

# Start

## Story card 1

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**Your first activity is to undertake a baseline assessment,** which includes a stakeholder analysis and shall identify target participants for the programme. You want to make sure that the people who are most at risk to the adverse affects of a disaster are included, as this is a key focus.



## Make a decision:

**A**

OR

**B**

You decide not to include any specific questions about disability in the baseline, as you think the stated focus on 'most at-risk groups' should adequately take people with disability into account.

**Go to Story Card 2**

Decide to ask specific questions in the baseline about disability so that you will know how many people with disabilities there are in the project area and how they engage in disaster preparedness and response. You make sure that women, children, older persons, and people with disabilities are included as key informants and are represented in all community consultation meetings.

**Go to Story Card 3**

# Story card 2

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**The baseline assessment report is completed.** The report includes an assessment of the disaster risk context in the project area with a focus on how disasters affect the poorest and most marginalised households. Focus group discussions with men and women found that men are more active in making decisions about disaster preparedness and response, including the positioning of evacuation shelters and the distribution of supplies.

The household survey identified the poorest households in the community, which will be monitored in the endline survey to track the changes in their ability to prepare for, cope with and respond to disasters. The enumerators tell you they saw a small number of households with people with disabilities, and these households will be targeted for endline monitoring.

## Make a decision:

**A**

You decide to approve the assessment results and use the information to plan the project activities.

**Go to Story Card 5**

OR

**B**

You realise the baseline assessment has not adequately captured the situation of people with disabilities. You are also concerned that the number of people with disabilities included in the livelihood component is high enough, considering that the World Health Organisation estimates that 16% of the world's population have a disability. You decide to run additional focus group discussions specifically with people with disabilities in the community to understand why they are under-represented in the assessment and in the project activities. This extra analysis slightly delays the project, but you think it is worth the investment.

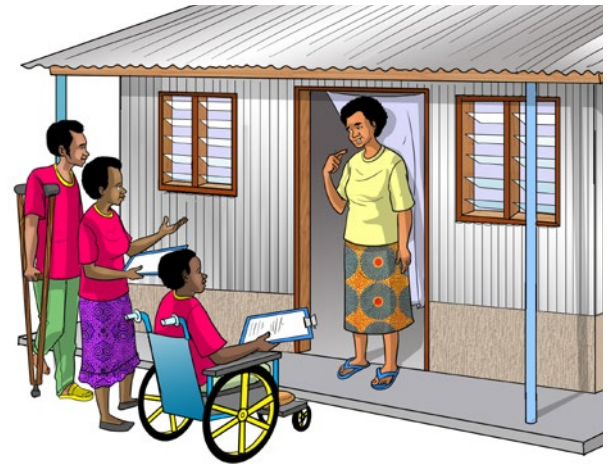
**Go to Story Card 4**

# Story card 3

**You added the Washington Group short set of questions on functioning and other disability-focused questions in the household survey.**

From this data you understand that about 9% of the surveyed population has a disability and 86% of the people with disabilities have never participated in a community meeting before.

It is time to start the project activities. These include community awareness raising sessions; hazard identification through transect walks and community mapping; and support for resilient livelihoods.



## Make a decision:

**A**

OR

**B**

You realise you need to purposely include people with disability in the project activities, because otherwise they might miss out. This means making sure that all activities are accessible to everyone. You collaborate with leaders of a local organisation of persons with disabilities (OPD) to work out how to make this happen. The OPD leaders help you to understand how to make community awareness and mapping activities accessible and inclusive.

**Go to Story Card 6**

You decide to run the project activities as usual, because the activities are designed for everyone, and most of the community will be able to participate.

**Go to Story Card 5**

# Story card 4

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**You partner with a local organisation of persons with disabilities (OPD) to run a small additional disability-specific assessment** to inform the baseline process. The OPD leaders use their existing networks to find people with disabilities in the project location. Through snowball sampling they find that there are many more households with people with disabilities compared to the initial baseline.

You work with the OPD leaders to organise accessible focus group discussions, at which women with

disabilities pointed out that barriers in the environment and the additional cost of the transport and healthcare they require mean that it is very difficult to relocate when a disaster strikes. It becomes clear that shelters and safe spaces do not offer them adequate protection and that local community leaders are unaware of the risks they face.

These findings will be important in developing your community risk assessment and identifying risks and barriers for people with disabilities.

**Go to Story Card 6**



# Story card 5

**You start the programme.** The programme staff mobilise the community members to participate in disaster preparedness awareness raising sessions. You hold a public event to sensitize the community about disaster risks. The next step is to hold a series of community meetings to elect a Disaster Preparedness Committee and plan the community risk mapping process. A leader of a local organisation of persons with disabilities (OPD) approaches you and tells you that there are people with disabilities in the community and they should be included in this project.



## Make a decision:

**A**

OR

**B**

You decide to ensure that the promotion of the community meeting makes it clear that everyone is invited. You think that if there are people with disabilities in the community, they will surely come to such an important meeting.

**Go to Story Card 9**

You decide to invite the OPD representative to provide advice. You take specific action based on their ideas to help make the community meeting accessible and inclusive.

**Go to Story Card 6**

# Story card 6

To design the community disaster awareness raising sessions **you work with a local organisation of persons with disabilities (OPD) to invite people with disabilities.**

The OPD leaders promote the meeting with their members and networks and conduct outreach to households that you had not reached. They also provide advice on how to make the meetings more accessible to everyone.

As a result, people with disabilities actively participate in the awareness raising sessions and point out that making the community evacuation routes and centres accessible will help other groups like older people, pregnant women, small children, and people enduring illness or injury. The community decides that these are important opinions, and that one spot on the new community disaster preparedness committee should be allocated to a person with disability.

You decide to write a case study on the inclusive awareness raising process and provide this to your advocacy colleagues at headquarters, who use this to inform their submission to a parliamentary inquiry into effective approaches to disaster preparedness and response.



**Go to Story Card 7**

# Story card 7

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**The community disaster preparedness committee is established and includes a woman with disability as a representative.**

The committee works to facilitate the involvement of people with disabilities into the community risk mapping exercise. The committee focuses on people who are blind because they are told that this group are the most likely to be left behind in a disaster. The project supports the community to turn the mapping into a contingency plan. They choose to install an early warning system through which information about an impending flood or other hazard is announced via sirens and loudspeakers to make sure people who with sight loss can hear the message.



## Make a decision:

**A**

OR

**B**

You congratulate the committee on such an inclusive process and agree to fund the development of the early warning system.

**Go to Story Card 12**

You congratulate the committee on such an inclusive process, but also realise that community members with other disabilities might need alternative communication formats to receive early warning messages. You hold a workshop with the community to adjust the early warning system plan, and everyone agrees that a flashing light should be added to the sirens and loudspeakers.

**Go to Story Card 8**

# Story card 8

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After the workshop, the project supports the committee to develop a more inclusive community preparedness plan informed by the community mapping and consultation processes, plus specific consultations with people with disabilities.

As well as adding the idea of using flashing lights to make sure the early warning information is accessible for everyone, the community later realises they also need to make the planned evacuation route wider and use clear signage.

The committee decides to add a ramp to the entrance of the community shelter and prioritise people with disabilities and their families to be allocated shelter space close to the accessible bathroom within the shelter.

The committee is also supported to complete a more comprehensive assessment to help the community know where people with different disabilities live. They identify volunteers who will go to the households of people with disabilities, pregnant women and older people and help them evacuate.

You brief your advocacy and campaigns colleagues about this work, and they decide to film a video story about your project. The video presents people with disabilities explaining how their community is more prepared for disasters and more welcoming of people with disabilities. You use the video to support your reporting to the project donor and they share the video on their social media feed.

**Go to Story Card 15**



# Story card 9

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**The community awareness raising meetings go well, and a disaster preparedness committee is formed.** No people with disabilities are elected to the committee and very few attend the risk mapping exercise. You remember that this project has a target to reach people who experience high levels of poverty and discrimination and who are disproportionately impacted by disaster.

## Make a decision:

**A**

OR

**B**

You realise that some community members might be missing from key project activities and decide to reach out to the local OPD leader who contacted you earlier, to ask them to help make the community preparedness planning activities more inclusive and accessible.

**Go to Story Card 10**

You accept that there are few people with disabilities in this community and note in your first interim report that the project is being inclusive by inviting all community members.

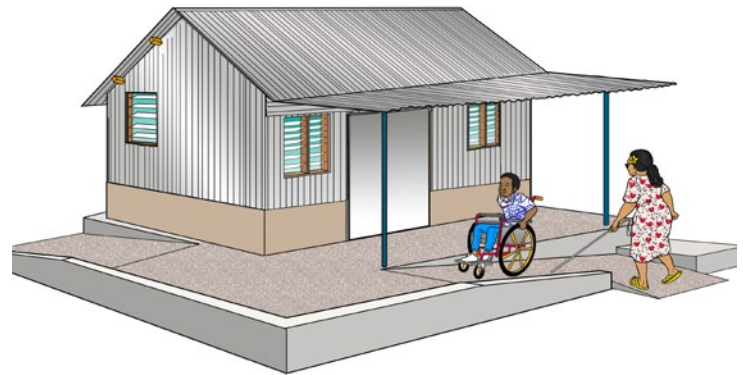
**Go to Story Card 11**

# Story card 10

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**The community preparedness planning process goes well, and the OPD leader helps you to make sure people with disabilities attend the meetings.** But, because the people with disabilities weren't part of the earlier risk mapping exercises, they don't really understand what the rest of the community is talking about. They rarely speak and the community thinks they don't have any good ideas to offer.

One man who uses a walking stick suggests that the project should make sure that the evacuation centre is accessible and has accessible latrines available.



## Make a decision:

**A**

OR

**B**

You think the project has done enough to elicit the priorities of people with disabilities for disaster preparedness and response and agree to fund the community preparedness plan with its focus on an accessible evacuation centre.

**Go to Story Card 13**

You think that more people with disabilities would have useful ideas for inclusive disaster preparedness and response if they were given better opportunities to input. You encourage the community disaster preparedness committee to organise a separate planning session that is accessible for people with disabilities.

**Go to Story Card 14**

# Story card 11

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**The community disaster preparedness planning process is completed through transect walks, community mapping, and focus group discussions.** Key actions to improve preparedness and resilience are identified.

The committee decides on the ideal evacuation route and shelter locations. They plan an early warning system using loudspeakers and identify volunteers who will find pregnant women and older people and help them to evacuate.

Community savings groups will be established to enable the community to purchase and distribute food and non-food items in the event of a disaster. The project mobilises funds to implement all these elements of the contingency plan.



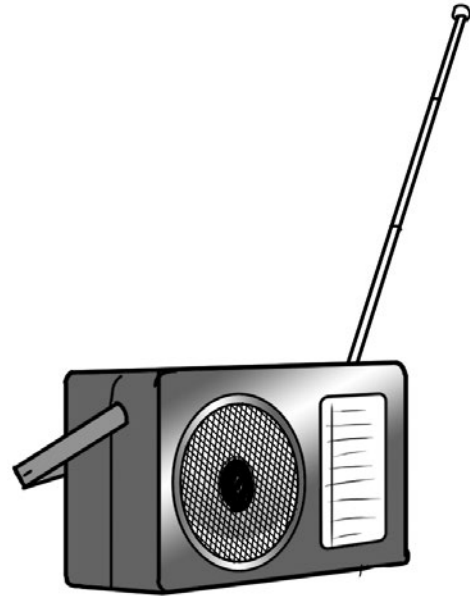
**Go to Story Card 13**

# Story card 12

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**The project use lessons from the implementation of the community preparedness plan** to update the standard operating procedures for the District Disaster Management Committee, which is now being supported with an designated staff member and regular meetings.

Because the community level plans have focused on people with sight loss, the District Committee assumes that this disability type must be the most common in the area. As such, their procedures state that all early warnings will be transmitted verbally or through audio formats.



**Go to Story Card 20**



# Story card 13

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**The project uses lessons from the implementation of the community preparedness plan** and to update the standard operating procedures for the District Disaster Management Committee, which is now being supported with a designated staff member and regular meetings.

The procedures state that people who experience discrimination are disproportionately affected by disaster. As such they will be prioritised for evacuation support; provided shelter; and supported through recovery assistance. Women-headed households are explicitly mentioned as an at-risk group.

**Go to Story Card 19**

# Story card 14

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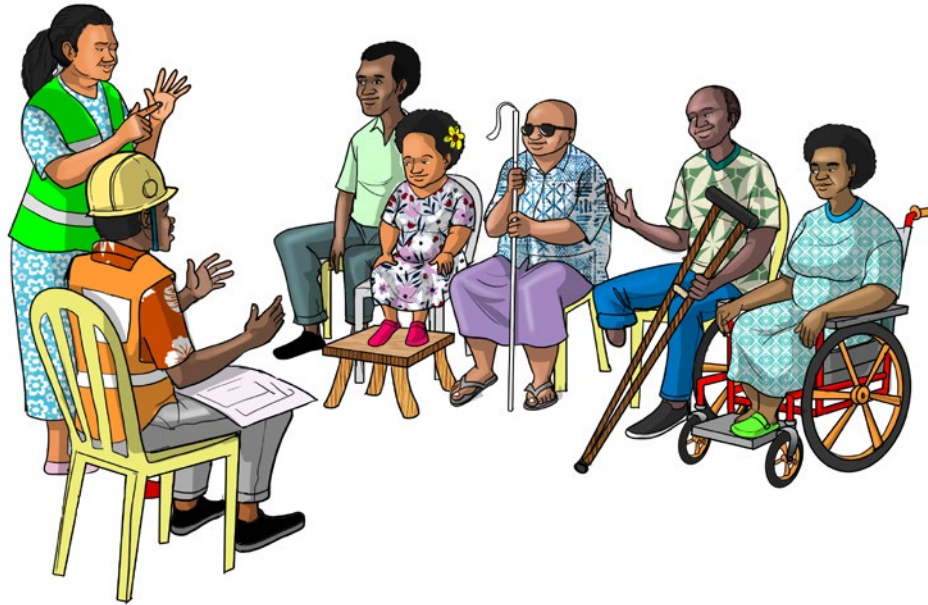
**After consulting with people with disabilities, the community disaster preparedness committee realises the contingency plan should be amended to be more inclusive.** They realise that accessibility requires more than a ramp.

The OPD representatives help people with disabilities and committee members work together to identify measures which will overcome the faced by people with disabilities in the community. For example, they have the idea of using flashing lights as well as sirens and loudspeakers to help people with different disabilities to receive the early warnings.

As well as having a ramp at the evacuation centre, the committee agrees

with the suggestion to prioritise people with disabilities and their families to be allocated shelter space close to the accessible bathroom within the shelter. They also listen to a request from a woman with disability to establish community savings groups to enable the community to purchase and distribute food and non-food items in the event of a disaster.

At first the community members are hesitant to include all these new ideas in the final contingency plan, but when the project makes clear that there is enough money to fund everything, the more inclusive plan is agreed. The project mobilises funds to implement all the elements of the contingency plan.



**Go to Story Card 15**

# Story card 15

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**The project uses lessons from the implementation of the community preparedness plan implementation**

to update the standard operating procedures of the District Disaster Management Committee, which is now being supported with a designated staff member and regular meetings.

The new procedures include many of the inclusive measures from the

community plan, such as using multiple communication formats for the early warning systems, not just loudspeakers or sirens. They also state that volunteers will be identified to find pregnant women, older people, and people with disabilities and to help them evacuate. These measures will be practiced in a district-wide simulation exercise for which the OPD leaders will provide advice and supervision.

**Go to Story Card 16**

# Story card 16

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**It is time for the project evaluation,** and you are writing the terms of reference for it. Because the project has had a strong focus on disability inclusion, you know it is important to track whether and how people with disabilities have participated and benefited.

## Make a decision:

**A**

OR

**B**

You stipulate in the terms of reference that a person with disability should be a member of the project evaluation team; all consultations should be inclusive; additional disability-specific consultations should be undertaken; and the team should assess whether and how people with disabilities have participated and benefited.

**Go to Story Card 17**

You write in the terms of reference that the evaluation should consider disability.

**Go to Story Card 18**



End

## Story card 17

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The evaluation team understands the clear requirements in the terms of reference to assess disability inclusion. They decide to include a person with disability as one of the evaluation team members.

The local OPD leaders assist with organising a series of accessible consultations with people with disabilities, during which the evaluation team is able to hear directly from them about their experiences of the project.

Most of the people with disabilities consulted report that they were able to

participate actively in the project. They highlighted the involvement of the local OPD in helping people with disabilities to be aware of their rights and attend community meetings.

The evaluation highlights the measures in the community disaster preparedness plan to achieve comprehensive accessibility, including accessibility for diverse people with different disabilities, as an example of good inclusive practice. This is profiled by your headquarters advocacy and campaigns colleagues in website stories and social media posts. This makes the project team very proud.

End

## Story card 18

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The evaluation included a question asking if marginalised groups, including people with disabilities, participated in the project. During the evaluation one focus group discussion was held with 5 people with disabilities, mostly men with physical disabilities who lived near the community centre where the consultations were held. The evaluation team did not include any people with disabilities.

Although you are aware that the project had many more good outcomes, including addressing negative attitudes relating to disabilities and empowering people with disabilities to actively participate in community processes, these were not mentioned in the report.

**Three years later,** a flood hits the community and you hear that the early warning system comprising both flashing lights and sirens worked well. Volunteers knew their roles and went to houses of people with disabilities to alert them and help them to evacuate.

One person lost their wheelchair and could not afford to replace it. But the District Disaster Management Committee worked to make sure that this information was included in the needs assessment for the disaster response and recovery programme, and a replacement wheelchair was provided.

# Story card 19

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**It is time for the project evaluation,** and you are writing the terms of reference.

## Make a decision:

**A**

OR

**B**

You stipulate in the terms of reference that the project evaluation team should explore whether and how people with disabilities have participated and benefited.

**Go to Story Card 22**

You stipulate in the terms of reference that the evaluation should check how marginalised people benefitted, but you don't mention people with disabilities specifically. You know that only a few people with disabilities attended community meetings, so you think it will be too difficult to find them now.

**Go to Story Card 23**

# Story card 20

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**It is time for the project evaluation,** and you are writing the terms of reference for it. Because the project has had a strong focus on disability inclusion, you know it is important to track whether and how people with disabilities have participated and benefited. You stipulate in the terms of reference that the evaluation team should explore this.

**Go to Story Card 21**

End

## Story card 21

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The evaluation team understands the clear requirements in the terms of reference to assess disability inclusion and decides to include a person with disability as one of the evaluation team members. The local OPD leaders assist with organising a series of accessible consultations with people with disabilities during which the evaluation team is able to hear directly from them about their experiences of the project.

The consultation participants have noticed that the behaviour of community members has improved since a woman with disability was elected to the community disaster management committee. They are more friendly and more willing to listen to people with disabilities.

Most of the people with disabilities consulted report that they were able to participate

actively in community meetings facilitated by the project. But only those with sight loss mention participating in the risk mapping processes.

The evaluation report highlights that the inclusive baseline analysis helped to establish relationships with the local OPD leaders and to raise awareness amongst the community members with disabilities about their rights relating to disaster reduction and resilience.

However, the evaluation highlights as a gap the lack of consideration in the community disaster preparedness plan for accessibility for people with diverse disabilities. Of the respondents with disabilities who were consulted for the evaluation, 78% feared they would not receive sufficient warning about a disaster or reach the evacuation shelters in time.



End

## Story card 22

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The evaluation team understand the clear requirements in the terms of reference to assess disability inclusion. They partner with the local OPD to undertake a series of accessible consultations with people with disabilities in the project area.

Most of the consultation participants report that they were not included in the project. One group mentions that the local OPD helped them to attend a community meeting, but the other community members did not seem to listen to them. They were not motivated to engage further.

Only a few of the people with disabilities who are consulted are aware of the community contingency plan. The evaluation team report that the project did not do enough to ensure the active participation of people with disabilities. They also conclude that the project failed to identify the barriers which prevented people with disabilities from participating in activities and took no action to remove the barriers.

Despite these negative findings, the evaluation helpfully highlights the disaster preparedness and resilience priorities of people with disabilities in the community. You decide to make sure to consider these issues better in the next phase.

End

## Story card 23

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The evaluation team concludes that the funding of the community preparedness plan has been completed as planned. During the evaluation, some community members highlight that people with disabilities still struggle to cope with disaster hazards and shocks.

Because there was no baseline data about people with disabilities, and monitoring data was not disaggregated by disability, it is unclear whether people with disabilities were included in any project activities. The District Disaster Management Committee is very focused on female-headed households but has no requirements for community level plans to include people with disabilities.

Three years later a flood hits the community, and you hear that the early warning sirens worked well, and many community members were able to evacuate and reach the community centre via the steps above the flood water.

But you also hear that people who are Deaf or hard of hearing, and people with mobility difficulties, could not evacuate and sustained injuries. One person lost their wheelchair and could not afford to replace it. The project clearly didn't reach everyone in the community, and you worry that it might have perpetuated some of the barriers that people with disabilities face.