



INCLUSIVE HEALTH CHECKLIST

Instructions: This checklist provides a list of questions to help a project team systematically consider the inclusion of persons with disabilities in each stage of the project cycle. Teams should review the checklist both at the start of a project and routinely throughout implementation. The checklist is not exhaustive but meant to spark discussion around key human rights principles and support teams and their local partners to develop more inclusive health systems.

| QUESTIONS FOR CONSIDERATION | | YES | NO |
|------------------------------------|--|-----|----|
| Step 1: Situation Analysis | | | |
| 1 | Have you identified key right-holders (persons with disabilities) and duty-bearers (those who govern – policymakers, health officials, health providers, etc.) that have a stake in your activity? | | |
| 2 | Have you identified power relationships, discriminatory practices, stigma, inequities faced by persons with disabilities in the project's context? | | |
| 3 | Have you reviewed the extent to which the health rights of persons with disabilities are protected and promoted in [insert country name]’s constitution, domestic laws/policies? Has the UNCRPD been ratified? Have you explored the extent to which any applicable laws are implemented and enforced in practice? | | |
| 4 | Have you identified the empowerment capacity gaps of persons with disabilities that constrain them from claiming their right to health? And the accountability capacity gaps of duty-bearers to meet their obligations? | | |
| Step 2: Design and Planning | | | |
| 5 | Have you involved persons with disabilities in the planning of project activities? | | |
| 6 | Have you established partnerships with disabled people’s organizations (DPOs) that can assist in accessing persons with disabilities and designing activities in a relevant way? | | |
| 7 | Have you considered the benefits and risks from potential project policies and activities for persons with disabilities in selecting implementation strategies? | | |
| 8 | Have you aligned the implementation strategy to ensure services/programs will be available, accessible, acceptable, and of high quality for persons with disabilities? And reviewed standards and policies to ensure participation, non-discrimination, and accountability? | | |
| 9 | Have you identified what interventions are required to close the most important gaps in empowerment capacities of persons with disabilities? | | |
| 10 | Have you identified what interventions are required to close the most important gaps in accountability capacities of the key duty-bearers? | | |
| 11 | Have you ensured that project information, materials, and curricula will be available in accessible formats? | | |
| 12 | Have you designed an orientation process for project staff and partners on disability inclusion? | | |
| Step 3: Implementation | | | |
| 13 | Have you established routine ways for persons with disabilities to continue to be engaged in activity implementation and in the review of progress/results? | | |

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| 14 | Have you established mechanisms and review procedures to ensure that persons with disabilities are in fact benefiting from project implementation? | | |
| 15 | Is project implementation contributing as intended to the empowerment capacities of persons with disabilities? And to the accountability capacities of duty-bearers? | | |
| 16 | Are persons with particular types of disabilities not utilizing the project's services? Have measures been taken to investigate these situations and target potentially excluded groups? | | |
| 17 | Have unintentional discriminatory practices been identified during implementation? And if so, have they been rectified? | | |

Step 4: Monitoring and Evaluation

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| 18 | Have persons with disabilities been involved in defining success for the project and establishing the M&E plan? | | |
| 19 | Is data routinely disaggregated by disability? | | |
| 20 | Does the M&E plan include targets to measure progress in relation to availability, accessibility, acceptability, and quality of services? | | |
| 21 | Does the M&E plan measure the ways in which the project ensures human rights principles, including participation, inclusion, and transparency related to persons with disabilities? (Process Indicator) | | |
| 22 | Does the M&E plan measure goods, services and deliverables produced to develop the capacity of persons with disabilities and duty-bearers? (Output Indicator) | | |
| 23 | Does the M&E plan measure the legal, policy, institutional and behavioral changes leading to better performance of persons with disabilities in realizing their right to health and duty-bearers to meet their obligations? (Outcome Indicator) | | |
| 24 | Does the M&E plan measure sustained, positive changes in the life, dignity and wellbeing of persons with disabilities? (Impact Indicator) | | |
| 25 | Did persons with disabilities and duty-bearers participate in deciding how the results will be disseminated? | | |

Adapted from: UNFPA (2006) HRBA Checklist of Questions, from *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials*.



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