

Scope of Work, Disability-Inclusive Positive Parenting Resources

Location: Remote- at consultant's home
Duration: January-March 2021
Number of days: 46 days

Background

As part of its [2030 Agency Strategy](#), Catholic Relief Services (CRS) has made a strategic investment to strengthen families for children aged 0-to-17 to thrive, including reintegrating separated children in safe and nurturing families. This work, referred to as *Strengthening Families for Thriving Children* or Strategic Platform 5 (SP5), includes strengthening families and reforming national systems of care for children in line with United Nations Guidelines for the Alternative Care of Children. The flagship initiative of SP5 is [Changing the Way We Care](#) (CTWWC). Strategic Platform 5's work extends support to all CRS country programs where partners are strengthening families for preventing family separation and reintegrating separated children.

To prevent separation and support reintegration of children into family care, CRS has aimed to improve models of family care specifically designed for children with disabilities. Children with disabilities are more likely to experience maltreatment in general. Research shows that “children with disabilities are three-to-four times more likely to experience violence than their non-disabled peers”¹ and that residential care can be particularly harmful to children with disabilities since they “are especially vulnerable to neglect, abuse and limited opportunities for rehabilitation.”² Furthermore, children with disabilities and their families may struggle to access support services and are, therefore, often the last ones to benefit from care reform.³

CRS has a range of technical resources to help caregivers promote early childhood development and positive parenting for all age groups. These include a [comprehensive early childhood development \(ECD\) manual](#) for caregivers of children 0-5 years and a positive parenting curriculum, Skillful Parenting, for ages 0-17 under revision in Kenya as part of the Changing the Way We Care initiative. In Zambia, as part of a new family strengthening initiative for vulnerable children (0-17) and their family, CRS will implement the Government of Zambia's national positive parenting curriculum (0-17). Additional curricula have been used in Uganda as well as across CRS programs for vulnerable children affected by HIV. While some content in these existing resources is disability-specific, CRS recognizes the need to mainstream disability throughout each manual and create accompanying tools to reinforce positive parenting behaviors among caregivers of children with disabilities in family settings. With a more robust set of disability-inclusive parenting resources, CRS aims to mitigate the struggles of caregivers of children with disabilities, empowering them so that children remain in or return to safe and nurturing families.

¹ WHO and UNICEF (2012) *Early Childhood Development and Disability: A discussion paper*, p16

² Delap, E & Saunders, C (2012) *Enabling Reform: Why supporting children with disabilities must be at the heart of successful child care reform*, Every Child & Better Care Network

³ *ibid*; WHO and UNICEF (2012) *Early Childhood Development and Disability: A discussion paper*; Sammon, E., and Burchell, G. (2018). *Family Care for Children with Disabilities: Practical Guidance for Frontline Workers in Low- and Middle-Income Countries*. Retrieved from https://bettercarenetwork.org/sites/default/files/FamilyCareGuidance_508.pdf

CRS requests a consultant or team of consultants to perform the following short-term assignment to review positive parenting resources being used by CRS and adapt or improve them for caregivers of children with disabilities. The adapted resources (hereafter referred to as “resource kit”) should include the following:

- updated positive parenting manuals with content specific to the needs of caregivers of children with disabilities in family settings, including psychosocial support for the caregiver.
- age-specific flipbooks to promote positive parenting for children with disabilities during support group meetings and home visits.

The objectives of the resource kit are to improve the capacity of caregivers and, in turn, impact positive developmental outcomes of children with disabilities ages 0-17 years across CRS programs by:

- Building capacity of CRS staff and its partners to promote age and developmentally appropriate family-based care for children with disabilities.
- Improving caregivers’ knowledge, skills and attitudes of quality care and support toward children with disabilities ages 0-17 years.

CRS anticipates that the resource kit will be used by CRS country programs and CTWWC teams as well as partners supporting child-centered, age and developmentally appropriate parenting programming related to child care reform, family strengthening, early childhood interventions, and social services for vulnerable children. In these types of programs, CRS typically works through government and community-based civil society organizations, including faith-based organizations such as women religious/congregations. The resource kit will be used to complement a set of holistic interventions aimed at meeting the multi-dimensional needs of children with disabilities and their families. Our programs use a twin-track approach, addressing both the disability-specific needs of participants and adapting general program activities to promote participation of people with disabilities.

Scope of Work

The consultant will work with CRS HQ and country program staff from January-March 2020. The consultant will work remotely.

Activities and deliverables

1. Desk Review

- **Review CRS’ existing positive parenting resources:** Review positive parenting materials currently used by CRS using a disability lens. Include the following in the review:
 - Zambia Ministry of Gender, Labour and Social Development (MGSLD) positive parenting curriculum
 - Kenya Skillful Parenting curriculum
 - Modules 2, 3, 4, and 5 of CRS’ ECD Curriculum
 - KCHPF positive parenting curriculum⁴
 - Sinovuyo curriculum used across OVC programs
 - CRS Better Parenting Curriculum used in Nigeria
- **Review other disability inclusive positive parenting and other related curriculum** within the iECD and broader disability inclusive sector such as digital and printed [caregiver resources from Ubuntu programs](#). Identify components which could inform and complement resources currently used by CRS.
- Identify where/how the existing materials do not meet the needs of caregivers of children with disabilities. Identify opportunities to mainstream disability in existing materials.

⁴ Esanyu Mu Maka- Sinovuyo curriculum adapted for use with children ages 0-13 reintegrating with their families

Deliverables: list of key gaps and recommended way forward to amend materials

2. Develop survey tool to inform curriculum revisions and development

- Write short key informant survey tool to be implemented by CRS staff with a sample of caregivers of children with disabilities in targeted projects⁵. Tool should take no more than 10 minutes to administer by phone or in person, given COVID restrictions for group gatherings. Survey should identify caregiver needs for information and skills related to parenting children with disabilities ages 0-17 (disaggregated by age group) and touch on issues of early stimulation, education, health and habilitation/rehabilitation, hygiene, nutrition, self-care for older children, self-advocacy for the child, self and peer care and support for adolescents, stress management for caregiver.
- Analyze results and use findings to inform the review/editing of resource kit.

Deliverables: qualitative survey tool (to be administered by CRS staff with support from consultant); brief summary report of the findings

3. Update existing positive parenting resources

- Using survey findings and in alignment with global best practices for disability inclusion, edit Skillful Parenting, Zambia MGSLD curriculum and CRS' Quality Early Childhood Environments for Young Children
- For Modules 4 and 5 of Quality Early Childhood Environments for Young Children, replace WHO screening tool guidance with UNICEF Module on Child Functioning for ages 2-4. Provide links to online resources for further learning. Align the disability guidance in Module 5 with current global best practices

Deliverables: Disability-inclusive content updated and incorporated throughout positive parenting resources

4. Develop flipbook messages to promote positive parenting with caregivers of children with disabilities during support groups and home visits

- Review content in existing SCORE ECD home visit flipbook—use as a starting point or model to follow. Provide recommendations for how to incorporate aspects of disability inclusion. Draw content from the amended ECD and positive parenting curricula.
- Develop messages/text and provide recommendations for images to accompany each narrative
- Develop messages/ text and provide recommendations for images to accompany each narrative for older children.

Deliverable: One set of flipbook messages with specific sections to reinforce parenting messages by age group (infants and toddlers 0-3, young children 3-8, middle childhood 8-11, adolescents 12-17)

Key Working Relationships

The consultant's key contact will be CRS' Disability Advisor. The consultant will also work closely with the SP5 and CTWWC Teams, and select CRS staff in country programs supported by SP5.

⁵ Survey to be administered by CRS staff (with support from consultant) to caregivers of children with disabilities in residential care and family settings participating in the following projects: SCORE, MWENDO, Changing the Way We Care (Kenya, Guatemala), Morgan Stanley Family Strengthening, Ethiopia Missionaries of Charity, Cambodia ECD, and MOVE2 in JWBG

Activity	Deliverable	Time allocation (in days) and suggested timeframe
<i>Develop Survey Tool</i>		
Draft survey questions. Share with CRS for feedback	Draft survey tool	1 January
Incorporate CRS feedback and finalize tool	Final survey tool	1 January
Provide remote support to CRS staff who will administer tool	Online meeting/emails	1 February
Synthesize findings	Summary report of the survey findings delivered through online meeting with CRS staff	2 February
<i>Desk Review</i>		
Review all modules of each positive parenting curricula being used by CRS	Recommendations	10 January
Review other disability inclusive positive parenting or related curriculum	Recommendations	3 February
Identify gaps and opportunities to mainstream disability	Recommendations	3 February
<i>Update Positive Parenting Resources</i>		
Draft new content to incorporate throughout curricula. Present to CRS for feedback	Draft edits	10 February
Incorporate final edits	Final edits	3 March
Validate updated content with CRS country program staff (Kenya and Zambia) via online workshop	Online workshop (half day, max)	2 March
<i>Develop Flipbook Messages</i>		
Review flipbook examples from relevant existing CRS programs	recommendations	1 March
Provide recommendations to incorporate disability into current flipbooks		2 March
Develop flipbook text and provide recommendations to illustrator for images to accompany each narrative	Text and illustration recommendations	2 March
<i>Toolkit & presentation</i>		
Finalize all resources	Resource kit	4 March
Present resources to CRS	presentation	1 March
TOTAL 46 days		