



Handout 4.2 - Using guidance from the Humanitarian Inclusion Standards with Case Studies to strengthen inclusive approaches

Module 4

Slide reference 12-17

For- providing to participants during the session for the activity

These 2 cases studies will be used in these activities.

Case study One

- Raúl, a 69-year-old subsistence farmer from El Salvador who was forced to flee his home some years ago due to death threats from local gang members, said he has suffered from the effects of stay-at-home orders.
- “It’s harmed us both physically and in terms of our morale,” said Raúl, who lives with his wife, their daughter, and a grandchild in a small farming community on the other side of the country from the home they were forced to leave. “Being cooped up inside for such a long time is really hard, especially for older people like us. ... Not being able to go out freely makes us suffer, it stresses us out and gives us headaches.”
- “It’s like being a prisoner,” said Raúl, adding he has not received treatment for his high blood pressure and asthma since the start of the pandemic.

Case Study Two

- Wilma, 79 years old and had sporadic work as a midwife, assisting local women with complicated deliveries, but during Covid, not able to go out of the home
- Agapito is 64 years old, and he can no longer manage the hard physical labour he used to rely on to eke out a living. This, combined with the difficulties refugees often face trying to access the job market, as well as the added financial strain brought on by the ongoing COVID-19 pandemic, means that they both are slipping into destitution.
- “There are days when we only eat breakfast... and in the afternoon, we just drink a glass of water,” he said, adding that they have been forced to rely on candlelight since their electricity was cut off due to lack of payment.

These stories are taken from the Ageing on the Move Report



This is a 2-step activity

Step One

Read these 2 case studies to help us think about the 3 areas of Inclusion by answering these questions:

1. What data do you find from the case studies?
2. What are the main barriers do you identify in this case study?
3. Did they participate in any activity?

Discuss for **7 mins**

Present the findings to plenary and this information will guide the next activity.

Step Two

Using the case studies and the findings, go back into the groups and find some solutions.

Let's think of inclusive activities to ensure older persons and persons with disabilities are better recognised and engaged in activities.

Look at the 3 examples of Key Inclusion Standards 1, 2 and 4 to give you guidance in your feedback.

Resource 1: Humanitarian inclusion standards (HIS) cards



Key inclusion standard 1: **Identification**

Older people and people with disabilities are identified to ensure they access humanitarian assistance and protection that is participative, appropriate and relevant to their needs.

Page 18



Key actions: **Identification**

1.1: Collect, analyse and report information relating to older people and people with disabilities in all humanitarian information management systems.

1.2: Engage directly with older people and people with disabilities to identify and monitor their capacities and needs, and their access to humanitarian assistance.



**Key inclusion standard 2:
Safe and equitable**

Older people and people with disabilities have safe and equitable access to humanitarian assistance.

Page 32



**Key actions:
Safe and equitable**

2.1: Address barriers that affect participation and access to services.

2.2: Strengthen factors that enable older people and people with disabilities to participate and have access to services.



**Key inclusion standard 4:
Knowledge and participation**

Older people and people with disabilities know their rights and entitlements, and participate in decisions that affect their lives.

Page 51



**Key actions:
Knowledge and participation**

4.1: Provide accessible information about rights and entitlements.

4.2: Promote the meaningful participation of older people and people with disabilities in decision-making.

You will be asked to plan your feedback reflecting on these 3 questions as you review the cases studies and your findings.

- What data do you need to collect to use to design the activity?
- What are solutions can be addressed to improve access to services?
- How can we improve their participation in the planning?

Feedback to the plenary to share suggestions. Use examples from your experience to share with the group.

Each group will feedback in **4 mins**.