



SIAP SIAGA
Australia – Indonesia Partnership
for Disaster Risk Management



Australian Government

GEDSI Mainstreaming in Disaster Management: Toolkit 4

The Role of Non-Government Actors in Building Inclusive Disaster Resilient Villages

Prepared as part of the SIAP SIAGA GEDSI

Engagement Initiative in Disaster

Management in Indonesia

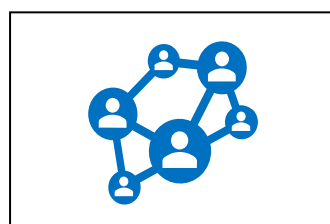
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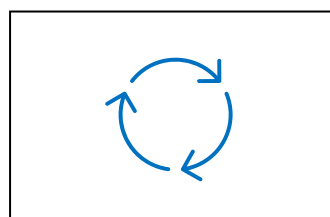
Inside this toolkit, you will find:



An overview of the elements of an inclusive disaster resilient village



Understanding of the roles different stakeholders can have to support inclusive local resilience



Step-by-step guidance to ensure local resilience activities are inclusive

This Toolkit is a living document that will be adapted and improved as SIAP SIAGA progresses in studying and adapting to the process of integrating Gender Equality, Disability and Social Inclusion priorities, particularly regarding marginalized and other disadvantaged groups in diverse disaster contexts.

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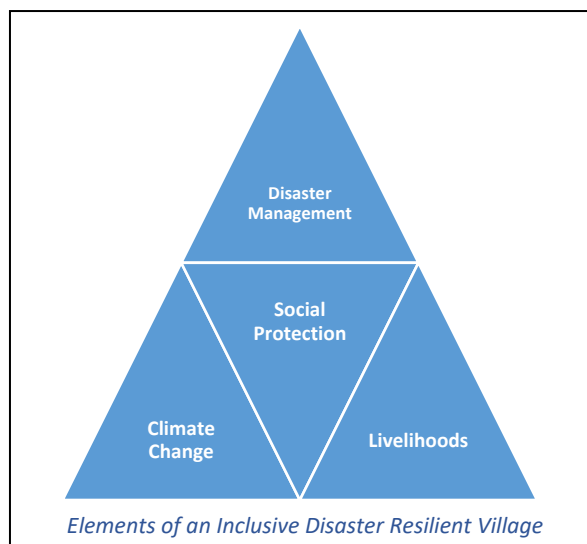
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List of Abbreviations

| | |
|---------|---|
| CSO | Civil Society Organisation |
| CBDRM | Community-Based Disaster Risk Management |
| DFAT | Australian Department of Foreign Affairs and Trade |
| DFID | UK Department for International Development |
| DRR | Disaster Risk Reduction |
| DRV | Disaster Resilience Village |
| GEM | Gender Equality Mainstreaming |
| GEDSI | Gender Equality, Disability and Social Inclusion |
| IEC | Information, Education, Communication |
| LGBTQIA | Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual |
| TTX | Table Top Exercise |
| WRO | Women's Rights Organisation |
| OPD | Organization of Persons with Disabilities |

What is an Inclusive Disaster Resilient Village?

An inclusive disaster resilient village is one which is welfare based, integrating climate smart disaster risk management and social protection programming, which is focused on livelihood and economic resilience and the implementation of gender empowerment and social inclusion (GEDSI) principles. The GEDSI principles embrace the global commitments of “Leave No One Behind”, and are grounded in the idea of “Nothing About Us Without Us” as articulated by disability activists, underscoring that there should be no public policy without involving or without representation from vulnerable groups. The integrated elements of a GEDSI approach will ensure that an inclusive disaster resilient village brings together disaster risk reduction efforts, climate change adaptation, and social protection. Integration of those elements means that there is space to bring together the various community-based disaster risk management programs implemented by government and non-government actors to improve coherence, coordination, impact, and sustainability.



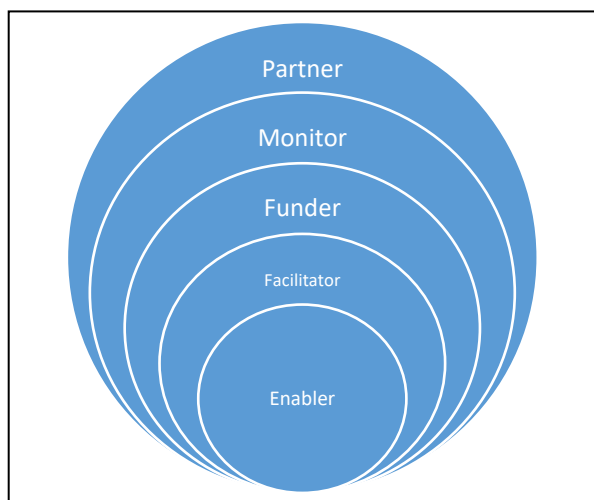
However, while approaches to local resilience are often referred to community-based (community-based disaster risk reduction / CBDRM) or village-based (disaster resilient village / DRV), it is important to note that those are increasingly colloquial terms, and local resilience has evolved to include **area based approaches** (sometimes referred to as Area-based Collaboration) which are more collaborative in nature and are initiatives implemented across a group of villages with similar geography, hazards, vulnerabilities, economic profiles, or livelihoods. Such approaches can more effectively and efficiently leverage local resources (knowledge, financing, logistical assets, etc.).

Conversely, local resilience can focus a **specific micro-geographic area (river basin or valley)**, **target group** (the elderly, people with disabilities), or **livelihood** (farmers, MSMEs) within a village or group of villages. Activities

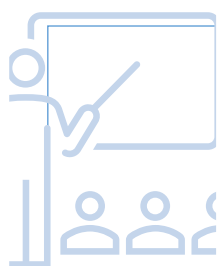
which focus within these parametres are more targeted and potentially require less collaboration and coordination across stakeholder groups.

What Role can Non-Government Actors Play in Building Inclusive DRV?

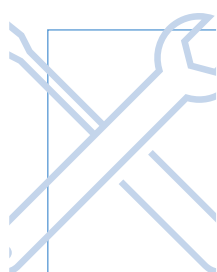
Non-government actors can play an important role in building community resilience that is inclusive and ensures the rights and needs of vulnerable and marginalised groups are met. Regardless of the role of the actor (civil society organisation, private sector, media, academia), there is value add in their support and engagement in the disaster resilience process.



Non-government actors have a key role to play in ensuring that local resilience is inclusive

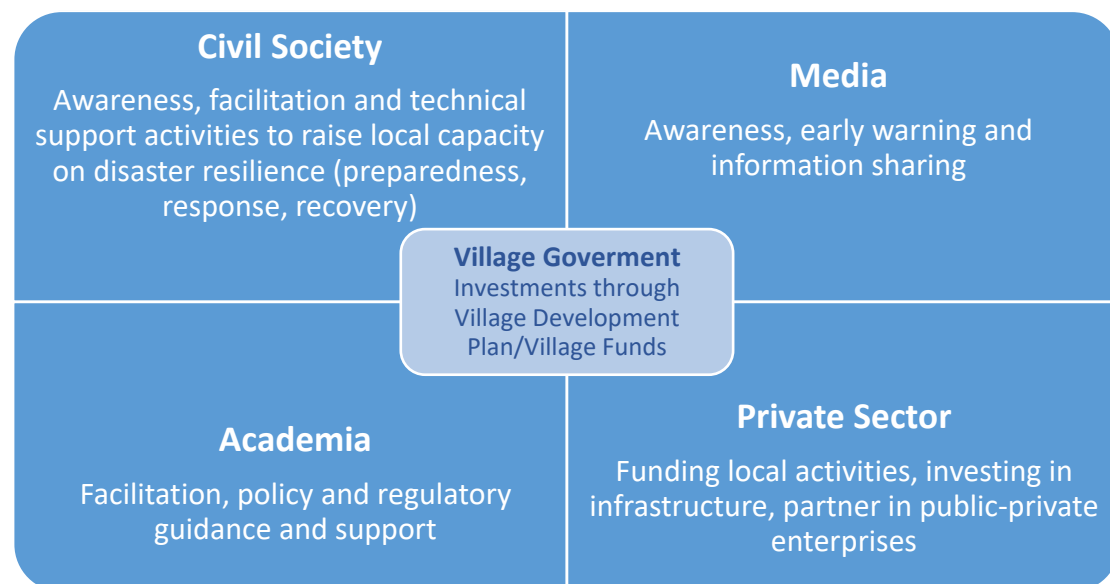


Raise awareness and knowledge about GEDSI issues, barriers and opportunities in the community



Support increases in technical and infrastructure capacity to ensure GEDSI barriers are addressed, and rights and opportunities protected

Some examples of the approaches to engagement different stakeholders can take are:



For any type of institution, a set of capacities are necessary to mainstream GEDSI into its operational and programmatic processes:

- Internal policies and standard operation procedures (SOPs) of the institution need to be GEDSI sensitive and inclusive, using GEDSI perspectives, and include how activities are undertaken in collaboration with other/partner organisations to ensure inclusive and be GEDSI appropriate.
- The institution needs strong data management, including the routine collection and use of disaggregated data
- Working units within the institution, i.e.: human resources, planning and technical implementation, finance, and media, information, and communication/knowledge management, need to practice inclusion and GEDSI mainstreamed operations
- To ensure mainstreaming GEDSI into planning, implementation, and monitoring-evaluation phases of the program, several activities must be organized. These include:
 - strengthening human resources of internal staff and also partnering organizations by managing recruitment and positions for human resources with a GEDSI perspective, and employing mechanisms capacities and perspectives at all levels

- managing program operational and field systems on how to reach and facilitate vulnerable groups through capacity building for personnel to ensure their perspectives and skills on GEDSI
- preparing assessment tools that place vulnerable groups as the subjects by implementing Standard Operational Procedures for the management of programs, human resources, and support for beneficiaries with GEDSI perspectives
- preparing a data management system that accommodates disaggregated data, and
- preparing an accessible information and communication system, including feedback and complaint mechanisms.

Types of Local Resilience Interventions Requiring GEDSI Mainstreaming



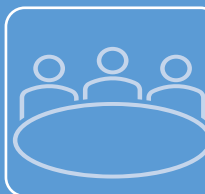
Awareness Activities

- Introduction to disaster and disaster risk reduction (types of vulnerabilities and threats, risk reduction approaches, local regulations and guidelines, emerging issues like climate change)
- How to mainstream GEDSI into disaster risk reduction to ensure the participation of vulnerable and marginalised groups
- How to communicate with vulnerable and marginalised groups to ensure they are able to express their needs



Regulatory and Planning Activities

- Support collection and use of disaggregated data
- Participate in disaster risk assessments - support mapping of vulnerability, including issues and barriers, assets, needs and capacities of vulnerable and marginalised groups
- Map out and analyze the needs, vulnerability, capacity, and contribution of vulnerable and marginalized groups to build their resilience, by applying a specific instrument, such as Participatory Rural Appraisal, that provides a simple but comprehensive approach, which identifies the support and assistance required from the local government or other organizations for vulnerable and marginalised groups to improve resilience
- Get involved in Disaster Risk Reduction Planning, which should be based on disaggregated data



Coordination Activities

- Volunteer Brigade - ensure appropriate training to empower participation of vulnerable and marginalised groups; understanding needs of those groups in emergencies; how to communicate with those groups, including during evacuation and search and rescue
- Local disaster risk reduction forums - encourage and empower participation of vulnerable and marginalised groups, including in the implementation of DRR activities
- Coordinate with government officers as strategic partners, such as head of *Dinas* and his/her sub-ordinates or counterparts.
- Collaborate with local organizations that will support government institutions related to informal capacity building to support more long term approaches, accounting for turn over in government personnel.
- DRR Forum can take part in providing information at village level on disaster risks, participation community, and disability issues. The DRR Forum can work with disability organisations to explain further about disability issues, social inclusion, participation of persons with disabilities in disaster, and the concept of inclusive disaster resilient village.



Risk Reduction Activities

- Support the implementation of minimum service standards for disaster management so that they meet the needs of vulnerable and marginalised groups (health, water and sanitation, local economy/livelihoods, environment, security, food and nutrition, etc)
- Contribute the village disaster mitigation planning – advocate and ensure the needs of vulnerable and marginalised groups are included
- Build capacities of vulnerable and marginalized groups with adequate knowledge and skills on Disaster Management in order to bring awareness and perspectives of policy-decision making groups and to enable vulnerable and marginalized groups to be safe and to have confidence to be involved in Disaster Management Processes. By involving vulnerable and marginalized groups, limited numbers of participants is facilitated to allow them to be able to participate effectively and actively. Moreover, adequate time allocation and endurance are required to encourage them to engage and involve in DRM initiatives.



Preparedness Activities

- Stocking piling emergency response supplies in strategic, easily accessible locations – wheelchairs, crutches, sterilisation supplies to protect those who are sick, etc.
- Development of an Inclusive Early Warning system – the system needs to have clear and simple language, be accessible through different platforms, be available in common and/or local languages
- Preparing an Inclusive Village Contingency Plan - drafting scenarios and response strategies that clearly articulate the needs of and support required for vulnerable and marginalised groups, based on disaggregated data



Emergency Response Activities

- Simulations and Table Top Exercises which include vulnerable and marginalised groups as active participants, including the implementation of emergency response drills, training to ensure the needs of vulnerable and marginalised groups are met, early warning drills to ensure communication reaches the most vulnerable

Ensuring Disaster Resilient Village Activities are Inclusive Using a GEDSI Checklist

SIAP SIAGA developed a GEDSI checklist to support the mainstreaming of GEDSI principles, approaches, and issues into its partners' activities. The checklist covers all stages of activity implementation: planning, budgeting, implementation, monitoring, and information and knowledge management. The Checklist facilitates actors to ensure:

- Comprehensive understanding of GEDSI issues and supports training facilitators to utilise appropriate etiquette during interactions with vulnerable and marginalised groups, especially people with disability and the elderly.
- Plan out how to involve representatives and members of vulnerable and marginalised groups in all activities. This includes accommodating their needs in the access and use of facilities, and their meaningful participation in activities with the support of ICE materials (information, communication, and education) and use of a common language.
- Identification and analysis of barriers faced by women, men, people with disability, the elderly, and other vulnerable and marginalised groups to full participation in disaster management activities and benefitting from capacity building activities for disaster resilience.
- Advocacy with decision makers, especially village government, on the importance of involving vulnerable and marginalised groups in disaster management activities, whether risk reduction, mitigation, preparedness, response, or recovery.
- Include appropriate investments are made in knowledge management activities to ensure GEDSI issues are reflected upon and upcoming approaches, or changes to operational issues, are addressed effectively and receive priority attention among program partners.

The Gender Equality, Disability and Social Inclusion (GESI) Checklist

This checklist is intended to support SIAP SIAGA and its partners in implementing strategic objectives in terms of gender equality, disability, and social inclusion in program management. The checklist is expected to be used in all stages of programming to address gender equality, disability, and social inclusion implications to support the objective of local resilience.

Part 1. Rapid Assessment and Consensus

This checklist is applied during planning phases to analyse how a problem is experienced by sex/group, to identify specific barriers experienced by sex/group, and to identify and understand implications of the proposed activity for the sex/group.

Planning your program/project to ensure inclusivity¹

- a. Enrol in mandatory training on Gender Equality, Disability and Social Inclusion prepared by SIAP SIAGA/Palladium. Enrolling in this training aims to improve capacities of grantee/partner staff members in understanding gender equality, disability, and social inclusion issues. This increases sensitivity related to these issues and improves their interaction with vulnerable groups.
- b. Gain a comprehensive understanding of who are the marginalised and vulnerable groups, and an understanding on their access to participate, their specific needs and concerns, and their experience of barriers/limitations.²
- c. Identify the practical and strategic needs of men and women (within various disadvantaged groups). Practical needs are related to responsibilities associated with their gender roles to immediate perceived necessity and in specific context. The strategic needs are required to overcome the subordinate position of women to men in society and related to the women empowerment.
- d. Have a comprehensive understanding and overview on gender equity, disability, and social inclusion issues in the area of intervention. Have a comprehensive understanding of Indonesian regulations and policies related to marginalised groups, issued by national government agencies, or by sub-national agencies that are derived from national regulations and policies where the grantee/partner is working.
- e. Have comprehensive understanding of Indonesian regulations and policies related to the core issues that are the focus of the organisation. This is especially required when the organisation would like to mainstream gender,

¹Environmental and Social Safeguard Policy, DFAT, March 2019.

² See annex re Descriptions of Marginalised and Vulnerable Groups in Disaster Risk Management Context

disability, and social inclusion issues within the designated Indonesian policies and regulations.

- f. Plan how to involve marginalised groups in the planning process, ensure their full and effective participation, and ensure to accommodate the facilities for them to be actively and meaningfully involved in the process.
- g. Analyse the situation for marginalised and vulnerable groups and undertake advocacy for the urgency of these groups' engagement. Plan on how to conduct advocacy related to the targeted issues.
- h. Prior to project planning and design, wherever needed, consult, and liaise with organisations that represent these groups, such as Disabled Peoples Organisations (DPOs), Women's Rights Organisations (WROs), and Indigenous People Organisations.

Formulate budget and plan resources

- a. Allocate budget to support the engagement of marginalised and vulnerable groups.
- b. Ensure to allocate budget for advocacy initiatives, if conducting advocacy is planned.
- c. Ensure to allocate budget for brief research/reviews on the gender equity, disability, and social inclusion issues in the area of intervention, wherever needed.
- d. Ensure budgets will also finance accessibility, including IEC materials, project tools/instruments, and physical accessibility.
- e. Ensure the availability of resources to adopt universal standards in enabling the participation of marginalised and vulnerable groups, particularly Persons with Disabilities.
- f. Ensure that Gender Equality, Disability and Social Inclusion training is mandatory for all personnel.
- g. Ensure budgets also finance continuous training on Gender Equity, Disability and Social Inclusion, as needed. This includes capacity building in advocacy, and the application of Washington Group Questions for confirming disability data.
- h. Ensure virtual and non-virtual working spaces, rented rooms (such as hotels and conference centres), and supporting media are accessible and refer to gender and disaster mitigation features.

- i. Wherever possible, recruit persons with disabilities and women, and ensure accessible recruitment processes.

Formulate feedback mechanisms

- a. Prepare a feedback mechanism system that is accessible for marginalised groups (see further in Part 4 on Communication).
- b. Plan and prepare for monitoring and evaluation to review the effectiveness of existing feedback mechanisms, and how mechanisms have reached marginalised and vulnerable groups.
- c. Prepare resources (budget and human resources) to receive, manage, and respond to feedback.
- d. Ensure the correct unit/agency/institution will receive feedback and provide responses (in terms of verbal answers and actions) accordingly.

Stakeholder Mapping

- a. Map out which organisations/civil society organisations represent marginalised groups, including disabled people organisations, who may become project partners.
- b. Map out which government agencies (ministries/government institutions, sub-national offices, etc.) are key stakeholders.
- c. Map out who/which organisations are the key stakeholders that will support strengthening of Gender Equality, Disability, and Social Inclusion.
- d. Map out government and non-government organisations that work on advocacy and policy development.

Data collection, community outreach and assessment

- a. Plan for data collection around the routines of community, being conscious of not disturbing events such as religious and/or traditional rites, income generation, and domestic activities.
- b. Prior to data collection, the organisation can use data issued by BPS/Susenas,³ the Department of Social Affairs at sub-national level, and the Department of Women's Empowerment and Child Protection at sub-national level as baseline data.
- c. Due to hesitation of marginalised groups' engagement in activities, provide an invitation to them prior to the planned activities. Convince them to attend the

³SUPAS Data can also be used for data source related to People with Disability

- events/activities and to take part in the events/activities when they feel reluctant. Convince them that they can express their aspirations.
- d. Ensure the room used for communication outreach and assessment is accessible and applies gender and disability considerations, and disaster mitigation features.
 - e. Ensure the interactive meeting is accessible by providing services such as a sign language interpreter and running text.
 - f. Ensure the distributed/used Information Education Communication (IEC) tools/instruments, and supporting media are accessible for persons with disabilities and elderly people. Wherever needed, local language can be used. Simple language and concise messaging should be applied.
 - g. When a virtual meeting is utilised, guide the community to become familiar with virtual meeting applications. Also consider communities and community members who do not have access to online meetings (due to no internet connection, electricity issues, and unable to afford/access gadgets).
 - h. As required, develop different groups for public figures and the general public, for men and women, and for adults and children. Sometimes in general public forums, women and children do not have the courage to express their opinions.
 - i. Ensure persons with disabilities can access the meeting. The organisation might have to pick up/drop off, or to visit individuals to get their input. The organisation can work with social workers/health post cadres to identify those who fall under the radar.⁴
 - j. Inform communities that they can participate in planning, implementation, and monitoring-evaluation processes, including providing feedback at all stages.
 - k. Find out more about community needs and document their input. Apply Washington Group Questions to collect data on Persons with Disabilities, to confirm their constraints and limitations. Training on Washington Group Questions is needed to implement the questions and to clean the resulting data.⁵
 - l. Ensure to always provide data that is disaggregated by sex, disability, and age (this is minimum requirement), and then depending on the project, by income level, location, ethnicity, gender identity, etc.

⁴Defining marginalised; DFID's Leave no one behind agenda, UK Aid Direct

⁵<http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>

- m. Apply the information and disaggregated data figures within advocacy, and to influence the community and decision-making.
- n. Invite the engagement of vulnerable group representatives in data collection. Sometimes, for example, persons with disabilities may feel more comfortable to talk about their opinions, aspirations and needs with a peer who is also a person living with a disability.

Meeting external key stakeholders, including government agencies

- a. Plan the schedule and send the invitation.
- b. Inform them about the program, the direct/indirect beneficiaries, and other key stakeholders.
- c. Receive inputs from them.
- d. Ensure the room used is accessible and applies gender and disability considerations and disaster mitigation features.

Reviewing and revising the program activities

- a. Review and analyse inputs from communities, key stakeholders, and government agencies; revise if needed.
- b. Review and analyse the available data and evidence to improve the engagement of marginalised groups in Disaster Risk Management programs.

Part 2. Activity Implementation

This checklist aims at ensuring that all aspects of program implementation focus on improving the inclusivity of disaster management. This includes access to information, accessibility, sensitivity, and appropriateness, as well as opportunities for meaningful participation.

Establishing and maintaining coordination with external stakeholders

- a. Liaise and collaborate with relevant key stakeholders to promote and advance Gender Equality, Disability and Social Inclusion approaches in existing Indonesian national policies, laws, and plans.
- b. Liaise and maintain collaboration/coordination with representatives of marginalised groups at various levels.

- c. Acknowledge the culture of religiosity to work with religious and customary leaders to enable and value marginalised and vulnerable groups' participation and contribution.
- d. Keep updating the progress of your activities to your external stakeholders. It will engage them and build a sense of belonging, which is important when your activity must be handed over to existing local stakeholders/systems for sustainability.

Institutional information dissemination and capacity building on Gender Equality, Disability and Social Inclusion as the basis of program/institutional decision-making

- a. Training workshop(s) on Gender Equality, Disability and Social Inclusion, and tools for identification and the use of relevant information for program design, implementation, monitoring and knowledge management and learning.
- b. Regular capacity building on Gender Equality, Disability and Social Inclusion mainstreaming and ethics in dealing with Gender Equality, Disability and Social Inclusion issues.
- c. Introducing the application of the Washington Group Questions for identification of the limitations and capabilities of Persons with Disabilities (this can also be used for the elderly).
- d. Use the available disaggregated data and evidence related to the marginalised and vulnerable groups as part of program decision-making.
- e. Use the feedback from training workshop(s) sessions for improvement of staff capacity building. Monitor and evaluate the capacity building sessions for the improvement of the sessions, and for lessons learnt/good practices from the project activities.

Implementing Activities

- a. Identify any factors that may prevent women or men, persons with disabilities, minorities, and other disadvantaged groups from fully participating and benefiting from the program implementation (if relevant) and analyse how these factors can be addressed.
- b. Ensure that women, Persons with Disabilities, and other marginalised groups are well represented in leadership roles, decision-making, planning and evaluation at all levels. Support capacity building of women's leadership and address underlying barriers to participation,⁶ and this should also be applied to Persons with Disabilities and other marginalised groups.

⁶Adopted from Australia Government, Department of Foreign Affairs and Trade (2016), *Humanitarian Strategy*, p.23

- c. Work, consult and collaborate with CSOs, WROs and DPOs that are working on marginalisation and vulnerability specifically, and/or represent the interests and concerns of these groups.
- d. Promote proportional representation of women and men from these marginalised groups in any activity related to the decision-making process.
- e. Promote the proportional representation of Persons with Disabilities and other marginalised groups in any activities related to decision-making.
- f. Promote dignity, confidence, and empowerment of disadvantaged/marginalised and vulnerable groups in program implementation by acknowledging and improving their meaningful participation.
- g. Analyse how the program may affect disadvantaged and marginalised groups differently – both positive and negative impacts.
- h. Use the analysis as the basis for advocacy work in promoting their rights.
- i. Develop guidelines with regards to marginalised and vulnerable groups' participation. Their confidence and capacities need to be reinforced prior to their engagement in the community - without such preparation, efforts towards inclusion are likely to fail.
- j. If required, design specific disability intervention activities to improve the resilience of persons with disabilities.
- k. Always set minimum quotas for marginalised and vulnerable group beneficiaries if the project does not specifically target these groups.
- l. When the organisation conducts advocacy activities, make sure to invite representatives of marginalised groups and actively involve them in meetings with government agencies/stakeholders. Whenever possible, guide stakeholders prior to the meeting about the etiquette on interaction with persons with disabilities.
- m. When the organisation conducts capacity building activities, make sure to invite representatives of marginalised people and actively involve them. Make sure to provide them time to voice their opinions. Whenever possible, separate children from adults, women from men, and the general public from public figures, to allow everyone to feel comfortable and have confidence to speak. Whenever possible, guide non-marginalised groups prior to the

meeting on the etiquette of interaction with persons with disabilities. Make sure the rooms/spaces, IEC materials, tools/instruments, and supporting media are accessible. Write down all the aspirations or inputs expressed by vulnerable/marginalised people whenever they attend or participate any events, to highlight their involvement/meaningful participation.

- n. When the organisation conducts livelihood activities, make sure the beneficiaries (especially women, elderly people, and persons with disabilities) are comfortable with the tools utilised, based on their physical situation.

Decisions that affect the marginalised/disadvantaged and vulnerable groups are made based on their full and effective participation and consultation

- a. Promote and advocate with local government officials and community leaders to fully involve women, people with disabilities, youth, elderly, minorities, and other marginalised groups in disaster risk management program activities and decision-making. Wherever possible, improve the capacities of marginalised/vulnerable groups on how to advocate to decision-makers, and on how decisions/policies are made (the process, which may include understanding related regulations of the decision-making process).
- b. Work and collaborate closely with DPOs for specific issues related to disabilities.
- c. Encourage and provide opportunities for marginalised and vulnerable groups, particularly persons with disabilities, to voice their concerns during consultation.
- d. Hold consultations related to decision-making on the relevant issues in the program, with the engagement of the groups or representatives of disadvantaged and vulnerable groups.
- e. Acknowledge and recognise any different opinions, ideas, levels of participation, and concerns from women, women heads of household, persons with disabilities, elderly, and other disadvantaged groups.
- f. Set minimum quotas for the participation of marginalised groups in all activities related to decision-making.

Part 3. Monitoring and Analysis

This checklist is developed and used alongside civil society partnerships (including Disabled Persons Organisations) for data collection, quality assurance on ethics, empowerment, and rights-based issues.

To collect robust Gender Equality, Disability and Social Inclusion information during program implementation to provide adequate advice and recommendations to partners and SIAP SIAGA

- a. Plan and use various methods of participatory data collection, and ensure the participatory method is the organisational standard in any study, monitoring and evaluation process. Plan and use the methods to analyse the results of data collection.
- b. Involve organisations representing vulnerable/marginalised groups, such as DPOs for data collection regarding persons with disabilities, and WROs for women.
- c. Washington Group Questions should be used for collecting data on disabilities (limitations and barriers) based on spectrum and type of disability.
- d. Ensure probing when conducting qualitative data collection. Make sure to accommodate facilities which will allow the vulnerable/marginalised people to voice their aspirations, such as sign language interpreters or similar wherever needed. If accompanied by caregiver, make sure to hear their aspirations, not the caregivers, as sometimes a caregiver will speak on behalf of them. Make sure that the enumerator/surveyor knows how to interact with vulnerable groups to avoid sensitive languages/messages.
- e. Disaggregate data by gender, age, status, disabilities, minority group, position, or other relevant information, and ensure that it is regularly reported, and follow-up plans prepared.
- f. Ensure there is no duplication in intersectional data presentation to avoid double calculation.
- g. Ensure that disaggregated data is accompanied by other GESI indicators (qualitative and quantitative) to provide a more comprehensive picture of Gender Equality, Disability and Social Inclusion outputs and outcomes.
- h. Monitor whether planned activities are working well, what improvements need to be made, and any adjustments in program and activity design need to be undertaken.
- i. Assess if the implementation of the Gender Equality, Disability and Social Inclusion in program management and at field level is on track.

Feedback/complaint mechanism(s)

- a. Plan and establish feedback and complaint mechanism(s) which can be accessed by marginalised and vulnerable groups. Make sure that these systems are sustainable and can be continued by relevant local stakeholders.
- b. Feedback and complaint mechanism(s) must be regularly maintained, updated, and reported for institutional improvement and learning.
- c. Various channels and methods are acknowledged to ensure access for marginalised and vulnerable groups to the feedback mechanism.

- d. Distribute the feedback and/or complaints to the correct unit based on their tasks and functions for further response.
- e. Respond promptly to feedback received, adapt, and evolve in response. Explain any changes made to stakeholders, and/or why change was not possible.⁷
- f. Conduct frequent monitoring of program interventions in a way that will encourage accurate feedback to ensure accessibility, appropriateness, and responsiveness.⁸

Part 4. Learning and Communications

This checklist is developed to ensure that all learning and communications activities, processes and products will: (a) anticipate the different learning styles of participants to learn and absorb knowledge; (b) ensure confidentiality of information and participation; (c) ensure engagement of women, disadvantaged and marginalised groups in the Reflection Group; (d) acknowledge women and other disadvantaged and marginalised groups; (e) ensure accessibility, appropriateness and sensitivity and responsiveness in approaches, and; (f) ensure that no decisions on outcomes are made on the behalf of these stakeholders in their absence.

Design and produce inclusive IEC (information, education, and communication) materials/media to anticipate different learning styles

- a. Provide essential support and assistance for persons with disabilities, including IEC materials in Braille for people with low vision, or a sign language interpreter for those who have hearing and speech barriers. Specific needs and assistance for those who are deaf and mute and those with vision impairments are provided. Use simpler language for people with developmental difficulties, cognitive disabilities, elderly people, children, and people with dementia.
- b. Consider the most appropriate gender-sensitive and non-sexist language to use for the diverse groups of marginalised and vulnerable people.
- c. Ensure to avoid unnecessary jargon which may create misinterpretation. Avoid any Gender Equality, Disability and Social Inclusion-biased statements, discriminatory comments on specific groups, or negative connotations that may lead to misunderstandings in participation and communication.⁹
- d. Understand and implement ethical standards to communicate and interact with persons with disabilities and their family members or caregivers.¹⁰ Invite family members or caregivers to accompany persons with disabilities during monitoring and data collection.

⁷Adapted from Oxfam Minimum Standard for Gender in Emergency, November 2013, p.7

⁸Adapted from Oxfam Minimum Standard for Gender in Emergency, November 2013, p.7

⁹Adopted from Red Cross, A Guide to Gender Sensitive Approaches p.33

¹⁰*Etiket Berinteraksi dengan Penyandang Cacat, Handicap Internasional dan ASB.*

- e. Respect local cultural sensitivities, appropriateness, and levels of literacy.
- f. Utilise various well-known communication channels that are normally used by the groups, including both mainstream and non-mainstream channels of communication.
- g. The content produced should avoid discrimination or stereotyping, including in photos and illustrations.
- h. Consider potential gender-transformative messages in the IEC content, such as photos of men washing dishes, men carrying babies, and female leaders.
- i. Consider the potential of agency messages for persons with disabilities in IEC content, including photos of persons with disabilities leading the discussion.
- j. Monitor and evaluate the utilisation of IEC and the content. Review and revise wherever needed based on the monitoring and evaluation process. It includes also for the IEC tools/content for advocacy process.

Inform and gather consent prior the participation and involvement in program activities

- a. Inform about the purpose of each activity prior to participation.
- b. Consent is required from marginalised and vulnerable groups (and all participants) prior to collecting information or using pictures for program purposes.
- c. It is strictly prohibited to exploit the grief of beneficiaries, for example by taking pictures of parents crying due to the loss of their child or photographing injured people to raise funds.
- d. Ensure full consultation processes and communication during the activities, and the participation of marginalised and vulnerable groups, data and information gathered are treated as confidential.

Knowledge Management

- a. Ensure the data and information is accessible for marginalised groups, including Braille and written explanations of graphics for vision impaired people.
- b. Share data, results, ideas, tools, guidelines, and relevant resources related to Gender Equality, Disability and Social Inclusion mainstreaming to partners, to enhance their expertise in Gender Equality, Disability and Social Inclusion mainstreaming into program planning, implementation, monitoring, and learning.

- c. Share learning and best practices formally with partners, other key stakeholders and relevant communities, particularly marginalised/disadvantaged and vulnerable groups.
- d. Identify, capture, store, manage and analyse data, information, tacit and tangible knowledge internally and externally to become learning points and good practices. Strategically disseminate the knowledge products.

References

Cohen, J., 2003. *Disability etiquette*. New York: United Spinal Association.

O'Meara, C., 2012. *Disability Inclusive Community Based Disaster Risk Management*. Handicap International.

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Annex 1: CBDRM Regulatory Framework

| Regulatory | Remarks |
|---|--|
| Law No. 24/2007 on Disaster Management (UU No. 24 Tahun 2007 tentang Penanggulangan Bencana) | |
| Law No. 6/2014 on Villages (UU No. 6 Tahun 2014 tentang Desa) | |
| Law No. 16/2016 on the Ratification of the Paris Agreement to the United Framework Convention on Climate Change (UU No. 16 Tahun 2016 tentang Pengesahan Paris Agreement to the United Framework Convention on Climate Change) | |
| Government's Regulation No. 21/2008 on the Implementation of Disaster Management (Peraturan Pemerintah No. 21 Year 2008 tentang Penyelenggaraan Penanggulangan Bencana) | |
| President Regulation No. 59/2017 on the Implementation of the Sustainable Development Goals (Peraturan Presiden No. 59 Tahun 2017 tentang Pelaksanaan Pencapaian Tujuan Pembangunan Berkelanjutan) | |
| Regulation of Head of BNPB No. 4/2008 on Guideline on the Formulation of Disaster Management Plans (Peraturan Kepala BNPB No. 4 Tahun 2008 tentang Pedoman Penyusunan Rencana Penanggulangan Bencana) | |
| Regulation of Head of BNPB No. 1/2012 on the General Guidelines on Disaster Resilient Village (Peraturan Kepala BNPB No. 1 Tahun 2012 tentang Pedoman Umum Desa/Kelurahan Tangguh Bencana) | |
| Regulation of Head of BNPB No. 11/2014 on the Participation of the Community in Disaster Management (Peraturan Kepala BNPB No. 11 Tahun 2014 tentang Peran Serta Masyarakat dalam Penanggulangan Bencana) | |
| Regulation of the Ministry of Home Affairs No. 33/2006 on the General Guideline on Disaster Mitigation (Peraturan Menteri Dalam Negeri No. 33 Tahun 2006 tentang Pedoman Umum Mitigasi Bencana) | |
| Regulation of the Minister of Home Affairs No. 114/2014 on the Village Development Guidelines (Peraturan Menteri Dalam Negeri No. 114 Tahun 2014 tentang Pedoman Pembangunan Desa) | |
| Regulation of the Minister of Home Affairs No. 20/2018 on Village Financial Management (Peraturan Menteri Dalam Negeri No. 20 Tahun 2018 tentang Pengelolaan Keuangan Desa) | |
| Regulation of the Minister of Home Affairs No. 130/2018 on Activities to Develop Infrastructure and Facilities and People's Empowerment in Village Level (Peraturan Menteri Dalam Negeri No. 130 Tahun 2018 tentang Kegiatan Pembangunan Sarana dan Prasarana Kelurahan dan Pemberdayaan Masyarakat di Kelurahan) | |
| Regulation of the Minister of Social Affairs No. 128/2011 about Disaster Prepared Villages (Peraturan Menteri Sosial Nomor 128 Tahun 2011 tentang Kampung Siaga Bencana) | The goal is to provide protection towards communities from hazards and risks of disasters by organizing community-based disaster prevention and management |

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| | through utilisation of existing natural and human resources. |
| Regulation of the Minister of Environment and Forestry No. P.84/MENLHK-SETJEN/KUM.1/11/2016 on the Climate Resilient Village Program (Peraturan Menteri Lingkungan Hidup dan Kehutanan No. P/82/MENLHK-SETJEN/KUM.1/11/2016 tentang Program Kampung Iklim) | To enhance the involvement of communities and other stakeholders to conduct capacity building on adaptation towards impacts of climate change and reducing greenhouse gas emissions as well acknowledging adaptation and mitigation activities for climate change that have been organized to improve welfare at local level based on the local context. |
| Regulation of the Minister of Education and Culture No. 33/2019 on the Disaster Safe Education Unit (Permendikbud No. 33 Tahun 2019 tentang Penyelenggaraan Program Satuan Pendidikan Aman Bencana/SPAB) | The execution of SPAB program aims: a. to improve capacity of resources within education sector to manage and reduce the risk of disaster; b. to improve quality of infrastructures and facilities for education; c. to give protection and security to students, educators, and education personnel from the effects of disaster; d. to ensure the sustainability of education services during disaster; e. to provide education service based on the characteristics of disaster risk and needs of the education sector; f. to recover from the effects of disaster within the education sector |
| Decree of the Ministry of Health No. 1529/MENKES/SK/X/2010 on the General Guidelines on the Development of 'Alert' Village (Keputusan Menteri Kesehatan No. 1529/MENKES/SK/X/2010 tentang Pedoman Umum Pengembangan Desa dan Kelurahan Siaga Aktif) | One of its specific goals is to develop UKBM (usaha kesehatan bersumber daya masyarakat/community-based health measures) that can implement community-based surveillance (including diseases monitoring, maternal health, child development, environment, and behavior), disaster management, and health emergency, as well environment sanitation. |
| Indonesian National Standard No. 7937:2013 on Humanitarian Aid in Disasters (Standar Nasional Nomor 7937:2013 tentang Bantuan Kemanusiaan dalam Bencana) | |
| Indonesian National Standard No. 8288:2017 on the Management of Training on Disaster Management (Standar Nasional Indonesia No. 8288: 2017 tentang Manajemen Pelatihan Penanggulangan Bencana) | |
| Indonesian National Standard No. 8751:2019 on Contingency Plans (Standar Nasional Indonesia No. 8751: 2019 tentang Perencanaan Kontinjensi) | |