



RIGHTS, EDUCATION AND PROTECTION (REAP)

AUSAID-UNICEF PARTNERSHIP ON DISABILITY

A PROJECT PROPOSAL SUBMITTED TO AUSAID

Total sought:	AUD \$2.7mill
Duration:	36 months
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1. Executive Summary

The Rights, Education, and Protection (REAP) project aims to enhance education and child protection systems so that they are sensitive, responsive and inclusive of children with disability.

UNICEF's mission statement requires the organisation to give priority to the most disadvantaged of children and identifies children with disabilities as being among the most disadvantaged children in the world requiring special protection. The UNICEF Medium-Term Strategic Plan (MTSP) 2006-13 recognises the importance of mainstreaming attention to disability across the organisation's five focus areas.ⁱ In 2007 UNICEF issued programme guidance on children with disabilities to provide UNICEF country offices and their partners with strategic directions to strengthen activities on behalf of children.ⁱⁱ Without additional resources to support this work, however, UNICEF's capacity to lead efforts for the rights of children with disabilities is constrained.

With this proposal, UNICEF proposes a partnership with AusAID (initially for three years) to enable UNICEF to strengthen its approach to mainstreaming disability and to develop and implement new programmatic responses. Alignment between UNICEF and AusAID on this issue is high, with both organisations committed to the implementation of the Convention on the Rights of the Child (CRC) and the UN Convention on the Rights of Persons with Disabilities (CRPD), both organisations recognising education as a key element for development, and both organisations guided by a rights-based approach in their work.

The need for increased action on this issue is urgent.

Children with disabilitiesⁱⁱⁱ are among the most stigmatised and excluded of children, suffering marginalisation within 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^{iv}), affecting chances for participation and putting them at higher risk for violence, abuse and exploitation.

Despite the lack of conclusive statistics on disability, it is estimated there are some 200 million children with disabilities world-wide, with around 80% of those children living in developing countries.^v Actual numbers are likely higher due to wide-scale under-recognition and under-reporting.

Discrimination and marginalisation is apparent across all economic, political, religious and cultural settings, but poor economic circumstances exacerbate both probability and consequences. Children from the poorest 60% of households are frequently more likely to be at risk of disability than those from the wealthiest 40% of homes^{vi}; 98% of children with disabilities in developing countries do not attend school; and, around a third of the world's street children live with disabilities.^{vii}

Specific reference to persons with disabilities has not been made in the 18 targets for 2015 or the 48 monitoring indicators of the Millennium Development Goals (MDG) framework, leaving a substantial risk that the focus on reducing (rather than eliminating) global averages will mean continued exclusion of many groups, such as persons with disabilities. To move forward on achievement of the MDGs consideration must be paid to the impact of these Goals on all, and not just on the majority. UNICEF's mission is to give priority to the most disadvantaged children, and it recognises that the inclusion of children with disabilities in the MDGs is essential to ensure that the MDGs can be met more effectively, and that strategies for achieving the goals must be improved.

In order to support a coherent approach at mainstreaming disabilities, and to begin this work, a Partnership on Disability agreement between AusAID and UNICEF is envisioned, backed by

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a \$2.7 million grant from AusAID. The programme of work undertaken with this partnership will contribute to an over-arching aim of advancing the fulfilments of the rights of children with disability.

Whilst it is understood that the impact of this initial grant will necessarily be limited in its scope, UNICEF and AusAID are confident they can contribute to enhancing education and child protection systems so that they are sensitive, responsive and inclusive of children with disability.

The \$2.7 million grant will be used in three key areas, to:

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

An active and central role for people with disabilities, particularly women and children with disabilities, and disabled persons' organisations, will be ensured across all these three areas of policy and programming, at country, regional as well as the global level. Each component of the project can be independently monitored and evaluated, but, equally, each component relates to the others and they each contribute to the larger goal. Details of suggested activities for the three components can be found in the body of the document.

The project will also lead to the successful institutionalisation of a Programme Specialist on Children with Disabilities in UNICEF Headquarters' Division of Policy and Practice. This will be a key appointment and will ensure coordination and promotion of UNICEF's work on children with disabilities. The costs of supporting the new Programme Specialist form part of this project proposal for the first two years, with UNICEF committing to absorb and institutionalise the position after that. Whilst a number of activities are outlined in this document it is proposed that the new Programme Specialist, once appointed, be required to draw up a project implementation plan which will prioritise and detail the work to be undertaken over the three-year period.

The overall project coordination and communication of the REAP project will be facilitated by the Project Implementation Team comprised of sector specialists at UNICEF Headquarters, people with disabilities and disabled persons' organisations, preferable at the country level, along with the Programme Specialist. This Implementation Team will be responsible for supporting and monitoring the implementation and for the development of the project administration.^{viii}

2. Analysis and Strategic Context

A. UNICEF Global Issues

UNICEF supports the implementation of the Convention on the Rights of Persons with Disabilities (CRPD), adopted by the UN General Assembly on 13 December 2006, and entered into force on 3 May 2008. As of 19 July 2010, it has 147 signatories and 95 ratifications.^{ix} http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities - cite_note-1 The CRPD and its Optional Protocol provide the normative framework for UN Member States to address the rights of persons with disabilities and ensure that they are included in all development efforts. The Convention represents a shift in approach to persons with disabilities at the international policy level. Rather than perceiving persons with disabilities as objects of charity, medical treatment and social protection, it recognises them as “holders” of rights, able to claim these rights and to live their lives in dignity and autonomy as for the Convention on the Rights of Persons with Disabilities. UNICEF is a member of the Inter Agency Support Group (IASG), which is a mechanism for international cooperation in support of the promotion and implementation of the CRPD and its Optional Protocol. The group provides an opportunity for representatives of its member organisations to meet regularly to exchange information in relation to their work on human rights and development concerns of persons with disabilities in general, and the Convention in particular. It has to date developed a Joint Statement of Commitment to the Convention and a corresponding Strategy and Plan of Action. It has also issued a guidance note for UN Country Teams and implementing partners on including the rights of persons with disabilities in UN programming at country level.

Normative Frameworks and Commitments (Guiding UNICEF's work on Disabilities)

UNICEF, as part of the United Nations system, has a responsibility to facilitate and promote the realisation of human rights. It takes a human rights based approach to its programming, meaning that: a) the aim of all its programmes of cooperation, including in humanitarian situations, is to further the realisation of the rights of children and women; b) human rights and child rights principles guide programming in all sectors at all phases of the programme process; and c) programme of cooperation focus on developing the capacities of duty-bearers, at all levels, to meet their obligations to respect, protect and fulfil rights, as well as developing the capacities of rights-holders to claim their rights.

The principal normative framework guiding UNICEF's work is the Convention on the Rights of the Child. The CRC outlines universal standards for the care, treatment and protection of all individuals below age 18, and it is the most widely endorsed human rights treaty in history, currently ratified by 193 States Parties. It is the first legally binding international instrument to incorporate the full range of human rights - including civil, cultural, economic, political and social rights. The CRC contains two provisions relating to disability. Article 2 expressly prohibits any discrimination in respect of the enjoyment of Convention rights on the ground of disability and, the Convention includes a specific provision (Article 23) on the rights of children with disabilities. Other provisions of particular relevance to children with disabilities include the right not to be separated from one's family (Article 9), the right to protection from abuse (Article 19), the right to an adequate standard of living (Article 27), the right to health care (Article 24), the right to education (Articles 28 and 29) and the right to physical and psychological recovery and social reintegration for victims of neglect, exploitation, abuse, torture or any other form of cruel, inhuman or degrading treatment or punishment, or armed conflicts (Article 39).

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) provides a further keystone underpinning UNICEF's mandate and mission. It provides the legal basis on which to address the rights enshrined in the CRC in a gender-differentiated manner, so that the respective paths of girls and boys to the full realisation of their rights have

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complete and equal outcomes. Key issues to be addressed in this context include the underlying factors of violence and discriminatory norms against girls.

The CRPD gives visibility to children with disabilities and highlights their rights in Article 7. It spells out governments' obligation to take measures to ensure the enjoyment of all rights by children with disabilities; to consider their best interests; and to ensure their right to be heard. The CRPD complements the CRC by drawing attention to the rights of children with disabilities and requiring States to promote protect and fulfil the human rights of persons with disabilities.

UNICEF's mission statement requires the organisation to give priority to the most disadvantaged children, and identifies children with disabilities as being among the most disadvantaged children in the world requiring special protection. UNICEF's Medium-Term Strategic Plan (MTSP) 2006-2013 therefore recognises the importance of mainstreaming attention to disability across the organisation's five focus areas.

Persons with disabilities, who some estimate represent 10 percent of the world's population, are over-represented among the poor.^x The inclusion of persons with disabilities in the MDGs is therefore essential to ensure that the MDGs can be met more effectively, and that strategies for achieving the goals can be improved.

Specific reference to persons with disabilities has not been made in the 18 targets for 2015 or the 48 monitoring indicators of the MDG framework, leaving a substantial risk that the focus on reducing (rather than eliminating) global averages will mean continued exclusion of many groups, such as persons with disabilities. To move forward on the achievement of the MDGs consideration must be paid to the impact of these Goals on all, and not just on the majority.^{xi}

To meet the targets of the MDGs, equity must be considered. Addressing the root causes, and achieving structural, systemic, governmental and societal change that delivers sustainable progress for equity, requires a range of cross-sectoral interventions. Such interventions should address both the capacities of the poor and challenges such as discrimination on grounds of disability, as well as other forms of discrimination based on ethnicity, gender, socio-economic status and age. For the poor and most marginalised, their circumstances are not described by sectors, as they experience a range of deprivations simultaneously. This multifaceted reality of poverty and exclusion demands multifaceted responses.

UNICEF's current approach and historical context to work on Disabilities

UNICEF recognises disability as an evolving concept 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."^{xii}

The prevention of childhood disabilities was the initial focus in UNICEF, looking at outcomes in health, nutrition and water and sanitation. During the 1980s and early 1990s, under the leadership of WHO, UNICEF played a key role in promoting country level actions related to prevention, early detection and initial promotion and utilisation of community-based rehabilitation (CBR).

Between 2005 and 2009, UNICEF was challenged on the health focus of the approach to disability. Many actions were demanded to address abuses and risks that children with disability can be exposed to. UNICEF also advocated for related child and adolescent rights found in both the CRC and CRPD.^{xiii} Partnerships were made, such as with the Special Olympics as well as those made with local disabled peoples organisations (DPOs), which challenged how organisationally UNICEF had approached this area, and lead UNICEF to recognise disability as something that impacts on all areas, not only health and child protection.

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In April 2007, UNICEF finalised the preparation of *The Programme Guidance Note on Children with Disabilities: Ending Discrimination and Promoting Participation, Development and Inclusion*. This Programme Guidance provides UNICEF country offices and their partners with strategic directions to strengthen activities on behalf of children with disabilities within all focus areas of UNICEF's MTSP. And then in 2008 it identified main foci of UNICEF's work in this area:

- **Human Rights Based Programming** – Reaching children with disabilities is an essential part of the rights-based approach. All sectors have a role in addressing the immediate, underlying and root causes of discrimination against children with disabilities and in promoting inclusion of children with disabilities in education, health and other services. Disability is a cross-cutting issue and ownership must lie with every sector.
- **Moving beyond prevention** – UNICEF does important work on prevention of disability, but this does not reduce the responsibility of all sectors to work towards the promotion, protection and fulfilment of the rights of children with disability.
- **Getting the data right** – Because of their level of exclusion, it is difficult to obtain reliable data on the number of children with disabilities. Furthermore, when data on disability is accessible, it is frequently under-utilised. UNICEF has therefore taken steps to address this need, by for example implementing, through the Multiple Indicator Cluster Survey programme, a Ten Questions Screen (TQ) for childhood disability.
- **Programme mainstreaming opportunities** – disability is not isolated to one programme area. There is a need to promote early detection and intervention for disabilities using entry points in pediatric AIDS, primary health care, growth monitoring, ECD and parenting programmes. There is also a potential to address disability much more through UNICEF's growing work around child sensitive social protection.

There is a need to further consolidate UNICEF's work in this area, as well as to coordinate and mainstream disability across all of UNICEF's programmes and policies. To date the approach has been largely ad hoc rather than rationally integrated. For UNICEF to meet its responsibilities to help realise the rights of children with disabilities, some internal challenges include the need to develop an organisational policy on disabilities, and to rapidly build in-house awareness, technical and analytical capacity around the issue of disabilities, so that it is integrated into all key programme and administrative guidelines and processes.

UNICEF Inter-Divisional Working Group on Disabilities

In October 2008 a decision was made in UNICEF to establish a common interdivisional & intersectoral mechanism working on disability and to establish roles and responsibilities of each section and a concrete agenda to move forward. This Working Group is chaired by the Deputy Director of the Programme Division and includes representation from across the programme and policy divisions of the organisation.

The main purpose of the *Inter-Divisional Working Group on Disabilities* is to promote action and collaboration on children with disabilities across UNICEF's Focus Areas^{xiv}. The group's members are to provide leadership within their individual sections and to advocate for attention to children with disabilities in all aspects of their section's work, i.e.: in the generation of technical knowledge; development of programme guidance; support to country programmes; and the documentation and sharing of programme knowledge and lessons learned. The group also provides a platform to identify major gaps in divisional work around disability; to share relevant information on disability strategically within HQ and the field; and to promote knowledge exchange with external partners and leaders in the disability field.

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In 2010 the working group for the first time developed a joint work plan for the year, which includes a consolidation of work each department is doing on disability as well as specific working group activities. The work plan includes developing guiding principles on all aspects of UNICEF's work as it relates to persons with disabilities, and organising introductory sessions for all staff on the rights of persons with disabilities, among other activities.

B. UNICEF's current approach to Global, Regional and National Issues

UNICEF Organisational Information

The relationships between UNICEFs HQ, regional offices and country offices impact on how disability can be effectively mainstreamed throughout the organisation. A highly decentralised organisation, the structure and relationships between sections are used to inform a top-down approach to integrating disability - from investing in mainstreaming at HQ level and the flow-on effects this would have to national programmes. Similarly, the regional/country-level informs HQ work of trend analysis, tool development, and programme guidance.

UNICEF Headquarters in New York is responsible for overall management and administration; global policy on children's issues; global partnerships; resource mobilization and strategic support to regional and country offices. The two divisions with most at stake in mainstreaming disability are the Programme Division (PD) and Division of Policy and Practice (DPP). The PD offers global technical leadership in sectors while DPP is responsible for corporate policy and strategy development and guidance.

UNICEF's Regional Offices (RO) provide oversight, regional partnerships, and technical assistance to country offices in their region as required. These offices note the trends generally in the region.

UNICEF has a presence in 191 countries. Country Offices (CO) carry out UNICEF's mission through a unique *programme of cooperation* with the host government. Usually a 5-year programme, it focuses on programmes to realise the rights of children and women, and outlines strategies and partnerships. The situation of children and women is analysed in situation reports which are updated as required. All programmes are aligned with any National Development plans and United Nations Development Assistance Framework. There is no direct management line in PD between HQ, the ROs and the COs.

UNICEF Global Programmes

The entry into force of the CRPD has given the rights of persons with disabilities more attention on the international agenda, particularly from new State Parties to the Convention, and has led to an increase of demand for support from UNICEF and other UN entities. UNICEF is also expected to make substantive contributions to the UN Inter-Agency Support Group for the CRPD. The Convention has also provided a framework for both UNICEF's education and child protection sections to move forward the disability agenda.

UNICEF produced a child friendly version of the CRPD, entitled "It's About Ability" (2008) in 16 languages including Braille English and Audio English.^{xv} Several countries, such as Uzbekistan, Burkina Faso, Guyana and Russia made use of this resource as well its companion - the Learning Guide on the CRPD (2009). The Learning Guide, available in English, French and Spanish, is a set of educational materials for youth leaders and peer educators working with children aged 10-14 years old. Both materials were distributed to all UNICEF country offices and partners. A training based on the Learning Guide has been tested in one country and underscored the importance of recognising and responding to country specific DPOs and acknowledging their unique history and role.

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In 2010, UNICEF's Education Section launched together with the UNESCO Institute of Statistics (UIS) a Global Initiative on Out of School Children (OOSC). The goal of the initiative is to address the challenges related to identifying the children who are out of school, explore why they are out of school, analyse bottlenecks in reaching out to them and develop appropriate policies for including them in the education system. The OOSC research will focus on the social and economic dimensions of the lives of children with disability and their families, especially in relation to the barriers to schooling.

UNICEF's new Child Protection Strategy^{xvi} identifies child protection systems and social norms as the two pillars required to form a protective environment for children. As part of implementing this strategy, and as specific to this project, two toolkits have been developed. One supports countries to map and assess what the child protection system is in the country, how it reflects the culture and norms of the society, and to further define how to strengthen that system's ability to protect children. The other kit recognises that children with disabilities are often in alternative care and in such settings, are often not "counted". This kit defines global indicators for formal alternative care, and guidance for the development of a data system. Both kits are available for application at country level, and findings and trends analysed at regional and HQ offices.

Building on the approved *Programme Guidance Note* and taking advantage of scaling up and expanding institutional Child-Friendly School experiences and UNICEF's Child Protection Strategy, the Education Section and Child Protection Units are working – in coordination with other UNICEF sections and partners – to ensure access and equity to quality learning and child protection for all children, including children with disabilities.

UNICEF Regional and Country programmes

UNICEF's attention to disability and its political space to work in countries on disability issues has significantly increased in recent years. In 2009 over 75 UNICEF programming countries reported work within child protection (MTSP Focus Area 4) around disability, compared to approximately 55 in 2008, and approximately 33 in 2007. This work ranges from advocacy to services to policy and laws.

UNICEF's support to the CRPD goes beyond advocacy and, for example, includes technical assistance in the review of national legislation in light of the provisions of the CRPD. In Cambodia, UNICEF supported the adoption of the Law on Promotion and Protection of the Rights of Persons with Disabilities. In addition, a National Plan of Action for Persons with Disability including Explosive Remnants of War Survivors and National Guidelines on Community-Based Rehabilitation for Children with Disabilities were also developed. In Ukraine, UNICEF facilitated the development and adoption of the National Plan of Action for Children including children with disabilities; in Pakistan, a National Plan of Action and Policy for Children with disabilities was revised and printed; and in Turkey, UNICEF supported the revision of the minimum standards developed for children without parental care specifically for children with disabilities and now available to be used in all institutions.

In 30 countries UNICEF promoted viable alternatives to residential care such as through strengthening specialised foster care. It also advanced family support services for children with disabilities, such as day care, early childhood development services, home care, counselling, respite care, psycho-social support and parenting support. In Serbia, for example, in the area of child-care system reform, the Ministry of Labour and Social Policy was supported to develop a Master-plan for Transformation of residential institutions which stipulates 5 year targets and identifies the steps required to reduce the number of children in residential care institutions with focus on children with disabilities. As a result, community services are being developed with the human and infrastructure resources freed. In addition, new standards and procedures aimed at strengthening the role of the health system in

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preventing residential placement and strengthening home care of children at risk or with a disability were developed.

Other examples of UNICEF programming activities includes integrating disability in larger social protection system reform efforts such as in Croatia, Kyrgyzstan, Moldova and South Africa, and data collection and monitoring in China. In Belarus the development and implementation of a multi-disciplinary model of complex psycho-rehabilitation care and support for children with disabilities was strengthened through the introduction of a partnership mechanism among health, labour and social protection institutions; in Tajikistan assessment forms for children with disabilities were developed and integrated into social assistance programmes and home units; and in Bulgaria, UNICEF participated in the elaboration of the new strategy and plan for de-institutionalisation, setting specific targets for closure of institutions for children.

UNICEF also supported a host of activities around inclusive education, including supporting policy reform in Cambodia, Mexico and Mongolia; community based awareness raising activities in Iraq and Russia and teacher training in Belarus, Bhutan, Bosnia & Herzegovina, Egypt and Iraq.

At the local level, there is a rich community experience to tap into around disability and UNICEF works closely with local Disabled People's Organisations (DPOs) and parents' associations to support sustainable and contextually relevant responses. For example, in Guyana, an awareness raising and capacity building workshop was carried out together with The Guyana National Commission on Disability piloting the developed *It's About Ability* materials. In Croatia, in partnership with leading children's magazines in the country, *It's About Ability* was distributed to increase the level of knowledge among children on their rights. The campaign on the promotion of the rights of children with disabilities took place at the beginning of the year, creating a positive public framework and raising funds for activities aimed at changing behaviour of experts at maternity wards and abolishment of discriminatory practices towards parents and children with disabilities. In Montenegro, UNICEF supported capacity building of staff at day care centres in partnership with the Association of Parents of Children with Disabilities.

C. UNICEF's current approach to Sector Issues: Education and Child Protection

Child rights are by definition universal, interdependent and indivisible. The inclusive child protection and education approach facilitates systemic changes such that they are responsive to diversity, for example, to ensure that all children have the best possible opportunities for protection and to learn and succeed. The provisions of the CRC are to be complied with at all times and in all circumstances – there is no derogation clause allowing for the suspension of obligations it creates in times of emergency.

UNICEF's Medium Term Strategic Plan identifies five Focus Areas, all of which are central fora for coherent mainstreaming of disability issues.^{xvii} These are:

- i. **Young Child Survival and Development** – to enhance actions and partnerships to address poor nutrition among children and women and to respond to wider threats to nutritional status in line with the MDG 1 hunger target. It also aims to ensure that maternal, newborn and child survival, growth and development are central concerns of new global health partnerships and initiatives;
- ii. **Basic Education and Gender Equality** - to ensure that governments, communities and parents acquire the capacities and support necessary to fulfil their obligation to ensure the right of all children to free, compulsory quality education. Specific attention is focused on: school "readiness"; increasing access and completion of quality basic

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- education; scale up of quality education (child friendly schools); and education in emergencies;
- iii. **HIV/AIDs and Children** - to put young children and adolescents at the centre of the HIV/AIDS agenda, and to build the capacity of state and non-state actors to halt and begin to reverse the spread of HIV/AIDS among children;
 - iv. **Child Protection from Violence, Exploitation and Abuse** - to place the protection of children from violence, exploitation and abuse more prominently on the development and humanitarian agendas of Governments, and make the protective environment more effective for all children. It focuses on building child protection systems; supporting social change; emergencies and armed conflict;
 - v. **Policy Advocacy and Partnerships for Children's Rights** – to strengthen the capacities of States and societies to design and implement social and economic policies, legislative measures and budgetary allocations that enable them to meet their obligations under the CRC and CEDAW. The formation of partnerships capable of making the fulfilment of international and national commitments a reality, as called for by the Millennium Declaration, is essential to this focus area.

For this project the focus is on integrating funds into established UNICEFs Education and Child Protection programmes in order to deal with key issues for countries and where UNICEF has a comparative advantage. UNICEF anticipates that disability inclusive development across UNICEF's Focus Areas will result in the inclusion, meaningful participation as well as equal benefits to girls and boys with disabilities. Preventing and responding to violence, exploitation and abuse is essential for children's rights to survival, development and well-being. The vision and approach of UNICEF is to work both upstream and at the community level to create and support a protective environment in schools and learning spaces where girls and boys spend most of their time. This environment must be free from violence, exploitation, and unnecessary separation from family; and where laws, services, behaviours and practices minimize children's vulnerability, address known risk factors, and strengthen children's own resilience. The protective environment does not stop in times of crisis, or emergency, rather it must be enhanced.

D. Problem Analysis

Children with disabilities are among the most stigmatised and excluded of all the world's children. Misunderstanding of childhood disabilities can result in the marginalisation of children within the family, community, at school, and in the wider society. The discrimination they are exposed to can lead to poor health and education outcomes, affect their self-esteem and chances for participation and interaction with others, and put them at higher risk of violence, abuse, exploitation and neglect.

Children and Families

While exact numbers of children with disabilities is not known, some estimates put the number at 150-200 million worldwide, i.e. 2.3%-3.3% of the world's population.^{xviii} Because of their level of exclusion – they are frequently hidden from the community because of stigma and shame – it is difficult to obtain reliable data on the number of children with disabilities globally. According to UNESCO, only 1 to 2 per cent of children with disabilities in developing countries receive an education; and the World Bank reports that roughly one-third of all children not enrolled in school have a disability - of the 115 million children not attending primary school in the developing world, about 40 million are estimated to have disabilities.^{xix} Children with disabilities are less likely than other children to be in school and in some countries have lower transition rates resulting in lower schooling attainment.^{xx} This evidence highlights the need to design and implement registration processes and improve the design and implementation of child friendly schools. Furthermore, under-recognition and measurement approaches based on medically oriented concepts of disability can lead to underreporting because they do not

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capture the barriers children with disabilities face to engage with society in general. There can also be misdiagnosis and over-diagnosis which, in some parts of the world, leads to over-use of institutional care, and can create unnecessary access barriers to other services - such as quality education. While early assessment is important so that necessary support can be provided, being labelled as having a disability does have opportunity costs, which may result in non-disclosure of a disability.

Multi indicator cluster data from 22 countries indicate large proportions of children are at increased risk of disability, ranging from 3 per cent in Uzbekistan to 48 per cent in the Central African Republic.^{xxi} But there are many areas where evidence is lacking about children with disabilities. Particular attention must be paid to data collection on children with disabilities as, for example, general household surveys or censuses of all households in a community that include general questions about both adults and children with disabilities have been found to inadequately identify children with disabilities. Research suggests that children, particularly girls and children with disabilities of low socioeconomic status, might be overlooked in surveys that do not ask specifically about them. Furthermore, it is important to note that girls and young women with disabilities face a complex and layered experience of discrimination and disadvantage, including a higher vulnerability to sexual violence, exploitation and abuse.

Children with disabilities are vulnerable to abuse and sometimes the disability is caused by maltreatment. Data for 15 countries shows that in 7 of the countries, parents of children who screened positive for disability were significantly more likely to report being hit.^{xxii} That said, there is a lack of the needed data for making decisions: on alternative care placement; tracking on the impact of child friendly schools; ensuring access to the school system through birth registration; and placement of disability within the protection system. Filling this evidence gap globally and within individual countries supports evidence based policy, which in turn supports the realisation of rights.

UNICEF's Organisation

UNICEF's mission statement requires the organisation to give priority to the most disadvantaged children, and identifies children with disabilities as being among the most disadvantaged children in the world requiring special protection. However, UNICEF programming to support the promotion, protection and fulfilment of the rights of children with disabilities, has received insufficient attention. Historically programme experiences have been isolated within different programme sections rather than comprehensively across all areas related to children with disability.

Since the entry into force of the CRPD, the rights of persons with disabilities are gaining more attention on the international agenda, and demand for support from UNICEF and other UN entities, particularly from States Party to the Convention, is increasing. For UNICEF, this is an opportunity to draw attention to the specific situation of girls and boys with disabilities and to help increase the efforts to advocate for and support the fulfilment of their rights. With support from this project, UNICEF will be able to increase its ability to support and empower children with various disabilities and in programming and advocacy across all five Focus Areas. Additionally, UNICEF will have the capacity to make substantive contributions to the UN Inter-Agency Support Group for the CRPD. Without a disability expert experienced in inter-agency processes, UNICEF cannot take on a leadership role in this Group and is missing an important opportunity to increase attention to the rights of children with disabilities at the international level. Overall, without the Disability Programme Specialist, UNICEF is unable to fulfil its obligation towards children with disabilities.

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Advocacy

People, particularly children, are not necessarily aware of the CPRD, nor of its impact. Working with young people, so that they can understand and exercise their rights, as well as pass this knowledge on to others is key for the implementation of the CPRD.

E. Lessons Learned

In the spirit of continuous improvement, UNICEF endeavours to build upon previous organizational experience to ensure that experiences gained in the recent past inform current and future activity.

- At the practical level, this programme focuses on an area in which UNICEF is committed to further strengthening. . It is hoped that this programme will generate an understanding of good practice in mainstreaming disability in development and that the new understanding will underpin future activities.
- UNICEF extensive prior experience in supporting the Committee on the Rights of the Child (especially in regard to State Party reporting) will be drawn upon in extending work to the disability arena.
- UNICEF has a keen understanding of the importance of considering specific needs of girls and boys with disability in existing UNICEF child protection programmes and understands that children with disabilities are uniquely vulnerable to violence, abuse, exploitation and neglect^{xxiii}. As examples children with disabilities are placed in residential institutions at significantly higher rates than other children; denied the right to grow up in a family environment, with insufficient stimulation and individual attention required to grow to their full potential. Global knowledge and experience of the way in which children with disabilities are treated in different countries brings a breadth of understanding to the new Programme.
- In east and southern Africa UNICEF is currently mapping and assessing child protection systems, including assessment of the place of disability and gender within the norms and systems evident. Through this comprehensive lens, bottlenecks, adequate resource use, legislative and policy synergies, and complementarities between the different system actors are articulated for effective system strengthening.^{xxiv}

Consistency with existing AusAID Programmes

The project is in line with AusAID's disability strategy and the '*Australia's Development for All Strategy 'Disability: Fair development accessible to all'*' which comprises two components; (i) improved quality of life for people with disability and (ii) strengthened capacity and leadership in disability and development. Within this for example, it aligns specifically with Outcome 1 (education as a targeted sectoral focus area): Outcome 3 (forging strategic partnerships to leverage action) and Guiding Principle 5 (focus on children). The results of this project will mean that children will be empowered and have the resources to claim their rights in the area of education. It will also result in policy makers having the evidence in child protection to strengthen the protection system to more effectively respond to the requirements of people with disabilities.

Australia and AusAID are leaders in disability programming. Nationally the Australian government developed assessment and standard criteria for people with disabilities that are now being used as a common basis worldwide. Its thoughtful and consultative approach in designing its *Development for All* strategy has set a high standard, illustrating the benefits of

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inclusive consultation and the relationship of development programming to its own organisational development. Through information sharing, this programme provides an opportunity for AusAID to engage and learn from UNICEF's expertise in promoting children's rights including the rights of children with disability, and for UNICEF to learn from AusAID particularly about how it is able to "mainstream" disability throughout its organisation.

The implications of this for existing UNICEF disability, education and child protection programmes include: enhancing the global knowledge base; strengthening UNICEF's capacities to undertake consolidated disability mainstreaming work in countries; promoting the rights of children with disabilities in select countries while contributing to global advocacy; and, further mutual organisational development of both AusAID's and UNICEF's understanding of disability. This leverages AusAID's support in line with its strategic objectives. This project ensures children are part of the disability agenda; this is considered in the child education and protection agenda.

F. Rationale for AusAID - UNICEF Partnership

This project is being proposed because key development objectives (poverty reduction, service delivery improvement, improved governance framework, etc) will be achieved. In this regard, the programme highlights the:

- responsibility to promote and support the implementation of the CRPD;
- importance of inclusion of children with disabilities in the MDGs (including Education for All) and for alleviation of poverty;
- honouring joint commitments by AusAID and UNICEF to work together on disability and children's rights under the AusAID-UNICEF Partnership Framework;
- facilitates compliance with Australia's commitment for international cooperation under Article 32 of the CRPD;
- developing relevant models and strategies that may be scaled up within countries, regionally and globally.

3. Programme Description

A. Aim, Goal and Objectives

Aim

The high-level aim of the project is to advance the fulfilments of the rights of children with disability. The programme of work undertaken through this grant will contribute to this overarching aim.

Goal

The goal of the project is to enhance education and child protection systems so that they are sensitive, responsive and inclusive of children with disability.

Objectives

Three objectives have been identified for the project:

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

An active and central role for people with disability and disability persons' organisations will be ensured across all three areas, and will be monitored as part of the overall monitoring and evaluation of the project.

Each of the three objectives will be realised by a suite of activities and in this way the three objectives can also be considered as project components for implementation.

B. Expected Outcomes

The project is expected to increase UNICEF's expertise and capacity to lead on issues relating to children with disability, and this increased capacity is expected to translate to improved policies, programmes and advocacy across developing countries. The project is expected to foster the successful implementation of the Programme Guidance Note on Including Children with Disabilities and improvement in the lives of girls and boys with disability as a result of this, both of which are facilitated by the existence of the Disability Programme Specialist – a first for UNICEF and a key plank in increasing UNICEF expertise and capacity.

In a wider number of developing countries, it is expected that children and adults' knowledge and support for the CRPD will be increased through advocacy and educational activities. It is also expected that national implementation of strategies to underpin the CRPD, particularly in relation to education, will be undertaken.

The project is expected to lead to improved programme design and implementation, by promoting evidence-based policy and practice approaches, and with stronger regard for lessons learned. It is expected that the knowledge gleaned from the various research

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activities will be widely disseminated throughout UNICEF and partner networks, and will have a particular impact on the two countries directly involved. It is also expected that children with disability in the two countries will have improved access to, and quality of, education and child-protection services.

Further, it is expected that, through their active involvement at all levels of project planning and implementation, a number of people with disability and organisations of persons with disability will have increased their experience and capacity in regard to involvement in advocacy for, and planning of, sensitive, responsive and inclusive education and child-protection systems.

C. Core Work Activities and Engagement Plan

The first priority for the project is to appoint a Programme Specialist to lead the overall work relating to this grant proposal. It is therefore not possible with this proposal to definitely outline the details of the actual activities to be undertaken, since planning an appropriate work plan will be done jointly within the countries involved. Nonetheless, it is possible to give some broad scope of potential activities. It may be that not all the elements below can be implemented within the three-year project, while other activities, not mentioned here, may emerge as higher priorities and be included. In addition, the ideas mentioned below are still rough in their conception, and further clarity and development is necessary; they should, therefore, be treated as indicative at this stage.

a. **Advocacy around the CRPD:** Building on existing partnerships to conduct advocacy around the rights of children and the implementation of the CRPD and develop a training of trainers (ToT) module using the educational learning materials already developed in *It's about Ability and the Learning Guide*.

b. **Support to Child Friendly Schooling:** UNICEF has taken important strides to promote and support the implementation of Child-Friendly Schools (CFS) and a commitment has been made to build on experiences gained and lessons learned to include a more encompassing inclusive education focus within the CFS approach.^{xxv} In support of this emerging priority, funds will be integrated into ongoing programs that support Child Friendly Schooling. For example

- case studies are to be compiled based on successful/not so successful country experiences in relevant countries to better understand the approach to integrating disabilities into schooling and education systems,
- a module concerning the inclusion of children with disability into mainstream schools will be developed along with a CFS manual/toolkit with integrated elements of access to quality inclusive education for children with disabilities.^{xxvi}
- a second module will be developed to enhance teacher education, working closely with academic education institutions and leaders in the education and disability field to support institutions incorporate issues of children with disability in the teacher education curriculum and pedagogy. The roll-out of this teacher training will form a major part of this REAP programme.

c. **Case studies and good practice studies:** Case studies of the experiences of children with disability are envisioned in two countries. In addition to informing policy guidance and concrete action, the studies will inform the development of a monitoring and evaluation system for inclusive systems approach supporting disabilities. It is well recognised that certain countries have gained important and relevant experiences to build on. Considering the wealth of lessons learned by government counterparts, UNICEF and other partners, country level

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case studies focus on generating evidence and concrete examples of lessons learned to guarantee inclusion, participation, and protection of children and youth with disability.

d. **Birth Registration Review:** Being registered and having proof of age is usually a prerequisite for school enrolment. Birth registration provides an official record of a child's existence and nationality, and is considered a fundamental human right under Article 7 of the CRC. One group of children at risk of not being registered is those with disabilities. Not being registered may hinder children's access to services such as education, health care and protection. This project will conduct a desk review of international good practice on approaches linking birth registration procedures to education systems, building on a study that was previously conducted assessing good practises linking birth registration processes to health care facilities. The study will be followed by a programme to enhance the promotion of birth registration.

e. **Mapping child protection systems:** A tool for the assessment and mapping of child protection systems and its connection with education has been developed, tested, and is designed to assist countries in identifying the ways to enhance the system to better protect the children. Regional training will be conducted with follow-up support for the implementation of mapping and assessment. In this way a strategic analysis of opportunities for child protection system strengthening with particular consideration for children with disabilities can be identified, and responses developed and implemented.

f. **Data information systems:** Many developing countries do not have in place data information systems inclusive of people with disability and therefore they lack evidence to make appropriate policies. UNICEF, in partnership with the Better Care Network, developed Formal Care Indicators and Guidelines to implement a Child Protection Information system. Workshop(s) will be held with selected countries with relevant government counterparts, resulting in country plans for information system development to monitor formal care.

g. **Policy and Programme development:** Following the studies, policy and programme guidance will be developed based on evidence generated from country level case studies, and will consider ways of linking the child protection system in its entirety with the allied education system ensuring inclusion at all fronts in society, especially for the out of school children.

h. **Programme implementation:** two developing countries, one in Africa and one in Asia/Pacific will be selected as partners for intensive activities and implementation as the various tools developed through the project work are implemented.

i. **Employment of a Programme Specialist:** Employment through the AusAID grant, and the institutionalisation of that position within UNICEF after two years will help lay the foundation for strengthening UNICEF capacities and providing coherence to its work on disability inclusive development.

D. Engagement Plan and Form(s) of Aid Proposed

The programme activities provide for a comprehensive mainstreaming approach that will enhance UNICEF capacities and leadership in this area and also produce cutting edge policy guidance and tools to support effective mainstreaming at the country level targeting primarily changes in the child protection and education systems, noting that in many cases these will be mutually reinforcing agendas.

It is proposed that AusAID be included in:

- The review of TORs for the specific research activities;
- The provision of comments on the research paper drafts;
- Joint monitoring of the project at the country level;

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- Be part of the design team for the proposed workshop/high level meeting, as well as active participant.

It is expected that AusAID would provide comments on country and HQ reports on the project. Ideally it is hoped that AusAID would provide input on UNICEF's movements towards mainstreaming disability within the organisation.

The aid assistance is proposed as a grant over a three year period.

E. Estimated Programme Budget & Timing

The following budget is in Australian dollars, although it is understood that the working budget of the UNICEF programme will be in US dollars. The majority of the funds (approximately AUD 1.4 million) will be integrated across UNICEF to support the various activities that will be undertaken by existing UNICEF sections / country offices (ie child friendly school activities).

This budget should be considered as indicative only, recognising that this project will be responsive to the programming environment and committed to reach each outcome. At this stage of the proposed project, UNICEF's financial contribution will include absorption of funds for the Disability Programme Specialists in the third year of the programme. It is not possible to identify UNICEF's country-level specific contribution at this time because the countries which will be engaged in the project have not yet been selected.^{xxvii}

This programme is foreseen as a UNICEF-AusAID programme, and solid advocacy, visibility and recognition of AusAID's contribution the programme are foreseen, especially given the direct link to UNICEF's renewed focus on equity as a key to achieving global development goals. Approaches to other donors may be made to extend or expand components in the future.

Budget details are to be determined to reflect needs of each country context. Each activity is determined by the socio-cultural and economic dimensions of that context. Further detail on implementation can be found in the Tentative Timeline as part of the Annexure to this proposal.

The budget (and corresponding work programme) are grouped under three distinct but mutually reinforcing areas of UNICEF programme activity. The three components are:

- Support the promotion, protection and fulfilment of the rights of children with disabilities – advocacy and development of training is not exclusive of areas
- Status and Change – Integrating disabilities into Child Friendly Schools and Child Protection Systems as pathways to positive change
- Support the implementation of the CPRD.

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ESTIMATED BUDGET AND SEQUENCING

Outcome/activities Description	January 2011- December 2011	January 2012- December 2012	January 2013- December 2013
The rights of children with disabilities			
Development of ToT	30,000	0	0
Materials required for training (Braille & outstanding audio versions FR&SP & additional printing etc)	30,000	0	0
Training of trainers (ToT)	90,000		
Training follow-up		100,000	
Status and Change			
Country led case studies- Baseline Research	50,000	51,000	50,000
CP system mapping (training & follow-up)		83,000	75,000
I regional workshop on formal care information systems		50,000	
CPRD in Practice			
CFS Manual and Resources Toolkit-Policy Guidance	200,000		
CFS Teacher Training Module - implementation		300,000	620,000
Birth registration study		30,000	
Birth registration promotion			90,000
Management			
Programme Specialist on Children with Disabilities	205,748	220,398 ^{xxviii}	
Education programme support	30,000	50,000	50,000
CP programme support	30,000	50,000	50,000
Sub-total	665,748	934,398	935,000
UNICEF management @ 7%	46,602	65,408	65,450
TOTAL	712,350	999,806	1,000,450
	700,000	1,000,000	1,000,000

4. Implementation Arrangements

A. Management and Governance Arrangements and Structure

Specific to this project, the organisational coordination of the project will be under the responsibility of the newly instituted Programme Specialist on Children with Disabilities, in the Human Rights Cluster of the Gender and Rights Unit (Division of Policy and Practice). It is important that this project is centred within UNICEF's overall work on disability. The Programme Specialist will coordinate and support UNICEF's overall work on children with disabilities and be responsible for reflecting on other areas beyond education and child protection, drawing the experiences of this project to other sectors in UNICEF. The Specialist will be responsible for the reporting requirements for AusAID, and a key liaison between UNICEF and AusAID for this project.

The technical management of the education and child protection aspects of the project will be with the oversight of the Specialists in the education and child protection sections. These sections are expected to provide (or obtain) the specific expertise needed for the project's implementation, for example; coordinating the research and responding to the country offices. These sections will also be responsible for coordinating with their country office counter parts in the countries selected for project implementation.

The country office child protection and education specialists will be responsible for the design and implementation of the project at the country level. They will be independently responsible for the projects implementation, requesting assistance from HQ as needed. These specialists will also be responsible for reporting on their components of the project, which again will be consolidated by the Programme Specialist.

The project will be governed by an Implementation Project Team comprised of the noted sector specialists at HQ along with the Programme Specialist, people with a disability and disabled persons organizations. This Team will be responsible for supporting and monitoring programme implementation and for the development of the project administration.

This project fits within the overall programme, policy and monitoring structure of UNICEF. In this context the project will be subject to all of UNICEF's operational procedures for e.g. contracting, finance control, etc.

B. Indicative Implementation Plan

The implementation of the project activities against the expected results will be monitored and evaluated by the Implementation Project Team^{xxix}. The specialists engaged in the project will provide the technical input and implementation oversight to ensure that the project draws in the latest global findings and he will be the main point of contact for technical implementation. The expected scaling up of the pilots and programme guidance can occur in line with the proposed implementation timeframe.

During the first three months of the project the key elements will be put in place. There will be a defined working budget developed, the participating countries will be identified, the initial terms of references for the activities or corresponding preparation for the initial activities will be defined. Stages of the roll out of the project are detailed within the budget.

The two countries involved in the project will be identified considering the following criteria:

- The countries are located in more than one UNICEF region, and one of the regions will be East Asia and Pacific;

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- The countries must be signatories to the CRPD;
- The programme of the country must indicate that UNICEF is effectively positioned to work on disability issues;
- The programme of the country has an established history of working in the disability area in education and child protection;
- There must be a clear comparative advantage for UNICEF to engage in disability issues in the country; this will consider the other actors working in disability in the country, including donors. As a matter of common practice, UNICEF has always engaged with other actors in the field (the government, donors, DPOs etc.) and in the framework of this project will further pursue its common practice, which includes ensuring harmonisation with other donors;
- The proposed activities are not duplicative of existing programs undertaken by other organisations (including multilaterals) in the country;
- The resources in the UNICEF country office are available to work on this project;
- Approval by the UNICEF office as well as by the government for the project implementation;
- The country has an active DPO network with the capacity to engage with/participate in the Implementation Project Team at a country level.

During the cooperation period (three years), funds are expected to concretely support systemic reforms in two countries through effectively mainstreaming disabilities. The result of comprehensive support to two countries will be monitored and hereby add to the knowledge base of concrete experiences for a comprehensive mainstreaming approach at the country level. Any regional activities will be in the same region as one of the countries.

C. Monitoring & Evaluation Plan

The project will be actively monitored throughout. Monitoring and evaluation of project actions will require a combined multi-level effort. The Implementation Programme Team will coordinate this at the HQ level. A monitoring and evaluation plan for the various components, from the HQ perspective, will be developed by the end of the first six-month period. The Implementation Team will also be responsible for reviewing the project reports from the country offices to ensure the reporting quality against project objectives. It will also ensure monitoring against the Medium Term Strategic Plan of UNICEF.^{xxx}

This Team will coordinate with the selected country offices to define indicators that can be gathered for the project, considering the local context and programming space. An ongoing monitoring process will be undertaken by the responsible country office, with results incorporated into local country planning and project modification. It is noted that some of the activities for the project specifically are to define a baseline for future years, for example, the formal care indicator workshop.

The project will be supported with on-site visits at critical times. This will be supported by both HQ and the regional offices.

It is expected that people with disabilities – including children and adolescents with disabilities - will be engaged in monitoring and evaluating this project. At the onset of the project, key organisations and people with disabilities will be identified. While ideally some people will be identified as part of the Implementation Programme Team (through UNICEFs civil partnerships team), at minimum people will be identified for the review of documents, and participation in on-site visits.

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The project will be linked in with the HQ Inter-Divisional Working Group on Disabilities at UNICEF coordinated by the Programme Specialist on Children with Disabilities also funded under this programme, hence open to scrutiny by other sections in UNICEF.

D. Sustainability Issues

Issues of sustainability are essential to the overall programme outcomes. Programme objectives include the longer term goals of capacity strengthening, the integration and institutionalisation of disability across systems, etc. The successful integration of a full time Programme Specialist on Children with Disabilities and, in country and at HQ, education and child protection specialists who have learned as a result of this programme and through ongoing internal mainstreaming and coordination efforts support sustainability of the programme goals. The institutionalisation and the longer term organisation-wide capacity strengthening interventions and integration into existing learning support systems i.e. knowledge sharing platforms will be in place before the project ends.

Plans must be made for financial sustainability to ensure ongoing activity after the three year partnership period with AusAID. HQ and country offices continue to do their own fundraising. Whilst UNICEF has already committed to funding the Programme Specialist position, extra-budgetary funds will need to be sourced to supplement UNICEF core funding. A sustainability plan, canvassing possible approaches, will be drawn up by the end of the first 18 months.

This project is directly supportive of UNICEF's Medium Term Strategic Plan, supported by key policy documents in education and child protection of UNICEF. The goals of the project therefore are fully in line with organisational objectives.

E. Critical Risks and Risk Management Strategies

Whilst the programme funds will be managed by experienced programme managers and will be subject to rigorous UNICEF processes, there are, inevitably, risks that could compromise the success of implementation. A number of possible risks, and mitigation factors are identified below:

- **Vulnerability of children:** This is an overarching concern of the organisation and of the UN. The Secretary General has issued a Bulletin on the Special Measures for Protection from sexual exploitation and sexual abuse.^{xxxi} Within UNICEF, specifically between DHR, EMOPS, and child protection the implementation of this bulletin is promoted and monitored. Further close links are established with the Special Representative of the Secretary General on Violence against Children to ensure that the project is abreast of any emerging trends. In addition, the operational plan of SC resolution 1888 requires that the UN can deploy experts on sexual violence in times of conflict and includes specific reference to child protection. Furthermore, within this project, the AusAID Child Protection Policy will be circulated to the selected country offices' attention.
- **Misuse of resources:** In order to mitigate the risk of misuse of resources, this project will be under the scrutiny of UNICEF's financial, procurement and human resource management, following all of its procedures and accountabilities. This means in practice that all financial transactions will be reviewed not only by those directly involved in the project implementation but by separate departments. The hiring of any staff will be under the oversight and direction of the department of human resources. The structures for this can be found at HQ, regional and country offices. As required UNICEF staff are subject to financial disclosure procedures, and can be individually audited, again by an independent unit.
- **Delays in implementation:** When working in challenging environments in developing countries there are many potential risks to implementation. In addition, the occurrence of a natural disaster, or political instability, has the potential to create serious delays. Child

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protection and education specialists at country-level will be working in close collaboration with their counterparts at HQ, and this risk is expected to be mitigated by ongoing interaction, as well as the implementation plan which will be monitored by the project implementation team.

- **Lack of engagement by UNICEF staff:** This programme will require involvement of staff at country-level. Lack of engagement by UNICEF staff is a potential risk which will be mitigated by the renewed focus of the Executive Director on equity, as well as the increased impact of the HQ Inter-Divisional Working Group on Disabilities in moving ahead UNICEF's work as it relates to persons with disabilities. Leadership in PD and DPP taking on disability as a priority will also mitigate potential lack of engagement by UNICEF staff.
- **Lack of engagement by government and organisations in countries concerned:** Country situations vary and can be volatile, this is inherent to all work that UNICEF carries out at the country level. However disability issues are often seen as a low priority and the degree of commitment by partner governments is uncertain. To mitigate this risk, country selection criteria will include the degree to which there is political space to address disability issues.
- **Lack of involvement by people with disabilities:** A risk specific to the project is insufficient effort being made to ensure the meaningful participation of people with disabilities, particularly children and adolescents with disabilities. "This is mitigated by the guidance^{xxxii} provided in the undg/inter-agency support group for the crpd task team guidance note for uncts on including the rights of persons with disabilities in UN programming at country level" The project is also designed such that it can only operate with people with disabilities actively engaged, and support in further defining project implementation and HQ and country level.
- **Retention of a suitably qualified Disability Programme Specialist:** The uncertainty surrounding the approval process for the third year funding of the Disability Programme Specialist by the Executive Board is mitigated by the Organisation's commitment and ongoing advocacy to secure funding for maintaining the post and its obligation to promote and protect the rights of children with disabilities, as per the CRC, CRPD, and UNICEF's Mission Statement. This is also partly evidenced by UNICEF's recent L5 posting for a Senior Adviser on Children with Disabilities within DPP.

Terms of Reference for the Project Implementation Team

Rights, Education and Protection (REAP) – AusAID-UNICEF Partnership on Disability

Background

A Partnership on Disability agreement between AusAID and UNICEF is envisioned (backed by a \$2.7 million grant from AusAID), which will lead to the successful institutionalisation of a Programme Specialist on Children with Disabilities in UNICEF Headquarters' Division of Policy and Practice. The agreement will focus on the following three key areas:

- Strengthening UNICEF's capacities and providing coherence to its work on disability inclusive development;
- Promoting and supporting the implementation of the Convention on the Rights of Persons with Disabilities, with a particular focus on education;
- Developing and implementing evidence-based good-practice policy guidance and tools in two countries.

Coordination of this project in UNICEF will be facilitated by the Project Implementation Team comprised of sector specialists at UNICEF Headquarters, people with disabilities and disabled persons' organisations, along with the Programme Specialist.

Purpose

The Implementation Team will be responsible for overall project coordination and communication of the REAP project.

Methods of Work

The Implementation Team shall:

- be comprised of sector (Education Section, Child Protection Section) specialists and the Disability Programme Specialist at UNICEF NYHQ. It will potentially include stakeholders such as people with disabilities and disabled persons' organisation;
- as required the meetings will include country offices directly involved in the project;
- as required include conference call connections with involved country offices;
- be chaired on a rotating basis by one of the NYHQ representatives;
- hold quarterly meetings throughout the term of the project;

Tasks

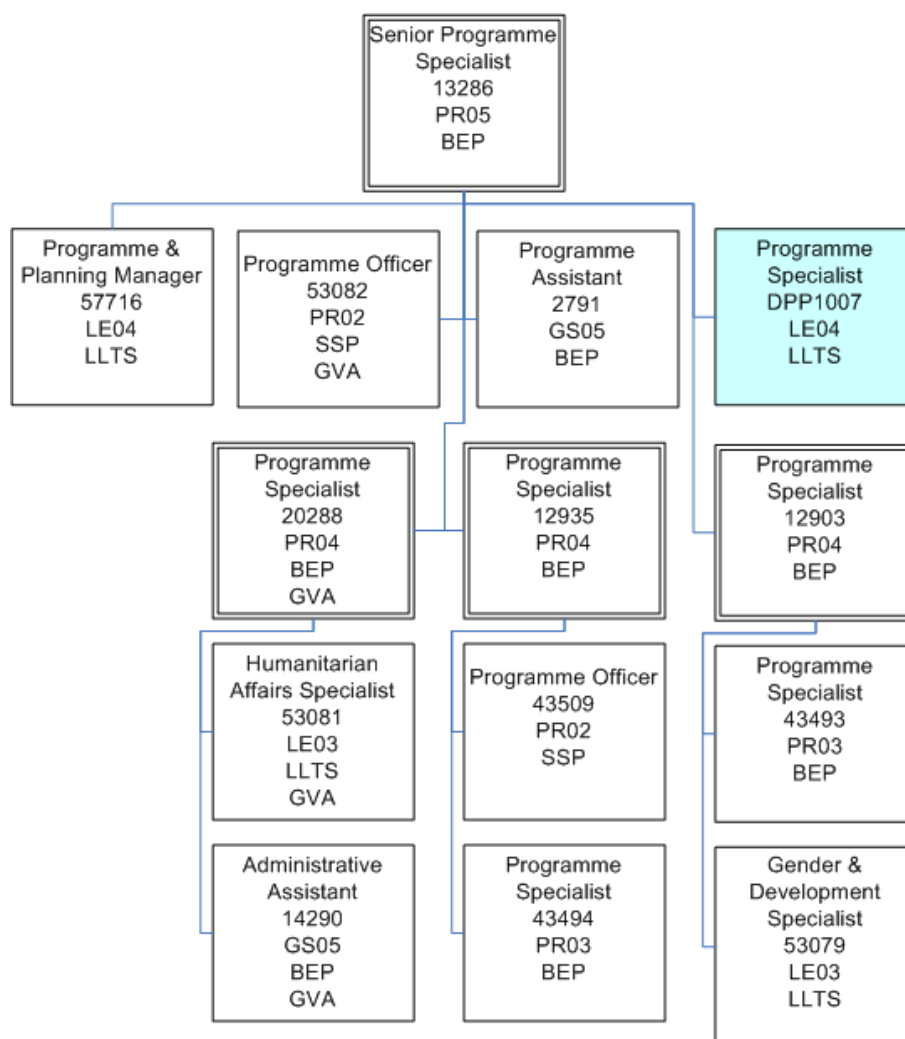
- Develop the monitoring framework for the HQ aspect of the project;
- Follow the monitoring and evaluation within the chosen countries involved;
- Determine countries and regions in which project activities are to be carried out;
- Coordinate reporting on results of the proposed project;
- Track project trends;
- Facilitate any project adjustments that arise during the course of implementation;
- Regularly brief UNICEF's Inter-Divisional Working Group on Disabilities;
- Plan monitoring and evaluation by developing a strategy and timeframe for monitoring and evaluation;
- Develop an indicative results framework;
- Coordinate reporting on results of the proposed project;
- Determine countries and regions in which project activities are to be carried out;
- Regularly brief UNICEF's Inter-Divisional Working Group on Disabilities.

DRAFT - Job Description for the Programme Specialist Children with Disabilities

The post of Programme Specialist on Children with Disabilities is not specific to the REAP-partnership. It is an unfunded post that was created in order to ensure that UNICEF meets its responsibilities to help realize the rights of children with disabilities. Based within the Human Rights Cluster of the Gender and Rights Unit (Gender, Rights & Civic Engagement Section; Division of Policy and Practice), the Programme Specialist is meant to coordinate and support UNICEF's work on children with disabilities.

1. ORGANIZATIONAL SETTING

- a) REPORTS TO: *(Indicate Position, by job title and level, to which this reports.)* Chief, Gender Rights Unit/Gender Rights and Civic Engagement Section, P5
- b) RESPONSIBILITY FOR WORK OF OTHERS *(Indicate the title, level and number for whose work the Position is responsible. N/A)*
- c) ORGANIZATION CHART *(Show the IMMEDIATE SECTION where the Position is located, as well as the supervisor, subordinates and all other related Positions. Only the officially approved organization chart should be used.)*



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2. PURPOSE OF THE POSITION

Based within the Human Rights Cluster of the Gender and Rights Unit, to coordinate and support UNICEF's work on children with disabilities and particularly to devise and implement a strategy for the roll-out of the 2007 programme guidance note on inclusion of children with disabilities to regional and country offices and support the development of training tools as well as advocacy for UNICEF's support to the implementation of the Convention on the Rights of the Child as it relates to children with disabilities; and to act as focal point for UNICEF's engagement with the Committee on the Rights of Persons with Disabilities and for the promotion of the Convention on the Rights of Persons with Disabilities.

3. MAJOR DUTIES AND RESPONSIBILITIES and Percentages

25%	<p>1. Description of responsibility</p> <p>Working in coordination with PD Sections and DPP, devise and implement a strategy for the roll-out of the 2009 programme guidance note on inclusion of children with disabilities to regional and country offices. Prepare draft policy documents, operational and technical guidance for UNICEF programming sectors on children with disabilities issues.</p> <p>End Result (s): Strategy for the roll-out of the programme guidance note on inclusion of children with disabilities fully developed. Improved support and resources for the implementation of the international human rights treaties, in particular the CRPD, CRC and CEDAW through UNICEF programmes and policies.</p>
25%	<p>2. Description of responsibility</p> <p>Participate in and coordinate UNICEF's involvement in intergovernmental processes and serve as primary liaison with partners from the disability community and other strategic organisations working on disability, including the World Bank, WHO, Save the Children and Handicap International. Tap into these partners expertise in shaping UNICEF's advocacy and programming around disability;</p> <p>Serve as UNICEF focal point on the inter-agency support group on the Convention on the Rights and dignity of Persons with Disabilities; facilitate UNICEF's input to the work of the group. Represent UNICEF in interagency meetings, global fora and conferences on disability issues and advocate for their rights. Responsible for devising strategies and contributing to advocacy with human right institutions/mechanisms and the UN system at global level on disability issues and for bringing those issues into their agendas. Using the principles of human-rights based approach (HRBAP) provide support to the inter-agency policies, strategies, monitoring and accountability mechanisms for integrating the disability issues in UN operations and programmes.</p> <p>End Result (s): Strengthened leadership in intergovernmental processes and human rights institutions as well as in interagency initiatives will increase attention to the rights of children with disabilities in partners' agendas at international level.</p>
20%	<p>3. Description of responsibility</p> <p>In coordination with country and regional offices, support PD and DPP in identifying major gaps with regard to data on the situation of children with disabilities. Liaise with the Statistics and Monitoring Section and other relevant sections to identify the most appropriate ways to fill these information gaps; Conduct policy and legal research and analysis as it relates to disability issues, including analysis of the CRPD as legal instrument. Interpret CRPD articles for UNICEF application on disability issues for UNICEF policy development as required by Executive Staff.</p> <p>End Result (s): Rights perspective incorporated in research and policy analysis for enhancing the realization of the rights of children with disabilities and elevating UNICEF's credibility in policy debates.</p>

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15%	<p>4. Description of responsibility</p> <p>Provide technical support to UNICEF field offices Guide the development of an organizational capacity building strategy and tools on children with disabilities. Develop training tools and facilitate training to support the roll-out of the disability guidance note to regional and country offices; develop and facilitate learning sessions on disability for HQ-based staff Contribute to the review and assessment of UNICEF programme analysis, planning and monitoring tools to assess the application of HRBA framework.</p> <p><u>End Result (s):</u> Strengthened analysis and feedback of UNICEF programme performance on disability issues at all levels leading to better organizational performance, strengthened mechanism to monitor implementation of CRDPD in UNICEF policies and programs.</p>
15%	<p>5. Description of responsibility</p> <p>Support the HQ-based inter-divisional working group on children with disabilities; the group will serve the post incumbent as primary entry point to sections in PD and DPP.</p> <p>Support the coordination and management of the human rights cluster through supervision of staff members, interns and consultants. Prepare inputs for UNICEF strategic planning processes, including and for briefings and talking points for senior managers on disability issues. Contribute to the development and implementation of global capacity development efforts around disability issues and the application of a human rights based approach. Advise staff and partners on disability issues/approaches and facilitate training as required.</p> <p><u>End Result (s):</u> UNICEF's strategic planning processes on disability issues strengthened and human rights-based framework reflected in reports and advocacy messages. Advocacy around disability issues strengthened by implementation of effective capacity development strategy.</p>

4. WORKING CONDITIONS

Occasional travel to the field required for capacity building, training, interagency liaison, advisory support, advocacy meetings and field assessment for knowledge acquisition.

5. IMPACT AND CONSEQUENCE OF ERROR

Action	Impact
<p>Decisions:</p> <p>Make technical decisions on policy development, knowledge acquisition, and capacity building. Expected to make decisions in developing appropriate strategies for advocacy on the integration of disability related issues in UNICEF's work, on CRC/child rights issues. Makes judgements in conducting advocacy with key partners at international meetings/conferences, often on sensitive issues.</p>	<p>Strengthened capacity around the rights of disabled children will lead to more effective attention to marginalized groups, the achievement of the Organization's goals and objectives, as well as appropriate use of resources. Strengthened leadership in intergovernmental processes and within disability community will lead to increased attention to issues related to disabled children in agenda of partners at international level.</p>

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<p>Recommendations:</p> <p>Major role in making recommendations concerning legal and policy reforms as they pertain to disability issues requiring corporate attention and for strengthening organizational operational capacity to respond to demand in this programmatic area. These recommendations will be made to Section Chiefs, Division Director and Executive Staff as required.</p>	<p>Strengthened analysis and feedback of UNICEF programme performance on disability issues at all levels leading to better organizational performance.</p>
<p>Errors:</p> <p>Errors in providing appropriate guidance will lead to wrong conclusions and incorrect recommendations for UNICEF to follow.</p>	<p>Poor decisions and poor relations with other partners would lead to ineffective implementation and poor achievement of UNICEF's goals and objectives.</p> <p>Errors could compromise relationship and ineffective relations or misrepresentations could damage credibility of the organization, especially considering the sensitive policy content of some of the issues dealt with by the incumbent.</p>

6. INDEPENDENCE

Expected to work independently under minimal supervision; Exercises judgement and takes initiatives as required to carry out duties. Consultation with supervisor required when there are significant changes in planning strategies, or when new issues arise that require corporate attention.

7. GUIDELINES

(a) Indicate which guidelines are required for performing the duties of the Position (*rules, regulations, policies, procedures, practices, precedents, manuals, instructions, etc.*)

- UNICEF programme manuals and policy guidelines
- UNICEF Board Policy Paper, Executive Board resolutions, PRO's and Executive Directives
- UNGA and HRC Resolutions on children's rights
- UNICEF personnel, financial, supply and administrative rules and regulations and manuals
- Office Workplan
- Medium-Term Strategic plan
- Cooperating Agencies guidelines and manuals
- International and regional human rights instruments and commitments

(b) Describe the degrees to which interpretation of, and deviation from, existing guidelines are permitted, and the authority to propose or establish new guidelines.

Interpretation of guidelines is expected. Establishment of new guidelines requires consultation with supervisor.

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8. WORK RELATIONSHIPS

Indicate both the purpose and level of contacts within and outside UNICEF, in order to perform the work effectively.

Contact	Purpose	Frequency O: Occasional F: Frequent
Internal		
Associate Director	Policy direction / briefing	Frequent
Chief, Gender and Rights	Policy direction / guidance	Frequent
Unit/Chiefs Section	Propose exchange of ideas and complementary work/ inter-sectoral cooperation	Occasional
HQ Specialists	Strategic information sharing	Frequent
Support Staff	Financial and supply	Frequent
Regional and Country Offices	Guidance/Information exchange	Frequent
External		
UN agencies	Support to inter-agency work	Frequent
International mechanisms	Strategic information sharing	Frequent
INGOs and other partners	Strategic information sharing	Occasional

9. QUALIFICATIONS AND COMPETENCIES required to perform the duties of the Position:

(a) EDUCATION (*Indicate the level of formal education and/or training and field of specialization required.*)

Advanced university degree in social sciences, or development planning; international relations, political science, public affairs and/or international development is required. Some inclusion in education of disability issues is an advantage.

(b) WORK EXPERIENCE (*Indicate the length and type of practical experience required at the national and international levels.*)

A minimum of eight years professional work experience in social development, disability issues, human rights in general, women and children's rights in particular, as well as advocacy activities in professional capacity is required. Experience working on the rights of persons living with disabilities, legislative reform, including harmonization of national legislation with international human rights norms, project administration, monitoring and evaluation. This should include experience in implementing multi/bilateral development assistance. Clearly demonstrated ability to conceptualize development issues and write high quality technical reports, analytical materials and project proposals is essential. Direct field and community level experience in programme execution, involving government and international development agencies is highly desirable.

(c) LANGUAGES and SOFTWARE (*Indicate the language and software knowledge requirements and level of proficiency.*)

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LANGUAGES	READ		WRITE		SPEAK	
	Basic	Fluent	Basic	Fluent	Basic	Fluent
English		X		X		X
Another UN Language (Required)		X		X		X

	BASIC	MEDIUM	ADVANCED
Word			X
Excel	X		
PowerPoint			X
SAP		X	
Other: Internet navigation			X

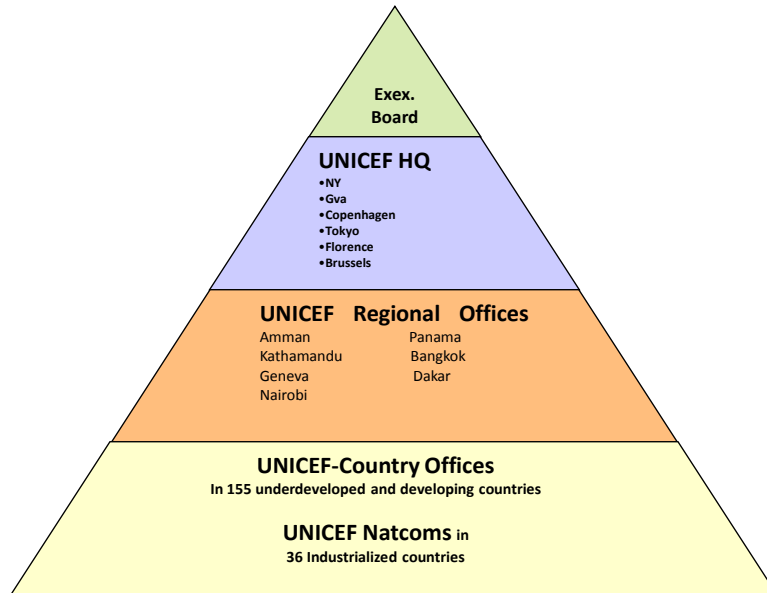
- (d) **COMPETENCIES** *(Indicate what key competencies are required; delete rows which are not applicable). Please indicate for each of the competencies whether the level of proficiency (Low, Medium, or High)*

Core Values (Applicable to all staff)		
Diversity and Inclusion	Treats all people with dignity and respect; shows respect and sensitivity towards cultural and religious differences; challenges prejudice, biases and intolerance in the workplace; encourages diversity wherever possible	
Integrity	Maintains high ethical standards; takes clear ethical stands, keeps promises; immediately addresses untrustworthy or dishonest behavior; resists political pressure in decision-making; does not abuse power or authority	
Commitment	Demonstrates commitment to the organization and UNICEF's mission; demonstrates the values of UNICEF in daily activities and behaviors; seeks out new challenges, assignments and responsibilities; promotes UNICEF's cause	
Core Competencies		Level Low/Med/ High
Communication	Speaks fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility; structures information to meet the needs and understanding of the intended audience; presents information in a well-structured and logical way	High
Working with people	Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well	High
Drive for Results	Sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly	High

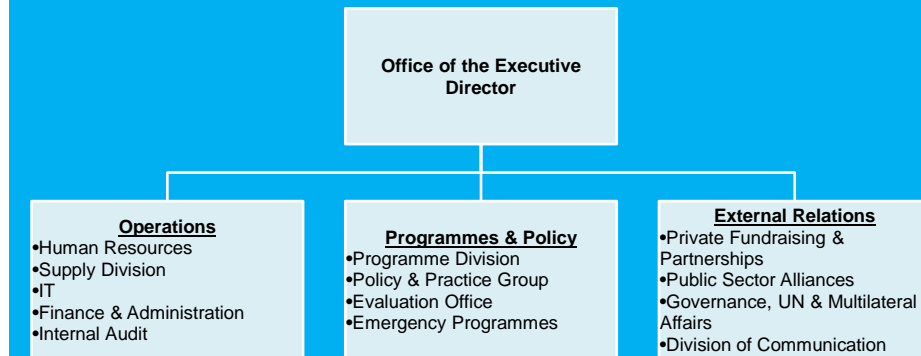
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	way; consistently achieves project goals; focuses on the needs and satisfaction of internal/external clients; accepts and tackles demanding goals with enthusiasm	
Functional Competencies		Level Low/Med/ High
Deciding and Initiating Action	Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks	Medium
Leading and Supervising	Provides others with a clear direction; motivates and empowers others; recruits staff of a high caliber; provides staff with development opportunities and coaching; sets appropriate standards of behavior	Medium
Relating and Networking	Easily establishes good relationships with customers and staff; builds wide and effective networks of contacts inside and outside the organization; relates well to people at all levels; manages conflict; uses humor appropriately to enhance relationships with others	High
Persuading and Influencing	Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one's impression on others	Medium
Applying Technical Expertise	Applies specialist and detailed technical expertise; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organizational departments and functions	High
Learning and Researching	Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making; encourages an organizational learning approach (i.e. learns from successes and failures and seeks staff and customer feedback).	Medium
Creating and Innovating	Produces new ideas, approaches, or insights; creates innovative ways of designing projects or outputs in own work area; produces a range of solutions to problems	High
Formulating Strategies & Concepts	Works strategically to realize organizational goals; sets and develops strategies; identifies, develops positive and compelling visions of the organization's future potential; takes account of a wide range of issues across, and related to, the organization.	High
Planning and Organizing	Sets clearly defined objectives; plans activities and projects well in advance and take account of possible changing circumstances; identifies and organizes resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.	High
Entrepreneurial Thinking	Keeps up to date with trends in own work area; identifies opportunities for advancing UNICEF's mission; maintains awareness of developments in the organizational structure and politics; demonstrates financial awareness and a concern for cost-effectiveness	High

The Organization of UNICEF



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(Tentative) Project Timetable

Task	Months 1-6	Months 7-12	Months 13-18	Months 19-24	Months 25 - 30	Months 31-36
Training of Trainers on the CRPD is developed	X	X				
Materials for ToT are developed	X	X				
Training of Trainers CRPD is implemented	X	X				
Follow-up on training is provided			X	X		
Country led case studies – Baseline research is conducted	X	X	X	X	X	X
Training and follow-up on CP system mapping			X	X	X	X
A regional workshop on formal care information systems is conducted			X	X		
The Child-Friendly School Manual and Resources Toolkit, Training of Trainers, and Module are drafted and rolled out	X	X	X	X	X	X
Birth registration desk study is conducted			X	X		
Birth registration is promoted					X	X
Employment Programme Specialist on Children with Disabilities	X	X	X	X	X	X
Implementation Project Team is operative	X	X	X	X	X	X

END NOTES

ⁱ The five focus areas are: Young Child Survival and Development; Basic Education and Gender Equality; HIV/AIDS and Children; Child Protection from Violence, Exploitation and Abuse and Policy Advocacy and Partnerships for Children's Rights. For a more detailed explanation see "Section C. UNICEF's current approach to Sector Issues: Education and Child Protection". See UNICEF – *The UNICEF medium-term strategic plan, 2006-2013. Investing in children: the UNICEF contribution to poverty reduction and the Millennium Summit agenda*. (2005) http://www.unicef.org/protection/files/05-11_MTSP.pdf

ⁱⁱ UNICEF – *The Programme Guidance Note on Children with Disabilities: Ending Discrimination and Promoting Participation, Development and Inclusion*. (April 2007)

ⁱⁱⁱ Children who have long-term impairments which, in interaction with physical, social, economic or cultural barriers, may limit their ability to participate fully in society on an equal basis with others.

^{iv} Idem

^v UNESCO - *Education for All Global Monitoring Report 2010: Reaching the marginalized*. (2010), p. 181.

^{vi} The numbers cited are the results from 20 countries which were reviewed by UNICEF in its Multiple Indicator Cluster Survey; See the UNICEF - *Monitoring Child Disability in Developing Countries: Results from the Multiple Indicator Cluster Surveys, joint report between UNICEF and the University of Wisconsin*. (2008),

http://www.childinfo.org/files/Monitoring_Child_Disability_in_Developing_Countries.pdf

^{vii} UN – *From Exclusion to Equality: Realizing the Rights of Persons with Disabilities*. (Geneva - 2007), p. 1.

^{viii} Please refer to the "Terms of Reference for the Implementation Team" attached in **Annex 1**.

^{ix} UN, <http://www.un.org/disabilities/countries.asp?id=166>, accessed 13 October 2010.

^x "An estimated 80 per cent of these persons live in developing countries, many in conditions of poverty. In both developed and developing countries, evidence suggests that persons with disabilities are disproportionately represented among the world's poor and tend to be poorer than their counterparts without disabilities. It is estimated that of the world's poorest people, meaning those who live on less than one dollar a day and who lack access to basic necessities such as food, clean water, clothing and shelter, 1 in 5 is a person with disabilities. Given that persons with disabilities represent such a significant portion of the population, and are more likely to live in poverty than their peers without disabilities, ensuring that they are integrated into all development activities is essential in order to achieve international development goals." See Economic and Social Council "*Mainstreaming disability in the development agenda*." Economic and Social Council, E/CN.5/2008/6, Distort: General, 23 November 2007, Commission for Social Development Forty-sixth session, 6-15 February 2008 Item 3 (c) of the provisional agenda* Follow-up to the World Summit for Social Development and the twenty-fourth special session of the General Assembly: emerging issues: "Mainstreaming disability in the development agenda" <http://www.un.org/disabilities/default.asp?id=708> Downloaded: 20 July 2010

^{xi} UNICEF Innocenti Research Centre - *Innocenti Digest No. 13 – Promoting the Rights of Children with Disabilities*. (2007), <http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf>

^{xii} UN, <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>, accessed 19 July 2010.

^{xiii} Examples of documents/publications "produced", specific to rights and disabilities: UNICEF Innocenti Research Centre – *Innocenti Insight: "Children and Disability in Transition in CEE/CIS and Baltic States*, (2005); Groce, Nora Ellen/UNICEF – *Summary Report – Violence against Disabled Children, UN Secretary General's Report on Violence against Disabled Children, Thematic Group on Violence against Disabled Children, Findings and Recommendations*. (2005); UNICEF Programme Guidance – *Children with Disabilities: Ending Discrimination and Promoting Participation, Development, and Inclusion*. (UNICEF NY - 2007); UNICEF Innocenti Research Centre - *Innocenti Digest No. 13 – Promoting the Rights of Children with Disabilities*. (2007); UNICEF-RI, *One-in-Ten: What does the CRPD mean to the lives and future of children and youth with disabilities?* (2008); UNICEF & Victor Pineda Foundation – *It's about Ability: Learning Guide on the Convention on the Rights of Persons with Disabilities*. (2008); UNICEF & Victor Pineda Foundation – *It's about Ability: An explanation of the Convention on the Rights of Persons with Disabilities*. (2008); UNICEF Latin American and Caribbean Region Office (TACRO): "*Study of Disabilities and Services for Children In Central America-*

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Frameworks, Past History, Situation, Tendencies, Challenges and Recommendation for UNICEF (A Discussion Document For UNICEF TACRO and Education Section) (2009); East and Southern Africa Region (ESAR) study: *"The Education of Children and Young People with Impairments in ESAR"* (2009)

^{xiv} UNICEF's Five Focus Areas are explained later under "Section C. UNICEF's current approach to Sector Issues: Education and Child Protection".

^{xv} "It's About Ability" is currently available in English, French, Spanish, Arabic, Italian, Croatian, Armenian, Azerbaijani, Khmer, Vietnamese, Montenegrin, Italian, Romanian, Russian, Japanese and Braille English, and Audio English.

^{xvi} The Strategy can be accessed by the following link: [http://www.unicef.org/about/execboard/files/08-5Rev1-child_protection-20_May_08-final_changes\(3\).pdf](http://www.unicef.org/about/execboard/files/08-5Rev1-child_protection-20_May_08-final_changes(3).pdf)

^{xvii} The MTSP is a UNICEF Board approved document, mandating UNICEF's overall work, which includes specific expectations linked to this project such as 60 countries to have strengthened child protection systems, and to reduce the proportion of primary school aged children who are out of school by at least 40 percent, before 2013. See UNICEF – *The UNICEF medium-term strategic plan, 2006-2013. Investing in children: the UNICEF contribution to poverty reduction and the Millennium Summit agenda.* (2005), http://www.unicef.org/protection/files/05-11_MTSP.pdf

^{xviii} Committee on the Rights of the Child - *General Comment No.9 on the Rights of Children with Disabilities.* (2006).

^{xix} Guernsey, K., Nicoli, M. and Ninio, A., "Making Inclusion Operational: Legal and Institutional Resources for World Bank Staff on the Inclusion of Disability Issues in Investment Projects", Law and Development Working Paper Series No. 1, October 2006.

^{xx} Filmer, D., "Disability, Poverty and Schooling in Developing Countries: results from 11 household surveys", World Bank Policy Research Paper 3794, Washington D.C. December 2005, p. 15.

^{xxi} UNICEF. Progress for Children: A report card on child protection. Number 8, September 2009.

^{xxii} UNICEF. Progress for Children: A report card on child protection. Number 8, September 2009.

^{xxiii} Studies from the US show that children with disabilities are 1.8 times more likely to be neglected, 1.6 times more likely to be physically abused and 2.2 times more likely to be sexually abused than children without disabilities in American Academy of Pediatrics, "Assessment of Maltreatment of Children with Disabilities", PEDIATRICSS, Vol. 108, August 2001.

^{xxiv} Wulczyn, F., D. Daro, J. Fluke, S. Feldman, C. Glodek, and K. Lifanda., *Adapting a Systems Approach to Child Protection: Key Concepts and Considerations.* UNICEF 2010., and UNICEF Child Protection System Mapping and Assessment Toolkit found at http://www.unicef.org/protection/index_54229.html .

^{xxv} The four core principles of child friendly schools are: child-centred, protective, democratic and inclusive.

^{xxvi} This includes: (a) Links with early intervention initiatives with family and community support; (b) Links with the development of other learning opportunities/spaces, to complement school-based learning and to reach excluded adolescents; (c) Emphasis on the characteristic of the CFS as a child-seeking school, i.e. actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and State as duty-bearers with obligations to fulfill these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community; as well as the child centered aspects of the CFS; and, (d) Roll out of the manual with awareness raising/advocacy, training and capacity building through parent and teacher education about child disability and the rights of children with disabilities in the countries selected. Note: Each chapter of the present CFS manual should include specific issues related the promotion and implementation of inclusive education strategies within the CFS framework. But, considering that that present manual was just completed, a separate module will be prepared now, with the possible incorporation of disability elements (with a cross-cutting vision) in the future revision and updating process for the present CFS manual.

^{xxvii} UNICEF has yet to improve tracking tools for disability spending, however, efforts in this regard are underway.

^{xxviii} This amount is based on the UN Standard Costs Table, according to which in 2010 a P4 requires \$141,807 + \$63,941, which comes to a total of \$205,748. In 2011 a P4 will require \$151,904 + \$68,494, which comes to a total of \$220,398. The cost of the programme specialist in the third year will be absorbed by UNICEF institutional budget.

^{xxix} The Implementation Project Team will not have a separate approval process with regard to the implementation plan. Given that this project is cross-sectoral, the approval of the activities indicated in

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the implementation plan will be part and parcel of the annual work plan of each HQ section and country office involved in this project.

^{xxx} See UNICEF – *The UNICEF medium-term strategic plan, 2006-2013. Investing in children: the UNICEF contribution to poverty reduction and the Millennium Summit agenda.* (2005), http://www.unicef.org/protection/files/05-11_MTSP.pdf

^{xxxi} To be found at:

http://www.un.org/en/pseataaskforce/docs/unfpa_circulars_on_special_measures_for_psea.pdf

^{xxxii} United Nations Development Group/Inter-Agency Support Group for the CRPD Task Team., *Including the rights of persons with disabilities in United Nations programming at country level: A Guidance Note for United Nations Country Teams and Implementing Partners.* UN, 2010, to be found at: <http://www2.ohchr.org/english/issues/disability/docs/GuidanceNoteJuly2010.pdf>