Essential actions on disability-inclusive humanitarian action

Checklist

This checklist is a companion to UNICEF's Guidance on including children with disabilities in humanitarian action: General. It provides a package of essential actions required for all Country Offices (COs), UNICEF-led clusters and Area of Responsibility (AoR), Regional Offices (ROs), and Headquarter (HQ) Divisions to ensure disability-inclusive emergency preparedness and response when responding to humanitarian crises L1 to L3.

Actions throughout the checklist which are relevant for preparedness and coordination are indicated with different symbols:

PREPAREDNESS   **COORDINATION**

NEEDS ASSESSMENT AND ANALYSIS

By collecting data on children with disabilities, it is possible to identify them, assess their needs and monitor their access to humanitarian assistance.

Disaggregate data by disability when conducting needs assessments by inserting the Washington Group Short Set of Questions (WG-SS) or the Child Functioning Survey Module (CFSM) into data collection tools.

✔ Use disaggregated data to estimate the number of children with disabilities in the population as a baseline for monitoring access to assistance; and to understand how children with disabilities are impacted differently by the crisis.

✔ Report against selected programme indicators disaggregated by disability in line with the Core Commitments for Children (CCCs) disability indicators and disaggregation guidance.*

Organize focus group discussions (FGDs) and key informant interviews (KIIs) with persons with disabilities to gather information on how the crisis is impacting children with disabilities, their access to services, and local perceptions of girls and boys with disabilities.

✔ OPDs can be an important support in reaching out to persons with disabilities to participate in FGDs and KIIs.

✔ Organize separate FGDs with women and girls with disabilities to identify the specific risks and barriers they face.

✔ Ensure that persons with different disabilities are included in these consultations and that consultations are inclusive and child friendly.

* Internal document

Find and analyse the best available data on adults and children with disabilities within populations; from national emergency agencies; departments of health, social welfare, education, or other departments.

✔ OPDs and international and national NGOs working with persons with disabilities may have data on children with disabilities, particularly at the community level.

✔ In addition to data on children and adults with disabilities, map existing education services and programmes for children with disabilities as well as social protection systems and rehabilitation and assistive technology service providers and include this data in the 5Ws Mapping Matrix tool.

Include accessibility in assessment criteria or standards used to select emergency-related buildings and facilities.

✔ Conduct an accessibility assessment of existing education buildings and facilities to identify ways of improving access. Consider collaborating with organizations of persons with disabilities (OPDs) in such assessments and engage persons with different types of disabilities.

Share and use the needs assessments tools and disability data gathered under the above actions to influence UNICEF as well as inter-agency needs assessment and planning processes, such as preparedness actions, scenario-based contingency plans and Humanitarian Needs Overviews.

Collect and share data on persons with disabilities and other vulnerable groups in line with data ethics and protection principles.

✔ Build the capacity of data collection teams on the ethics of disability-inclusive data collection and communication with persons with different types of disabilities.

✔ Support the capacity of partners to protect the rights of persons with disabilities in relation to data ethics and protection.

✔ Ensure that persons with disabilities can give their informed consent and decide whether their personal data is collected, e.g., information must be accessible, more time might be required during data collection, and some persons with disabilities might want to ask a trusted person to support them in deciding.

HUMANITARIAN RESPONSE PLANNING/STRATEGIC PLANNI*G*

UNICEF response plans are evidence-based, consistent with interagency planning and regularized into the CO workplan. Plans need to address coverage, quality and equity, which requires including all the affected population; particularly persons with disabilities, including children.

Foster collaborations and partnerships with agencies and organizations with expertise on disability and accessibility, including OPDs.

✔ Where relevant, invite OPDs and other disability actors to participate in sector/cluster coordination and technical working groups.

Support the establishment or reinforcement of a disability coordination mechanism, e.g., Disability Working Group, to promote inter-sectoral and inter-agency coordination of disability inclusion.

✔ Nominate and resource a UNICEF disability focal point and advocate for the education cluster to have a disability focal point or agency.

✔ Create links with other clusters for critical inter-sectoral and inter-agency actions to include children with disabilities.

Ensure that issues related to children with disabilities have been included in response planning, i.e., identify how the crisis impacts children with disabilities differently and describe the specific barriers they face to access assistance in:

✔ Resource mobilization, including the Humanitarian Action for Children Appeal (HAC).

✔ Interagency planning, including the Humanitarian Response Plans (HRP).

✔ The IASC Emergency Response Preparedness & UNICEF Emergency Preparedness Planning (EPP).

✔ Revision of CO work plans in cases of a major scale-up of humanitarian response, including declared L2 or L3 emergencies.

✔ Planning in line with the extension (or exit) of any L2 or L3 emergency.

✔ Humanitarian Programme Documents (HPDs).*

✔ Emergency Supply and Logistics Strategy.

✔ Advocacy and Communications Strategies.

✔ In EMT and TEMT, in coordination with the RO in the case of L2 emergencies and HQ Disability Section in case of L3 emergencies.

Describe the concrete measures to address these risks and remove barriers to improve access to assistance, reflecting a twin-track approach.

RESOURCE MOBILIZATION

Forecast the costs associated with including persons with disabilities, including children, in all education programming under the Resource Mobilization Action Plan.

Incorporate dedicated disability-inclusion funding requirements in flash appeals, the HAC* and donor proposals, including funding from private and public sectors, pooled funding mechanisms (such as CERF and CBF), as well as internal funding mechanisms that could be used to rapidly respond and scale-up disability-inclusive education programmes.

✔ Example of message to use when there is no available disability data: "Children with disabilities, estimated to make up 10 per cent of the affected population, are at higher risk in the humanitarian crisis and require dedicated resources in order to be equitably included in the response".

✔ Allocate budget for constructing or modifying facilities to be accessible. Consider accessibility in both the establishment of temporary facilities and the construction of infrastructure.

✔ Allocate budget for making information, communications, and community engagement activities accessible, including for people with hearing, visual and intellectual impairments. This requires Information and communication to be made accessible, e.g., easy-to-read production, audio messages, Braille print or hiring sign language interpreters for community meetings, etc.

✔ Allocate budget for capacity building of staff and partners on disability inclusion.

Budget for costs to ensure reasonable accommodation, provision of assistive technology, accessible communication and other support services and supplies.

✔ Without pre-existing data on children and adults with disabilities. Estimate that of 10 per cent of all children being children with disabilities.

✔ In supply planning, include products relevant to children with disabilities, such as assistive devices (e.g., crutches, wheelchairs, white canes, prosthetics) and other products (e.g., grab rails, specialized toys, adapted utensils etc.) and source such products locally where possible.

✔ Support children and young persons with disabilities and their caregivers to participate in community engagement activities; this may include transport assistance or allowances for caregivers to accompany children and young people.

IMPLEMENTATION AND MONITORING

Implementing humanitarian response plans that are inclusive of persons with disabilities requires on-going monitoring of access to assistance.

Implementation

Ensure that children with disabilities can access all humanitarian programmes and services by using a twin-track approach to address barriers to access. For example:

✔ Establish outreach mechanisms and collaborate with OPDs to identify and reach children with disabilities who may not be in school or are isolated in their homes.

✔ When designing and implementing preparedness interventions like emergency drills or early warning systems, consider the requirements of children with different disabilities and engage persons with disabilities and their organisations.

✔ Provide assistive devices to enable access to education and humanitarian programmes.

Capture information on access to assistance and barriers faced by children with disabilities in Situation Reports (SitReps) and dashboards.

Ensure that all AAP mechanisms are accessible for children with physical, sensory, intellectual and psychosocial disabilities

✔ Provide a variety of feedback mechanisms such as hotlines, SMS feedback, group discussions etc.

Invite OPDs to trainings organised on humanitarian issues to familiarize them with the humanitarian system, international response processes and tools, and support their participation in the humanitarian response.

Ensure children with disabilities feature in Advocacy and Communications Strategies and Plans.

✔ Example: Include images and stories of children with different types of disabilities in internal and external communication; portraying children as active contributors and included in activities.

Implement strategies that reduce disability-related stigma.

✔ Involve persons with disabilities, including children and youth, in community engagement activities, including as volunteers and leaders.

✔ Support persons with disabilities to organize awareness campaigns and activities

✔ Establish peer-support groups or buddy systems of children with and without disabilities.

Ensure adequate expertise on the inclusion of children and adults with disabilities in humanitarian action.

✔ Identify, or organize where relevant, short training or briefs on the inclusion of children and adults with disabilities.

✔ Engage persons with disabilities to co-facilitate or participate in designing and delivering the training.

✔ Include in surge deployment requests dedicated positions on inclusive humanitarian response.

Monitoring
Align indicators in donor appeals (e.g., HAC), interagency plans (e.g., HRP), UNICEF plans, Results Assessment Module (RAM) within inSight, Programme Documents (PDs) and Small-Scale Funding Agreements with the CCCs disability indicators and disaggregation guidance ([CCCs indicators guidance](#)).*
Ensure monitoring systems, such as Humanitarian Performance Monitoring (HPM), field monitoring plan or Cluster Coordination Performance Monitoring (CCPM), include both disability-specific indicators and indicators disaggregated by disability, to monitor progress in addressing the needs of children with disabilities.   ✔ Measure equal access through disaggregation of indicators by age, sex, and disability. Use disability specific indicators to capture specific actions to address risk and barriers.   ✔ Use the relevant [Washington Group Question set](#) to disaggregate data by disability.   ✔ Include persons with disabilities as enumerators on data collection and monitoring teams.
Review and adapt existing mechanisms like 5W mapping systems to collect relevant information on protection services related to disability.   ✔ Engage children with disabilities and their caregivers and OPDs in FGDs and KIIs to identify any barriers to accessing assistance and share information in sector and cluster coordination meetings and EMTs.

REPORTING AND EVALUATION

UNICEF and inter-agency reporting and evaluations are a key opportunity to evaluate the extent to which persons with disabilities contribute to and benefit from the response and identify learnings to improve future responses.

Engage OPDs in evaluations including in the identification of evaluation criteria, data collection, analysis and validation of findings, and formulation of recommendations and good practice.
Ensure that periodical SitReps and final humanitarian response evaluations reflect how children with disabilities have been reached and impacted.   ✔ Include disability-inclusive humanitarian action in UNICEF End of Year Reporting and Strategic Monitoring Questions ([SP indicator H8.5](#)* and linked SMQs).   ✔ Include disability-inclusive humanitarian achievements in the UNICEF reporting system, including [Results Assessment Modules (RAM).](#)*
Capture good inclusive humanitarian practices (what worked and why) and lessons learned and use the findings to provide recommendations for ongoing and future programmes.

Key terms

Accessibility: Persons with disabilities accessing, on an equal basis as others, the physical environment, transportation, information, and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and rural areas (Article 9 CRPD). Physical accessibility is the provision of buildings or parts of buildings for people, regardless of disability, age or gender, to be able to gain access to them, into them, to use them and exit from them. For more information: www.accessibilitytoolkit.unicef.org

Universal design: The design of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Does not exclude assistive devices for groups of persons with disabilities where needed (Article 2 CRPD).

Twin-track approach: A disability-inclusive humanitarian response should be designed and delivered in accordance with a twin-track approach. The response should include both actions to improve the accessibility of assistance, and actions targeted to persons with disabilities themselves, to enable access on an equal basis with others.