



## Disability Inclusion Task Team

Sectoral technical guidance on disability inclusion

(Earthquake response – October2023)

Sector	Actions	
<p>1) <b>Water, Sanitation and Hygiene (WASH)</b></p>	<p><b>Inclusive data collection</b></p> <ol style="list-style-type: none"> <li>Adapt WASH assessment and monitoring tools to collect information on the capacities, barriers/challenges and needs of older people and people with disabilities.</li> <li>For individual/household assessments, consider collecting sex, age and disability disaggregated data.</li> <li>Include older people and people with disabilities in WASH assessments and monitoring and evaluation activities.</li> <li>Track the distribution of accessible toilets, commodes, and hygiene items distributed specifically to persons with disabilities and older persons.</li> </ol>	<p><b>Accessible and inclusive programming</b></p> <ol style="list-style-type: none"> <li>Design, construct and adapt gender-segregated accessible water supply and sanitation facilities with culture sensitivity.</li> <li>Review and adapt distribution methods and supplies to provide safe and equitable access for older people and people with disabilities.</li> <li>Sensitize the community, staff, and partners on the right of older people and people with disabilities to access WASH activities and services.</li> <li>Build the capacities of staff and partners to make WASH services, facilities, and programs inclusive of older people and people with disabilities.</li> </ol>
	<p><b>Example of questions to be included:</b></p> <ul style="list-style-type: none"> <li># of people with disabilities/older people who require additional support to access WASH facilities.</li> <li>What adaptation would you suggest to make WASH facilities accessible for older people and people with disabilities? (e.g., ramps, wider doors, wider surface area, etc.).</li> <li># of accessible toilets distributed</li> <li># of toilets adapted to become more accessible</li> <li># of commodes distributed</li> <li># of persons with disabilities who received specific hygiene items or kits</li> <li># of staff trained on disability inclusion and accessibility.</li> </ul>	<p><b>Examples of actions to be considered:</b></p> <ul style="list-style-type: none"> <li>Train staff on accessibility standards for temporary WASH programming and facilities.</li> <li>Include accessibility features in design of WASH facilities.</li> <li>Distribute additional hygiene items for people with disabilities/older people.</li> <li>After consulting with the community, provide specific items (e.g., grab rails, mobile ramps, poles, commodes, toilet chairs, child and adult diapers and washable leak-proof mattress protector)</li> <li>Consider door to door distributions.</li> <li>Allocate additional budget (2% of the total budget) for accessibility in WASH projects.</li> </ul>



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		<ul style="list-style-type: none"> <li>– Awareness raising sessions to container cities management about making the utilities and services inclusive for persons with disabilities and older people.</li> </ul>
<b>2) Shelter, and household items</b>	<ol style="list-style-type: none"> <li>1. Adapt shelter and settlement assessment and monitoring tools to collect information on the capacities, barriers/challenges and needs of older people and people with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in shelter and settlement assessments and monitoring and evaluation activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design, construct and adapt shelters and settlements to be accessible. consult with organizations of persons with disabilities (OPDs) and specialized actors.</li> <li>2. Provide household and shelter-related items that are suitable, safe, and accessible for use by older people and people with disabilities.</li> <li>3. Review and adapt distribution methods to provide safe and equitable access for older people and people with disabilities.</li> <li>4. Build the capacities of staff, partners, and communities to support the inclusion of older people and people with disabilities in shelter, settlements and household items activities.</li> </ol>
	<p>Example of questions to be included:</p> <ul style="list-style-type: none"> <li>– # of people with disabilities/older people who require additional support/adaptation on their shelter.</li> <li>– What adaptation would you suggest making shelter facilities accessible for older people and people with disabilities? (e.g., ramps, wider doors, handrails, etc.).</li> <li>– # of shelters (tents/containers) adapted to become more accessible</li> <li>– # of accessible containers distributed</li> <li>– # of persons with disabilities who received specific or additional NFIs (including clothing, blankets)</li> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	<p>Examples of actions to be considered:</p> <ul style="list-style-type: none"> <li>– Train staff on accessibility standards for temporary shelter settlements.</li> <li>– Awareness raising sessions to community, container cities management, and stakeholders about making the utilities and services inclusive for persons with disabilities and older people.</li> <li>– Include accessibility features in the design of shelter facilities.</li> <li>– Provide extra winterization items to households with people with disabilities.</li> <li>– Allocate additional budget (2% of the total budget) for accessibility of shelters.</li> </ul>
<b>1. Temporary Settlement Support (TSS)</b>	<ol style="list-style-type: none"> <li>1. Involve people with disabilities in all data collection exercises including needs registration,</li> </ol>	<ol style="list-style-type: none"> <li>1. Partner with OPDs, Governmental institutions, Protection, MHPSS actors working on disability.</li> </ol>



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	<p>assessments, consultations with communities, monitoring.</p> <ol style="list-style-type: none"> <li>2. Conduct dedicated assessments to identify barriers and enablers to the participation and inclusion of people with disabilities in the temporary settlements' life. Ensure cross-sectoral coordination on findings.</li> <li>3. Whenever possible, collect Sex, Age and Disability Disaggregated data using agreed methodologies.</li> </ol>	<ol style="list-style-type: none"> <li>2. Support the participation of people with disabilities and their representative organizations in the response.</li> <li>3. Raise awareness among TSS teams and partners on the rights of people with disabilities.</li> <li>4. Promote the use of Universal Design, conduct site planning activities, and carry out site improvements to enhance accessibility, safety and dignity.</li> </ol>
	<p>Examples of questions to be included.</p> <ul style="list-style-type: none"> <li>– What are the top three difficulties people with disabilities face in accessing ... (indicate relevant services, assistance, information channels, etc.)?</li> <li>– What would you suggest improving your access to services?</li> <li>– # of people with disabilities in your household</li> <li>– # of older people (above 60) in your household</li> <li>– # of sites improvements to enhance accessibility for persons with limited mobility and sensory disabilities</li> <li>– # of sites where an accessibility audit was conducted</li> <li>– % of information sharing campaigns implemented through two or more formats (e.g., written, and oral)</li> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	<p>Examples of actions to be considered.</p> <ul style="list-style-type: none"> <li>– Appoint DI focal points in TSS teams and recruit people with disabilities as staff, volunteers, and leaders.</li> <li>– Train staff on the requirements of people with disabilities and inclusive TSS actions</li> <li>– Conduct accessibility audits of TS in partnership with relevant sectors, OPDs and people with disabilities.</li> <li>– Allocate households with family members with disabilities near services.</li> <li>– Invite and support OPDs and people with disabilities to participate in coordination meetings.</li> <li>– Use accessible communication – at least 2 formats (e.g., auditory and write)</li> </ul>
<p><b>2. Health</b></p>	<ol style="list-style-type: none"> <li>1. Adapt assessment and monitoring tools to collect information on the health needs, access to services, and capacities of older people and people with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in health</li> </ol>	<ol style="list-style-type: none"> <li>1. Design, construct or adapt health facilities to be accessible.</li> <li>2. Adapt health services to make them accessible to older people and people with disabilities.</li> <li>3. Raise awareness and train health staff and communities on the health-related needs and capacities of older people and people with disabilities.</li> </ol>



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	<p>assessments and monitoring activities.</p>	
	<p>Example of questions to be included:</p> <ul style="list-style-type: none"> <li>– # of people with disabilities/older people in need of immediate medical intervention.</li> <li>– # of people with disabilities/older people in need of assistive devices (mobility aids, hearing aids, eye glasses, etc.).</li> <li>– # of people with disabilities/older people in need of rehabilitation services.</li> <li>– # of persons with disabilities provided with physical rehabilitation sessions</li> <li>– # of assistive devices distributed</li> <li>– # of persons with disabilities who benefitted from transportation services to health facilities</li> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	<p>Example of actions to be included:</p> <ul style="list-style-type: none"> <li>– Include an additional budget to cover special health needs for people with disabilities (physical rehabilitation, assistive devices, transportation to medical facilities, etc.)</li> <li>– Share information about available and operating health services and rehabilitation centers in affected zones and hosting provinces.</li> <li>– Provide a short orientation to all staff on disability, giving practical examples of how to support people with disabilities and ensure that health services are accessible to people with disabilities.</li> </ul>
<p><b>3. Food security and livelihoods</b></p>	<ol style="list-style-type: none"> <li>1. Adapt food security and livelihood assessment and monitoring tools and processes to collect information on the capacities, barriers/challenges and needs of older people and people with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in food security and livelihood assessments and monitoring activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design facilities and services for food security and livelihoods so that they are safe and accessible for older people and people with disabilities. Consider the capacity of persons with disabilities and older persons into activities design.</li> <li>2. Sensitize the community, staff and partners on the right of older people and people with disabilities to access food assistance and participate in livelihoods activities.</li> <li>3. Build the capacity of staff to make food security and livelihoods activities safe and accessible for older people and people with disabilities.</li> </ol>
	<ul style="list-style-type: none"> <li>– Example of questions to be included:</li> <li>– # of people with disabilities/older people who require additional financial assistance/food assistance to meet their special needs.</li> <li>– What cash/food assistance modalities would you prefer to</li> </ul>	<p>Example of actions to be included:</p> <ul style="list-style-type: none"> <li>– Revise your selection criteria and make sure disability is added as an inclusion criteria.</li> <li>– Consult people with disabilities and review the modalities used to provide cash/food assistance accordingly.</li> <li>– Provide cash assistance to cover special needs of people with disabilities/older</li> </ul>



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	<p>receive assistance? (e.g., cash, bank transfer, door to door, etc.)</p> <ul style="list-style-type: none"> <li>– Would you prefer to receive assistance in person or through proxy?</li> <li>– Are specific items needed (e.g., assistive devices) available in the market?</li> <li>– # of persons with disabilities provided with cash for food</li> <li>– # of persons with disabilities reached through door-to-door food distributions</li> <li>– % of persons with disabilities taking part of cash-for-work activities</li> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	<p>people (if needs can be met in the local market).</p> <ul style="list-style-type: none"> <li>– Assign focal points within the team to identify those who require additional assistance when delivering services.</li> <li>– Ensure cash-for-work and food-for-work activities are accessible to older people and people with disabilities.</li> </ul>
<p><b>4. Nutrition</b></p>	<ol style="list-style-type: none"> <li>1. Adapt nutrition assessment and monitoring tools and processes to collect data on the nutritional status of older people, pregnant and people with disabilities and children with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in nutrition assessments and monitoring activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design nutrition activities and facilities so that they are accessible to older people and people with disabilities.</li> <li>2. ensure the existence of safe and accessible places for breastfeeding and baby care.</li> <li>3. Sensitize the community and nutrition staff on the right of older people and people with disabilities of all ages and genders to access and participate in nutrition programs.</li> <li>4. Build the capacity of nutrition staff to address the nutritional needs of older people and people with disabilities in emergencies, including infants and young children with disabilities, and women with disabilities who are pregnant or breastfeeding.</li> </ol>
	<p>Example of questions to be included:</p> <ul style="list-style-type: none"> <li>– # of people with disabilities/older people who require special food items.</li> <li>– What type of items are required for people with disabilities/older people (e.g., easy-to-swallow items)?</li> <li>– Do you require additional items to cover the needs of people with disabilities/older people?</li> </ul>	<p>Example of actions to be included:</p> <ul style="list-style-type: none"> <li>– Revise your selection criteria and make sure disability is considered when developing your activities.</li> <li>– Consult people with disabilities and review the modalities used to provide food assistance accordingly.</li> <li>– Assign focal points within the team to identify those who require additional assistance when delivering services.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Do caregivers of children with disabilities require specific information or support with feeding?</li> <li>- # of persons with disabilities who received special food items</li> <li>- # of staff trained on disability inclusion and accessibility</li> </ul>	
<p><b>5. Protection</b></p>	<ol style="list-style-type: none"> <li>1. Adapt protection assessment and monitoring tools to collect information on the protection concerns and capacities of older people and people with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in age- and gender-appropriate protection assessments.</li> </ol> <p>Example of questions to be included:</p> <ul style="list-style-type: none"> <li>- # of people with disabilities/ older people in need of urgent support and referral.</li> <li>- #of persons with disabilities who are at risk for GBV</li> <li>- Do people with disabilities/older people have access to protection services?</li> <li>- Do people with disabilities/older people have access to civil documentation and legal support?</li> <li>- % of implemented feedback and complaint mechanisms that offer two or more modalities for reporting (e.g., phone call and text message)</li> <li>- # of persons with disabilities provided with information on specialized services</li> <li>- % of completed referrals that were done for persons with disabilities</li> <li>- # of persons with disabilities referred to specialized services</li> </ul>	<ol style="list-style-type: none"> <li>1. Build awareness among staff, partners and communities of the increased risks faced by older people and people with disabilities.</li> <li>2. Strengthen case management and referral mechanisms to ensure that older people and people with disabilities at risk of protection concerns are identified and referred.</li> <li>3. Provide appropriate services and support to older people and people with disabilities at risk of protection concerns.</li> <li>4. Address and monitor barriers to accessing protection response services.</li> </ol> <p>Example of actions to be included:</p> <ul style="list-style-type: none"> <li>- Revise your referral forms to include questions of # of people with disabilities/older people and priority needs for referrals.</li> <li>- Include people with different types of disabilities in protection assessments (KIIs and FGDs).</li> <li>- Assign focal points within the team to identify those who require additional assistance when delivering services.</li> <li>- Map and share information about specialized services for people with disabilities/older people.</li> </ul>



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	<ul style="list-style-type: none"> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	
<b>6. Education</b>	<ol style="list-style-type: none"> <li>1. Adapt assessment and monitoring tools for formal and non-formal education to collect information on the needs and capacities of children with disabilities.</li> <li>2. For individual/household assessments, consider collecting disability, sex and age disaggregated data.</li> <li>3. Include older people and people with disabilities in formal and non-formal education assessments and monitoring activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adapt learning facilities to be safe and accessible for children with disabilities.</li> <li>2. Use a diverse range of teaching methods, curricula and learning materials suitable for different groups of learners.</li> <li>3. Build the capacity of teachers, communities and others working in education to promote inclusive education in emergencies.</li> </ol>
	<p>Example of questions to be included:</p> <ul style="list-style-type: none"> <li>– # of children with disabilities.</li> <li>– # of children with disabilities out of school.</li> <li>– Are schools accessible for children with disabilities?</li> <li>– Is online schooling (if applicable) accessible for children with disabilities?</li> <li>– What adaptations are required in order to facilitate access of children with disabilities to education?</li> <li>– % of rehabilitated schools where accessibility features have been included for children with different types of disabilities</li> <li>– # of teachers trained on disability inclusion</li> <li>– # of schools provided with inclusive teaching and learning materials</li> <li>– # of identified out of school children with disabilities</li> <li>– # of children with disabilities benefitting from transportation to schools</li> <li>– # of staff trained on disability inclusion and accessibility</li> </ul>	<p>Example of actions to be included:</p> <ul style="list-style-type: none"> <li>– Ensure information about accessible schools is available for people with disabilities.</li> <li>– Include additional budget (2% of the total budget) to add accessibility features when doing school rehabilitation.</li> <li>– Ensure that information regarding special education is available for people with disabilities.</li> <li>– Provide teachers with trainings, inclusive teaching and learning materials.</li> <li>– Plan on outreach activities to identify out of school children with disabilities and address their barriers to access.</li> </ul>
<b>General recommendations:</b>		



Inter-Agency  
Coordination  
Türkiye

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- Consult with Organizations of People with Disabilities (OPDs) in Türkiye.
- Make sure people with disabilities and their representative organizations are involved at the different stages of your programming.
- Make sure that all communication with persons with disabilities are accessible (including Information, Education and Communication (IEC) materials, Complaints and Feedback Response Mechanism (CFRM) channels, etc.)
- Sign language, as one of the spoken languages, and also the availability of a sign language interpreter can be added for people with hearing impairments.
- Make sure that the needs of caregivers of persons with disabilities should be considered and prioritized.
- Reach out to the Disability Inclusion Task Team (DITT) in Türkiye to seek technical support on inclusive programming.

### Providing information about humanitarian assistance:

- Provide information in more than one format: for example, oral/audio (speaking slowly, simple language) and print (large print, simple language, pictures).
- Provide information in all languages spoken by the population.
- Disseminate information through local Organizations of People with Disabilities (OPDs).

### Contact information:

1. Disability Inclusion Task Team (DITT) in Türkiye:
  - Ammar Hasan Beck (RI): [ammar.hasanbek@ri.org](mailto:ammar.hasanbek@ri.org)
  - Rafid Shkwana (IOM): [rshkwana@iom.int](mailto:rshkwana@iom.int)
2. List of organizations of persons with disabilities in Türkiye (“County Council\_ İl Engelli Meclisleri Başkan ve Yardımcılar”).

### Other relevant resources:

- [All under one roof Inclusive shelter toolkit](#)
- [Guidelines Inclusion of persons with disabilities in humanitarian action IASC](#)
- [Humanitarian inclusion standards for older people and people with disabilities](#)
- [Disability-Inclusive Humanitarian Action Checklists | UNICEF](#)
- [Disability-Inclusive Humanitarian Action Toolkit | UNICEF](#)
- [Priority Assistive Products list | WHO](#)
- [Türkiye: Disability Inclusion Task Team \(DITT\) - Tips on disability-inclusive emergency response \(Earthquake\)](#)