

# Essential actions on disability-inclusive WASH

## Checklist

This checklist is a companion to UNICEF's [Guidance on including children with disabilities in humanitarian action: WASH](#). 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 WASH; 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 to access WASH.
- ✓ Ensure that persons with different impairment types 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.
- ✓ Collect primary data on WASH-related needs and barriers from persons with disabilities through KIIs and FGDs. Girls and boys with and without disabilities can be engaged using creative mediums such as art and play to express their needs and preferences.

**Include accessibility in WASH assessment criteria and standards used to select services and facilities.**

- ✓ Conduct an accessibility assessment of existing WASH facilities and services 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 PLANNING

**[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 sector/ 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.



**Review and update the WASH planning to include disability-inclusive outputs and indicators.**



**Preposition accessible WASH components such as potties, commodes and toilet chairs, and [accessible latrines add on](#).**

**Ensure that WASH issues related to children with disabilities have been included in the planning of strategic processes, i.e., identify how the crisis impacts persons with disabilities, particularly children, differently and describe the specific barriers they face to access WASH in.**

- ✓ Interagency planning, including the Humanitarian Response Plans (HRP), Part 3: Sectoral Objectives and Responses.
- ✓ The IASC Emergency Response Preparedness & UNICEF Emergency Preparedness Planning (EPP), e.g., sector-specific scenarios and responses.
- ✓ 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.
- ✓ WASH [Humanitarian Programme Documents \(HPDs\)](#)\* in line with the CCCs.

**Describe the concrete measures to address these risks and remove barriers to improve access to WASH, reflecting a [twin-track approach](#).**



## RESOURCE MOBILIZATION

**Forecast the costs associated with including persons with disabilities, including children, in all WASH 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 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, face multiple barriers to safely accessing WASH services and facilities and require dedicated resources in order to be equitably included in the response”.
- ✓ Allocate budget for constructing or modifying WASH facilities to be accessible. Consider accessibility in both the establishment of temporary facilities and the construction of infrastructure.
  - Example: Budget for 10 per cent of all WASH facilities in a response to be disability accessible.

- ✓ 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 information, 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 provide reasonable accommodation and provisioning of assistive technologies and other services and supplies.**

- ✓ Without pre-existing data on children and adults with disabilities, estimate that [3 per cent of the population needs assistive technology](#).
  - Identify suppliers (local where possible) of assistive technology, assistive products, and supplies (e.g., latrine add-on, grab rails, mobile ramps, toilet chairs, child and adult diapers or plastic mattress covers).



## 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 persons with disabilities, including children, can access all WASH services and facilities by using a [twin-track approach](#) to address barriers to access. For example:**

- ✓ Design and construct/rehabilitate water points and toilets to be child-friendly and accessible.
- ✓ Provide potties or commodes and means of safe waste disposal as well as materials for cleaning and disinfecting
- ✓ Establish a fast-track water collection system for households with persons with disabilities and water collection support for those unable to haul water.
- ✓ Locate the households with persons with disabilities to be near accessible sanitation facilities and water points or provide sanitation facilities in or close to their homes.
- ✓ Ensure women and girls with disabilities have access to dignity kits to meet their menstrual health and hygiene needs. Additional items may also be required, such as incontinence adult and children’s diapers, absorbent cotton material, disposable or reusable pads, washable leak-proof mattress protector, second bucket, additional soap, etc.
- ✓ Consult with households of persons with disabilities about the best timing for distribution and arrange to deliver items directly to households of persons with disabilities who are unable to travel to distribution points.

**Capture information on access to WASH 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 organized on WASH in emergencies to familiarize them with the humanitarian system, WASH programming and tools, and support their participation in the humanitarian response.**

### **Implement strategies that reduce disability-related stigma as a barrier to accessing WASH.**

- ✓ Involve persons with disabilities in community discussions and engagement activities, such as WASH committees, as leaders and volunteers.
- ✓ Engage persons with disabilities in WASH awareness campaigns and activities.
- ✓ Depict persons with disabilities together with others in communication materials on WASH.

### **Ensure adequate expertise on the inclusion of children and adults with disabilities.**

- ✓ Identify, or organize where relevant, short training or briefs for WASH actors 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 WASH response.

### **Create referral pathways through inter-sectoral connections to effectively identify and respond to WASH needs in households with persons with disabilities. For example:**

- ✓ Coordinate with shelter actors to identify persons with disabilities who need accessible WASH facilities near their temporary shelter or inside their shelters.

## **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, and WASH Cluster Coordination Performance Monitoring (CCPM) include both disability-specific indicators and indicators disaggregated by disability, to [monitor](#) progress in addressing WASH needs of persons with disabilities.**

- ✓ Monitor the construction of and assess existing WASH facilities in households, communal facilities and in schools or child-friendly spaces to ensure they meet accessibility [standards](#).
- ✓ Where individual/household data is collected, use the relevant [Washington Group Question](#) set to disaggregate and analyse the data.
- ✓ Example of WASH indicators that can be disaggregated by disability:
  - Percentage of affected population provided with sufficient potable water, and water for cooking and personal hygiene (disaggregated by disability and sex).
  - Number of women and girls who were able to access menstrual materials when they needed them during their last menstrual period (disaggregated by disability).
- ✓ Examples of specific indicators:
  - Number of persons with disabilities with access to sanitation facilities adapted for disability accessibility.
  - Number of persons with disabilities on WASH facilities management committees (disaggregated by sex).
  - Percentage of schools or learning spaces with accessible WASH facilities, including accessible facilities to manage menstruation.

### **Review and adapt existing mechanisms like the 5Ws Mapping Matrix tool to collect relevant information on WASH services related to disability.**

- ✓ Engage persons with disabilities and OPDs in FGDs and KIIs to identify any barriers to accessing assistance and share information in sector and cluster coordination meetings and EMTs.
- ✓ Integrate information on disability in sectoral 5W mapping exercises.



## 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 actions in UNICEF End of Year Reporting and [Strategic Monitoring Questions](#). Such as:
  - WASH Strategic Plan indicators 4.1.7 and 4.1.8.
  - How many of the people provided with access to basic sanitation services in humanitarian situations were persons with disabilities?
  - Did the CO provide inclusive/accessible WASH services and programmes to children with disabilities in humanitarian situations during the reporting year?
- ✓ Include disability-inclusive nutrition humanitarian achievements in the UNICEF reporting system, including [Results Assessment Modules \(RAM\)](#).\*

**Capture good inclusive WASH 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](http://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.