

Preparedness checklist

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 preparedness 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 to include children with disabilities in preparedness

Coordination

Has a disability focal point, focal agency or task force been identified in humanitarian related coordination mechanisms (including clusters)?

Planned
In progress
Completed

Notes:

Assessment, monitoring and evaluation

Have available data on children with disabilities been compiled (from different sources such as departments of health, education or social welfare; schools; institutions; NGOs; DPOs)?

Planned
In progress
Completed

Notes:

Considerations to include children with disabilities in preparedness

Assessment, monitoring and evaluation, cont.

Do needs assessments, referral forms, and monitoring and reporting tools identify the needs of children with disabilities and disaggregate data by disability? (see Box 4)

Planned
In progress
Completed

Notes:

Have organizations with experience on issues relating to disability, such as relevant government departments, NGOs or DPOs, been involved in data collection and needs assessment?

Planned
In progress
Completed

Notes:

Considerations to include children with disabilities in preparedness

Planning

Have issues related to children with disabilities been included in emergency preparedness plans, including in plans developed by coordination mechanisms or inter-ministry/inter-departmental working groups?

Planned
In progress
Completed

Notes:

Has a budget for services and supplies that address the needs of children with disabilities been allocated?

Planned
In progress
Completed

Notes:

Has a roster of agencies and individuals with experience in the inclusion of children with disabilities (e.g., disability focused government agencies, NGOs, DPOs, speech therapists) been developed?

Planned
In progress
Completed

Notes:

Considerations to include children with disabilities in preparedness

Planning. cont.

Has supply planning considered products relevant to children with disabilities (e.g., assistive devices, inclusive emergency kits, grab rails to support the use of toilets)?

Planned
In progress
Completed

Notes:

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:

Considerations to include children with disabilities in preparedness

Making preparedness interventions inclusive and accessible

Are children with disabilities included in preparedness-related interventions (e.g., emergency drills, early warning system)?

Planned
In progress
Completed

Notes:

Is disability accessibility a criterion for identification and selection of emergency-related facilities (e.g., evacuation centres, child-friendly spaces, outreach services)?

Planned
In progress
Completed

Notes:

Considerations to include children with disabilities in preparedness

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:

Are children with disabilities visible in humanitarian preparedness related communications (e.g., are photos of children with disabilities included in materials)?

Planned
In progress
Completed

Notes: