Disability Inclusive Humanitarian TOOLKIT
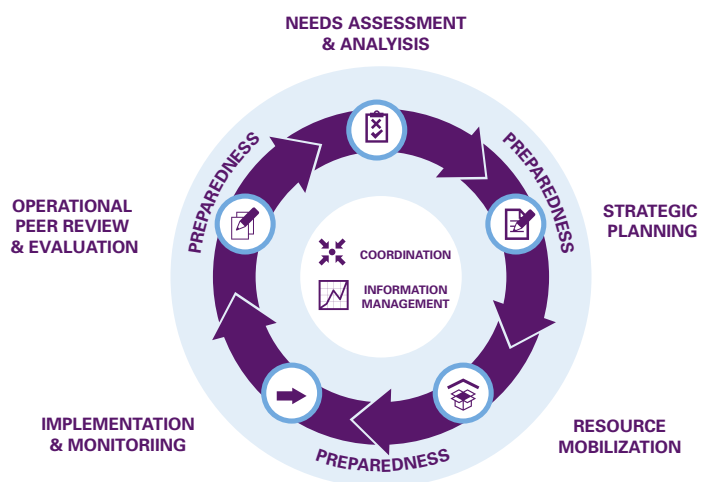
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Cluster coordination essential actions on disability inclusion

Short guide

Cluster coordinators and information managers play a pivotal role in coordinating and supporting partners to identify and address the needs, priorities, risks and capacities of children and adults with disabilities, to make humanitarian responses person-centered, safe, and accessible for all throughout the Humanitarian Programme Cycle.

This document outlines essential actions to ensure that disability inclusion is embedded across cluster coordination systems and processes.

Cycle diagram: NEEDS ASSESSMENT & ANALYSIS, PREPAREDNESS, STRATEGIC PLANNING, RESOURCE MOBILIZATION, PREPAREDNESS, IMPLEMENTATION & MONITORIING, OPERATIONAL PEER REVIEW & EVALUATION, PREPAREDNESS — center: COORDINATION / INFORMATION MANAGEMENT

General

Essential actions	Further resources and/or examples
Appoint a disability-inclusion focal point for each of the clusters and/or establish an inter-cluster disability-inclusion working group/task force. This working group/task force should comprise focal points from each cluster/agency together with key national actors (including Organizations of Persons with Disabilities (OPDs)) and led by staff with relevant expertise in disability inclusion and humanitarian coordination.	UNICEF, Guidelines on including children with disabilities in humanitarian action, pp. 21-23 For guidance on addressing disability in coordination mechanisms see: IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp. 69-70 UNICEF, Online training on Disability inclusion in humanitarian coordination

Essential actions	Further resources and/or examples
Hold cluster and inter-cluster meetings in accessible locations and provide support for transport, accessible communication, and other reasonable accommodations when needed	UNICEF guide on making your events accessible CBM Global, Accessible meetings and events: a toolkit For guidance on providing reasonable accommodation see: IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp.16, 189-191
Ensure that persons with disabilities are considered in the development of the Strategic Operational Framework (SOF) by involving OPD representatives in the process, consulting with children and adults with disabilities from affected populations on their priorities and using disability-disaggregated data if available.	UNDIS, Guidelines on Consulting Persons with Disabilities UNICEF, Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives
Provide sensitization and training for partners, including national partners, on disability-inclusion principles and approaches. In addition, mainstream disability inclusion considerations into all training for cluster partners.	UNICEF training package on including children with disabilities in humanitarian action* UNICEF, Online training on Disability inclusion in humanitarian coordination
Incorporate disability inclusion in relevant advocacy and communication information materials to highlight inclusion as a core principle of the cluster.	

Preparedness

Essential actions	Further resources and/or examples
Engage with children and adults with disabilities and their representative organizations when developing preparedness plans, including understanding how persons with disabilities were impacted by previous emergencies and identifying potential barriers to accessing preparedness actions.	UNDIS, Guidelines on Consulting Persons with Disabilities UNICEF, Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives UNICEF, Including Children with Disabilities in Humanitarian Action: General guidance, pp. 21-41

*Internal document

Revise data collection tools and methods to include data on persons with disabilities' needs and capacities, including through disaggregation by disability.	IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp. 23-32 Guidance on strengthening disability inclusion in Humanitarian Response Plans, pp. 8-18, and 29 Humanity & Inclusion, Disability Data in Humanitarian Action
Make needs assessment and other data collection tools accessible so that they can be used by OPDs. This can include, for example, using large font and audio formats.	CBM Global, Humanitarian Hands-on Tool: Information
Map the presence of local OPDs, including organizations of underrepresented groups, such as women with disabilities, deaf persons and persons with intellectual disabilities, along with mapping of inclusive (such as inclusive education) and specific services (such as assistive technology).	UNICEF, Engaging with organizations of persons with disabilities in humanitarian action: Tip sheet
Ensure contingency plans address accessible communications systems, including early warning systems, feedback and response mechanisms. These should account for the communications requirements of persons with disabilities, including those with physical, hearing, visual and intellectual impairments.	UNICEF, Including Children with Disabilities in Humanitarian Action: General guidance, pp. 21-41 IFRC, HI and CBM, All Under One Roof: Disability-inclusive shelter and settlements in emergencies, pp. 20-32
Work with government partners to ensure that emergency-related construction guidelines and information/communication procedures meet accessibility standards.	IFRC, HI and CBM, All Under One Roof: Disability-inclusive shelter and settlements in emergencies, pp. 68-94

Needs assessment and analysis

Essential actions	Further resources and/or examples
Engage persons with disabilities and their representative organizations in needs assessment processes, including through consultation on design of tools, support in identifying persons with disabilities, and in data collection teams. Feedback assessment results to OPDs, in accessible formats.	UNICEF Engaging with organizations of persons with disabilities in humanitarian action: Tip sheet

Essential actions	Further resources and/or examples
Gather evidence on how the crisis differently impacts children and adults with different type of disabilities, as well as factors contributing to heightened risk: • Identify any reliable secondary data on persons with disabilities and assess information gaps to inform primary data collection. • When primary data is collected, support partners to disaggregate data using tools tested in humanitarian contexts, such as the Washington Group Short Set of Disability Questions. • Where secondary and primary data is not available, use the global disability prevalence estimate of 15% in any given population or 10% in a population of children[1].	Guidance on strengthening disability inclusion in Humanitarian Response Plans, pp. 9-14 Humanity & Inclusion, Disability Data in Humanitarian Action Washington Group on Disability Statistics
Gather evidence on the barriers to accessing assistance faced by children and adults with disabilities. Use the AAAQ Framework as a guide to barriers assessment.	AAAQ Framework IOM DTM, Multi Sector Location Assessment (MSLA) tool on disability, with questions relating to barriers
Consult children and adults with disabilities on their needs and priorities. As a guide, allocate 15-20% of consultation time and resources to persons with disabilities. OPDs can be an important partner in identifying persons with disabilities and supporting consultation processes.	UNDIS, Guidelines on Consulting Persons with Disabilities UNICEF, Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives

Strategic planning

Essential actions	Further resources and/or examples
Engage OPDs to provide input to response planning processes.	UNICEF Engaging with organizations of persons with disabilities in humanitarian action: Tip sheet
Apply a twin-track approach to strategic planning, i.e., ensure disability is included in all programmes and all sectors, with dedicated actions to improve inclusion; together with targeted actions for persons with disabilities to enable access on equal basis with others.	IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, p. 19 and sector chapters Guidance on strengthening disability inclusion in Humanitarian Response Plans, pp. 20-21 UNICEF, Guidance on including children with disabilities in humanitarian action

[1] In some humanitarian contexts the actual number of persons with disabilities will be significantly higher than the global average prevalence of 15 per cent of any given population due to acquired impairments, disruption in services and creation of new barriers. For example, data from the Sierra Leone MICS-6 shows that the number of children aged 5-17 years with functional difficulties in at least one disability domain is 23 per cent (i.e., much higher than 10 per cent), possibly a result of the civil war and Ebola crisis aftermath. Where there is reliable prevalence data that is specific to the context (as in the case of Sierra Leone), this can be used instead of the global estimate.

Resource mobilization

Essential actions	Further resources and/or examples
Seek advice from OPDs, disability-specific organizations and disability focal points/advisors when preparing budgets.	UNICEF, Engaging with organizations of persons with disabilities in humanitarian action: Tip sheet
Advise cluster partners to allocate adequate budget to disability-inclusive programming in budgets including: • Accessibility of new or temporary structures, and modification of existing structures • Accessible information/communications • Providing assistive devices and reasonable accommodation • Training of staff • Engaging disability-inclusion advice.	For guidance on providing reasonable accommodations see: IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp.16, 189-191 Budgeting and mobilizing resources for disability inclusion in humanitarian actions: a short guide
Include information about persons with disabilities in communication materials and reporting to donors.	
Include disability in the Cluster's Fund Allocation Strategy for pooled funding, with an overview of the impact if the needs of persons with disabilities are not met, dedicated activities to improve access to assistance, and description of how persons with disabilities will be reached.	
Prioritize local actors, including OPDs, to receive funding and support their institutional capacity strengthening.	Framework for Strengthening the Institutional Capacity of National and Local Actors Institutional Capacity Strengthening of Local and National Partners of the Cluster (Project Template)

Needs assessment and analysis

Essential actions	Further resources and/or examples
Ensure disability-inclusion standards and principles are applied alongside other quality standards by training partners on implementation of the IASC Guidelines on the inclusion of persons with disabilities in humanitarian action and associated tools and resources.	UNICEF toolkit* and training* on disability inclusive humanitarian action

Essential actions	Further resources and/or examples
Advise partners to develop accessible and inclusive feedback and complaints mechanisms, as well as communication and information processes, with support from OPDs.	IRC, Toolbox: Inclusive Client Responsiveness CBM Global, Humanitarian Hands-on Tool. Information IFRC, HI and CBM, All Under One Roof: Disability-inclusive shelter and settlements in emergencies, pp. 20-32 UNICEF Disability inclusion in Accountability to Affected Populations: short guide
Advise partners to routinely collect disability-disaggregated data, using the Washington Group Question Sets as part of regular monitoring of activities.	IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp. 23–31, 192–198 Humanity & Inclusion, Disability Data in Humanitarian Action
Disaggregate indicators by disability anytime indicators are disaggregated by sex and/or age; and develop specific indicators to monitor implementation of targeted initiatives.	For examples of indicators by thematic area see: Guidance on strengthening disability inclusion in Humanitarian Response Plans, p. 35 For examples of indicators by sector see: IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, p.197
Support partners to report disability-disaggregated data in situation reports, 3W/4Ws and other, to reflect how persons with disabilities are benefitting from the response.	IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, pp. 23–31, 192–198

Operational peer review and evaluation

Essential actions	Further resources and/or examples
Explicitly include disability in terms of reference for cluster evaluations, including evaluation of how the response reached and impacted persons with disabilities and perceptions of assistance. This includes ensuring that adults and children with disabilities are directly consulted in operational peer review and evaluation, including with support from OPDs.	IASC, Guidelines on the inclusion of persons with disabilities in humanitarian action, p. 198
Engage OPDs, disability-specific organizations and disability working groups/focal points/advisors to provide feedback on cluster reports.	UNICEF, Engaging with organizations of persons with disabilities in humanitarian action: Tip sheet
Disseminate the cluster strategy to OPDs for feedback, including to children with disabilities using child-friendly formats. Provide materials in multiple formats, use accessible meeting venues, and enable feedback through accessible mechanisms.	UNDIS, Guidelines on Consulting Persons with Disabilities UNICEF, Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives

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 persons, 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

Organizations of persons with disabilities (OPDs): Should be rooted in and committed to the CRPD and should fully respect the principles and rights that it affirms. OPDs must be led, directed and governed by persons with disabilities. A clear majority of their memberships should be persons who have disabilities.

Persons with disabilities: 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 (Article 1 CRPD).

Reasonable accommodation: Requires individuals and institutions to modify their procedures or services (accommodate), where this is necessary and appropriate, either to avoid imposing a disproportionate or undue burden on persons with disabilities or to enable them to exercise their human rights and fundamental freedoms on an equal basis with others.