

Emergency Preparedness for People with Disabilities: **ACTIVITY WORKBOOK**

Capacity and Needs Assessment
Tools to Build Community Resilience



Acknowledgements

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Family Planning Association of Nepal

Family Planning Association of Nepal (FPAN) was established in 1959 as a first national sexual and reproductive health service delivery and advocacy organization. FPAN works across 37 districts to provide life saving health services to poor, marginalized, socially excluded, and underserved (PMSEU) communities. It visions to ensure universal access to comprehensive sexual and reproductive health for all.

Nepal Disabled Women Association

Nepal Disabled Women Association (NDWA) was established in 1998 adopting the values of the fundamental rights and responsibilities provided by the constitution of Nepal in order to support Women with Disabilities (WWDs) to pursue their rights, and provide them protection and livelihood support. It aims to organize, empower and advocate for the provision and utilization of the rights of girls/women with disabilities for their increased inclusion in all spheres of the society.

Senior Citizen Care Society

Senior Citizen Care Society (SCCS) was established in 2010 with the aim to provide support and care to senior citizen. SCCS works to provide different services to older populations like care giver services, health check-up, distribution of relief materials during disaster and advocacy for rights of senior citizens.

Women's Refugee Commission

The Women’s Refugee Commission (WRC) is a U.S.-based research and advocacy organization. It improves the lives and protects the rights of women, children, and youth displaced by conflict and crisis. The WRC researches their needs, identifies solutions, and advocates for programs and policies to strengthen their resilience and drive change in humanitarian practice.

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Introduction

Dear Participant:

Thank you very much for agreeing to participate in this project and sharing your experiences with us. Your participation will help us to learn about the sexual and reproductive health needs of persons with disabilities, and the special needs of women and girls with disabilities, before, during, and after an emergency, like a natural disaster.

We will use this information to help organizations to ensure that: persons with disabilities are included in assessments and planning for emergency preparedness and disaster response; emergency information and services are helpful and accessible for persons with disabilities; and that health services address the self-identified sexual and reproductive health and safety needs of persons with disabilities. This is very important because disasters negatively impact sexual and reproductive health and safety, and people, especially women and girls, have high risks of being hurt, becoming ill, and even dying if these services are not available after a disaster happens.

It is important to know that this workbook will ask you to share your own experiences from disasters, including the challenges you experienced. If you would like to talk to someone about your sexual and reproductive health, you can contact [Insert name of organization/contact information]

Instructions

- If you have difficulty reading or writing, you can have someone help you to fill in the workbook and write down what you say. This person can be your family member, friend, neighbor, or another helper.
- It should take you 3 to 4 hours to complete the activities.
- Each activity has additional instructions.
- Contact the representative from the organization who gave you this workbook if you have any questions or if you need more help completing the workbook activities.

Please tell us a little bit about you. Circle the best answer.

1. Age group

- a. 18 – 29
- b. 30-45
- c. 46-59
- d. 60-74
- e. 75 or older

2. Gender

- a. Male
- b. Female
- c. Other: _____

3. Do you have any difficulty with the following?

- a. Seeing, even with glasses
- b. Hearing, even with hearing aids
- c. Understanding when people talk
- d. Walking or moving
- e. Taking care of yourself (bathing, getting dressed)

4. Where do you live?

[Insert community names where participants may live]

- a. _____
- b. _____
- c. _____

5. Who do you live with?

- a. Live alone
- b. Live with family members
- c. Live with other community members (in a group home)
- d. Live with a caretaker
- e. Other (specify): _____

Is somebody helping you fill in this workbook? If so, please tell us a little bit about your helper. Circle the best answer.

1. What is your relationship to the participant?
 - a. Friend
 - b. Family member
 - c. Neighbor
 - d. Caretaker
 - e. Recruiting organization
 - f. Other (specify): _____

2. What is the reason that you are helping? Circle all that apply.
 - a. Participant has difficulty reading
 - b. Participant has difficulty writing
 - c. Participant has difficulty seeing
 - d. Participant has difficulty understanding questions
 - e. Other (specify): _____

Glossary

Natural disaster: A natural disaster is a serious event in nature that causes a lot of harm to communities, including people, roads and buildings, and crops. Many natural disasters are caused by weather, or by sudden changes in the earth. Earthquakes, landslides, and floods are all examples of natural disasters.

Emergency preparedness: This term refers to the information that people can learn and the actions they can take before a disaster, so they are ready and know what to do if a disaster happens. This can help to reduce the damage caused by the disaster. Individuals, families, communities, health facilities, and governments can all prepare for emergencies. An example of emergency preparedness for a health facility is having extra important medicines, in case a landslide happens and blocks the road, and they can't get more supplies for a while. An example of emergency preparedness for a family is having a plan for where the members of the family will go and meet after a disaster, in case they cannot call each other.

Sexual and reproductive health: Sexual and reproductive health has to do with people's sexuality and reproduction. Examples of sexual and reproductive health issues are: someone's ability to have a baby, family planning, making sure a woman has a safe pregnancy and healthy baby, treating someone who has a sexually transmitted infection, and checking to see if a person has prostate cancer. It is important to know that sexual and reproductive health includes both physical and mental health, and has to do with people's well-being, not just whether or not they are sick. Sexual and reproductive health also includes someone being able to make their own decisions about their body and their sexuality, and to have safe and pleasurable sexual relationships.

Sexual and reproductive health depends on the human rights that all people have to make their own decisions, to not be forced to do things they don't want to do, to be healthy, to have information and education, to be treated equally, to decide whether or not they want to be married, and to decide whether they want to have children, how many children they will have, and when they will have them.

Activity 1: What does your community look like?

Directions: Draw a picture of your neighborhood or community. By neighborhood or community, we mean the area where you live and the places and people that are nearby. You can follow these steps to make your drawing:

1. Draw your house
2. Draw the buildings that are near to your house
3. Draw places in your neighborhood or community that are important to you. This could include community centers, health clinics, shops, homes of friends or family, etc.
4. Draw people in your neighborhood or community who are important to you. This could include family, friends, healthcare workers, or other community members.
5. If possible, label what you have drawn in your picture.

My community



Think about your community and where you can get information or help after a disaster. Draw a circle next to these locations or people.

Where did you draw a circle? List the locations or people here:



Is there anywhere in your community that becomes difficult to go to after a disaster? If so, draw an X next to those locations.

Where did you draw an X? List the locations or people here:

Imagine you could build something in your neighborhood to help your community after a disaster. Draw a picture of what you would build.

What did you build and why? How will it help your community?

Activity 2: What happens in your community?

Directions: For this activity, we would like you to imagine what is happening in these photographs from communities that are similar to yours. If you are helping someone with this activity and they have difficulty seeing, you may describe the photos to them using the text below each photo.

Picture 1

[Insert a picture of a group of women sitting, listening to a woman speaking, in a setting similar to the local community. Be sure to include the description of the picture for participants with visual impairments.]

1. What do you imagine is happening in picture 1?

2. What do you think the group talking about?

3. Does this happen in your community? Share your experience participating in a similar community activity.

Picture 2

[Insert a picture of a woman with disability speaking with a doctor, in a setting similar to the local community. Be sure to include the description of the picture for participants with visual impairments.]

1. What do you imagine is happening in picture 2?

2. Imagine this doctor is a gynecologist, or a doctor who helps with sexual and reproductive health. What do you think the patient is telling the doctor?

3. Have you been able to talk to a doctor or nurse about your sexual and reproductive health? If no, why not? If yes, share what this experience was like for you.

Picture 3

[Insert a picture of a community similar to the local community that is experiencing a natural disaster, like a flood or an earthquake. Be sure to include the description of the picture for participants with visual impairments.]

1. What do you imagine is happening in picture 3?

2. Who do you imagine would be most in danger in this photograph? Why?

3. If this happened in your community, who or what would help you the most?

Picture 4

[Insert a picture of people in a setting similar to the local community that reflects COVID-19 (for example, people wearing masks, and receiving a vaccine). Be sure to include the description of the picture for participants with visual impairments.]

1. What do you imagine is happening in picture 4?

2. What do you imagine that the people in the photograph are thinking about?

3. How has your community changed as a result of COVID-19? Describe some of the key changes that have occurred.

Activity 3: Your Story

Directions: We would like to learn more about your experiences during disasters that happened in the past. Please write a story telling us about your experience in the disaster that impacted you the most.

Some things to include in your story are:

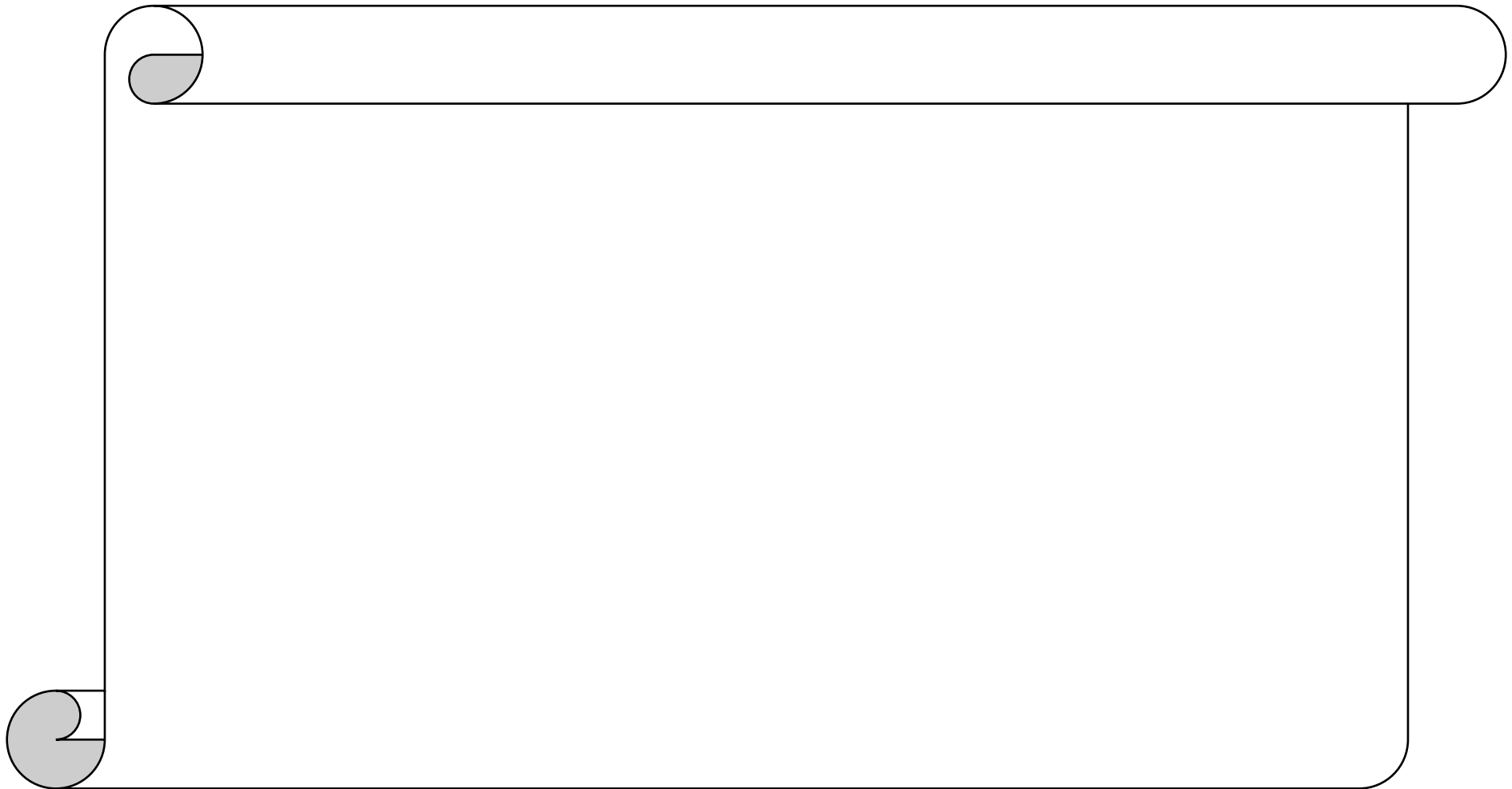
- When was the disaster? What happened?
- What was the biggest challenge for you after the disaster?
- What kind of help/information/services did you need the most after the disaster? Why?
- How did you get help, information, and services?
- What kinds of people, services, and information were the most helpful for you after the disaster?
- Before the disaster happened, did anyone share information with you about what you should do if an emergency happened? What information did you have?

Your story

Your story, continued...

Activity 4: A Note of Support

Directions: Imagine that you have been asked to give advice to a person with a disability who lives in a community like yours that has just experienced a natural disaster. Please write a note of support for this person, and share any advice you have from your own experiences. What are some tips for getting help, information, and services?



Now, imagine that this disaster happened in your community. What are resources and skills that you have that you could use to help this person? This could include: things that you know how to do, people and organizations that you know, or things that you own.

Activity 5: What does a person with a disability need to be prepared?

Directions: Please draw a picture of a member of your community who has a disability and who is prepared for a natural disaster. What does this person have with them? For example, a cell phone, food and water supply, medicine, important documents, clothing, etc. In addition to important items, you can draw people and places. For example, friends and family, healthcare providers, emergency shelter, etc.

A large, empty rectangular box with a dotted border, intended for drawing. The box is positioned below the directions text and occupies the lower half of the page.

Activity 6: A timeline of your experience during COVID-19

[Prepare this activity by including major milestones from the COVID-19 pandemic in the country and/or community where you are working. This could include dates of confirmed cases, lockdowns and restrictions, major waves, vaccine availability, etc.]

Directions: Below is a timeline of the COVID-19 pandemic in your country. Along this timeline, please share your experiences related to the pandemic. This can include major events (including points in time when you received supplies or information), challenges you experienced, and how you felt throughout the pandemic.

Dates and key events	What happened during this time that was significant for you?	What are some challenges you experienced during this time?	How did you feel during this time?
January – March 2020			

Dates and key events	What happened during this time that was significant for you?	What are some challenges you experienced during this time?	How did you feel during this time?
April – June 2020			
July – September 2020			

Dates and key events	What happened during this time that was significant for you?	What are some challenges you experienced during this time?	How did you feel during this time?
October – December 2020			
January – March 2021			

Dates and key events	What happened during this time that was significant for you?	What are some challenges you experienced during this time?	How did you feel during this time?
April – June 2021			
July – September 2021			

Dates and key events	What happened during this time that was significant for you?	What are some challenges you experienced during this time?	How did you feel during this time?
October – December 2021			

[Add additional months as appropriate.]

ACTIVITY 7: Sexual and reproductive health priorities for persons with disabilities

Directions: Here, we have provided two identical lists of sexual and reproductive health needs and services. We do not need to know your own personal health needs or concerns; instead, we would like you to share information about common concerns of persons with disabilities living in your community.

In this column, please circle the three needs or services that are most important for persons with disabilities **when there is not a disaster, based on your experiences and knowledge of your community.**

- Screenings for reproductive cancers (for example, breast cancer, cervical cancer, uterine cancer, ovarian cancer, prostate cancer)
- Treatment for reproductive cancers
- Condom distribution
- Family planning
- Obstetric and maternal and newborn care
- Pregnancy testing and counselling
- Counselling and education on sexual and reproductive health and wellbeing
- Abortion care
- Screening and treatment for sexually transmitted infections and HIV
- Care for people who have experienced sexual violence, or gender-based violence
- Care for uterine prolapse
- Fistula repair
- Other (specify): _____

Why are these three needs or services the most important for persons with disabilities when there is not a disaster?

In this column, please circle the three needs or services that are most important for persons with disabilities **during and in the aftermath of a disaster, based on your experience during disasters and knowledge of your community.**

- Screenings for reproductive cancers (for example, breast cancer, cervical cancer, uterine cancer, ovarian cancer, prostate cancer)
- Treatment for reproductive cancers
- Condom distribution
- Family planning
- Obstetric and maternal and newborn care
- Pregnancy testing and counselling
- Counselling and education on sexual and reproductive health and wellbeing
- Abortion care
- Screening and treatment for sexually transmitted infections and HIV
- Care for people who have experienced sexual violence, or gender-based violence
- Care for uterine prolapse
- Fistula repair
- Other (specify): _____

Why are these three needs/services the most important for persons with disabilities **during and in the aftermath of a disaster?**

