

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

CAPACITY DEVELOPMENT TOOLS ON DISABILITY INCLUSION IN GBV PROGRAMMING

TOOL 3: REFLECTION TOOL FOR STAFF

Purpose of this tool

This tool is designed to support program staff to reflect on the process of disability inclusion that their GBV program has undertaken. It provides questions to guide a group discussion amongst staff to help them identify changes in their own knowledge, attitudes and practice that have allowed greater accessibility and participation for children and youth with disabilities. It also allows staff to identify persistent gaps, and further actions to be taken to strengthen these areas. This activity can be conducted as part of the monitoring and evaluation process of programs, including collection and analysis of Stories of Change from children and youth with disabilities and community workshops to share findings and plan next steps [[see Part 3: Child- and youth-led Participatory Assessment on GBV and Disability – Tool 7: Stories of Change](#)].

Instructions

Note: This group discussion format requires about 2 hours, so may be best spread over two blocks, with a break. Part C can also be finalized by groups outside of the discussion.

- Introduce all facilitators and translators.
- Present the purpose of the activity:
 - To identify changes in knowledge, attitudes and practices among staff relating to disability inclusion in GBV programs;
 - To share successes and ongoing gaps in capacity on disability inclusion;
 - To plan a vision for the future and next steps.
- Frame the activity as a reflective learning discussion with the intention of sharing what they have learned and identifying areas that need more attention. Ensure that people feel comfortable sharing and engaging with things that they have found difficult (there may need to be ground rules).
- Agree on confidentiality, and ensure that people are careful to share examples and stories that will not identify the individuals concerned, whether staff or beneficiaries.

Discussion questions and participatory activities

Part A: Our capacity – How has it changed?

1. Ask each person to think of 2-3 things that describe their capacity related to disability inclusion “before” the project (purple paper) and “now” (blue paper). Provide time for people to think and write these down.
(10 minutes)
2. If the group is small and participants know each other well known, you can invite people to read out their own statements and stick them on the wall under the signs “Before” and “Now.” For larger groups or those that are less comfortable with each other, you can collect statements and read them out anonymously, again sticking them on the wall under the signs “Before” and “Now.”
(30 minutes)
3. Large group discussion:
 - What differences do you see between the “Before” and “Now” groups?

- What is the most important change that you see in the capacity of staff relating to disability inclusion (i.e. changes in knowledge, attitudes or practices)?
- How or why do you think this change happened? Write these factors on green paper and stick them on the wall.

(30 minutes)

Note: This activity is more likely to elicit discussion on facilitators than barriers. If participants raise barriers, gaps or challenges in this discussion, then these can be documented on red paper and referred to in the next discussion.

Part B: Our capacity – What do we want for the future?

1. Large group discussion:

- » What are some of the ongoing gaps/challenges/barriers for staff relating to disability inclusion?
- » How and why do you think these did not change or still exist? Write these factors on red paper and stick them on the wall.

(10 minutes)

2. Now ask participants to think of 2-3 things that they wish to feel more confident about regarding disability inclusion (yellow paper). Provide time for people to think and write these down.

(10 minutes)

3. If the group is small and well known to each other, then you can invite people to read out their own statements and stick them on the wall under the signs "The Future." For larger groups or those that are less comfortable with each other, you can collect statements and read them out anonymously, again sticking them on the wall under the signs "The Future."

(30 minutes)

Part C: Our key messages

1. Large group discussion:

- How would you like to present your successes and recommendations for the future to other stakeholders? Some suggestions include conducting a stakeholder workshop where staff, communities and children and youth with disabilities share their successes and recommendations for the future.

(15 minutes)

Conclude the discussion

- Thank staff for their participation and contributions.
- Congratulate them on their successes and progress.
- Clarify the next steps for staff capacity development.



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