Checklist for response and early recovery

The checklist, derived from the programmatic actions outlined in the *Including children with disabilities in humanitarian action: General guidance*, can help determine whether key actions to include children and adolescents with disabilities in response and early recovery are being taken. Completing the checklist may require consultation with other colleagues and stakeholders, perhaps through a team or coordination meeting. The guidance with practical actions and tips related to this checklist as well as additional printable copies of the checklist can be found at training.unicef.org/disability/emergencies.

Considerations for including children with disabilities in response and early recovery	
Coordination	
Do clusters or coordination mechanisms have a disability focal point, focal agency or task force?	Planned In progress Completed
Notes:	
Have issues related to children with disabilities been included in cluster, coordination or response plans?	Planned In progress Completed
Notes:	

Considerations for including children with disabilities in response and early recovery		
Assessment, monitoring and evaluation		
Have available data on children with disabilities been compiled (from different sources such as departments of health, education and social welfare; schools; institutions; NGOs; DPOs)?	Planned In progress Completed	
Notes:		
Do needs assessments and referral forms identify the needs of children with disabilities and disaggregate data by disability? (*see Box 4*)	Planned In progress Completed	
Notes:		
Do humanitarian-related monitoring, reporting and evaluations (SitReps, dash-boards, real-time monitoring and evaluations, joint evaluations) capture informa-tion on access to humanitarian services and challenges faced by children with disabilities?	Planned In progress Completed	
Notes:		

Considerations for including children with disabilities in response and early recovery

Assessment, monitoring and evaluation, cont.

Are children with disabilities and their families and DPOs included while consulting affected populations?	Planned In progress Completed

Notes:

Inclusive and accessible interventions

Are persons with disabilities able to access and use humanitarian-related infrastructure and facilities?	Planned In progress Completed

Notes:

Considerations for including children with disabilities in response and early recovery

Inclusive and accessible interventions, cont.

Are children with disabilities accessing specialized services (e.g., therapy, rehabilitation, assistive devices, emergency or corrective surgery)?	Planned In progress Completed

Notes:

Human resources

Have existing humanitarian staff and personnel with expertise on disability related issues been identified?	Planned In progress Completed

Notes:

Considerations for including children with disabilities in response and early recovery

Human resources

Have collaboration or partnerships been established with government agencies or organizations with disability expertise (e.g., NGOs working on disability, DPOs, community-based rehabilitation organizations, rehabilitation centres, special schools)?	Planned In progress Completed

Notes:

Procurement and supplies

Have collaboration or partnerships been established with government agencies or organizations with disability expertise (e.g., NGOs working on disability, DPOs, community-based rehabilitation organizations, rehabilitation centres, special schools)?	Planned In progress Completed

Notes:

Considerations for including children with disabilities in response and early recovery

Procurement and supplies, cont.

Have collaborations been established with government departments, DPOs or NGOs on products and supplies for children with disabilities (e.g., assistive devices)?	Planned In progress Completed

Notes:

Funding and budgeting

Are children with disabilities visible and their issues and needs highlighted in fundraising documents (e.g., flash appeals, brochures, proposals)?	Planned In progress Completed

Notes:

Considerations for including children with disabilities in response and early recovery

Capacity development

Have humanitarian staff received training on inclusion of children with disabilities (e.g., how to make interventions inclusive, communicating with children with disabilities, adapting information)?	Planned In progress Completed
Notes:	

BCC/C4D

Are humanitarian communications produced in accessible formats (e.g., are materials available in at least two formats, such as print and audio)?	Planned In progress Completed
Notes:	

Considerations for including children with disabilities in response and early recovery

BCC/C4D, cont.

Are children with disabilities visible in humanitarian-related communications (e.g., photos of children with disabilities)?	Planned In progress Completed

Notes: