

# USER GUIDE

## HOW TO USE THIS TOOLKIT



### OVERVIEW

This comprehensive toolkit equips UNICEF practitioners and OPDs with the knowledge and tools to effectively address disability stigma and promote inclusion through multi-layered interventions.

Because in some cases, resource constraints may not allow for multi-layered interventions, this toolkit is designed to offer practitioners the flexibility to choose from a spectrum of options. Whether guiding practitioners through complete programme cycles or assisting in the thoughtful design of specific, targeted interventions, this toolkit aims to accommodate a range of needs and circumstances.

Whether you choose a multi-layered approach or targeted interventions, remember that involving stakeholders, adapting strategies and monitoring as you go are keys to success. By using this toolkit comprehensively and flexibly, you can make significant strides in ending disability stigma and advancing disability inclusion.

## ● STEP 1 COVER THE BASICS

Whether you are an expert in disability inclusion or Social and Behavior Change (SBC), or if you're new to both fields, Module 0 is your starting point. This module covers fundamental concepts related to disability and SBC.

While the basics are crucial, we understand that more in-depth knowledge is often required. It's essential to have a solid grasp of these concepts. If you feel the need to delve deeper, you can explore additional resources in the tools section to enhance your understanding of both SBC and disability inclusion.

## ● STEP 2 DEFINE THE PROBLEM AND THE OBJECTIVES

The cornerstone of any effective intervention is a theory of change (ToC). You should thoroughly review the framework provided in Module 0 and craft your country-specific ToC. If you wish to incorporate an element addressing disability stigma into an existing programme, you can adapt the existing ToC accordingly.

Participation enriches the process of creating a ToC – so be sure to engage people with disabilities and organizations of people with disabilities (OPDs) to make sure your approach is relevant within the context you're working in. You might hold a one- or two-day workshop, bringing stakeholders together to discuss the problem and objectives collaboratively.

As the objectives become clear, so does the monitoring framework. Refer to Module 7 to build your own monitoring framework.

### ON DATA

Existing data on disability and stigma is often insufficient – especially social and behavioural data related to stigma and discrimination. Module 1 on inclusive evidence generation provides guidance on how to generate the qualitative and quantitative data you'll need to construct a well-informed ToC. It also provides key information on how to create a baseline before starting any intervention, and mentions ways to monitor progress (which is more extensively discussed in Module 7) and how to collect disability-disaggregated data using current methods such as the [Child Functioning Module](#).

## ● STEP 3 DESIGN YOUR INTERVENTIONS

Once you have a clear understanding of the problem and well-defined objectives, it's time to shape your interventions. Modules 1 through 7 offer a diverse array of interventions tailored to different aspects of the socio-ecological model (SEM). Drawing from your ToC and jointly established objectives, you can determine which modules align most closely with your context.

While each layer of the SEM is important, pragmatic considerations such as resource constraints may mean you need to prioritize. You'll need to work with your partners and stakeholders to do this effectively. During this collaborative session, present the pertinent modules and tools from the toolkit, and create an environment in which your interventions can be co-designed to harmonize with the unique needs and circumstances of your context. Working collaboratively, focusing on your priorities and being realistic about your context and

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Figure 1: Socio -Ecological model (SEM)



### ● STEP 4 IMPLEMENT

How you roll out your intervention will vary depending on your context. Here's a suggested approach:

- **Engage partners:** If you already have partner organizations, involve them in the planning process. If not, consider issuing a call for expressions of interest or collaborating with OPDs.
- **Conduct disability training :** Ensure that your partners have a strong understanding of the social model of disability. Provide extensive training if necessary.
- **Implement:** Launch your intervention, monitor progress and make necessary adjustments as you go.

### ● STEP 5 MONITOR AND EVALUATE

Throughout implementation, maintain a robust monitoring framework (covered in Module 7) to track the progress of your intervention. Adapt your strategy if needed. Establish a baseline and endline to evaluate your programme.

# HYPOTHETICAL SCENARIO: ADDRESSING DISABILITY STIGMA IN GUATEMALA'S EDUCATION SYSTEM

Sara, an Education Officer at the UNICEF Guatemala Country Office, works on providing education for all – but currently, enrollment is low among children with disabilities. Sara just received this toolkit and is excited to leverage its insights and resources to address this issue effectively!



## ● STEP 1 COVERING THE BASICS

Because Sara is new to the topic of disability stigma, she starts by immersing herself in Module 0 and its accompanying tools. Sara invites Juan, the Guatemala CO SBC officer, to work on this together. Their objective is to gain a comprehensive understanding of disability and stigma.

Sara and Juan soon realize that insufficient data inhibits the development of a robust ToC. The drivers of dropout are not clear. Recognizing that understanding the 'why' is crucial for programming the 'how', they turn to Module 1 on inclusive evidence generation to learn how to collect relevant data.

Given limited project resources, Sara and Juan, in coordination with the Ministry of Education (MoE) Inclusive Education team, decide to pilot interventions in just two schools. They conduct quick surveys and focus group discussions (FGDs) to pinpoint the drivers behind the dropouts.

## ● STEP 2 DEFINING THE PROBLEM AND OBJECTIVES

Upon receiving and analyzing the research results, the MoE and UNICEF Guatemala teams identify two primary drivers: inadequate service provision and bullying in schools.

Armed with this evidence, the team initiates a collaborative workshop involving key stakeholders such as school personnel, government counterparts, parents of children with and without disabilities, and OPDs. The first day is dedicated to presenting the problem, research findings and toolkit, with an emphasis on Module 0. On the second day, participants collectively build their ToC, referring to the one in Module 0, and develop clear objectives. Next, the team refines the ToC and develops the necessary monitoring framework.

<sup>1</sup>For instance, the UNICEF Agora platform offers 'Disability Inclusion – All UNICEF Staff orientation course'.

### ● STEP 3 CRAFTING INTERVENTIONS

Sara and Juan explore the toolkit's modules and tools, paving the way for another two-day workshop to validate the ToC with the group. Sara and Juan lead interactive discussions with the MoE, members of OPDs and other stakeholders, presenting the modules and tools.

The group leverages this information to choose, tailor and design interventions aimed at achieving each ToC objective. Roles are assigned to implement the interventions, bearing in mind the resource constraints.

While all modules are relevant, the group prioritizes Module 4 on inclusive services, to address the lack of quality inclusive education provision, and Module 3 on understanding and engaging communities, to address bullying by children without disabilities.

The final hour of the workshop is dedicated to discussing the monitoring framework and tools.

### ● STEP 4 IMPLEMENTATION

Sara and Juan refine the operational plan and reinforce the monitoring framework and tools. In agreement with the MoE, they launch a baseline research initiative. OPDs partner with UNICEF to lead implementation in the schools. Frontliners receive necessary training on specific tools.

### ● STEP 5 MONITORING AND EVALUATION

Continuous monitoring takes place, and an endline evaluation is conducted to assess the effectiveness of the interventions.



# HYPOTHETICAL SCENARIO: REDUCING VIOLENCE AGAINST CHILDREN WITH DISABILITIES IN UZBEKISTAN



Social and Behavior Change (SBC) Officer Amina and Child Protection Officer Karim of UNICEF Uzbekistan attend an induction session about the toolkit and are excited to put it into practice to address anecdotal reports of violence against children with disabilities.

## ● **STEP 1** COVERING THE BASICS

Amina and Karim start their journey by immersing themselves in Module 0. They already have a solid foundation in both SBC and disability, and reading the introductory module deepens their understanding. They skim through the rest of the modules, and because they have no funding to design or implement UNICEF-funded interventions, they focus on Module 5, Strengthening Partnerships for Advocacy and Mobilization.

Recognizing the importance of mobilizing support, they use this module to map out OPDs. They hold several meetings with OPDs to create an advocacy group, and conduct a joint visit to the Ministry of Social Affairs to highlight the need to reduce violence against children with disabilities. The ministry acknowledges the importance of the issue, agrees to work with UNICEF and the OPDs, and provides the necessary funding.

Since data on the topic is limited, the group designs and conducts national research. They use the conceptual framework from Module 0 to explore the psychological, sociological and environmental drivers of violence against children with disabilities, and refer to Module 1 to design the research itself.

## ● **STEP 2** DEFINING THE PROBLEM AND OBJECTIVES

Once the results of the research are analyzed, the group convenes to design a ToC, with a problem analysis and solution analysis.

### ● STEP 3 DESIGNING THE INTERVENTIONS

Armed with the research findings and a clear understanding of the problem and objectives, Amina and Karim explore the toolkit's modules and tools to design interventions that will be implemented by the national government in collaboration with local OPDs.

They hold a collaborative workshop with key stakeholders to cover each of the modules, as they are all relevant. Collectively, they tailor the tools to create contextualized interventions. They refer to module 7 to develop a results framework and monitoring tools.

### ● STEP 4 IMPLEMENTATION

Each key stakeholder in the programme leads an intervention group, and they regularly meet to discuss enhancements and lessons learned.

### ● STEP 5 MONITORING AND EVALUATION

Throughout the implementation, initiatives are monitored by different stakeholders as well as a third-party monitoring agency. The initial national research serves as a baseline. The group plans for a midline halfway through the implementation period, and an endline to evaluate the programme's impact.

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