



# PACIFIC DISASTER READY: DISABILITY INCLUSION TIP SHEETS

Disability-inclusive disaster readiness key learnings

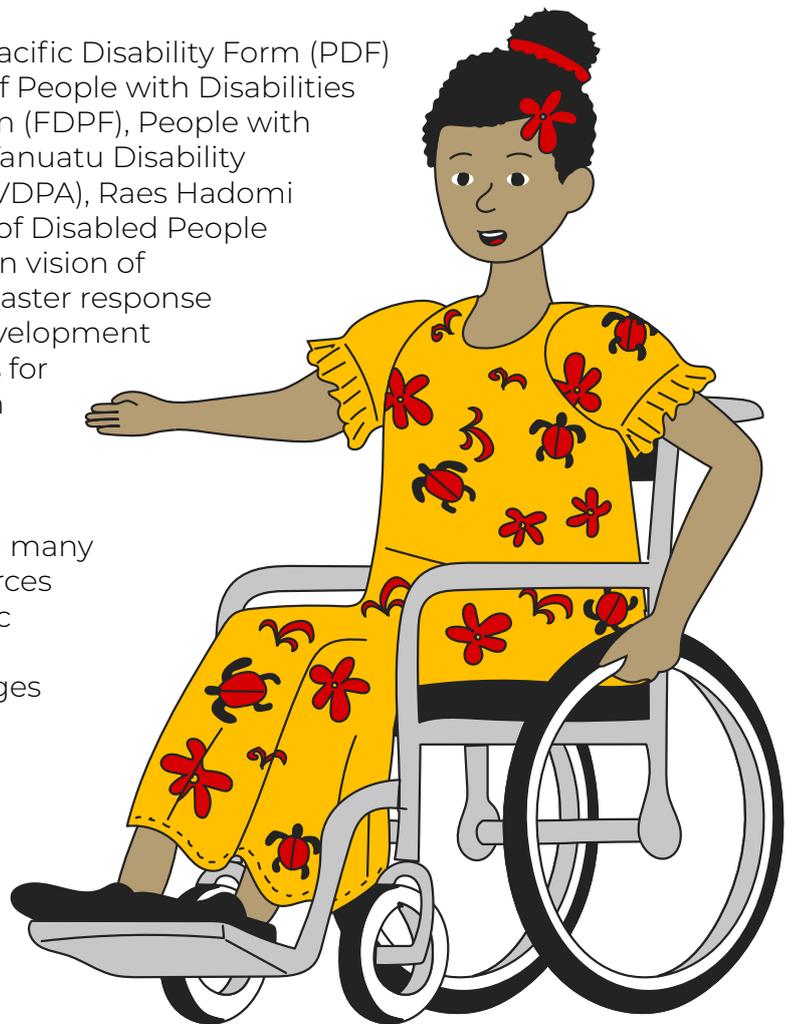


# PACIFIC DISASTER READY: Disability Inclusion Tip Sheets

IN 2018, CBM'S INCLUSION ADVISORY GROUP (IAG) BEGAN WORKING WITH INGO CONSORTIA AND THE DISABILITY MOVEMENT IN THE PACIFIC TO IMPLEMENT A REGIONAL PROJECT UNDER THE AUSTRALIAN HUMANITARIAN PARTNERSHIP DISASTER READY PROGRAM.

Through this, we have supported the Pacific Disability Form (PDF) and five of its member Organisations of People with Disabilities (OPDs): Fiji Disabled Peoples Federation (FDPF), People with Disabilities Solomon Islands (PWDSI), Vanuatu Disability Promotion and Advocacy Association (VDPA), Raes Hadomi Timor Oan (RHTO) and PNG Assembly of Disabled People (PNG ADP) to determine what their own vision of disability-inclusive preparedness for disaster response should look like. This resulted in the development of the Disability-inclusive Preparedness for Response Strategy in the Pacific, which guides the engagement of PDF and its members in all DRR programming.

Throughout the project, IAG uncovered many questions and has created some resources to capture the key learnings. The Pacific Disaster Ready Tip Sheets are a suite of documents and includes key messages and talking points for different sectoral and thematic issues drawing on the learnings from the past four and a half years of the Pacific Disaster Ready project.



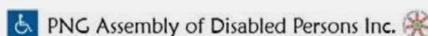
**These resources distil the key principles and messages for disability-inclusive disaster risk reduction on different topics, including:**

- ✓ Community disaster preparedness committees
- ✓ Community mapping and vulnerability and capacity assessments
- ✓ Community preparedness plans
- ✓ Early warning systems
- ✓ Evacuation procedures and simulations
- ✓ Integrating climate change in disaster event planning
- ✓ Post-disaster needs assessments
- ✓ Provision of psychosocial support in disaster events
- ✓ School disaster preparedness and management
- ✓ Shelter and evacuation centre accessibility

**Viewed collectively, the tip sheets share common themes including:**

- ✓ 'Nothing about us without us'
- ✓ The centrality of lived experience of disability
- ✓ The voice of people with disabilities
- ✓ People with disabilities are the experts in disability-inclusive disaster preparedness
- ✓ Including people with disabilities in the planning, development and implementation stages
- ✓ Localisation and working with local communities
- ✓ Awareness raising and capacity building
- ✓ Inclusive and accessible communications and messaging.

These resources were developed for two reasons: to enable OPDs to feel ready and empowered to answer questions, and to deliver a usable and tangible product to mainstream humanitarian disaster risk reduction actors.



## TIP SHEET:

# Community disaster preparedness committees<sup>i</sup>

## DISABILITY INCLUSION KEY MESSAGES

When thinking about community disaster preparedness committees, it is important to remember that people with disabilities are the experts in issues of inclusion and accessibility and should be included as members of committees. Therefore, ensure the following:

- ✓ Have at least one person with a disability on the committee.
- ✓ Plan and include budget allocations for the provision of reasonable accommodations.
- ✓ Raise the disability awareness of other committee members and the broader community to help create a welcoming and inclusive environment.

## WHY INCLUDE PEOPLE WITH DISABILITIES IN COMMUNITY DISASTER PREPAREDNESS COMMITTEES?

- ✓ People with disabilities are experts regarding their needs and inclusion. Their active participation in the committee is key to greater accessibility and including the whole community in disaster preparedness.
- ✓ By participating in the committee, people with disabilities will be better informed about their risks and be able to take practical measures to reduce of risk at the household and community level.

# HOW TO INCLUDE PEOPLE WITH DISABILITIES IN COMMUNITY DISASTER PREPAREDNESS COMMITTEES

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- ✓ Have at least one person with a disability on the committee:
  - This may require working with a local Organisation of People with Disabilities (OPD) or self-help group to identify people with disabilities in the community, engaging with people with disabilities to explain why it is important to have a person with lived of disability on the committee, and building their confidence to take on this role.
  
- ✓ Identify roles and responsibilities for people with disabilities on the committee. This could include:
  - Helping the committee identify people with disabilities.
  - Gathering feedback from people with disabilities for the committee to consider.
  - Disseminating information to people with disabilities living in the community about committee meetings and decisions.
  
- ✓ Plan (and include budget allocations) for reasonable accommodations to facilitate the active participation of committee members with disabilities.
  - Remember that reasonable accommodation is about making adaptations or providing support to a specific person, so what is needed will vary based on individual requirements. Possible reasonable accommodations include providing transport to and from meetings, enabling a support person to attend the meeting with the committee member with a disability, providing sign language interpretation during meetings, etc.
  
- ✓ Create a welcoming environment by raising the awareness with other committee members and the broader community about the importance of having people with a disability on the committee.

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<sup>1</sup> This resource has been developed based on information from the following resources: Handicap International (2014) [Empowerment and participation: Good practices from South & South-East Asia in disability inclusive disaster risk management](#); Islamic Relief Worldwide (2013) [Disability inclusive disaster risk reduction: addressing the need of one tenth population of Bangladesh](#); Oxfam (2017) [Disability Inclusion in Disaster Risk Reduction: Experiences of people with disabilities in Vanuatu during and after Tropical Cyclone Pam and recommendations for humanitarian agencies](#); Oxfam, Disability Inclusion Checklist for CBDRR Programs.

## TIP SHEET:

# Community mapping and vulnerability and capacity assessments<sup>i</sup>

## DISABILITY INCLUSION KEY MESSAGES

When thinking about community mapping and including vulnerability and capacity assessments (VCAs), it is important to remember that people with disabilities are the experts in issues of inclusion and accessibility and should be included as members of committees. Therefore, ensure the following:

- ✓ Plan from the start to include people with disabilities in the mapping/VCA process. Ask local Organisations of People with Disabilities (OPDs) to help and include budget allocations for the provision of reasonable accommodations.
- ✓ Ensure the mapping/VCA process gathers information about the specific needs and barriers faced by people with disabilities in disasters.

## THINGS TO CONSIDER

- ✓ As the aim of the community mapping and vulnerability and capacity assessments is to map specifically vulnerable communities and households, as well as their capacities to deal with a disaster, it is essential that people with disabilities are mapped during these activities.
- ✓ If people with disabilities are not included in community mapping and vulnerability and capacity assessments there is a high risk that they won't be included in all the subsequent steps, and that information on disability will be missing from early warning systems, evacuation plans and training, etc.

- ✓ People with disabilities face multiple barriers to accessing information, services, and support, frequently experience greater levels of isolation and poverty, and are often less able to respond independently in the event of a disaster. Disability therefore strongly influences vulnerability, shaping the ability of a person and household to survive and cope with a disaster.
- ✓ People with disabilities also have capacities (knowledge, skills, and assets) that can be built on and utilised in the event of a disaster. To focus only on vulnerabilities reduces the opportunities for people with disabilities to participate, undermines their autonomy and doesn't capture the overall capacity of the community.

## HOW TO ENSURE COMMUNITY MAPPING AND VULNERABILITY AND CAPACITY ASSESSMENTS ARE DISABILITY INCLUSIVE

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- ✓ An inclusive community mapping and vulnerability and capacity assessment process begins in the planning. Include disability as a consideration during initial discussions with the community on the VCA process and include disability issues in training for volunteers and staff. This will ensure disability has a place on the agenda for later discussions and makes a clear commitment to including people with disabilities.
- ✓ Include local OPDs and self-help groups as stakeholders in the VCA process and ask for their support. They may help inform and encourage participation of people with disabilities as well as provide support and valuable inputs into the data collection process.
- ✓ Allocate budget to cover reasonable accommodations to enable people with disabilities to participate.
- ✓ Use diverse methodologies to collect data (e.g., focus group discussions, individual household surveys) for comprehensive information and to cross-check.
  - Focus groups should be representative: they should include people with different types of impairment (or their representatives) to ensure information provided is related to different types of impairments.
- ✓ Make disability issues visible in reports. Findings related to people with disabilities must be visible throughout the analysis and not just limited to statistics on the numbers of people with disabilities.

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<sup>i</sup> This resource has been developed based on information from the following resources: Handicap International (2009) [Mainstreaming disability into Disaster Risk reduction: A training Manual](#); and Handicap International (2012) [Disability Inclusive Community Based Disaster Risk Management](#).

## TIP SHEET:

# Community preparedness plans<sup>i</sup>

## DISABILITY INCLUSION KEY MESSAGES

**Community disaster preparedness plans must identify and respond to the specific needs of community members with disabilities. Key steps are:**

- Plan and include budget allocations for the provision of reasonable accommodations to enable people with disabilities to actively participate in the preparation, testing, and implementation of the plan.
- Ask people with disabilities to review the draft plan and incorporate their feedback in revisions.
- Disseminate the plan in multiple accessible communication formats.

## THINGS TO DO TO ENSURE COMMUNITY PREPAREDNESS PLANS ARE DISABILITY INCLUSIVE

- Include people with disabilities in the planning, development, and implementation of community preparedness plans.
- Budget or resource to cover any reasonable accommodations needed for people with disabilities to participate in the preparation and implementation of community preparedness plans.
- When assigning roles and responsibilities identify opportunities for people with disabilities to take on positions of responsibility.

- Disability-inclusive community preparedness plans should include (ideally identified through community mapping and vulnerability and capacity assessments):
  - Indications of dwellings where people with disabilities live.
  - Needs of people with disabilities in times of disaster and how to address them.
  - Roles that people with disabilities and/or their caregivers can play during hazards.
  - How to reach out to the dwellings of people with disabilities with early warning and relief equipment needed for rescue.
  - Identification of volunteers to provide early warning or relief materials for people with disabilities.
  - Evacuation plans which consider the needs of people with disabilities.
  - Steps to reunite people with disabilities and their families/caregivers before, during and after the disaster.
  
- Ask people with disabilities and Organisations of People with Disabilities (OPDs) to review the draft plan and to offer feedback and advice on how to make the plans more inclusive.
  
- Make the contents of the plans accessible to all. Examples include:
  - Illustrate evacuation routes on wall murals or place on signposts around the community indicating routes to take.
  - Use leaflets, posters, or street theatre to communicate important messages, and raise awareness of services available.
  - Ensure all communications are in accessible formats, including Braille, sign language, easy to read and visual formats.
  - Put up lists and photos of people who have specific responsibilities in the event of a disaster.
  - Visit the houses of people with disabilities to explain the community disaster preparedness plan.

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<sup>i</sup> This resource has been developed based on information from the following resources: Handicap International (2012) [Disability Inclusive Community Based Disaster Risk Management](#); Liliane Fonds (2016) Disability Inclusive Disaster Risk Management toolkit, Oxfam Disability Inclusion Checklist for CBDRR; [Disability Inclusive Disaster Risk Management toolkit](#).

## TIP SHEET:

# Early warning systems

## DISABILITY INCLUSION KEY MESSAGES

When thinking about early warning systems it is crucial to remember the full diversity of our communities throughout each stage of the early warning and response process:

- ✓ **Receiving the warning:** People with disabilities may not hear or see warnings due to their impairments (e.g., cognitive, vision or deafness). They may also miss out due to isolation, stigma, and discrimination (e.g., if information is not shared with them by other community members, or they do not attend events where warning systems are discussed and planned).
- ✓ **Understanding the warning:** If people with disabilities are excluded from disaster preparedness or planning processes, they may not know what to do even if they do receive the warning information. People with cognitive impairments may not understand warnings that use technical or unclear language. Because of barriers to accessing education, people with disabilities (particularly women and girls with disabilities) may have low levels of literacy and be unable to read.
- ✓ **Taking action to respond to the warning:** People with disabilities may not be able to take action because they may not be able to independently move to reach evacuation centres, there may be no-one to assist them, or the centres may be inaccessible for them. People with disabilities often need more time to take action, so need to receive warnings as early as possible.

## THINGS TO DO TO DESIGN AN INCLUSIVE AND ACCESSIBLE EARLY WARNING SYSTEM

- ✓ **Awareness raising:** Ensure people with disabilities, their families and communities receive information about the possible hazards which might affect them; the importance of evacuating early; what to do if they receive information that a disaster is imminent; the location of evacuation shelters; and their right to an accessible shelter.

- ✓ **Identify people with disabilities:** Draw on local disability rights organisations or disability service providers to help find people with disabilities and elderly people who live in the area. Undertake outreach and provide support like transport or sign language interpretation to ensure they are included in the decision making to develop a community early warning system.
- ✓ **Capacity:** Train National Disaster Management Office (NDMO) and community disaster preparedness representatives on disability inclusion aiming to ensure awareness of the need to implement accessible early warning systems.

## THINGS TO DO TO ENSURE ALL PEOPLE WITH DISABILITIES RECEIVE THE EARLY WARNING

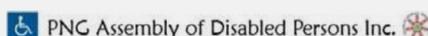
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- ✓ Provide warnings in multiple formats including audible (e.g., sirens and announcements); visual (e.g., flags and flashing lights); written (e.g., SMS/text messages and electronic signs); and pictorial.
  - See the table below to check if your early warning dissemination method is accessible for people with different impairment types.
- ✓ Ensure that the volunteers whose responsibility it is to provide door-to-door warnings understand how to communicate this information in accessible ways to people with disabilities.
- ✓ Information accessibility: Use simple language and clear pictures. Work with sign language interpreters to communicate with deaf people.

## THINGS TO DO TO ENSURE ALL PEOPLE WITH DISABILITIES UNDERSTAND THE EARLY WARNING

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- ✓ **Awareness raising:** Ensure people with disabilities, their families, and communities are aware of the purpose of the early warning system; the warning alerts and what they mean; and what to do if a warning alert is circulated among the community.
- ✓ **Clear information:** Ensure early warning messages use clear and easy-to-understand language to explain:
  - **Timing:** When is the hazard due to strike?
  - **Location:** Which areas are going to be affected?
  - **Scale:** What is the magnitude of the hazard? (e.g., level of water, wind speed, etc.)



- **Impact:** What will be the effect of the hazard on the communities and environment?
- **Probability:** What are the chances of this happening?
- **Response:** What should at-risk populations do to protect themselves?

- ☑ **Simulations:** Implement accessible disaster evacuation simulation exercises to familiarise people with disabilities with the early warnings; the process to evacuate; routes to the evacuation shelter; and the location and layout of their nearby shelters.

## THINGS TO DO TO ENSURE ALL PEOPLE WITH DISABILITIES CAN TAKE ACTION TO RESPOND TO THE EARLY WARNING

- ☑ Identify community members who may require assistance to evacuate. Assign community volunteers with the responsibility to find those people and assist them to evacuate. Train these community volunteers in how to communicate with people with different impairments; safe techniques for how to lift and carry people with physical impairments; and how to guide a person who is blind.

**Table:** Effective information dissemination methods for people with different types of disabilities<sup>i</sup>

| Methods  | Accessible by people with physical disabilities? | Accessible by people with psychosocial disabilities? | Accessible by people with cognitive disabilities? | Accessible by people who are deaf or hard of hearing?   | Accessible by people with vision impairments?                                    |
|--|--|--|---|---|--|
| <b>AUDIO</b><br>(radio, sirens, loudspeaker)                                   | Yes  | Yes  | Yes   | No  | Yes  |
| <b>VISUAL</b><br>(television news announcement, flags)                         | Yes  | Yes  | Yes   | Only with sign interpreter (if applicable), captioning or transcript                          | Only with audio description  |
| <b>WRITTEN</b><br>(signs on community board)<br>(dependent on literacy levels) | Yes  | Yes  | Yes, with simplified messaging and images         | Yes   | Only with large print, Braille translation or electronic copy for screen readers |
| <b>SMS/text messages</b><br>(dependent on literacy levels)                     | Yes, if technology is accessible                 | Yes  | Yes, with clear and simple messaging              | Yes   | Only with screen reading apps or for people with some vision                     |
| <b>DOOR-TO-DOOR outreach</b>   | Yes  | Yes, with preparedness                               | Yes, with clear and simple messaging              | Only if person going door-to-door can communicate with sign language or clear visual messages | Yes  |

<sup>i</sup> This table has been adapted from: Women's Refugee Commission & International Rescue Committee (2015), *Gender-based Violence Disability Toolkit*, Tool #7, <http://wrc.ms/gbv-disability-tools-english>

## TIP SHEET:

# Evacuation procedures and simulations

## DISABILITY INCLUSION KEY MESSAGES

When thinking about evacuation procedures and simulations, it is important to ensure the following:

- ✓ Community preparedness and evacuation plans incorporate accessible evacuation procedures.
- ✓ First responders are trained in evacuation of people with disabilities.
- ✓ People with disabilities are personally prepared for evacuation.
- ✓ Evacuation simulations involve people with disabilities.

## THINGS TO DO TO ENSURE COMMUNITY EVACUATION PLANS ARE INCLUSIVE AND ACCESSIBLE

- ✓ Ask for advice from people with disabilities and their caregivers. People with disabilities and their family members are best placed to give advice on their specific needs and the most appropriate ways to assist during evacuation.
- ✓ Ensure the evacuation procedures use inclusive and accessible early warning systems. Ensure that people with disabilities can receive, understand, and take action to respond to the warning. This requires providing warnings in multiple formats (audible, easy to read, as well as visual) and ensuring community members with disabilities are aware of the meanings of warning information.

- ✓ Identify in advance those community members who may require assistance to evacuate. Creating and maintaining a register of community members who require assistance can be helpful to ensure that volunteers or responders are assigned to help them evacuate.
- ✓ Identify clear and accessible evacuation routes. Ensure that routes to safe meeting points and evacuation centres are accessible and communicated to people with disabilities. Map barriers and enablers to evacuation routes. Evacuation routes need to have pathways free of hazards, signage, transport and/or assistance for people with difficulties moving.
- ✓ Include stretchers, wheelchairs, and crutches in equipment stocks to support responders assisting in evacuation, search and rescue, and first aid efforts. These items are also helpful for assisting newly injured people, elderly people, and pregnant women.

## THINGS TO DO TO ENSURE PEOPLE WITH DISABILITIES ARE PERSONALLY PREPARED FOR EVACUATION

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- ✓ Ensure that people with disabilities have information on disasters and the community evacuation plans.
- ✓ Support people with disabilities to develop their own personal disaster preparedness plans. These personal plans should include:
  - Developing a support network that is trusted by the person with a disability, is familiar with their personal disaster preparedness plan, and can assist when required, before, during or after a disaster. This may include family members and/or volunteers identified in the community disaster preparedness plan.
  - If the person has difficulties in communicating, personal information required to enable assistance should be written down (e.g., health, type of assistance needed, etc.).
  - A clear plan on what to do during an emergency, including where to go inside the home (e.g., during an earthquake) and how to quickly leave the home (e.g., exits from each room), and getting to the evacuation centre.
  - Personal emergency kit, which should include assistive devices and medication, where applicable.

## THINGS TO DO TO ENSURE FIRST RESPONDERS ARE PREPARED TO ASSIST PEOPLE WITH DISABILITIES

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- ✓ Help first responders to understand the evacuation concerns of people with different types of impairments. For example, people with physical impairments may be concerned about how they will escape from a dangerous situation as well as losing mobility devices, while people with vision impairment are concerned about being able to detect danger and move safely.
- ✓ Train first responders on safe lifting and carrying techniques for people with physical impairments, and on the use of any equipment (such as stretchers, crutches, etc). Practice will help to prevent unnecessary discomfort and injuries, as well as save time in an emergency.
- ✓ Train first responders in communication strategies. It is important to practice communication techniques with people with different impairments to prepare for emergency situations.

## THINGS TO DO TO ENSURE EVACUATION SIMULATIONS ARE INCLUSIVE

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- ✓ Invite Organisations of People with Disabilities (OPDs) to participate in the evacuation simulation to help prepare for the simulation, test and provide feedback on the accessibility and level of inclusion of evacuation procedures.
- ✓ Share information about the planned simulation event with people with disabilities in advance, encourage them to attend, and work with them to address any logistical challenges to their participation. Their involvement is important to become familiar with the evacuation process and provide feedback.
- ✓ Ensure that measures taken for adapting search and rescue or first aid techniques to meet the needs of people with disabilities are demonstrated by the taskforces during the simulation/drill. Allow time for first responders to practice safe lifting and carrying techniques, and communication strategies with people with different impairments.
- ✓ Encourage people with disabilities who are members of relevant committees and taskforces to demonstrate their skills and roles during the simulation.
- ✓ Assess levels of inclusion in the simulation and hold a debrief session with people with disabilities and OPDs to discuss what went well or what needs improving.
- ✓ Ensure any reporting on the simulation includes analysis of inclusion of people with disabilities and further capacity building and vulnerability reduction required.

## TIP SHEET:

# Integrating climate change in disaster event planning

## DISABILITY INCLUSION KEY MESSAGES

When thinking about integrating climate change into disaster event planning, and mitigating against other impacts of climate change, it is important to remember that people with disabilities are disproportionately affected by climate change. Therefore, ensure the following:

- ✓ People with disabilities are included in climate action and planning for inclusive activities.
- ✓ Adopt more ambitious climate change mitigation and adaptation strategies.
- ✓ 'Nothing about us without us'.
- ✓ Ensure accessible information and activities.
- ✓ Celebrate achievements.

## HOW CLIMATE CHANGE IMPACTS PEOPLE WITH DISABILITIES

- ✓ Climate change disproportionately affects the world's poorest and most at-risk people.
  - 20% of this group are people with disabilities, who are the most at-risk to the impacts of accelerating climate change.
- ✓ People with disabilities and their communities are living with significant climate-related issues including increasing storms; floods and landslides; coastal inundation; droughts; wildfires; degradation of land, resources, infrastructure and living environments, extremes of temperature, and growing unpredictability and uncertainty.

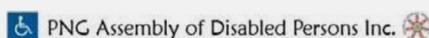
- ✓ People with disabilities in Pacific coastal communities are specifically at heightened risk to climate change impacts including:
  - Increased emergencies due to extreme weather events (e.g., Tropical Cyclone Harold in 2020).
  - Reduced access to infrastructure, shelter, and services.
  - Increased displacement, migration, or necessary migration.
  - Decreased food security and resulting malnutrition.
  - Impacts on employment, livelihoods and income.
  - Increased impairments leading to disability.

## HOW TO MITIGATE THE IMPACT OF CLIMATE CHANGE ON PEOPLE WITH DISABILITIES

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An increasing number of DFAT investments, as well as programs and organisations in the Pacific, demonstrate that disability-inclusive climate action can happen now; often by reorientating existing approaches rather than massive expenditure.

- ✓ **Awareness:** Recognise that because people with disabilities are disproportionately affected by climate change, they must be included in climate action and planning for inclusive activities.
- ✓ **Commitment:** Adopt more ambitious climate change mitigation and adaptation strategies to limit the impacts of climate change on people at heightened risk, especially people with disabilities in coastal Pacific coastal communities.
- ✓ **'Nothing about us without us':** Ensure the substantive participation of people with disabilities and their representative Organisations of People with Disabilities (OPDs) in climate change action.
- ✓ **Accessible information and activities:**
  - Ensure that all activities, processes, and consultations are made accessible to people with diverse disabilities.
  - Strengthen the capacities of people with disabilities to respond to climate change by ensuring they receive accessible information about climate change and its impacts.
- ✓ **Celebrate achievements:** Celebrate the important first steps made in considering and making approaches to climate change more disability inclusive.



## TIP SHEET:

# Post-disaster needs assessments

## DISABILITY INCLUSION KEY MESSAGES

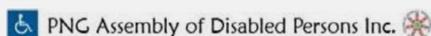
When thinking about post-disaster needs assessments (PDNAs), it is crucial to remember the full diversity of the affected population and ensure that:

- ✓ The **process** of the PDNA is adapted to make it inclusive and accessible.
- ✓ The PDNA tools are adapted to ensure the needs data collected can be **disaggregated by disability** (as well as sex and age).
- ✓ The PDNA tools are adapted to **add specific disability-focused questions** which will allow information on the specific needs of people with disabilities to be collected.

## THINGS TO DO TO ENSURE THE PROCESS OF THE POST-DISASTER NEEDS ASSESSMENT IS INCLUSIVE AND ACCESSIBLE

- ✓ Create an inclusive PDNA data collection team. Include a person with a disability on the team. Or, if this is not possible, include a disability inclusion advisor or a person/people with experience in communicating with people with disabilities (e.g., someone who can communicate in local sign language) in the team.
- ✓ Train all PDNA team members. Ensure all PDNA data collection team members are sensitised on disability inclusion issues, and are trained on aspects including:
  - How to talk about disability in a respectful and person-first way and using appropriate language to create a safe and welcoming environment for respondents.

- How to communicate with people with various impairment types.
  - How to ask the Washington Group Short Set questions (see below - in relevant languages), including the importance of not using the word “disability” when asking the questions, reading out all six questions and not skipping questions, reading out all category responses for each question, and not changing the response categories to “yes”/“no” options, etc.
  - Data collection ethics such as informed consent, self-representation, and the importance of not attempting to label/“diagnose” respondents.
- ☑ Utilise inclusive sampling methods to include the diverse perspectives and experiences of people with disabilities. Consider purposive sampling to identify people with disabilities, including “snowball” sampling from existing OPD (Organisations of People with Disabilities) networks. Also consider how the PDNA survey can be used to identify the locations of people with disabilities for later follow up. This requires a way of identifying respondent household and locations and asking permission to follow up.
  - ☑ Include disability informants in the PDNA data-collection process. Conduct assessments in accessible locations where everyone feels they can contribute safely to the discussion. Ensure the PDNA data collection team conducts home visits to reach people with disabilities or older people who have difficulties travelling to data collection sites. Conduct specific focus group discussions/consultations/interviews with people with disabilities, ideally separating men and women. Include diverse respondents across all age groups, genders, and impairment types. Conduct interviews with key informants from local OPDs and disability service providers.
  - ☑ Pay particular attention to ensuring that women and girls with disabilities are included in the PDNA process.
  - ☑ Present PDNA findings in multiple accessible formats.
  - ☑ Include resources in the budget to facilitate the inclusion of people with disabilities in the PDNA team and as respondents. Reasonable accommodations to facilitate the active participation of individuals with disabilities may be required. This could include provision of accessible transport or travel allowance, providing interpretation, enabling a support person to accompany, etc. These reasonable accommodations must be included in a budget.
    - Note that in relation to support persons, some people with disabilities may choose to have a support person or personal assistant to assist them with communication during consultations. The person with a disability should decide who this support person will be.



# THINGS TO DO TO ENSURE THE POST-DISASTER NEEDS ASSESSMENT DATA CAN BE DISAGGREGATED BY DISABILITY

- ✓ Add disability identification questions into PDNA tools: To be able to know how many of the affected population are people with disabilities, to know where they are located, and to compare the post-disaster needs of people with and people without disabilities, the internationally recommended Washington Group Short Set of Questions on Disability should be added into PDNA survey/questionnaire tools (note these questions are already included in Kobo Toolbox data collection tool as a question set):

## Q1. The next questions ask about difficulties you [or anyone in your household] may have doing certain activities because of a HEALTH PROBLEM:

- a) Do you [or anyone in your household] have difficulty seeing, even if wearing glasses?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

- b) Do you [or anyone in your household] have difficulty hearing, even if using a hearing aid?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

- c) Do you [or anyone in your household] have difficulty walking or climbing steps?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

- d) Do you [or anyone in your household] have difficulty remembering or concentrating?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

- e) Do you [or anyone in your household] have difficulty (with self-care such as) washing all over or dressing?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

- f) Using your [their] customary language, do you [or anyone in your household] have difficulty communicating, for example understanding or being understood?
- No – no difficulty
  - Yes – some difficulty
  - Yes – a lot of difficulty
  - Yes – cannot do at all

# THINGS TO DO TO ENSURE THE POST-DISASTER NEEDS ASSESSMENT WILL GATHER USEFUL AND RELEVANT INFORMATION ON THE SPECIFIC NEEDS OF PEOPLE WITH DISABILITIES

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- ✓ Add disability-specific questions to ask people with disabilities into PDNA tools. To identify the needs and capacities of people with disabilities, specific questions to ask people with disabilities should be added to the PDNA survey/questionnaire/FGD/interview tools. Organise a review of the disability-specific questions by OPDs or disability inclusion advisors. The following kinds of questions could be added:

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**Do you [or anyone in your household] need an assistive device to help you perform daily activities?**

- Yes
- No
- Don't know

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*If yes or don't know:*

What assistive device(s) do you need, either for the first time or because your device was lost/damaged?

*(Tick all that apply)*

- Hand-powered tricycle
  - Wheelchair
  - Crutches
  - Walking stick
  - Hearing aid
  - White cane
  - Glasses
  - Magnifier
  - Orthotic device (to support legs, arms or spine)
  - Artificial limbs
  - Communication boards (e.g. a board which people use to point to and express themselves)
  - Pill organisers
  - Commode chair
  - Other (please specify) .....
  - None of these
  - No response/don't know
-

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**Do you have specific rehabilitation needs?**

- Yes  
 No
- 

*If yes:*

Which rehabilitation needs do you have?

*(Tick all that apply)*

- Physical rehabilitation  
 Occupational therapy  
 Speech and language therapy  
 Orientation training for visual impairments  
 Sign language training  
 Psychosocial support/counselling  
 Other (please specify) .....
- 

**Do you normally need someone like a personal assistant or caregiver to support you to do your daily activities?**

- Yes  
 No
- 

*If yes:*

Do you still have that help now?

- Yes  
 No
- 

**Have you been able to access shelter and distributed shelter materials as much as others in your community?**

- Yes  
 No
- 

**Can you easily enter, exist, and move around inside your shelter?**

- Yes  
 No – some difficulty  
 No – a lot of difficulty  
 No – cannot do at all
- 

*If no:*

What is the issue hindering you entering, existing and moving around your shelter?

*(Tick all that apply)*

- Entrance too narrow  
 Steps  
 Bed too high or low, cannot access independently  
 Floor area too small, no space to manoeuvre around with wheelchair, crutches etc.  
 Insufficient lighting  
 Other (please specify) .....
- 

**Have you been able to access food distribution?**

- Yes  
 No
-

---

**Do you face any difficulties in accessing food distribution?**

- No – no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Yes – cannot do at all

---

*If yes*

What has hindered your access to food distribution?  
(Tick all that apply)

- Do not know where to go to access
- Difficult getting to/from distribution point
- Nobody to assist me
- Cannot stand for long/no priority lane
- Negative attitudes toward me when I went
- No sign language translation
- Can't carry food home
- Other (please specify) .....

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**Do you have specific nutrition needs related to a health condition?**

- Yes
- No

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*If yes:*

What specific nutritional needs do you have?

Please specify

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**Can you access safe drinking water?**

- Yes
- No

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**Have you faced any difficulties in accessing drinking water?**

- No – no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Yes – cannot do at all

---

*If yes:*

What has hindered your access to water?  
(Tick all that apply)

- Do not know where to go to access
- Difficult getting to/from water point
- Water point not physically accessible
- Nobody to assist me
- Cannot stand for long/no priority lane
- Negative attitudes toward me when I went
- Can't carry water home
- Family did not want me to go to the water point
- Family can't help me access the water point
- Other (please specify) .....

---

**Have you been able to access a toilet/latrine?**

- Yes
  - No
-

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**Have you faced any difficulties in accessing a toilet/latrine?**

- No – no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Yes – cannot do at all

---

*If yes:*

What has hindered your ability to access and use the toilet/latrine?

*(Tick all that apply)*

- Do not know where to go to access
- Difficult getting to/from Toilet/Latrine
- Toilet/Latrine too far
- Toilet/Latrine not physically accessible
- Nobody to assist me
- Negative attitudes toward me when I went
- Latrine/Toilet uncleanliness
- Feel unsafe using it
- Other (please specify) .....

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**Do you need medical hygiene supplies such as uridomes, catheters, diapers, etc.?**

- Yes
- No

---

*If yes*

Which medical hygiene supplies do you need?

*(Tick all that apply)*

- Diapers
- Sanitary pads
- Urine bags
- Catheters
- Uridomes
- Other

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**What factors would help you get access to the support you need?**

*(Tick all that apply)*

- Provision of information in formats I can access (specify the format)
  - Provision of transport
  - Outreach from service providers
  - Support from family/support person
  - Support from service providers/ volunteers to help me transport shelter/ food/non-food provisions
  - Psychosocial support
  - Support from a disability advocacy organization
  - Receiving an assistive device
  - Other (please specify)
-

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**How would you like to receive information about post-disaster aid distribution, evacuation shelter/camp updates, recovery updates etc.?**  
*(Tick all that apply)*

- Written
- Word of mouth
- Loudspeaker
- Radio
- Telephone
- Sign language interpreter
- Picture messages
- Signs/posters
- Sign language interpretation
- Home sign language
- Social media (Facebook, Twitter etc.)
- Accessible electronic format
- Braille
- Television
- Aid workers visit your location
- Other (please specify) .....

---

**Do you require support to help you communicate with assistance service providers and other people?**

- Yes
- No

*If yes:*

What sort of support for communication support do you need?

*(Tick all that apply)*

- Pen and notebook
- Text messages
- Hearing aid
- Sign language interpreter
- Assistant to accompany
- Other

- 
- Complement the information gathered from people with disabilities with other information gathered through direct observations, and gathered from disability-related key informants like OPDs or disability service providers:
    - Map existing disability services, such as rehabilitation providers, assistive device providers, and disability advocacy groups like OPDs and self-help groups. A list of these services may be obtained from OPDs or the Ministry of Health/Ministry of Social Welfare etc. Assess whether these services have incurred damage and determine what may be required to support these services/organisations to resume operations.
    - Ask eyewitnesses, make observations, or consult with disability groups: Are people with disabilities visible in the affected area? What does the status of people with disabilities seem to be?

- Take pictures of water points, food distribution points, hospitals, and other services in the area, to analyse the level of accessibility.
- Ask first responders including health service providers: Has the disaster led to injuries and any likely increase in the number of people with impairments and disabilities? Use this information to plan for referral to and provision of support to people with newly acquired impairments, including rehabilitation, specialised health services, assistive device provision, psychosocial support, and advocacy group support.

## TIP SHEET:

# Psychosocial support in disaster events

## DISABILITY INCLUSION KEY MESSAGES

**When thinking about disaster events, it is important to plan for and consider the needs of people with psychosocial disabilities:**

- Raise awareness amongst stakeholders.
- Address the driving causes of social marginalisation.
- Include or represent people with psychosocial disabilities at every stage of disaster event planning, response, and recovery.
- Improve rights-based practices around psychosocial disability.
- Ensure adequate home and community-based supports and services.

## WHAT ARE THE SPECIFIC EXPERIENCES OF PEOPLE WITH PRE-EXISTING (DIVERSE) DISABILITIES DURING DISASTERS?

- People with psychosocial disabilities are among those at highest risk during and after disaster events.
- Disaster events can increase the incidence of stress, anxiety, isolation and other mental health issues across the population generally, and particularly in people with pre-existing psychosocial disabilities.
- People with psychosocial disabilities who are in institutions at the time of a disaster event can be left behind without the means to evacuate and survive the event, often leading to death.

- ✓ Evacuation of people with psychosocial disabilities – particularly those living outside the community or in institutions – is rarely properly planned or considered as part of the general evacuation planning process.
- ✓ People with psychosocial disabilities face multiple barriers to safety and recovery in evacuation shelters designed and staffed by people who have little understanding of their needs.
- ✓ After a disaster, people with psychosocial disabilities can be isolated and left behind without dignified services and community supports throughout the recovery phase.
- ✓ Recovery efforts often do not accommodate people with psychosocial disabilities to return to live independently in their community.

## HOW TO ADDRESS THE BARRIERS FACED BY PEOPLE WITH PSYCHOSOCIAL DISABILITIES

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- ✓ Raise awareness amongst stakeholders:
  - People with psychosocial disabilities can be left behind in disaster risk reduction planning (DRR) because of lack of awareness among stakeholders. This results in a lack of inclusion around the specific issues faced by people with psychosocial disabilities at all levels, and within the disability movement.
- ✓ Address the driving causes of social marginalisation:
  - Governments, National Disaster Management Offices (NDMOs), Community Service Organisations and Organisations of People with Disabilities (OPDs), can better foster the inclusion of people with psychosocial disabilities in DRR efforts by addressing the driving causes of social marginalisation.
  - This could be achieved through conducting community awareness-raising programs to reduce the stigmatisation, discriminatory attitudes, and social exclusion of people with psychosocial disabilities.
- ✓ Include or represent people with psychosocial disabilities at every stage of disaster event planning, response, and recovery:
  - Work with the disability movement to ensure people with psychosocial disabilities are represented.
  - Understand the needs of people with psychosocial disabilities regarding information, and accessibility and inclusivity of shelters. This should be done particularly in the planning stage and during development of policies and procedures to ensure that disaster response services and systems include them.

- ☑ Improve rights-based practices around psychosocial disability:
  - Monitor for approaches that violate the CRPD such as rights abuses in institutions or coercive practices such as shackling or overuse of medications.
  - Advocate for the compliance of international human rights standards in the context of disaster preparedness, response, and recovery.<sup>i</sup>
  
- ☑ Ensure adequate home and community-based supports and services:
  - These are essential to ensuring that people with psychosocial disabilities have dignified recovery from disasters and events such as COVID-19 and alternative models of support in the community.

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<sup>i</sup> UNICEF (2019) Discussion paper: Rights based approach to disability in the context of mental health, p. 37

## TIP SHEET:

# School disaster preparedness and management

## DISABILITY INCLUSION KEY MESSAGES

When thinking about comprehensive school safety and school disaster management, it is crucial to remember the full diversity of school-aged children, and ensure that:

- ✓ School **facilities** are safe and accessible for all children with disabilities.
- ✓ School **disaster management procedures**, including school disaster committees, school disaster response plans, school disaster drills/simulations, and educational continuity plans must consider and respond to the specific needs of children with disabilities.
- ✓ **Out-of-school children**, including children with disabilities who are more likely to be out of school due to the barriers they face, also receive disaster risk reduction and resilience information.

## THINGS TO DO TO ENSURE SCHOOL FACILITIES ARE SAFE AND ACCESSIBLE FOR ALL CHILDREN

Lack of accessible school facilities is a child protection risk. It results in children with disabilities being unable to attend school or being reliant on other people to help them move around the school – placing them in a position of reliance and vulnerability, and at risk of violence or abuse – or at risk of being left behind or injured during an emergency or evacuation. School facilities must be accessible.

- School infrastructure must be accessible and designed in line with universal design principles. Consider the following:
  - **Information accessibility:** Signage around the school should use large dark print (letters at least 10cm in size for viewing from a 3m distance, and 20cm for 10m distance). Place information boards within the school at a level that can be seen from seated height (between 75-90cm above the ground and maximum 180cm high). Use simple language. Display a map of the school, including the location of the evacuation safe area. Use simple language and clear pictures.
  - **Paths:** Firm, non-slip pathways should be a minimum of 90cm wide and clear of obstructions.
  - **Doors:** Doorways should be a minimum of 90cm wide. Use outward-opening doors with lever-style or easy-to-grab handles located at a height of 90cm above the ground. The colour of the doors and/or the doorframes should contrast with the wall.
  - **Ramps:** Have smooth, non-slip ramps with a maximum gradient of 1:12, at least 90cm wide, and with handrails at heights of 70cm and 90cm from the ramp level. Provide landing areas at the top and the bottom of the ramp, with a minimum flat space of 140cm x 140cm.
  - **Stairs:** If stairs are present, ensure that each step is no more than 15cm high, at least 30cm deep and 90cm wide. The edges of each step should be marked in a contrasting colour to make them easily visible.
  - **WASH facilities:** At least 10% of children's toilets should be accessible. This requires a toilet cubicle with a clear area of 1.5m<sup>2</sup> to provide wheelchair users with enough circulation space to complete a full turn. Have a non-slip floor and a large, easy-to-use lock 90cm from the ground. Tap and toilet height must be appropriate for people with mobility restrictions and have easy-to-hold transfer rails. Have an accessible waste bin for menstrual hygiene management. Have lever-style tap handles that are easy-to-use for a person with limited grip strength.
  
- Identify and implement the required adaptations and retrofitting to make school infrastructure accessible. Work with local OPDs to conduct an accessibility audit of the school facilities as part of the school risk assessment process and implement any recommendations to improve accessibility.

# THINGS TO DO TO ENSURE SCHOOL DISASTER MANAGEMENT PROCEDURES CONSIDER AND RESPOND TO THE NEEDS OF CHILDREN WITH DISABILITIES

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- ✓ Awareness: Raise the awareness of teachers and students on disability inclusion, to ensure everyone at the school is aware of the need to implement school disaster management processes in an inclusive and accessible way.
- ✓ Capacity: Train teachers and other school personnel on how to communicate with people with diverse impairment types including deaf children and children with learning difficulties; how to guide blind or low-vision children; and how to safely assist the evacuation of children with mobility limitations or who are wheelchair users.
- ✓ Active participation: Children with disabilities must be included in school disaster management committees. If there are currently no students with disabilities who attend the school, consider nominating one of the committee members as an “inclusion champion” who has responsibility for ensuring the committee considers these issues. Consider inviting local Organisations of People with Disabilities (OPDs) to present or train the committee on disability inclusion.
- ✓ Ensure school emergency warning systems are accessible for all and use multiple communication formats so that children with various impairments can receive and understand the warning signal. Do not just use audio signals as this will not be accessible for those who are deaf or hard of hearing. Consult students with disabilities and their families, or local OPDs for their thoughts on appropriate warning methods.
- ✓ Conduct risk assessments that identify the needs of both males and females with disabilities and use that information to develop inclusive evacuation plans for schools. Ensure the school evacuation plan considers how students, staff and visitors with various impairments will safely evacuate, including what additional assistance children with disabilities might need, and who is responsible for providing that support. All students and school personnel should be involved in developing the plan, with specific consultations with male and female students with disabilities and their families, or if there are no children with disabilities currently enrolled, consult local OPDs to consider the needs of future students. All students and school personnel should be aware of the plan and their role in it.
- ✓ Conduct drills or simulations to specifically check the accessibility of the processes. Consider also inviting local OPDs to observe a school evacuation drill or simulation, as they may have recommendations to improve the accessibility and inclusiveness of the warning system or evacuation procedures.
- ✓ Ensure education continuity efforts consider inclusion and accessibility to provide uninterrupted, high-quality, and inclusive learning opportunities for all children affected by disasters by considering the following:
  - Assessing the humanitarian assistance needs of children with disabilities and their families, including linking children to disability service providers to replace lost or damaged assistive devices.
  - Temporary learning spaces must be accessible for all.
  - School facility damage assessments are an opportunity to assess accessibility and make recommendations for adaptations to improve accessibility when the school is repaired/renovated or reconstructed.

## THINGS TO DO TO ENSURE OUT-OF-SCHOOL CHILDREN RECEIVE DISASTER RISK REDUCTION INFORMATION AND PARTICIPATE IN DISASTER PREPAREDNESS ACTIVITIES

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Children with disabilities are often not enrolled in or attending school due to financial, physical, communication, attitudinal or policy barriers. This means they will be excluded from school-based disaster preparedness lessons and activities. Alternative methods to ensure out-of-school children are also aware of what to do in a disaster, and are also included in disaster preparedness activities, must be implemented.

- ☑ Awareness raising: Ensure children with disabilities, their families, and communities, receive information on the possible hazards which might affect them, the importance of evacuating early, what to do if they receive information that a disaster is imminent, the location of evacuation shelters, and their right to access shelter etc.
- ☑ Identify children with disabilities within the school population and local community. Link with local OPDs or disability service providers to help find children with disabilities who live in the area. Undertake outreach to them and their families. Consider providing options for children with disabilities and their families to participate in extra-curriculum DRR activities like disaster preparedness clubs. Ensure such activities are accessible and provide any adaptations or reasonable accommodations these individuals need such as transport or sign language interpretation to ensure they can actively participate.

## TIP SHEET:

# Shelter and evacuation centre accessibility

## DISABILITY INCLUSION KEY MESSAGES

When thinking about shelter and evacuation centre accessibility, apply the RECU principle – Reach, Enter, Circulate, Use. Make sure people with disabilities (and older people, people with temporary injuries, pregnant women, and small children) can:

- ✓ **Reach** the evacuation shelter. This requires pathways, signage, transport etc.
- ✓ **Enter** the evacuation shelter. This requires wide doorways, ramps etc.
- ✓ **Circulate** within the evacuation shelter. This requires lighting, signage etc.
- ✓ **Use** the services provided in the shelter. This requires accessible WASH etc.

## THINGS TO DO DURING THE PREPAREDNESS PHASE

- ✓ **Awareness raising:** Ensure people with disabilities, their families, and communities, receive information on the importance of evacuating early, the location of evacuation shelters, and their right to an accessible shelter.
- ✓ **Participation:** Ensure the voices of people with disabilities are represented on shelter committees (including the shelter cluster) and in disaster-preparedness committees.
- ✓ **Capacity:** Train NDMO and shelter cluster representatives on disability inclusion. Train evacuation centre management personnel on disability inclusion, with the aim of ensuring they are ready to meet the needs of people with disabilities in a shelter or evacuation centre.

- ✔ **Simulations:** implement a disaster evacuation simulation exercise in which people with disabilities can become familiar with the process to evacuate, routes to the evacuation shelter, and the location and layout of their nearby shelters. This will also assist people with disabilities, their families and community to identify any barriers that need to be addressed.
  
- ✔ **Adaptations to evacuation centre/shelter buildings:** Work with local Organisations of People with Disabilities (OPDs) to conduct an accessibility audit of buildings identified for use as collective evacuation centres/shelters and make recommended adaptations to improve accessibility. Adaptations could include:
  - **Information accessibility:** Signs to and within evacuation centres use large dark print (letters at least 10cm in size for viewing from a 3m distance, and 20cm for 10m distance). Place information boards within the centres at a level that can be seen from seated height (between 75-90cm above the ground and maximum 180cm high). Display a map of the evacuation centre. Use simple language and clear pictures. Use audio broadcasted information. Work with sign language interpreters and other interpreters to communicate with people with different impairment types.
  - **Paths:** Firm, non-slip pathways should be a minimum of 90cm wide and clear of obstructions.
  - **Doors:** Doorways should be a minimum of 90cm wide. Use outward-opening doors with lever-style or easy-to-grab handles located at a height of 90cm above the ground. The colour of the doors and/or the doorframes should contrast with the wall.
  - **Ramps:** Have smooth, non-slip ramps with a maximum gradient of 1:12, at least 90cm wide, and with handrails at heights of 70cm and 90cm from the ramp level. Provide landing areas at the top and the bottom of the ramp, with a minimum flat space of 140cm x 140cm.
  - **Stairs:** If stairs are present, ensure that each step is no more than 15cm high, at least 30cm deep and 90cm wide. The edges of each step should be marked in a contrasting colour to make them easily visible.
  - **WASH (water, sanitation and hygiene) facilities:** At least 10% of toilets should be accessible. This requires a toilet cubicle with a clear area of 1.5m<sup>2</sup> to provide wheelchair users with enough circulation space to complete a full turn. Have a non-slip floor and a large, easy-to-use lock located at 90cm from the ground. Tap and toilet height must be appropriate for people with mobility restrictions and have easy-to-hold transfer rails. Have lever-style tap handles that are easy-to-use for a person with limited grip strength.
  - **Bedding:** Consider providing raised platforms and mattresses for elderly people and people with mobility impairments.

- ✓ **Adaptations to temporary tarpaulin/tent shelters:** Work with local OPDs to assess the designs of temporary shelters. Erect a sample tarp/tent and identify possible adaptations including:
  - **Entrances:** The colour of the entrance should contrast with the rest of the tent to make it easy to identify. Consider using coloured tape (at least 5cm wide) to mark the entrance. Identify accessible techniques for people with disabilities to independently open and close tents, for example, a rope or a stick attached to the zip, or use Velcro.
  - **Circulation:** Consider the height of the tent and ensure a clear area of 1.5m x 1.5m inside to provide wheelchair users with enough circulation space to complete a full turn.

## THINGS TO DO DURING THE EMERGENCY AND IMMEDIATE RESPONSE PHASE

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- ✓ **Data collection:** As displaced people arrive at shelters/evacuation centres, collect information to know the number and needs of people with disabilities staying in the shelter. Incorporate the Washington Group Short Set of Questions into evacuation centre registration forms to enable data to be disaggregated by disability.
- ✓ People with disabilities in collective evacuation centres/shelters may require:
  - **Support persons:** People with disabilities need to remain with or be reunited with their family members and/or support persons.
  - **Support items:** Allocate raised beds and mattresses rather than requiring people with disabilities to sleep on the floor. Discuss with people with disabilities their requirements for non-food items, including continence pads, additional sanitation items, pens and note pads for communication, adapted utensils, straws etc.
  - **Location:** People with disabilities and their families should be allocated an easy-to-access space on the ground level close to an accessible entrance, accessible WASH facilities and distribution/information points.
  - **Sufficient space:** International guidelines state that the amount of space required for each person within a group shelter is at least 3.5m<sup>2</sup>. Remember wheelchair users require clear space to transfer from wheelchair to (raised) mattress.
  - **Privacy partitions:** Material to screen between individuals or families/households must ensure safe separation and privacy between people of different genders, different age groups, and between families/households. Within family/household space, provide for internal subdivision.
  - **Lighting:** All public areas, pathways, corridors, and WASH facilities should be well-lit. Consider providing people with disabilities with torches/head torches and whistles.
  - **Safety considerations:** Ensure women with disabilities are not required to move through or past male-allocated sleeping areas to reach accessible WASH facilities, and vice versa. All bathrooms must have easy-to-use locks.
- ✓ **People with disabilities in tarpaulins or temporary tents:** In addition to the above considerations, also ensure people with disabilities are provided with large-enough tarps or tents, offered support to build their tarp/tent shelter, and allocated volunteers who are responsible to regularly visit and check for required maintenance.

## THINGS TO DO DURING THE RECOVERY PHASE

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- ✓ Review: Ask people with disabilities and their families and/or support persons about their experiences in relation to shelter and shelter management after disasters to learn and continue to improve in future.
- ✓ Where possible, prioritise assistance to people with disabilities to rebuild their homes.