding for the collection, analysis and use of disaggregated data by age, gender and disability to inform the efficiency of the warning services and products.
- **Recommend** that the PMC Secretariat formalise the working relationship between the Met Community and the Pacific Disability Forum through an MOU.