CHILDREN WITH DISABILITIES IN HUMANITARIAN ACTION: CHECKLIST FOR THE CCCs

UNICEF policy
Disability-inclusive humanitarian action is informed by and grounded in:
- A *rights-based* approach which recognizes that children with disabilities have the same rights as any other children.
- An *inclusive* approach that recognizes that children with disabilities are first and foremost children and have the same needs as other children, and that only some of their needs are disability-specific.
- The principle of *accessibility* as a fundamental prerequisite for inclusion, ensuring that all physical environments and information are accessible to all children with disabilities. Accessibility can be promoted through *universal design*.
- The principle that the best place for children with disabilities to live is *in their community*, where they are protected and can participate *on an equal basis with others.*
- The principle of *non-discrimination* which pays special attention to the multiple discrimination faced by girls and women with disabilities.

Delivering the CCCs: a checklist for children with disabilities
Country offices should ensure the following are covered in planning and design of humanitarian interventions:

Data collection and Planning
- Ensure children with disabilities are counted and included in needs assessments and data collection tools are designed to capture them.
- Information management systems should capture children with disabilities, disaggregated by age and sex.
- Ensure that data on children with disabilities informs planning processes and interventions.

Programme design
- Ensure that children with disabilities are mainstreamed into all regular interventions, services and programmes, including WASH, education, health, child protection, shelter, by using an inclusive lens in line with the above principles. Ensure that children with disabilities are included through existing resources.
- Some needs of children with disabilities will require the design of disability and age-specific interventions and services, for example rehabilitation, physical therapy etc.
- Ensure that all programmes and services are accessible for children with disabilities and their families, including the physical environment, and that information is provided in a variety of formats.
- Ensure that when programmes are designed, they include capacity building of staff and service providers on the inclusion of children with disabilities.

Partnerships and participation
- Foster collaboration with actors who have expertise on disability inclusion, such as NGOs and disabled people's organizations. Use their expertise to ensure that implementation in the field is disability-inclusive.
- Foster partnerships and collaboration on disability through raising their visibility in UNICEF-led Clusters and Areas of Responsibility.
- Create opportunities for children with disabilities to have their voices heard in programme design and consultations and evaluations

Further information and case studies
UNICEF's 2013 report State of the World's Children: Children with Disabilities
UNICEF's page on Children with Disabilities
"Take Us Seriously!" Guidelines on engaging Children with Disabilities in Decisions affecting their Lives
Disability checklist for emergency response general protection and inclusion principles of persons with disabilities/injuries
Convention on the Rights of Persons with Disabilities (CRPD)