Mainstreaming Disability in Community Based Disaster Risk Reduction

A Facilitator's Guide

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Contents

PowerPoint Presentations for Training

The PowerPoint presentations listed below are required to support this training on *Mainstreaming Disability in Community Based Disaster Risk Reduction.*

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1	Setting the Scene – Disability and Disaster Risk Reduction	1.1 Introduction: Overview to the Training Course 1.2 Disasters in [India] 1.3 DRR: An overview 1.4 Disability and DRR 1.5 Key Messages
2	Introduction to Disability	1.1 What is Disability? 1.2 Key Messages
3	Knowing Disability Better	1.1 About Disability 1.2 Key Messages
4	Approaches to Disability	4.1 Approaches to Disability 4.2 Key Messages
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11	Making Livelihoods Disability Inclusive	11.1 Making Livelihoods Disability Inclusive 11.2 Key Messages
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13	Disability and Disaster Risk Reduction: How Inclusive Are You?	No PPTs
14	The Path Forward: Using Your Learning	No PPTs
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About the Facilitator's Guide

This Facilitator's Guide has been developed in conjunction with the Training Manual to support a four-day training course on *Mainstreaming Disability in Community Based Disaster Risk Reduction CBDRR.*

(See the Course Agenda on the next page). The Training Manual and the Facilitator's Guide will provide trainers, project officers and field level practitioners with the resources to make DRR disability inclusive.

This resource also provides information to managers and policy makers in government and non-government organisations to address the inclusion of disability issues in CBDRR. It is designed to be used as a tool to conduct trainings and to support work with community groups and other stakeholders.

The Facilitator's Guide elaborates upon the Training Manual by detailing a step-by-step training methodology for the topics addressed in the course. Each topic in the Guide includes:
- Learning objectives
- Key messages
- Key steps and a process outline
- Suggested session times
- Materials needed
- Additional resources and materials to supplement learning

The Facilitator's Guide provides a broad outline to the training through the topics. As a trainer you may need to adapt and modify the session plans to the particular circumstances of your training – that is, participants' experience and needs, time available and so on.

Additionally, further tips for trainers have been provided in the annexure of the Guide.

PowerPoint presentations pertaining to each topic are also available. Refer to the CD given in the back pocket of the Training Manual. The presentations have been included in the folder titled '*PPTs for Training Folder.'*

The agenda for this course has been gradually developed, based on experiences from several workshops. Each topic provides information and exercises that help participants get an insight into and understanding of the forthcoming topics. You could, however 'mix-and-match' the material from the topics to adapt it to your training needs. For example, material from the manual and Facilitator's Guide could be used to design a half-day introductory session for managers or a two days training for staff or community members.

Please Note:
The participants in this training are expected to possess a good background and experience in either Disaster Risk Reduction or Disaster Management (theoretical or at the field level) as this resource is not intended to be used specifically for training on DRR.

Structure of the Course

Training Course Agenda

DAY 1

Topic 1   Setting the Scene – Disability and Disaster Risk Reduction

Topic 2   Introduction to Disability

Topic 3   Knowing Disability Better

DAY 2

Topic 4   Approaches to Disability

Topic 5   Disability, Development and Human Rights

Topic 6   Mainstreaming Disability in Community Based Disaster Risk Reduction

Topic 7   Making Vulnerability and Capacity Assessment Disability Inclusive

DAY 3

Topic 8   Making Early Warning Systems Disability Inclusive

Topic 9   Making Search, Rescue and Evacuation Disability Inclusive

Topic 10 Making Shelter Management Disability Inclusive

DAY 4

Topic 11 Making Livelihoods Disability Inclusive

Topic 12 Advocacy and Networking for Disability Inclusive Disaster Risk Reduction

Topic 13 Disability and Disaster Risk Reduction: How Inclusive are you?

Topic 14 The Path Forward: Using your Learning

Topic 15 Tips for Trainers

Setting the Scene

Disability and Disaster Risk Reduction

Objectives

By the end of this topic, *participants* should be able to:

- Explain the purpose of the training programme and its main contents
- Appreciate the use of participatory approaches in the training programme and in Disaster Risk Reduction
- Provide an overview of the context of disaster in India, its effect on vulnerable people including persons with disability (PwDs) and why inclusion is important
- Understand the difference between DRR and Community Based Disaster Risk Reduction (CBDRR)
- Appreciate the link between CBDRR and disability
- Appreciate that disability inclusive in CBDRR is both a fundamental right and a basic need

Key Messages

a) This training is participatory and uses adult learning principles. CBDRR initiatives should also be participatory if they are to be effective.

b) In India, we have more disasters than many other countries. The frequency and severity of disasters is likely to increase in the future.

c) Disasters affect everybody, but vulnerable groups are affected the most. Persons with disabilities are more vulnerable because they are poorly understood, marginalised and often invisible.

d) Persons with disabilities make up more than 10% of the global population. Disability prevails among all sections of the society. It is found in children, adults, elders and men and women.

e) Disability is a crosscutting issue. It is a fundamental right of persons with disabilities to have access to the same opportunities and services as other community members. This includes the right to be represented and included in CBDRR.

f) CBDRR is a process of considering hazards, vulnerabilities and capacities and ways to prevent or limit the negative effects of the hazards that can cause disaster.

g) CBDRR is a particularly effective way to include vulnerable people, such as persons with disabilities, in the process of reducing risks and building capacities.

h) Where do we begin to involve persons with disabilities in CBDRR? Understanding our own views on disability is a good place to start!

Time: 1 hour 15 mins – 1 hour 30 mins

Materials

PowerPoint presentation, CD projector, white board/black board, flipcharts and markers, A4 size paper and pens.

Method

Key Steps	Process
1. Introduction	20 – 30 minutes
- Welcome to the course	Conduct the introductory/inaugural session according to the situation and customs of the place. Welcome participants and all guests.
- Overview of the Course	Using a PowerPoint presentation, provide an overview of the training programme, including its purpose, with reference to the Training Manual. (Refer to page 6 of the Training Manual)
- Introductions: Getting to know one another	Introductions Use a creative process to enable the participants and facilitators to introduce themselves and get to know one another. This could be done through the following exercise.
- Establish expectations and set norms	**EXERCISE:** Expectations and Norms ● What are your expectations from the workshop? What are the two things you hope to achieve from it? ● Setting norms – agreeing to rules and principles to ensure that the workshop is conducted smoothly. **NOTE:** Right from the beginning, the context of participatory methodologies needs to be set. This includes the expectations and norms for the participants to follow during discussions and clarifying the feasibility of conducting the entire training in four days. This training will set a good example and demonstrate equal respect and inclusion for all.
2. A Participatory Approach	10 minutes Participatory approaches are fundamental to capacity building and effective community based DRR. The purpose of this exercise is to set the context for the training course - its method and the topic of Disability Inclusive DRR. (Refer to pages 6 - 7 of the Training Manual)
- What is a participatory approach? Exercise	**EXERCISE:** Brainstorm/Reflection ● What is a participatory approach? ● What has been your experience of a participatory approach? ● How is it relevant to CBDRR? In a large group, participants are asked to brainstorm and reflect on their experiences. They are invited to share their experiences with the other groups.
- Overview of principles of adult learning	Participatory approaches use principles of adult learning. List principles of adult learning on black board/white board. (Refer to page 7 and also page 118 of the Training Manual)

Key Steps	Process
3. Overview of the Context - Disasters in your country - Overview of DRR	20 minutes Give a PowerPoint presentation that provides an overview of disasters in your particular country/context. Be as interactive as possible. For example, first ask people what they think a 'disaster' is and the kinds of disasters that most affect their areas and then present those slides of the PowerPoint for comparison. Then move onto CBDRR. As it is expected that participants will already have a good knowledge of CBDRR, ask them to define and elaborate the components of CBDRR. **EXERCISE:** Sharing understanding of DRR To elicit experience and sharing of ideas regarding DRR, use questions like: ● Have you undertaken any DRR planning? Do you have experience of CBDRR? ● What does DRR mean to you? What is its purpose? ● How does DRR fit in with the Disaster and Development cycle? ● What are the main steps or elements of DRR? Use participants' feedback to develop definitions and understanding of different components of DRR, the steps being followed, the terminologies they use etc. Then use a PowerPoint presentation to summarise and arrive at a common base. (Refer to CD and page 8 - 10 of the Training Manual)
4. Disability and Disaster Risk Reduction - An Introduction - Perceptions of Disability: Exercise	15 minutes Continue with the PowerPoint presentation to introduce the concept of disability inclusive DRR and provide a rationale for including disability in DRR. (Refer to CD and page 10 - 11 of the Training Manual) It is not uncommon for practitioners to feel uncomfortable approaching PwDs. The purpose of this exercise is to increase understanding of participants own ideas and feelings about disability in order to become more comfortable approaching PwDs. **EXERCISE:** Taking position Consider your position on these statements: Yes I agree, No I don't agree, I Don't Know. Give reasons for your position. ● To help disabled people is to help God ● Mental retardation and mental illness are two different things ● Persons with disabilities always need to be helped ● Poverty is one of the major causes of disability ● Rehabilitation can solve all the problems of PwDs ● Accessibility is one of the major challenges in disaster ● PwDs should receive their emergency relief supplies in their own shelter Have participants stand in different islands of 'yes', 'no', 'don't know'. Facilitate dialogue between them which may help in clarifying position and creating opportunities for people to change their Position Island if they wish to. Explain that this is not a judgmental exercise; people hold different views based on existing knowledge and experience. All the views are respected and positions can change over time.

Key Steps	Process
5. Conclusion - Key Messages	5 minutes **Summarise the Key Messages** (as provided above), using a PowerPoint and referring to the Manual. For example: There are special and increasing needs to strengthen national disaster management policies and activities. The inclusion of vulnerable people, including those with disability, is fundamental in this effort. CBDRR is a particularly powerful process of enabling this, since it is the communities and PwDs themselves – that best understand local issues and opportunities. They have the greatest stake in ensuring their own survival and wellbeing and they have a good understanding of local options and strategies. Ensuring active involvement of PwDs is not just good practice; it is also a right and a requirement.

Handouts

PowerPoint outlines

Additional Materials

To conduct exercise on Taking Position, use Taking Position PowerPoint presentation provided in the CD (PPTs for Training folder).

Use PowerPoint presentation titled "Intro - D&D_DRR" provided in the CD (PPTs for Training folder) for the training.

Introduction to Disability

Objectives

By the end of this topic, *participants* should be able to:
- Explain what disability is
- Identify the main types of disability
- Appreciate the rights, needs and abilities of persons with disabilities
- Consider their own experiences and ideas of disability

Key Messages

a) A person with a disability is a person first and has disability as well.
b) Persons with disabilities (PwDs) are not a homogenous group – every person is unique.
c) PwDs have abilities as well as disabilities.
d) PwDs may do a few things differently but have similar needs as everybody else.
e) Some have special needs that require assistance – special equipment, a care giver, etc.
f) Disability is not just an individual issue but a social and rights issue.
g) Including PwDs in development and CBDRR ensures that they too get an opportunity to minimise the impact of disaster and live a productive and meaningful life that in turn enriches the community.
h) This process begins by approaching a person with disability with respect and a willingness to listen and learn; this is *the* most important thing we can do when working with persons with disabilities.

Time: 2 hours 15 minutes

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens, blindfolds, crutches, wheelchairs

Method

Key Steps	Process
1. Introduction - Experiences and perceptions of disability	5 minutes Provide an overview of the topic and outline the objectives. **EXERCISE:** Feelings and first encounters 15 minutes. The purpose of this exercise is to elicit participants' experiences from which to explore perceptions of disability (personal and societal) and break down attitudinal barriers in a non threatening way. ● How do you feel when you see a person with disability? ● Please share an experience of your first encounter with a person with disability. (Please include details on when, where and what of the incident - at school, in your neighbourhood, at work or in family). ● What was your reaction when you first came across a person with disability? What did you think? How did you behave? Participants are asked to express their feelings when they see a person with disability and/or their first encounter with a person with disability. Their responses are summarised on a flip chart and compared with understandings of societal feelings and beliefs about persons with disabilities. Prevailing myths and realities can also be brought out; e.g. persons with disabilities may not need to be helped all the time, it is only specific to their need and the context. The incidence of first encounter may bring out the fact that persons with disabilities can function similarly as others and can sometimes excel and of how persons with disabilities are treated in the society. It also provides opportunities for participants to assess themselves on their own attitudes in non-threatening ways.
2. Needs, Abilities and Rights of Persons with Disabilities - Relating perceptions and experience with knowledge and realities	15 minutes At this stage it is important that participants begin to relate to the experience of disability, get the evidence and appreciate that persons with disabilities have abilities, develop a belief that things are possible and that good practices are already available. The participants need to open themselves up and witness such realities. It may bring a few shocks and surprises. The following discussion and exercises are designed with this in mind: **DISCUSSION** leading to exercises Although persons with disabilities may be more vulnerable in situations of disaster when their particular needs are not considered, accommodated, or addressed, it is unfair and inaccurate to perceive disability as a weakness. In fact persons with disabilities demonstrate great strength and adaptability in finding ways to accomplish tasks and activities when faced with barriers. Many of the barriers PwDs face are environmental (e.g. the physical environment, society's attitudes...) in that the environment fails to accommodate their needs or differing abilities. (Refer to page 14 of Training Manual)

Key Steps	Process
	PwDs should be included in Disaster Risk Reduction, recovery and development activities, not only because they have the same rights and equity as others in society but because they have much to contribute and are experts on how best to meet their own needs and maximise their strengths.
	REFLECTION: You may not be a person who has a permanent disability, however most people have faced or will face some form of disability in their lifetime due to a change in health status such as illness, injury or bodily changes due to ageing and their particular environment. This may require you to seek assistance to do activities that you once could do or adapt how you perform the activity. It may mean that you require changes to be made in your particular home or environment so that you can perform tasks and continue to participate in your community.
	• Has there ever been a time when you were faced with barriers while doing an activity or participating in your community or witnessed someone facing barriers? • What was the experience like? • How did you/that person manage it?
	Participants may reflect independently within the large group for a moment.
	Ask two or three willing participants to share their experiences with the group.
- Good practice: Case Study	10 minutes
	EXERCISE: Case Study - Dulali Mondal (page 15 of the Training Manual)
	Have participants read the case study.
	Discuss it as a large group. Emphasise that it is an example of good practice and community capacity building.
	Briefly discuss the role that NGOs had in facilitating Dulali's participation.
3. What is Disability?	5 minutes
- Definitions	By now participants have had the opportunity to reflect upon disability and the role that both personal (bodily) and environmental factors play in the experience of disability. Providing a definition of disability serves to reinforce what they have considered thus far.
	Using a PowerPoint presentation, outline the definition of disability (UNCRPD) and 5 types of impairments defined, when working with persons with disabilities in DRR. (Refer to CD and page 15, 16 of the Training Manual)
	The United Nations Convention on the Rights of Persons with Disabilities (Article 1):
	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments (includes visual, speech and hearing impairments), which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Key Steps	Process
- Personalising disability: Exercise	45 minutes **EXERCISE:** Personalising disability This is an opportunity for you to experience briefly what it is like to have a disability. In this exercise you are asked to eat your lunch and go to the bathroom, given a situation of disability. In addition to that you also get specific tasks to experience barriers and difficulties in your specific situation of disability. Some people will have an arm/leg tied up, some will wear a blindfold, others will be asked to use crutches or be in a wheelchair. Some people are also asked to experience communication difficulty etc. Two to three members will be 'observers' and will also assist some other members, if needed. Post exercise participants are asked to share their feelings and experience, barriers they faced etc. The discussion will help participants develop an understanding of needs, problems and abilities of different kinds of disabilities. **NOTES:** Facilitation of people's experience will be very critical. It is important at the end of the exercise that participants are able to appreciate the existence and efforts of persons with disabilities in spite of their impairments and the barriers they face for the same daily routine tasks which is so easy for the non disabled people. Participants must also get a positive feeling about their own efforts in the limited time and opportunities during the exercise which will help them visualise the possibilities of abilities of persons with disabilities to develop their own coping mechanisms if they have to be in such a situation for a much longer period or for a lifetime. Please ensure that there is no injury to anyone during this exercise, or else the whole group may form a negative experience. 45 minutes
- Dialogue with persons with disability	**EXERCISE:** Dialogue with persons with disabilities In this session a person with a disability is invited to share his/her story, experiences and ideas and respond to the questions of the participants. Questions participants might ask, include: ● How did you acquire the disability? ● How do you perform daily routine activities? With or without help? ● What have been the facilitative or hindering factors for where you are today? ● What have been your greatest challenges? How did you overcome these? ● What would help in making your life easier/independent or more meaningful/productive? ● How would you like other people to approach you or work with you in DRR? ● What advice do you have for how a person with disability should be included in DRR? In disaster relief and recovery? ● What is your life's goal? What would help make this a reality?

Key Steps	Process
	NOTES:
	Both the person with disability and the participants will need some orientation and briefing before this session.
	Briefing for persons with disabilities must not only convey the message that they have been invited to share their life story and experience for the purpose of learning of the participants but also that they have the right to say no if they feel awkward about some questions.
	Briefing for participants must include the need for sensitivity towards the fact that persons with disabilities are human beings experiencing disability.
	Sensitivity to specific types of disabilities like intellectual disability is a must and some questions may be very intrusive, which should be avoided.
	Facilitators must also play the role to avert any such situation in the group.
	Most importantly, every one must ensure that the discussion is focussed.
	If a person with disability is not available, consider using the video 'Unheard Voices' or written case studies provided in the CD (Documentary Film and Audio folder). Appreciating the
4. Conclusion	5 minutes
- Summary of key messages	Summarise the Key Messages (as provided above), using a PowerPoint and referring to the Manual.

Handouts

- Case study
- PowerPoint outlines

Additional Materials

Use "Tips for Building Rapport with PwDs" tool provided in the CD (Tools folder).

Use "Tool for rapid handicap assessment" provided in the CD (Tools folder).

Knowing Disability Better

Objectives

By the end of this topic, *participants* should be able to:
- Outline the causes of disability
- Understand the relationship between disability, poverty and vulnerability
- Explain the relationship between impairment, disability and handicap
- Describe the disability creation process
- Begin to identify implications for DRR

Key Messages

a) Disability is caused by many different things, including diseases, genetic factors, trauma, malnutrition and accidents. These can happen before, during and after birth.

b) Poverty is a leading cause of disability and handicap. It can also be a consequence of disability. Poverty and disability can be a vicious downward cycle.

c) Other factors contribute to a person becoming handicapped. These include the environmental, socio-cultural and political factors, as well as the individual characteristics of the PwDs.

d) Impairment in body function can lead to disability or a limitation in activity. Attitudes and barriers in society can cause disability to become a handicap, a situation where a person is restricted in participating in daily living and societal roles.

e) PwDs, thus, tend to be especially vulnerable and are therefore at a greater risk in disasters.

f) Women with disabilities and old persons with disabilities experience more discrimination and exclusion than other PwDs. They are doubly disadvantaged and at risk.

Time: 2 hours

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens.

Method

Key Steps	Process
1. Introduction	5 minutes
- Introduce the topic and objectives	Provide an overview of the topic and outline the objectives.
	Emphasise that this topic is an elaboration on the previous one. It places the experience of disability in the context of disaster. Some of the exercises will build upon previous ones.
- Personalising disability in disaster: Exercise	10 minutes
	EXERCISE: Chasing emergency relief supplies
	This quick exercise shows how vulnerable people and especially the persons with disabilities are marginalised in emergency relief operations.
	Some participants continue in the disability role they had in the previous session. Others take up roles as children, elderly and non-disabled male and female adults.
	Tell people to get ready to grab the emergency relief supplies (balls of paper) that are about to be dropped from a chopper into the waiting crowd. Your survival may depend on getting whatever supplies you can grab.
	Facilitator stands on a chair or table holding a box of scrunched up big and little balls of paper (representing emergency supplies) and throws the box of paper balls across the room.
	This is a good after-lunch activity. Have participants reflect upon their experiences as a large group afterwards.
	Reflections:
	● What was it like to be 'disabled'? ... to eat lunch, go to the bathroom and try to grab emergency rations with a disability.
	● What did it feel like personally?
	● What were the most difficult things? Why? How did you deal with this?
	● How did you feel as an assistant or as an observer?
	● What would have made the situation easier? How would you like it to be treated?
	● What did you learn from these exercises? … about disability? And considerations for DRR?
2. About Disability	45 – 60 minutes
- Causes and creation	Deliver a PowerPoint presentation that outlines causes of disability, the relationship between disability and poverty, disability as a cross cutting issue and the disability creation process. (Refer to the PPT on CD and to page 22 -28 of the Training Manual)
	Break the PowerPoint up by having participants engage in the following activities:

Key Steps	Process
- Disability and HIV/AIDS: Exercise	10 Minutes **EXERCISE** Have participants break into groups to consider vulnerability and the different aspects of disability: gender, age, HIV/AIDS as it relates to DRR. Children with disabilities (CwDs) could also be added to the discussion. 30 Minutes
- The disability creation process: Case study	**CASE STUDY: Kamla's Story** (page 30-32 of the Training Manual) Listen to Kamla's story in Hindi provided in the CD (Documentary Films & Audio folder). **Questions for reflection and group exercises** ● What are the main problems faced by Kamla? ● What are the reasons for these problems? ● What factors could have changed Kamla's situation? ● How much are they due to Kamla's personal limitations or due to the physical and social environment? **NOTES:** Participants can listen to the audio story in groups and/or do homework of group discussion on the given guided questions. Prepare to discuss and give feedback highlighting the influencing environmental factors.
3. Conclusion	5 minutes
- Key messages	Summarise the Key Messages (as provided above), using a PowerPoint and referring to the Manual.

Handouts

● Case Study
● PowerPoint presentation outlines

Additional Materials

PowerPoint presentation titled "DCP" provided in the CD
(PPTs for Training folder)

PowerPoint presentation titled "Understand disability issues better" provided in the CD (PPTs for Training folder)

PowerPoint presentation titled "Statistics" provided in the CD
(PPTs for Training folder)

Topic 4

Approaches to Disability

Objectives

By the end of this topic, *participants* should be able to:

- Outline the main models of disability
- Describe the 'twin track' approach
- Explain what 'mainstreaming' is
- Identify some barriers and solutions in mainstreaming disability
- Consider what these mean for their own role

Key Messages

a) There are different ways to think about disability.

b) Models of disability include charity, medical, social, rights, prevention and holistic; each has a set of values that influence how PwDs are viewed and treated, however, two opposing models of disability can be highlighted for the purpose of understanding and clarity during the training. Other models have been included briefly in the annexure in the pocket CD.

c) Some of the needs that PwDs have require special services; other needs can be addressed by inclusion in mainstream services. This is the 'twin track' approach.

d) 'Mainstreaming' is an effective and legally appropriate way of addressing the needs of PwDs.

e) There are societal and individual barriers in mainstreaming disability, but solutions exist to overcome these.

f) Everyone has a role to play. Engaging PwDs in the mainstream community including CBDRR does not take specialised skills; it requires respect, patience and an open mind.

Time: 1 hour

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens.

Method

Key Steps	Process
1. Introduction	5 minutes Provide an overview of the topic and outline the objectives. Explain the purpose and relevance of this topic to participants, drawing upon their experiences, to set the context for the content to follow.
2. Approaches to Disability - Models, twin-track, and mainstreaming - Overcoming barriers to mainstreaming: Exercise	25 minutes Deliver a PowerPoint presentation that outlines models of disability, the 'twin- track' approach, 'mainstreaming' and barriers to mainstreaming. (Refer to page 34-37 of the Training Manual) **EXERCISE:** Overcoming Barriers to Mainstreaming For each of the ten types of barriers, what are some possible solutions (related to DRR)? **Divide up the barriers.** In pairs or small groups, ask participants to brainstorm possible solutions for their barriers. Categorise feedback into strategies: e.g. knowledge, attitudes, skills, resources, practices
3. What does it mean for me?	25 minutes **CASE STUDY:** Zahangir (Refer to page 37 of Training Manual) The purpose of this case study is to help participants consider their approach to persons with disabilities and to encourage a strength/capacity based and solution focussed perspective. • Identifying Needs: What are Zahangir's needs? • Identifying Capacities: What are Zahangir's skills and abilities? • Identifying Solutions: How could Zahangir's situation be improved? What special services might he need? How could he be included into mainstream community? • What could you do to help him reach his potential?
4. Conclusion - Key messages	5 minutes Summarise the Key Messages (as provided above), using a Power point and referring to the Manual.

Handouts

- Case Study
- Outline of PowerPoint presentations

Disability, Development and Human Rights

Objectives

By the end of this topic, *participants* should be able to:
- Understand the link between disability, human rights and development;
- Appreciate the rights, responsibilities and goals of a rights based approach; and
- List key international and national laws regarding persons with disabilities and disaster and understand the relation to their work.

Key Messages

a) Disability is a human rights issue and not just an individual issue but also a social and political issue.

b) A right based approach reveals the role of all stakeholders in promoting disability-inclusive practice – government, development organisations, community and civil society – and persons with disabilities themselves.

c) With rights come responsibilities; building capacity to access rights and use them responsibly is part of a good development practice and concerns all stakeholders.

d) There are several key international and national laws that provide guidance in addressing the needs and inclusion of persons with disabilities in development and disasters.

e) Laws need to be used and turned into practice; everyone can play a role, however small, in making this happen.

Time: 2 hours 30 minutes

Materials

White board/black board, flipcharts and markers, A4 size paper and pens, documentary film (refer to CD); LCD projector; PowerPoint presentation

Method

Key Steps	Process
1. Introduction: - Comparing needs of vulnerable groups: Exercise	20 minutes Provide an overview of the topic and outline the objectives. Knowing more about the rights based approach and the laws that relate to disability, development and disaster is also important as we look to make DRR disability-inclusive. The following exercise sets the context for moving into a human rights perspective. **EXERCISE** List the needs of persons with disabilities in a large plenary involving all the participants. Make a list of individual's needs in the same plenary and compare the two lists together. This will give a comparative picture of the needs of the average individual v/s vulnerable groups, as perceived by society. **NOTES:** The participants are in for some real surprises when both the lists are compared and the realisation sinks in about the needs of vulnerable groups. (being basically the same as anyone else) It is a good turning point to move to the human rights perspective and focus on the same.
2. Disability and Human Rights - The evolution of perspective on persons with disabilities	40 minutes Disability is an unavoidable and universal part of human diversity. A shift in perspective has taken place on how to consider the persons with disabilities; From object of charity and burden leading to an approach of assistance, to subject of law leading to an approach based on the respect of any human being. This shift implies that the core values of human rights are especially relevant in the context of disability (dignity, autonomy, equality, solidarity). (Refer to page 40 of the Training Manual) The concept of human rights for all can also be brought out through a simple activity.

Key Steps	Process
- Illustrate the concept of human rights and outline core values of human rights: Exercise	**EXERCISE:** Swing in Your Space

Ask participants to stand in a big circle with their feet fixed firm on the ground.

Facilitator asks: 'Do you believe in freedom?'; 'Do you have freedom?'

Ask participants to swing their hands freely all around them while not leaving the ground.

Debrief: Ask participants if they are able to swing freely. If not, why not?

This simple exercise shows that people do not swing freely, so as not to injure the other person next to them.

Analytically, it reflects that everyone has individual human rights and social responsibilities including persons with disabilities. Human rights are for all.

Everybody has the same rights and should have the same access to their rights. Human rights apply to persons with disabilities also.

With rights come responsibilities. In accepting their rights, persons with disabilities must also be assisted to meet their responsibilities like anyone else. |
| **3. Legal Obligations**

- The range of international conventions and national laws

- Legal tools and instruments that exist: Exercise | 30 minutes

There are a range of international conventions and national laws that provide formal directions for disability in development and disaster management. Provide a handout that lists the main ones. (Refer to table on pages 41- 42 of the Training Manual)

EXERCISE: What's in an Act?

The Acts will be divided between the working groups for review.

Groups will summarise the key points relevant to disability, development and DRR and present to the whole group.

NOTES: The purpose of this exercise is to orient the group to different legal tools and instruments that exist.

Each tool will be read in small groups of two to three people and then all the groups will do presentations of the salient features of those tools.

Also ask participants to consider what this law might mean for their own roles. How could they begin to turn this into something practical? |

| Key Steps	Process
4. Hyogo Framework for Action 2005-2015: Priority Actions	15 minutes Using a PowerPoint presentation, provide an overview of: **Hyogo Framework for Action 2005-2015: Priority Actions** 1. Ensure that DRR is a national and a local priority with a strong institutional basis for implementation 2. Identify, assess and monitor disaster risks and enhance early warning 3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels 4. Reduce the underlying risk factors 5. Strengthen disaster preparedness for effective response at all levels **Question:** How could you use these identified actions to advocate for disability inclusive development and DRR?
5. Inclusive Development: An Introduction - How acts and laws are turned into practice: Film - Inclusive Development: Case studies	40 minutes **FILMS:** Have participants watch one of the following short films provided in CD (Documentary Films and Audio) and discuss: ● Inclusive education (10 minutes) – "Inclusive Education - CCPD film" ● Inclusive employment (10 minutes) – "Inclusive Employment - CCPD film" ● Universal design: a barrier-free environment (30 minutes) – "Freedom of Being – HI & Unnati film" **CASE STUDIES:** Read and discuss ● A Case Study on Disha (Refer to page 43 of the Training Manual) ● 'Joining Hands' (Refer to page 44 of the Training Manual)
6. Conclusion - Key messages	5 minutes Summarise the Key Messages (as provided above), using a PowerPoint and referring to the Manual.

Handouts

● Case Studies
● PowerPoint presentation outlines
● Chart of international conventions and national laws
  (Refer to page 41 of the Training Manual)

Topic 6

Mainstreaming Disability in Community Based Disaster Risk Reduction
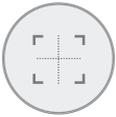
Objectives

By the end of this topic, *participants* should be able to:
- Understand mainstreaming as a key strategy in promoting inclusive development;
- Describe 'inclusive development' and some implications for CBDRR;
- Differentiate between inclusion and exclusion;
- Explain the disaster and development cycle; and
- Be familiar with practical aspects of mainstreaming disability in CBDRR.

Key Messages

a) Mainstreaming disability into CBDRR is part of a wider approach to 'inclusive development' that, in turn, aims to promote sustainable development.

b) Inclusive development is focussed on how to make sure disability is considered across all sectors: education, health, social welfare, employment and income generation, etc.

c) Inclusive development is also concerned with addressing the needs of all vulnerable groups, including children, women and the elderly. But, in meeting the needs of persons with disabilities, many of the needs of other vulnerable groups are also being addressed.

d) Mainstreaming occurs at different levels, from national to community and even at the individual level. Targets aim to address the needs and rights of vulnerable groups within the context of sustainable development.

e) The sustainable development – disaster management cycle is the context for inclusive development and CBDRR

Time: 1 hour 30 minutes

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens, doll, basket, pulley device.

Method

Key Steps	Process
1. Introduction	5 minutes
	Provide an overview of the topic and outline the objectives.
	5 minutes
- 'Mainstreaming': Exercise	**EXERCISE:** River analogy
	Discuss the concept of "mainstreaming" with an example of a "river and its stream" which gets away from the main river and gets lost somewhere far off. Also losing its flow, speed, charm and life…
	NOTES: It is a simple way of understanding an abstract concept and at the same time:
	• Think about what could have gone wrong when the stream got isolated from the main river. • What is the possibility of bringing the two together? • What change will happen in both once it comes back together?
2. Inclusive Development - What is inclusive development? Exercise	20 minutes The concept of inclusive development can also be understood in a participatory way. The following exercise is a creative means to represent and discuss the key elements of development.
	EXERCISE: Images of development
	Divide participants into groups of five.
	Ask participants to make a still theatre. Please feel free to use upper/middle/ lower space of the ground.
	Ask them to make a still theatre based on what they understand from development
	De-briefing of activity
	Go group by group to identify the key elements of development as portrayed in the still theatre. Draw out from the participants, what development is all about. Is it building factories, roads, company? What development are we talking about?
	Facilitator summarises: Development is about people, about human beings and all those things that contribute/support the human being to live a better life with dignity.
- The meaning of development	Describe how development has no universally accepted definition. However Handicap International's understanding is holistic, encompassing human development, social development and sustainable development with a particular focus on inclusive development and better quality of life for persons with disabilities. (Refer to page 46 of Training Manual 'Meaning of Development')

Key Steps	Process
- More on the inclusive development approach: Exercise - Key factors to promote inclusive development	45 minutes **EXERCISE:** Doll and Pulley The 'doll and pulley' is a symbol through which to explore vulnerability and the needs of persons with different kinds of vulnerabilities and how we can support them to be uplifted. The exercise helps to compare and contrast the needs of the persons with disabilities with other vulnerable groups and human beings generally. It also helps participants to consider ideas for inclusion and how this can occur; including the stakeholders' analysis and roles each of the relevant stakeholders can play to enable this. It provides an opportunity for strategic analysis and a symbolic move towards action to bring about change in the current scenario. **NOTES:** In setting up the contraption, the doll is lying on the floor because of its weight and disadvantage. On the other end is an empty basket, hanging above some cards and pens. Participants, in small groups, are asked to brainstorm and write what can be done to empower the doll, actions that will give the vulnerable person equality and dignity. As ideas (cards) are added to the basket, the doll rises from the floor. Use leading questions about participation, stakeholders and strategic analyses and how to include persons with disabilities in education, economic development, social engagement, water and sanitation, governance, advocacy and access to rights, etc. Consider different types of vulnerability: ● Children, women and the elderly, as well as persons with disabilities Discussion: Conclude the discussion by outlining the key factors to promote inclusive development: ● Information for better Knowledge ● Awareness for better Attitudes ● Training for better Practices
3. More on Mainstreaming - Sustainable development and CBDRR	10 minutes Outline main targets for mainstreaming at different levels (national, state, local, community) and how these targets aim to address the rights of vulnerable groups within a context of sustainable development. (Refer to page 48 in Training Manual) This could be presented in a handout (see sustainable development and CBDRR diagram) or on a PowerPoint.
4. Conclusion - Key messages	5 minutes **Summarise the key messages** (as provided above), using a PowerPoint and referring to the Manual.

Handouts

● PowerPoint presentations

● Sustainable Development and CBDRR diagram (page 48 of Training Manual)

Additional Materials

Including Persons with Disabilities in Development Projects, CBM 2008. Available at: www.cbm.org/en/general/

Making Disability Inclusive project information: www.make-development-inclusive.org

DFID (2000) Disability, poverty and development. Issues Paper. Department for International Development, UK. – provided in the CD (file name "DFID disability paper" in Resource Materials folder)

World Vision (2001) All things being equal: perspectives on disability and development.

World Vision UK. www.worldvision.org.uk

Use PowerPoint presentation titled "Mainstreaming" provided in the CD (PPTs for Training older) for training.

Coleridge, Peter (1993) Disability, Liberation and Development. Oxford: Oxfam

Harris-White, B (1999) 'Onto a Loser: Disability in India', in Harriss-White, B and Subramanian, S (eds) Ill fare in India. Essays on India's social sector in honour of S.Guhan, (pp 135- 158). New Delhi: Sage Publications

International Disability and Development Consortium (IDDC): www.iddc.org.uk

Stone, Emma (ed) (1999) Disability and Development. Leeds: Disability Press

Yeo, Rebecca (2001) Chronic Poverty and Disability. Action on Disability and Development

(ADD), UK. Background Paper Number 4. Chronic Poverty Research Centre.

ILO, UNESCO, WHO (2004) CBR. A strategy for rehabilitation, equalisation of opportunities, poverty reduction and social inclusion of persons with disabilities. Joint Position Paper. Geneva: WHO

Hartley, Sally (ed) (2006) CBR as Part of Community Development. A Poverty Reduction

Strategy. London: Centre for International Child Health.

Topic 7

Making Vulnerability Capacity Assessment Disability Inclusive

Objectives

By the end of this topic, *participants* should be able to:
- Describe what a VCA is and be familiar with the assessment tools commonly used
- Understand the relationship between Risk, Vulnerability, Capacity and Disability and the importance of making VCA disability inclusive
- Understand common challenges in making VCA disability inclusive and potential solutions
- Identify strategies for implementing a disability inclusive VCA

Key Messages

a) VCA is a participatory process that is used to determine a community's vulnerability to hazards in order to plan and implement practical actions to reduce and/or eliminate disaster risks.
b) Persons with disabilities have an equal right to protection and safety in situations of risk.
c) Persons with disabilities are especially vulnerable in disaster situations, thus they need to be included in VCA processes.
d) It is both *important* and *feasible* to make VCAs disability inclusive.

Time: 1 hour 45 minutes

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens.

Method

Key Steps	Process
1. Introduction - The purpose and relevance of making VCAs disability inclusive	15 minutes Overview of the topic and objectives Elicit participants' experience to stimulate their interest and participation and gauge their understanding. **REFLECTION EXERCISE:** What has been your experience of doing VCAs? In a large group, participants are asked to reflect on their experiences and share with the rest of the group. Describe the purpose and relevance of this topic with the participants, drawing upon their experiences, to set the context for the content to follow.
2. What is a VCA?	15 minutes Deliver a PowerPoint presentation to provide a basic overview of the VCA, including underlying concepts, components and tools. Emphasis is placed upon the VCA as a participatory process involving the affected target populations in the various stages of risk assessment. *Please Note: This presentation is not intended to provide comprehensive training on VCA. It is assumed that participants have a good background of DRR or disaster management and are already familiar with the VCA (theoretical or at the field level). Also make sure to use the terminologies that participants are more familiar with locally or at least draw comparison with the terms globally used under VCA.
3. Making VCA Disability Inclusive - The importance of a disability inclusive VCA - 'What does it mean for me?'	20 minutes **EXERCISE:** Why is it important to make VCA disability inclusive? The participants are divided into small groups and are directed to generate a list of key reasons for making VCA disability inclusive. Each group is then asked to give 2 points and record these points on the white board/black board. The facilitator draws upon participants' understanding of disability issues based upon earlier topics (e.g. human rights, link between disability-poverty-vulnerability) to stimulate further discussion and ensure main reasons are represented. 10 minutes **CASE STUDY** The participants are asked to read the case study provided and are asked the following questions:

Key Steps	Process
- 'How can the VCA be made disability inclusive?'	**EXERCISE:** Challenges and Solutions ● What are some of the challenges associated with making a VCA disability inclusive? ● What strategies could be used to overcome these challenges? The facilitator then asks the participants to reflect upon their own experiences and asks: ● What are some of the challenges you have faced/or anticipate in making VCA disability inclusive? ● What strategies have you used/would you use to overcome these challenges? 5 minutes **Presentation:** Brief PowerPoint or overhead projection of **General Principles for a Disability Inclusive VCA** (page 55 of the Training Manual)
4. Practical ways to make VCA tools disability inclusive - Overview of tools - Strategies for making VCA disability inclusive	5 minutes **Presentation (optional)** PowerPoint presentation 'VCA tools': Baseline Data, Mapping, Semi structured Interviews/Focus Group Discussions 30 minutes **Small Group Activity** The purpose of the activity is to explore strategies for making sure the VCA is participatory and inclusive of PwDs. Participants are divided into 3 groups. Each group is designated as a VCA tool: 1) A disability profiling group 2) Mapping group 3) Interview/Focus group. **The groups are asked to brainstorm** ● The key considerations for PwDs related to their particular assessment tool ● How would they ensure PwDs are engaged in the assessment activity? *Note: Participants should be encouraged to consider different types of disabilities.* The groups present their key considerations to the large group. The facilitator stimulates further discussion as needed to ensure most key considerations are covered. (Refer to page 55 - 57 in Training Manual)

Key Steps	Process
5. Conclusion - Key messages - Reflection for disability inclusive VCA	5 minutes **Summarise the key messages** (as provided above), using a PowerPoint and referring to the Manual. **REFLECTION: Is your VCA inclusive of PwDs?** ● Have you included PwDs in your assessment exercises? (e.g. mapping exercises, baseline data, interviews etc) ● Does participation of PwDs involve various types of disabilities? (e.g. physical, sensory, mental/intellectual) ● Have you spoken directly to PwDs and their family members? ● Have you prepared to conduct assessments/activities with alternative communication means, if need be? (using drawings, symbols, body language or simple language, using support persons, if necessary)

Handouts

● Case Study
● PowerPoint presentation outlines

Additional Materials

What is a VCA? An introduction to vulnerability and capacity assessment, International

Federation of Red Cross and Red Crescent Societies (2006) – provided in the CD (file name "What-is-VCA-en_IFRC" in Resource Materials folder)

How to include disability issues in disaster management following floods 2004 in

Bangladesh. Handicap International (2005) – provided in the CD
(file name "Disability in

DM Booklet - HI BGD 2005" in Resource Materials folder)

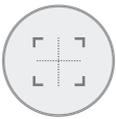Use PowerPoint presentation titled "VCA disability inclusive" provided in the CD

Topic 8

Making Early Warning Systems Disability Inclusive

Objectives

By the end of this topic, *participants* should be able to:
- Describe existing Early Warning Systems and the importance of developing disability inclusive EWS
- Understand how to assess whether an EWS is disability inclusive
- Explain possible strategies for making EWS disability inclusive

Key Messages

a) EWS can reach all people, including PwDs, if a variety of communication methods are used.
b) PwD's capacity to respond needs to be taken into consideration and informal support networks strengthened.
c) Disability inclusive EWS are cost effective and can be done within the community.

Time: 1 hour 15 minutes

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens; headphones and recording of voices; blindfold; wheelchair; set of cards each with a different disability (physical, hearing, speech, mental & intellectual). Each card contains a type of disability and a brief description of the person/their functional ability.

Method

Key Steps	Process
1. Introduction - EWS, communities and disability	5 minutes Introduce the topic and outline the objectives as an overview. Check and see what participants' understanding of EWS is; develop or provide a basic description of EWS. 15 minutes **ROLE PLAY: Disability Simulation/Community Organisation** The purpose of the role play is to set the scene for the topic and stimulate interest and discussion. **NOTES:** Divide participants into groups. Each group represents a community of people. Four people in each community are given a disability. The facilitator gives each community instructions to complete a multi-step task (the task can be anything that requires movement and organisation, e.g. writing your name on a piece of paper, then moving to the back of the room around obstacles and lining up alphabetically or according to age). The facilitator gives the instruction verbally <u>once only</u> and then leaves the community to organise themselves. Each community must be quick and complete the task within a specified timeframe (e.g 2 minutes). Each community is given a different task and must complete the tasks simultaneously to add to the noise and confusion in the room. **Disability Simulation** 1) Person with a mental disability who hears voices (this person must wear head phones and listen to a recording while the community is being given instructions and throughout the exercise) 2) Person with a physical disability (this person must use a wheelchair). If wheelchair is unavailable, have person use only one leg. 3) Person who is visually impaired (this person must be blindfolded) 4) Person who is intellectually impaired and cannot speak (this person must leave the room while instructions are being given and return to complete the task with the community. Community members cannot verbally give this person the instructions but can demonstrate)

Key Steps	Process
	5 minutes **LARGE GROUP DISCUSSION** What was the experience like? What were the challenges & solutions? **What makes PwDs especially vulnerable in situations of risk?** **Why is it important to make EWS disability inclusive?** Use this discussion as a platform to draw out their actual experiences of EWS 5 minutes **REFLECTION** In a large group, participants are asked to reflect on their experiences and share with the rest of the group. What has been your experience of Early Warning Systems and how have PwDs been involved?
2. What is EWS & Why is a disability inclusive EWS important?	10 minutes Deliver a PowerPoint presentation to provide a rationale/review of why a disability inclusive EWS is important and general guidelines for making EWS disability inclusive. (Refer to page 60 of the Training Manual)
3. Making EWS Disability Inclusive - 'What does it mean for me?'	**REFLECTION** The facilitator asks the participants to reflect upon their own experiences and asks: ● What are some of the challenges you have faced/anticipate in making EWS disability inclusive? ● What strategies have you used/would use to overcome these challenges?
4. Practical Ways to make EWS Disability Inclusive - Developing strategies for disability inclusive EWS	10 minutes **EXERCISE:** Developing strategies for ensuring a disability inclusive EWS In pairs, consider each type of disability: ● How would you ensure the person receives EW and gets to safe ground? ● What barriers would this person face? What assistance or modifications would be required? Participants are given a set of cards each with a different disability (physical, hearing, speech, mental & intellectual). Each card contains a type of disability and a brief description of the person/their functional ability. Participants are paired. Each pair takes a card and answers the questions. Facilitator asks each pair to give three points.
- Overview of types of disabilities and EWS	10 minutes PowerPoint presentation: 'Types of disabilities and EWS'

Key Steps	Process
5. Conclusion - Key messages - Reflection for disability inclusive EWS	15 minutes **Summarise the key messages** (as provided above), using a PowerPoint and referring to the Manual. **REFLECTION: Is your EWS Disability Inclusive?** ● Encourage PwDs to participate. ● Involve PwDs in an early warning task force ● Consult with PwDs while preparing evacuation/early warning systems to make sure their specific needs are addressed ● Consult with DPO representatives and family members to assure that the rights and needs of PwDs are met ● Ensure that the diverse needs and capacities of PwDs are incorporated into EWS **Key Questions:** ● How are PwDs involved in EWS planning and how are their diverse needs and capacities addressed? ● What could you do to improve the system?

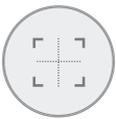## Handouts

● PowerPoint presentation outlines

Additional Materials

Use PowerPoint presentation titled "Making EWS disability inclusive" provided in the CD (PPTs for Training folder) for training.

Making Search, Rescue and Evacuation Disability Inclusive

Objectives

By the end of this topic, *participants* should be able to:
- Describe the aims of Search, Rescue & Evacuation
- Explain the basic principles behind disability inclusive SR&E
- Understand possible barriers and solutions to disability inclusive SR&E

Key Messages

a) Persons with disabilities are often at the risk of being left behind, neglected or forgotten in SR&E. They must be included in SR&E preparation and planning/activities to ensure their needs are appropriately addressed and capacities realised.

b) Adaptations can be made to SR&E approaches and techniques to accommodate the needs and capacities of PwDs.

Time: 1 hour 20 minutes - 2 hours

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens, stretcher & wheelchair (optional)

Method

Key Steps	Process
1. Introduction	15 minutes Introduce the topic, outline the objectives and define SR&E. Elicit participants' experiences from which to stimulate interest and participation and gauge their understanding: **REFLECTION EXERCISE**: What has been your experience with search, rescue and evacuation? In a large group, participants are asked to reflect on their experiences and are invited to share with the rest of the group.
2. How is SR&E different for persons with disabilities? - Considering disability in SR&E	30 minutes **EXERCISE: Considering Disability in SR&E** ● What are the challenges involved in SR&E with persons with disabilities (e.g. physical, mental/intellectual, hearing, seeing, multiple disabilities)? ● What preparedness measures could be put in place to facilitate inclusive SR&E? Participants are divided into teams and given an SR&E scenario that involves getting a person(s) with a disability to safety. Within each team, people are given specific roles (e.g. rescuer, bystander, PwD), challenges and resources to accomplish the task. They have a specified time period to accomplish this task using available resources. Each team is given a different disability. The trainer facilitates a discussion afterwards about their experiences, challenges and lessons learnt. A list of key considerations to be recorded based on this discussion. Refer to 'Things to Remember about PwDs and SR&E. (page 66 of Training Manual)
3. Disability Inclusive SR&E - General principles of disability inclusive SR&E	5 minutes **EXERCISE**: Short Quiz PwDs can be evacuated: ● through their own efforts ● through a little assistance ● through complete assistance In a large group, participants are asked the above questions and must indicate the correct response. This is a trick question as all the three options are correct. The purpose of this exercise is to reinforce the points that 1) PwDs CAN be evacuated 2) the support they require will vary depending on their type of disability and circumstances 3) PwDs must be asked to give advice on their specific needs, regarding SR&E

Key Steps	Process
Disability inclusive SR&E: General recommendations	15 minutes **REFLECTION** Participants are divided into pairs and asked to reflect upon the following key questions: ● What are some of the challenges associated with making SR&E disability inclusive? ● What strategies could be used to overcome these challenges? Participants share their ideas/responses (not already covered) with the large group. 5 minutes Present a brief PowerPoint or overhead projection of General Recommendations for Disability Inclusive SR&E. (Refer to page 67-68 of Training Manual)
4. Practical Ways to make SR&E Disability Inclusive - Evacuation and rescue tips for PwDs - Transfer training (optional)	10 minutes PowerPoint Presentation that provides an overview of evacuation and rescue techniques and Tips for PwDs. (Refer to page 72-73 of the Training Manual) 30 minutes **Transfer Training:** PowerPoint presentation/demonstration The facilitator reviews basic transfer techniques for persons with physical disabilities. Ideally, participants are given the opportunity to develop/practice transfer techniques with each other. However, if the facilitator does not have the skills/background to conduct this particular aspect of training, illustrations and a theoretical approach could be employed. To facilitate skill building: Set up 'practice stations' according to the transfer techniques illustrated on page 68-71 of the Training Manual. Ask for a volunteer participant to be a person with a disability at each station. Participants are divided into small groups and circulate from station to station to practice transfers. The transfers should be modelled for the participants, prior to the practice stations. Step by step instructions should be written at each station. All transfers should be supervised to prevent injury.
- Communication tips for persons with intellectual or mental disability (optional)	10 minutes **ROLE PLAY**: Communication skills: Dealing with aggressive or confrontational behaviour The facilitator asks for two volunteers to enact a role play. One person is a person with a mental disability who exhibits aggressive behaviour during a rescue scenario. The other person performing the rescue demonstrates the following skills: ● Remain calm, redirect (e.g. change topic, distract etc) ● Reassure and Revise (adapt questions or tasks, lessen demands). The rest of the course participants are not given details of the role play but function as observers.

Key Steps	Process
	The trainer facilitates a discussion following the role play where the course participants identify the communication skills that were used to manage the aggressive behaviour.
	The facilitator then provides an overview of communication tips for persons with intellectual or mental disabilities. (Refer to page 72 of the Training Manual)
	* Please Note: The optional exercises are labelled as such because they are dependent upon the interests, roles /knowledge or skill level of the participants and facilitator.
5. Conclusion - Key messages - Reflection for disability inclusive EWS	15 minutes **Summarise the key messages** (as provided above), using a PowerPoint and referring to the Manual. **REFLECTION:** Is your SR&E approach Disability Inclusive? ● An accessible evacuation location is pre-identified. ● Emergency search and rescue personnel have knowledge on how to adapt search and rescue techniques to find and move persons having different types of disabilities; Risk of injury is minimised by following basic first aid and professional handling techniques. ● Equipment/stocks in areas of high probability of disasters are pre-positioned; appropriate equipment such as stretchers, wheelchairs, crutches etc. are utilised and appropriate transfer techniques employed. ● PwDs are identified in advance during the mapping phase (including their type of disability, the assistive devices, and other specific needs); database/list of PwDs is established/utilised. ● Caretakers/supports or people familiar to PwDs who could assist during SR&E are identified, especially when it comes to persons with intellectual disabilities and mental illness.

Handouts

- PowerPoint presentation outlines
- Transfer training handout

Additional Materials

How to adapt search and rescue techniques to find and move persons having different types of disabilities. Refer Bangladesh- Handicap International manual. Provided in the CD (file name "Disability in DM Booklet - HI BGD 2005" in Resource Materials folder)

WHO (2005) WHO Framework for Mental Health and Psychosocial support after the Tsunami. WHO Regional Office for South-East Asia. SEA-Ment-139/2005.

Use PowerPoint presentation titled "SR&E disability inclusive" provided in the CD (PPTs for Training folder) for training. http://www.firstaid.org.uk/index.htm

Refer to the box in the booklet "How to include disability issues in disaster management" (Bangladesh Handicap International) on the state of preparedness and duties (p. 21).

Topic 10

Making Shelter Management Disability Inclusive

Objectives

By the end of this topic, *participants* should be able to:

- Explain the key aspects of shelter management as they relate to the needs of PwDs
- Understand the particular risks that the PwDs face in emergency camps
- Appreciate the potential barriers for making shelters disability inclusive and some solutions for overcoming these
- Use resources from this manual to guide planning and management of shelters to be more inclusive and protective of PwDs

Key Messages

a) Making emergency shelters disability inclusive may take a little more thought, time and resources but will provide benefits for other vulnerable groups as well as PwDs
b) PwDs have ideas on how to make the conditions more inclusive; involve them in the planning and management
c) Inclusive shelters need to be safe as well as provide access in terms of mobility, equity in supplies and services.

Time: 1 hour 30 minutes

Materials

PowerPoint presentation, LCD projector, white boardblack board, flipcharts and markers, A4 size paper and pens

Method

Key Steps	Process
1. Introduction	15 minutes Introduce the topic and outline the objectives as an overview. Provide a brief definition of shelter management. Elicit participants' experiences from which to stimulate interest and participation and gauge their understanding: **BRAINSTORM EXERCISE:** What has been your experience of shelter management? In a large group, participants are asked to reflect on their experiences and share with the rest of the group.
2. What is Shelter Management & relevance to PwDs? - Shelter management and disability	20 minutes Deliver a PowerPoint presentation to provide an overview of shelter management, including aspects of shelter management that are especially relevant for PwDs. These include their descriptions/definitions (accessibility, security, water and sanitation, food security). Refer to page 75 -76 of manual. *Please Note: This presentation is not intended to provide comprehensive training on shelter management. It is assumed that participants have a good background of DRR or disaster management and are already familiar with shelter management (theoretical or at the field level).
3. Making Shelters Disability Inclusive - Practical strategies	40 minutes **BRAINSTORM EXERCISE: What are some key considerations for PwDs in shelters?** Participants are asked to divide into 4 groups according to the 4 key aspects of shelter management relevant to PwDs. Each group must list possible barriers facing PwDs and solutions related to their key aspect (accessibility, security, water and sanitation, or food security). Each group then presents their list to the larger group. (Refer to page 77-85 of the Training Manual) Facilitator fills in gaps in information provided by participants through discussion and reference to Manual Facilitator provides participants with Physical Accessibility guidelines. (Refer to page 77; 81-82 of the Training Manual)
4. Conclusion - Key messages - Reflection on Disability Inclusive shelter management	10 minutes **Summarise the Key Messages** (as provided above), using a PowerPoint and referring to the Manual. **REFLECTION:** Is your Shelter Management Disability Inclusive? Your shelter management is disability inclusive if: ● Persons with different types of disabilities have been included in all phases of preparedness to ensure shelter management is disability-inclusive

Key Steps	Process
	• PwDs have access to shelter and free movement within shelter; toilets and water spots are accessible for everyone (using principles of universal design)
	• Key areas are illuminated using contrasting colours (e.g. for visually impaired people)
	• Essential items to meet the needs of PwDs have been stored during the preparedness phase, including: wheel chairs, crutches, walkers, toilet chairs; urine pots;
	• Assistive and mobility devices are distributed to PwDs to increase their independence
	• PwDs are included in registers and their access to services is monitored
	• Accessible places/distribution spots are established where PwDs and their families can get information support and services
	• Key information is presented in different formats (e.g. signs, braille, auditory messages, signals)
	• Protocols are adapted to accommodate the specific needs of PwDs (e.g. relief: provide house to house service for PwDs)
	• Separate queues are formed for PwDs to facilitate access to services (e.g. for relief)
	• Inclusive planning and reconstruction is facilitated and monitored with the help of expert advice from skilled and trained PwDs and DPOs
	• Security risks for PwDs are identified and minimised in consultation with PwDs
	• Staff and volunteers in charge of shelter management are educated about disability/disability sensitive issues in shelter environment.

Handouts

• PowerPoint presentation outlines

Additional Materials

SPHERE Handbook – provided in the CD (Resource Materials folder)

PowerPoint presentation titled "Shelter Management disability inclusive" provided in the CD (PPTs for Training Folder)

International Disability and Development Consortium (IDDC): '*Emergency, Conflict and Refugee' resources* available at: ttp://www.iddc.org.uk/dis_dev/key_issues/conflict.shtml

HelpAge International (HAI) and UNHCR (United Nations High Commission for Refugees), 2006, *Older people in disasters and humanitarian crises: Guidelines for best practice.* HAI: London, UK. Available at www.helpage.org

WHO (2005) *Mental health and psychosocial care for children affected by natural disasters.* www.who.int/MSD

WHO (2003) *Mental Health in Emergencies.* Geneva.

Topic 11

Making Livelihoods Disability Inclusive

Objectives

By the end of this topic, participants should be able to:
- Understand the link between livelihoods, DRR and development
- Describe the barriers that PwDs face in accessing livelihood opportunities
- Explain how livelihood activities can be made disability inclusive in DRR contexts

Key Messages

a) The resilience of people's livelihoods and their vulnerability is largely determined by the resources available to them and how these have been affected by disaster.

b) PwDs are particularly vulnerable in terms of livelihoods, because of the link between disability and poverty. Disability is both a cause and a consequence of poverty.

c) The poorer the people are the more vulnerable they are, and therefore, they have less capacity to cope up with disaster.

d) DRR must include development activities that aim to reduce poverty, to make a community less vulnerable and to increase its capacity to cope.

e) Different barriers (physical, attitudinal, information and communication) hinder PwDs' access to livelihood activities.

f) Making livelihood disability inclusive involves facilitating access to livelihood relief activities, Income Generating Activities (IGA) or Self-employment and schemes and provisions. It also requires innovation.

Time: 1 hour 30 minutes

Materials

PowerPoint presentation, LCD projector, white board/black board, flipcharts and markers, A4 size paper and pens

Method

Key Steps	Process
1. Introduction - Vulnerable persons and livelihood	5 minutes Introduce the topic and outline the objectives as an overview. 10 minutes The resilience of people's livelihoods and their vulnerability is largely determined by the resources available to them and how these have been affected by disaster. PwDs are particularly vulnerable in terms of livelihoods because of the link between disability and poverty. **DISCUSSION:** Facilitate a discussion to help participants link DRR, livelihoods and development with vulnerable groups. **Ask participants:** ● What makes PwDs more vulnerable in terms of livelihoods? ● What practices are you following and facilitating to link vulnerable population's livelihoods in their communities in the context of disaster? ● What is your response to the complexity of livelihoods as one of the critical intervention areas in the context of DRR? (Refer to page 90 of the Training Manual)
2. Making Livelihood Disability Inclusive - Improving access to micro-finance through strategic partnerships: Case study	60 minutes PowerPoint: The purpose of this presentation is to cover the following aspects of disability and livelihood: Legal and political instruments, barriers and needs related to livelihood and disaster and possible solutions to facilitate access to livelihood relief activities, income generating activities, employment and schemes and provisions. After outlining 1) legal and political instruments linked to disability and livelihood and 2) general barriers related to disaster, break the presentation up with the following participatory activity: **EXERCISE** Ask participants to read the chart (as a PowerPoint projection) on 'problems and needs related to disaster (e.g. flood). (Refer to page 91 of the Training Manual) Conceal the third column titled 'Additional risk/problems for persons with disabilities.' In a large group, ask participants to identify what some additional risks/problems may be for persons with disability for each aspect of livelihood (livestock and crops, income generating activities, self-employment, financial capital) Generally, persons with disabilities have a lot of difficulties in accessing micro-finance. Outline the possible barriers to accessing micro-finance and facilitate a discussion on possible solutions. (Refer PPT on CD and chart on page 93 of the Training Manual)

Key Steps	Process
	Follow this up with a case study:
	CASE STUDY: Improving access to micro-finance through strategic partnerships
	(Refer to page 93 of the Training Manual)
	NOTES: Continue with the PowerPoint presentation outlining strategies for **facilitating access to employment, and schemes and provisions**.
	(Refer to page 93 of the Training Manual)
3. Conclusion - Key messages	5 minutes **Summarise the key messages** (as provided above), using a PowerPoint and referring to the Manual.

Handouts

- PowerPoint outline
- Case Study

Additional Materials

ITDG (2004) Guidelines for planning in the rebuilding process – Resource pack. Intermediate Technology Development Group – South Asia. Colombo, Sri Lanka. Has a chapter on Disability Sensitive Planning for rehabilitation /reconstruction.

Use PowerPoint presentation titled "Livelihood disability inclusive" provided in the CD (PPTs for Training folder) for training

Including Persons with Disabilities in Development Projects, CBM 2008. Available at: www.cbm.org/en/general/

Making Disability Inclusive project information: www.make-development-inclusive.org

DFID (2000) Disability, poverty and development. Issues Paper. Department for International Development, UK.

World Vision (2001) All things being equal: perspectives on disability and development. World Vision UK. www.worldvision.org.uk

International Disability and Development Consortium (IDDC): 'Emergency, Conflict and Refugee' resources available at: http://www.iddc.org.uk/dis_dev/key_issues/conflict.
shtml Stone, Emma (ed) (1999) Disability and Development. Leeds: Disability Press

ILO, UNESCO, WHO (2004) CBR. A strategy for rehabilitation, equalisation of opportunities, poverty reduction and social inclusion of persons with disabilities. Joint Position Paper. Geneva: WHO

Hartley, Sally (ed) (2006) CBR as Part of Community Development. A Poverty Reduction Strategy. London: Centre for International Child Health

Advocacy and Networking for Disability Inclusive Disaster Risk Reduction

Objectives

By the end of this topic, *participants* should be able to:

- Explain what 'advocacy' and 'networking' are and why they are important in promoting disability inclusive DRR; and
- Describe some ways to strengthen advocacy and networking strategies.

Key Messages

a) Influencing key stakeholders to adopt disability inclusive DRR policies and practices requires effective advocacy and networking.

b) Successful advocacy requires a strategy – that is, a multi-pronged approach to raising awareness and gaining commitment to address disability rights in DRR.

c) Creating knowledge, skills and networks among persons with disabilities, DPOs and other organisations are key tactics in developing an effective advocacy strategy.

Time: 1 hour

Materials

White board/black board, flipcharts and markers, A4 size paper and pens, power point presentation, LCD projector

Method

Key Steps	Process
1. Introduction - Introduce the topic and objectives	15 minutes Introduce the topic and outline the objectives as an overview. Begin with the following exercise. **EXERCISE:** Defining 'advocacy' and 'networking' ● What does 'advocacy' and 'networking' mean to you? ● What examples can you give of 'advocacy' and 'networking'? This exercise could be undertaken as a quick brainstorming activity. First collect ideas for 'advocacy' and then for 'networking'. If time permits, identify factors that make advocacy and networking more successful. Consolidate and compare the participants' contributions with a PowerPoint or handout.
2. Why are 'Advocacy' and 'Networking' Important in DRR?	10 minutes In addressing this question, the options are: ● continuing the brainstorm and discussion from above ● discuss in pairs and provide feedback Summarise using a PowerPoint or handout, providing brief examples to illustrate. Refer to the Disability Inclusion in Primary Healthcare case study in the Manual, if required.
3. Strategies for 'Advocacy' and 'Networking'	15 minutes Explain what a strategy is: that is, a multi-pronged approach using a combination of methods. **EXERCISE:** Drawing on participants' experience (as practitioners and/or recipients of advocacy campaigns/networks), generate practical ideas and considerations that make for successful advocacy and networking. This is best done in small groups, with each group taking one topic: advocacy or networking. In feedback, acknowledge the similarities and differences in methods. Summarise by highlighting the key factors to consider (as outlined in the Manual): eg. preparation, motivation, relationships, communication, PwDs as the best advocates

Key Steps	Process
4. What can you do? - Applying learning to DRR and participants' own situations	15 minutes **EXERCISE:** Whom to target and how? ● Who are the key people and organisations to target for promoting disability inclusive DRR in your area? ● What will motivate them to support disability inclusive DRR? ● What strategies – combination of activities - could you use to do this? Consider this task individually or in your operational teams. Provide a template to help people structure their thinking (either draw the table on the board or hand out a work sheet). If time permits, have participants consider what capacity building might be needed to strengthen the advocacy and networking processes.
5. Conclusion Summary of key messages	5 minutes **Summarise the key messages**, using a PowerPoint and referring to the Manual.

Handouts

● Elizabeth G. McNaughton's Recipe for Advocating for Disaster Risk Reduction and Guiding
● Notes http://www.disabilitykar.net/roundtables/india_rt.html - provided in the CD (file name "Advocacy and DRR" in Tools folder).
● PowerPoint presentation outlines

Additional Materials

IFRC (2009) *A Personal Guide Book on Advocacy for DRR practitioners in South Asia.* Compiled by Elizabeth McNaughton. Part of the Regional "Building Safer Communities" Programme. International Federation of the Red Cross and Red Crescent Societies South Asia Regional Delegation in partnership with DIPECHO and the Swedish Red Cross.
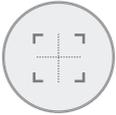
Hope A and Timmel S (1999) *Training for Transformation. A Handbook for Community Workers. Book IV.* London: ITDG Publishing (Intermediate Technology Development Group). In particular:

- Chapter 5, Section 4: Developing community-government partnerships
- Chapter 5, Section 5: 'The fine art of lobbying'

Disability and Disaster Risk Reduction
How Inclusive are you?

Objectives

By the end of this topic, participants should be able to:

- Explain why persons with disabilities need to be included in DRR and responses;
- Describe Disability Inclusive DRR as it relates to your role/your organisation;
- Understand that you have a role to play in making DRR disability inclusive; and
- Link phases of disaster with specific disability inclusive actions.

Key Messages

a) DRR is a process of considering hazards, vulnerabilities and capacities and ways to prevent or limit the negative effects of the hazards that can cause disaster.

b) Disasters affect everybody, but especially vulnerable groups. Persons with disabilities are more vulnerable because they are poorly understood, marginalised and often invisible.

c) Persons with disabilities make up more than 10 percent of the population. Disability is found in children, adults, elders, impact men and women, across all sections of society. It is not a disease.

d) Disability is a cross-cutting issue requiring action from most sectors including education, social welfare, health, employment and accessibility.

e) Access to the same opportunities and services as other community members is a fundamental right of persons with disabilities.

f) DRR and disaster responses frequently do not meet the rights and needs of persons with disabilities adequately and often exclude persons with disabilities.

g) Obligations now exist for Governments, Non-Government Organisations and others to promote and protect the rights and needs of persons with disabilities in disaster.

h) Disability-inclusive DRR considers how the rights and needs of persons with disabilities can be addressed and also how they can contribute to DRR and disaster management.

i) Some of the needs that persons with disabilities have require special services; other needs can be addressed by inclusion in mainstream services. This is the 'twin track' approach.

j) Persons with disabilities must 'have a voice' in all aspects of DRR to ensure that their needs and the capacities are understood and included appropriately in disaster planning and response.

k) Those best equipped to understand the needs and concerns of persons with disabilities are the persons with disabilities themselves.

l) Everyone has a role to play. Engaging persons with disabilities in the mainstream community including DRR does not take specialised skills; it requires respect, patience and an open mind.

Time: I hour

Materials

Flipcharts and markers, A4 size paper and pens, 4 DRR problem based scenarios written on paper

Method

Key Steps	Process
1. **Introduction**	5 minutes Introduce the topic and outline the objectives as an overview. Explain that the main objective of this topic is to consolidate learning and ideas for Disability Inclusive DRR and have participants reflect upon their role in helping to make it a reality.
2. **Disability and DRR: How Inclusive are You?** - DRR & the Disability Challenge	45 minutes **NOTE:** Time may not allow you to undertake all the three exercises during the course: select or adapt those that best suit your group. **EXERCISE: DRR & the Disability Challenge** Have participants demonstrate their learning by identifying disability inclusive strategies to a DRR challenge or 'problem-based' scenario. Divide participants into four groups. Each group is given a problem-based scenario that represents a phase of disaster and associated DRR activity (EWS, SR&E, Shelter & Camp Management and Livelihood). The challenge is to make their particular scenario disability inclusive. Participants could do this exercise as a role play or present their identified disability inclusive strategies using a flip chart. They need to highlight to the large group specific disability inclusive strategies they would use.
- Reflection and Planning	**EXERCISE: How inclusive are you?** • How inclusive are you/is your organisation? • What have been the barriers to disability inclusive action in your role/organisation?

Key Steps	Process
- Preparing for Action	• What strengths/assets do you/your organisation have in terms of facilitating disability inclusive DRR?
	Use the chart on page 106-107 in the Manual to facilitate reflection on the participants' degree of disability inclusiveness in their work/the work of their organisation. This activity builds upon the previous one in that it summarises disability inclusive strategies that groups may have missed in their scenarios.
	It could be done as an independent reflection with the opportunity to exchange experiences/ideas in the next exercise.
	EXERCISE: Making connections, mobilising assets What connections can you make with others to support Disability-Inclusive DRR in your role/organisation?
	Once participants have identified their strengths and barriers to Disability Inclusive DRR in their work/organisation (previous exercise), facilitate an exercise or dialogue where they have to identify and link with key people in the room as a strategy for enhancing their capacity to be disability inclusive.
3. Conclusion	10 minutes
- Disability and Disaster: Dos and Don'ts	In summarising this session, provide and/or refer to the Disability Inclusive DRR Checklist in Training Manual.

Handouts

•   Disability and DRR challenge scenarios
•   Copy of Disability Inclusive DRR checklist (Refer to page 106-108 in the Training Manual)

Additional Materials

Use the tool "Assessing Disability and Development Impact" provided in the CD (Tools Folder) to assess the impact

The Path Forward

Using your Learning

Objectives

By the end of this topic, participants should be able to:

- Identify and share knowledge and resources to support ongoing learning and practice, including Information, Education and Communication (IEC) materials
- Prepare a plan of action for how they will use their learning from this training programme
- Explain the purpose of an end of course training evaluation and design one, based on completing an evaluation of this training programme
- Appreciate how to successfully close a training programme

Key Messages

a) Training is for a purpose. It is important to consolidate learning and to consider how you will apply it to your own needs and context.

b) Developing a plan of action during the training itself is a step forward in making a commitment in the direction of visualised change.

c) A critical part of the process is to analyse the availability of our internal as well as external resources and how we can make the best and appropriate use of them in our plans. This also includes identifying where we can access additional materials and resources should we require them.

d) As with any activity, including training programmes, it is essential to take time to evaluate what has been achieved and how things could be improved in the future. There are many ways to assess the effectiveness, efficiency and appropriateness of learning processes; using participatory methods can be especially powerful and valuable.

e) In coming to the end of a training event, especially one that has extended over some days, it is important to take time to reflect on the whole process and to bring the time together to an appropriate close, while wishing people well as they go their separate ways.

Time: 4 hours

Materials

White board/black board, flipcharts and markers, A4 size paper and pens

Method

Key Steps	Process
1. Introduction and Overview - Consolidating learning and its application - Training evaluation and closing	15 minutes Introduce the topic and outline the objectives as an overview. Explain that this session has two main elements: (a) some final points of learning in training design and evaluation (b) actually evaluating and concluding *this training* course **Using the Key Messages** (outlined above) provide an overview of considerations in: - consolidating learning and preparing for its application - evaluating training and learning - closing a course
2. Reflecting on and Consolidating Learning - Methods for reflection and consolidation of learning - Most significant learning from this course: Exercise	30 minutes **EXERCISE:** Ask participants to brainstorm ways in which they can reflect on and consolidate learning. While reviewing the brainstorming list, add those methods referred to on page 112 of Training Manual: ● Re-capitulation of days and sessions: participants take turn to summarise the process and learning. ● Graffiti – space is created where innovatively, participants drop words, sentences, drawings which demonstrate their learning. ● Learning Logs – mainly used to consolidate individual's learning, participants are given time after every half day to note down and reflect on key points of learning for themselves. Logs can also be a tool for individual assessment. This tool is provided in the CD (file name "Learning Log – format" in Tools folder). Remind participants to be clear at the beginning of the training about how they want to undertake learning, reflection and consolidation, and training evaluation and schedule time accordingly. If, for example, a learning log is going to be used or before-and-after questionnaires undertaken, then it will be important to negotiate and jointly agree on these between learners and trainers, as part of a 'learning contract' at the outset of the training. The 'Learning Log' tool in the CD provides an example. **EXERCISE: My most significant learning** **Step 1:** Have individuals reflect on and identify their three most significant points of learning from the training. These might be things directly related to topic material or may have arisen as insights that connect a participant's experience with new knowledge or awareness. **Step 2:** Each individual shares one or more of their most significant learning with the group. This is an opportunity to affirm learning and feel confident to move to the next stage.

Key Steps	Process
	NOTE: How many learnings people share depends on the size of the group and time available. You may care to write up the learning on a board; this provides further confirmation and is a way of recording areas where the greatest learning has occurred across the group.
3. Taking Action: Things I can do immediately - Plan for post-training action	30 minutes **EXERCISE: Learning I can use immediately!** **Step 1:** Individuals identify something in the training they can bring to action immediately. **Step 2:** As a group, individuals share their individual learning as well as the relevance they have felt. The group works as a resource for new ideas, additional reinforcement and confirming board for each of the participants. If there are several participants from the same organisation, it is advisable to bring them together to consider how they can support one another in implementing immediate learning in their own organisation.
4. Sharing Resources - An opportunity for an exchange of resources	60 minutes **EXERCISE:** Resources Exchange Haat Time, space and opportunities are provided to each of the participants to showcase/demonstrate the resources that each may already have with him/her. In doing so, the participants also display their own innovative ways of sharing materials, methodologies, ideas and experiences with the rest of the group. Group members also rotate to assess material and collect information that is of the most relevance to them. **NOTE:** Participants need to be informed before the training to come prepared with relevant materials to share with the group, and also about methodologies and innovations they can bring into the display process.
5. Next Steps: My Plan of Action - Outline the key components of a plan of action - Facilitate post-course action planning: Exercise	1 hour 15 minutes Introduce the chart 'Developing a plan of action: Key components' on page 114 of Training Manual. This addresses the key components of a plan of action. **EXERCISE: Developing My Plan of Action** **Step 1**: Using the chart, individuals (or small groups from the same organisation/unit) spend time developing their own action plan that shows how they will apply their learning after the training. The plan may include activities to implement disability inclusive DRR, proposed training activities, resource material development, advocacy and networking. It should outline when, where, how and with whom these will be done and then a list of challenges and ideas for how these might be tackled. **Step 2**: Plans are then shared with the large group and feedback is given from the group and facilitators.

Key Steps	Process
	NOTES • If the decision-makers of the organisations are also present during the training it is advisable to invite them to co-facilitate this session, which can help to bring accountability to plans being developed. • Another option is to invite key management or other stakeholders to participate in the closing session, where a summary of plans can be presented.
6. Evaluating the Training Programme - What needs to be evaluated in training? - Facilitate an evaluation of this training: Exercise	15 minutes Evaluating any project or activity is a critical step in ongoing learning and improvement. There are several aspects of training that need to be reviewed. (Refer to page 115 of the Training Manual for areas of evaluative feedback) **EXERCISE: Evaluation of the Training** Using a carousel technique, participants move around the room and write their feedback on the chart papers, each of which has a heading such as 'Content', 'Process', 'Materials', 'Logistics'. Participants do not have to write their names and the feedback is open for all to see. Variations on this method include: Having participants write their comments on a piece of paper that is then stuck on the chart asking participants to give a rating between 1 – 5 (1 being poor and 5 being excellent) along with a suggestion on how that aspect of the training could be improved. Alternatively participants could be asked to complete a short evaluation questionnaire. A sample is provided in the CD titled "Training Evaluation Form" (Tools folder) **NOTE:** Individuals' time, opinion and experience need to be considered and respected in choosing and conducting evaluation methods.
7. Closing - Close the training	15 minutes Closing a training programme is always important – and especially when it has extended over four days or so. This session should include a symbolic activity. It's been a special four day journey – a journey where we've come together to learn and share experience, ideas and discover ways of better tackling a very important issue. Every individual has been involved... invested time, energy, emotions.... been challenged and excited by different perspectives and attitudes and new knowledge and skills. As the training ends, conclusion becomes an important ritual – a ritual which winds up this part of the journey and sends us forward with good wishes and confidence onto the next stage. **EXERCISE: Closing Ceremony Options** Tying a knot in a thread as individuals make a statement on their gain from the programme and their commitment to future use, in front of the group. It can also be done by lighting a candle and making those statements and commitments.

Key Steps	Process
	Or you can stand in a circle and throw a ball of string from one participant to another, with each individual catching the ball and making their statements and commitment, before holding their end and throwing the ball onto someone else. This creates a big string network, which itself is symbolic of the sharing and connection that has grown during this training and can be taken into future networking.
	NOTES
	• Trainers should also join the group and share a learning statement and make a commitment. This enables concluding the process for all.
	• If using a candle, be careful to ensure safety if it is being used in a closed room.
	Wish everyone well and a safe journey home.

Handouts

• Developing a Plan of Action: Key Components
  (page 114 of the Training Manual)
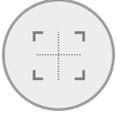
Additional Materials

Gawlinski G and Graessle L (Reprinted 1994) *Planning Together. The art of effective teamwork.* London: NCVO Publications (National Council for Voluntary Organisations)

Taylor J, Marais D, and Kaplan A (Third Impression 2001) *Action Learning for Development. Use your experience to improve your effectiveness.* Cape Town: Juta

Tips for Trainers

Objectives

By the end of this topic, *participants* should be able to:

- Explain the principles of adult learning;
- Explain the learning cycle and its use in designing training;
- Consider how to design your training to fit the context and needs of the learners;
- Consider how to help participants learn different things; and
- Plan how to find out if your participants have learnt.

Key Messages

a) Effective training is critical to learning and change – including the development of understanding and commitment to promoting disability inclusive DRR.

b) Adults learn in different ways. Applying the principles of adult learning and the learning cycle to the design and conduct of training will enhance learning and motivation among all participants.

c) Ensure that the focus is on learning, not teaching. Understanding the context in which learning will be applied and adapting training to the specific experience and needs of learners will help ensure successful outcomes.

d) Checking what has been learnt is a key task. It will enable gaps to be addressed and also help to improve future trainings.

e) Many trainers have not had training themselves in participatory adult learning and teaching; this section provides some tips for trainers.

Time: Can vary – depending on interest and time available

Suggestion: As an optional session, the material presented here could be discussed less formally in an evening session.

Materials

PowerPoint presentation and LCD projector, white board/black board, flipchart and marker pens.

Method

Key Steps	Process
1. Introduction	15 minutes Introduce the topic and outline the objectives as an overview. **EXERCISE: What makes for good learning?** Think about your own life – as an adult, what are the things that have helped you learn? This exercise can be done in pairs or as a group brainstorming. It should lead to the principles of adult learning as outlined below. NOTE: Emphasise the difference between 'training' and 'learning', and stress that as facilitators our goal must be about enabling successful learning and its application to real issues and situations. Good training is just the conduit for this to happen.
2. Principles of Adult Learning	Time: Can vary **DISCUSSION:** Using a PowerPoint presentation or refer to the principles outlined in the Training Manual (firstly on page 7 in Topic 1, and further elaborated on page 118), conduct a discussion on the factors that underpin effective training and therefore 'real learning'.
3. The Learning Cycle	15 minutes Discussion of the "Learning Cycle" follows the "Principles". (Refer to material provided on page 119 of the Training Manual) The main points to note: For learning to be effective, everyone needs to traverse all the parts of the cycle; different people learn in different ways – with a bias towards one or two parts of the learning cycle. This means that in a group of learners, there will be different learning styles and preferences – and all need to be accommodated! **EXERCISE Options:** Participants could complete a learning preference identification exercise that helps show what our own learning preferences/biases are and to consider the implications in terms of how we relate (as learners and as trainers) to those who have different preferences. (Requires the checklist and rating form to be made available.) Alternatively have participants consider their preferences using the learning cycle diagram as provided in the Training Manual.

Key Steps	Process
4. Context and Needs - Training and learning needs analysis	15 minutes Two points or steps in assessing needs: (a) Context: Learning with adults and in DRR is directed toward changing specific situations and that change occurs within the context of communities and organisations. Understanding the purpose of the learning and the context is critical to designing an effective training programme. (b) Learner: Having assessed the context and what is required of the job/task, the next step is to assess what competencies (knowledge, skills, attitudes, etc) the learner already has and what is needed. This will help shape and focus the training sessions and the methods used. **EXERCISE:** Ways to assess context and learning needs. Brainstorm ideas, first for (a) and then for (b).
5. Tips on Designing Effective Sessions and Ways to Assess Learning	Time: Can vary Based on information and insights arising from points 2, 3 and 4 above, sessions can be designed and shaped to ensure needs are adequately met and required competencies are developed. **EXERCISE:** Ways to enhance knowledge, skills and attitudes and assess learning. ● Discuss ways by which these different aspects of competence can be nurtured through training. Tips and ideas are provided in the Training Manual (Refer to page 120) ● Brainstorm and discuss ways by which learning can be monitored and assessed. (Ideas on page 121 in the Training Manual) Further ideas and guidance is provided in the Annexure to this Facilitator's Guide.
6. Conclusion - Summary of key messages	5 minutes Wrap up the topic by summarising the **key messages** (as outlined above). Check if there are any questions.

Additional Materials

Abbatt F R (1980) *Teaching for Better Learning. A guide for teachers of primary health care staff.* Geneva: WHO

Hope A and Timmel S (1999) Training for Transformation. A Handbook for Community Workers. Book IV. London: ITDG Publishing (Intermediate Technology Development Group)

Hope A and Timmel S (Revised Edition 1995) *Training for Transformation. A Handbook for Community Workers. Books I, II and III.* Gweru, Zimbabwe: Mambo Press

PRIA (1987) *Training of Trainers. A Manual for Participatory Training Methodology in Development.* New Delhi: Society for Participatory Research in Asia (PRIA) Disability and Disaster - A discussion paper by OXFAM 2001

Further Tips for Trainers

Further Tips for Trainers

- Start each day of training by recapitulating the previous day's topics.
- If something is not understood or participants are confused, be prepared to clarify. This may require time, so plan some flexibility into your schedule or your approach. Consider how you can best address such problems: eg. Provide clarification then-and-there, provide a summary or opportunity for discussion later-on, provide some additional resource or reference material. If other sessions are going to be impacted, negotiate with participants how best to address the situation. Also facilitate a process where other members of the group play the role to fill the gaps in learning and understanding.
- When a task is presented to the group as an exercise, present it verbally and in written form. Always ask participants if they understand the task. As the exercise gets underway, monitor how it is going and provide further directions or guidance if required.
- During the period of training, be sure to vary the composition of sub-groups.
- End each session by asking if there are any questions or if anything remains unclear. Ensure people know where to go to get further information and/or assistance.
- Parking Lot: If queries arise during a training that require further attention or follow-up, write them up on a "parking lot" sheet. Review the list towards the end of the training to see what has been covered and what is still outstanding. Consider ways to address these – trainers and participants can share responsibility for how they might be addressed, during the course or after it.
- Be prepared! Trainers should always be a few steps ahead of the participants. Be familiar with the topic and the materials and with the exercises. And anticipate problems. This will help you to sense when to give direction and guidance, and when to let participants work on their own.
- When posing a question to the group, allow enough time for participants to suggest answers and ideas. If people are having difficulty in answering, rephrase the question or give hints to help them respond, rather than supplying the answer directly. Trainers should help participants discover information.
- Always be sensitive to the level of concentration and energy of the participants. If it drops or you feel some people are not paying attention, stop and take a break or do a short 'warm-up' exercise. Time spent re-energising is better than it being wasted altogether through lack of 'engagement'.

- Remember: How a training is undertaken is as important as the content. The learning experience and its subsequent application is determined more by how useful the training is for participants' lives and work than by the amount of information they were presented with.
- People learn by doing: learn → practice → reflect → learn
- Being well-prepared will help you relax and imbue you with confidence and clarity.

Ref: Adapted from Theis J and Grady H (1991) *Participatory Rapid Appraisal for Community Development: A Training Manual Based on Experiences in the Middle East and North Africa'* , IIED/SCF