



GUIDE FOR THE INCLUSION OF PEOPLE WITH DISABILITIES IN DRILLS AND SIMULATIONS IN CENTRAL AMERICA



In coordination with the consortium made up of Arbeiter Samariter-Bund (ASB) of Germany, AWO International and Christian Blind Mission (CBM); in collaboration with the lead bodies for disaster risk management in the Central American countries and the Dominican Republic; and with the support of other partner institutions in the region, the Coordination Center for the Prevention of Natural Disasters in Central America and the Dominican Republic is pleased to present the “Guide for the Inclusion of People with Disabilities in Drills and Simulations in Central America.”

This guide is the result of a collective and participatory process in the context of the program “Implementation of the Sendai Framework in Central America: promoting a multi-country approach to strengthening inclusion in disaster risk reduction in the regional, national and local spheres.” Its production included valuable contributions from over 20 local and international organizations, including civil protection institutions, organizations of people with disabilities (OPDs) and community actors, who shared their experiences, lessons learned and good practices.

It is a practical tool designed to guarantee the active, safe and dignified participation of people with disabilities in all stages of drills and simulations, from planning to evaluation. Its approach is based on the principles of universal accessibility, human rights and non-discrimination in line with the Convention on the Rights of Persons with Disabilities (CRPD), the Sendai Framework for Disaster Risk Reduction, the Central American Policy on Comprehensive Disaster Risk Management (PCGIR) and the Regional Plan for Integrated Disaster Risk Management (PRGIRD 2024-2030).

The Guide includes:

1. The conceptual bases related to disability and its impact in emergencies.
2. Practical guidelines for inclusive drills and simulations.
3. Adaptable tools, such as checklists, model scripts and accessible communication resources.

4. An intersectional approach that takes into consideration gender, age, ethnicity and other dimensions of vulnerability, making it a comprehensive reference document for other subregions in the world.

CEPREDENAC would like to recognize and thank all of the participating bodies for the commitment they have shown, particularly the OPDs, whose slogan “Nothing about us without us” guided this process. Their active participation was fundamental in ensuring that the guide responded to the realities and needs of the Central American Integration System region.

We invite you to use it as a living instrument that can be adapted to each particular context and promotes inclusion as an essential pillar of community resilience.

***Together we can build a risk management
that leaves no one behind!***

**Adherbal de la Rosa
Executive Secretary
CEPREDENAC**

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in drills and simulations in Central America

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The **Guide for the inclusion of people with disabilities in drills and simulations in Central America** was produced through a process of consultation with representatives from organizations of people with disabilities, program partner organizations and institutions that are members of the Coordination Center for the Prevention of Natural Disasters in Central America and the Dominican Republic (CEPREDENAC).

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Dominican Republic

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ABOUT THE GUIDE

1.1 WHAT IS THIS GUIDE AND WHAT IS IT FOR?

The Guide for the Inclusion of People with Disabilities in Drills and Simulations in Central America is an initiative of the program “Implementation of the Sendai Framework in Central America: promoting a multi-country approach to strengthening inclusion in disaster risk reduction in the regional, national and local spheres, 2nd phase.” It has been produced with accompaniment from the Coordination Center for the Prevention of Natural Disasters in Central America and the Dominican Republic (CEPREDENAC), the program’s partner organizations and organizations of people with disabilities.

This guide is a practical tool aimed at ensuring: the protection and active, safe and dignified participation of people with disabilities in all phases of drill and simulation exercises (planning, implementation and evaluation); compliance with international frameworks such as the Convention on the Rights of Persons with Disabilities (CRPD) and the Sendai Framework for Disaster Risk Reduction 2015-2030; the principles of universal accessibility and universal design; and the regional and national guidelines and regulations on disaster risk reduction and disability issues.

Based on experiences, lessons learned and good practices identified in drills carried out in different countries of the Central American region, the guide includes active participation strategies, practical examples and concrete recommendations. It also provides observation and evaluation tools specifically designed to measure the effectiveness of inclusion, thus helping enhance inclusive preparedness and response in real emergency situations.

1.2 WHO IS IT AIMED AT?

The objective of this guide is to support risk management institutions, humanitarian organizations, local governments, organizations of people with disabilities and other key actors in effectively incorporating inclusion into drills and simulations.

It has been designed as a practical tool to facilitate its application in the field without sacrificing the rigorous technical standards required to meet the minimum requirements for accessibility and inclusion.

It is particularly aimed at:

1. National civil protection and disaster risk management systems in the Central American countries (CEPRENAC members).
2. Humanitarian bodies, cooperation agencies and international organizations that support emergency preparedness and response actions.
3. Organizations of people with disabilities and civil society organizations working on issues related to disability, human rights or disaster risk reduction.
4. Facilitators, trainers and technical personnel responsible for designing, organizing, implementing and evaluating drills and simulations.
5. Municipal, community and local authorities that lead or coordinate emergency management actions in their respective territories.

Generally speaking, this guide is aimed at any institution, organization or collective committed to building inclusive comprehensive risk management that guarantees the participation of everyone, leaving no one behind.

1.3 HOW IS IT STRUCTURED?

The Guide for the Inclusion of People with Disabilities in Drills and Simulations in Central American includes conceptual elements; practical guidance; notes contextualizing specific elements in the region's countries; and detailed steps and recommendations to ensure the effective and safe participation of people with disabilities, following the natural cycle of a drill exercise (planning, execution and evaluation).

The organization of the contents includes:

- **The conceptual bases:** presenting the human rights-based approach and explaining who people with disabilities are, how disasters can affect them in a differentiated way and why their inclusion is crucial in terms of risk management.

- **Guidelines for inclusive drills and simulations:** describing the types of exercises, defining the minimum requirements and detailing the different steps involved in planning, implementing and evaluating inclusive drills.
- **Practical tools:** the guide includes 15 instruments designed to facilitate the implementation of inclusive actions in the different stages of drills and simulations; and is also accompanied by short videos that allow greater access to different groups and facilitate use with different target groups.

1.4 HOW CAN THE GUIDE BE USED?

This guide provides practical and adaptable tools for planning, developing and evaluating inclusive drills. It can be used in two ways:

- **Completely:** following the proposed stages from preparation to evaluation.
- **Partially:** only consulting the sections that are useful for the needs of each exercise.

It can also be used to help raise awareness with the population in general and as a training resource for risk management teams, humanitarian personnel, local authorities, community leaders and organizations of people with disabilities.

Link to video explaining Chapter 1



<https://bit.ly/3Q0snAW>

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INCLUSIVE APPROACH

2.1 WHO ARE PEOPLE WITH DISABILITIES?

People with disabilities

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN 2006)¹ recognizes that **“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”**

As of 2021, approximately 1.3 billion people—about 16% of the world’s population—have disabilities. This number has increased substantially during the past decade due to different demographic and epidemiological changes such as rising population and the increase in the number of people with noncommunicable diseases, who are living longer and ageing with limitations in functioning.²

The inclusion of people with disabilities is based on their recognition as rights-holders and protagonists in their own processes. States have the responsibility to act as duty bearers in relation to those rights, ensuring that they are upheld in all emergency preparedness and response phases. A human rights-based approach places people with disabilities—in all of their diversity—at the center of social and governmental action. This implies their significant participation in decision making, the elimination of barriers limiting access to resources and services, the active promotion of their rights and the incorporation of their perspectives at all levels of intervention, in line with what is established in the Convention on the Rights of Persons with Disabilities. This approach also requires risk management and humanitarian actors to recognize both the capacity of people with disabilities to actively contribute and their right to benefit equitably from preparedness, response and recovery actions in emergency situations (adapted from the IASC).³

1 United Nations (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*.

2 World Health Organization (2022). *Global report on health equity for persons with disabilities*.

3 Inter-Agency Standing Committee (IASC) (2019). *IASC Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action*.

Article 6, paragraph 1 of the Convention establishes that “States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.”

There are different ways of experiencing disability, and each one can imply different forms of support or reasonable adjustments during a drill. Disabilities can be visible or invisible, permanent or temporary, and not all of them require the same types of support.

Main forms of disability

Type of disability	What it implies	What forms of support it requires	Recommendations for interaction ⁴
1. Physical or motor disability	This includes conditions that affect mobility and the coordination or use of the musculoskeletal system e.g. paralysis, amputations, spina bifida, medullar lesions.	Accessibility to the physical environment; accessible evacuation routes; personal assistance or mobility devices; and technical or technology assisted aids.	Ensure that their indications about how to provide them with support are followed, so as not to cause them any discomfort or additional risks.
2. Sensory disability (including visual and hearing disability and deaf-blindness)	Visual disability: from low vision to total blindness.	Tactile signing, audio guides or human assistance.	Facilitate spatial orientation with clear descriptions of the evacuation routes, indicating reference points and obstacles. Use expression such as “on your right,” “in front of you on your left,” “behind”, etc. Walk one step ahead to indicate the way to go.

⁴ Some of these recommendations were taken from: ONG Inclusiva (2025). Manual de Simulacros Inclusivos en Discapacidad. Authors: Carlos Kaiser and Loreto Brossard.

Type of disability	What it implies	What forms of support it requires	Recommendations for interaction ⁴
	Hearing disability: partial or total loss of hearing.	Sign language interpretation, written communication, visual warnings.	Make use of sign language, write messages or speak in a clear and visible way to facilitate gestural communication or lip-reading.
	Deaf-blindness: a combination of visual and hearing loss.	Support from a guide/interpreter who also facilitates orientation, communication, and tactile and braille signage.	Ascertain whether the person has residual vision or hearing to identify how to simultaneously guide and orientate them. Respectful and calm physical contact must be maintained. Walk one step ahead to indicate the way to go.
3. Intellectual disability	This implies alterations in the performance level in one or several of the cognitive functions involved in processing information and in learning.	Simple instructions, easily understood language, constant support and more time to carry out the tasks.	Maintain clear and simple communication, avoiding ambiguities or confusion.
4. Psychosocial disability	Associated with mental health conditions that can affect the way in which a person perceives, understands or responds to the environment.	Trained personnel, calm environments and emotional containment strategies.	As far as possible, respect the person's intimacy in relation to their emotionality. Should a situation of nervousness present itself, start by calming yourself in order to be able to calm the person down.
5. Multiple disability	The presence of two or more associated disabilities of a physical, sensory, mental or intellectual order.	Personal support or assistance for orientation, mobility, understanding and communication.	If the person has difficulty expressing themselves, be flexible and patient. Use simple vocabulary. Indicate and anticipate the movements they are going to make.

Column 1 of this table is based on the PAHO/WHO International Classification of Functioning, Disability and Health (ICF).

⁴ Some of these recommendations were taken from: ONG Inclusiva (2025). Manual de Simulacros Inclusivos en Discapacidad. Authors: Carlos Kaiser and Loreto Brossard.

2.2 HOW DO DISASTERS AFFECT PEOPLE WITH DISABILITIES?

Disproportionate risks

People with disabilities make up 16% of the world's population. They are often the most affected by natural dangers, climate-induced disasters and global health emergencies (**UNDRR, 2023**). They face disproportionate risks in disaster situations due to the combination of structural, social and attitudinal barriers, added to their limited inclusion in the preparedness, response and recovery processes. This is not related to their disability in itself, but rather to the lack of accessibility, effective participation and recognition of their rights.

People with disabilities tend to be one of the groups most affected during situations of risk and humanitarian emergencies. They are more likely to be the victims of violence, abuse, exploitation, natural and human-caused disasters, humanitarian emergencies and conflicts; and they tend to be among those people who are forcibly displaced. They also have greater probabilities of living in poverty, which increases their vulnerability and exposure to dangers. As a result, both during and after disasters of natural origin, they suffer greater human and material losses and their mortality rate can be twice as high as that of the rest of the population (adapted from **UN, 2023**).

Access to the evacuation preparedness and assistance plans

According to the **Global survey report on persons with disabilities and disasters (UNDRR)**, there had been limited progress in the inclusion of disability in disaster preparedness in the previous 10 years (since 2013), as reflected in the following table.

Area	Facts 2023
Information on preparedness and risks	In 2023, a total of 84% of people with disabilities lacked a personal disaster preparedness plan, compared to 71% in 2013; and 10% would have real difficulties evacuating immediately without assistance, compared to 6% in 2013. Meanwhile, 56% were not aware of or did not have access to disaster risk information in accessible formats.
Governance and planning	In 2023, only 11% of people with disabilities were aware of disaster risk reduction (DRR) plans at the national level and 14% were aware of DRR plans at the subnational level. Meanwhile, 16% were participating in some kind of governance structure.
Community participation	A total of 86% of people with disabilities surveyed in 2023 were not participating in community-based DRR decision making, although 57% were willing to. Accessibility and attitudinal barriers still persisted.
Catastrophes and displacement	In the Americas and the Caribbean, 15% of those surveyed said they had been displaced by crises or catastrophes (30% of them by natural catastrophes; 70% due to other causes).

Source: *Global survey report on persons with disabilities and disasters (UNDRR, 2023)*

The above information reflects a gap between the regulatory framework and its effective implementation, reaffirming the need to integrate people with disabilities into all phases of disaster risk management.

Barriers during humanitarian emergencies

Natural or anthropogenic emergencies and disasters can have a devastating impact on anyone, but affect people with disabilities disproportionately due to the existence of multiple physical, communication, attitudinal and social barriers. In addition, following an event people with disabilities often tend to have greater difficulties obtaining additional resources or recovering from their losses compared to the rest of the population

During climate-provoked disasters, people with disabilities may experience greater barriers and restrictions when it comes to escaping from danger; lose essential medicines or assistive devices such as wheelchairs, walking or guide canes and hearing aids, among others; be left behind when a community is forced to evacuate; or experience greater difficulty accessing basic needs, including food, water, shelter and health services. (Adapted from WHO, 2022)

Barriers cause exclusion, which increases the probability of people with disabilities being more affected by them than the rest of the population during emergencies or disasters.

Recognizing and eliminating barriers is an ethical, legal and humanitarian imperative. People with disabilities can improve their individual resilience by making use of facilitating elements such as support services in the camps, facilitated access to food distribution points or the acquisition of assistive devices. Risk reduction and increased resilience imply improved protection (IASC).

The barriers faced by people with disabilities in disaster situations are not inevitable, but rather the result of systems that have not prioritized inclusion. Addressing them with a human rights-based approach and a commitment to accessibility, reasonable adjustments, intersectionality and respect for the life and dignity of all people not only improves emergency response, but also saves lives.

Promoting risk management that takes everyone into account, **“without leaving anyone behind,”** enhances the resilience of communities and guarantees that each human life is valued, protected and respected.

Types of barriers in emergencies and disasters

Barriers	Examples	Consequences
Physical barriers	• Buildings without ramps or elevators for evacuation. • Temporary refuges or shelters without adequate accesses or adapted bathrooms. • Absence of tactile or luminous signage for evacuation routes. • Emergency transport vehicles not adapted for wheelchairs or people with reduced mobility.	These barriers hinder many people with disabilities from moving safely or even escaping from a situation of risk.
Attitudinal barriers	• Erroneous assumptions about the faculties of people with disabilities (“they can’t participate,” “they won’t understand,” “they’ll be a burden”). • Assumptions that people with disabilities cannot take on leadership. • Paternalistic or overprotecting treatment that denies their autonomy. • Discrimination from first responders or other members of the community. • Stigmatization of people with disabilities.	This kind of barrier conceals the capacities people with disabilities have for taking decisions about their own security.
Communication barriers	• Evacuation warnings that are only audible or only visual, thus excluding people with hearing or visual disabilities. • Complex or technical instructions that do not employ easy-to-read materials, pictograms or sign language. • Lack of interpreters, guides or accessible materials in drills or in attention centers.	The lack of accessible communication puts people’s lives at risk by hindering them from understanding instructions or knowing what to do.
Institutional barriers	• Emergency plans that do not explicitly include people with disabilities. • Lack of protocols to guarantee inclusive assistance, transport or evacuation. • Limited training on the rights of people with disabilities. • Lack of budget for access and the adjustments needed for people with disabilities. • Government policies and legal frameworks for disaster risk management that do not promote or guarantee the inclusion of people with disabilities.	These barriers are reflected in the very structure of humanitarian institutions or organizations that do not systematically consider disability in their policies and plans.

Recognition of disability and its intersectionality

The application of an intersectional approach is fundamental to guaranteeing that disaster preparedness drills and simulations are fully inclusive. Intersectionality recognizes that people can face multiple forms of discrimination and vulnerability due to the combination of different factors such as age, gender, ethnic origin, sexual orientation, gender identity and migratory status, among others, as well as disability.

Key aspects to consider:⁵

- **Childhood and disability:** Girls and boys with disabilities face double vulnerability, particularly in early childhood, due to their dependence on adults for their care and protection. In emergency situations this condition requires special attention to guarantee their participation and safety.
- **Adolescence and disability:** Adolescents with disabilities face increased risk of harassment, sexual violence and social exclusion, particularly in emergency contexts. The lack of accessible information and safe spaces limits their participation and protection. It is essential to guarantee environments adapted to their age in all stages of the drills and simulations.
- **Elderly people with disabilities:** The combination of age and disability can intensify discrimination and limit access to protection services. They are often denied autonomy, underestimated or excluded from community processes. It is essential to guarantee their active participation and recognize their experience in drills and preparedness actions.
- **Ethnic origin and disability:** People with disabilities belonging to indigenous peoples, Afro-descendant communities or other ethnic groups suffer aggravated forms of exclusion and discrimination. They face additional barriers to accessing disaster protection mechanisms due to both their ethnic identity and their condition of disability. It is essential to respect and foster their autonomy, traditional knowledge and leadership in the preparedness processes.
- **Migrants, refugees and internally displaced people with disabilities:** These populations often find themselves outside of the national social protection systems, which aggravates their exposure to risks and limits their access to essential services during drills, simulations and real disaster situations.
- **Gender perspective:** Women and girls with disabilities can face specific forms of discrimination such as gender-based violence and greater obstacles to participating in disaster preparedness activities. It is necessary to guarantee their active, safe and significant participation.
- **LGBTIQ+ people with disabilities:** Lesbian, gay, bisexual, trans, intersex and other people with sexual and gender diversities who also have disabilities face multiple forms of

⁵ This section has been written by the authors based on knowledge and approaches from different sources (CBM Global, CRPD/C/GC/3, CRPD/C/GC/6, Crenshaw, K. (1989), GNDR, Humanity & Inclusion, and the United Nations).

discrimination due to both their disability and their sexual orientation or gender identity. This can translate into additional forms of exclusion in the warning systems, shelters and evacuation processes. It is essential to ensure spaces that are safe, respectful and free from violence, stigmatization or discrimination in order to guarantee their full participation.

The intersectional approach implies recognizing these multiple dimensions of discrimination and working proactively to eliminate barriers that could hinder the full, safe and dignified participation of all people with disabilities in drills and simulations.

3

INCLUSIVE DRILLS AND SIMULATIONS

3.1 DEFINITIONS

Drills

These are practical exercises that reproduce emergency or disaster situations in an organized and planned way with the aim of evaluating and enhancing the response capacities of people, institutions and communities. They require real mobilization and the use of resources. In a drill, the participants act following a previously-established protocol. Drills serve to evaluate how response plans (national, municipal, community, family) work and to improve them.⁶

Simulations

These are exercises that recreate emergency or disaster situations in a detailed and realistic way through the use of staging, actors or technical elements to represent a specific scenario. Their purpose is to test out and evaluate systems, emergency procedures, contingency plans, response mechanisms and teams. They also strengthen team formation and improve decision making and skill training in a controlled environment. Simulations allow the identification of problems, the refining of existing operating plans and the clarification of responsibilities.⁷

⁶ Adapted from: Unidad Nacional para la Gestión del Riesgo de Desastres. (2017). *Guía Metodológica para el Desarrollo de Simulaciones y Simulacros*. Bogotá, Colombia: UNGRD.

⁷ Adapted from: Unidad Nacional para la Gestión del Riesgo de Desastres. (2017). *Guía Metodológica para el Desarrollo de Simulaciones y Simulacros*. Bogotá, Colombia: UNGRD.Response (2018).

“Simulation exercises play an important role in promoting a culture of disaster risk reduction including enhanced preparedness for effective response, as called for by the Sendai Framework for Disaster Risk Reduction.” (UNDRR, 2020).

Inclusive drills and simulations

These are preparedness exercises that consider the full and effective participation of people with disabilities right from their planning stages, eliminating or minimizing physical, communication, attitudinal and social barriers. They are based on a human rights and universal accessibility approach that also puts humanitarian principles into practice.⁸

3.2 TYPES OF DRILLS AND SIMULATIONS

Introduction

The classification of drills and simulations allows the selection of the kind of exercise best adapted to the objectives, available resources and characteristics of the population, including people with disabilities.

The selection of the kind of drill or simulation must guarantee the accessibility and participation of people with disabilities at all times, adapting the design and implementation to their specific needs.

For the purposes of this guide, priority has been given to events of a hydrometeorological origin that allow early warnings to be issued, such as hurricanes, tropical storms, floods and landslides associated with intense rainfall. The guide is designed to be used mainly in the local sphere (municipal and community) in rural contexts and, to a lesser degree, in urban areas.

Classification of drills and simulations

The following classification of drills and simulations is a technical adaptation drawn up to provide guidance in the framework of this guide. It is based on good practices and methodologies used by national and international risk management bodies (CEPREDENAC, UN, IFRC, OCHA). It does not correspond in any literal way to a single official set of guidelines, but rather seeks to provide a practical and flexible tool for the inclusive planning of preparedness exercises in the Central American region.

⁸ Definition produced by the consultancy team based on information in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2016); the Sendai Framework for Disaster Risk Reduction (2015-2030); and the Humanitarian Charter and Minimum Standards in Humanitarian Response (2018).

Classification of drills and simulations

Category	Types		
By scope	Partial Involves only part of the system or population.		General Includes the whole institution, community or region.
By prior information (warning)	Announced Participants are previously informed.		Surprise Conducted without prior notice to evaluate spontaneous reactions.
By degree of complexity	Simple Involves basic actions with a short time span.		Complex Implies multiple coordinated actions and logistical resources.
By coverage	Community Involves one specific community.	Local Organized at the level of a municipality or locality.	National Coordinates actions at the level of a whole country.
By type of hazard	Designed for specific hazards like hurricanes, tropical storms, droughts, forest fires, earthquakes, volcanic eruptions, etc. Multi-hazard drills can also be held.		

Advantages and disadvantages of each type of drill

The following table has been specifically designed for this guide. Its purpose is to provide a comparative view of the advantages and disadvantages of the different types of drills, specifically in relation to the inclusion of people with disabilities, drawing upon outlines used by national and international risk management and humanitarian response bodies (CEPREDENAC member countries, UN, IFRC, OCHA). This classification is not an official guideline, but rather practical guidance to facilitate decision making in local and community contexts in the Central American region.

Type	Advantage	Disadvantage
Partial	Easier to organize and control.	Can limit the real response experience.
General	Evaluates the system's overall coordination.	Requires greater logistics and coordination.
Announced	Allows all the participants to be adequately prepared, including reasonable adjustments for people with disabilities.	Less realism in terms of spontaneous reaction.
Surprise	Evaluates real responses to the emergency.	Can generate high levels of stress and exclude people who require adaptations.
Simple	Facilitates the inclusion and understanding of all people.	May not adequately simulate complex situations.
Complex	Gives training in more realistic and demanding scenarios.	Greater risk of exclusion if adaptations are not adequately planned.

Link to video explaining Chapters 2 and 3



<https://bit.ly/3Qwjm2x>

4

THE PILLARS OF INCLUSIVE DRILLS

4.1 GUIDING FRAMEWORK

The effective inclusion of people with disabilities in drills requires aligning with international and regional regulatory and methodological frameworks that recognize their right to participate in equal and safe conditions in all the disaster risk management processes. These frameworks provide technical guidance to guarantee coherent action that respects human rights and is adapted to the Central American region's social and structural realities.

1. **Convention on the Rights of Persons with Disabilities (CRPD, 2006)**

A treaty that is legally binding for the States Parties which, among other things, recognizes the right to full and effective participation, accessible communication, reasonable adjustments and universal design. Its social approach to disability lays the foundations for the inclusion mechanisms required in emergency contexts.

2. **Sendai Framework for Disaster Risk Reduction (2015–2030)**

This defines preparedness for disaster response as a key priority. It recognizes people with disabilities as interested parties that make a contribution, stressing the need for inclusion in all disaster risk reduction (DRR) policies and practices. It urges the inclusion of protection for vulnerable groups, including people with disabilities, at all policy and practice levels.

3. Central American Policy on Comprehensive Disaster Risk Management (PCGIR)

The current version of the PCGIR (2017) explicitly incorporates universal inclusion and accessibility as inseparable risk management principles. Its key advances include: a) the inclusion of data disaggregated by disability; b) the application of universal design for infrastructure; c) the active participation of people with disabilities in risk management processes.

4. IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action (2019)

These provide key actions for the inclusion of people with disabilities in all phases of humanitarian action, which must be adopted by all interested actors in all sectors and contexts. Generally speaking, the actions are classified in the following way: a) promoting the significant participation of people with disabilities and their representative organizations; b) eliminating barriers; c) empowering people with disabilities and helping them develop their capacities; and, d) breaking down the data in order to follow up on inclusion.

5. The PAHO INGRID-H Methodology (2018)

Developed by the Pan-American Health Organization, this “evaluation-action” methodology for Disability Inclusion in Hospital Disaster Risk Management (INGRID-H) allows the establishment of a baseline for hospital emergency preparedness by means of five essential components: visibility, participation, accessibility, capacities and planning. To varying degrees, these components favor the autonomy of people with disabilities and the disaster response capacity.

4.2 MINIMUM REQUIREMENTS

This document is guided by the above-described regulatory and technical framework, based on which the minimum requirements for the development of inclusive drills have been defined. These requirements are organized into five key areas—**visibility, participation, accessibility, capacities and planning**—that allow the inclusion of people with disabilities in the Central American context to be structured, implemented and evaluated. Systematically evaluating these aspects promotes a more inclusive, equitable and human rights-based risk management, enhancing the emergency response capacities of institutions and communities..

1. Visibility

It is essential to ensure the identification and recognition of people with disabilities right from the drill planning stage. To this end, real participation spaces must be opened in which these people and their organizations can actively participate in decisions. Visibility implies carrying out respectful and confidential identification and characterization processes, preferably in collaboration with community actors. It must also be guaranteed that people with disabilities can perform active roles, whether as participants, members of the organizing team, simulators or evaluators. During the evaluation of the exercise, it is key to review if there is adequate registration, if the drill plan contemplates their specific needs and if previous links were established with support networks or carers.

2. Participation

Effective participation must be facilitated through prior, accessible and representative consultation mechanisms that allow people with disabilities and their organizations to influence all phases of the drill. These mechanisms must guarantee conditions of equality with reasonable adjustments and personalized support that allow them to perform leadership, advice or facilitation functions. The participation must be significant, which requires their real inclusion in the planning processes, their integration into activated local committees and their active involvement before, during and after the exercise.

3. Accessibility

Based on a prior characterization of the area's population with disabilities, safe environments, evacuation routes and accessible gathering points must be guaranteed. If necessary, reasonable adjustments must be implemented and alternative safety plans must be designed. All of the information related to the drill must be available in accessible formats to ensure that the messages and instructions reach everyone. The organizing and support personnel must also be trained to foster appropriate attention that is free from discriminating or over-protecting attitudes.

4. Capacities

The inclusive approach must recognize the participation of people with disabilities as active agents in the development of the drill, valuing their knowledge, experience and skills. Their inclusion in drills as trainers, advisers or facilitators enhances the community response. The drill evaluation must assess whether the personnel responsible have been adequately trained to assist people with disabilities, whether the response institutions have acted in a coordinated and effective way, whether the necessary equipment has been available and whether the assigned functions have been performed as planned.

5. Planning

Incorporating an inclusive approach into planning implies guaranteeing the physical, emotional and psychosocial safety of all participants. It is essential to design specific action protocols that consider the support and evacuation needs of people with disabilities. It is also necessary to plan what human and material resources are required and to assign clear roles. Once the exercise has finished, it is crucial to conduct feedback sessions in which people with disabilities can express their experiences, observations and suggestions, thus allowing the ongoing improvement of inclusive practices.

Link to video explaining Chapter 4

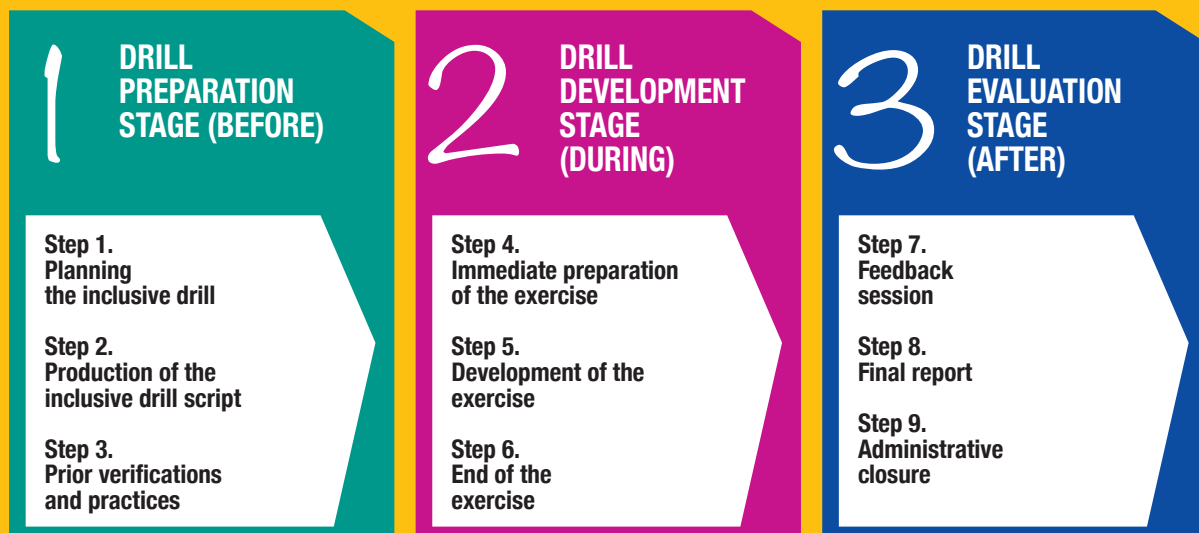


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5

STAGES OF AN INCLUSIVE DRILL

After selecting the kind of drill that is best adapted to the planned objectives, the complete process consists of three stages (BEFORE, DURING, AFTER). The institution or organization in charge then designs the necessary steps to adapt the drill to the local reality, the chosen environment and its particular needs. In all cases, it is essential not to leave out any of the steps.



Remember:

You will develop an inclusive drill, which implies people with disabilities, their families and organizations of people with disabilities exercising significant participation in each of the drill's stages: "Nothing about us without us."

DRILL PREPARATION STAGE (BEFORE)

Step 1 Planning the inclusive drill

Define the scope of the exercise (concept note)

- Establish specific and inclusive objectives.
- Define the geographical area where the exercise will take place.
- Analyze the local context and select the type of hazard (hurricane, flooding, fire, etc.).
- Identify people with disabilities (type of disability, location, particular conditions) and their support networks.
- Define the participating population. Work with the people with disabilities, family members, carers, volunteers and the population in general to define their roles in the drill.
- Select the plans, protocols and procedures to be tested.
- Produce a clear and detailed schedule.
- Establish the evaluation methodology with an inclusive approach.
- Design an accessible communication strategy (simple language, braille, sign language, pictograms).
- Identify and manage the required financial resources.

Organize the teams and roles for the drill (drill management committee)

- Form a drill management team with representation from people specialized in disability.
 - General coordination
 - Planning
 - Technical expertise
 - Logistics
 - Administration and finances
- Assign clear roles and responsibilities.

Tool 1. Model concept note

Tool 2. Terms of reference for the management committee

Step 2 Production of the inclusive drill script

- Review the exercise's purpose, objectives and expected results.
- Include realistic scenarios with a rights-based approach.
- Include specific support strategies for people with disabilities (mobility, communication, orientation).
- Prepare physical elements in the drill setting e.g. rubble, smoke, make up for victims, tactile signing, accessible walkways, inclusive means of evacuation.
- Update and revise participants' roles.
- Define the decision-making process at the tactical and operational levels, bearing in mind the strengths and roles of people with disabilities.
- Design the messages and instructions (injects) with accessible language.
- Prepare information materials adapted for non-participants or nearby communities.

Tool 3. Menu of inclusive situations and scenarios

Tool 4. Model inclusive drill script

Tool 5. Basic basket of technical aids for emergencies

Step 3 Prior verifications and practices

Initial verification of the work plan (1 month before the drill)

- Verify production of the work plan, budget and schedule.
- Evaluate the adaptability of the facilities and scenarios for the inclusive exercise.
- Ensure a clear inclusive communication system.

Detailed verification before the drill (2-3 days before the drill)

- Verify that there are specific facilities for each activity defined in the script (organization, logistical support, participants).
- Review all the inputs required for the development of the different scenarios (forms, accessible maps, bulletin boards, computers, printers, inclusive messages, internet, supply centers, identifiers, visibility/ identification vests, technical devices and aids for people with disabilities, etc.).
- Reinforce knowledge on evaluation instruments.
- Make sure information about the differentiated needs of the participants is provided to all members of the drill management committee (see Tool 2).

Detailed pre-drill verification (the day of the drill)

- Confirm the availability and accessibility of:
 - a. The coordination and control post.
 - b. The rest, telecommunications, press and logistics areas.
 - c. Accessible bathrooms.
 - d. Inclusive evacuation routes.
- Inform the management team.
- Conduct a final safety analysis.

Tool 6: Checklist (BEFORE)

Tool 7: Table of the roles and responsibilities of key actors (BEFORE, DURING and AFTER)

Link to video explaining Chapter 5
(Drill preparation stage)



<https://bit.ly/4mmpFBP>

DRILL DEVELOPMENT STAGE (DURING)

Step 4 Immediate preparation of the exercise

Orientation meeting (3-4 hours before drill activation)

- Go over the day's agenda.
- Present the drill coordination team.
- Describe the set-up and preparation of the drill scenario.
- Communicate the safety recommendations (public order, climate, risks).

Setting up the scenarios (2-3 hours before drill activation)

- Establish the roles and victims with protection measures.
- Assign support points and verification of safety conditions.
- Guarantee that the personnel are in their assigned places before the start of the exercise.

Tool 7: Table of the roles and responsibilities of key actors
(BEFORE, DURING and AFTER)

Tool 8: Operational checklist (DURING)

Step 5 Development of the exercise

Announce the activation of the drill exercise

- Welcoming and opening ceremony.
- Accessible information session for all participants:
 - a. Describe the purpose and objectives of the exercise.
 - b. Explain how the drill works.
 - c. Provide the participants with orientation.
 - d. Inform spectators.

Implement the exercise (operation)

- Guide the participants through the planned sessions.
- Supervise the exercise.
- Document the data.

Tool 9. Drill schedule form

Tool 10. Inclusive drill evaluation matrix

Step 6 End the exercise

■ Announcement of the end of the drill

■ Accessible debriefing session

■ Closing ceremony. This can include:

- Closing speech by the exercise coordinator, or something more formal if required.
- Certification ceremony for the participations.
- Press conference, if appropriate.

Link to video explaining Chapter 5
(Drill development stage)



<https://bit.ly/4dEzvwH>

DRILL EVALUATION STAGE (AFTER)

Step 7 Feedback session

On-site evaluation/feedback (the same day as the drill)

- Hold focus groups with people with disabilities (*use accessible questionnaires and visual panels*).
- Meet with authorities for dissemination.

Drill evaluation (organizing committee /days following the drill)

- Evaluate the inclusive performance, times, supports.

Evaluation with local authorities and other actors (2-5 days after the drill)

- Evaluate the performance, roles and responsibilities.
- Document lessons learned and recommendations.

Tool 7: Table of the roles and responsibilities of key actors (BEFORE, DURING and AFTER)

Tool 10: Inclusive drill evaluation matrix

Tool 11: Interview and/ or focus group script

Step 8 Final report

- Write up the general view of the exercise.
- Describe the scope, methodology and prior preparation.
- Present the results (record of the exercise).
- Describe general results and findings.
- Present the results of the evaluation matrix (Tool 10).
- Describe the lessons learned and proposals for future drills.
- Produce accessible summaries for the community.

Tool 12: Model inclusive drill final report

Tool 13: Model post-drill action plan

Step 9 Administrative closure

- File the evidence.
- Adjust the budget and investment in accessibility.
- Plan future improvements.
- Render accounts.

Link to video explaining Chapter 5
(Drill evaluation stage)



<https://bit.ly/4twX7YK>

6

INCLUSIVE SIMULATIONS

6.1 INCLUSIVE SIMULATIONS: CHARACTERISTICS AND USES

Inclusive simulations are tabletop exercises (they tend to take place in closed spaces) that recreate emergency situations in a controlled and realistic way, incorporating specific media to guarantee the full, safe and significant participation of people with disabilities. Unlike drills, in which resources and people are moved in real time, simulations can involve representations, complex scenarios and technical training, and are therefore a key tool for evaluating procedures, capacities and response times in controlled environments.

Inclusion in these exercises not only improves emergency team preparedness, but also highlights and enhances the potentialities of people with disabilities as active risk management actors.

Main differences between simulations and drills		
Characteristic	Simulation	Drill
Definition	Exercise based on a hypothetical scenario with simulated decisions.	Practical recreation of a real emergency with active participation.
Approach/purpose	<i>Evaluate/verify:</i> • Management and decision making. • Roles and responsibilities. • Inter-institutional coordination. • Protocols and procedures. • Training and capacities.	<i>Evaluate/verify:</i> • The capacity for safe and inclusive evacuation. • Whether the emergency plans take everybody into consideration. • The operational response capacity of institutions and organizations. • Raising communities' awareness of the rights and needs of people with disabilities.
Spaces used	Meeting and event halls and rooms.	Open spaces, infrastructure and facilities of preselected places (neighborhoods, communities).
Resources required	There is no physical mobilization; everything is hypothetical or conveyed narratively (tabletop exercise).	Mobilization of means and resources in real time in selected zones (communities).
Participants/profiles	Technical personnel and decision makers from key actors involved in disaster preparedness and response (civil protection, national and international NGOs, organizations of people with disabilities, regulatory bodies for people with disabilities).	General population, people with disabilities and their organizations; preparedness and response operational structures (national, regional, municipal, community); relief and first-response organizations, NGOs, community brigades, etc.
Duration	Simulated time (hours correspond to days).	Real time (normally up to a total of 4 or 5 hours).
Evaluation/measurement method	Reflection and/ or debriefing sessions with participants. The presence of observers is optional.	Direct observation and evaluation tools. Participation of people in the role of observers/ evaluators.

6.2 STEPS FOR ORGANIZING INCLUSIVE SIMULATIONS

Normally each institution/ organization has its own processes and methodologies for organizing simulation exercises and the steps that have to be followed are quite standardized. The key to a simulation being inclusive is making the approach for the inclusion of disabled people cross-cutting, considering it in all stages of organization and implementation and in all the key instruments normally used in this kind of exercise.

The following table shows the key elements that must be considered at each stage of the organization of a simulation to make it inclusive:

Step/stage	Elements of inclusion to be considered
1-Form exercise coordinating committee	- Include technical personnel specialized in inclusive work and people with disabilities. - Integrate institutions/ organizations with responsibilities in working with disability, according to the level of the exercise. - Integrate organizations of people with disabilities that participate in preparedness and response processes.
2-Define the scope and development framework of the inclusive simulation exercise (objectives, participant profiles).	- In the definition of the exercise's purpose and objectives, include at least one objective related to measuring/ evaluating aspects related to people with disabilities. - Ensure the diverse and inclusive participation of institutions/ organizations invited to the exercise. - Prioritize/ incentivize the participation of people with disabilities working and occupying preparedness and response roles in the invited institutions/ organizations. - Have a balance of inclusive participation based on the usual percentages in institutions/ organizations (unless opting for an exercise aimed exclusively at people with disabilities). - Budget the means and resources required to conduct an inclusive simulation exercise (sign language interpretation, audiovisual media, etc.).
3-Produce a package of materials for the simulation (context/ scenario, exercise script, key messages)	- Context of the exercise: Choose a fictitious or real country/ zone, but explaining aspects and data related to inclusion and people with disabilities (statistics, institutions, etc.). - Event/ scenario: Preferably choose a sudden-onset but progressive event or scenario that allows the different stages of actions to be clearly represented, from preparedness to the warning and response phases. The scenario must facilitate the incorporation of aspects related to decision making, as well as the definition of roles and responsibilities. It is essential for the narrative to include specific situations related to the inclusion of people with disabilities that require concrete decisions and actions during the development of the exercise (consult examples in Tool 14).

Step/stage	Elements of inclusion to be considered
	- Exercise script/ clear messages: The script must include common messages and situations, incorporating a significant percentage of elements that promote reflection, action or decision making based on an inclusive approach, specifically considering the participation and needs of people with disabilities (consult examples of messages and situations with an inclusive approach in Tool 14).
4-Development/ implementation of the simulation exercise	- Choose a place with ample spaces and suitable logistics for the access and participation of people with disabilities. - It must be guaranteed that the techniques and didactic resources used during the exercise are accessible to those participants with disabilities. - Team/ facilitators should have experience and knowledge of working with people with disabilities and a command of appropriate and adapted techniques and methodologies.
5-Evaluation instruments (debriefing session)	- Evaluation instruments: Use common evaluation instruments such as questionnaires, debriefing workshop, focus groups, but ensuring the inclusion of questions and elements for reflecting on inclusive aspects related to preparedness and response. - During the reflection/ evaluation sessions, guarantee the full participation and perspectives of people with disabilities and their representative organizations.
6-Exercise report and recommendations (action points)	- General report: The final simulation report must include a specific chapter dedicated to the analysis of aspects related to the inclusion of people with disabilities. This section must document relevant findings and also formulate recommendations and action points aimed at enhancing and improving the institutional and organizational preparedness and response processes based on an inclusive approach. - If the exercise has had a priority focus on people with disabilities, an “ad hoc” report/ annex can be produced focused solely on these aspects.

6.3 PRACTICAL RESOURCES FOR INCLUSIVE SIMULATIONS

For concrete examples and ideas of inclusive scenarios, scripts, messages and tasks to incorporate into a simulation exercise, please see Tool 14 in this guide.

Link to video explaining Chapter 6



<https://bit.ly/4dEzE3d>

7

COMMUNICATION

Inclusive communication is an essential component for guaranteeing the full, safe and effective participation of people with disabilities in drills and simulations. A well-designed communication strategy not only provides clear and timely information to all participants, but also eliminates information barriers and promotes autonomous and safe decision making.

This chapter provides practical guidance for planning, adapting and executing accessible communication actions before, during and after the exercises. It also defines the roles and responsibilities of the main actors involved in the dissemination of inclusive messages and gives recommendations for the use of different methods, media and formats that guarantee the right to information for everybody, leaving nobody behind.

Communicator	What is communicated?	When is it communicated?	What is it communicated for?	How is it communicated? (method, medium)
Lead entities	General guidelines, date and objectives of the drill, inclusive approach and roles of each actor.	BEFORE	To guarantee effective coordination, promote informed participation.	Circulars, memoranda, official bulletins, accessible institutional social networks, inter-institutional meetings.
	Activation, official instructions, alerts and activated protocols.	DURING	To direct and coordinate the exercise in a safe and structured way.	Institutional medium, press communiqués, social networks, accessible alert systems.
	Results, lessons learned, inclusive evaluations.	AFTER	To render accounts, highlight good practices and strengthen future processes.	Accessible final report, press conferences, institutional platforms.

Communicator	What is communicated?	When is it communicated?	What is it communicated for?	How is it communicated? (method, medium)
Mass media	Convocation; awareness-raising messages on inclusion, the drill and how to participate.	BEFORE	To inform the population and raise awareness.	Radio, television, social networks; accessible announcements with sign language, subtitles and easy-to-read materials.
	Coverage of the exercise's development, messages on safety and order.	DURING	To provide real-time information, promote safe participation.	Accessible live broadcasts, ongoing reports, audible and visual signage.
	Dissemination of results, life-stories, lessons learned.	AFTER	To share results, life-stories, lessons learned.	Accessible reports, interviews, documentary bulletins.
Organizations of people with disabilities (OPDs)	Specific needs, recommendations, convocation of their members.	BEFORE	To guarantee the active participation of people with disabilities and provide technical contributions.	Community meetings, messages in accessible formats, adapted social networks.
	Monitoring of the exercise, on-site feedback.	DURING	To verify conditions of inclusion, support participants.	Direct observation, ongoing communication with facilitators.
	Evaluation from a rights-based perspective, proposed improvements.	AFTER	To influence future adjustments and enhance good practices.	Accessible reports, testimonies, participatory gatherings.
Local leaders (department-province-municipality-canton)	Official convocation for the drill, role of the local institutions, importance of inclusive participation.	BEFORE	To guarantee institutional and community linkage for the exercise.	Accessible inter-institutional meetings; official local communication channels (community radio, social networks); and coordination through local committees.
	Operational coordination, activation of the exercise, logistical and safety arrangements.	DURING	To provide clear orientation; and to ensure public order and attention to all people.	Community loudspeakers; communication by local radio; messages in clear, accessible language.

Comunicador	¿Qué comunica?	¿Cuándo comunica?	¿Para qué comunica?	¿Cómo? (método, medio)
	Evaluation of institutional performance, compilation of experiences, and feedback.	AFTER	To enhance emergency plans and identify local management improvements.	Evaluation meetings, local reports, public consultation spaces, accessible formats.
Community leaders	Invitation to the drill, support for understanding the contents.	BEFORE	To promote everybody's active and safe participation.	House-to-house visits, pictograms, visual posters, local sign language.
	Support for the implementation; personalized guidance for people with disabilities.	DURING	To ensure nobody is left behind and answer any doubts.	Direct communication, in-field assistance.
	Dissemination of lessons learned and priority actions to improve inclusion in the community.	AFTER	To improve future actions in the community.	Participatory forums, interviews, accessible tools.

Link to video explaining Chapter 7



<https://bit.ly/4cj0NWS>

TOOLS OF THE GUIDE FOR THE INCLUSION OF PEOPLE WITH DISABILITIES IN DRILLS AND SIMULATIONS IN CENTRAL AMERICA

- Tool 1. Example of a concept note
- Tool 2. Terms of reference for the management committee
- Tool 3. Menu of inclusive situations and scenarios
- Tool 4. Example of an inclusive drill script
- Tool 5. Basic basket of technical aids for emergencies
- Tool 6. Checklist (BEFORE)
- Tool 7. Table of the roles and responsibilities of key actors (BEFORE, DURING and AFTER)
- Tool 8. Operational checklist (DURING)
- Tool 9. Drill schedule form
- Tool 10.1 Inclusive drill evaluation matrix
- Tool 10.2 Individual survey to measure the processes for evacuating people with disabilities during inclusive drills
- Tool 11. Interview and/ or focus group script
- Tool 12. Example of an inclusive drill final report
- Tool 13. Example of a post-drill action plan
- Tool 14. Examples of scenarios and messages for inclusive simulations
- Tool 15. Simplified process for organizing inclusive community drills

To access all the tools in this guide, please refer to the supplementary document **“Tools from the guide for the inclusion of people with disabilities in drills and simulations in Central America,”** available at the following link.

<https://bit.ly/4mjzArl>

ACOPEDIS	Asociación Coordinadora de Organizaciones de y para Personas con Discapacidad de Sololá (Coordinating Association of Organizations of and for People with Disabilities of Sololá)
ADISA	Asociación de Padres y Amigos de Personas con Discapacidad de Santiago Atitlán (Association of Parents and Friends of People with Disabilities of Santiago Atitlán)
ASB	Arbeiter-Samariter-Bund (Workers' Samaritan Federation of Germany)
ASORO	Asociación Rompiendo Límites (Breaking Limits Association)
CBM	Christian Blind Mission
CEPREDENAC	Centro de Coordinación para la Prevención de los Desastres Naturales en América Central y República Dominicana (Coordination Center for the Prevention of Natural Disasters in Central America and the Dominican Republic)
CNE	Comisión Nacional de Emergencias (National Emergencies Commission)
COPECO	Comisión Permanente de Contingencias (Permanent Contingencies Commission)
CORDES	Asociación Fundación para la Cooperación y el Desarrollo Comunal de El Salvador (Association Foundation for Cooperation and Community Development of El Salvador)
CRPD	Convention on the Rights of Persons with Disabilities
CUSO	International Canadian University Service Overseas
DGP	Dirección General de Protección Civil (General Directorate for Civil Protection)

FECONORI	Federación Nicaragüense de Asociaciones de Personas con Discapacidad (Nicaraguan Federation of Associations of People with Disabilities)
IASC	Inter-Agency Standing Committee
IFRC	International Federation of Red Cross and Red Crescent Societies
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OCNMT	Organización de Ciegos de Nicaragua Maricela Toledo (“Maricela Toledo” Organization of Blind People of Nicaragua)
OPD	Organization of people with disabilities
PAHO	Pan American Health Organization
PREPACE	Programa de Rehabilitación de Parálisis Cerebral (Cerebral Palsy Rehabilitation Program)
SE-CONRED	Secretaría Ejecutiva de la Coordinadora Nacional para la Reducción de Desastres (Executive Secretariat of the National Coordinator for Disaster Reduction)
UN	United Nations
UNDRR	United Nations Office for Disaster Risk Reduction
WHO	World Health Organization



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TOOLS OF THE GUIDE

FOR THE INCLUSION OF PEOPLE
WITH DISABILITIES IN DRILLS AND
SIMULATIONS IN CENTRAL AMERICA

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TOOL 1

Model Concept Note

The concept note (CN) is the drill project document that describes the purpose, scope, objectives and methodology of the exercise; the composition of the exercise management team; and the strategy and organization of the evaluation. This format is designed to be adapted to the context and capacities of each institution or organization.

The concept note must contain at least the following sections:

1. **Background and justification**
2. **Objectives of the drill**
3. **Scope of the exercise**
4. **Participants and target groups**
5. **Methodology of the exercise**
6. **Roles and responsibilities**
7. **Schedule**
8. **Required resources**
9. **Inclusion indicators**
10. **Accessible communication strategy**
11. **Risk plan**
12. **Annexes**

Title of the exercise

(Name of the drill e.g. “Inclusive drill for evacuation in response to flooding in community X”)

1. Background and justification

Describe the reasons and context behind conducting the drill, including:

- The type of hazard or risk to be simulated.
- The current situation of the community, institution, groups of people with disabilities.
- The need to enhance emergency preparedness through an inclusive approach.
- The importance of the participation of people with disabilities.

2. Objectives of the drill

General objective:

Establish the intention and motives behind the drill's desired achievements. This must be realistic, possible and measurable, in order to be able to analyze the results obtained.

Specific objectives

These are the qualitative expression of the levels of performance, capacity, output or results that it is expected to obtain through the activity.

It is recommended to have three to five clear and measurable objectives.

For example:

- Evaluate the community's evacuation capacity in response to hydrometeorological hazards.
- Implement accessible evacuation routes.
- Test the effectiveness of the inclusive alert systems.
- Enhance inter-institutional coordination in relation to inclusive response.
- Raise the community's awareness of the rights of people with disabilities.

3. Scope of the exercise

Determine the reach of the activity's actions or effects. Define the extent of the exercise in terms of geographical coverage, levels of intervention and the procedures to be implemented or practiced.

Suggested contents:

- Level of intervention (community, municipal...).
- Geographical area of implementation.
- Date.
- Estimated duration.
- Type of hazard to simulate (e.g. hurricane, flooding, etc.).
- Plans, protocols and procedures to be tried out.

4. Participants and target groups

Indicate:

- Estimated general population.
- Number and profiles of participants: people with disabilities, their family members and carers; local authorities; emergency bodies; organizations of people with disabilities (OPDs); educational community; health community; etc.)
- List of people with disabilities broken down by type of disability, location, particular conditions, support networks, and specific accessibility and support requirements.
- Define the participating population (including the role of people with disabilities, family members, carers and volunteers).

5. Methodology of the exercise

Briefly describe:

- Modality (e.g. real-time exercise)
- Phases (preparation, implementation, evaluation)
- Planned scenarios
- Inclusive approach adopted
- Use of accessibility tools and reasonable adjustments

6. Roles and responsibilities

Describe the institutions and organizations responsible:

- General coordination
- Inclusion committee
- Logistics and safety
- Communication
- Monitoring and evaluation

7. Schedule

Present key dates for all the drill stages and activities:

- Planning meetings
- Prior training
- Prior verifications
- Development of the exercise
- Evaluation and feedback

See schedule form in **Annex 1**.

8. Required resources

Indicate:

- Human resources
- Technical resources (materials, signage, support devices, sign language interpreters, etc.)
- Estimated budget

See budget form in **Annex 2**.

9. Inclusion indicators

Define clear indicators to measure:

- 1) Level of visibility achieved.
- 2) Participation of people with disabilities.
- 3) Level of accessibility (physical, communication, attitudinal).
- 4) Compliance with inclusive protocols.
- 5) Demonstrated capacities for attending to and assisting people with disabilities.
- 6) Level of fulfillment in the planning process.
- 7) Degree of satisfaction among participants and key actors.

10. Accessible communication strategy

- Define key drill messages adapted to different groups.
- Guarantee the use of multiple formats and channels. Adapt according to the list of people identified in part 4 of this concept note.
 - Simple language
 - Sign language interpreters
 - Braille and easy-to-read materials
 - Simultaneous audible and visual alerts
 - Pictograms for people with intellectual disabilities
 - Accessible digital platforms
- Define the dissemination plan for before, during and after the drill.
- Roles and people responsible for inclusive communication (review Chapter 7 of the guide).

11. Risk plan

- Identify possible physical, communication, organizational and attitudinal risks.
- Proposed mitigation measures for each risk.

See risk analysis table in **Annex 3**.

12. Annexes

- Accessible route plans
- Preliminary list of participants

Annex 1. Inclusive drill schedule form

Name of the exercise:		Drill schedule (adaptable form)												
Place:														
Initiation date:														
Finalization date:														
Activity	Who is responsible?	Week										Observations		
		1	2	3	4	5	6	7	8	x	END			
Coordination meetings														
Formation of the organizing committee														
Characterization and mapping of participants														
Gathering key information (target groups, context)														
Produce the drill implementation plan														
Production and validation of the drill script (plan of methodological activities)														
Identify and manage key resources														
Adjust the script to the available resources														
Design of the accessible communication strategy														
Identification and adjustment of evacuation routes and safe zones														
Training and awareness raising														
Prior dissemination of accessible information														
Final verification of the scenario and resources														
Carry out prior practices (in situ meetings)														
Adjustments to the script (plan of methodological activities) based on the results of prior practices														
Implementation of the drill														
Inclusive evaluation and feedback														
Production of the final report														

Annex 2. Inclusive drill budget form

Drill budget (adaptable form)					
Name of the exercise:					
Place:					
Organizers:					
Funds:					
Currency:					
Item	Unit of measurement	Quantity	Unit cost	Total cost	
Planning and organization expenditure (fees, per diems, meetings, etc.)					
Physical accessibility (adjustment of routes, space rental, adapted transport)					
Communication accessibility (interpreters, accessible materials, support devices)					
Training and awareness building (workshop materials, event logistics)					
Drill operating costs (event logistics, staging and setting up, snacks, water, identification, etc.)					
Safety and first aid (medical and paramedical personnel, first aid kits)					
Communication and dissemination (expenditure on prior campaign, documentation and audiovisual coverage)					
Monitoring, evaluation and feedback (application of evaluation tools, meetings, focus groups, interviews)					
Unforeseen expenditure (as established by the donor organization)					

Note: The items described can be expanded and must be adapted to the budgetary lines of the financing organization or entity.

Annex 3. Risk analysis table

Matriz de análisis de riesgos (formato adaptable)						
Type of risk	Description of risk	Probability (high, medium, low)	Impact (high, medium, low)	Preventive/ mitigation measures	Who is responsible?	Monitoring (pending, in progress, completed)
Physical	Obstacles along evacuation routes					
Type of risk	Information not accessible to everyone					
Organizational	Lack of personnel trained on inclusion					
Attitudinal	Discrimination or over-protection from personnel in charge of the drill					
Other (specify)						

TOOL 2

Terms of reference for the management committee

GENERAL OBJECTIVE OF THE COMMITTEE

To plan, coordinate, implement and evaluate a drill that respects rights and guarantees effective participation, emphasizing differentiated attention, effective participation and safety for people with disabilities and eliminating physical, communication, attitudinal and social barriers.

GENERAL FUNCTIONS OF THE COMMITTEE

- Define the objectives and scope of the inclusive drill.
- Guarantee the effective participation of people with disabilities and their organizations.
- Produce and validate the drill plan and script.
- Coordinate the exercise's implementation in a safe and accessible way.
- Ensure the availability of supports and reasonable adjustments.
- Promote awareness building and training for the personnel involved.
- Conduct feedback sessions and produce the final report.
- Propose improvements for future inclusive drills.

ORGANIZATIONAL STRUCTURE

Coordinating team:

1. Drill coordinator
2. Head of administration and logistics
3. Inclusion coordinator

Technical team:

4. Planning associate
5. Administrative-financial support
6. Operational-logistical support
7. Head of safety and wellbeing
8. Head of information
9. Territorial liaison(s)

Collaborators

10. Simulation role players
11. Evaluators
12. Observers

ROLES AND FUNCTIONS

Post	Responsability	Functions	Suggested profile
Coordinating team			
Drill coordinator	Leader of all phases of the drill.	• Define the drill's purpose and objectives. • Coordinate with institutions and authorities. • Assign functions to the work groups. • Gather the information required to conduct the exercise. • Supervise the drill's technical quality. • Lead the implementation of the work plan. • Guarantee comprehensive safety and accessibility. • Lead the implementation and production of the final report.	Professional or technician in risk management, civil protection or related areas. Proven experience in emergency coordination.

Post	Responsability	Functions	Suggested profile
Coordinating team			
Head of administration and logistics	Manage resources and general logistics.	• Administrate and monitor the budget. • Ensure material and human resources. • Coordinate simulation role players and support roles. • Manage service procurement and contracting. • Supervise setting up of signage and scenarios.	Training in administration or logistics. Event organization and management skills.
Inclusion coordinator	Ensure the application of accessibility and reasonable adjustment criteria.	• Provide advice on inclusion and accessibility. • Coordinate with organizations of people with disabilities. • Supervise the elimination of physical, communication and attitudinal barriers. • Supervise all stages of the drill to ensure they consider universal accessibility.	Experience working with people with disabilities. Knowledge of accessibility and human rights.
Technical team			
Planning associate	Design the drill plan and script.	• Develop inclusive scenarios. • Incorporate protocols and procedures. • Coordinate technical revisions.	Professional or technician in planning, risk management or related areas. Capacity to design processes and documents.

Post	Responsability	Functions	Suggested profile
Equipo técnico			
Territorial liaisons	Facilitate community participation and local actions.	• Facilitate coordination between the community/ neighborhood and the outside actors. • Facilitate access to local people and organizations. • Inform the community organizations about the process. • Collaborate in identifying local-community resources and operating supports. • Motivate and convoke local participation in key preparation meetings.	Knowledge of the territory and community actors. Community management skills.
Administrative-financial support	Monitor budgetary execution and funds.	• Manage payments and acquisitions. • Participate in logistical and operational preparation meetings. • Monitor expenditure and financial documentation. • Participate in the pre-drill tests and try outs. • Collaborate in any logistical activity before, during and after the drill.	Training in accounting, finance or administration. Experience in budget management.
Operational-logistical support	Coordinate setting up of signage and evacuation routes.	• Coordinate setting up of signage and evacuation routes. • Supervise physical facilities. • Ensure availability of support equipment. • Provide operational support for the organization of the drill.	Technical-operational knowledge. Set-up and logistical support skills.

Cargo	Responsabilidad	Funciones	Perfil sugerido
Technical team			
Head of safety and wellbeing	Guarantee physical and emotional safety.	• Produce the analysis of risks associated with the exercise. • Coordinate first aid measures. • Supervise and guarantee safety conditions during the exercise. • Assign field controllers (safety support personnel).	Training in first aid and emergency management.
Head of information	Manage accessible communication and information materials.	• Design and disseminate internal and external communications. • Produce instructions in accessible formats (easy-to-read materials, videos, pictograms, braille). • Manage feedback and documentation for the evaluation.	Experience in communication, management of digital platforms and communication accessibility.
Collaborators			
Simulation role players	Play different roles during the exercise.	• Participate according to the established script. • Receive previous training and awareness-raising on inclusion. • Participate in the pre-drill trials and tests.	Basic knowledge of drills and awareness raising on inclusion.
Evaluators	Evaluate the drill's implementation.	• Be familiar with the evaluation form to be applied during the drill. • Apply the evaluation matrix form. • Verify compliance with the inclusion criteria. • Guarantee feedback activities with the participants. • Produce evaluation reports.	Training in risk management or social inclusion. Capacity for critical analysis.

Post	Responsability	Functions	Suggested profile
Collaborators			
Evaluators	Evaluate the drill's implementation.	• Be familiar with the evaluation form to be applied during the drill. • Apply the evaluation matrix form. • Verify compliance with the inclusion criteria. • Guarantee feedback activities with the participants. • Produce evaluation reports.	Training in risk management or social inclusion. Capacity for critical analysis.
Observers	Document the process and issue recommendations.	• Record good practices and areas for improvement. • Provide inputs for ongoing improvement.	Experience in monitoring and evaluation of community or emergency processes.

TOOL 3

Menu of inclusive situations and scenarios

This tool consists of five tables that present situations or scenarios to include in a drill exercise by type of disability. All of the names of people, places, institutions and situations included in this tool are fictitious and are only presented for illustrative and pedagogical purposes. The simulated scenarios must be adapted to the social, cultural and geographical realities of each community, always guaranteeing a human rights-based approach, as well as the active participation of people with disabilities and respect for their dignity.

1. Examples of scenarios for physical/ motor disabilities

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
Ph-M-01	Evacuation	Community of El Zapotal, municipality of San José del Monte. Following a category 4 hurricane alert, an urgent evacuation is ordered. One wheelchair user must be evacuated from her house located in a zone with a steep and muddy access.	Family, community brigade, Municipal Emergency Committee, local disability NGO (Movilidad sin Barreras), Red Cross.	Adapted stretcher, amphibious chair, 4x4 transport, personnel trained in the safe movement of people with reduced mobility, accessible signage.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
Ph-M-02	TDistribution of humanitarian aid	School in the community of La Quebrada, municipality of Santa Esperanza. During the delivery of provisions and hygiene kits, a woman with partial paralysis is identified who cannot access the queue or carry provisions. The inclusive protocol for assisted distribution is activated.	School committee, Municipal Mayor's Office, youth volunteers, organization of women with disabilities (Red Incluye), Civil Defense.	Accessible kits, rest seats, volunteers assigned according to priority, mobile delivery point with megaphone, accessible visual guide.
Ph-M-03	Temporary shelter/ accommodation	Temporary shelter in the Agricultural Training Center, municipality of Nuevo Edén. A family including a young person with severe motor disability is received. A space needs to be adapted to allow suitable mobility, hygiene and rest.	Municipal Mayor's Office, Ministry of Health, shelter committee, international NGO (Acceso Humanitario), Association of Parents of Children with Motor Disabilities.	Low, firm beds; accessible restrooms; mobile ramps; temporary personal assistance providers; private family space; special diet.
Ph-M-04	Family support	Community of El Pitalito, municipality of Valle Claro. A single mother with a 10-year-old son who has cerebral palsy cannot access medicines or communicate what she needs. Activation of the community family support network for assistance and liaison with health centers.	Community support network, municipal health center, health promoters, network of local carers, local church.	Community telephones, portable radios, registry of families with specific needs, emergency medicines, transport for home visits.
Ph-M-05	Rescue in collapsed structures	"Pablo Neruda" Primary School, municipality of San Jacinto. Following the partial collapse of the school, a student with a motor disability is trapped in a second-floor classroom. An emergency operation with a safe extrication protocol is activated.	Firefighters, civil protection, teachers, technical rescue team, National Rehabilitation Association, parents.	Special harness, long spinal board, portable elevator, rope system, helmet with built-in communication, drones for visual evaluation.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
Ph-M-06	Rescue in at-risk houses or zones	Hillside zone in the community of Las Flores, municipality of San Miguelito. A house is half-buried in a landslide. A man who has had both legs amputated is trapped inside. The team must enter, stabilize the man and evacuate him.	Local rescue brigade, Green Cross, organized neighbors, Civil Defense, foundation of veterans with disabilities.	Access map, backhoe loader, stretcher with traction, support for amputees, portable oxygen, emotional support person.

2. Examples of scenarios for sensory disabilities

Código	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
S-D-01	Evacuation	Community of El Tamarindo, municipality of Río Claro. A blind woman and her daughter need to be evacuated during the hurricane warning. The house is in a zone without tactile or audio signage, which complicates their safe movement.	Family, neighbors, community brigade, Municipal Emergency Committee, United Blind People's Foundation, Red Cross.	Guide rope, long cane, vest with identification, companions trained in sighted guidance, megaphones with clear instructions.
S-D-02	Distribution of humanitarian aid	Central square in the community of San Jerónimo, municipality of La Esperanza. A deaf person does not understand the verbal instructions during aid distribution. The accessible communication protocol is implemented.	Municipal Mayor's Office, Civil Defense, local NGO supporting deaf people (Lengua de Manos), sign-language interpreters, volunteers.	Visual materials in pictograms, sign-language interpreter, priority wrist bands, quiet attention points, adapted registration sheets.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
S-D-03	Temporary shelter/ accommodation	Indoor sports center, municipality of Buen Refugio. A young person with total blindness is relocated with his mother in a shelter without accessible markings. Safe and accessible zones are adapted for orientation and independence.	Shelter committee, Ministry of Health, Clear Paths Foundation, municipality, Network of Young People with Visual Disabilities.	Temporary podotactile flooring, haptic maps, information in braille, location bells, accessible identification of restrooms.
S-D-04	Family support	El Cedro rural community, municipality of Monte Verde. A deaf girl and her grandmother cannot communicate with the mobile medical team. The community mediation system is activated with an itinerant interpreter.	Health promoters, mobile health team, network of families with deaf children, volunteers bilingual in sign language, local church.	Video messages in sign language, visual cards for symptoms, mobile interpreter, videocall consultation line, adapted printed materials.
S-D-05	Rescue in collapsed structures	Community health center, municipality of El Palmar. A blind woman is trapped following the collapse of an internal wall. The rescue team must announce their presence and verbally guide her out.	Firefighters, Green Cross, rescue team, National Association of People with Visual Disabilities, volunteer neighbors.	Auditory guides, rescue ropes, controlled physical contact, repetitive recorded messages, sound means for team identification/ location.
S-D-06	Rescue in at-risk houses or zones	Coastal community of El Faro, municipality of Mar Serena. A deaf woman lives alone and does not hear the evacuation alarm or understand the rescue personnel's instructions. Implementation of the response plan with visual communication.	Civil Defense, organized neighbors, evacuation team, the Sordos Libres NGO, municipal brigade.	Signal flashlights, emergency pictograms, signage using flags, visual identification wristbands, rapid communication cards.

3. Examples of scenarios for intellectual disabilities

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
I-D-01	Evacuation	Community of Los Pinos, municipality of Tierra Alta. A young man with a moderate intellectual disability has a crisis when he hears the evacuation alarm. The family and community brigade must restrain him and guide him with emotional support.	Family, community brigade, Municipal Emergency Committee, Mental Light Foundation, Red Cross.	Simple visual instructions, action pictograms, identifying vest, trained “calming” volunteer, safe waiting spaces.
I-D-02	Distribution of humanitarian aid	Roofed community sports area, municipality of La Estrella. An adult with a severe intellectual disability does not understand the provision delivery process and blocks the queue. Activation of personalized assistance.	Community committee, Municipal Mayor’s Office, local volunteers, psychosocial support team, association of families with intellectual disabilities.	Simple signage, visual support at each station, referral caregivers, orientation volunteers, home delivery in critical cases.
I-D-03	Temporary shelter/ accommodation	Secondary school adapted as a shelter in the municipality of San Felipe. A woman with a slight intellectual disability and anxiety disorder requires ongoing accompaniment and a stable routine.	Shelter committee, Ministry of Health, community volunteers, Free Psyche NGO, network of carers.	Calm spaces, emotional signage, stabilizing volunteers, emotional communication cards, structured routine of activities.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
I-D-04	Family support	The community of Las Ceibas, municipality of Puerto Claro. A woman with a low educational level is caring for her son with severe autism and does not understand the emergency protocols. Activation of the family orientation team.	Community promoters, local health network, popular educators, family support team, NGO working on school inclusion, person with experience attending to people with intellectual disabilities (psychologist or specialized educator who can provide specialized support).	Visual emergency kit, adapted social stories, brief information sessions, follow-up volunteer, graphic family instructions.
I-D-05	Rescue in collapsed structures	Community library, municipality of San Rafael. A young man with an intellectual disability and echolalia is trapped when the roof collapses. He responds with repetitive phrases that make it hard to locate him.	Firefighters, urban rescue team, the young man's parents, local teachers, psychological intervention team.	Voice identification techniques, gentle contact protocol, visual evacuation guide, post-rescue emotional support, helmet with protective visor.
I-D-06	Rescue in at-risk houses or zones	Unstable hillside in the community of El Bosque, municipality of Monte Azul. A child with Downs syndrome and his grandmother are taken by surprise by a landslide. The response includes interaction with accessible and visual language.	Civil Defense, neighbors, child brigade, local disability organization, Emergency Committee.	Posters with simple drawings, security doll, volunteers with training in intellectual disability, communication cards, emotional signage.

4. Examples of scenarios for psychosocial disabilities

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
Psy-D-01	Evacuation	Community of El Aguacate, municipality of Río Dulce. During the evacuation order, a man diagnosed with bipolar disorder shows signs of disorientation and emotional alteration that hinders his safe evacuation. The protocol is activated for assisted evacuation with psychosocial accompaniment and respectful restraint measures.	Family, community brigade, mental health team, Municipal Emergency Committee, Red Cross.	Calm verbal guide, trusted companion, emergency medication, safe waiting spaces, non-confrontation protocol.
Psy-D-02	Distribution of humanitarian aid	Parish center, municipality of Valle Serena. A women diagnosed with residual schizophrenia displays distrust of the aid distribution points, hindering access to the resources. A home assistance strategy is activated with volunteers previously trained in psychosocial care and empathetic communication.	Local church, mental health NGO, parish committee, community volunteers, health promoters.	Adapted aid kit, non-intrusive communication, visits in pairs, trusted support groups, distribution routes that respect personal space.
Psy-D-03	Temporary shelter/ accommodation	Roofed community hall, municipality of Santa Brisa. A young person diagnosed with severe anxiety disorder experiences a sensory overload due to the noise and crowds. A calm space is created with psychosocial accompaniment.	Shelter committee, Ministry of Health, rapid intervention team, community mental health NGO, family members.	Low stimulation zone, calming companion, gradual desensitization protocol, breathing and visual support cards, noise-reduction earmuffs.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
Psy-D-04	Family support	Community of Las Rocas, municipality of San Alejo. An adult with severe depression is immobile in his house following the emergency, not eating or communicating. The family does not know what to do.	Mobile mental health team, network of neighbors in solidarity, health promoters, community leaders, local church.	Empathetic home visit, short manual for families, easy-to-consume foods, community follow-up, emotional sensitization materials.
Psy-D-05	Rescue in collapsed structures	Municipal market, municipality of La Unión. A person diagnosed with schizophrenia displays disorientation following the structural collapse of the market. The team activates the emotional support protocol to facilitate a safe and respectful evacuation.	Firefighters, Civil Defense, psychosocial team, association of informal workers, family members.	Intervention with a familiar voice, stimuli reduction protocol, soft tactile guide, calming language, post-rescue support team.
Psy-D-06	Rescue in at-risk houses or zones	Deprived river-side area in the Los Manglares community, municipality of Esperanza Verde. A women diagnosed with post-traumatic stress syndrome refuses to be evacuated for fear of reactivating a previous trauma. Intervention using the emotional reassurance technique.	Civil Defense, organized neighbors, mental health promoters, network of women survivors, emergency team.	Gradual approaching technique, trusted companion, emotional security cards, soft signage, alternative close safe space.

5. Examples of scenarios for multiple disabilities

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
M-D-01	Evacuation	Community of El Retiro, municipality of Bella Vista. An adolescent with intellectual and motor disability needs to be evacuated on a stretcher and requires communication with pictograms. His family is panicking and doesn't know how to move him.	Family, community brigade, Municipal Emergency Committee, NGO for people with double disability, Red Cross.	Rigid stretcher, basic action pictograms, volunteer trained in alternative communication, identification vest, signage on the ground.
M-D-02	Distribution of humanitarian aid	Central square, municipality of El Paraíso. A deaf and blind woman cannot access or understand the aid distribution process. The tactile communication protocol is activated.	Aid committee, specialized volunteers, NGO for deaf and blind people (Sordoceguera Digna), Municipal Mayor's Office, network of carers.	Adapted kits, deaf-blind intervenor, Lorma alphabet or tactile writing, identifying wristbands, three-dimensional signage materials.
M-D-03	Temporary shelter/ accommodation	School adapted as a shelter, municipality of San Clemente. A family with a child who has cerebral palsy and blindness requires an accessible and safe space with personalized care.	Shelter committee, Ministry of Health, international NGO, networks of families with multiple disabilities, municipality.	Orthopedic beds, adapted bathrooms, personal assistants, braille communication notebook, obstacle-free space, texturized food.
M-D-04	Family support	Community of El Almendro, municipality of Nueva Paz. An elderly father is caring on his own for a daughter who has an auditory disability and is also on the autistic spectrum. Following the emergency, structured family accompaniment is activated.	Community promoters, family support team, autism and deafness NGO, network of volunteers, local church.	Routine pictograms, family orientation sessions, adapted emergency kit, system of visual reminders, emotional regulation guide.

Code	Type of scenario /situation	Description of the simulated situation (place)	Actors involved	Required means and resources
M-D-05	Rescue in collapsed structures	Technical college, municipality of San Roque. Following a partial collapse, a student with motor and visual disability is trapped. The rescue team must apply a double extrication and auditory guide protocol.	Firefighters, technical rescue team, educators, educational inclusion NGO, parents.	Adapted harness, clear and repetitive verbal communication, safe rope system, full protection helmet, post-rescue emotional assistance.
M-D-06	Rescue in at-risk houses or zones	El Carmen coastal neighborhood, municipality of Playa Azul. An elderly man with deafness and reduced mobility is alone in his house following flooding. The team must access him and get him out without verbal communication.	Civil Defense, neighbors, elderly people brigade, deafness and mobility NGO, Green Cross. ores com	Wheeled stretcher, visual signage with flashlight, simple communication cards, visual interpreter, portable wheelchair lift.

TOOL 4

Model inclusive drill script

The model presented below is an example of a community drill. It is recommended to adapt this script to the specific conditions of each community, taking into consideration its culture, territorial characteristics, social organization and the profile of the people participating. All names of people, places, institutions and situations in this tool are fictitious and employed exclusively for illustrative and pedagogical purposes. Any similarity with real people, communities or current events is purely coincidental and unintended.

SCRIPT FOR A COMMUNITY DRILL FOR A CATEGORY 4-5 HURRICANE WITH FLOODING AND LANDSLIDES (ONLY INVOLVING THE COMMUNITY LEVEL)

1. Presentation/ background

Central American rural communities are highly vulnerability to extreme climate events. The effective participation of people with disabilities in preparedness and response is essential in terms of reducing risks and saving lives. This community drill promotes inclusion from the organization of the exercise right through to its evaluation.

2. Purpose and specific objectives

Purpose: To enhance the community organization to respond to a high-intensity hurricane, guaranteeing the participation of people with disabilities

Specific objectives:

- Test out accessible evacuation routes.
- Coordinate actions among families, community leaderships and organizations of people with disabilities (OPDs).
- Evaluate the conditions for people with disabilities in the shelters.

3. General drill information

- **Date:** June 22, 2025
- **Participating organizations:** Community Emergency Committee, grassroots organizations, OPD, local school, church.
- **Place:** Community of El Ciprés in the municipality of La Paz, El Salvador.
- **Type of event simulated:** Category 5 hurricane with rainfall and flooding.
- **Participating communities:** El Ciprés and neighboring zones.
- **Beneficiaries:** 180 families (15% with disabilities), for about 450 people.

4. Roles and responsibilities

Role	Who is responsible?
Community coordination	Community leaders and the OPD
Logistics	Young volunteers, health committee
Communication	Portable radios, loudspeaker systems, visual signs
Support for people with disabilities	Family members, OPD, community brigades

5. Methodology

- **Type of exercise:** Field drill with real action.
- **Alerts:** Loud speaker systems, bells, megaphone announcements.
- **Technology and aids:** Pictograms, accessible maps, guide ropes.
- **Logistics:** Food, first aid kits, designated safe areas.

6. Drill guidelines

- Voluntary but incentivized community participation.
- Priority given to people with disabilities being evacuated.
- All activities have visual and auditory guides.

7. Drill phases

1. **Preparation:** Putting up posters, delivery of emergency kits.
2. **Dissemination:** Community meetings and house-to-house visits.
3. **Development:** Activation of alarm, moving people, primary attention.
4. **Evaluation:** Same-day feedback meeting.

8. General scenario

- **Event:** Fictitious Hurricane “San Lucas”.
- **Expected impacts:** Fallen trees, swollen rivers, being cut off.
- **Duration:** 4 hours.

9. Specific scenarios

Reference code	Location	Action/ message issued	Issuer	Receiver	Response action	People or organizations participating
ESC-01	El Ciprés School	Activation of evacuation alarm	Principal	Educational community	Guided and accessible evacuation for a girl with a motor disability	Principal, teachers, OPD
ESC-02	Doña María’s house	Request for support to get out	Doña María (wheelchair-bound)	Neighbor and brigade	Transfer using mobile ramp	Family, brigade members, volunteers
ESC-03	El Sauce Street	Report that a tree is blocking the street	Volunteer	Emergency committee	Clean up and opening alternative accessible way	Committee, young people, OPD
ESC-04	El Ciprés Bridge	Information by megaphone: unsafe crossing	Alert brigade	Population in general	Redirection with visual signage	Brigade, community

Reference code	Location	Action/ message issued	Issuer	Receiver	Response action	People or organizations participating
ESC-05	Luis' house (Luis has a sensory disability)	Alert by drumbeat	Luis' brother	Luis	Accompaniment with guide rope	Family, OPD
ESC-06	Shelter at local church	Lack of interpreter for arrivals	Shelter leader	Emergency committee	Incorporation of volunteer trained in sign language	OPD, church
ESC-07	Community yard	Girl with intellectual disability is lost	Mother	Search committee	Search using pictograms and loudspeaker messages	Committee, neighbors, OPD
ESC-08	Route to the shelter	A young person with a psychosocial disability has an anxiety attack	Friend	Mental health brigade	Emotional containment and transfer	Brigade, family
ESC-09	House of a family with a son with multiple disabilities	Urgent rescue request	Neighbor	Community brigade	Evacuation by stretcher and adapted mototaxi	Brigade, community
ESC-10	School safe point	Arrival of displaced families	Point coordinator	Volunteers	Accessible distribution of provisions and primary attention	Committee, volunteers

10. Observation and evaluation methods

- **Those responsible:** Community leaders, grassroots organizations, external observers
- **Instruments:** Logbook, recordings, interviews, surveys using pictograms
- **Approach:** Inclusion, accessibility, effective participation, cultural relevance, self-identification.

TOOL 5

Basic basket of technical aids for emergencies

The effective inclusion of people with disabilities in emergency preparedness and response processes is not just a legal and ethical imperative, but also an essential condition for truly comprehensive risk management.

This basic basket of technical aids is a minimum set of essential tools that allows the dignity, safety and autonomy of people with disabilities to be guaranteed in disaster situations. However, in the Central American context it is fundamental to adapt this basket to local realities, which implies prioritizing devices that are affordable, easy to move and maintain, and available through community networks, health services or public institutions.

LIST OF TECHNICAL AIDS:

1. Mobility devices

- Wheelchairs: facilitate circulation and help prevent medical complications (contractures).
- Canes (white or support), crutches and walking frames: key for people with reduced mobility or blind, low-vision and deaf and blind people.

2. Positioning and self-care devices

- Anti-decubitus mattresses, postural cushions: useful for wheelchair and hospital-bed users. Prevent bedsores caused by constant pressure.
- Shower chairs, bath chairs and grab bars: useful for people with reduced mobility. They facilitate hygiene and avoid falls in improvised settings.

3. Communication and cognition devices

- Hearing aids and hearing loops: essential for people with auditory disabilities.
- Communication boards and augmentative and alternative communication (AAC) devices: useful for people with intellectual or cognitive disabilities. They allow people to express their needs in settings that are noisy or with communication barriers.

Software and digital solutions (screen readers, voice recognition, subtitling): useful for all people with disabilities, particularly blind, low-vision and deaf people (who use screen readers and voice recognition). Such software requires mobile devices such as smartphones and tablets, which are important for communication via the internet.

4. Vision devices

- White canes and magnifying glasses: provide support for people who are blind or have low-vision.
- Materials printed in braille or macrotype: these allow access to critical information in accessible formats.

5. Alert and emergency systems

- Personal response systems (alert button/ bracelet): automatically connect with emergency systems.
- Visual alert systems (lighted alarm bells or smoke alarms): useful for people with auditory disabilities.

Final note: It is recommended to maintain the emergency kit in all cases.

TOOL 6

Checklist (BEFORE)

The aim of the pre-drill checklist is to guarantee that all the necessary aspects for conducting an inclusive and safe exercise have been suitably planned. This tool must be used by the coordinating team to check that the needs of people with disabilities have been considered and that possible physical, communication, social and attitudinal barriers have been eliminated.

Important: This instrument must be completed with the active participation of people with disabilities, their representative organizations and other community actors.

Checklist (BEFORE)	Yes	No	Observations
Preparation			
Multisectoral coordination meetings held.			
Updated list of participants with disabilities.			
Drill execution plan drawn up.			
Drill script produced with inclusive criteria, involving people with disabilities and organizations of people with disabilities.			
Accessible communication strategy defined.			
Training and awareness-building on inclusion carried out.			
Required financial resources identified and allocated.			

Checklist (BEFORE)	Yes	No	Observations
Recursos Humanos			
Coordinating team			
General coordinator responsible named.			
Head of administration and logistics assigned.			
Inclusion coordinator appointed.			
Technical team			
Planning associate established.			
Territorial liaisons appointed.			
Administrative-logistical support guaranteed.			
Head of safety and wellbeing appointed.			
Head of information assigned.			
Other human resources			
Simulating role players identified and with informed consent.			
Interpreters, personal assistants and guides planned.			
Observers and evaluators appointed and trained on their tasks and the application of the evaluation tools.			
Accessibility and reasonable adjustments			
Evaluation of the accessibility of the setting conducted.			
Specific needs of participants with disabilities considered.			
Support and accessible evacuation protocols defined.			
Physical spaces			
Community facilities verified for accessibility.			
Critical infrastructure and evacuation routes checked.			
Abandoned houses and dangerous zones signposted.			
Zones of risk and accessible safe zones identified.			
Logistical equipment and means			
Accessible transport guaranteed.			
Accessible means of communication and alert available (radios, cellphones, satellite phones, megaphones, pictograms, sign-language interpretation, etc.).			
Complementary equipment ready (projectors, generators, batteries, printers, computers, first-aid kits, search and rescue equipment, etc.).			
Key information available in accessible formats (easy-to-read, braille, audio).			
Video and photographic cameras, voice recorders available.			

Checklist (BEFORE)	Yes	No	Observations
Consumables and supplies			
Fuel for transport and electricity plants guaranteed.			
Food and hydration guaranteed for participants.			
Stationery and support materials available (tactile maps, alternative communication boards, etc.)			
Adapted identification tags guaranteed.			

TOOL 7

Table of the roles and responsibilities of key actors (BEFORE, DURING and AFTER)

Actor / stage	General responsibilities and actions	BEFORE the drill	DURING the drill	AFTER the drill
People with disabilities	Participate actively as rights holders; identify barriers; propose reasonable adjustments.	Be consulted in the planning; identify risks and specific needs; validate accessible evacuation routes.	Participate in assigned roles; verify accessibility conditions; evaluate response times.	Provide feedback, participate in the evaluation; share lessons learned based on their experience.
Families of people with disabilities	Provide active support in the inclusion of the person with a disability during all stages; facilitate communication between the person and other actors.	Inform themselves about inclusive plans; prepare accessible kits; coordinate with community structures.	Accompany the person; facilitate the person's mobility and communication; apply inclusive family plans.	Evaluate the family performance; enhance lessons learned and links; contribute suggestions for improvement.
General population/ target community	Promote attitudes of solidarity; avoid discrimination.	Participate in awareness-raising campaigns; support identification of needs.	Provide support in moving people or communications; observe inclusive practices from a human-rights based perspective.	Reflect collectively; propose inclusion improvements.

Actor / stage	General responsibilities and actions	BEFORE the drill	DURING the drill	AFTER the drill
Community structures (COLRED, CODEL, etc.)	Ensure everybody's participation; coordinate with a community-based approach.	Identify people with disabilities in their community; organize inclusive meetings; adapt signage.	Activate inclusive evacuation; facilitate access points to safe zones.	Document inclusive participation; update community plans with an approach based on people with disabilities.
Municipal structures (COMRED, CODEM)	Lead the process from the local level; guarantee the mainstreaming of disability.	Include organizations of people with disabilities in the drill design; coordinate inclusive training sessions.	Supervise the implementation of the drill; support inclusive operational solutions.	Systematize lessons learned; adjust local policies and plans based on the evaluation.
Relief and response bodies	Apply adapted protocols for a non-discriminatory humanitarian response; provide non-discriminatory attention.	Train themselves on inclusive approaches; identify their own limitations.	Conduct inclusive rescues; activate specialized teams.	Report good practices and gaps; recommend operational improvements.
Nongovernmental organizations (NGOs) and local humanitarian actors	Contribute technical and logistical capacities with an approach based on human-rights and non-damaging action.	Support inclusive diagnostic assessment; facilitate adapted resources.	Observe and assist families or groups in conditions of vulnerability (elderly people, children and adolescents, women, people with pre-existing medical conditions, indigenous and Afro-descendant people, migrants, refugees, internally displaced people, people from the LGBTIQ+ community).	Document participation and results; foster and enhance alliances with an inclusive approach.

Actor / stage	General responsibilities and actions	BEFORE the drill	DURING the drill	AFTER the drill
Organizations of people with disabilities	Represent the interests of people with disabilities; oversee compliance with rights. Guarantee evaluating teams with a good knowledge of drills and the application of evaluation tables.	Participate in the design of the drill; propose accessibility and follow-up criteria; form monitoring teams.	Observe the development of the exercise; document situations of exclusion or good practices.	Publish reports; influence authorities to promote regulatory adjustments; foster alliances.
National regulatory bodies (SE-CONRED, SE-COPECO, CNE, Civil Protection, Civil Defense, etc.)	Guarantee regulatory frameworks and provide inclusive methodologies that promote and respect the rights of people with disabilities.	Issue inclusive technical guidelines; coordinate with multisectoral actors.	Coordinate at the inter-institutional level; ensure national visibility.	Systematize lessons learned; update regulations or guides.
Public bodies responsible for people with disabilities	Coordinate sectoral policies; provide support based on social protection.	Provide technical advice; ensure institutional participation.	Monitor the condition of people with disabilities; document infringements or achievements.	Evaluate impact; issue recommendations; enhance protection and inclusion.

TOOL 8

Operational checklist (DURING)

This checklist must be used by the coordinating team to guarantee that all the human, technical, accessibility and safety conditions are guaranteed for the start of the inclusive drill (3-4 hours prior to activation).

Operational checklist (DURING)	Yes	No	Observations
Organization and coordination			
Coordination and technical teams complete and present.			
Key authorities and actors confirmed; roles clear.			
Final drill schedule available and validated.			
Communication, press and media personnel confirmed.			
Observers and evaluators present and accredited.			
Interpreters, personal assistance providers and guides confirmed.			
Evaluation forms and records of people with disabilities available.			
ID tags (including braille or pictograms) handed out.			

Operational checklist (DURING)	Yes	No	Observations
Operation and logistics			
Security recommendations communicated (public order, climate, risks).			
Setting up of scenarios initiated without obstacles or risks.			
Assignment of roles and “victims” done with safety protocols.			
Support points established and safety verification conducted.			
Support personnel and facilitators in assigned positions.			
Accessibility verified in the areas of operation.			
Equipment, materials and technical means ready.			
Food and drinks ensured for participants and support personnel.			
Documents copied and printed.			
Funds available for unforeseen expenses.			
Support for full inclusion			
Support for full inclusion			
Confirmation of individualized support plans for people with disabilities.			
Verification of additional communication support resources (easy-to-read materials, guides for people with visual and auditory disabilities, calm spaces).			

TOOL 9

Drill schedule form

General objective: Develop a practical emergency response exercise that guarantees the full and safe participation of people with disabilities.

Department/Province:

Locality/Municipality:

Community/Neighborhood

Date:

Initiation time:

Completion time:

Time	Activity	Those responsible
6:00 - 06:30	Meeting of coordinating team, technical team and support people.	Drill coordinator
06:30 - 08:30	Setting up drill scenarios and operational aspects.	Head of administration and logistics
08:00 - 09:00	Registration and handing out adapted IDs (braille, pictograms).	Operational-logistics team
09:00 - 09:30	Words of welcome and presentation of the drill.	Local authority Drill coordinator

Time	Activity	Those responsible
09:30 -10:00	Review of security regulations and reminder of inclusive protocols.	Head of security and wellbeing Inclusion coordinator
10:00 -10:00	Formal activation of the drill.	Drill coordinator
10:00- 12:00	Development of the exercise (evacuation and response).	All of the teams
12:00 -12:30	Return to the meeting point and operational closure.	Technical team Operational-logistics team
12:30 - 13:00	Closure of the event and acknowledgments.	Local authority Drill coordinator
13:00 - 14:00	Lunch	All of the participants
14:00 -14:30	Initial feedback session (in accessible formats).	Evaluation coordinator
14:00 - 15:00	Dismantling the scenarios and clean-up.	Operational-logistics team
15:00	End of drill.	

Tool 10.1

Inclusive drill evaluation matrix

THIS TOOL IS IN EXCEL FORMAT AND IS ATTACHED TO THIS GUIDE.

<http://bit.ly/3NtS4Jj>

TOOL 10.2

Individual survey to measure the processes for evacuating people with disabilities during inclusive drills

1. PRESENTATION

Objective of the tool:

Assess the following indicator: % of people with disabilities that participate actively in drills organized by the government institutions of countries that apply the established evacuation regulations according to the inclusion evaluation instrument created.

Application instructions

- The survey will be applied by a person with a technical profile, experience in drills and simulations, and knowledge of comprehensive disaster risk management (CDRM) with people with disabilities.
- To ensure fluid communication, the survey taker/ evaluator should know the language and/or communication techniques required to communicate with the interviewee in a fluid and unrestricted way according to his or her type of disability.
- If the survey taker/ evaluator does not know the language or techniques required, he or she should be accompanied by a support person who can collaborate in communicating with the interviewee in accordance with that person's type of disability.
- It is recommended to interview all people with disabilities that participated in the drill exercise. If there is a very large number, then a representative sample should be taken with a balance of the different types of disability analyzed (as far as possible).
- For adequate application, systematization and registration, it is recommended to use virtual tools e.g. KoboToolbox or SurveyMonkey.

2. STRUCTURE AND CONTENTS OF THE SURVEY

1- Information on the survey taker/ evaluator

	Information
Name and surname(s)	
Sex	
Age	
Organization/institution (if applicable)	
Work with people with disabilities	
Has a disability?	
If "yes", type of disability	

2- Information on the interviewee/ person consulted

	Information
Name and surname(s)	
Sex	
Age	
Community/ neighborhood	
Municipality	
Department	
Country	
Community or neighborhood organization or structure (if applicable)	
Type of disability	
Role/ type of participation in the drill	
Information about his or her family	

3- Assessment/ evaluation fields

3.1 About the evacuation routes, process and places

3.1.1 The evacuation route(s) were well-signed (considering my situation of disability)

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.1.2 I was able to evacuate normally (considering my situation of disability) following the existing signs.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.1.3 The alarm/ alert methods/ mechanisms used were appropriate (considering my situation of disability).

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.1.4 I felt safe during the evacuation process.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.1.5 The gathering point and/ or temporary shelter were safe for my situation of disability.

D.	Agree	
E.	Partially agree	
F.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.2 Role played and support received by the person with disability during the evacuation and in reception places

3.2.1 There were support organizations and/ or people during the evacuation of people with disabilities.

A.	YES	
B.	NO	

If “yes”, choose the origin/ type of evacuation support organizations/ people.

A.	Family, neighbors	
B.	Community/ neighborhood structure or organization (brigades, DRR committees)	
A.	External relief/ aid organizations (fire department, Red Cross, Green Cross, Police, etc.)	
B.	OPD	
C.	Other (specify)	

3.2.2 The organizations and /or people knew how to act/ provide support in accordance with each type of disability.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.2.3 The support and orientation received allowed me to evacuate normally (considering my situation of disability)

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.2.4 The assistance/ support received at the gathering point and/ or temporary shelter was appropriate for my situation of disability.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.3 Individual knowledge and capacities of the person with disability in relation to the evacuation

3.3.1 I now know my community/ neighborhood's evacuation routes and protocols

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.3.2 I now know what I must do in case of an emergency evacuation in my community/ neighborhood.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.3.3 I now know the organizations and/ or people from whom I can receive aid/ support in case of an emergency evacuation in my community/ neighborhood

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3.3.4 I now feel safe and confident in the case of an emergency evacuation in my community/ neighborhood.

A.	Agree	
B.	Partially agree	
C.	Disagree	

If your answer was B or C, explain and give reasons for that response.

3 RESULT MEASUREMENT METHODOLOGY

1. Definition of the indicator

Formula for the indicator:

$$\text{Indicator (\%)} = \frac{\text{Number of people with disabilities that meet the established criteria}}{(\text{Total participants with disabilities})}$$

2. Required threshold for achieving the indicator

The indicator is considered to have been achieved if the survey score is greater than or equal to 75%.

3. Allocation of points for each answer

The answer to each question is worth the following number of points:

- **“Agree” or “Yes”:** 1 point
- **“Partially agree”:** 0.5 points
- **“Disagree” or “No”:** 0 points

4. The weight of each assessment/ evaluation field

Assessment/ evaluation field	Allocated percentage
About the evacuation routes, process and places	30%
Role played and support received by the person with disability during the evacuation and in reception places	30%
Individual knowledge and capacities of the person with disability in relation to the evacuation	40%

5. Calculation of the total score per person

- 1) **Total points per dimension:** the percentage is calculated for each dimension.
- 2) **Application of relative weight:** the percentage obtained is multiplied by the assigned weight.
- 3) **Weighted total:** the results for the three dimensions are added together.

6. Example of weighting table

Assessment/ evaluation fields (DIMENSION)	Question	A "Agree" or "Yes" Value: 1	B "Partially agree" Value: 0.5	C "Disagree" or "No" Value: 0	Allocated percentage/ Relative weight
About the evacuation routes, process and places	The evacuation route(s) are well-signed for my situation of disability				30%
	I was able to evacuate normally (considering my situation of disability) following the existing signs.				
	The alarm/ alert methods/ mechanisms used were appropriate to my situation of disability.				
	I felt safe during the evacuation process.				
	The gathering point and/ or temporary shelter were safe for my situation of disability.				
	Add up the points for this field				
Role played and support received by the person with disability during the evacuation and in reception places	There were support organizations and/ or people during the evacuation of people with disabilities.				30%
	The organizations and /or people knew how to act/ provide support in accordance with each type of disability.				
	The support and orientation received allowed me to evacuate normally (considering my situation of disability).				
	The assistance/ support received at the gathering point and/ or temporary shelter was appropriate for my situation of disability.				
	Add up the points for this field				

Assessment/ evaluation fields (DIMENSION)	Question	A "Agree" or "Yes" Value: 1	B "Partially agree" Value: 0.5	C "Disagree" or "No" Value: 0	Allocated percentage/ Relative weight
Individual knowledge and capacities of the person with disability in relation to the evacuation	I now know the evacuation routes and protocols of my community/ neighborhood.				40%
	I now know what I must do in case of an emergency evacuation in my community/ neighborhood.				
	I now know the organizations and/ or people from whom I can receive aid/ support in case of an emergency evacuation in my community/ neighborhood.				
	I now feel safe and confident in the case of an emergency evacuation in my community/ neighborhood.				
Add points for the field					

TOOL 11

Interview and/ or focus group script

OBJECTIVE

To gather the perceptions and suggestions of participants (people with disabilities, family members, organizations, brigade members, technical personnel) immediately after the drill in order to identify good practices and areas that can be improved.

PROFILE OF THE PARTICIPANTS

- People with disabilities
- Accompaniers or carers
- Representatives from organizations of people with disabilities (OPDs)
- Technical personnel and brigade members

RECOMMENDATIONS FOR FACILITATORS

- Guarantee accessibility (physical, communication and attitudinal)
- Have supports available (interpreter, pictograms, etc.)
- Generate a respectful and trusting environment

SECTION 1. INTRODUCTION

- Explain the objective of the focus group or interview.
- Guarantee informed consent and confidentiality.

SECTION 2. GUIDING QUESTIONS

A. Visibility

1. Did you feel adequately identified and taken into consideration in the drill planning?
2. Were the specific needs of people with disabilities recognized before the exercise took place?
3. Were carers or support networks previously contacted?

B. Participation

4. Did you have the opportunity to participate in the organization or planning?
5. (If applicable) Was your organization or family involved in the local committees?
6. Could you participate actively during the development of the drill?
7. Were you invited to participate in the subsequent evaluation?

C. Accessibility

8. Were the evacuation routes accessible and safe?
9. Were there physical or environmental barriers that hindered the evacuation?
10. Did you feel safe during the whole exercise?
11. Were the signs, alarms and communication accessible?
12. Were adequate communication supports used (braille, sign language, pictograms, etc.)?
13. How would you describe the treatment received and your level of inclusion?

D. Capacities

14. Were the personnel suitably trained to adequately attend to the needs of those people with disabilities?
15. Was the evacuation time similar for people with disabilities compared to the other participants?
16. Did you receive the assistance you needed without any additional risks?
17. Did you have help from support personnel or interpreters if you required them?
18. Did the participants clearly understand their functions?
19. Was equipment accessible to attend to you and your safety?

E. Planning

- 20. Do you know if there are specific evacuation protocols for people with disabilities?
- 21. Were people assigned to assist those with disabilities if required?
- 22. Were there resources and budgets to ensure inclusion?
- 23. Would you like to propose any specific improvements for future drills?

SECTION 3. ADDITIONAL COMMENTS

- 24. Please share any additional experiences, comments or recommendations.

CLOSURE

Thank them for their participation and inform them how the information will be used to improve inclusion in future exercises.

TOOL 12

Model inclusive drill final report

OBJECTIVE

Provide a standardized format to document the results, findings, lessons learned and recommendations following the conducting of an inclusive drill, ensuring accountability and ongoing improvement.

1. General information

Name of the drill:
Implementation date:
Place:
Organizing body:
Those responsible for the report:
Collaborating institutions and organizations:

2. Executive summary (for institutional use and presentation to authorities)

- Brief description of the drill
- Main achievements
- Main challenges identified
- Strategic recommendations

3. Introduction

- Context and background
- The drill's purpose and relevance in the inclusive community preparedness strategy

4. Objectives of the drill

- General objective
- Specific objectives

5. Scope and methodology

- Type of simulated hazard
- Geographical coverage
- Number and profile of the participants
- Inclusive approach applied
- Methodology employed (real-time, participatory, multi-scale, etc.)

6. Prior preparation

- Participatory planning processes
- Involvement of OPDs and community leaders
- Prior awareness-raising and training

7. Development of the drill

- Chronological description of the phases implemented
- Scenarios and activities used
- Protocols activated
- Specific actions to guarantee inclusion

8. Results and findings

- Visibility
- Participation
- Accessibility
- Capacities
- Planning

9. Evaluation of the inclusion indicators

Indicator	Result obtained	Observations
1. Level of achievement for visibility		
2. Participation of people with disabilities		
3. Level of accessibility (physical, communication, attitudinal)		
4. Fulfilment of inclusive protocols		
5. Demonstrated capacities for attending to and assisting people with disabilities		
6. Level of achievement in the planning process		
7. Degree of satisfaction of participants and key actors		

10. Lessons learned

- Success-related factors
- Areas of improvement
- Lessons applicable to other territories and communities

11. Recommendations

- Priority actions for the short, medium and long term
- Strategies for enhancing inclusive local and community preparedness
- Proposals for follow-up and ongoing improvement

12. Conclusions

- Overall assessment of the exercise
- Institutional or organizational commitment to ongoing improvement

13. Annexes

- List of participants
- Photographs and videos
- Inclusive communication materials
- Accessible route plans
- Copy of the applied evaluation matrix
- Implemented schedule and budget

Important note: This model must be adapted to the characteristics and needs of each local and institutional context, always promoting an inclusive and human rights-based approach.

TOOL 13

Model post-drill action plan

OBJECTIVE

Guide the technical and organizing teams in the production of a structured plan to follow up on the findings, recommendations and improvements identified after the implementation of an inclusive drill.

1. GENERAL INFORMATION

Name of the drill:
Implementation date:
Place:
Organizing body:
Who is responsible for follow up?

2. SUMMARY OF FINDINGS

Positive aspects:
Barriers or difficulties identified:
Opportunities for improvement:

3. OBJECTIVES OF THE ACTION PLAN

Define what is expected to be achieved based on the drill recommendations.

4. CORRECTIVE AND IMPROVEMENT ACTIONS

No.	Recomendación	Proposed action	Who is responsible?	Term (short, medium, long)	Resources required	Achievement indicator
1						
2						
3						

Add more rows if necessary.

5. FOLLOW UP AND MONITORING

Describe how and how frequently the follow up will be done (periodical meetings, reports, field visits, etc.). Add who is responsible for the monitoring.

Monitoring table:

Expected result	Proposed action (from the above table)	Indicator (from the above table)	Goal	Who is responsible?	Means of verification

Add more rows if necessary.

6. CLOSURE OF THE PLAN

Determine criteria for considering the actions to be finished (e.g. 100% achievement of actions/ indicators, validation by people with disabilities, in-field verification).

ANNEXES

- List of drill participants
- Photographic or documental evidence
- Copy of the final evaluation report

Important note: This model must be adapted to the characteristics and needs of each local and institutional context.

TOOL 14

Examples of scenarios and injects for inclusive simulations

Part 1- Examples of inclusive narratives to incorporate into the scenarios of an inclusive simulation

Event/ Scenario	# Ref	Example of narrative for the inclusive simulation approach
Hurricane/ Flooding	F-1	Torrential rains in the (name) and (name) regions caused River XXX to break its banks. Over 500 people died, including children with intellectual disabilities who were unable to evacuate. Many deaf people did not receive the alerts and wheelchair users were isolated in houses without assistance.
	F-2	In the riverside communities, many people with disabilities were left behind during the evacuations. Local volunteers report cases of abandonment, particularly of elderly people with disabilities. The refuge centers do not have the minimum accessibility conditions or personnel trained in inclusive and differentiated attention. Some families have hidden members with disabilities for fear they could be institutionalized.
	F-3	Local organizations such as (name) and (name) have denounced that they have not been called on to participation in the emergency committees. They are asking to be immediately included in the damage evaluation and response design processes, as well as in the direct delivery of inputs such as canes, hearing aids, orthopedic mattresses and specialized medication.

Event/ Scenario	# Ref	Example of narrative for the inclusive simulation approach
Earthquake/ Tremor	T-1	On (date) at 01:15 am, an earthquake measuring 7.5 on the Richter scale hit XXX, the capital of XXX, causing electricity cuts, loss of communications and the collapse of buildings. Those most affected included people with motor and sensory disabilities who were unable to evacuate in time due to a lack of accessible routes and the absence of inclusive alert systems. People with visual disabilities reported serious orientation difficulties and many were trapped and unable to call for help.
	T-2	The constant rains are causing the situation to deteriorate. There is also severe damage in the city of XXX. People with disabilities are facing multiple barriers when it comes to accessing humanitarian aid: the temporary shelters do not have ramps, accessible bathrooms or adequate signage. People with psychosocial disabilities have been institutionalized without their consent due to a lack of differentiated attention protocols.
	T-3	The Emergency Operations Center is reporting 20,000 deaths and 65,000 injuries. This includes reports of people with disabilities who died because they did not receive support to evacuate. Many people with disabilities require medicines, wheelchairs and assistance devices that were lost in the disaster. The Federation of People with Disabilities (FEDIS) has reported the disappearance of at least two of its members. No specific mechanisms have been activated for their identification or location.
	T-4	A total of 50,000 deaths and 150,000 injuries are reported. Organizations of and for disabled people are demanding the urgent activation of differentiated attention protocols. Many shelters have collapsed and no safe space has been adapted with universal accessibility. Representatives from (name), an organization of people with disabilities, have pointed out the urgent need for sign language interpreters and specialized psychological support.

Part 2- Examples of injects to incorporate into the inclusive simulation script

# Ref	Type of situation	Inject	Expected action
I-1	Communication accessibility	The initial message does not reach a deaf person in the team. A delay is simulated and a visual version of the message is delivered (video or pictogram).	Adapt messages and guarantee accessible channels for future communications.
I-2	Institutional participation	The Federation of People with Disabilities (FEDIS) asks to participate in the first coordination meeting. It is evaluated whether to include it as a member with a say and a vote. FEDIS has asked to participate in the humanitarian coordination meetings. Its immediate inclusion as a member with a say and a vote in local and national decision-making mechanisms is recommended.	Evaluate inclusion mechanisms in initial coordination.
I-3	Physical accessibility	A field report indicates that several temporary shelters do not have access ramps or adapted bathrooms. All NGOs are reminded to comply with the Sphere Standards of universal accessibility and coordinate with local organizations of people with disabilities to adapt priority spaces. A damage evaluation reveals that shelters are not accessible. A local OPD publicly complains about the situation.	Draw up a plan for improvements or the reassignment of resources to adapt the shelters.
I-4	Advocacy	Civil Defense omits specific measures for people with disabilities in its message. An inclusion liaison presents observations to modify the message.	Propose inclusive wording in future institutional communications.
I-5	Equitable distribution	A message from 'Voces Libres' (a local NGO) indicates the exclusion of people with disabilities in the distribution of kits. They demand an urgent response.	Review aid distribution and generate immediate corrective action.
I-6	Inclusive evacuation	Simulated call from an isolated community reporting that people with disabilities were not evacuated.	Activate adapted evacuation system or request priority air support.

# Ref	Type of situation	Inject	Expected action
I-7	Institutional advocacy	OCHA interview with an OPD that is denouncing exclusion from humanitarian coordination mechanisms.	Institutionally analyze and respond to the complaints; propose effective participation solutions.
I-8	Accountability	The director of the lead institution /organization asks for concrete evidence of inclusive actions conducted so far.	Incorporate inclusive indicators into progress reports.
I-9	Inclusive planning	Civil Defense requests a specific inclusion plan for people with disabilities during the coming response phase.	Present the document or a specific section of the plan with an approach based on people with disabilities.
I-10	Visibilization of experiences	A blind person's recorded testimony explains the barriers experienced in a shelter: lack of orientation, infantilized treatment, lack of privacy.	Build awareness with the personnel, review protocols and improve practices.

TOOL 15

Simplified process for organizing inclusive community drills

This tool provides a summarized version of the main steps to be followed to organize an inclusive community drill based on the steps already included in the “Guide for the inclusion of people with disabilities in drills and simulations in Central America” (complete guide).

It is designed to be used by organizations of people with disabilities (OPDs) and/ or technical personnel from other local organizations responsible for organizing this type of exercise in pre-identified target communities where other types of actions are being developed as part of the comprehensive management of disaster risk and inclusion.

It is important to consult the information in the complete guide if there are any doubts.

Key actions	Who?	Support tools
STAGE 1: DRILL PREPARATION (BEFORE)		
Step 1: Participatory planning		
1.1 Define the drill team/ coordination committee and the person responsible for general coordination.	Local organization responsible	Tools 1 and 2
1.2 Define the drill’s scope and objectives and the hazard that is going to be simulated (e.g. flooding, hurricane, landslides).		
1.3 Identify people with disabilities in the community (type of disability, location, required supports).		
1.4 Identify the required resources and produce the work plan (schedule) for the whole process.		

Key actions		Who?	Support tools
Step 2: Produce the drill scenario script			
2.1	Create a realistic scenario and script, emphasizing inclusion: accessible evacuation routes, adapted safe zones.	Drill coordination team	Tools 3 and 4
2.2	Include specific support actions for people with disabilities (mobility, orientation, communication).		
2.3	Prepare materials (e.g. tactile signage, simulated rubble, technical aid kits).		
2.4	Define the participation and roles of the OPDs and people with disabilities in the exercise.		
Step 3: Prior verification			
3.1	One month before: review the schedule, budget and the conditions of accessibility in the setting.	Drill coordination team	Tool 6
3.2	One week before: verify logistical inputs, accessibility of key spaces, evacuation routes and inclusive materials.		
3.3	Day of the drill: ensure accessibility of the key points (bathrooms, rest zones, control posts).		
STAGE 2: DEVELOPMENT OF THE DRILL (DURING)			
Step 4: Immediate preparation			
4.1	Assemble the physical scenarios (accessible walkways, signage, setting up the simulated event).	Equipo coordinación simulacro	Tool 8 Tool 10.1 Tool 10.2
4.2	Conduct an orientation meeting with all the participants and support people and go over the objectives, safety and roles (3-4 hours before).		
4.3	Verify that everyone is in their assigned positions and respecting the reasonable adjustments.		
4.4	Meet with observers/ evaluators (hand out evaluation forms).		
Step 5: Development of the exercise			
5.1	Activate the drill with an accessible welcome for the whole community.	Drill coordination team and observers	Tool 10.1 Tool 10.2
5.2	Develop the activities as planned, monitoring the effective inclusion of people with disabilities.		
5.3	Document participation and performance data of the people and groups involved (observers).		
5.4	Declare the end of the drill		
5.5	Organize a symbolic closing ceremony (handing out certificates, thank yous, etc.).		

Key actions		Who?	Support tools
STAGE 3: EVALUATION AND CLOSURE (AFTER)			
Step 6: Evaluation of the exercise			
6.1	Conduct a brief initial, accessible and participatory feedback session (community debriefing).	Drill coordination team and observers	Tool 10.1 Tool 10.2
6.2	Evaluation of the exercise – focus groups and/ or surveys with people with disabilities that participated in the exercise.		
Paso 7: Informes y seguimiento			
7.1	Write up a brief and accessible report for the community with the main findings from the exercise and evaluation.	Drill coordination team	Tools 12 and 13
7.2	Share the results in community spaces (open meetings, forums, house-to-house visits).		
7.3	Produce a work plan/ inclusive preparedness table based on the findings and recommendations of the inclusive drill final report.		

