

## **Annex 1: Draft Framework on Mainstreaming Disability**

The purpose of this framework is to provide an overarching context for UNICEF's work on disability at all levels in line with UNICEF's Mission, the Executive Directive on Disability (CF/EXD/2011-005) and existing Programme Guidance on Children with Disabilities (to be updated). This framework and the complementary resources are for consideration by all staff across the organization.

This framework will guide UNICEF's work on disability and enhance its capacity to contribute to the realization of the rights of children with disabilities.

As stated in UNICEF's mission: *"UNICEF is committed to ensuring special protection for the most disadvantaged children - victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities."*

### **GUIDING PRINCIPLES**

The following guiding principles will equally influence all aspects of UNICEF's work:

**International human rights law and standards, in particular the Convention on the Rights of Persons with Disabilities (CRPD), the Convention on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) guide our work on disability in accordance with our mission and mandate.**

UNICEF's mandate is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF uses the term "disability" in line with the definition provided in the CRPD: "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." (CRPD, Article 1)

**UNICEF's work on disability is guided by a human rights-based approach, a focus on equity and an inclusive development framework according to the social model of disability.**

UNICEF recognises disability as an issue of human development, and focuses on equity and the rights of the most disadvantaged and poorest children and families. A *human rights-based approach* (HRBA) assists us in recognising the systematic and often differing causes of the exclusion of people with disabilities which prevent them from participating in and benefiting from development, and to identify measures to address these gaps. It recognizes people with disabilities as rights-holders and as key actors in their own development, instead of passive recipients of benefits, and identifies corresponding human rights obligations of duty-bearers, both state and non-state.

The work on disability forms a key part of achieving *equity* in local, national and international programmes and policies, which seeks to understand and address the root causes of inequity in each society and situation so that all children, particularly those who are the most deprived in society,

including children with disabilities, have access to education, health care, proper sanitation, clean water, hygiene education, protection and other services necessary for their survival, growth and development.

*Inclusive development* is when all groups of people contribute to creating opportunities, share the benefits of development and participate in decision-making. To achieve inclusive development diversity should be recognized as a fundamental aspect of social, economic and human development within the HRBA. Under this framework, people with disabilities should be included in all phases of any project and programme cycle and in policy and legislative design and implementation. Budgetary and administrative decisions also need to consider the disability dimension. Disability inclusiveness is considered a cross-cutting issue to be integrated into all policies, practices, programmes and activities across the organization and with UN and other partners. (<http://www.un.org/esa/socdev/enable/rights/ahc3iddc.pdf>)

The *social model of disability* focuses on barriers posed to persons with impairments by their environment (rather than their bodily impairment), including the attitudes and prejudices of society, policies and practices of governments, and the structures of the health, welfare and education systems. "Disability" is viewed as a socially created construct, not an attribute of an individual.

#### **UNICEF recognizes the importance of gender equality and non-discrimination in its work on disability.**

We are mindful of the interaction of gender and various other forms of discrimination with disability. Girls and women with disabilities often face additional barriers to their empowerment and advancement because of double discrimination which puts them at a higher risk of poverty, gender-based violence, sexual abuse, neglect, maltreatment and exploitation. Boys with disabilities also face particular types of exclusion and discrimination, such as sexual exploitation and discrimination in their gendered role as boys and men. We recognise and respond to these, along with other forms of discrimination that children with disabilities may experience, such as on grounds of ethnic or social origin or other status, through promoting gender equality and empowerment, including promoting their access to information and services. We understand that for children facing multiple forms of discrimination, for example indigenous and minority children with disabilities, or children with disabilities who are HIV positive, the barriers to their full participation in society are also multiplied." UNICEF is committed to combatting all forms of stigma and discrimination against children and women with disabilities and to promote diversity.

#### **UNICEF works towards the inclusion of all children with disabilities across programming.**

Children with disabilities are not a homogenous group. Issues of discrimination, inclusion, and child development may vary greatly depending upon the type of disability, the environment, culture, traditions, and socioeconomic status of the child and his or her family/caregivers. These differences are taken into consideration when we shape our advocacy and programming work on disability.

UNICEF supports the promotion, protection and fulfilment of the rights of children with disabilities and incorporates attention to their issues across the life cycle, including early intervention, family and community support, and protection among others. UNICEF also recognises that precautionary measures are important to minimize or prevent new or secondary impairments.

While advocating for mainstreaming approaches, aimed at including children with and without disabilities together in the same and supportive environments, UNICEF will strive to take into account the rights and needs of children and women with disabilities in all contexts in which they are currently being delivered (e.g. segregated or inclusive), by ensuring programmes are gender-, age- and child-sensitive, and take into account their disability-specific needs and capacities.

**UNICEF recognizes that children with disabilities and their families are particularly vulnerable during humanitarian crises, including in situations of armed conflict and natural disasters.**

When they survive, they face a higher risk of becoming victims of injury, abuse and neglect. Humanitarian crises may furthermore result in life-long injuries for children.

UNICEF's Core Commitments for Children in Humanitarian Action (CCCs) outline an organizational commitment to deliver a set of humanitarian assistance for all children regardless of their status or context. UNICEF is committed to strengthening inclusive humanitarian action which is informed by and grounded in key principles and programming approaches of gender equality, human rights, humanitarian principles and participation. This means that emergency preparedness and response, including early recovery activities, promote and protect the rights of children with disabilities, as well as their families, to survive and to live with dignity, while benefiting the population as a whole. Such an approach involves tailoring humanitarian action to be inclusive of *all* children, including those living with disabilities, in the interest of creating a basis for inclusive long term protection and support.

Beyond preparedness and response UNICEF will strengthen efforts to identify and reduce risks of children with disabilities and their families that are greatly affected by humanitarian crises jeopardizing an early and sustainable recovery. Investment on Risk Management inclusive-interventions can be an effective way of reducing the overall impact of the crisis, building capacity to cope/resilience while preventing new impairments/disabilities.

**UNICEF will strive for meaningful participation of people with disabilities, including children, adolescents and women with disabilities, in all aspects of UNICEF's work ("Nothing about us without us") and as rights-holders.**

The CRPD recognizes the active participation of people with disabilities as agents and rights holders, and UNICEF works toward to strengthening their capacity as well as encourages their meaningful participation, and that of their families, to do so. Close consultation and involvement of persons with disabilities in any process that concerns them – from design to implementation and evaluation - is a right recognised in the CRPD, as well as one of the Convention's key principles. To broaden their equitable participation at all levels of decision-making, regular consultation and partnership with persons with disabilities, particularly with children and adolescents with disabilities themselves, is essential to UNICEF's work.

**UNICEF recognizes that the foundation of equality and inclusion is rooted in personal, community and societal attitudes.**

For all UNICEF internal policies and practices in our advocacy and communication, and for all UNICEF-supported policies, practices and programmes, a sustained effort will be made to reduce prejudice, stigma, discrimination and negative stereotypic attitudes and practices on individual, sectoral and societal levels. We believe that, to address societal perceptions and change attitudes towards children

with disabilities, effective communication for development interventions that integrate advocacy, social mobilization and behaviour and social change strategies are equally necessary. We also recognize that demonstrating and reinforcing positive attitudes can generate the greatest potential impact when they reach children at an early age. This will be further supported by ensuring that the most effective practices in communication for positive attitudinal and social change support all of UNICEF's work.

**UNICEF will engage in partnerships and collaborative relationships at the country, regional and global level to realize results for children with disabilities.**

In accordance with UNICEF's Strategic Framework for Partnerships and Collaborative Relationships (E/ICEF/2009/10), we are committed to working with Governments, UN partners, civil society organizations (CSO), disabled-people's organizations (DPO), academia, and the private sector to implement disability inclusive programmes and policies, and advocate for the rights for all children. Partnerships provide a mechanism for UNICEF to engage with the disability community and support UNICEF's work to achieve this framework. UNICEF will create necessary provisions to ensure adequate resources for this framework to be applied across areas of work, and headquarters, regional and country offices.

### **OBJECTIVES**

The following overarching objectives will contribute to the realization of the rights of children with disabilities:

**Disability is explicitly and effectively mainstreamed across UNICEF policies and programming including in development and humanitarian contexts.**

- Enhanced research, disaggregated data, information and analysis on children with disability.
- Enhanced results-based reporting, monitoring and evaluation systems in place.
- Enhanced capacity of UNICEF staff to promote and advocate for the inclusion of disability rights in national and subnational budgets, policies and all legal instruments adopted by governments, as well as in all programming and programme areas.
- Increased inclusion of disability-related issues in UNICEF's flagship publications and in key reports, strategies and other documents.

**UNICEF as an inclusive organization for ALL.**

- Inclusive policies in place geared towards hiring people with disabilities.
- UNICEF communication, information, facilities and activities made accessible.
- Increase awareness and improved attitudes towards the inclusion and participation of persons with disabilities.

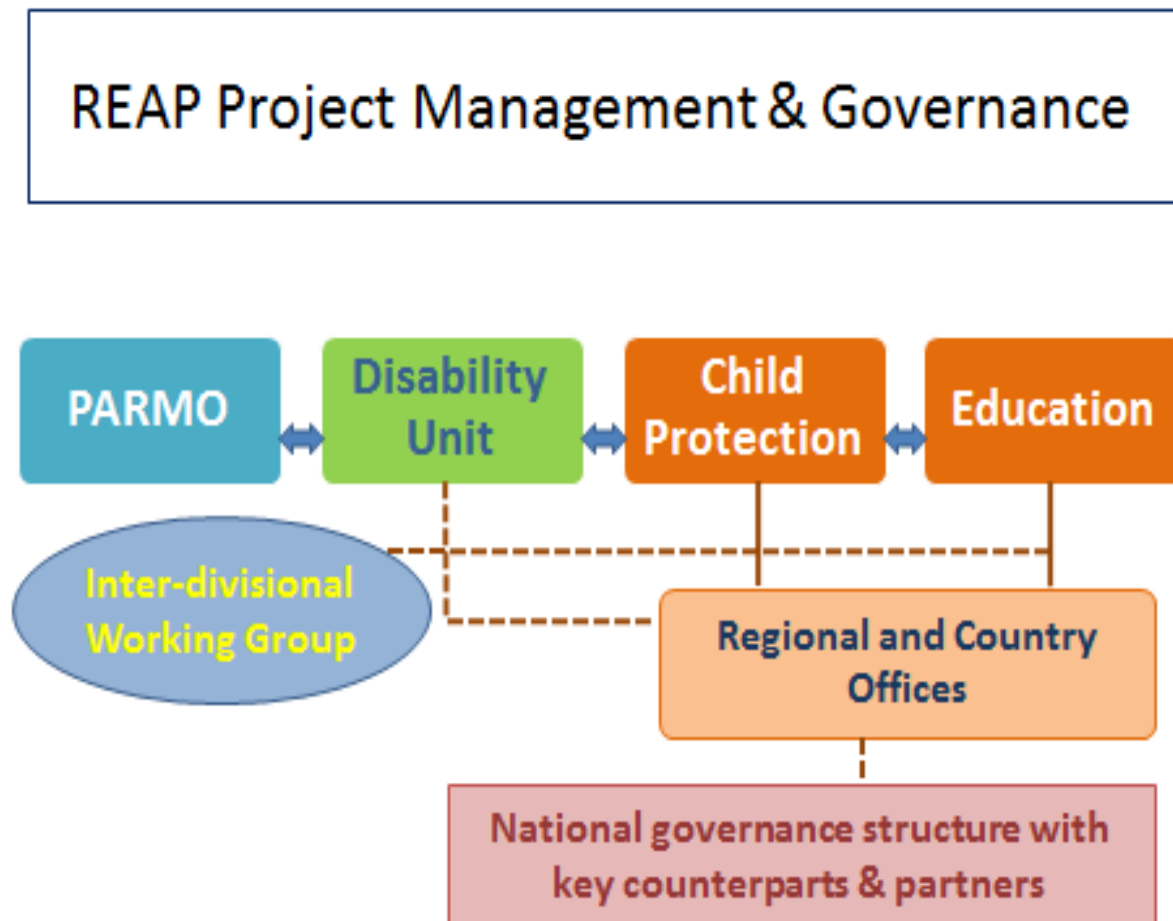
**Effective leadership of UNICEF and partners on the rights of children with disabilities and inclusive development.**

- UNICEF and partners knowledgeable in and applying disability rights in programming, policies and advocacy and in implementing inclusive development and humanitarian practices, including in UN interagency mechanisms.
- Enhanced capacity and participation of disabled peoples' organizations (DPOs) and leveraging networks and partners.

## **Strategic Elements for Disability Mainstreaming to ensure that disability remains on the forefront of UNICEF's agenda over the long-term**

1. UNICEF agrees that disability should not be a stand-alone project or programme and should be integrated into all of UNICEF's programmes, policies and humanitarian work. The Disability Unit is, therefore, working closely with Programme Division (PD) to integrate disability into each of PD's sectoral programmes, including Health, Nutrition, Education, HIV/AIDS, WASH, Early Child Development and Child Protection. The Unit is also collaborating with the Office of Emergency Programmes (EMOPS), to ensure that the emergency preparedness, response and recovery work are more inclusive. Discussions are underway to integrate disability into the Social Policy and Social Protection initiatives.
2. To address the problem of under-recognition and under-reporting of childhood disabilities, the Disability Unit is working with the Evaluation Office, the Statistics and Monitoring Section and external partners, such as the International Disability Alliance and Leonard Cheshire Disability, to develop a research agenda, identify indicators for monitoring and evaluation, create a reliable database and strengthen the organisation's analysis of children, adolescents and women with disabilities.
3. UNICEF recognizes that a lack of awareness, and stigma and discrimination are often at the root of most exclusionary practices. Changing existing social norms and addressing stigma and discrimination are, therefore, a prominent part of the organisation's strategic framework. This includes two separate but complementary aspects: (a) designing special communication initiatives and campaigns to raise public awareness and understanding, and to change attitudes; and (b) ensuring that the organisation's own programme and fund raising initiatives also reflect inclusion and do not inadvertently reinforce stereotypes of children and adults with disabilities as victims in need of charity. Already, some of UNICEF's more recent publications reflect more positive images of children and adults with disabilities.
4. UNICEF's work on disability will be successful only if UNICEF itself is a more inclusive organization. So, the issue of disability is being analysed and integrated into the work of the Division of Human Resources, Division of Financial and Administrative Management, and also the Information Technology Division. UNICEF has developed a Human Resources policy on the employment of persons with disabilities across all programme sectors and functions – not just those related to disability. A Disability Accommodations Fund has been established and efforts are underway to ensure UNICEF offices, its information communication technologies and websites are accessible to staff, consultants and visitors with disabilities.
5. The knowledge, attitudes and capacity of UNICEF staff are also a primary concern. Orientation workshops have been conducted in Headquarters locations and a web-based learning module is under development for rapid online orientation of field staff. UNICEF hopes that this module will be adapted and used by other UN Agencies and partners.
6. The foundation of UNICEF's work is based on human rights and child rights. In collaboration with sister UN agencies and disabled people's organizations, UNICEF is strengthening its engagement with, and support to, the UN Human Rights Treaty Bodies – especially the Committee on the Rights of the Child, the Committee on the Elimination of All Forms of Discrimination Against Women, and the Committee on the Rights of Persons with Disabilities. UNICEF is working with the three Treaty Bodies to help strengthen their collaboration and coordination around issues related to children with disabilities. The aim is, on the one hand, to strengthen the disability component of the social development and human rights agenda, and on the other hand, to strengthen the child dimension of the disability agenda.

## Annex 2: Basic Illustration of the Reap Project Management & Governance Structure



**Annex 3: CV of the Selected Candidate / Programme Specialist on Children With Disabilities  
Curriculum Vitae**

#### **ANNEX 4: Human interest story from Bhutan**

**Civil Society in Bhutan getting organised to address disability** - *“Most of the children are locked in at home. The parents are working and it is not always possible to get babysitter because it is a challenging job [to care for a differently abled child]”* - Beda Giri, head of the Ability Bhutan Society and mother of a differently abled child.

In Bhutan, differently abled children and their families are mostly left to their own devices. There are limited services to assist parents to care for their child and no training to assist children to participate actively in society. Many differently abled children are left alone in a room while their parents are out working. Even parents who can afford to stay home with their child face many challenges in a society where addressing disability is still in its infancy.

Disability in Bhutan is not new, but awareness is. UNICEF is engaging with local organisations to foster partnerships to mainstream child disability issues into the national child protection system. Ability Bhutan Society is an important stakeholder in this process. It is one of very few civil society groups providing services to differently abled children. Beda Giri, a physiotherapist and mother of 16 year-old Bunu who suffers from Retts Syndrome, is the head of the society. “Addressing disability is a form of addressing child protection,” added Beda.

Together with other parents frustrated by the lack of services, facilities and trained professionals to support their children, Beda formed this civil society organisation, focusing particularly on children with moderate or severe disabilities, including autism, cerebral palsy and multiple disabilities. According to one Ability Bhutan Society staff, the lack of protection for these vulnerable children has led to some being victims of sexual abuse.

The hospital in the capital, Thimphu, where Beda works, is the only facility in Bhutan offering physiotherapy. Many children outside of Thimphu are referred here. With limited resources and infrastructure, even in the capital, the situation is worse for differently abled children outside the capital.

By consulting organisations such as Ability Bhutan Society during the Government’s current Child Protection System Mapping and Assessment, UNICEF is helping ensure that the National Child Protection System will protect differently abled children. It is expected that the findings will support an expansion of the relationship between civil society organisations, such as Ability Bhutan Society, the Royal Government of Bhutan, and UNICEF in strengthening child protection in Bhutan.



## **ANNEX 4 - continued: Human interest story from Viet Nam**

### **Inclusive Education in Viet Nam: Their Right, Our Responsibility**

Da Nang, Viet Nam, 13 March 2012 – It is 9 am and four year-old Nguyen Van Quy is sitting at a table, facing his favourite teacher, Nguyen Xuan Viet. On the table are six cards, each one spelling out different body parts: “NOSE”, “MOUTH” or “EYES”.

“Where is the NOSE?”, asks Viet. Quy takes a quick look at the cards, gives a big smile and points a finger at one of them.

“Well done! Gimme five!”. Viet and Quy clap hands with one another, Quy’s face beaming with pride. Quy was diagnosed with autism from birth, though he looks like any other child. He was referred to Da Nang’s Inclusive Education Resource Centre a year ago and was enrolled in a kindergarten that provides special education. There, together with twelve other disabled children, he follows classes specifically tailored to his needs. But there is hope he will soon be able to integrate in an inclusive school and attend mainstream education classes with a mixed group of children.

“Quy has made tremendous progress in a very short time. Three months ago, it was another story. His language skills were very limited; he was not able to make full sentences or recognize names and numbers. Now he is not only reading words, but he can also associate them with real-life items”, says Viet. Viet graduated from the Ho Chi Minh City-based Special Education Faculty seven years ago. He meets with Quy in individual sessions four times per week, 45 minutes at a time. He has developed an individual learning plan for Quy in order to monitor the child’s progress on a regular basis. He also meets with Quy’s parents once a month to discuss Quy’s development.

“Quy is only four years old and looking at the pace of his development, I am confident he will be able to join mainstream education classes within the next two years”, adds Viet.

#### **Misconceptions fuelling stigma against children with disabilities**

According to the Vietnamese government, there are around 1.3 million children with disabilities in Viet Nam. These children face significant challenges in their daily life, including discrimination, limited access to basic health care and other public services. There is often a lack of clear understanding of children with disabilities and their needs.

“Misconceptions fuel stigma and discrimination against children with disabilities and result in their marginalization within the family, the community, at school, and in the wider society. As a result, they are likely to be out of school and among those most vulnerable to neglect, abuse and exploitation”, says Mitsue Uemura, Chief of Education, UNICEF Viet Nam.

A study conducted by the government and UNICEF a few years ago found that more than half of children with disabilities did not have access to any education.

Credits: UNICEF/Viet Nam/2012/Bisin

It also found that the vast majority of children with disabilities in Viet Nam did not finish primary school. Additional reports show that only six per cent of children with disabilities have completed upper secondary school.

#### **Inclusive Education: their right, our responsibility**

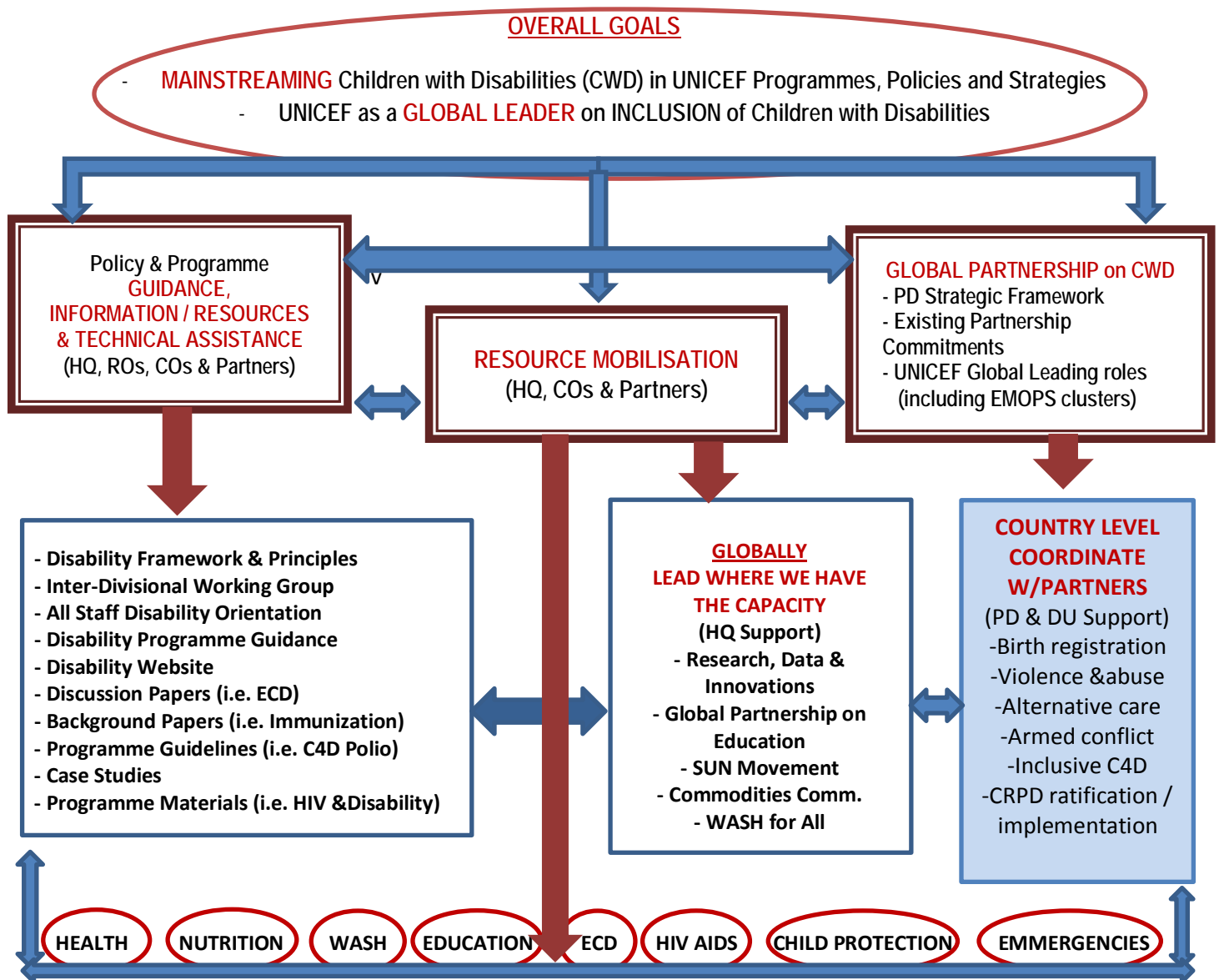
“Children with disabilities in Viet Nam should have access to inclusive and quality primary and secondary Education on an equal basis with others in the communities in which they live. It is the government’s obligation to ensure that they enjoy this right to the fullest and it is our collective responsibility to support this”, adds Mitsue Uemura.

Over the past few years, UNICEF has promoted Inclusive Education for children with disabilities by providing technical support to Viet Nam’s National Action Plan on Education for Children with Disabilities and to the development and implementation of the law on persons with disabilities. As a result, children that were initially oriented towards Special Education will now have an increased opportunity to join Mainstream Education, and socialise in their immediate community.

Over 2010-2011, UNICEF helped develop manuals with teams of experts that support Education professionals identify childhood disabilities; provide of early intervention, care and Protection services; and the provision of Inclusive Education for children with disabilities. In addition, over 850 teachers and school managers throughout Viet Nam were trained on Inclusive Education and now have improved knowledge and skills on the issue. Through the training, they gained understanding of the different forms of disabilities and how to work with children with different needs in addressing their individual needs in schools and classrooms.

Research shows that Inclusive Education can lead to better learning outcomes for all children, not just children with disabilities. Inclusive Education promotes tolerance and enables social cohesion as it fosters a cohesive social culture and promotes equal participation in society.

Annex 5:



**Overall Goals Guiding the Disability Unit with Partners  
to Support Disability Mainstreaming**

## **Annex 6: Enhancing Disability Mainstreaming in Practice**

The Disability Unit (DU) focused its efforts in 2011 on enhancing knowledge and understanding among staff, and developing key policies and guidelines aimed at increasing the organisation's capacity to achieve results for children with disabilities. Supported by the Inter-Divisional Working Group and a focal point in Programme Division, the DU was able to raise the profile of children and staff with disabilities, provided orientation to staff in Headquarters locations on disability issues, and advocate for and support the mainstreaming of disability issues across UNICEF policies and programmes.

### **UNICEF as a more inclusive organisation**

The Disability Unit also initiated an internal reflection process towards an inclusive working environment for UNICEF, promoting employment of persons with disabilities and other functional limitations across all programme sectors and functions – not just those related to disability- and providing the necessary accommodations for the well-being of staff members. Specific results in 2011 were the development of the Executive Directive on Employment of Persons with Disabilities and the Disability Accommodations' Funding System already in place. Efforts are underway to ensure that UNICEF offices, its information communication technologies and its websites are accessible to staff, consultants and visitors with disabilities. Based on UNICEF inclusive policy, in 2011, for the first time a Global Staff Survey included a "self-declaring" question on Disability. Among respondents (46% of total number of staff), the number of staff self-identifying themselves as having a disability was of 3.4%, what translated in about 184 UNICEF staff members around the globe who have a permanent physical, sensorial, cognitive and/or mental condition.

### **Internal Capacity Development**

The knowledge, attitudes and capacity of UNICEF's own staff are also a primary concern. Besides orientations conducted in Headquarters, Regional and Country Offices a web-based learning module is under development for an all-staff rapid online orientation. The organisation hopes that this module will be adapted and used by other UN Agencies and partners.

A draft of the new Disability Principles and Framework is now going through a broad consultation process. This framework, alongside a newly developed overall disability strategy for UNICEF, will help guide the programming side of the organisation's work on disabilities. While providing general support to all sectors, UNICEF has selected seven strategic streams in which to strengthen its capacity:

- Early Childhood Development;
- Education;
- Child Protection;
- Emergencies;
- Data Collection & Analysis;
- Communication for Development; and
- Research.

The criteria for their selection included:

- Relevance to the equity agenda;
- Political commitment;
- Institutional and internal capacity;
- Possibility of global leadership;
- Scalability;
- Funding and partnerships opportunities; and
- Knowledge building.

To achieve progress in each of these capacity building areas, UNICEF is undertaking key activities, including the following:

1. **Increase overall capacity in Countries and Regions to protect the rights and to promote inclusion of children with disabilities.** The organisation is building on the UNICEF/AusAID REAP initiatives in Viet Nam and Bhutan, and undertaking efforts to expand it into other Countries and Regions.
2. **Support UNICEF's Office of Emergency Programmes (EMOPS) in advancing inclusive development practices.** UNICEF recognizes that children with disabilities are particularly vulnerable in situations of risk, including armed conflict, humanitarian emergencies and disasters. UNICEF is committed to work with all humanitarian actors, including governments, national and international organizations, to ensure that emergency preparedness, response and recovery programmes are inclusive, rights-based, and respond to the needs and priorities of children with disabilities and their families. Right now, the organisation is building its internal capacity to be able to play a key role on inclusive emergencies, in UNICEF and through inter-agency networking.
3. **Strengthen Data Collection and Analysis:** Data collection and analysis in the area of childhood disability has been inadequate, especially for developing countries. To address this issue, UNICEF has included the Ten Questions Screen (TQ) for childhood disability as part of the Multiple Indicator Cluster Survey, in several countries. This screening tool has been developed to create a low-cost and rapid method for identifying children with disabilities in populations where professional resources are extremely scarce. Currently, MICS is the largest source of internationally comparable data on children with disabilities for developing countries. Since 2000, more than 50 Countries collected data on disability through MICS surveys but the organisation still needs to expand this process and be able to further analyse the data. UNICEF's Statistics and Monitoring Section is working on the improvement of the TQ and the development of a methodology for the second stage of disability screening to ensure appropriate follow-up in cases where a form of disability is detected. Once finalized, the methodology and tools will be used in future rounds of MICS, and could potentially be used in other surveys, such as the Domestic Household Survey (DHS). This work will facilitate harmonization of data collection efforts on disability, improve data availability and promote greater comparability of the findings.
4. **Develop Guidelines and a Toolkit for bringing the disability lens to health communication initiatives:** Communication for Development (C4D) approaches are one of the most empowering ways of improving health, nutrition and other key social and behavioral outcomes for children and their families. If misused, it can have the opposite effect, perpetuating stigma and discrimination, as it frequently happens in the case of children with disabilities. Among its areas of work, UNICEF is directly responsible for - or a key partner in - public health campaigns and initiatives on polio prevention, nutrition, sanitation, child protection and other child related health and behaviour issues, world-wide. UNICEF is now improving its capacity to address this issue, through the development of guidelines and toolkits on how to develop C4D interventions on public health campaigns and initiatives from a disability rights perspective, with a focus on inclusive development programming.
5. **Enhance education of children with disabilities within the "Child Friendly Schooling (CFS)" and the "Education for All" frameworks:** UNICEF recognizes that the need for increased action on mainstreaming and scaling up inclusive education for all children with a focus on disabilities in education systems is urgent. As the Education Programme in UNICEF, is working towards sharpening the focus on "equity" through multiple strategies and initiatives, inclusion has emerged as a priority. The REAP Partnership is a first step to create capacity for the inclusion of children with disabilities within the CFS framework. Another unique opportunity is currently presented to

UNICEF, to play a lead role and work in support of the Partnership for “the Rights to Education for Persons with Disabilities: Towards Inclusion”, supported by the Finish Government and a broad list of partners. Conscious that, to undertake a leadership role, the agency has to strengthen capacity, both in HQ and at Regional and Country levels, the Education and DU Teams are working together to leverage resources and establish a position of Programme Specialist on special and inclusive education.

- 6. Establish a partners’ coordination initiative on children with disabilities to operate in country and in global levels:** In September 2011, UNICEF conducted the first call for partners and consultation to establish a Global Partnership on Children with Disabilities and Development. The goal is to influence both the global child’s rights agenda towards disability and the disability agenda towards children’s issues. In 2012, UNICEF will convene an Equity and Disability Forum for governments, UN agencies, NGOs, CSOs, DPOs, and academia to enhance cooperation and establish a common agenda on children with disabilities at national and global levels. The theme for the forum will be “Working Together to Achieve Equity: Bringing Children with Disabilities to the Forefront of International Development Cooperation”. The gathering will provide an opportunity for participants to share and showcase their work with the aim of identifying new opportunities for partnering.

Despite myriad challenges, these initiatives and others mean that excellent work is progressing globally. For example, UNICEF Regional Office for Central and Eastern European and the Commonwealth of Independent States (CEE/CIS) has launched, in 2011, a Regional Position Paper and Strategy on Inclusive Education to help address the issue of equitable and inclusive access to school for children with disabilities and is extremely engaged with deinstitutionalization and alternative care. Furthermore, as a result of the work of our country offices in Rwanda, Turkey, Mozambique, Uruguay, and many others, adolescents with disabilities are participating in consultations which are contributing to national development plans.

In addition, UNICEF is supporting governments across the world as they implement the CRPD; and as we do this, we are determined to keep children with disabilities high on the international development agenda. Our child friendly version of the CRPD, *It’s About Ability*, is available in 15 languages, including in Braille and audio version, and is being used in at least 50 countries.

UNICEF is also dedicating the 2013 State of the World’s Children Report to children with disabilities and discussing with partners a joint research agenda so we can soon have reliable data and evidence to inform and guide our work going forward.

**Annex 7: 2012 Education and Equity Work Plan – see the attached PDF file**

**Annex 8: The Right of Children with Disabilities to Education: A rights-based approach to Inclusive Education, Position Paper** supported by the UNICEF Regional Office in CEE/CIS, principal author: Gerison Lansdon with support from Regional and Country Offices, 2012 – **see the attached PDF file**

## **Annex 9: Terms of Reference (ToR) – Mapping of and Teacher Education for Children with Disabilities**

### **Terms of Reference Mapping and Best Practices Exercise Teacher Education for Children with Disabilities**

#### **1. Background:**

Children with disabilities are among the most stigmatized and excluded, often facing marginalization within their own family, community, school and in the wider society. In a self-perpetuating circle, social exclusion and isolation of children with disabilities leads to poor health and education outcomes (literacy can be as low as 1% for women with disabilities ), affecting chances for participation and putting them at higher risk for violence, abuse and exploitation. UNESCO estimates that 98% of children with disabilities in developing countries do not attend school and that 99% of girls with disabilities are illiterate. Quality inclusive education for most students with disabilities remains elusive though there are sufficient islands of good practice around the world, at different scales, to show it is achievable. However, education is a fundamental human right and is widely recognized as a means to develop human capital, to improve economic performance, and to enhance people’s capabilities and choices. Furthermore, diversity in the classroom benefits all children by improving learning and understanding, as well as by addressing stereotypes [1].

Over 108 countries around the world have ratified the UN Convention on the Rights of Persons with Disabilities (CRPD), a binding legal instrument with a specific provision on the right to education and freedom from exploitation, violence and abuse for persons with disabilities. Article 24 of the CRPD creates a clear obligation for governments to provide education to children, youth and adults with disabilities on an equal basis with other children, and to provide that education within an inclusive system. Article 24 requires all educators to make reasonable accommodations, provide the right support and individual programmes of study so all children with disabilities can be educated to achieve their academic, creative and social potential. In addition, Article 8 requires all schools to ‘foster at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities’.

The UNICEF is currently working towards sharpening the focus on the “equity” in education through multiple strategies and initiatives, existing and new. At the global level, they include the development of the bottle-neck analysis<sup>1</sup>, the Out-of-School Children Initiative <sup>2</sup>, Child-friendly Schooling including children with disabilities<sup>3</sup>, new research on social norms and teacher’s for the marginalized, among others. Similarly, education programmes in UNICEF country offices and regional offices are working to address specific issues as they get played out within the regional, national and sub-national contexts to further promote the equity<sup>4</sup>.

Equity-based approaches to education involve removing barriers and bottlenecks to education, within and outside education systems, to provide equitable educational and learning opportunities for all. This requires particular attention to excluded and marginalized children. In policy and programming, equity-based approaches to education require a more nuanced analytical foundation, based on robust data and evidence, that takes account of the multiple and interconnected factors that contribute to disparities in access and learning. Such an analytical foundation provides the basis for appropriate evidence-based measures to reduce disparities.

With support from the Australian Government, UNICEF Education is thus undertaking the Rights, Education, and Protection (REAP) project aimed at enhancing education and child protection systems to be sensitive, responsive and inclusive of

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<sup>1</sup> A new simulation tool for assessing bottlenecks and barriers in Education sector analysis

<sup>2</sup> [http://www.unicef.org/education/bege\\_61659.html](http://www.unicef.org/education/bege_61659.html)

<sup>3</sup> [http://www.unicef.org/education/bege\\_61667.html](http://www.unicef.org/education/bege_61667.html)

<sup>4</sup> Country Office Annual Reports 2012 COARs



children with disabilities. REAP is enabling UNICEF to strengthen its approach, as well as provide guidance to countries and implement new programmatic responses on including children with disabilities in quality education settings. The project is strategically targeting a gap in teacher education for children with disabilities as a priority for action. Including children in education will require instituting relevant teacher education and therefore through the REAP project, UNICEF has agreed to develop globally relevant guidance on teacher's education for disabled children. This guidance is intended to ***cover initial teacher training, in-service training for current teachers and advanced and leadership training for principals and school leaders, as well as teacher trainers themselves***. The guidance will be grounded on evidence-based theories and existing knowledge on teacher education for children with disabilities.

The work must also be grounded on the understanding that the paradigm shift underlying the UNCRPD from a traditional /medical model approach to a social/human rights model is clearly understood and reflected in education. Much of the practice towards children with disabilities is characterised as special educational needs related to the old paradigm. This new paradigm is characterised by UNESCO as the process of changing the structures, organisation, learning, curriculum and assessment of the school to fit the diversity of pupils, rather than changing the pupil to fit the school. The role of Disabled People's Organisations is a crucial component of any effective implementation strategy of Article 24 emphasizing the UNCRPD's development motto 'Nothing about Us without Us'. In many parts of the world parents of children with disabilities have been the only ones to believe that their children can be educated, and have been a major catalyst for the development teacher preparation for Inclusive Education. The perspectives of these two groups need to be a central part of the perspective of this project. This work must also streamline to take into consideration emergency settings.

## **2. Purpose:**

To identify a consultant to undertake **a mapping, scoping and then synthesize global and regionally relevant strategies on teacher education for children with disabilities**, based on analysis of the current situation, internal and external to UNICEF. Specifically, the mapping should provide a view of existing strategies, resources, tools and evidence to help UNICEF address gaps in policy level teacher education guidance for children with disabilities to stakeholders across the national, sub-national and school level context and to enable inclusive teaching and learning.

The work must be grounded on the understanding that the paradigm shift underlying the UNCRPD from a traditional /medical model approach to a social/human rights model is clearly understood and reflected in education. Much of the practice towards children with disabilities is characterised as special educational needs related to the old paradigm. This new paradigm is characterised by UNESCO as the process of changing the structures, organisation, learning, curriculum and assessment of the school to fit the diversity of pupils, rather than changing the pupil to fit the school. The role of Disabled People's Organisations is a crucial component of any effective implementation strategy of Article 24 emphasizing the UNCRPD's development motto 'Nothing about Us without Us'. In many parts of the world parents of children with disabilities have been the only ones to believe that their children can be educated, and have been a major catalyst for the development teacher preparation for Inclusive Education. The perspectives of these two groups need to be a central part of the perspective of this project.

## **3. Expected results:**

### **Mapping**

The consultancy will first map existing UNICEF and partner programmes, in particular, 1) Regular teacher education and the components that address children with disabilities and, 2) Special teacher education programmes that target teachers of children with disabilities who are not mainstreamed.

### **Literature review, scoping and programming needs assessment**

UNICEF is in a very unique position with regards to field experience and the ability to disseminate knowledge widely, and will greatly benefit from a global "Review of the Literature" sub-divided into Regions. Drawing upon a wealth of global, regional and country information on best-practices and field application on Teacher Education for Inclusive of Children with Disabilities Education<sup>5</sup>, develop a compilation of literature with recommendations on the subject of teacher education for children with disabilities. Consultant will identify general global strategies as well as strategies specific to each region and make recommendations. CEE CIS is leading in this regard, and other UNICEF offices have already done extensive reviews as a starting point. For this the below actions are needed:

To undertake scoping (internal and external) of capacities, institutions, agencies and resources on teacher education for children with disabilities.

- a. Identify and review key documents on the subject (including information/documents from different regions and covering strategies across the life-cycle: pre, primary and secondary),
- b. Review UNICEF's institutional priorities and strategies for education, child protection and ECD (Early Childhood Development, and specific country/regional experiences related to education and children with disabilities, to better understand the context and institutional focus in which UNICEF is working to promote/ implement inclusive teacher education<sup>6</sup>.
- c. Compile information on the various strategies and activities of agencies and/or institutions that are working on teacher preparation for children with disabilities.
- d. Analysis of potential partners, listing their strengths and weaknesses.
- e. Survey of external and internal stakeholders' capacities and resources including HQ, regional and country offices' (specific CO's, to be determined), UNICEF capacities, tools and resources in relation to work on teacher education. Conduct conference calls and interview the relevant Governments entities, Partners and NGOs appropriate.
- f. Consult (where possible electronically and by telephone) with key members of the former Inclusive Education flagship/network (formerly housed by UNESCO) to understand the expectations and concerns relating to the education capacity assessment and policy/strategy development.
- g. Develop a series of PPP presentations to UNICEF based on findings and analysis of scoping exercise to be used in future programme planning meetings concerning the subject.
- h. Analyze findings and results accounting for the capacity of the institutions and agencies to identify and map potential partners for UNICEF to develop future programmes.
- i. Create a list of vetted names/profiles of individual and institutions for an electronic networking list with external and internal partners.
- j. Present the methods and findings of the scoping exercise to Global, Regional and Country UNICEF colleagues in a webinar/other electronic/communications means and based on exercise provide recommendations for a multi-year (according to the REAP project timeline) Programme Cooperation Agreement (PCA) on Training of Trainers for Regions.

**4. Start date: April 23, 2012**

**5. End date: December 15, 2012**

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<sup>5</sup> see for example [http://www.amazon.com/Teacher-Education-Inclusion-Innovative-ebook/dp/B003PJ7E20/ref=sr\\_1\\_1?s=digital-text&ie=UTF8&qid=1328266859&sr=1-1](http://www.amazon.com/Teacher-Education-Inclusion-Innovative-ebook/dp/B003PJ7E20/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1328266859&sr=1-1) or [http://www.amazon.com/Contextualizing-Inclusive-Education-Evaluating-International/dp/0415478820/ref=sr\\_1\\_1?ie=UTF8&qid=1328266922&sr=8-1](http://www.amazon.com/Contextualizing-Inclusive-Education-Evaluating-International/dp/0415478820/ref=sr_1_1?ie=UTF8&qid=1328266922&sr=8-1)

<sup>6</sup> The consultant should have an understanding of UNICEF's priorities and focus at country levels to be able to complete his/her assignment and prepare appropriate recommendations.

**Duty station** New York and Home Base **Total days:** 150 days anticipated

**6. Cost and Timeframe:**

Deliverables	Duration	Deadline
Final inception report outlining methods and understanding of TOR.	10	May 10, 2012
<p>Draft mapping and scoping exercise; report on scoping, consultations, literature, programmes and partnerships.</p> <ul style="list-style-type: none"> <li>• Global, regional mapping and scoping consultations report with recommendations, including strategies and programmes in each region, analysis of consultations and scoping exercise with selected UNICEF countries offices and partners, potential partners;</li> <li>• Best practices report;</li> <li>• List and vetting (analysis/recommendations) of potential individuals and partners for supporting inclusive education-focus on children with disabilities programme - for development of internal electronic roster;</li> <li>• Webinar/workshop with regions and countries offices to share learning;</li> <li>• PPP presentations to UNICEF based on findings and analysis of scoping exercise;</li> </ul>	130	November 1, 2012
<ul style="list-style-type: none"> <li>• Final products based on the list above;</li> <li>• Recommendations for a multi-year (according to the REAP project timeline) Programme Cooperation Agreement (PCA) on Training of Trainers for Regions.</li> </ul>	20	Nov 31, 2012
<b>TOTAL</b>		150 days

## **7. Key competences, technical background, and experience required:**

In addition to a strong background on teacher education for Inclusive Education, the Consultant should be familiar with other cross-cutting issues related to disability, gender, human rights, civil society partnerships and participation, internet and communication technologies ICTs, and an understanding of education in emergencies.

To gain an in-depth understanding of how UNICEF and partners works on country and regional levels, what are the main entry points for these efforts (CFS and other similar models), how to link-up with and/or build on other UNICEF MTSP areas (ECD, child protection, health, etc.).

- Advanced degree in teacher education for children with disabilities, inclusive education, and curricular planning
- Expertise in global educational program design and management with an emphasis on research and evaluation
- Prior experience working directly with various countries on issues related to teacher preparation for inclusive education (experience working with priority countries in multiple regions is an important asset)
- Familiarity with the rights-based approach and the Convention on the Rights of Persons with Disabilities
- Understanding of UNICEF's Education programme and priorities; country experience an asset

### **Application:**

Qualified candidates are requested to submit a cover letter, CV and P-11 form (which can be downloaded from our website at [http://www.unicef.org/about/employ/index\\_53129.html](http://www.unicef.org/about/employ/index_53129.html)) to [pdconsultants@unicef.org](mailto:pdconsultants@unicef.org) with subject line "Teacher Education for Children with Disabilities" by April 13,, 2012. Please indicate your daily/monthly rate and availability to undertake the terms of reference above. Please note that the selected consultant will not receive additional funds to cover living expenses while in New York. **Applications submitted without a daily rate will not be considered.**

## **ANNEX 10: Monitoring and Evaluation Plan**

Within UNICEF, it is standard practice for Country and Regional Offices and HQ to apply a **mid-term and annual review** of their actions against a set of objectives and related planned outputs and outcomes that are also connected to the MTSP. At each review, teams consider the extent to which the original priorities, objectives, design, structure, strategies, monitoring framework and/or budgets of the project/programme should be modified to reflect the revised corporate priorities of UNICEF as a cooperating partner, as well as new information on children. In case of important modifications, UNICEF's REAP project management team will contact AusAID to request their approval.

Three objectives are directing the REAP project:

- Strengthen UNICEF capacities and provide coherence to its work on disability inclusive development;
- Promote and support the implementation of the CPRD, with particular focus on Education and Child Protection;
- Develop and implement evidence-based good-practice policy guidance and tools in two countries.

As project activities must accommodate arising issues and needs, the monitoring and evaluation plan will remain flexible and focus on qualitative evaluation of core principles, such as participation of PWD in implementation, rather than being limited to quantitative indicators.

In particular, with regard to selecting and determining indicators to monitor and evaluate (both quantitative and qualitative) that relate to the analysis of conditions (bottlenecks and barriers) faced by children and women with disabilities and planned project outputs and outcomes, it is important to tailor them to each context and in relation to specific project objectives and determinants. Baselines should be established at the beginning of the project for both the qualitative indicators, such as those related to changing attitudes, practices and behaviours, for example, teachers and school directors attitudes and practices with regard to disabled children's access to mainstream education; and quantitative indicators, for example, the percentage of disabled children of primary school age in the mainstream classroom in a particular province or department or the proportion of UNICEF publications that include information on good practices or evidence-based policies on disabilities.

All M&E should be framed and guided by human rights principles in accordance with the CRC, CRPD and CEDAW and the equity perspective.

### **Valuable indicators to be monitored at global level are:**

- Reports with mention of CWD, as a result of the DU's consultation with all units and agreeing on actions of mainstreaming
- Newly developed organisational policies related to disabilities
- UNICEF publications on Children with Disabilities
- Documented and shared lessons learned from UNICEF Country Offices and partners, allowing to improve activities at Country Office level
- Evidence of UNICEF's influence to global strategies on disability

### **At country level, UNICEF will monitor the following:**

- The level of attention National Plans of Action pay to Children with Disabilities
- Policies and tools, developed by key stakeholders, with support from UNICEF, that indicate a shift towards a social model

- The cooperation with and coordination amongst partners from different sectors
- The sustainability-related components of initiated actions

The following are indicators for the activities under the **Disability Unit's work plan for 2012**, which the REAP funded Programme Specialist is in charge of or will contribute to:

- UNICEF's guidance note on disability is updated and rolled out
- Staff is knowledgeable about disability issues and mainstreaming
- Disability indicators are proposed for the new MTSP
- Disability is mainstreamed in the Programme Planning and Policy Manual
- A Global Partner Forum is organized and a mechanism for global coordination on CWD in development established
- The research agenda on disability is formulated and implemented
- Enhanced disability questionnaire, based on the social approach, across MICS
- SOWC finalized and disseminated

In particular, related to participation of adolescents with disabilities, the indicators to be monitored are:

- Adolescents with disabilities participating in the Conference of States Parties 2012
- Adolescents with disabilities included in the global forum
- Adolescents with disabilities included in the launch of the SOWC

The REAP project is linked to **the Inter-Divisional Working Group on Disability**, hence open to scrutiny by other sections in UNICEF. The Working Group meets bi-monthly to quarterly and the focal points provide a good sounding board for discussions related to progress in strengthening UNICEF's work on inclusive development.

### **New global programme and financial management system is in place**

The VISION system is in place (Jan 2012) for:

- accurate, complete, and up-to-date recording of the financial situation per PBA and for the partnership overall
- overview of progress towards agreed objectives
- one central system to monitor all REAP related actions and transactions, allowing easy internal auditing

## ANNEX 11: Country situations in Bhutan and Viet Nam, related to the rights of children with disabilities



**Bhutan** is a small, landlocked Himalayan kingdom nestled between India and China with a population of 634,982. Its rugged mountainous terrain has left some communities accessible only by foot. Having remained isolated throughout its history, Bhutan began to open up to the outside world in the 1960s in a move towards modernization. In 2008, Bhutan transitioned from hereditary monarchy to parliamentary democracy. Although Bhutan recently graduated to Middle Income Country status, many Bhutanese are yet to feel the benefits of economic

growth and over 40 per cent of the budget is donor dependent. Despite high growth, the economy remains fragile. Growth rates, driven by capital-intensive sectors like hydropower, do not generate sufficient employment. Official Development Assistance remains critical to Bhutan's aspiration of Gross National Happiness: reductions will hinder achievement of the MDGs with equity.

Children are given a high level of importance in national development: as His Majesty Jigme Khesar Namgyel Wangchuk stated, "A nation's future will mirror the quality of her youth – a nation cannot fool herself into thinking of a bright future when she has not invested wisely in her children." Through substantive investments and commitment, Bhutan's education and health systems have developed at an impressive rate since modernization commenced: basic education enrolment is now at 95 per cent, and an estimated 90 per cent of the population now has access to health services. The Child Protection system is somewhat less advanced, with Child Protection only recently emerging as a public policy issue. Yet, the Parliament passed the Child Care and Protection Act (2011), offering an excellent entry point to formalise the national Child Protection system and strengthen its capacity to address protection issues for children living with a disability. The importance of a strong national Child Protection system to address risks to children is increasingly evident in light of the Bhutan Multiple Indicator Survey, which found that 15 per cent of girls age 15-19 are currently married and 68 per cent of women report acceptance of domestic violence.

Although disability is a new policy area, the Royal Government of Bhutan is committed to address child disability and its underlying causes, having signed the Convention on the Rights of Persons with Disabilities in September 2010. To extend educational services to the children with disabilities, the Ministry of Education developed a policy on Special Educational Needs in 2011. UNICEF Bhutan, with support from Headquarters (HQ) in New York, technical inputs were provided to align that policy with international standards. Implementation of this policy is expected to increase the number of children living with disabilities attending school, which currently stands at only 291 children (180 boys and 111 girls)<sup>7</sup>. UNICEF Bhutan has a strong track record in programming on disability in Inclusive Education initiatives and Special Education services. In the area of health care, specialist medical services remain limited within Bhutan however the Government provides ex-country specialist medical treatment for its citizens where required. Furthermore, in line with the CRPD, the Ministry of Health adopts the social model of disability in all its policies. As a new democracy, civil society remains in its infancy. However some disability organisations are starting to emerge, providing new opportunities for partnership.

<sup>7</sup> 2011 Annual Education Statistics

### ***UNICEF interventions in Bhutan related to the rights of persons and children with disabilities***

In 2011, UNICEF collaborated with the Ministry of Health and the National Statistics Bureau to conduct the first in the world second stage childhood disability assessment of 2-9 year olds that follows up on the Multiple Indicator Cluster Survey 2010<sup>8</sup>. The report on the findings will be published and disseminated in 2012. It is expected to identify children with disabilities and inform equity-focused policy development, strategies and interventions in relation to inclusive education, health and child protection.

The assessment was undertaken in two stages:

- Stage one screened disability prevalence during the Bhutan Multiple Indicator Cluster Survey (MICS) 2010 using the Ten Questions Module in a sample size of 15,000 households (as per MICS 4); and
- Stage two confirmed prevalence using standardized tools like the Rapid Neurodevelopmental Assessment tool (RNDA). The RNDA reconfirmed suspected disability cases for children aged 2-9 years.

Preliminary findings from the two stages of disability assessment indicate that the overall prevalence of any disability among children aged 2-9 years is 21.3%, with mild disability prevalence at 18.6% and moderate or severe disability prevalence at 2.8%. Cognition was the most commonly identified domain of disability at 15.1%. The prevalence of children living with a single disability is almost twice that of children living with multiple disabilities. The prevalence of any disability among younger children aged 2-5 years is 26.8% compared to 15.3% for older children aged 5-9 years. The rates for boys and for girls are both around 20% and not statistically different.

Given that stigma attached to certain diseases and disabilities put children with disabilities at risk from being excluded from health and education services, a public-private partnership with UNICEF support developed innovative communication materials on tolerance, respect and inclusion of children with disabilities. A total of 107 participants from agencies like Bhutan Broadcasting Services, Ministry of Health, Youth Development Fund,

Draktso (a vocational institute for people living with disabilities), Save the Children, along with artists, script writers, private movie makers and young people, were involved in developing a range of materials for children, caregivers and policymakers.



**Viet Nam** is flanked by the South China Sea to the east and shares borders with the People's Republic of China in the north, and the Lao People's Democratic Republic and the Kingdom of Cambodia to the west. Over 85 million people from 54 different ethnic groups live on its narrow "s-shaped" 331,000 km<sup>2</sup> and along its more than 3,000 km of coastline. Three-quarters of this land is hilly and mountainous, and arable land accounts for only 28.4 per cent.

In 1986, after decades of conflict and struggling to speed up its economic recovery and reconstruction efforts, Viet Nam restructured its economy through the doi moi (renovation) reforms, shifting from a centrally-planned economy to a "socialist market economy." And over the past decade it has had one of the best-performing economies in the world including fast-rising GDP and per capita income rates. Vietnamese men, women, and children are now living longer, they are healthier, have higher incomes, and

<sup>8</sup> See <http://www.childinfo.org/mics4.html> for more information on the MICS round 4.



generally are better off than they were 25 years ago. However Viet Nam's inflation rate in 2011 is among the highest in the world and has contributed to a prolonged period of macro-economic instability in the country.

A round of Rapid Impact Monitoring in late 2011, supported by UNICEF, revealed an apparently resilient labour market but also evidence on the impact of inflation on the urban poor and vulnerable. This continued period of volatility is expected to hamper efforts in poverty reduction, including child poverty, and significantly increase vulnerability. Existing social Protection policies and measures are fragmented, reactive and not always adequately reaching those most in need. Yet backed by investment in social programmes, Viet Nam has now reached lower middle-income status and will achieve nearly all of the United Nations' Millennium Development Goals at the national level by the deadline year of 2015.

The last six months of 2011 have marked a new period in Viet Nam's development. The 13th National Assembly, elected in May, met for the first time in July 2011 and a new Government, including a new President and Cabinet, was appointed in August 2011. With the approval of the 2011-2015 Socio-Economic Development Plan (SEDP) in November, directions are now set for the next five years. Rising inequalities are accompanied by new forms of poverty and vulnerability, and the country is increasingly affected by climate change and natural disasters. In October 2011, heavy rainfall caused record level flooding and flash floods in the Mekong Delta and in central Viet Nam. Approximately 700,000 people were affected, about 163,800 houses were damaged and around 25,000 hectares of rice fields were flooded. The floods claimed 59 lives of which 43 were children. In the coming period Viet Nam will need to give much greater attention to tackling entrenched and chronic forms of poverty, as well as emerging forms of poverty and vulnerability such as urban and migrant poverty.

In 2010 MOLISA estimated that the number of CWD (aged 0-16y) is 1,300,000<sup>9</sup>, although overall this is considered an underestimation by stakeholders since obtaining reliable data on children with disabilities is a major challenge as the current methodology of data collection in Viet Nam often does not reveal the correct number of children and adults with disabilities. This is in part due to the differing definitions used by the various government agencies. In addition, Viet Nam has yet to adopt the disability measurement based on WHO's International Classification of Functioning, Disability and Health (ICF), and it does not yet record prevalence rates in line with international standards.

It is important to note that CWD are the largest group of children with special needs in Viet Nam. A 2004 Situation Analysis of Children with Disabilities by MOLISA and UNICEF<sup>10</sup> found that the prevalence of CWD is higher in rural areas than in urban areas – 2.6 per cent in rural areas compared to 1.4 per cent in urban areas. The same study indicated that only 30 per cent of CWD received some kind of financial support from the government, such as subsidized education, free access to health services, or a monthly allowance. All CWD covered by the study (household survey) were reported to need support in daily living, with 42 per cent reporting that the child had problems with communication.

According to the World Bank<sup>11</sup>, in Viet Nam one household in four deals with a person with disability on a daily basis. Viet Nam has a specific group of people touched by the war legacy, namely people affected by agent orange/dioxine. The Vietnamese Red Cross<sup>12</sup> believes that three million people are victims of Agent Orange, including some 150,000 children with genetic defects. By now, three generations have been affected. According to MOLISA<sup>13</sup> statistics, children under 16 years old account for about 40 per cent of the total population affected by dioxin. Health effects associated with dioxin exposure include serious diseases and

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<sup>9</sup> Children Indicators in Viet Nam 2009-2010 (MOLISA, department of Child Protection and care)

<sup>10</sup> Situation Analysis of Children with Disabilities 2004 (MOLISA and UNICEF)

<sup>11</sup> Disability and Poverty in Viet Nam: article from D. Mont and Nguyen Viet Cuong – forthcoming publication in the World Bank Economic Review, 2011

<sup>12</sup> <http://chuthapdo.org.vn/redcross/en/home/InfoDetail.jsp?area=1&cat=299&ID=2688> Accessed October 25, 2011

<sup>13</sup> Idem footnote

disabilities such as blindness, poliomyelitis, speech impairment, deafness, brain diseases, mental disorders, and blood diseases. About 40 per cent of these children are not able to take care of themselves.

Viet Nam has long valued the importance of education, and the Vietnamese government invests a high proportion of its national budgets towards educational services for children. However, children with disabilities have not been able to fully realize their right to education. The latest census of 2009 shows that only 66.5 per cent of primary school-aged children with disabilities were attending school at the time of the survey, compared to 96.8 per cent of the national average. Anecdotal evidence shows that there is persistent stigma and discrimination against children with disabilities, largely due to lack of understanding or misunderstanding among public, policymakers and others, contributing to limited schooling and education attainment of the children with disabilities.

There have been quite a few International Non-governmental Organizations (INGO) working in the area of disability in Viet Nam. Although each organization might have its own specific focus, consolidated mapping of all organizations working in the area of disability provides a comprehensive list of interventions for people with disabilities including children with disabilities in Viet Nam. Nevertheless, the support from those organizations is still far below the demand since they are just either piloting or implementing their support in some selected localities in the country, while the demand for efforts targeting children and adults with disability is nationwide. Support should be systematic and institutionalized, part of national policies and adhere to the National Plan of Action for People with Disabilities. After a first plan 2006-2010, the Government of Viet Nam (GoV) is working out a 10 years plan, under the leadership of three key ministries namely Education and Training, Health and Invalids and Social Affairs. The GoV has assigned a multi ministerial authority to manage the governmental efforts for PWD, which is called NCCD (National Coordinating Council on Disability). The council is housed under the Ministry of Labour and Social Affairs (MOLISA) and unfortunately has too limited resources and support to execute their coordination role effectively, so that too often isolated actions continue to take place under mainly the Ministry of Education and Training (MOET), Ministry of Health (MOH) and MOLISA.

#### ***UNICEF interventions in Viet Nam related to the rights of persons and children with disabilities***

UNICEF has been working closely with the Government of Vietnam, especially the Ministry of Labour, Invalids, and Social Affairs (MOLISA), Ministry of Education and Training (MOET) and Ministry of Health (MOH), and in collaboration with other partners, such as the World Bank, USAID, Viet Nam Veterans of America Foundation, Viet Nam Assistance for the Handicapped, Catholic Relief Services, Handicap International and Save the Children, to address the rights of children with disabilities so they can access and be mainstreamed in services, such as education and child protection.

*With regard to education*, the Government of Vietnam is committed to improving its education system to deliver inclusive education for children with disabilities. The MOET is in the process of developing two circulars to support the operationalization of the Law and Decree related to children with disabilities, including developing teacher capacity on teaching children with disabilities and enhancing the functioning of inclusive education resource centres. There is a Committee on Inclusive Education, chaired by a Vice Minister, to provide guidance and monitoring of the MOET's work on inclusive education. The process of the development and approval of related sub-law documents received technical support from UNICEF, which will be completed and disseminated in 2012.

*With regard to disability assessment and measurement and communication*, UNICEF provided technical support to the Government on policy formulation to guide the assessment and measurement of disability that is related to the implementation of the Law on Persons with Disabilities; and to develop a National Communication Framework to advocate for the inclusion of children with disabilities in society.

Key findings of the Knowledge, Attitude and Practice (KAP) surveys of children with disabilities in Da Nang, An Giang and Dong Nai provinces provided the basis upon which to develop the communication framework and strategy targeting desired changes in knowledge, attitudes and perceptions that aim at generating a shift towards a social inclusion model for children and adults with disabilities.

*With regard to child protection*, UNICEF has carved a significant niche in this area where demand for its support is highest. The different groups of children with disabilities constitute the largest “special needs group” identified by MOLISA. The development of the child protection sector’s capacity has been consistently supported and is progressively being strengthened with the development and approval of the first Master of Social Work programme; the MOH’s approval of the National Programme on the Development of Social Work in the health sector; and the first ever National Programme on Child Protection, 2011-2015, which includes a governmental commitment to mobilize US\$83 million for its implementation.

In particular, the National Programme on Child Protection provides overall direction to promote and implement a systems-strengthening approach to child protection as opposed to dealing with symptoms of child protection issues through separate programmes or discrete projects. For example, national minimum standards of institutional care have been approved; new community-based alternative care options are being developed, including draft national policies and guidelines on foster care, social houses, and respite day-care centres for children with disabilities; in Da Nang, a new respite day care center was constructed and started to operate in May 2011 in accordance with the guidelines, providing care for about 80 children with different kinds of disabilities; a number of trainings and workshops for social welfare staff have been conducted on different topics, such as basic social work skills and case management - these have helped to increase the use of holistic approaches for children with disabilities.

A number of joint initiatives are helping to avoid duplication of support, e.g. joint support of the National Coordination Council on Disability (NCCD) on the development of the Viet Nam Disability Stakeholders Directory. Within the framework of the One UN, collaboration through the Programme Cooperation Groups is improving. Moreover, UNICEF has established key connections with the community of Disabled People’s Organizations (DPOs) present throughout the country, which became better organised in 2011 through the creation of the Federation of Disabled People Organisations.