WEBINAR

Disability Inclusive Child Protection Competency Framework for the Social Service Workforce

GLOBAL SOCIAL SERVICE WORKFORCE ALLIANCE

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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

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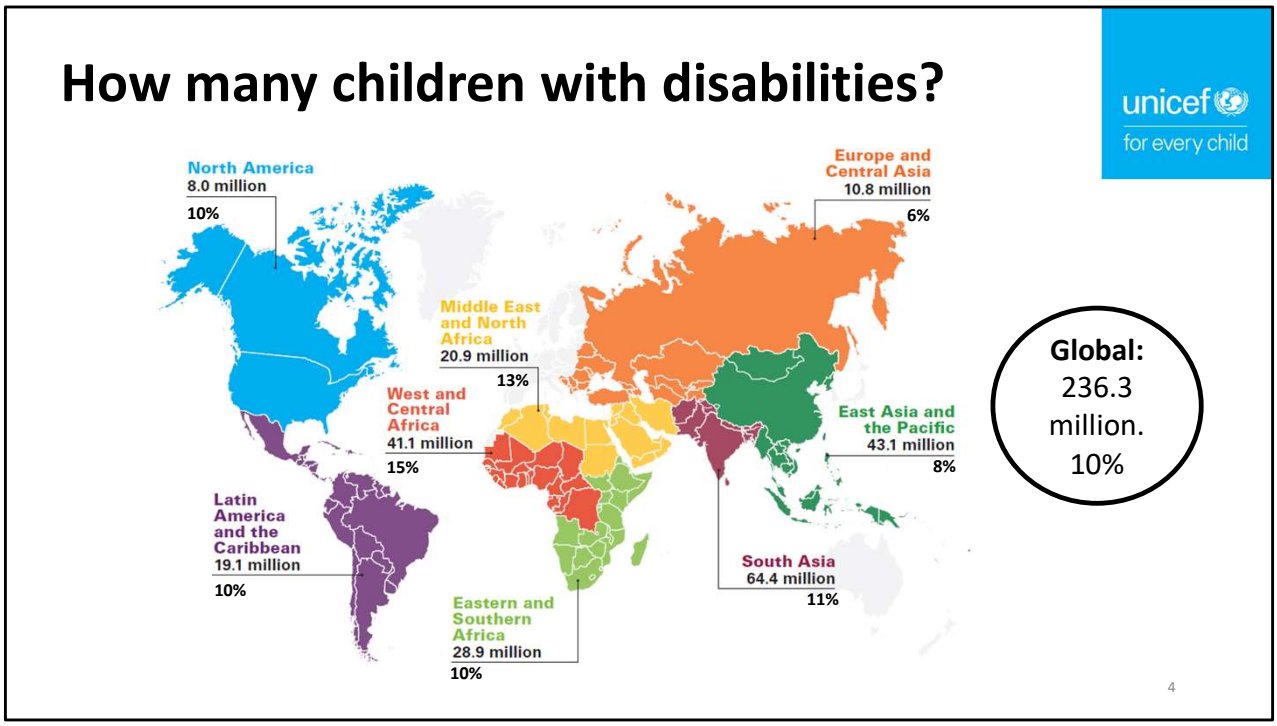
Children with disabilities are those under 18 who have "long-term physical, mental, intellectual or sensory **impairments** which in interaction with various **barriers** may hinder their full and effective **participation** in society on an equal basis with others."
CRPD Article 1

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.



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.

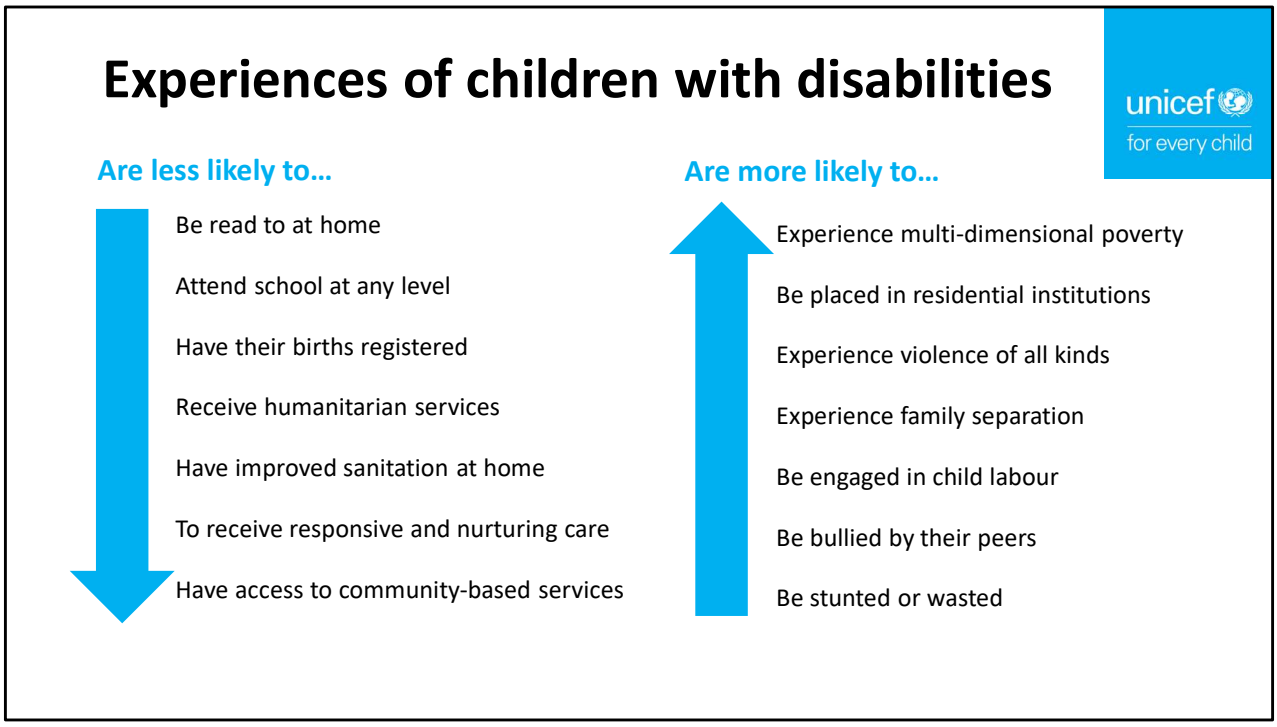
- North America: 8 million, 10%
- Latin America and the Caribbean: 19.1 million, 10%
- Middle East and North Africa: 20.9 million, 13%
- West and Central Africa: 41.1 million, 15%
- Eastern and Southern Africa: 28.9 million, 10%
- Europe and Central Asia: 10.8 million, 6%
- South Asia: 64.4 million,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

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

SOURCE

United Nations Children's Fund, *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*, UNICEF, New York, 2021 as seen in 'Disability inclusion at scale: An investment opportunity for the private and public sectors' September 2023.

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.



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:

United Nations Children's Fund, *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*, UNICEF, New York, 2021.
UNICEF Fact Sheet: Children with Disabilities. August 2022.

UNICEF commitments for children with disabilities

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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

FIGURE 2: TWIN TRACK APPROACH TO DISABILITY INCLUSION.

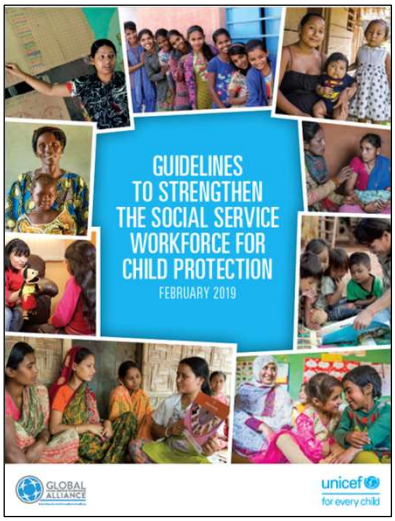
Source: UNICEF Disability Inclusion Policy and Strategy.

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.

SSWS Strategic Framework

- Detailed diagram showing the UNICEF Strategic Framework for Strengthening the Social Service Workforce for Child Protection, showing:
  - Both the bottlenecks and the enabling environment factors for SSWS
  - The key strategic interventions across planning, developing, and supporting the SSW that address those bottlenecks and leverage the enabling environment factors
  - The promotive, preventive, response functions that the SSW can then perform
  - 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

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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

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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

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2.1 Social Service Work Core Competencies

TABLE 1: SOCIAL SERVICE WORK CORE COMPETENCIES

CORE COMPETENCY AREA	CORE COMPETENCY SUB-AREA	CORE COMPETENCY DESCRIPTION
VALUES	Empathy	Think about and take into consideration the experiences and emotions of other people, and try to understand their challenges and goals. Also practice empathy for oneself in the form of adequate self-care.
	Inclusion	Welcome people of all backgrounds, identities, and experiences and treat them equitably. Invite them to participate and be involved, and provide support and accommodations to ensure this.
	Diversity	Respect and value the vast range of people's cultures, belief systems, languages, personal identities, characteristics, worldviews, accessibility requirements, individual functioning, and experiences.
	Integrity	Act with honesty and responsibility, conduct work ethically, and treat oneself and others with respect.
	Drive for results	Identify and work towards personal, organizational, and client goals in an efficient and effective manner, aiming for quality outcomes and outputs.
	Social justice	Pursue positive social change that aims to address injustices and inequities, especially for marginalised social groups. Promote human rights and equitable access to resources, services, information, and decision-making.

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

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

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.

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

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TABLE 3: COMPETENCIES FOR PROMOTIVE FUNCTIONS

	FUNCTIONS FOR PROMOTIVE WORK	ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER	SKILLS NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER	KNOWLEDGE NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER
ENABLING ENVIRONMENT	Implement policies, programmes, projects and plans of the relevant **Ministry/Ministries**, e.g. those responsible for family welfare, child protection, or children with disabilities	▪ Assess Ministry policies, programmes, projects and plans for consideration of children, and for inclusion of children with disabilities ▪ If children, including children with disabilities, have been overlooked – advocate directly with Ministry representatives for these materials to be updated ▪ Integrate the rights and needs of children with disabilities in own efforts to implement these materials	▪ Skills in advocacy for engaging with Ministry representatives ▪ Ability to critically examine and assess Ministry materials, with particular attention to disability	▪ Familiarity with relevant Ministries and their policies, practices, and general work ▪ Knowledge of current and upcoming policies, programmes, projects and plans of the relevant Ministry/Ministries ▪ Knowledge of key child rights, including rights of children with disabilities, as they relate to these policies, programmes, projects and plans

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

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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

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What child protection functions are currently being performed?

Who is currently performing these functions?

What **competencies** do they hold?

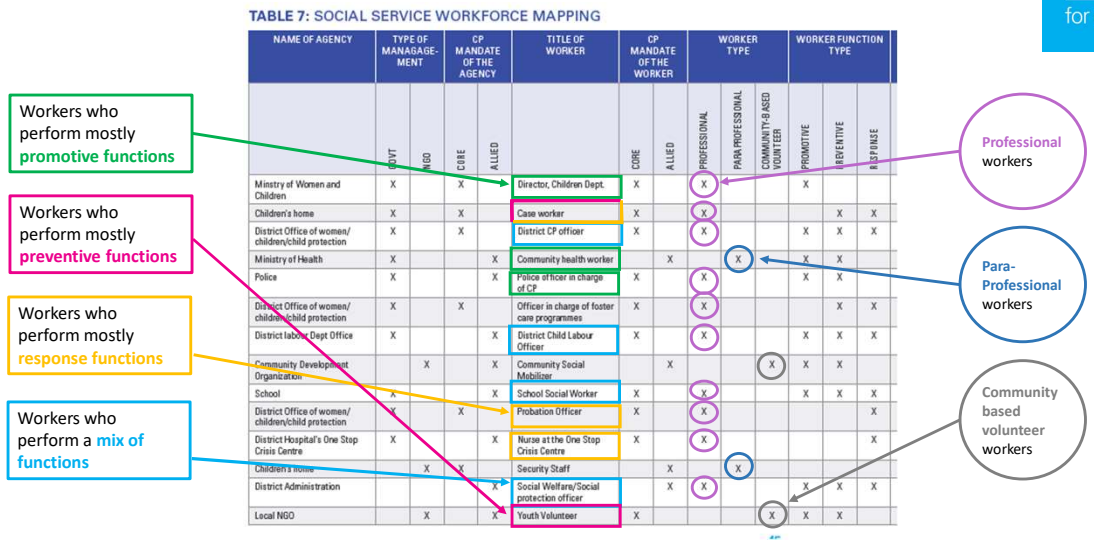
TABLE 7: SOCIAL SERVICE WORKFORCE MAPPING

NAME OF AGENCY	TYPE OF MANAGAGE-MENT		CP MANDATE OF THE AGENCY		TITLE OF WORKER	CP MANDATE OF THE WORKER		WORKER TYPE			WORKER FUNCTION TYPE		
	GOVT	NGO	CORE	ALLIED		CORE	ALLIED	PROFESSIONAL	PARA PROFESSIONAL	COMMUNITY-BASED VOLUNTEER	PROMOTIVE	PREVENTIVE	RESPONSE
Ministry of Women and Children	X		X		Director, Children Dept.	X		X			X		
Children's home	X		X		Case worker	X		X				X	X
District Office of women/ children/child protection	X		X		District CP officer	X		X			X	X	X
Ministry of Health	X			X	Community health worker		X		X		X	X	
Police	X			X	Police officer in charge of CP	X		X			X	X	
District Office of women/	X		X		Officer in charge of foster	X		X				X	X

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

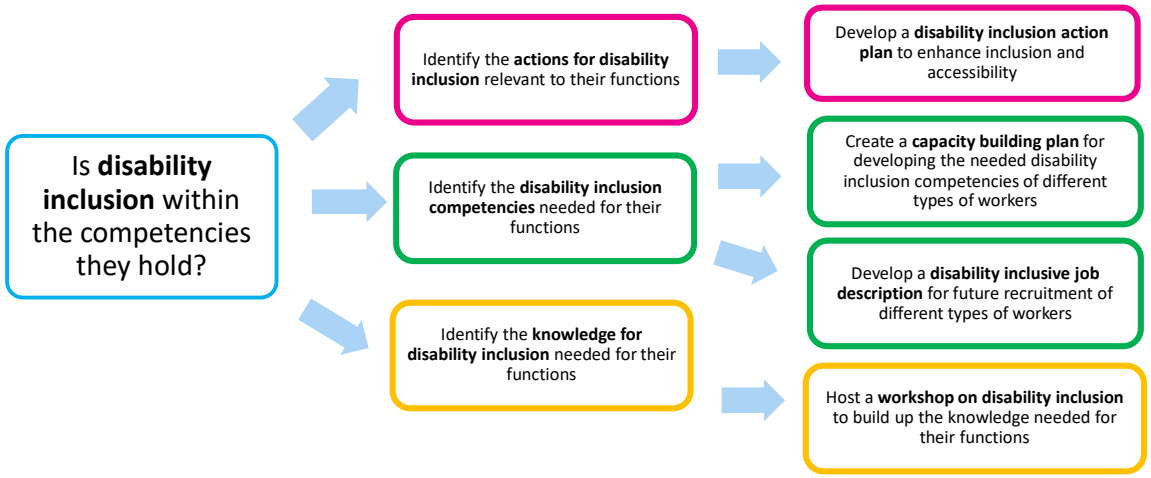
Example 1a: Mapping for disability inclusion



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

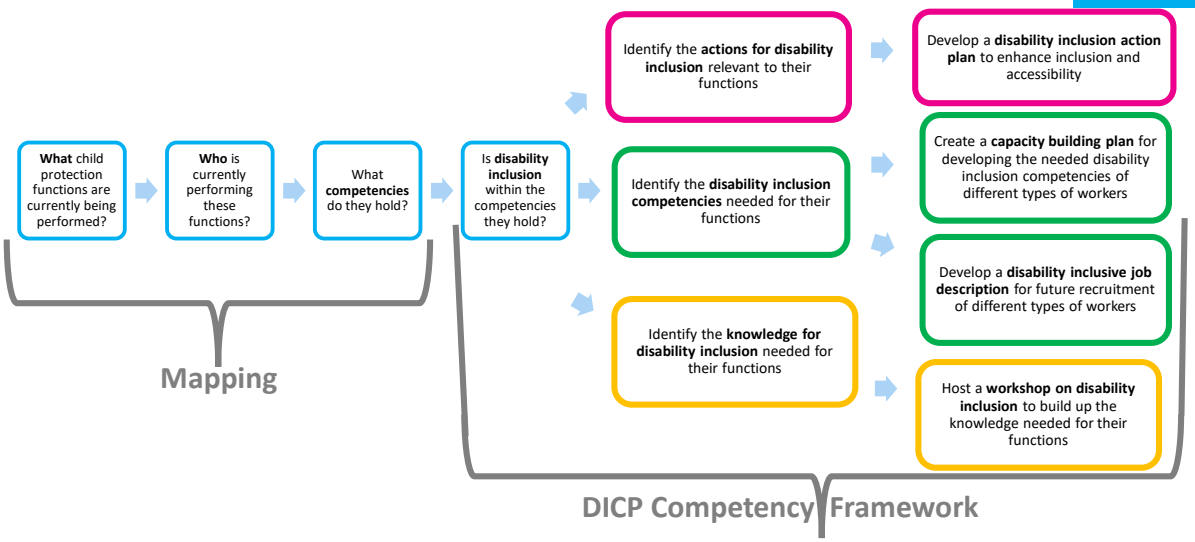
Example 1b: Mapping for disability inclusion



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

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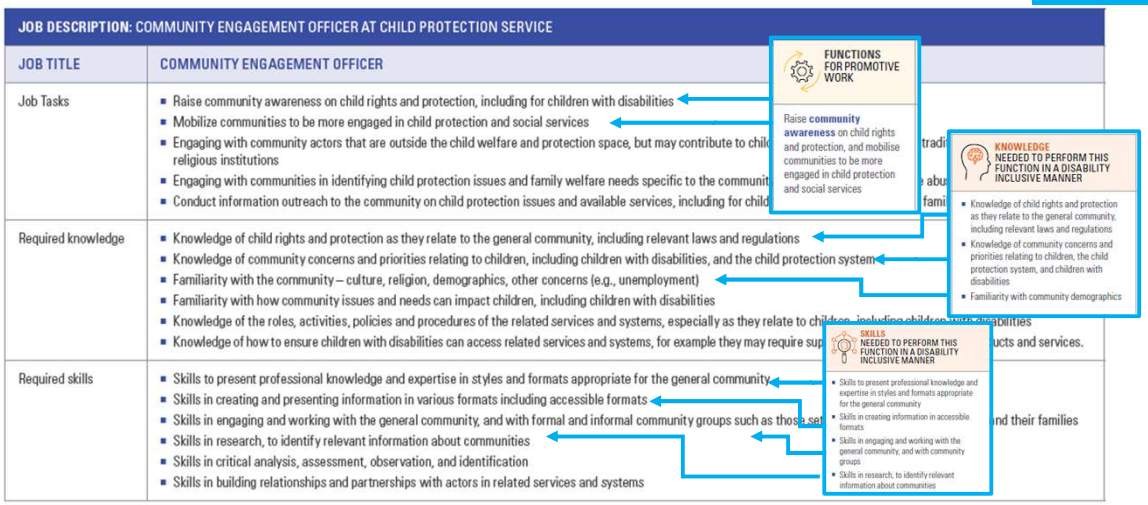

JOB DESCRIPTION: COMMUNITY ENGAGEMENT OFFICER AT CHILD PROTECTION SERVICE

JOB TITLE	COMMUNITY ENGAGEMENT OFFICER
Job Tasks	▪ Raise community awareness on child rights and protection, including for children with disabilities ▪ Mobilize communities to be more engaged in child protection and social services ▪ Engaging with community actors that are outside the child welfare and protection space, but may contribute to chil… religious institutions ▪ Engaging with communities in identifying child protection issues and family welfare needs specific to the communit… ▪ Conduct information outreach to the community on child protection issues and available services, including for child…
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 chil… …abilities ▪ Knowledge of how to ensure children with disabilities can access related services and systems, for example they may require sup… …ucts and services.
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 those set… …nd their families ▪ 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

Example 3: Disability Inclusion Action Plan

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TABLE 10: DISABILITY INCLUSION ACTION PLAN

DISABILITY INCLUSION ACTION PLAN FOR CHILD PROTECTION TEAM	
STAFF MEMBER	ASSIGNED ACTIONS
Child Protection Manager	▪ Assess related services and systems to identify how they work with children, including children with disabilities, and if their approaches are aligned to own policies ▪ Assess potential avenues for linkages and partnerships with the identified services and systems, e.g., referrals, joint programming ▪ Assess Ministry policies, programmes, projects and plans for consideration of children, and inclusion of children with disabilities ▪ If children, including children with disabilities, have been overlooked in Ministry resources/ policies – advocate directly with Ministry representatives for these materials to be updated; integrate the rights and needs of children with disabilities in own efforts to implement these materials ▪ Review subnational and national standards and legislation to assess their relevance/importance to the protection of all children, including those with disabilities ▪ If needed, advocate for children with disabilities to be included in standards and legislation – their need for protection on an equitable basis with other children, as well as protection efforts relating to their specific vulnerabilities and risks; and the need for accessibility and inclusion efforts ▪ Monitor national and local implementation of national standards, legislation and policies

ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER

- Assess related services and systems to identify how they work with children, including children with disabilities, and if their approaches are aligned to own policies
- Assess potential avenues for linkages and partnerships with the identified services and systems, e.g., referrals, joint programming

WORKING WITH COMMUNITIES AND OTHER SERVICES

PREVENTIVE FUNCTIONS

ENABLING ENVIRONMENT

PROMOTIVE FUNCTIONS

ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER

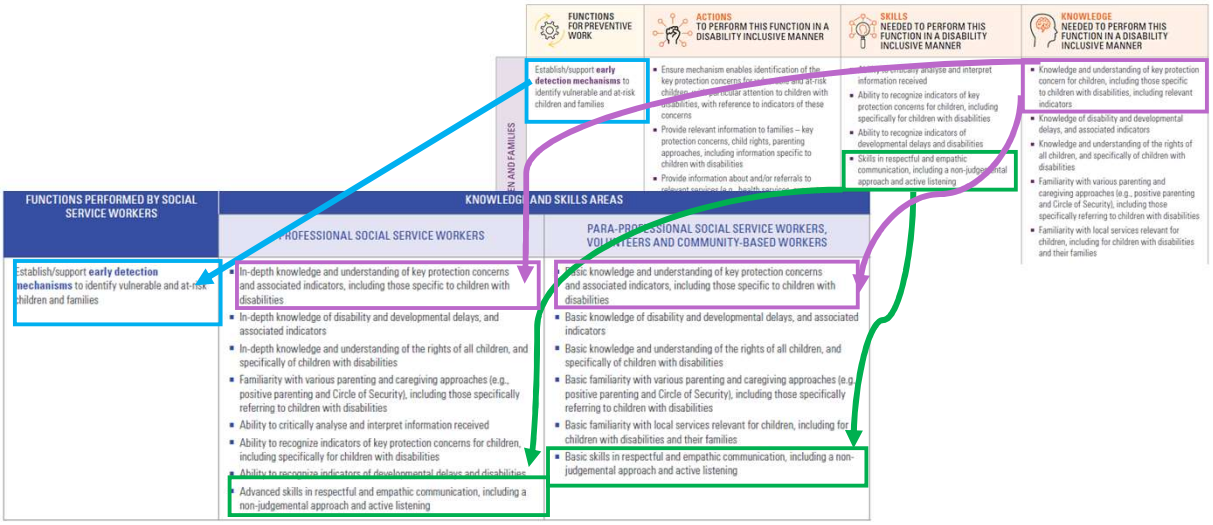
- Assess Ministry policies, programmes, projects and plans for consideration of children, and for inclusion of children with disabilities
- If children, including children with disabilities, have been overlooked – advocate directly with Ministry representatives for these materials to be updated
- Integrate the rights and needs of children with disabilities in own efforts to implement these materials

ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER

- Review subnational and national standards and legislation to assess their relevance/ importance to the protection of all children, including those with disabilities
- If needed, advocate for children with disabilities to be included in standards and legislation – their need for protection on an equitable basis with other children, as well as protection efforts relating to their specific vulnerabilities and risks; and the need for accessibility and inclusion efforts
- Monitor national and local implementation of national standards, legislation and policies

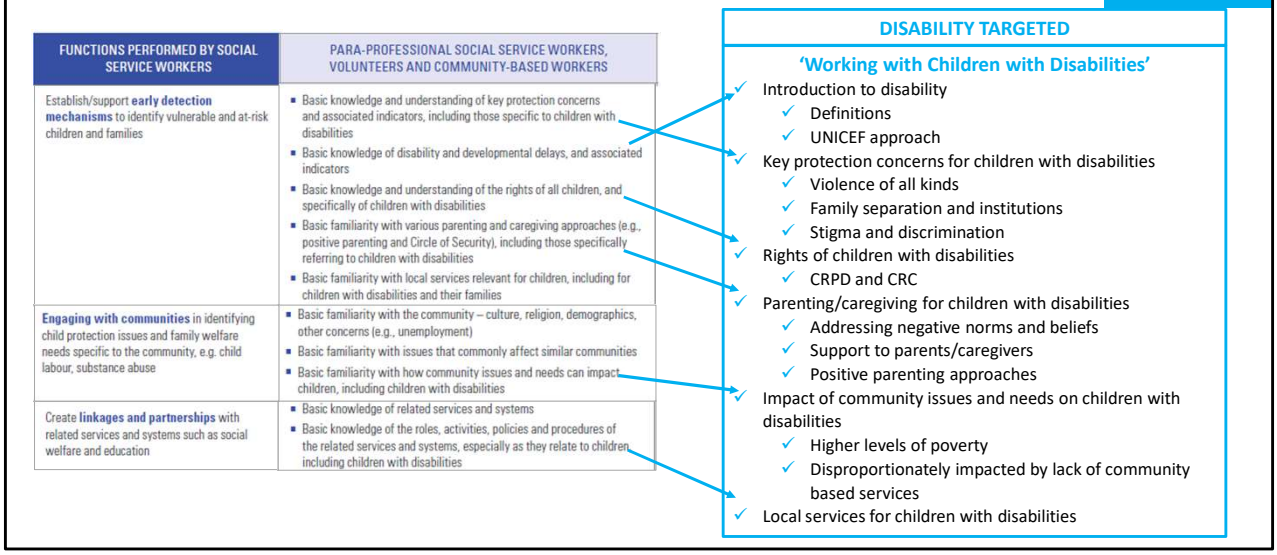
A short table of a disability inclusion action plan, with staff title on the left and list of actions on the right; with snippets from the Competency Framework at the bottom of the slide, with arrows and coloured boxes indicating where the text from the framework was placed in the plan

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

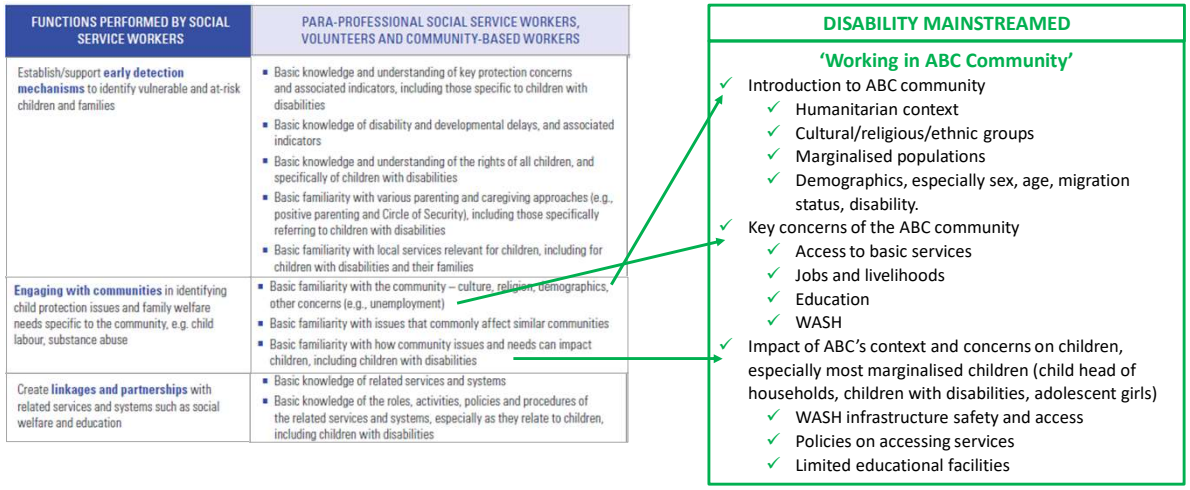


On the left: part of the capacity development plan from the previous slide

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



FUNCTIONS PERFORMED BY SOCIAL SERVICE WORKERS	PARA-PROFESSIONAL SOCIAL SERVICE WORKERS, VOLUNTEERS AND COMMUNITY-BASED WORKERS
Establish/support **early detection mechanisms** to identify vulnerable and at-risk children and families	▪ Basic knowledge and understanding of key protection concerns and associated indicators, including those specific to children with disabilities ▪ Basic knowledge of disability and developmental delays, and associated indicators ▪ Basic knowledge and understanding of the rights of all children, and specifically of children with disabilities ▪ Basic familiarity with various parenting and caregiving approaches (e.g., positive parenting and Circle of Security), including those specifically referring to children with disabilities ▪ Basic familiarity with local services relevant for children, including for children with disabilities and their families
Engaging with communities in identifying child protection issues and family welfare needs specific to the community, e.g. child labour, substance abuse	▪ 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
Create **linkages and partnerships** with related services and systems such as social welfare and education	▪ Basic knowledge of related services and systems ▪ Basic knowledge of the roles, activities, policies and procedures of the related services and systems, especially as they relate to children, including children with disabilities

DISABILITY MAINSTREAMED

'Working in ABC Community'

- ✓ Introduction to ABC community
  - ✓ Humanitarian context
  - ✓ Cultural/religious/ethnic groups
  - ✓ Marginalised populations
  - ✓ Demographics, especially sex, age, migration status, disability.
- ✓ Key concerns of the ABC community
  - ✓ Access to basic services
  - ✓ Jobs and livelihoods
  - ✓ Education
  - ✓ WASH
- ✓ Impact of ABC's context and concerns on children, especially most marginalised children (child head of households, children with disabilities, adolescent girls)
  - ✓ WASH infrastructure safety and access
  - ✓ Policies on accessing services
  - ✓ Limited educational facilities

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

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TABLE 3: COMPETENCIES FOR PROMOTIVE FUNCTIONS

FUNCTIONS FOR PROMOTIVE WORK	ACTIONS TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER	SKILLS NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER	KNOWLEDGE NEEDED TO PERFORM THIS FUNCTION IN A DISABILITY INCLUSIVE MANNER
Establish and promote practice and service **standards**	▪ Ensure that there are standards relating to the safety, well-being, and rights of all children, including children with disabilities ▪ Ensure general disability related standards, e.g., on accessibility of premises ▪ 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 ▪ Disseminate and promote the new or revised standards via service meetings, newsletters or e-bulletins, memos, reports	▪ Skills to research and review child-centred and disability-inclusive practice and service standards to serve as examples ▪ Communication skills to disseminate and promote materials, ensuring disability inclusion and accessibility ▪ Assessing compliance of child protection standards with international human rights laws, principles and standards	▪ Familiarity with practice and service standards that are child-focused, include children with disabilities, and uphold the rights of all children ▪ Knowledge of materials (conventions, legislations etc) that can help guide development or revision of standards ▪ Knowledge of relevant theoretical frameworks such as human behaviour and the social environment ▪ Knowledge of accessible and inclusive communications ▪ Knowledge of principles and standards from international human rights bodies

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)

TABLE 2: DISABILITY CORE COMPETENCIES

CORE KNOWLEDGE COMPETENCY AREA	CORE KNOWLEDGE COMPETENCY SUB-AREA	CORE KNOWLEDGE COMPETENCY DESCRIPTION
THEORETICAL FRAMEWORK OF DISABILITY	Accessibility	▪ Accessibility is when persons with disabilities can access the physical environment, transportation, information and communications, technologies, facilities, and services on an equal basis with others. ▪ Accessibility aims to address, mitigate or eliminate barriers to enable participation and inclusion. ▪ Accessibility can involve various measures including environmental (e.g., ramps for buildings), communication (e.g., sign language interpreter), and sensory (e.g., dimmed lighting) measures. ▪ Accessibility measures often end up helping everyone, not just persons with disabilities, e.g., a ramp can be used by someone wheeling a trolley or a stroller, as well as someone using a wheelchair.

Part 2: Core Competencies

Part 4: Annexes

TABLE 13: INTERMEDIATE DISABILITY INCLUSIVE CHILD PROTECTION KNOWLEDGE COMPETENCIES

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
ACCESSIBILITY, SUPPORT, AND REASONABLE ACCOMMODATIONS	Accessible communication formats	▪ Accessible communication formats are designed to address the barriers in various communication methods ▪ Common formats - Hearing sound is a barrier: live captioning, sign language interpretation; Seeing is a barrier: screen reader software that reads aloud text on computers, Braille; Understanding/comprehending is a barrier: adapting written text to be Easy Read, use of images; Speaking is a barrier: AAC (augmentative & alternative communication) board. ▪ Where possible, ask the child themselves about their needs instead of their caregiver. Do not make assumptions.
	Assistive technology	▪ Assistive technology (AT) is an umbrella term for assistive products and their related systems and services; includes physical products like wheelchairs or hearing aids; digital products such as apps; services such as sign language interpretation. ▪ AT enables and promotes inclusion and participation, and enhances functioning across key domains (e.g. cognition, mobility)
	Reasonable accommodations	▪ Reasonable accommodations (RAs) are any necessary and appropriate modification and adjustments needed in a particular case by persons with disabilities, that are not disproportionate or undue burdens.

TABLE 11: UNICEF RESOURCES

TITLE	YEAR	SUMMARY	WEB LINK
Accessibility Toolkit	2022	Supports UNICEF programmes and operations to become more accessible for all and facilitate better dialogue with partners, including OPDs on accessible construction. Includes checklists, tip sheets, examples, and a glossary of terms.	https://accessibilitytoolkit.unicef.org/

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