

Gender-based Violence against Children and Youth with Disabilities: A Toolkit for Child Protection Actors

CHILD- AND YOUTH-LED PARTICIPATORY ASSESSMENT ON GBV AND DISABILITY

TOOL 2: INFORMATION SESSION FOR POTENTIAL PARTICIPANTS

Purpose of this tool

This tool provides guidance for staff and partners planning the information session with potential participants. The information session provides an opportunity for children and youth with disabilities and their caregivers to learn more about the assessment, thereby contributing to the informed consent process, and for staff that will be facilitating the assessment to identify the different communication preferences of individuals. It can also play a critical role in supporting children and youth with and without disabilities to get to know each other, making them more comfortable in the following activities.

Example: Information session agenda

1. Introduce the organizations involved in the assessment and the child protection or GBV activities that you usually run in the community.
2. Explain the purpose of the assessment, and why you want to include girls, boys, young women and young men with disabilities – See Tool 1: Awareness-raising messages for the community (p. 50) for more detail.
3. Describe the different activities that will be conducted during the assessment. Use photos, as well as verbally describing this. See Annex 2: Sample PowerPoint Presentation.¹
4. Separate parents and children for an activity (preferably in the same room). Have one staff member sit with parents and caregivers to answer their questions, and then another one run an ice-breaker with the children and youth, so they can get to know each other.
5. Share examples of activities from the "[Communication Toolbox](#)", including pictures, cameras and the Story in a Bag, so that children and



Getting to know each other at the information session.

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Practicing with tools from the Communication Toolbox.

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¹ <https://www.womensrefugeecommission.org/disabilities/resources/1291-youth-disabilities-toolkit-presentation>

young people with disabilities can start to explore what works best for them.

During this time, walk around to individuals who you may need to learn more about to facilitate their participation in the activities. These may include:

- Brothers and sisters who have attended together – Meet with them to discuss going into different groups for boys and girls. You may want to help them to get to know another boy or girl their own age who is also interested in participating in the activities.
 - Children or young people using sign language interpreters – It is important to have interpreters who are age and gender appropriate for the follow-up activities. This may not always be possible, as many professional interpreters are adult men. You should discuss with girls and boys who use sign language about their preferences for this activity. They may prefer to have a friend or family member their own age join them instead of a professional interpreter. Alternatively, they may prefer other methods of communication, such as writing or the other activities in the [Communication Toolbox](#).
 - Any individual who looks uncomfortable or distressed – Gather information from them and their caregiver about what sorts of activities they like, and the type of environment where they feel most comfortable. Some children and young people with more complex disabilities may prefer an individual interview with a home visit.
6. Close the information session by bringing everyone back together as a large group, answer any further questions that children, young people and their caregivers may have, and clarify the next steps.

AN ICE-BREAKER ACTIVITY: VALUING DIFFERENCE

Divide the group in two and ask members to regroup based on differences or similarities of the following characteristics:

- all long hair/short hair
- all girls/boys
- all tall/not tall
- all who like sports/do not like sports
- all who play music/do not play music
- all shy/not shy

FACILITATOR'S NOTE: The same people will regroup under the different characteristics. Signs and symbols can also be used, or children can indicate that they are part of the group in any way that they feel comfortable. This activity aims to develop an understanding and appreciation of human diversity.

Discuss with the entire group that diversity is a natural part of human life. Everybody has differences, whether that difference relates to color, gender, size, shape, religion, neighborhood or anything else. A disability is no different. It may limit a person's mobility (ability to walk) or his or her ability to hear, see, taste or smell, but it does not limit his or her strengths and abilities. Differences in a group are valuable. Those differences are where creativity and new ideas are born.

** Extracted from: UNICEF, It's About Ability: Learning Guide to the Convention on the Rights of Persons with Disabilities (New York: UNICEF, 2009). http://www.unicef.org/publications/files/Its_About_Ability_Learning_Guide_EN.pdf*



ChildFund International
2821 Emerywood Parkway
Richmond, Virginia 23294-3725 USA
global@childfund.org
www.childfund.org



Women's Refugee Commission
Research. Rethink. Resolve.

Women's Refugee Commission
122 East 42nd Street, New York, NY 10168-1289
t. 212.551.3115
info@wrcommission.org
womensrefugeecommission.org