WEBINAR

Disability Inclusive Child Protection Competency Framework for the Social Service Workforce
About this webinar

- Introduction to:
  - Children with disabilities
  - Disability Inclusive Child Protection
  - Social Service Workforce for Child Protection

- Disability Inclusive Child Protection Competency Framework for the Social Service Workforce:
  - Part 1 Introduction
  - Part 2 Core Competencies
  - Part 3 Functional Competencies
  - Part 4 Annexes
  - How to use and discussion

Text on left: overview of contents of this webinar
Photo on right: a Syrian boy standing with light blue forearm crutches, looking down with confidence into the camera.

© UNICEF/UN0603263/
Caption: Bashar, 11, at home in Jarba, Syria using his crutches.
Children with Disabilities

Children with disabilities are those under 18 who have “long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

CRPD Article 1

Text on left: definition of disability from CRPD
Photo on right: three adolescent girls who are deaf and hard of hearing using sign language, one girl is in the centre facing the camera and the two behind her are facing one another. They are participating in a training session in Cameroon.

© UNICEF/UN0668514/Dejongh
Caption: Maurine Gomba, a 16 years old deaf and hard of hearing girl, during a training session, in Bertoua, in the East of Cameroon.
How many children with disabilities?

A world map with regions in different colours, with text showing the total number of children with disabilities and the percentage of children with disabilities per region and globally.

- North America: 8 million, 10%
- Latin America and the Caribbean: 19.1 million, 10%
- Middle East and North Africa: 20.9 million, 13%
- West and Central Africa: 41.1 million, 15%
- Eastern and Southern Africa: 28.9 million, 10%
- Europe and Central Asia: 10.8 million, 6%
- South Asia: 64.4 million, 11%

Global: 236.3 million. 10%
• East Asia and Pacific: 43.1 million, 8%
• Global: 236.3 million, 10%

SOURCE

The global estimate is based on a subset of 103 countries covering 84 per cent of the global population of children aged 0 to 17 years. Regional estimates represent data covering at least 50 per cent of the regional population of children.
Experiences of children with disabilities

**Are less likely to...**
- Be read to at home
- Attend school at any level
- Have their births registered
- Receive humanitarian services
- Have improved sanitation at home
- To receive responsive and nurturing care
- Have access to community-based services

**Are more likely to...**
- Experience multi-dimensional poverty
- Be placed in residential institutions
- Experience violence of all kinds
- Experience family separation
- Be engaged in child labour
- Be bullied by their peers
- Be stunted or wasted

On the left: text listing things that children with disabilities are less likely to experience, alongside a blue arrow pointing downwards.

On the right: text listing things that children with disabilities are more likely to experience, alongside a blue arrow pointing upwards.

**SOURCES:**
UNICEF commitments for children with disabilities

UNICEF Strategic Plan Goal Area 3
Ensuring that every child, including adolescents, is protected from violence, exploitation, abuse, neglect and harmful practices

Child Protection Strategy: Inclusive and effective child protection systems

Disability Inclusion Policy and Strategy: Prevention of neglect and violence against children with disabilities

Core Commitments for Children in Humanitarian Action: Children with disabilities have inclusive and safe access to humanitarian services and programmes

Four lines of text listing UNICEF frameworks, with representative icons: Goal Area 3; Child protection strategy; Disability inclusion policy and strategy; core commitments for children in humanitarian action.
Disability Inclusive Child Protection

Key interventions include:

- Tools, resources, and guidance on disability inclusive child protection
- **Enhancing capacities, knowledge, and skills of social service workforce**
- Strengthening child protection systems to be more inclusive and accessible
- Addressing child protection needs of children with disabilities
- Disability disaggregation in research and data collection

Text on left: list of key interventions, highlighted in blue is the most relevant one on enhancing capacities, knowledge, and skills of social service workforce

Diagram on right: twin track approach to disability inclusion shown with icons of people with and without disabilities, and text explaining mainstreaming and targeted approaches, with arrows around the text pointing to the icons of people
Social Service Workforce for Child Protection

**Social Service Workforce:** paid and unpaid, governmental and non-governmental, professionals and para-professionals who work to ensure the healthy development and well-being of children and families.

They focus on preventative, responsive and promotive programmes that support families and children in communities by alleviating poverty, reducing discrimination, facilitating access to services, promoting social justice and preventing and responding to violence, abuse, exploitation, neglect and family separation.

Text on left: full definition of social service workforce
Image on right: cover of the document “guidelines to strengthen the Social Service Workforce for child protection”. Cover has range of photos showing social service workers engaging in child protection activities with children and families.
• Detailed diagram showing the UNICEF Strategic Framework for Strengthening the Social Service Workforce for Child Protection, showing:
  o Both the bottlenecks and the enabling environment factors for SSWS
  o The key strategic interventions across planning, developing, and supporting the SSW that address those bottlenecks and leverage the enabling environment factors
  o The promotive, preventive, response functions that the SSW can then perform
  o The relevant multisectoral interventions, such as health and education
Inclusive SSWS

**Inclusion** is "the process of improving the terms for individuals and groups to take part in society"

- Children with disabilities
- Children from minority groups, such as indigenous populations
- Children in street situations
- Children separated from family
- Children on the move
- Children and/or family members of all sexual orientations, gender identities, gender expressions and/or sex characteristics

Text at top: the definition of inclusion, "the process of improving the terms for individuals and groups to take part in society".

Text on left: list of children who face marginalisation, including children with disabilities

Image on right: a group of children, including a child using a wheelchair, play with a soccer ball outside their classroom in Syria

© UNICEF/UN0603134/Belal

Caption: Azzam, 12, a wheelchair user, plays with his friends during a sports class in the yard of Al-Nashabieh Al-Mohdatheh school in Syria.
Disability Inclusive Child Protection Competency Framework for the Social Service Workforce

Part 1: Introduction
- Setting the stage
- Introducing the Framework
- How to use
- The role of inclusion

Part 2: Core Competencies
- Social Service Work
- Disability knowledge

Part 3: Functional Competencies
- Promotive
- Preventive
- Response

Part 4: Annexes
- Examples of use
- Intermediate disability knowledge
- Resources

Image on right: cover of resource, which has 8 photos arranged around the title text, showing children of all ages with and without disabilities interacting with one another and with workers.
Text on left: list of the four parts of the resource, and their key contents
DICP Competency Framework: Part 1

Why a framework?
- Child protection systems and SSW exist in diverse contexts
- Many training materials and similar already exist
- Difficult to create globally relevant or standardised training
- Focus on common functions and associated competencies
- Equip SSW in any context to work in disability inclusive ways

Child protection functions: activities performed in delivering child protection services.

Competencies: the skills, knowledge and abilities needed to perform particular functions.

Text on left: bullet points summarising why a framework was chosen
Text on top right: definition for child protection functions and definition for competencies

Image on bottom left: a woman with her back to the camera shakes hands with a para-social worker who is facing the camera, a rural village is seen in the background

© UNICEF/UNI406082/Abdul
Caption: Harriet, a member of the Kilameling Parenting Without Violence group, chats with a para social worker in Obongi District, Uganda.
**DICP Competency Framework: Part 2**

An excerpt of Table 1 Social Service Work Core Competencies, showing the core competency area of values, with the sub-areas and their descriptions.
DICP Competency Framework: Part 3

Promotive: focus on the broader environment and whole systems. Interventions often at regional or national level, such as driving strategy and evaluating effectiveness.

Preventive: focus on community group or sub-group, individuals and families. Interventions to protect group or individual from harm and create supportive surroundings, such as parenting support and access to services.

Response: focus on children who have experienced harms, alongside work with their caregivers. Also efforts to prevent reoccurrence. Interventions such as psychosocial support and referral to specialized services.

Child Protection Functions: the activities performed in delivering child protection services.

Text on left: an icon with hands holding a circle to represent child protection, and the definition of child protection functions
Text on right: definitions of promotive, preventive, response functions
DICP Competency Framework: Part 3

An excerpt of Table 3 Competencies for Promotive Functions, showing an entry on implementing plans of national ministries.

The table’s header columns from left to right are functions, actions, skills, knowledge; and the horizontal label on the far left is “enabling environment.”
DICP Competency Framework: Part 4

- Annexes
  - Examples of how to use
  - Intermediate disability knowledge competencies
  - Internal and external resources

Text on left: list of what is included in the annexes
Image on right: a child with a disability is doing an activity at a table with her grandmother and a social service worker, shelves with toys and activities are seen behind them

© UNICEF/UN0627805/Ruziev
Caption: 3 year old Abdukholik, a child with a disability, is learning motor skills with her grandmother and a social worker at UNICEF-supported Family and Child Support center. Since 2017, UNICEF has been working closely with the Government of Tajikistan to promote family-based care for children, including helping to transform the system of residential childcare institutions so-called 'Baby-Homes' into Child & Family Support Centers.
Examples of use

- Developing disability-sensitive and informed job descriptions for different social service worker roles
- Creating training modules for stand-alone use or for integration into existing materials
- Preparing plans for capacity building on disability related knowledge and skills
- Self-assessment tool for social service workers to review their current competencies
- Informing development of disability inclusive policies, procedures, and regulations
- Mapping the social service workforce, and their competencies, in a particular region or context

Text on left: list of ideas for how resource can be used

Image on right: a Malaysian social worker sitting at a table with a girl who has her head down as she concentrates on drawing on a piece of paper.

© UNICEF/UN0324670/Pirozzi

Caption: Rinna binti Roslan, social worker of Malaysia’s Department of Social Welfare counsels a girl who has experienced abuse. Rinna has been trained under a Child Protection pilot project supported by UNICEF.
Example 1a: Mapping for disability inclusion

**What** child protection functions are currently being performed?

**Who** is currently performing these functions?

**What competencies** do they hold?

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**Top of slide:** graphic of three squares connected by arrows to show step-by-step process

**Bottom of slide:** snippet of Table 7 Social Service Workforce Mapping
**Example 1a: Mapping for disability inclusion**

Larger snippet of Table 7 Social Service Workforce Mapping, with the headers of agency name, type of management, mandate, worker titles, mandates, types, functions performed; Xs are used to fill out the table.

Contents of the table are categorised with coloured circles and arrows connected to labels on the left and right of the table, to showcase worker functions and types.
Example 1b: Mapping for disability inclusion

Is disability inclusion within the competencies they hold?

- Identify the actions for disability inclusion relevant to their functions
- Identify the disability inclusion competencies needed for their functions
- Identify the knowledge for disability inclusion needed for their functions

Develop a disability inclusion action plan to enhance inclusion and accessibility

Create a capacity building plan for developing the needed disability inclusion competencies of different types of workers

Develop a disability inclusive job description for future recruitment of different types of workers

Host a workshop on disability inclusion to build up the knowledge needed for their functions

Decision tree graphic reading left to right with three possible paths

The second path offers two possible final outcomes
Example 1b: Mapping for disability inclusion

Graphic combining the step-by-step process and decision tree that appeared in the previous three slides, to demonstrate how these work together.
Example 2: Community Engagement Officer Job Description

<table>
<thead>
<tr>
<th>JOB DESCRIPTION: COMMUNITY ENGAGEMENT OFFICER AT CHILD PROTECTION SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOB TITLE</strong></td>
</tr>
<tr>
<td><strong>Job Tasks</strong></td>
</tr>
<tr>
<td>• Raise community awareness on child rights and protection, including for children with disabilities</td>
</tr>
<tr>
<td>• Mobilize communities to be more engaged in child protection and social services</td>
</tr>
<tr>
<td>• Engaging with community actors that are outside the child welfare and protection space, but may contribute to child protection</td>
</tr>
<tr>
<td>• Engaging with communities in identifying child protection issues and family welfare needs specific to the community</td>
</tr>
<tr>
<td>• Conduct information outreach to the community on child protection issues and available services, including for children with disabilities</td>
</tr>
</tbody>
</table>

| **Required knowledge** | |
| • Knowledge of child rights and protection as they relate to the general community, including relevant laws and regulations |
| • Knowledge of community concerns and priorities relating to children, including children with disabilities, and the child protection system |
| • Familiarity with the community – culture, religion, demographics, other concerns (e.g., unemployment) |
| • Familiarity with how community issues and needs can impact children, including children with disabilities |
| • Knowledge of the roles, activities, policies and procedures of the related services and systems, especially as they relate to children, including children with disabilities |
| • Knowledge of how to ensure children with disabilities can access related services and systems, for example they may require special adaptations |

| **Required skills** | |
| • Skills to present professional knowledge and expertise in styles and formats appropriate for the general community |
| • Skills in creating and presenting information in various formats including accessible formats |
| • Skills in engaging and working with the general community and with formal and informal community groups such as the school |
| • Skills in research, to identify relevant information about communities |
| • Skills in critical analysis, assessment, observation, and identification |
| • Skills in building relationships and partnerships with actors in related services and systems |

A table of a job description, with snippets from the Competency Framework overlaid on the right of the slide, with arrows indicating where the text from the framework was placed in the job description will.

The labels on the left of the table are job tasks, required knowledge, required skills; the right side of the table are bullet points expanding on each topic.
A short table of a disability inclusion action plan, with staff title on the left and list of actions on the right; with snippets from the Competency Framework at the bottom of the slide, with arrows and coloured boxes indicating where the text from the framework was placed in the plan.
Example 4: Capacity development plan

At top right is an excerpt from the preventive functions table of the Competency Framework and at the bottom left is part of a Capacity Development plan, with coloured arrows and boxes showing how items were pulled from the Framework and put into the capacity plan.
Example 5a: Training workshop agendas

<table>
<thead>
<tr>
<th>FUNCTIONS PERFORMED BY SOCIAL SERVICE WORKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish/sustain detection mechanisms to identify vulnerable and at-risk children and families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARA-PROFESSIONAL SOCIAL SERVICE WORKERS, VOLUNTEERS AND COMMUNITY-BASED WORKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic knowledge and understanding of key protection concerns and associated indicators, including those specific to children with disabilities</td>
</tr>
<tr>
<td>Basic knowledge of disability and developmental delays, and associated indicators</td>
</tr>
<tr>
<td>Basic knowledge and understanding of the rights of all children, and specifically of children with disabilities</td>
</tr>
<tr>
<td>Basic familiarity with various parenting and caregiving approaches (e.g. positive parenting and Circle of Security), including those specifically referring to children with disabilities</td>
</tr>
<tr>
<td>Basic familiarity with local services relevant for children, including for children with disabilities and their families</td>
</tr>
</tbody>
</table>

Engaging with communities in identifying child protection issues and family welfare needs specific to the community, e.g. child labour, early marriage, abuse

Create linkages and partnerships with related services and systems such as social welfare and education

| Basic familiarity with the community – culture, religion, demographics, other concerns (e.g., unemployment) |
| Basic familiarity with issues that commonly affect similar communities |
| Basic familiarity with how community issues and needs can impact children, including children with disabilities |

<table>
<thead>
<tr>
<th>‘Working with Children with Disabilities’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to disability</td>
</tr>
<tr>
<td>Definitions</td>
</tr>
<tr>
<td>UNICEF approach</td>
</tr>
<tr>
<td>Key protection concerns for children with disabilities</td>
</tr>
<tr>
<td>Violence of all kinds</td>
</tr>
<tr>
<td>Family separation and institutions</td>
</tr>
<tr>
<td>Stigma and discrimination</td>
</tr>
<tr>
<td>Rights of children with disabilities</td>
</tr>
<tr>
<td>CRPD and CRC</td>
</tr>
<tr>
<td>Parenting/caregiving for children with disabilities</td>
</tr>
<tr>
<td>Addressing negative norms and beliefs</td>
</tr>
<tr>
<td>Support to parents/caregivers</td>
</tr>
<tr>
<td>Positive parenting approaches</td>
</tr>
<tr>
<td>Impact of community issues and needs on children with disabilities</td>
</tr>
<tr>
<td>Higher levels of poverty</td>
</tr>
<tr>
<td>Disproportionately impacted by lack of community-based services</td>
</tr>
<tr>
<td>Local services for children with disabilities</td>
</tr>
</tbody>
</table>

On the left: part of the capacity development plan from the previous slide
On the right: a box with the header “disability targeted” and sub header “working with children with disabilities”, and a list of bullet points

Arrows from the capacity plan to the box show how the text in the box was developed
Example 5b: Training workshop agendas

On the left: part of the capacity development plan from the earlier slide
On the right: a box with the header “disability mainstreamed” and sub header “working in ABC community”, and a list of bullet points
Arrows from the capacity plan to the box show how the text in the box was developed
**Example 6a: Disability inclusion knowledge**

<table>
<thead>
<tr>
<th>FUNCTION FOR PROMOTIVE WORK</th>
<th>ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER</th>
<th>SKILLS NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER</th>
<th>KNOWLEDGE NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and promote practice and service standards</td>
<td>• Ensure that there are standards relating to the safety, well-being, and rights of all children, including children with disabilities</td>
<td>• Skills to research and review child-centred and disability-inclusive practice and service standards to serve as examples</td>
<td>• Familiarity with practice and service standards that are child-focused, include children with disabilities, and uphold the rights of all children</td>
</tr>
<tr>
<td></td>
<td>• Ensure general disability related standards, e.g., on accessibility of premises</td>
<td>• Communication skills to disseminate and promote materials ensuring disability inclusive and accessible</td>
<td>• Knowledge of materials conventions, treaties, and protocols, regional or national standards and legislation, and examples from disability-focused services for guidance</td>
</tr>
<tr>
<td></td>
<td>• If standards need to be developed, or revised, refer to disability-inclusive aspects of relevant international conventions, treaties, and protocols, regional or national standards and legislation, and examples from disability-focused services for guidance</td>
<td>• Assessing compliance of child protection standards with international human rights laws, principles, and standards</td>
<td>• Knowledge of relevant theoretical frameworks, such as human behaviour and the social environment</td>
</tr>
<tr>
<td></td>
<td>• Disseminate and promote the new or revised standards via service meetings, newsletters, or e-bulletins, memos, reports</td>
<td></td>
<td>• Knowledge of accessibility and inclusive communication</td>
</tr>
</tbody>
</table>

Part of Table 3 Competencies for Promotive Functions, showing the entry on service standards, with the word “accessibility” circled several times across the columns
Example 6b: Disability inclusion knowledge (Accessibility)

At top: excerpt from the Disability Core Knowledge Competencies, showing the entry on accessibility.
At middle: excerpt from the Intermediate Disability Knowledge Competencies, showing the more detailed entry on accessibility.
At bottom: excerpt from the UNICEF Resources table, showing the entry on the UNICEF Accessibility Toolkit with a link.

Text and arrows label each excerpt.
Cover of resource as ending slide