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DISABILITY INCLUSIVE CHILD PROTECTION COMPETENCY FRAMEWORK FOR STRENGTHENING THE SOCIAL SERVICE WORKFORCE

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PROTECTION COMPETENCY
FRAMEWORK FOR STRENGTHENING
THE SOCIAL SERVICE WORKFORCE**

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About this resource

This is a Disability Inclusive Child Protection resource. It outlines the competencies needed by the social service workforce (SSW) for child protection to deliver their functions in disability-inclusive and accessible ways. It is aligned to the UNICEF Strategic Plan, Child Protection Strategic Plan, Disability Inclusive Policy and Strategy. It serves multiple purposes: it is an action-oriented and function-driven knowledge and skills framework; a key component of UNICEF's approach to social service workforce strengthening; and a practical tool for building inclusive and effective child protection workforces and systems. This resource has four parts: Part 1 is an introduction; Part 2 describes core competencies for social service work and disability inclusion; Part 3 provides a detailed examination of functional competencies for disability inclusive child protection; Part 4 is the annexes, with resources, examples of use, and intermediate competencies on disability inclusion.

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PART 1

INTRODUCTION

1.1 Setting the stage on Disability Inclusive Child Protection

UNICEF is the lead United Nations agency on child protection, and works around the globe to put protection within reach of every child – including children with disabilities. To drive forward disability inclusive child protection, UNICEF is guided by a rights based approach¹, and a comprehensive set of strategies.

The overarching strategy is the UNICEF Strategic Plan 2022–2025², which pledges that *every* child is protected from violence, exploitation, abuse, neglect and harmful practices. The pathway to achieve this goal is presented in the UNICEF Child Protection Strategy 2021-2030³, which outlines three core programming strategies including that of supporting inclusive and effective child protection systems and social service workforces. The UNICEF Strategic Plan also emphasizes the need to scale up inclusion of children with disabilities, which is fully articulated in the UNICEF Disability Inclusion Policy and Strategy (DIPAS) 2022-2030⁴. The DIPAS includes the core programming strategy of inclusive systems strengthening, and

specifically notes the need to prioritize strengthening the social service workforce to become more inclusive and be better equipped to protect children with disabilities from violence, abuse, neglect and exploitation.

Children with disabilities have the same rights as their peers without disabilities to be protected from all forms of violence, abuse, neglect, exploitation and harmful practices; along with the right to access quality, effective, inclusive and appropriate preventive support, redress and remedy. However, they often face barriers to realizing these rights, such as inaccessible social services and systems, community exclusion, lack of access to assistive technology (products and services), lack of accessible communication formats, limited support for their parents or caregivers, and limited access to justice to seek remedies for violations of their rights. The driving force behind these barriers is often related to negative socio-cultural beliefs and attitudes about disability⁵.

Box 1: Definitions

Child protection⁶ is the prevention of, and response to, exploitation, abuse, neglect, harmful practices and violence against children.

Child protection functions⁷ are the activities performed in delivering child protection services. They are broadly categorized as promotive, preventive, and response; with the category names being indicative of the overall aim of each category of function.

Children with disabilities⁸ are all persons under 18 years of age 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.

Competencies⁹ are the skills, knowledge, and abilities needed to perform particular functions. For the SSW for child protection, the competencies common to all workers are “core” competencies. Other competencies are ‘functional competencies’, required for performing specific functions.

Core values¹⁰ are the set of general principles and ideals considered essential for guiding behaviour and attitudes. Social Service Workforce core values include social justice, dignity and worth of the person, and integrity.

Social Service Workforce (SSW)¹¹ are the 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. The social service workforce for child protection are workers who deliver child protection functions.

The cumulative effect of these barriers creates an unequal situation for children with disabilities. Data and research shows that children with disabilities are disproportionately affected by child protection concerns such as unnecessary family separation, all forms of violence both in-home and in-community, and sexual exploitation and abuse¹². They are also less likely to be registered at birth, more vulnerable in humanitarian situations, and are overrepresented in residential institutions¹³. Other individual characteristics, such as gender or experiencing displacement, can further compound and exacerbate these inequalities.

Reflecting on these barriers and inequalities, it is clear that dedicated actions are required to ensure that children with disabilities can fully access and benefit from child protection services, and have their right to protection realized. This resource has been designed with this in mind, while still being relevant **to all aspects of child protection, for all children, and in all contexts**.

1.2 Introducing the Disability Inclusive Child Protection Competency Framework

The Disability Inclusive Child Protection Competency Framework for the Social Service Workforce (hereafter referred to as 'DICP Competency Framework') is designed to be an integral part of UNICEF's approach to strengthening the social

service workforce. This approach is guided by the strategic framework depicted in Figure 1, and fully outlined in the publication 'Guidelines to Strengthen the Social Service Workforce for Child Protection'.¹⁴ The three key strategies for strengthening the social services workforce – planning, developing and supporting the workforce – are all represented within the DICP Competency Framework.

The DICP Competency Framework should be considered within the wider context of UNICEF's work on child protection systems strengthening and enhancing disability inclusion within child protection. It complements related resources in these areas, such as the UNICEF 'Child Protection Systems Strengthening Approach'¹⁵ and the UNICEF 'Frontline Workers Disability Inclusion Package' (forthcoming).

In line with good practices, and UNICEF's Disability Inclusion Policy and Strategy (DIPAS), the DICP Competency Framework applies the 'twin track approach' – as seen in Figure 2, the twin track approach involves simultaneous work along track one of including persons with disabilities in mainstream programming, and track two of having disability-targeted interventions.

Box 2: Why a framework?

There are two interrelated reasons for developing a competency framework, rather than a training module or something similar: first, there is an inherent difficulty in attempting to develop training that is appropriate for numerous contexts; and second, a vast number of such materials already exists. While there may be considerable overlap

amongst the existing training materials, they are generally not globally relevant or standardized. Such resources, rightfully so, reflect how the field of child protection and the mix of functions performed by its workers are affected by diverse geopolitical, socioeconomic, legislative, and cultural contexts. So how can the global social service workforce be enabled to work in inclusive ways, no matter what their actual

job title, employer, or context is? They need to be equipped with a set of competencies, and these competencies should relate to the basic activities that they perform in delivering child protection services – their *functions*. Therefore, this framework is arranged around the extensive range of *functions* that workers may perform, and the associated *competencies* (skills and knowledge) needed per function.

FIGURE 1: STRATEGIC FRAMEWORK FOR STRENGTHENING SOCIAL SERVICE WORKFORCE FOR CHILD PROTECTION.



Strategic Framework for Strengthening the Social Service Workforce for Child Protection



Promotive Work

- Strengthen policies, laws, and budgets for child protection
- Conduct National assessments and programme reviews
- Promote citizen engagement
- Set accountability and ethics frameworks
- Establish standards for services

Preventive Work

- Support at-risk children and their families
- Organize parenting programmes
- Provide gatekeeping to prevent unnecessary family separation
- Provide social protection support, including Cash Plus
- Organize community groups to protect children and promote positive social norms

Response Services

- Provide support and services to VAC, secure justice, and quality care
- Ensure child participation and best interests of the child during interventions
- Undertake assessments for long term therapeutic services, e.g., medical and psychosocial interventions
- Deliver rehabilitative and reintegration services

The social service workforce at the national and subnational levels is well planned, developed, and supported to perform a range of functions to provide a continuum of child protection services

Strategic interventions to address the bottlenecks

Plan the Social Service Workforce

- Enact policy and legislation for social service work
- Define types, functions, ratios of social service workers (incl. para-professionals)
- Undertake costing and financing for social service work
- Establish regulatory framework for education, accreditation, licensing
- Set human resource policies, and practice and organizational standards

Develop the Social Service Workforce

- Establish multisector collaboration for education and training
- Align education and training to national priorities and standards
- Integrate fieldwork and indigenous knowledge in education and training
- Offer ongoing and continuing opportunities for training and professional development

Support the Social Service Workforce

- Improve recruitment and retention of workers
- Support social service work associations and councils
- Invest in quality supervision of social service workers
- Promote career development and progression
- Invest in promoting the image of social service workers

Create an Enabling Environment

- Advocate for national leadership
- Support evidence generation and situation analysis
- Promote and facilitate collaboration and coordination

UNICEF Country Offices can play an important role in advocating for and providing technical support to plan, develop, and support the social service workforce for child protection



Bottlenecks to workforce strengthening the Social Service Workforce

- Absence of normative framework
- Lack of professional standards and codes
- Inadequate resource allocation
- Undefined roles and responsibilities & Poor HR policies
- Inadequate ratios of social service workers to children
- Inadequate standards, provisions for training and certification
- Limited opportunities for career enrichment
- Poor professional image and poor retention rates
- Absence of support structures, coalitions and associations

1.3 How to use and apply the DICP Competency Framework

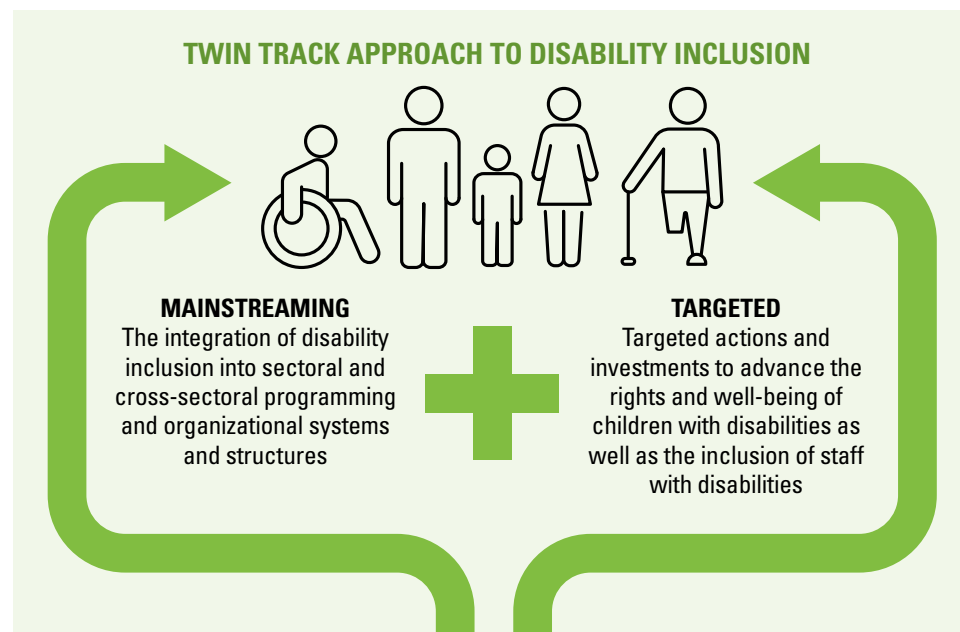
The DICP Competency Framework’s purpose is threefold – an action-oriented and function-driven knowledge and skills framework; a component of UNICEF’s approach to social service workforce strengthening; and a practical tool for building inclusive and effective child protection workforces and systems. Accordingly, there are many ways to use and apply the DICP Competency Framework either in its entirety or piece by piece, as seen in the box below and [Annex 1](#).

This resource has four parts – introduction, core competencies, functional competencies, and annexes:

- **Part 1 Introduction:** helps to contextualise the content, giving background to the development of the framework and establishing basic relevant knowledge.
- **Part 2 Core Competencies:** covers the foundation knowledge and skills needed by SSW for Child Protection, that are integral to child protection work and should be held by all SSW. These are laid out in one table for general Social Service Work core competencies and one table for Disability core competencies.
- **Part 3 Functional Competencies:** starts with an introduction to the three categories of child protection functions (promotive, preventive, response), then goes into the main portion of the resource with three expansive Competencies tables that pair up functions with the competencies required for performing the functions in a disability inclusive way.
- **Part 4 Annexes:** relevant resources, more detailed knowledge on working with children with disabilities, and examples of how to use this Framework.

All competencies are presented in table format and clearly categorised to facilitate ease of use. In Part 3: Functional Competencies, the main part of this

FIGURE 2: TWIN TRACK APPROACH TO DISABILITY INCLUSION.



Source: UNICEF Disability Inclusion Policy and Strategy.

resource, the tables are divided by function category – Promotive, Preventive, and Response functions. Then, the individual functions listed within those categories have been further grouped together into: Enabling environment; Service delivery and administration; Working with children and families; Working with communities and other services. This is for ease of use and navigation. For example, when looking for preventive functions that involve working with children and families directly, navigate to Competencies for Preventive Functions, and review ‘Working with children and families’.

1.4 The role of inclusion in the DICP Competency Framework

Inclusion is “the process of improving the terms for individuals and groups to take part in society”¹⁶. It is about making sure that all people, of all backgrounds and circumstances, have the means and opportunity to participate in society. Inclusion is particularly important for groups that face marginalization in some way – such as children with disabilities. Children with disabilities may also be part of other marginalised groups, which will further influence their experiences of inclusion and exclusion and may create intersecting forms of discrimination¹⁷. In applying the DICP Competency Framework, consider the inclusion of multiply-marginalized children with disabilities and other marginalized groups of children, such as, inter alia, children from minority groups¹⁸, children in street situations¹⁹, children on the move²⁰, and children and/or family members of all sexual orientations, gender identities, gender expressions and/or sex characteristics²¹.



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Box 3: Suggested uses

A few suggested uses for the DICP Framework. Detailed examples of use are available in [Annex 1](#).

- As a reference for comparing current practices to suggested actions in performing functions
- Developing locally-relevant resources on disability inclusive child protection
- Pull out relevant competencies to create standard or specific job descriptions
- Use the core competencies to assess the disability knowledge of SSW in a given context, location, or organization
- Use the ‘knowledge’ part of the competencies to create disability inclusive child protection modules for pre-service or in-service training
- Updating curriculums for tertiary education for social service workforce
- Match the information from the core competencies to specific promotive, preventive, and response functions to develop targeted training
- To assess the investments needed to create an inclusive SSW
- Reviewing in its entirety to strengthen understanding of disability inclusive child protection



PART 2


CORE COMPETENCIES



Competencies are the skills, knowledge, and abilities needed to perform particular functions, with core competencies being the basic foundations essential to a particular area of work. The following are core competencies for an inclusive and effective Social

Service Workforce for Child Protection. They are divided into general Social Service Work and Disability.

2.1 Social Service Work Core Competencies

TABLE 1: SOCIAL SERVICE WORK CORE COMPETENCIES

CORE COMPETENCY AREA	CORE COMPETENCY SUB-AREA	CORE COMPETENCY DESCRIPTION
 <p>VALUES</p>	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.


CORE COMPETENCY AREA	CORE COMPETENCY SUB-AREA	CORE COMPETENCY DESCRIPTION
 KNOWLEDGE	Understanding of local culture	Actively and respectfully learn about local customs, beliefs and practices, especially when they differ from one's own. Recognize local leaders and elders as the experts in this space.
	Child rights	In accordance with the Convention on the Rights of the Child, recognize the child (all persons under 18 years of age) as an individual with evolving capacities who is entitled to care, protection, respect, non-discrimination, dignity, safety, self-agency, freedom of views and expression. The child's best interest is paramount, and their voice should be heard and valued.
	Child development	Recognise that children grow physically, emotionally, and cognitively throughout the phases of childhood, and that this development is impacted by environmental, community, family, and personal factors.
	Specialized knowledge	Specialized knowledge in child protection may focus on particular topics such as: disability, family situations, development stages, humanitarian contexts, types of harm, methods of intervention, individual characteristics. Specialized knowledge enables targeted functions to be performed, and contributes to overall knowledge base.
 SKILLS	Communication	In all oral, written, and electronic communication, aim to be clear, comprehensive, genuine, and respectful, and employ active listening. Use approaches appropriate for disability inclusion and accessibility, age, gender, culture, and other individual and environmental factors.
	Working with children and families	Build trusting and supportive relationships that centre the best interests of the child, and respect diverse and unique individual and family characteristics. Promote strengths-based approaches, meaningful participation, and involvement in goal-setting and decision-making.
	Collaboration for multi-sector engagement	Build strong partnerships based on mutual respect, information exchange, and shared goals. Look for opportunities to enhance and expand existing networks, especially in under-served areas or contexts.
	Engaging with communities	Form working relationships with different actors within communities, to ensure the full engagement and involvement of all, particularly marginalised subgroups. Respect existing community decision-making and leadership structures, and be open to work in the ways that best suit the community.


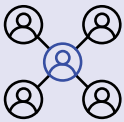

2.2 Disability Core Knowledge Competencies

See also [Annex 2](#) Intermediate Disability Inclusive Child Protection Knowledge Competencies, which build further on these Core Competencies and may

be helpful to refer to if any concepts or terminology used in the Functional Competencies tables are unfamiliar.

TABLE 2: DISABILITY CORE KNOWLEDGE COMPETENCIES

CORE KNOWLEDGE COMPETENCY AREA	CORE KNOWLEDGE COMPETENCY SUB-AREA	CORE KNOWLEDGE COMPETENCY DESCRIPTION
 <p>THEORETICAL FRAMEWORK OF DISABILITY</p>	Disability	“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” – Article 1, Convention on the Rights of Persons with Disabilities (CRPD). Note the emphasis on how impairments interact with barriers to prevent participation.
	Impairments	<ul style="list-style-type: none"> ■ Impairments are problems in body function or structure such as a significant deviation or loss. ■ Body Functions are physiological functions of body systems (including psychological functions). ■ Body Structures are anatomical parts of the body such as organs, limbs and their components. ■ A related concept is ‘functional difficulties’, which assesses levels of difficulty with performing daily life functions such as walking, seeing, communicating, hearing, playing, self-care. ■ Two people could have the same impairment or functional difficulty but not have the same experience of disability due to different environments, and whether barriers in their environments have been addressed.
	Barriers	Barriers are the things that prevent participation, inclusion, and access. Barriers may be attitudinal, such as negative stereotypes; physical and environmental, such as buildings without ramps or rooms with poor lighting; and communication, such as videos without captions or websites with small text.
	Participation and inclusion	<ul style="list-style-type: none"> ■ Participation means that a person can be involved in the environment, activity or process equally with others. E.g., living in the community, consuming common media, attending mainstream schools. ■ For persons with disabilities, participation and inclusion are enabled by removing barriers. ■ Persons with disabilities have the right to be respected and valued, have their ideas and perspectives considered, and enjoy effective engagement. ■ Participation looks different for everyone, and it should not be denied because of the methods or processes a person uses to participate. ■ Participation must be meaningful, not just for show; and it is especially important when decisions are being made that affect the person or group of persons with disabilities. ■ Inclusion is “the process of improving the terms for individuals and groups to take part in society”²² the outcome when barriers are removed and meaningful participation is assured. In an inclusive society, all people, including persons with disabilities, feel respected, welcomed, and involved. ■ The disability rights movement often uses the slogan “Nothing about us without us” to emphasise the right to participation and inclusion.

CORE KNOWLEDGE COMPETENCY AREA	CORE KNOWLEDGE COMPETENCY SUB-AREA	CORE KNOWLEDGE COMPETENCY DESCRIPTION
 <p>THEORETICAL FRAMEWORK OF DISABILITY</p>	<p>Accessibility</p>	<ul style="list-style-type: none"> ■ 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.
 <p>ORGANIZATIONS OF PERSONS WITH DISABILITIES</p>	<p>Organizations of Persons with Disabilities (OPDs)</p>	<ul style="list-style-type: none"> ■ Organizations of Persons with Disabilities (OPDs) are organizations led and controlled by persons with disabilities themselves, to represent the rights and interests of their members. OPDs may also be referred to as representative organizations, and in some places as Disabled People’s Organizations (DPOs). ■ OPDs may be formed around a geographical location, a particular disability, or a particular advocacy cause, and membership may be restricted accordingly or open to all person with disabilities. In some OPDs, family of persons with disabilities may also be members, with the aim of supporting the person with disabilities to participate in the OPD. OPDs vary greatly in size, resources, and organizational goals. ■ Engaging with OPDs is the best approach for ensuring meaningful participation of persons with disabilities. It is also a way to connect with local or specific expertise, and support the goals of OPDs. ■ In comparison, organizations for persons with disabilities provide services or advocacy on behalf of persons with disabilities, but are not led and controlled by persons with disabilities themselves.
 <p>DATA</p>	<p>Approaches to data collection</p>	<ul style="list-style-type: none"> ■ UNICEF and the Washington Group on Disability Statistics²³ co-developed the UNICEF/Washington Group Child Functioning Module (CFM), which focuses on identifying difficulties in a child’s functioning rather than any specific diagnosis. ■ Domains of functioning included in the CFM are: seeing, hearing, walking, communicating, learning and remembering, self-care (feeding and dressing), upper body functioning, behaviour, emotions (anxiety and depression), coping with change, focusing attention, playing and relationships. ■ The CFM has a sub-module for children 2-4 years of age and a sub-module for children 5-17 years of age. ■ In child protection services, using the CFM helps to identify and understand the needs of child clients with disabilities, enabling services to be provided in a way that best accommodates them.



PART 3

FUNCTIONAL COMPETENCIES

3.1 Introduction to Child Protection Functions

As outlined in the Introduction, child protection functions are the activities performed in delivering child protection services. These functions can be broadly categorised as promotive, preventive, or response²⁴:

- ➔ **Promotive functions** focus on the broader environment and include efforts to make change across whole systems. Interventions often take place at regional or national level, and may involve driving strategy, evaluating effectiveness, and overseeing performance.
- ➔ **Preventive functions** focus on a community group or sub-group, and on individuals and families. Interventions are intended to protect the group or individual from potential harm and create supportive surroundings. Common interventions include early detection of challenges for children, parenting support, and ensuring access to services (such as social protection, health, justice and education).
- ➔ **Response functions** aim to meet the needs of children who have experienced violence, abuse, neglect, exploitation or other forms of harm, along with working with their caregivers or families. Interventions may include psychosocial support and referral to specialized services, alongside efforts to prevent reoccurrence of protection violations.



A broad range of functions is important for an inclusive and effective social service workforce, as they help meet different goals for different stakeholders at different times. There can be some overlap of functions amongst the categories, and there are also many reciprocal relationships amongst the various functions, such as where performing one set of functions can enable the delivery of other functions. A child protection worker may perform functions from only one of these categories, or from multiple categories. They may come from a range of employers, (e.g. Government ministries, community based organisations, or United Nations agencies) and have a range of job titles or positions (e.g. Child Protection Officer, Social Worker, or Community Volunteer). In some cases, workers outside of the social service workforce may also perform child protection functions, e.g. teachers or early childhood professionals.

3.2 Competencies for Promotive Functions





Promotive functions focus on the broader environment and include efforts to make change across whole systems. Interventions often take place at regional or national level, and may involve driving strategy, evaluating effectiveness, and overseeing performance.





While the functions, actions, skills, and knowledge listed in this table are intended to be as detailed and thorough as possible, it is not exhaustive and





users are encouraged to expand on and adapt as needed for their own context. Some functions may overlap with functions from other categories, or be part of reciprocal relationships with other functions.

The functions within this table have been grouped together for ease of use: Enabling environment; Service delivery and administration; Working with communities and other services.

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Skills in advocacy for engaging with Ministry representatives Ability to critically examine and assess Ministry materials, with particular attention to disability 	<ul style="list-style-type: none"> 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





	 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	<p>Engage with international conventions, treaties and protocols, including by:</p> <ul style="list-style-type: none"> ■ Implementing relevant frameworks ■ Collation and reporting of information as required ■ Tracking compliance 	<ul style="list-style-type: none"> ■ Review the conventions, treaties and protocols to assess their relevance to children, including children with disabilities ■ For child-focused conventions, treaties and protocols, assess if children with disabilities have been considered and included ■ Collect and collate information as required for reporting; disaggregating by age, sex, disability ■ Monitor implementation of international convention, treaties and protocols through national legislation and policies ■ Review and analyse information collected by others for reporting, and ensure data has been disaggregated and that concerns relating to children with disabilities have been included ■ Regularly assess own/service’s work for compliance to these materials, so that compliance can be tracked over time and used in reporting as required 	<ul style="list-style-type: none"> ■ Skills in reading and understanding international conventions, treaties and protocols – they often include unfamiliar terminology, jargon, and legal language ■ Ability to critically review information collected by others (other colleagues, other services, other offices) 	<ul style="list-style-type: none"> ■ Where needed (i.e., for specialist roles), knowledge of international human rights law/ conventions such as the Convention on the Rights of the Child and Convention on the Rights of Persons with Disabilities, and related materials such as General Comments ■ Knowledge of other relevant conventions, treaties and protocols that are relevant to children, including those with disabilities, such as the Universal Declaration of Human Rights ■ Familiarity with compliance and reporting requirements
	<p>Ensuring compliance with sub-national and national standards and legislation</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Ability to carry out work in compliance to relevant standards and legislation ■ Skills in applying theoretical knowledge to real-life situations 	<ul style="list-style-type: none"> ■ Knowledge of subnational and national standards and legislation relating to children, families, and disability





	 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	<p>Establish and promote practice and service standards</p>	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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
	<p>Systems strengthening activities, including:</p> <ul style="list-style-type: none"> ■ Identifying and addressing gaps in CP systems ■ Actions to make systems more inclusive and accessible ■ Expanding capacities of systems 	<ul style="list-style-type: none"> ■ When identifying gaps or areas to be strengthened, look for those specifically related to disability, inclusion, and accessibility (e.g. policies on recruiting a diverse workforce), to ensure they are adequate ■ Prioritize assessing the core functions of the CP system for disability inclusion and then addressing any identified gaps, in order to maximize impact of strengthening activities 	<ul style="list-style-type: none"> ■ Ability to apply theoretical knowledge of systems strengthening ■ Ability to apply theoretical knowledge of strengthening inclusion and accessibility at a systems level ■ Skills in assessment and analysis 	<ul style="list-style-type: none"> ■ Knowledge of legislation across the CP system, particularly any related to disability (of any person engaging with the system) ■ Familiarity with system structures, capacities, strengths and challenges ■ Knowledge of approaches to strengthening inclusion and accessibility





	 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	<p>Education and training for SSW and other professionals who operate outside of child protection but engage with child protection concerns</p>	<ul style="list-style-type: none"> ■ Identify the SSW and other professionals who fit this description, and assess their current or expected level of engagement with child protection, including specifically with children with disabilities ■ Share appropriate general guidance, tools, and other resources on inclusive child protection, including concepts and interventions ■ Share specific resources on the rights and inclusion of children with disabilities ■ Share internal procedures and policies as needed ■ Invite to join training, information sessions, or similar, as appropriate 	<ul style="list-style-type: none"> ■ Skills in research and mapping, to identify relevant SSW ■ Skills in presenting information in a way that is suitable for professionals who do not have a child protection background ■ Skills in identifying resources appropriate for different groups of professionals 	<ul style="list-style-type: none"> ■ Familiarity with professionals and services outside of child protection that engage with child protection, and/or with children with disabilities, such as health and education ■ Familiarity with the rights and inclusion of children with disabilities ■ Familiarity with internal procedures and policies
	<p>Planning the SSW, including by:</p> <ul style="list-style-type: none"> ■ Collecting disaggregated data on the numbers of SSW employed ■ Human resource policies, e.g., standardising job descriptions, SSW ratios, Diversity, Equity, and Inclusion Strategies ■ Costing and financing ■ Regulatory framework for education, accreditation, licensing etc ■ National leadership groups and working groups to direct planning 	<ul style="list-style-type: none"> ■ Ensure data collection on SSW enables disaggregation by disability status ■ Ensure that standardized job descriptions are inclusive, e.g., provision of information relevant to potential employees with disabilities (e.g., reasonable accommodations policies); statement of non-discrimination; avoiding inadvertent discrimination (e.g., a standard requirement to lift heavy objects, even where this is not essential to the position) ■ Ensure costing and finance considers children with disabilities and workers with disabilities, e.g., costs of reasonable accommodations like sign language interpreters ■ Ensure regulatory framework includes measures for inclusion and accessibility ■ Ensure disability-related education receives appropriate recognition ■ When creating working groups and national leadership groups, ensure inclusion of disability-focused stakeholders such as OPDs 	<ul style="list-style-type: none"> ■ Skills in collecting, organizing, analysing, and disaggregating data ■ Skills in clear written communication, including appropriate use of disability-related terminology ■ Capacity for reviewing and understanding legislation, procedures, and policies ■ Skills in developing budgets, costing, and financial strategy ■ Skills in networking, collaboration, and cooperation for development of working groups and national leadership groups 	<ul style="list-style-type: none"> ■ Familiarity with disability related data collection tools, e.g., UNICEF/Washington Group Child Functioning Module ■ Familiarity with internal procedures and policies relating to staff with disabilities, such as accessibility, reasonable accommodations, non-discrimination, DEI (Diversity, Equity, and Inclusion) ■ Knowledge of relevant legislation on disability, discrimination, hiring practices etc ■ Knowledge of potential costs relating to disability inclusion and accessibility





 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
<p>Developing the SSW, including by:</p> <ul style="list-style-type: none"> ■ Developing education and training programmes ■ Providing opportunities for professional development ■ Integrating fieldwork and local knowledge into education and training 	<ul style="list-style-type: none"> ■ Provide professional development opportunities, education, and training programmes for SSW on general child protection and specifically on children with disabilities (e.g., inclusive practices, accessibility, how to work with OPDs), ■ Can develop own programs, adapt existing programs, or collaborate with training or education providers ■ Collaborate with persons with disabilities themselves, especially through OPDs, in the provision of education and training; including local knowledge and lived experiences ■ Ensure education and training is inclusive of and accessible to workers with disabilities 	<ul style="list-style-type: none"> ■ Ability to identify gaps in SSW knowledge and areas to be improved or strengthened ■ Skills in developing own or adapting existing professional development, education, and training programs ■ Skills in presenting and facilitating in a disability inclusive and accessible way, e.g., giving verbal descriptions of presentations ■ Skills in collaboration and partnership, such as with OPDs and training/education providers 	<ul style="list-style-type: none"> ■ Familiarity with SSW knowledge, e.g., through mandatory training already completed ■ Familiarity with local OPDs and persons with disabilities in leadership positions ■ Familiarity with training/education providers that offer programs relating to disability ■ Familiarity with disability inclusive and accessible approaches to presenting and facilitating ■ Knowledge of approaches to dismantling bias
<p>Supporting the SSW, including by:</p> <ul style="list-style-type: none"> ■ Creating professional associations of SSW ■ Supervision of SSW ■ Retention of workers ■ Supporting career development and progression ■ Promoting positive image of SSW 	<ul style="list-style-type: none"> ■ Ensure professional associations are inclusive of and accessible to workers with disabilities ■ Encourage professional associations to place children with disabilities, disability inclusion, and accessibility on their agendas ■ Promote supervision practices that are supportive of workers with disabilities ■ Develop policies and procedures that encourage retention of workers with disabilities and support their career development and progression, such as robust reasonable accommodation practices, targeted training, and an inclusive workplace ■ The active inclusion of children and their families, including those with disabilities, should contribute to promoting a positive image of SSW 	<ul style="list-style-type: none"> ■ Skills in networking, collaboration, and cooperation for development of professional associations ■ Skills in advocacy and promotion of key issues ■ Skills in management, mentorship, supervision, and leadership for diverse workers, including those with disabilities ■ Skills in support strategies such as self-care and preventing burnout for diverse workers, including those with disabilities ■ Skills in developing policies and procedures ■ Ability to create and promote positive workplace culture, that welcomes diverse workers, including those with disabilities 	<ul style="list-style-type: none"> ■ Familiarity with internal procedures and policies relating to staff with disabilities, such as accessibility, reasonable accommodations, and non-discrimination ■ Knowledge of relevant legislation on disability, discrimination, hiring practices etc ■ Knowledge of internal processes for developing policies and procedures ■ Familiarity with existing professional associations and their practices ■ Familiarity with approaches to preventing burnout, and ensuring SSW self-care ■ Familiarity with practices for supervision and management





ENABLING ENVIRONMENT

 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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SERVICE DELIVERY AND ADMINISTRATION</p> <p>Monitoring and evaluation of services and programmes, including through accountability mechanisms</p>	<ul style="list-style-type: none"> Review monitoring and evaluation structures to ensure adequate focus on the rights, needs, and experiences of children, including children with disabilities If children with disabilities are not already included – add disability-specific questions or benchmarks (e.g., on inclusion of children with disabilities, upholding the rights of children with disabilities, considering the needs of children with disabilities) Ensure data collected can be disaggregated by age, sex, disability Review client-facing procedures that contribute to monitoring and evaluation, such as accountability mechanisms, to ensure that they are accessible to and appropriate for children with disabilities and their families 	<ul style="list-style-type: none"> Skills to perform monitoring – observing activities, reviewing materials, recording information, comparisons; with particular attention to disability Skills to perform evaluation – comparing activities/materials against a pre-decided framework close examination of available records and materials; with particular attention to disability Skills in reviewing and analysing materials; with particular attention to disability 	<ul style="list-style-type: none"> Knowledge of monitoring and evaluation approaches and procedures, including accountability mechanisms Knowledge of data collection and disaggregation processes
	<p>Engagement and participation of children and families in service design, evaluation, and monitoring</p>	<ul style="list-style-type: none"> Identify potential participants, including children with disabilities and their families, through existing collaborations, partnerships, or coordination bodies; or perform research and mapping to identify partners (e.g., OPDs, support groups) who could help locate such participants Develop a strategy and protocols to guide the engagement and participation, considering factors such as safeguarding, inclusive approaches (e.g., use of respectful language), accessibility (e.g., communication formats, physical locations of meetings) 	<ul style="list-style-type: none"> Skills in identifying potential participants Skills in building rapport and a professional relationship with children with disabilities Skills in communicating respectfully and effectively with children with disabilities Skills in promoting engagement and participation of children with disabilities Skills to design strategies and protocols that can guide participation and engagement Skills in research and mapping

	 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
SERVICE DELIVERY AND ADMINISTRATION	Engaging in research on relevant topics	<ul style="list-style-type: none"> Identify and use a range of research methods sources, including those with a focus on children, children with disabilities, and other marginalised groups of children 	<ul style="list-style-type: none"> Skills in research, including using a range of sources 	<ul style="list-style-type: none"> Familiarity with a range of research sources Familiarity with common research platforms
	Developing and monitoring budgets and securing financing	<ul style="list-style-type: none"> Ensure inclusion of a budget line on disability inclusion/ accessibility, so that lack of funds is never a reason for not including children with disabilities in programming or for not hiring staff with disabilities Assess service or program to identify what inclusion/ accessibility measures may be needed, noting that it is less expensive to include these from the outset rather than trying to retrofit In funding proposals, include actions on children with disabilities 	<ul style="list-style-type: none"> Skills in developing funding proposals that are inclusive of children with disabilities Skills in developing and monitoring budgets that specifically consider disability-related costs Skills in assessing inclusion/accessibility measures and associated costs 	<ul style="list-style-type: none"> Knowledge of common accessibility-related costs (e.g., retrofitting a building to be wheelchair accessible, paying sign language interpreters) Knowledge of accessibility or inclusion gaps or barriers that will incur costs when addressed

	 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
WORKING WITH COMMUNITIES AND OTHER SERVICES	<p>Coordination of services to ensure comprehensive and integrated service delivery, including by:</p> <ul style="list-style-type: none"> ■ Participating in existing local coordination bodies or establishing new coordination bodies ■ Linking with and feeding into national and sub-national coordination mechanisms, and participation structures / processes for children and young people 	<ul style="list-style-type: none"> ■ If coordination structures exist but are not connected with services relevant for children, including children with disabilities – work with the structure to identify and connect with such services, e.g., disability service providers, child care providers, family support groups ■ If a participation structure/process exists but is not inclusive of or accessible to children with disabilities – identify the barriers (e.g. information has not been specifically disseminated to children with) and address them (e.g. disseminate information about the structure/process to children with disabilities via OPDs or other groups) ■ If there is no participation structure/process and/or no coordination body, these can be developed from the outset to be child-friendly, and inclusive of and accessible to children with disabilities 	<ul style="list-style-type: none"> ■ Skills to establish a new coordination body that centres children and includes children with disabilities and their families if one does not already exist ■ Skills in research and mapping of existing coordination structures and participation structures/processes ■ Skills in research and mapping to identify relevant services ■ Skills to build linkages and partnerships with other services, including through case conferencing, information exchange, and referrals 	<ul style="list-style-type: none"> ■ Knowledge of local, subnational, and national coordination bodies related to the care, rights, or protection of children in general, as well as those targeted to children with disabilities and to other marginalized children ■ Knowledge of participation structures and processes suitable for children and young people, and inclusive of and accessible to children with disabilities ■ Familiarity with child focused services ■ Familiarity with services that engage with children with disabilities and their families

	 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
WORKING WITH COMMUNITIES AND OTHER SERVICES	<p>Collaboration and partnership with other actors</p>	<ul style="list-style-type: none"> ■ Identify and connect with other actors who could engage in collaborations and partnerships for children in general, such as groups that promote and advocate for the rights of children ■ Identify and connect with other actors who could engage in collaborations and partnerships specifically for children with disabilities – providers of direct services (health, education, leisure and recreation, psychosocial support, home support); disability rights groups (OPDs, human rights organisations); support groups or networks for children with disabilities and their families ■ Facilitate dialogue with other actors to identify areas of specific expertise or specialised skills for collaboration and partnership – e.g., child friendly interviewing, working with other marginalized groups of children ■ Prioritise collaboration and partnership with persons with disabilities themselves, including through OPDs – this enables their participation, and acknowledges the valuable contributions of their lived experience 	<ul style="list-style-type: none"> ■ Skills in research and mapping of other actors ■ Skills to develop and build collaboration and partnerships, such as through identifying common approaches and goals ■ Skills in assessing disability inclusion practices in other actors 	<ul style="list-style-type: none"> ■ Knowledge of non-SSW actors working or engaging with children, including children with disabilities and other marginalised children, including private sector, government, not-for-profit, community groups, academia, OPDs, advocacy groups, informal networks ■ Knowledge of any disability-related policies and practices of other actors ■ Knowledge of the importance of meaningful participation of persons with disabilities, as in the motto “Nothing about us without us”

	 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
WORKING WITH COMMUNITIES AND OTHER SERVICES	<p>Raise community awareness on child rights and protection, and mobilise communities to be more engaged in child protection and social services</p>	<ul style="list-style-type: none"> ■ Ensure inclusion of children with disabilities in the awareness raising on child rights and protection, e.g., discussing specific protection risks of children with disabilities ■ Present information in a way that is respectful and inclusive of all children, including children with disabilities ■ Ensure availability of information in accessible formats, e.g., Easy Read ■ Identify key community concerns and priorities relating to the rights and protection of all children, including children with disabilities ■ Engage with relevant community groups, e.g., family support groups, children with disabilities social groups ■ Engage with other groups that may have familiarity with children or disability or the community, but not specifically with children with disabilities in the community ■ Find other opportunities and spaces for engagement, e.g., online community groups 	<ul style="list-style-type: none"> ■ Skills to present professional knowledge and expertise in styles and formats appropriate for the general community ■ Skills in creating information in accessible formats ■ Skills in engaging and working with the general community, and with community groups ■ Skills in research, to identify relevant information about communities 	<ul style="list-style-type: none"> ■ 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, the child protection system, and children with disabilities ■ Familiarity with community demographics
	<p>Advocacy with private sector, Government actors, broader community, media and other groups</p>	<ul style="list-style-type: none"> ■ Identify target groups for advocacy, e.g., private sector actors working with children or disability, national government ministries, municipal authorities, specialised media ■ Develop advocacy priorities related to children in general, specifically for children with disabilities, and specifically for other marginalized groups of children ■ Match priorities to target groups – identify their gaps in knowledge, assess correlations between their priorities and own advocacy priorities, align advocacy priorities to own strategic plan, consider desired end result of advocacy (e.g., help shift negative attitudes about children with disabilities) 	<ul style="list-style-type: none"> ■ Skills in identifying and defining target groups ■ Skills in developing advocacy priorities, which are adjusted to various target groups ■ General advocacy skills ■ Skills in strategy development 	<ul style="list-style-type: none"> ■ Familiarity with the various target groups for advocacy ■ Familiarity with key priorities for different groups of children ■ Knowledge of various advocacy approaches ■ Knowledge of various strategy development approaches





3.3 Competencies for Preventive Functions





Preventive functions focus on a community group or sub-group, and on individuals and families. Interventions are intended to protect the group or individual from potential harm and create supportive surroundings. Common interventions include early detection of challenges for children, parenting support, and ensuring access to services such as health and education.





While the functions, actions, skills, and knowledge listed in this table are intended to be as detailed and thorough as possible, it is not exhaustive and users are encouraged to expand on and adapt as needed for their own context. Some functions may overlap with functions from other categories, or be part of reciprocal relationships with other functions.





The functions within this table have been grouped together for ease of use: Working with children and families; Working with communities and other services.





TABLE 4: COMPETENCIES FOR PREVENTIVE FUNCTIONS





	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH COMMUNITIES AND OTHER SERVICES	Mobilizing and engaging with communities in identifying key child protection issues in the community , to enable targeted services	<ul style="list-style-type: none"> Work with community members (e.g., local leaders, community groups) to identify the key child protection issues in the community Assess the impact the key issues have on children Assess how key issues impact children with disabilities specifically, and other marginalized groups of children e.g., if they are more deeply impacted 	<ul style="list-style-type: none"> Skills in relationship building, to work with community members Skills in research and mapping, to identify the key issues Skills in critical analysis, to identify the impact of key issues on children, including children with disabilities 	<ul style="list-style-type: none"> Familiarity with the community and their general issues of concern Knowledge of local leaders, groups, or services Knowledge of major child protection issues and dynamics Familiarity with intersections in child protection, such as disability, gender, poverty
	Engaging with community actors that are outside the child welfare and protection space, but may contribute to child welfare and protection, e.g. traditional authorities and religious institutions	<ul style="list-style-type: none"> Assess the community actors' interactions with and approaches to working with children, including children with disabilities Identify potential areas of overlap between own work and work of community actors Assess potential for community actors to contribute to own work 	<ul style="list-style-type: none"> Skills in research and mapping Skills in building relationships and partnerships with community actors Skills in working with specific community considerations such as cultural and religious norms 	<ul style="list-style-type: none"> Knowledge of community actors beyond the child protection space Knowledge of the roles, activities, policies, and procedures of the community actors, especially as they relate to children, including children with disabilities





 FUNCTIONS FOR PREVENTIVE 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
<p>Engaging with communities in identifying child protection issues and family welfare needs specific to the community, e.g., child labour, substance abuse</p>	<ul style="list-style-type: none"> When identifying community child protection issues and family welfare needs, consider those that particularly affect and/or uniquely affect children with disabilities Engage with community leaders and groups, including disability leaders and OPDs, to help with identification of issues and needs, Promote awareness of communities on the rights of children and families, including children with disabilities 	<ul style="list-style-type: none"> Skills in engaging with communities – building rapport, developing trust, communicating openly, creating relationships Skills in critical analysis, assessment, observation, and identification Skills in communicating for a general audience 	<ul style="list-style-type: none"> Familiarity with the community – culture, religion, demographics, key concerns (e.g., unemployment) Familiarity with issues that commonly affect similar communities Familiarity with how community issues and needs can impact children, including children with disabilities
<p>Conduct information outreach to the community on child protection issues and available services</p>	<ul style="list-style-type: none"> Ensure children with disabilities are included in information outreach Provide information in multiple formats, including accessible formats Make specific efforts for information to reach children with disabilities and their families, e.g. through OPDs 	<ul style="list-style-type: none"> Skills in engaging with communities – building rapport, developing trust, communicating openly, creating relationships Skills in communicating for a general audience Skills in presenting information in multiple formats, including accessible formats 	<ul style="list-style-type: none"> Familiarity with the community Familiarity with services available in the community to address child protection issues Knowledge of approaches to public communication
<p>Create linkages and partnerships with related services and systems such as social welfare and education</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Skills in research and mapping, to identify related services and systems Skills in critical analysis and assessment Skills in building relationships and partnerships with actors in related services and systems 	<ul style="list-style-type: none"> Knowledge of related services and systems 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 support via assistive technology products and services.





	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH COMMUNITIES AND OTHER SERVICES	<p>Engagement in the justice system, e.g., supporting community programmes for children currently or at risk of coming in contact with the justice system</p>	<ul style="list-style-type: none"> Analyse the justice system to identify aspects relevant to children, juvenile justice systems, or children of parents in justice systems Analyse the justice system to identify aspects relevant to children with disabilities, e.g., targeted programmes, consideration of accessibility Assess the justice system and processes for instances of discrimination against children with disabilities, including in policies and procedures 	<ul style="list-style-type: none"> Skills in critical analysis and assessment Skills in building relationships and partnerships with actors in the justice system Skills in understanding legislation 	<ul style="list-style-type: none"> Familiarity with the justice system, particularly as it relates to children, including children with disabilities Familiarity with community programs for children currently or at risk of coming in contact with the justice system Familiarity with legislation relevant to justice system and processes, including as they relate to children with disabilities
	<p>Both receiving and providing referrals from/to other services as needed, including creation of processes that enable and guide such referrals</p>	<ul style="list-style-type: none"> Ensure outward referrals are to services that are child-friendly, disability-inclusive and accessible Provide information about other services, and own service, in accessible formats Ensure referrals processes consider accessibility and inclusion Ensure referrals provide information about specific needs such as disabilities Establish relationships with key referral partners such as disability services and major sectors such as health and education 	<ul style="list-style-type: none"> Skills in building relationships and partnerships with other services and other sectors Skills in assessing referrals and matching to suitable services or interventions Skills in integrating accessibility and inclusion measures into processes Skills in research and mapping (of other services and sectors) 	<ul style="list-style-type: none"> Familiarity with local services Familiarity with referral processes between major sectors such as health and education Knowledge of statutory reporting that can create referrals Knowledge of internal processes for referral Knowledge of approaches to supported rules

	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Direct work with parents, caregivers, and families, including:</p> <ul style="list-style-type: none"> ■ Conducting home visits ■ Education to strengthen parenting skills ■ Providing relevant information about children’s rights and needs ■ Assisting families to address basic needs such as housing and food ■ Assisting families to access appropriate services and schemes ■ Development and monitoring of case plans ■ Intensive therapeutic work e.g. family preservation 	<ul style="list-style-type: none"> ■ Provide information to families about child development, including children’s rights and needs (e.g., to feel secure and cared for), and how these are impacted by protection concerns ■ Provide information to families about children with disabilities – key protection concerns, rights, development, meeting needs ■ Alongside assessing basic needs, assess disability specific needs (e.g., need for assistive technology) and options for addressing them (e.g., provision of vouchers to purchase items) ■ Provide information about relevant services and schemes (e.g., health services), and support access to them (e.g., helping complete applications) ■ Ensure participation of children in developing family case plans, including children with disabilities ■ Consider accessibility and disability inclusion in interventions 	<ul style="list-style-type: none"> ■ Skills in respectful and empathic communication, including a non-judgemental approach and active listening ■ Skills to build a professional, supportive relationship ■ Ability to promote and support healthy attachments and relationships between children and their parents, or caregivers ■ Ability to engage with various family members and caregivers, including those that may be marginalized such as grandparent carers, fathers, same-sex couples, younger parents, parents with disabilities ■ Skills to apply professional knowledge to a family’s specific situation ■ Ability to negotiate, mediate, and advocate with and on behalf of client/s ■ Ability to engage children in developing case plans 	<ul style="list-style-type: none"> ■ Familiarity with various parenting and caregiving approaches (e.g., positive parenting and Circle of Security) ■ Familiarity with a range of interfamilial relationships and interactions, both positive and negative, including common dynamics within families of children with disabilities ■ Familiarity with gender considerations, including stereotyping of roles and responsibilities ■ Knowledge of child development and children’s rights and needs, including for children with disabilities ■ Knowledge of key protection concerns (e.g., violence) that may arise in families, including those affecting children with disabilities ■ Knowledge of services and schemes in local area that may be relevant for the family ■ Knowledge of case management process – intake, assessment, case conferencing and planning, referrals, review, closure ■ Knowledge of accessibility and disability inclusion measures

	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Direct work with children, including:</p> <ul style="list-style-type: none"> ■ Assessment of needs and strengths ■ Support in specific areas – e.g. psychosocial, health, nutrition, education ■ Advocating for their rights to be upheld ■ Development and monitoring of case plans 	<ul style="list-style-type: none"> ■ Use the UNICEF-Washington Group Child Functioning Modules (disability identification questions) in all assessments, as a child’s disability may not have been identified or information may not have been shared ■ Perform a holistic assessment that considers all aspects of the child’s situation, needs, strengths, challenges, and protective factors ■ Ensure support in specific areas is adapted according to the child’s needs as identified in the assessment, including disability where relevant ■ Ensure participation of the child themselves in developing the case plan, with accessibility measures to include a child with disabilities ■ Consider accessibility and disability inclusion in interventions 	<ul style="list-style-type: none"> ■ Skills in age-, gender- and disability-appropriate communication with children with disabilities ■ Skills to build a professional, supportive relationship ■ Skills to apply general knowledge of children with disabilities to the child’s specific situation ■ Skills to adapt interventions and support strategies to the needs of the child, including accessibility and reasonable accommodations ■ Ability to negotiate, mediate, and advocate with and on behalf of child ■ Ability to engage children in developing case plans 	<ul style="list-style-type: none"> ■ Knowledge of child development (physical, emotional, psychological, cognitive, social, educational needs) including how this may differ for children with disabilities (e.g., Using different approaches to meeting needs) ■ Familiarity with different types of disabilities and how they present or are visible in children of different ages and genders ■ Familiarity with the UNICEF-Washington Group Child Functioning Modules ■ Knowledge of child friendly, disability-inclusive approaches to direct work with children ■ Knowledge of adaptive approaches to support in specific areas ■ Knowledge of case management process – intake, assessment, case conferencing and planning, referrals, review, closure ■ Knowledge of accessibility and disability inclusion measures

	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH CHILDREN AND FAMILIES	Provision of primary prevention services as required in the community, e.g., social protection, health	<ul style="list-style-type: none"> Assess if services are inclusive of and accessible to children with disabilities and their families, and what barriers need to be addressed Ensure all services are child-friendly, disability-inclusive and accessible – consider premises, policies, procedures, approaches to work, communications, surrounding area Training for SSW on how to provide inclusive and accessible services 	<ul style="list-style-type: none"> Skills in matching appropriate services to the needs of the community Skills in assessing services to ensure they are child-friendly, disability-inclusive, accessible Skills in identifying when families should be moved from primary prevention services to secondary prevention services 	<ul style="list-style-type: none"> Familiarity with the community and their issues of concern Familiarity with local organisations and groups that could support delivery of primary prevention services Familiarity with measures for accessibility and inclusion Familiarity with child friendly approaches Knowledge of key indicators for level of preventive intervention
	Provision of secondary prevention services as required, such as home visiting	<ul style="list-style-type: none"> Assess if services are inclusive of and accessible to children with disabilities and their families, and what barriers need to be addressed Ensure all services are child-friendly, disability-inclusive and accessible – consider premises, policies, procedures, approaches to work, communications, surrounding area 	<ul style="list-style-type: none"> Skills in matching appropriate services to the needs of sectors of the community Skills in assessing services to ensure they are child-friendly, disability-inclusive, accessible Skills to identify when secondary prevention services are needed 	<ul style="list-style-type: none"> Familiarity with local organisations and groups that could support delivery of secondary prevention services Familiarity with measures for accessibility and inclusion, including provision of assistive technology Familiarity with child friendly approaches Knowledge of key indicators for level of preventive intervention

	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Establish/support early detection mechanisms to identify vulnerable and at-risk children and families</p>	<ul style="list-style-type: none"> ■ Ensure mechanism enables identification of the key protection concerns for vulnerable and at-risk children, with particular attention to children with disabilities, with reference to indicators of these concerns ■ Provide relevant information to families – key protection concerns, child rights, parenting approaches, including information specific to children with disabilities ■ Provide information about and/or referrals to relevant services (e.g., health services, support groups, home visitors) 	<ul style="list-style-type: none"> ■ Ability to critically analyse and interpret information received ■ Ability to recognize indicators of key protection concerns for children, including specifically for children with disabilities ■ Ability to recognize indicators of developmental delays and disabilities ■ Skills in respectful and empathic communication, including a non-judgemental approach and active listening 	<ul style="list-style-type: none"> ■ Knowledge and understanding of key protection concern for children, including those specific to children with disabilities, including relevant indicators ■ Knowledge of disability and developmental delays, and associated indicators ■ Knowledge and understanding of the rights of all children, and specifically of children with disabilities ■ Familiarity with various parenting and caregiving approaches (e.g., positive parenting and Circle of Security), including those specifically referring to children with disabilities ■ Familiarity with local services relevant for children, including for children with disabilities and their families
	<p>Develop and implement gatekeeping mechanisms to prevent unnecessary family separations</p>	<ul style="list-style-type: none"> ■ Ensure gatekeeping mechanisms are high quality and effective ■ Ensure gatekeeping mechanisms consider the specific situations of children with disabilities 	<ul style="list-style-type: none"> ■ Skills in matching appropriate gatekeeping mechanisms to situations in the community, considering the needs of children with disabilities ■ Skills in supporting parent-child relationships 	<ul style="list-style-type: none"> ■ Knowledge of gatekeeping mechanisms ■ Knowledge of approaches to preventing unnecessary family separations ■ Knowledge of disability related factors in family separation, e.g., lack of community-based support for parents

	 FUNCTIONS FOR PREVENTIVE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Respond to issues raised by child helplines / hotlines</p>	<ul style="list-style-type: none"> ■ Ensure information about helplines/hotlines is disseminated in child friendly, age-appropriate, and disability inclusive ways ■ Ensure the helplines/hotlines are available in accessible formats, e.g., text-based messaging or online chats, video calls, sign language interpreters, Easy Read ■ Provide training to helplines/hotlines SSW on child friendly communication, including disability inclusive and accessible communication approaches ■ Provide training to helplines/hotlines SSW on key protection concerns of children with disabilities and other marginalised children 	<ul style="list-style-type: none"> ■ Ability to critically analyse and interpret information received ■ Skills in recognizing indicators of key protection concerns ■ Skills in respectful and empathic communication, including a non-judgemental approach and active listening ■ Skills in age- and disability-appropriate communication with children 	<ul style="list-style-type: none"> ■ Knowledge and understanding of key protection concern for children using helplines/hotlines, including children with disabilities and other marginalized children ■ Knowledge and understanding of the rights of all children, including of children with disabilities ■ Familiarity with local services relevant for children with disabilities and their families





3.4 Competencies for Response Functions





Response functions aim to meet the needs of children who have experienced violence, abuse, neglect, exploitation or other forms of harm, along with working with their caregivers or families. Interventions may include psychosocial support and referral to specialized services.





While the functions listed are intended to be as detailed and thorough as possible, this list is not exhaustive and can be expanded by users as needed. Some functions may overlap with functions from other categories, or be part of reciprocal relationships with other functions.





The functions within this table have been grouped together for ease of use: Working with children and families; Working with communities and other services.

TABLE 5: COMPETENCIES FOR RESPONSE FUNCTIONS





	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Direct work with parents, caregivers, and families, including:</p> <ul style="list-style-type: none"> ■ Psychosocial support ■ Conducting home visits ■ Guidance and education to help address and respond to protection concerns ■ Provision of resources, as required, to enable addressing and responding to protection concerns ■ Mediation between family members 	<ul style="list-style-type: none"> ■ Ensure own approach and style of working is adapted for individual situations as required, including if a family member has a disability ■ Ensure guidance and education provided is appropriate to the specific needs of the family, and adapted for the situation of children with disabilities ■ Provision of support must be informed by relevant knowledge – child rights, disability rights, discrimination, common protection concerns, common barriers to protection, common challenges, family dynamics ■ Psychosocial support must consider common challenges, barriers, protection concerns for parents, including those specific to parents of children with disabilities ■ Assessment of the family situation and protection needs must consider the impact of disability, e.g., additional or specific needs of individuals (assistive technology etc), and different presentations of indicators of harm 	<ul style="list-style-type: none"> ■ Ability to carry out interviews, interactions, and conversations with respect and empathy; and consider disability-sensitivity and accessibility where needed ■ Ability to adapt approach and style of working, to suit the needs of a particular individual, including disability-related needs ■ Ability to identify appropriate resources for the specific situation ■ Skills in applying theoretical knowledge (e.g., on child development) to real-life situations ■ Skills in counselling and psychosocial support ■ Skills in mediation and conflict management ■ Skills in providing parental education and guidance, adapted to children with disabilities as needed ■ Skills in assessing the situation of an individual family, including particular attention to additional or specific needs for children with disabilities in family ■ Skills in promoting healthy, inclusive, and respectful family dynamics ■ Skills in ensuring that roles based on gender-stereotyping are not reinforced 	<ul style="list-style-type: none"> ■ Knowledge of a range of approaches to working with parents, caregivers, and families with various needs and profiles, including those with disabilities ■ Knowledge of common challenges for parents and caregivers of children with disabilities, e.g. stigma in the community, limited understanding of disability ■ Knowledge of common protection concerns for parents and caregivers of children with disabilities, e.g., difficulty in finding appropriate discipline methods ■ Knowledge of common protection concerns for other family members of children with disabilities, e.g., the needs of siblings being overlooked ■ Knowledge of common barriers to adequate protection for children with disabilities, as they relate to families ■ Knowledge of disability-related discrimination ■ Knowledge of common family dynamics, and how disability may impact them ■ Familiarity with own services and resources ■ Familiarity with relevant services and resources available in the community, including disability-specific ones ■ Familiarity with gender stereotyping and parenting practices





	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Direct work with children, including:</p> <ul style="list-style-type: none"> ■ Psychosocial support ■ Conducting home visits ■ Provision of specialized support according to the specific harm/s experienced and individual experiences e.g. disability ■ Provision of resources and material aid to support recovery from harm/s experienced 	<ul style="list-style-type: none"> ■ Ensure own approach and style of working is adapted for individual situations as required, including for children with disabilities ■ Ensure resources and material aid provided are adapted to individual needs, and inclusive of and accessible to children with disabilities ■ Provide reasonable accommodations and additional support for children with disabilities if needed to, e.g., accessible transport ■ Provision of support must be informed by relevant knowledge – child rights, disability rights, discrimination, common protection concerns, common barriers to protection, common challenges, child development ■ When assessing the situation and protection needs of an individual child consider – any additional or specific needs, including those related to disabilities (e.g., assistive technology), different presentations of indicators of harm, heightened risks of harm 	<ul style="list-style-type: none"> ■ Ability to adapt approach and style of working, to suit the needs of a particular individual, including disability-related needs ■ Ability to carry out child-friendly interviews and conversations with respect and empathy; and consider disability-sensitivity and accessibility where needed ■ Skills in applying theoretical knowledge (e.g., on child development of children with disabilities) to real-life situations ■ Skills in counselling and psychosocial support, adaptable and appropriate for various children with disabilities ■ Skills in mediation and conflict management, adaptable and appropriate for various children with disabilities ■ Skills in providing various types of support (e.g., educational, health, relationship building) ■ Skills in identifying indicators of harm, and the varying ways these may present ■ Skills in assessing the protection needs of an individual child, including additional or specific needs for children with disabilities ■ Ability to adopt gender-sensitive and gender-responsive approaches 	<ul style="list-style-type: none"> ■ Knowledge of a range of approaches to working with children with various needs and profiles, including those with disabilities ■ Knowledge of common protection concerns for children, including those specific to or disproportionately affecting children with disabilities (e.g., denial of assistive technology) ■ Knowledge of common barriers to adequate protection for children, including those specific to or disproportionately affecting children with disabilities ■ Knowledge of child development, and how this can differ for children with disabilities ■ Knowledge of indicators of harm, and how these may present differently for children with disabilities ■ Knowledge of risks of harm, and how these may be heightened for children with disabilities ■ Knowledge of disability related discrimination ■ Familiarity with own services and resources ■ Familiarity with relevant services and resources available in the community, including disability-specific ones ■ Familiarity with gender-sensitive approaches





	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Case work, including:</p> <ul style="list-style-type: none"> ■ Opening of cases: registration, intake, assessment ■ Categorization/ classification of cases and allocation to specific worker/s ■ Developing and implementing case plan ■ Ongoing engagement, management, follow-up ■ Monitoring and evaluation of case plan ■ Reporting ■ Referral 	<ul style="list-style-type: none"> ■ When matching SSW to a case, consider their skills, knowledge, and training, including on specific areas such as disability ■ When assessing the family as a whole, consider the impact of any disabilities (of the child/children, or of parents/caregivers) on family dynamics and functioning ■ Ensure strengths, challenges, and needs (as identified during assessment) are integrated into in the case plan and goals, including those related to disability ■ When involving the family in development of the case plan and goals, ensure family members with disabilities have the same opportunities for meaningful participation in the decision-making process ■ Determining goals and identifying strategies to address physical, emotional, educational, social, spiritual and cultural needs of the child/young person; including those specifically related to disability ■ Empower family members, including children with disabilities, to advocate for themselves and their needs; including in cases where family members need to support children with disabilities in advocating for themselves ■ Select suitable intervention strategies, that are child friendly, age-appropriate, disability-sensitive, inclusive, and accessible ■ Where needed, include disability related benchmarks and indicators in monitoring and evaluation of the case plan 	<ul style="list-style-type: none"> ■ Skills in critical assessment and evaluation ■ Skills in developing case plans that consider the wide range of needs and circumstances of children and families, including disability ■ Skills in recording sensitive information, such as details related to disability, in secure and appropriate ways ■ Ability to adapt approach and style of working, to suit the needs of a particular individual, including disability-related needs ■ Ability to communicate with respect and empathy; and consider disability-sensitivity and accessibility where needed ■ Ability to support communication and relationship building within family, including considering any specific needs of children with disabilities 	<ul style="list-style-type: none"> ■ Knowledge of a range of approaches to working with clients with various needs and profiles, including those with disabilities ■ Knowledge of a range of intervention strategies appropriate for diverse clients, including those with disabilities ■ Knowledge of common protection concerns and risk indicators for children with disabilities and families ■ Knowledge of family dynamics, including as they relate to children with disabilities ■ Familiarity with internal procedures and policies on opening, implementing, monitoring, and evaluation of cases ■ Theoretical knowledge on purpose and aims of case work, and how it can be used to further the goals of clients, including those with disabilities





	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Support to unaccompanied and separated children (UASC), including:</p> <ul style="list-style-type: none"> ■ Providing emergency shelter and basic needs in humanitarian contexts ■ Registration and identification of UASC ■ Providing ongoing support and/or care for protection of UASC ■ Tracing parents, caregivers, and other family members ■ Reuniting and reintegrating UASC with their families 	<ul style="list-style-type: none"> ■ Ensure that emergency shelter and basic needs (built environments, WASH etc) targeting UASC are accessible and inclusive ■ Ensure registration and identification systems include disability-related data, e.g., through use of the UNICEF Washington Group Child Functioning Module ■ Ensure communications about registration, shelters, family tracing, and other services is provided in accessible formats 	<ul style="list-style-type: none"> ■ Skills in communication in humanitarian contexts, including in accessible formats ■ Skills in identifying and addressing protection needs of UASC in humanitarian contexts, including those related to or affected by disability ■ Skills in providing ongoing support and/or care for UASC that meets all needs, including disability specific needs such as replacement of assistive technology ■ Skills in supporting family reintegration for UASC, including UASC with disabilities 	<ul style="list-style-type: none"> ■ Knowledge of measures for disability inclusion and accessibility in humanitarian situations ■ Knowledge of UASC protection needs, including those related to or affected by disability ■ Familiarity with common challenges and risks for UASC, including those related to or affected by disability (e.g., separation from usual supports, loss of assistive technology). ■ Knowledge of systems and processes for collecting data during identification and registration, including disaggregation by age, sex, and disability ■ Familiarity with provision of care and support for UASC, including specific or additional needs of UASC with disabilities

	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Alternative care</p> <ul style="list-style-type: none"> Make alternative care assessments and placements Supervise foster care and adoption placements Support to carers, including kinship carers Monitor residential care (institutions) for the safety and wellbeing of children, and progress towards deinstitutionalization Facilitate reintegration of children into families of origin or other families (foster, adoption) Developing and strengthening family-based alternative care options Support to prevent family separation 	<ul style="list-style-type: none"> Engage with other professionals to build awareness of the rights and needs of children with disabilities in alternative care, including their right to grow up in a family setting. When matching children to placements, consider the impact of any disabilities on their strengths, challenges, and needs Provide guidance and education on reintegrating children into their families of origin, including information on the specific support needs of children with disabilities In the general recruitment, preparation, training and support for foster carers and adoptive parents, include information on the rights and needs of children with disabilities Provide specialized training and support to develop a cadre of foster carers and adoptive parents who are well equipped and prepared to care for children, including children with disabilities and varying levels of support need In developing and strengthening family-based alternative care options, ensure measures towards inclusion of and accessibility for children with disabilities Assess children in residential care to help identify appropriate family-based placements to transition them into, considering any specific support needs for children with disabilities 	<ul style="list-style-type: none"> Skills in providing guidance and education, including specific and targeted information on children with disabilities, for parents and caregivers of all kinds, including those with disabilities Skills in critical assessment and review of potential foster and adoptive parents, including for children with disabilities with varying levels of support needs Skills in matching individual children to an appropriate alternative care placement, including consideration of disability related needs for children with disabilities Skills in monitoring the safety and wellbeing of children in high-risk institutional settings Ability to monitor progress towards deinstitutionalization Skills in supporting family re/integration for children with practical needs, including disability-related e.g., assistive technology Skills in supporting family re/integration for psychosocial and emotional support, including mediation and counselling, adapted to children with disabilities as needed Skills in monitoring and evaluation of children at risk, especially children with disabilities who are frequently at higher risk in alternative care 	<ul style="list-style-type: none"> Knowledge of range of alternative care options, and associated opportunities and challenges for each option Knowledge of local or contextual alternative care approaches and practices (e.g. if children with disabilities are frequently placed in institutions) Familiarity with local sociocultural norms relating to alternative care (e.g. use of kafala system rather than adoption) Knowledge of approaches to best interest determination in alternative care contexts, including consideration of disability Knowledge of safeguarding, including disability specific considerations and approaches Knowledge of common challenges and protection concerns for children with disabilities in institutions – isolation, delays in development, risk of harm, lack of individual attention Knowledge of approaches to deinstitutionalization Knowledge of common challenges for re/integration into family-based care for children with disabilities Knowledge of best practices and rights-based approaches to alternative care, especially for children with disabilities and other marginalized and disproportionately affected children (such as indigenous children)

 FUNCTIONS FOR RESPONSE 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
<p>Alternative care <i>(continued)</i></p>	<ul style="list-style-type: none"> ■ Monitor residential care (conditions, practices, policies) for the safety and wellbeing of children, with close attention to children with disabilities (who are overrepresented in institutions and at particular risk for rights violations) ■ Monitor institutions for progress towards deinstitutionalization, ensuring this includes children with disabilities (who are often the ones to remain in institutions after other children have left) ■ Include consideration of disability-related support needs for independent or semi-independent living arrangements 		<ul style="list-style-type: none"> ■ Knowledge of legislation and guidance on alternative care, including international documents such as the UN Guidelines on Alternative Care ■ Familiarity with the rights of children in alternative care, including children with disabilities and other marginalized children
<p>Engagement in access to justice, for children in contact with the law</p>	<ul style="list-style-type: none"> ■ Ensure that management of the case fully considers the impact of disability ■ Ensure that other actors involved in the case are aware of any disability related impacts, needs, and factors ■ Provide appropriate procedural accommodations for children with disabilities as needed 	<ul style="list-style-type: none"> ■ Skills in assessment and evaluation of cases, including consideration of disability-related factors such as disability discrimination ■ Skills in communicating complex justice proceedings in age and disability appropriate ways, including use of accessible communication formats as needed 	<ul style="list-style-type: none"> ■ Familiarity with common issues in access to justice for children with disabilities, such as information not available in accessible formats ■ Familiarity with common challenges in children’s access to justice, including barriers for children with disabilities ■ Familiarity with the connection between contact with the law and disability ■ Knowledge of local and national legislation on juvenile justice, including those relating to children with disabilities ■ Knowledge of international conventions relating to access to justice for children, including for children with disabilities

	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Provide protection services in humanitarian contexts, including conflict, natural disaster, refugee and displacement situations</p>	<ul style="list-style-type: none"> Coordinate with other actors on the ground to ensure accessibility and inclusion of services, using measures such as shared service locations Be ready to provide reasonable accommodations where needed, such as travelling to client’s location rather than having client come to service 	<ul style="list-style-type: none"> Skills in identifying and addressing disability related-barriers in humanitarian contexts, as they relate to protection services Ability to provide protection services in humanitarian contexts that may be fragile, under resourced, and high risk Skills in coordination and partnership with actors 	<ul style="list-style-type: none"> Knowledge of measures for disability inclusion and accessibility in humanitarian situations Knowledge of humanitarian context protection needs, including those related to or affected by disability Familiarity with common challenges and risks for humanitarian context, including those related to or affected by disability (e.g., loss of assistive technology). Knowledge of systems and processes for collecting data in humanitarian contexts, including disaggregation by age, sex, disability Familiarity with provision of care and support for children with disabilities in humanitarian contexts

	 FUNCTIONS FOR RESPONSE 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
WORKING WITH CHILDREN AND FAMILIES	<p>Ensure child participation, best interests of the child, and uphold the rights of the child during interventions</p>	<ul style="list-style-type: none"> ■ Ensure that policies and procedures for child participation consider disability inclusion and accessibility, and are adaptable according to the child’s age and evolving capacities ■ Support child participation by providing opportunities and pathways for raising concerns, asking questions, and expressing views/preferences; ensuring that there are accessible options and reasonable accommodations available ■ Strengthen existing participation mechanisms to be inclusive of and accessible to children with disabilities and their families (e.g., accessible communication methods available throughout the process); or if needed, develop new mechanisms following the same approach ■ Support and promote child participation, including of children with disabilities ■ In assessing the best interests of the child, consider disability-specific needs and circumstances (e.g., access to community-based support) ■ Ensure that policies on upholding the rights of the child consider the CRC, the CRPD and the CEDAW, along with relevant national legislation relating to the rights of children with disabilities ■ Link participation mechanisms to other related structures, to further empower involved children, share knowledge, learn from other best practices 	<ul style="list-style-type: none"> ■ Skills in encouraging participation of the child and their family, adapting approach as needed for children with disabilities (e.g., type and level of support required) ■ Skills in applying theoretical knowledge to real-life situations ■ Skills in performing thorough best interests determination, with sensitivity to gender, age, disability, and other circumstances ■ Skills in clear communication with diverse children, including those with disabilities, on complex processes (e.g., the best interests determination) ■ Skills in supporting and empowering children with disabilities to speak up and participate ■ Skills in research and mapping, to identify relevant participation mechanisms 	<ul style="list-style-type: none"> ■ Knowledge of the rights of children, including of children with disabilities and other marginalized children ■ Knowledge of national legislation and international conventions related to the rights of children with disabilities, plus general child and disability rights ■ Knowledge of women and girls’ rights and gender issues ■ Knowledge of existing child participation mechanisms, structures, and processes ■ Knowledge of own service’s policies and procedures on participation ■ Knowledge of the concepts of best interests and best interests determination ■ Knowledge of strengths-based approaches and child empowerment

	 FUNCTIONS FOR RESPONSE 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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WORKING WITH COMMUNITIES AND OTHER SERVICES</p>	<p>Coordination, including:</p> <ul style="list-style-type: none"> ■ Coordinating case management with partners (such as other service providers, government ministries, facilities) ■ Coordination with law enforcement agencies in investigation and prosecution of child maltreatment ■ Coordination with judicial agencies to obtain warrants and permits to ensure safety of children ■ Coordination with alternative care providers/placements 	<ul style="list-style-type: none"> ■ Ensure that policies and procedures for coordination consider disability inclusion, accessibility, and rights ■ Ensure shared understanding of key issues such as children with disabilities rights and accessibility requirements between coordination partners ■ Ensure disability related needs are shared with coordination partners as needed, but keeping in mind privacy policies 	<ul style="list-style-type: none"> ■ Skills in assessing actors for potential coordination, including their policies and processes as they relate to children with disabilities ■ Skills in developing and building professional relationships and partnerships with such actors ■ Skills in developing and implementing coordinated case management and other processes, adapting for disability related needs as required 	<ul style="list-style-type: none"> ■ Familiarity with potential partners – e.g., services, facilities, government ministries, and civil society, including disability-specific ones ■ Knowledge of existing partners, and their policies and procedures, including as they relate to disability ■ Knowledge of own policies and procedures, including as they relate to disability ■ Knowledge of relevant legislation ■ Knowledge of coordination mechanisms, networking groups, information sharing processes etc.
	<p>Providing referrals to other service providers and facilities as needed, such as for specialised support</p>	<ul style="list-style-type: none"> ■ When assessing if client requires a referral, consider disability related needs, such as if support will be required ■ When making referrals, ensure the service is disability inclusive and accessible as needed – consider physical location, transport to location, communication formats, staff training ■ If needed, provide a supported referral by e.g., making the appointment or accompanying client to the service 	<ul style="list-style-type: none"> ■ Skills in assessment and evaluation of clients, including consideration of disability related needs, strengths, challenges ■ Skills in matching client needs to appropriate services, considering disability related needs such as accessibility ■ Skills in building partnerships and relationships with other services 	<ul style="list-style-type: none"> ■ Familiarity with own services and what can be provided to clients ■ Familiarity with relevant services and facilities available, including disability-specific ones ■ Knowledge of own referral processes and policies



PART 4

ANNEXES

Annex 1: Examples of Use

1A. SOCIAL SERVICE WORKFORCE MAPPING

This sample demonstrates mapping out a country's social service workforce for child protection – listing the type of management, mandate, titles, types,

functions performed, level of engagement, deployment and ratios. This is a helpful accompaniment to using the Competency Framework, as it enables identifying the overlaps in functions, which can be difficult to assess from only job title or agency.

TABLE 7: SOCIAL SERVICE WORKFORCE MAPPING

NAME OF AGENCY	TYPE OF MANAGEMENT		CP MANDATE OF THE AGENCY		TITLE OF WORKER	CP MANDATE OF THE WORKER		WORKER TYPE			WORKER FUNCTION TYPE			STATURORY FUNCTION (Y/N)	LEVEL OF ENGAGEMENT				DEPLOYMENT BASED ON POPULATION SERVED (Y/N)	IF DEPLOYMENT IS POPULATION BASED, WHAT IS THE RATIO?
	GOVT	NGO	CORE	ALLIED		CORE	ALLIED	PROFESSIONAL	PARAPROFESSIONAL	COMMUNITY-BASED VOLUNTEER	PROMOTIVE	PREVENTIVE	RESPONSE		NATIONAL/PROVINCE	DISTRICT/COUNTY	COMMUNITY/FAMILY	INDIVIDUAL CHILDREN		
Ministry of Women and Children	X		X		Director, Children Dept.	X		X			X			N	X				N	
Children's home	X		X		Case worker	X		X				X	X	Y				X	Y	one per 20 children
District Office of women/ children/child protection	X		X		District CP officer	X		X			X	X	X	Y		X	X		N	
Ministry of Health	X			X	Community health worker		X		X		X	X					X		Y	one per 1,000 pop.
Police	X			X	Police officer in charge of CP	X		X			X	X		Y		X	X		N	
District Office of women/ children/child protection	X		X		Officer in charge of foster care programmes	X		X				X	X	N		X			N	
District labour Dept Office	X			X	District Child Labour Officer	X		X			X	X	X	N		X			N	
Community Development Organization		X		X	Community Social Mobilizer		X			X	X			N			X		Y	one per 1,000 pop.
School	X			X	School Social Worker	X		X			X	X	X	N			X	X	Y	one per 50 children
District Office of women/ children/child protection	X		X		Probation Officer	X		X					X	Y		X			N	
District Hospital's One Stop Crisis Centre	X			X	Nurse at the One Stop Crisis Centre	X		X					X	N				X	N	
Children's home		X	X		Security Staff		X		X					N			X		N	
District Administration				X	Social Welfare/Social protection officer		X	X			X	X	X	N		X		X	N	
Local NGO		X		X	Youth Volunteer	X				X	X	X		N		X	X	X	N	

1B. SAMPLE JOB DESCRIPTION

This sample is a job description for a paraprofessional working in a child protection service, who will perform promotive and preventive functions related to community engagement on child protection. The job description has been developed with the DICP Competency Framework by first using the ‘**Functions**’ column to create a list of tasks the worker will perform (“job tasks”), then using

the corresponding **knowledge** and **skills** to describe the experience (“required knowledge” and “required skills”) the proposed worker would need. Some of the text has been taken directly from the DICP Competency Framework, and some has been adapted or summarized. While this job is not specifically focused on working with children with disabilities, using the DICP Competency Framework allows it to be a disability-sensitive and informed job description.

TABLE 8: SAMPLE JOB DESCRIPTION

JOB DESCRIPTION: COMMUNITY ENGAGEMENT OFFICER AT CHILD PROTECTION SERVICE	
JOB TITLE	COMMUNITY ENGAGEMENT OFFICER
Job Tasks	<ul style="list-style-type: none"> ■ 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 child welfare and protection, e.g. traditional authorities and religious institutions ■ Engaging with communities in identifying child protection issues and family welfare needs specific to the community, e.g., child labour, substance abuse ■ Conduct information outreach to the community on child protection issues and available services, including for children with disabilities and their families
Required knowledge	<ul style="list-style-type: none"> ■ 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 support via assistive technology products and services.
Required skills	<ul style="list-style-type: none"> ■ 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 up for children with disabilities and 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

1C. SAMPLE COMPETENCY-BASED CAPACITY DEVELOPMENT PLAN

This is a sample competency-based capacity development plan for two levels of social service workers performing preventive functions in a local community. The Knowledge and Skills Areas are drawn from the framework, with qualifiers (Basic, In-depth, Advanced) as needed; demonstrating that while they may perform the same basic function, different workers require different levels of knowledge and skills according to their specific roles.

A social service manager would use this to discuss with workers what capacities need to be developed for them to perform their roles effectively. The social service workers may already have some of these knowledge and skills, but need to develop others in the plan. Training and support can then be planned accordingly.

TABLE 9: CAPACITY DEVELOPMENT PLAN FOR COMMUNITY SOCIAL SERVICE WORKERS

FUNCTIONS PERFORMED BY SOCIAL SERVICE WORKERS	KNOWLEDGE AND SKILLS AREAS	
	PROFESSIONAL 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	<ul style="list-style-type: none"> ■ In-depth knowledge and understanding of key protection concerns and associated indicators, including those specific to children with disabilities ■ In-depth knowledge of disability and developmental delays, and associated indicators ■ In-depth knowledge and understanding of the rights of all children, and specifically of children with disabilities ■ Familiarity with various parenting and caregiving approaches (e.g., positive parenting and Circle of Security), including those specifically referring to children with disabilities ■ Ability to critically analyse and interpret information received ■ Ability to recognize indicators of key protection concerns for children, including specifically for children with disabilities ■ Ability to recognize indicators of developmental delays and disabilities ■ Advanced skills in respectful and empathic communication, including a non-judgemental approach and active listening 	<ul style="list-style-type: none"> ■ 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 ■ Basic skills in respectful and empathic communication, including a non-judgemental approach and active listening

FUNCTIONS PERFORMED BY SOCIAL SERVICE WORKERS	KNOWLEDGE AND SKILLS AREAS	
	PROFESSIONAL SOCIAL SERVICE WORKERS	PARA-PROFESSIONAL SOCIAL SERVICE WORKERS, VOLUNTEERS AND COMMUNITY-BASED WORKERS
<p>Engaging with communities in identifying child protection issues and family welfare needs specific to the community, e.g. child labour, substance abuse</p>	<ul style="list-style-type: none"> ■ Skills in engaging with communities – building rapport, developing trust, communicating openly, creating relationships ■ Skills in critical analysis, assessment, observation, and identification ■ Skills in communicating with a general audience ■ In-depth familiarity with the community – culture, religion, demographics, other concerns (e.g., unemployment) ■ In-depth familiarity with issues that commonly affect similar communities ■ In-depth familiarity with how community issues and needs can impact children, including children with disabilities 	<ul style="list-style-type: none"> ■ Skills in engaging with communities – building rapport, developing trust, communicating openly, creating relationships ■ Skills in communicating with a general audience ■ 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
<p>Create linkages and partnerships with related services and systems such as social welfare and education</p>	<ul style="list-style-type: none"> ■ Advanced skills in research and mapping, to identify related services and systems ■ Skills in critical analysis and assessment ■ Advanced skills in building relationships and partnerships with actors in related services and systems ■ In-depth knowledge of related services and systems ■ In-depth knowledge of the roles, activities, policies and procedures of the related services and systems, especially as they relate to children, including children with disabilities 	<ul style="list-style-type: none"> ■ Skills in building relationships and partnerships with actors in related services and systems ■ 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

1D. SAMPLE DISABILITY INCLUSION ACTION PLAN

This sample is an action plan for strengthening disability inclusion within a team made up of different types of child protection workers, all of whom perform a mix of functions. To start the development of this action plan, the list of functions performed by each worker was drawn from a review of their job descriptions and from information provided by each worker on any additional

tasks or responsibilities they had. These lists of functions were compared to the DICP Competency Framework, to identify the closest matching **functions** and their corresponding **actions**. A selection of relevant actions were then assigned to the different workers. In this sample, there is some overlap of actions in certain areas including where a more senior worker has higher level of responsibility or more time-consuming version of a particular action.

TABLE 10: DISABILITY INCLUSION ACTION PLAN

DISABILITY INCLUSION ACTION PLAN FOR CHILD PROTECTION TEAM	
STAFF MEMBER	ASSIGNED ACTIONS
Child Protection Manager	<ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ■ 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
Senior Social Worker	<ul style="list-style-type: none"> ■ 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 ■ Work with coordination structures to identify and connect with services, e.g., disability service providers, child care providers, family support groups ■ Ensure participation structure/process is inclusive of and accessible to children with disabilities – identify the barriers and address them ■ Promote supervision practices that are supportive of workers with disabilities <ul style="list-style-type: none"> ■ Ensure outward referrals are to services that are child-friendly, disability-inclusive and accessible ■ Provide information about other services, and own service, in accessible formats ■ Ensure referrals processes consider accessibility and inclusion ■ Ensure referrals provide information about specific needs such as disabilities ■ Establish relationships with key referral partners such as disability services and major sectors such as health and education ■ Consider accessibility and disability inclusion in interventions


DISABILITY INCLUSION ACTION PLAN FOR CHILD PROTECTION TEAM



STAFF MEMBER	ASSIGNED ACTIONS
<p>Social Worker</p>	<ul style="list-style-type: none"> ■ Alongside assessing basic needs, assess disability specific needs (e.g., need for assistive technology) and options for addressing them (e.g., provision of vouchers to purchase items) ■ Ensure participation of children in developing family case plans, including children with disabilities ■ Consider accessibility and disability inclusion in interventions ■ Provide information to families about child development, including children’s rights and needs (e.g., to feel secure and cared for), and how these are impacted by protection concerns ■ Provide information to families about children with disabilities – key protection concerns, rights, development, meeting needs <ul style="list-style-type: none"> ■ Provide information about relevant services and schemes (e.g., health services), and support access to them (e.g., helping complete applications) ■ Perform a holistic assessment that considers all aspects of the child’s situation, needs, strengths, challenges, and protective factors, including disability ■ Ensure support in specific areas is adapted according to the child’s needs as identified in the assessment, including disability where relevant ■ Ensure participation of the child themselves in developing the case plan, with accessibility measures to include a child with disabilities ■ Consider accessibility and disability inclusion in interventions
<p>Community Volunteer</p>	<ul style="list-style-type: none"> ■ Provide information to families about child development, including children’s rights and needs (e.g., to feel secure and cared for), and how these are impacted by protection concerns ■ Provide information to families about children with disabilities – key protection concerns, rights, development, meeting needs <ul style="list-style-type: none"> ■ Provide information about relevant services and schemes (e.g., health services), and support access to them (e.g., helping complete applications) ■ Consider accessibility and disability inclusion in interventions


Annex 2: Intermediate Disability Inclusive Child Protection Knowledge Competencies


These intermediate level knowledge competencies build on the Disability core competencies introduced at the start of this Framework, and may be helpful to refer to if any concepts or terminology used in the Functional Competencies tables are unfamiliar.


TABLE 11: INTERMEDIATE DISABILITY INCLUSIVE CHILD PROTECTION KNOWLEDGE COMPETENCIES


KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
 <p>THEORETICAL FRAMEWORK OF DISABILITY</p>	<p>Impairments and functioning</p>	<ul style="list-style-type: none"> ■ Impairments are difficulties in body function or structure. Common types include sensory (e.g., child who is blind); motor or physical (e.g., child with a spinal cord injury); intellectual or cognitive (e.g., child with Down syndrome); developmental, also referred to as neurodiverse (e.g., child with autism / an autistic child); psychosocial (e.g., child with an anxiety disorder); chronic illness (e.g., child with cystic fibrosis). ■ Rather than considering the impairment alone, consider how the child’s functioning is affected, i.e., their walking, seeing, hearing, learning, communicating, interpersonal interactions, and self-care. For example, a child with a spinal cord injury who cannot move their legs is unable to walk, stand, or climb stairs. ■ Then consider how barriers in the child’s environment will interact with their impairments and functioning, and what they will need to enable participation. Continuing the example of a child with a spinal cord injury, the child uses a wheelchair to move around, so they may face environmental barriers like buildings with stairs and no ramp. ■ Remember that all experiences of disability are different, and no two children with disabilities will be the same
	<p>Evolving capacities</p>	<ul style="list-style-type: none"> ■ ‘Evolving capacities’: as children acquire enhanced competencies, they develop a greater capacity to take responsibility for decisions affecting their lives. Due to the diversity amongst children’s environments and experiences, including disabilities, they will acquire competencies at different ages and in different ways. ■ The evolving capacities of children with disabilities need to be respected, and supports adapted accordingly.

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
 <p>ACCESSIBILITY, SUPPORT, AND REASONABLE ACCOMMODATIONS</p>	<p>Accessible communication formats</p>	<ul style="list-style-type: none"> ▪ 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.
	<p>Assistive technology</p>	<ul style="list-style-type: none"> ▪ 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)
	<p>Reasonable accommodations</p>	<ul style="list-style-type: none"> ▪ 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. ▪ RA or accessibility?: RAs apply to an individual upon demand (e.g., providing a portable ramp to a building); accessibility applies to all people and is part of the structure or system (e.g., building has a built-in ramp).
 <p>WORKING WITH CHILDREN WITH DISABILITIES</p>	<p>Common etiquette</p>	<ul style="list-style-type: none"> ▪ Remember that preferences may vary across cultures and communities. Ask the child what they need. ▪ Speak directly to the child rather than their caregiver, interpreter, family member, or assistant. ▪ Be respectful of the child’s privacy and dignity. It is inappropriate to ask intrusive or personal questions about a child’s disability that are not relevant to the context or interactions, or only for curiosity sake. ▪ Remember that some disabilities are not visible, some aspects or features of a disability are not visible, and some children may have multiple disabilities or little-known disabilities. ▪ Assistive devices like wheelchairs or white canes are often considered an extension of one’s body, be sure to ask permission before touching, respect the answer given, and follow any instructions given. Do not distract working service animals. ▪ With a sign language interpreter or support person, allow sufficient time for translation or discussion.

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
 <p>WORKING WITH CHILDREN WITH DISABILITIES <i>(continued)</i></p>	<p>Disability-related language and terminology</p>	<ul style="list-style-type: none"> Respectful language and terminology contribute to empowerment, participation, and inclusion. CRPD language is person-first as in ‘children with disabilities’ not disability-first language as in ‘disabled child’ Use factual language such as ‘he has cerebral palsy’, not negative language such as ‘suffers from cerebral palsy’, and not unclear or confusing terms such as ‘Handicapable’ or ‘differently abled’. ‘Special needs’ is often considered exclusionary, as well as inaccurate. All children have needs, however they may meet those needs in different ways or need support to do so. Outdated or discriminatory language is particularly prevalent for intellectual disabilities and mental health conditions. Use ‘persons with intellectual disabilities’ and ‘persons with psychosocial disabilities’. ‘Neurodiversity’ is often used to describe conditions like autism, attention deficit disorder, and dyslexia. Language preferences may vary across cultures, communities and individuals. For example, some prefer identity-first language. If unsure, ask the child themselves, and respect their individual preferences.
	<p>Finding and including children with disabilities</p>	<ul style="list-style-type: none"> Children with disabilities may not be visible in the community due to barriers that prevent their participation such as lack of accessible transport or inaccessibility in existing systems and services. Some children with disabilities are deliberately isolated due to the family’s shame or embarrassment about disability, or as an attempt at protection against community stigma, discrimination, or abuse. Some children with disabilities may not be identified as such due to varying cultural understandings of what disability is; specific data collection methods may help address this, such as UNICEF-Washington Group CFM. Due to the above factors, some children with disabilities are not registered at birth, which renders them invisible in official records and statistics and makes their participation in services difficult. To help locate children with disabilities, engage with existing community structures and organizations including OPDs, and even with current service-using families who may be aware of other families of children with disabilities.
	<p>Identifying disabilities in children</p>	<ul style="list-style-type: none"> Disabilities may be present from birth (congenital), become apparent at any point during childhood, or be the result of an injury or illness. They may be identified in medical or health care settings (e.g., during prenatal scans, at birth through direct observation, during routine check-ups); in educational settings (e.g., a teacher notices a child having difficulty with learning to read and write); or by family members in the home. Some children may not have their disability formally identified due to barriers like stigma and discrimination in the family or community, lack of services, or low resource settings. This may also lead to the child and their family not receiving appropriate services and support, which can exacerbate aspects of the child’s disability and further restrict the child’s participation in society. Such children may come to the attention of child protection services, in which case the child should receive disability specific services alongside protection services. See also Data

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
<p>WORKING WITH CHILDREN WITH DISABILITIES <i>(continued)</i></p>	<p>Participation mechanisms</p>	<ul style="list-style-type: none"> ■ Ensure participation mechanisms are accessible to children with disabilities, for example by providing information in accessible formats, meetings in accessible spaces, and reasonable accommodations. ■ Provide pathways for disability-specific feedback, for example by including questions about accessibility and inclusion measures in feedback forms. ■ Provide encouragement and support to help empower children with disabilities to participate
 <p>PROTECTION OF CHILDREN WITH DISABILITIES</p>	<p>Common barriers to protection for children with disabilities and their impacts</p>	<ul style="list-style-type: none"> ■ Attitudinal barriers (e.g. stigma, ableism, stereotyping): prevents or delays reporting of concerns, deprioritizes child, disclosures by child viewed as 'unreliable'; impact of unconscious bias in practitioners and community; internalized by child and prevents them from exercising their rights. ■ Communication barriers: prevents engagement with services and workers; prevents receiving and understanding information at any level (promotive, preventive, response). ■ Environmental barriers: prevents access to in-person services; prevents access to community infrastructure and services that contribute to protection system. ■ Policy/system barriers: may permit harmful approaches that would not be accepted for children without disabilities; do not allow for accessibility and reasonable accommodations. This is particularly the case for children with psychosocial disabilities, intellectual disabilities, or neurodiversity such as autism. ■ Policies can also be a significant barrier if they do not allow for adaptations and accommodations to meet the needs of children with disabilities, for example a policy that does not permit an adult to accompany a child in an interview and has no allowance for the reasonable accommodation of a sign language interpreter.
	<p>Disability-specific child protection concerns</p>	<ul style="list-style-type: none"> ■ Abuse or neglect in the form of deliberate denial or removal of assistive devices, support for daily living, reasonable accommodations, or medications and other treatments. ■ Children with disabilities face higher rates of unnecessary family separation, due to lack of community-based support and services, discriminatory social norms, and/or lack of information for families. ■ Residential institutions, where children with disabilities are overrepresented, are known to carry high risks of physical and emotional neglect, abuse, and violence with lasting impacts. ■ Highly isolated children with disabilities are less likely to have any abuse, violence, or neglect noticed, identified, or addressed; and less likely to receive appropriate prevention or early intervention services. ■ Children with disabilities may be targeted for labour or sexual exploitation due to beliefs that they are easier to control, will not report abusers, are unable to seek help, or will not be impacted by exploitative activities.

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
 <p>PROTECTION OF CHILDREN WITH DISABILITIES <i>(continued)</i></p>	<p>Disability-specific child protection concerns <i>(continued)</i></p>	<ul style="list-style-type: none"> Children with disabilities, especially highly visible ones, may be targeted for child begging schemes as they are perceived to elicit pity and thus receive more money. Children with disabilities who have high support needs are more vulnerable to neglect, especially when family or caregivers do not have sufficient support or resources to meet the child’s needs. Children with disabilities are often denied accessible and inclusive information about sexual and reproductive health, relationships, and sexuality, placing them at higher risk of sexual abuse, violence, and exploitation; and girls with disabilities in particular may experience forced sterilisation or abortion.
	<p>Identifying protection concerns</p>	<ul style="list-style-type: none"> Barriers may prevent prompt identification of protection concerns for some children with disabilities. Practitioners should consider what accessibility measures and reasonable accommodations may be used to address the barriers, such as use of a support person or accessible communication formats Practitioners may need to spend more time with the child, perform extended or repeated assessments, apply multiple methods, or seek assistance from specialist colleagues.
	<p>Impact of disability on child protection concerns</p>	<ul style="list-style-type: none"> Children with disabilities often face higher levels of violence, abuse, exploitation and neglect due to barriers such as societal stigma and discrimination, isolation, inaccessible protection services, and lack of appropriate support to help them identify, communicate, or take self-defensive actions. Research shows that, compared to children without disabilities, children with disabilities are more likely to experience violence; face higher amounts of all forms of violence (physical, emotional, sexual, and neglect); experience more bullying from peers; and are more likely to be maltreated by adults. Children with disabilities may have unique vulnerabilities and risk factors, and can face protection concerns specifically related to their disability, functional needs, or accessibility needs.
	<p>Safeguarding</p>	<ul style="list-style-type: none"> Safeguarding aims to ensure that an organization, its staff, and its policies are safe for the children it interacts with. Ensuring children with disabilities are considered in an organization’s safeguarding policies and practices creates an environment that includes, values, and protects children with disabilities. Key actions to ensure children with disabilities are considered: provide accessible options for reporting; provide information about policies in accessible formats; include disability-specific risks and harms; integrate safeguarding into disability related training for practitioners; engage with OPDs in developing policies.

KNOWLEDGE COMPETENCY AREA	KNOWLEDGE COMPETENCY SUB-AREA	KNOWLEDGE COMPETENCY DESCRIPTION
 <p>PARENTS, CAREGIVERS, AND FAMILIES OF CHILDREN WITH DISABILITIES</p>	<p>Common challenges and barriers for parents and caregivers of children with disabilities.</p>	<ul style="list-style-type: none"> ■ When barriers prevent children with disabilities from participating in their community, they remain at home with their parent or caregiver, who then is unable to engage in employment or further education outside the home. This can exacerbate and entrench poverty for the family. ■ Due to gendered social norms, the adult at home is often the mother or another female caregiver, which can exacerbate gender inequality and drive intra-household inequality. ■ Some children with disabilities may require assistive technology and devices, medication, therapies, or other supports – these may be so costly that parents are unable to afford them, especially if they do not have access to social protection, health insurance, or other assistive schemes; or such items and support may not be available at all, especially in low resource or humanitarian contexts. ■ Parents may not recognize or be informed that their child has a disability due to limited access to healthcare and screening and/or limited information about disability, or they may be informed that their child has a disability but are not given any resources or support to assist them in caring for their child. ■ Some parents of children with disabilities may also have a disability themselves, which may compound marginalization. Ensuring inclusion and accessibility for these parents is essential, and they may also need to be connected to appropriate support services for themselves.
	<p>Common protection concerns relating to parents and caregivers of children with disabilities</p>	<ul style="list-style-type: none"> ■ Particularly in communities where negative beliefs about disability dominate, parents may carry the same negative beliefs about their own child, which can lead to their child being isolated from the community or possibly exposed to abuse, neglect, or violence. ■ Parents of children with disabilities who have complex or high support needs may feel overwhelmed and unable to adequately care for their child, especially if there are barriers preventing them from accessing support (e.g., unable to afford a specialist service, or the service is not accessible for their child). In some cases, this may heighten risks of abuse, neglect, or violence. ■ Parents of children with disabilities may believe or be told that their child would be better cared for in an institution, due to the barriers and challenges they are facing at home or in the community. This is particularly prevalent in settings where resources have been directed to ‘specialist’ institutions for children with disabilities, instead of community-based support for families.
	<p>Common protection concerns relating to other children in the family</p>	<ul style="list-style-type: none"> ■ In families where parents are facing barriers and challenges in caring for their child with disabilities, other children in the family may: <ul style="list-style-type: none"> ■ Become parentified, i.e., take on age-inappropriate responsibilities of a parent or caregiver, such as primary care of other siblings or household management ■ Receive less attention and support from parents, including to the extent of emotional neglect. ■ Receive less of the household’s resources, including to the extent of neglect ■ Look outside of the home for attention, support, and resources, exposing them to potential exploitation ■ Have their own protection needs go unnoticed

Annex 3: Resources

3A. UNICEF RESOURCES

TABLE 12: 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.	Accessibility Toolkit <https://accessibilitytoolkit.unicef.org/>
Child Protection Systems Strengthening: Approaches, Benchmarks and Interventions	2021	This technical paper outlines UNICEF's approach to child protection system strengthening, including guidance to help measure the maturity of child protection systems.	CPSS Paper <https://www.unicef.org/documents/child-protection-systems-strengthening>
Disability-Inclusive Humanitarian Action Toolkit	2022	This toolkit is a set of short guidance, practical tools, and capacity-building packages that provide operational guidance on including children with disabilities in humanitarian action. Outlines how to plan, coordinate, implement and monitor humanitarian responses that address the needs and priorities of children with disabilities. Accompanied by the 'Including Children with Disabilities in Humanitarian Action' resources.	Humanitarian Toolkit <https://www.unicef.org/documents/disability-inclusive-humanitarian-action-toolkit>
Fact Sheet: Children with Disabilities	2022	This factsheet contains the latest evidence on the situation of children with disabilities globally. It is aimed at policymakers, programmers and advocates working to include children with disabilities in international development and humanitarian action. It provides a snapshot of the situation of children with disabilities and the main barriers they face in their daily lives based on available evidence.	Fact Sheet <https://www.unicef.org/reports/unicef-fact-sheet>
Frontline Workers Package on Disability Inclusion	2023	Introduces disability inclusion to frontline workers, that is any workers who engage directly with community members, including social service workers of all levels and types. A set of six video modules, accompanied by related facilitator material, and six complementary focus briefs covering topics related to the video modules and relevant for all frontline worker training.	<Forthcoming>
Guidance on Strengthening Disability Inclusion in Humanitarian Response Plans	2017-2020	Detailed guidance for humanitarian situations; annexes on conducting interviews; tools and resources; data; indicators. Jointly produced by UNICEF and partners.	HRP Guidance <https://www.unicef.org/documents/guidance-strengthening-disability-inclusion-humanitarian-response-plans>

TITLE	YEAR	SUMMARY	WEB LINK
Guidelines to Strengthen the Social Service Workforce for Child Protection	2019	Developed in consultation with the Global Social Service Workforce Alliance, and informed by evidence and lessons learned, the Guidelines outline how to accelerate programmes on strengthening, supporting and developing the social service workforce with national and regional partners.	SSWS Guidelines <https://www.unicef.org/reports/guidelines-to-strengthen-social-service-workforce-for-child-protection-2019>
Including Children with Disabilities in Humanitarian Action	2017	Guidance on including children with disabilities in all stages of humanitarian action, made up of six booklets: general guidance; nutrition; health and HIV/AIDS; water, sanitation and hygiene (WASH); child protection; education. Available in PDF (English, Arabic, French), and accessible formats (EPUB, a Braille-ready file, accessible HTML). Accompanied by the 'Disability-Inclusive Humanitarian Action Toolkit'.	Humanitarian Action <https://sites.unicef.org/disability/emergencies/>
Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities	2021	Presenting the latest available data on children with disabilities, the publication covers more than 60 indicators of child well-being – from nutrition and health, to access to water and sanitation, protection from violence and exploitation, and education. The report also includes the first-ever global and regional estimates of children with disabilities.	Seen, Counted, Included <https://data.unicef.org/resources/children-with-disabilities-report-2021/>
Stigma and Discrimination Toolkit	2023	A set of resources to help address stigma and discrimination against children with disabilities, including through social behaviour and change interventions.	<Forthcoming>
Take Us Seriously - engaging children with disabilities in decisions	-	Guidelines to strengthen the capacity of UNICEF and partners in creating opportunities for children with disabilities to exercise their right to be heard and taken seriously. Available in PDF, EPUB, Easy Read.	Take Us Seriously <https://www.unicef.org/documents/take-us-seriously>
UNICEF-Washington Group Child Functioning Module	-	Information on the jointly developed Child Functioning Modules that enable collection of quality, comparable data on children with disabilities.	Child Functioning Module <https://data.unicef.org/topic/child-disability/data-collection-tools/module-on-child-functioning/>

3B. EXTERNAL RESOURCES

TABLE 13: EXTERNAL RESOURCES

TITLE	AUTHOR	YEAR	SUMMARY	WEB LINK
Disability-inclusive Child Safeguarding Guidelines and Toolkit	Able Child Africa, Save the Children	2021	Safeguarding for children with disabilities, including prevention, reporting, response; tools include accessibility checklist, language, developing policies and processes.	Child Safeguarding <https://resourcecentre.savethechildren.net/document/disability-inclusive-child-safeguarding-guidelines/>
Global Social Service Workforce Alliance: Resources Database	Multiple	-	Extensive database of social service workforce related resources	GSSWA Resources <https://www.socialserviceworkforce.org/resources/database>
IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action	Inter Agency Standing Committee (IASC)	2019	Essential actions that humanitarian actors must take in order to effectively identify and respond to the needs and rights of persons with disabilities who are most at risk of being left behind in humanitarian settings.	IASC Guidelines <https://interagencystandingcommittee.org/iasc-guidelines-on-inclusion-of-persons-with-disabilities-in-humanitarian-action-2019>
International Disability Alliance	International Disability Alliance	-	Website of the International Disability Alliance, an umbrella organisation of Organisations of Persons with Disabilities (OPDs). Includes information about member organisations (regional and disability-specific organisations).	IDA Website <https://www.internationaldisabilityalliance.org/>
Office of the High Commissioner for Human Rights (OHCHR) Treaty Bodies	Office of the High Commissioner for Human Rights (OHCHR)	-	Information on international human rights treaties such as CRC, CRPD, CEDAW and their associated Committees, including text of Conventions, General Comments, reports, statements, and guidance.	OHCHR Website <https://www.ohchr.org/en/treaty-bodies>
United Nations Disability Inclusion Strategy	United Nations	2019	United Nations system-wide strategy for disability inclusion. Tip sheets and guidance available.	UNDIS Website <https://www.un.org/en/content/disabilitystrategy/>
United Nations International Principles and Guidelines on Access to Justice for Persons with Disabilities	United Nations	2020	Practical tool to support States in designing and implementing justice systems that provide equal access to justice for persons with disabilities. Includes references to children.	UN Justice Guidelines <https://www.ohchr.org/en/special-procedures/sr-disability/international-principles-and-guidelines-access-justice-persons-disabilities>

3C. REFERENCES

Resources that were referred to in the development of the Competency tables, in addition to the resources listed above, included:

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- Wason, A., McMillan, A. S., Šumi, I., Oxford Policy Management, *Social and Behavioural Change Interventions to Strengthen Disability-Inclusive Programming: A synthesis of the evidence*. UNICEF, New York, 2020.

ENDNOTES

- 1 UNICEF's work is anchored by three international human rights treaties: the Convention on the Rights of the Child (CRC) <<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>>; the Convention on the Rights of Persons with Disabilities (CRPD) <<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>>; the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) <<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>>
- 2 <<https://www.unicef.org/reports/unicef-strategic-plan-2022-2025>>
- 3 <<https://www.unicef.org/documents/child-protection-strategy>>
- 4 <<https://www.unicef.org/unicef-disability-inclusion-policy-and-strategy-dipas-2022-2030>>
- 5 Usually referred to as 'Ableism': the belief system that underlies the negative attitudes, stereotypes and stigma that devalue persons with disabilities on the basis on their actual or perceived impairments. Source: Special Rapporteur on the Rights of Persons with Disabilities, *Report on the impact of ableism in medical and scientific practice*. OHCHR, Geneva, 2019. <<https://www.ohchr.org/en/calls-for-input/report-impact-ableism-medical-and-scientific-practice>>
- 6 United Nations Children's Fund, *UNICEF Child Protection Strategy 2021-2030*. UNICEF, New York, 2021. <<https://www.unicef.org/documents/child-protection-strategy>>
- 7 United Nations Children's Fund, *Guidelines to Strengthen the Social Service Workforce for Child Protection*. UNICEF, New York, 2019. <<https://www.unicef.org/reports/guidelines-to-strengthen-social-service-workforce-for-child-protection-2019>>
- 8 Convention on the Rights of Persons with Disabilities, Article 1. <<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>>
- 9 Ibid.
- 10 Ibid.
- 11 Global Social Service Workforce Alliance <<https://www.socialserviceworkforce.org/who-social-service-workforce>>
- 12 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. <<https://data.unicef.org/resources/children-with-disabilities-report-2021/>>
- 13 Ibid
- 14 United Nations Children's Fund, *Guidelines to Strengthen the Social Service Workforce for Child Protection*. UNICEF, New York, 2019. <<https://www.unicef.org/reports/guidelines-to-strengthen-social-service-workforce-for-child-protection-2019>>
- 15 United Nations Children's Fund, *Child Protection Systems Strengthening: Approach; Benchmarks; Interventions*. UNICEF, New York, 2021. <<https://www.unicef.org/documents/child-protection-systems-strengthening>>
- 16 International Bank for Reconstruction and Development / The World Bank. *Inclusion Matters: The Foundation for Shared Prosperity*. World Bank, Washington DC, 2013. <<https://openknowledge.worldbank.org/entities/publication/b24a4820-1e23-5435-9d7a-2e66928c12e5>>
- 17 This is a recognition of intersectionality – "a way of thinking about identity and its relationship to power". Source: United Nations Entity for Gender Equality and the Empowerment of Women, *Intersectionality Resource Guide and Toolkit*. UN Women, New York, 2021. Pg8. <<https://www.unwomen.org/en/digital-library/publications/2022/01/intersectionality-resource-guide-and-toolkit>>
- 18 An ethnic, religious or linguistic minority is any group of persons which constitutes less than half of the population. Source: Special Rapporteur on Minority Issues, 'Concept of a minority: mandate definition'. OHCHR, Geneva. Accessed March 2023. <<https://www.ohchr.org/en/special-procedures/sr-minority-issues/concept-minority-mandate-definition>>
- 19 Children who depend on the streets to live and/or work, alongside a wider population of children for whom the street plays a vital role in their everyday lives. Source: United Nations Children's Fund, *Transformative Action to Accelerate Results for Children in Street Situations in the Decade of Action [2020–2030] - Technical Guidance*. UNICEF, New York, 2020. <<https://www.unicef.org/documents/transformative-action-accelerate-results-children-street-situations-decade-action>>
- 20 Children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without family, often facing increased risks for harm in doing so. E.g. refugees and asylum seekers. Source: United Nations Children's Fund, *Child Protection Advocacy Brief: Children on the Move*. UNICEF, New York, 2018. <https://www.unicef.org/media/110831/file/Children%20on%20the%20Move_FINAL.pdf>
- 21 Umbrella term for people placed outside culturally mainstream categories on sexual orientations (capacity for feelings or attraction to other people), gender identity (person's internal and individual experience of gender, which may not correspond with sex assigned at birth), gender expression (range of cues others use to interpret gender, like voice and name) and/or sex characteristics (physical features relating to sex and secondary physical features emerging from puberty). Source: International Organization for Migration, *SOGIESC Glossary of Terms*. IOM, Geneva 2021. <<https://www.iom.int/resources/iom-sogiesc-glossary-terms>>
- 22 International Bank for Reconstruction and Development / The World Bank. *Inclusion Matters: The Foundation for Shared Prosperity*. World Bank, Washington DC, 2013. pp. 3-4. <<https://openknowledge.worldbank.org/entities/publication/b24a4820-1e23-5435-9d7a-2e66928c12e5>>
- 23 The Washington Group on Disability Statistics is a group of international experts (national statistical agencies, UN agencies, NGOs, OPDs, researchers) working to address statistical challenges to collecting quality data on disability. <<https://www.washingtongroup-disability.com/>>
- 24 Descriptions of functions taken from United Nations Children's Fund, *Guidelines to Strengthen the Social Service Workforce for Child Protection*. UNICEF, New York, 2019. <<https://www.unicef.org/reports/guidelines-to-strengthen-social-service-workforce-for-child-protection-2019>>





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