

# 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 1: AWARENESS-RAISING MESSAGES FOR THE COMMUNITY

#### Purpose of this tool

This tool provides guidance on how to raise awareness with community members, including leaders, government partners, parents and, of course, girls, boys, young women and young men with and without disabilities. This will help you to start identifying interested participants and make families more comfortable to bring children and youth with disabilities out of their homes for such activities. It can also help to identify and address any myths and misconceptions about the assessment; to initiate community dialogue on the issue; and to strengthen ownership of follow-up actions.

#### Awareness-raising strategies

You can use the same approaches and strategies to raise awareness about this activity as with other activities that you run in the community. For example, you can contact community committees, parents, children's and youth groups, and any disability groups or organizations that you know are working in the community, to ask for their assistance in sharing information with and identifying people who may be interested to participate. You could also form a small advisory group from these stakeholders, which can provide you with ideas and feedback about the proposed activities and even implement follow-up activities in the community after the pilot.

#### Example: Key messages for the community

Introduce your organization and any partners that you will be working with on the assessment.

- We would like to learn more about the different types of protection concerns that girls, boys, young women and young men with disabilities experience in the community, including risk of violence and abuse, and ways that we can reduce these risks.
- We would like children and young people with disabilities, their parents and caregivers to participate in this assessment.
- We are interested in the perspectives of caregivers and girls, boys, young women and young men (up to 24 years old) with all different types of disabilities, including:
  - those with difficulty moving and walking (since birth or due to an impairment acquired later in life);
  - those with difficulty seeing, even when wearing glasses;
  - those with difficulty hearing, even when using hearing aids;
  - those with intellectual disabilities, who may have difficulty understanding, learning and remembering new things;
  - those with mental disabilities and mental health conditions; and
  - those with multiple disabilities, who are often isolated to their homes and who may need assistance with personal care.<sup>1</sup>
- We have a variety of activities, so that children and youth with different types of disabilities can choose what works best for them and/or what they feel most comfortable in undertaking during the assessment.

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<sup>1</sup> Adapted from the Washington Group Short Set of Questions on Disability. [http://www.cdc.gov/nchs/washington\\_group/wg\\_questions.htm](http://www.cdc.gov/nchs/washington_group/wg_questions.htm)

- It is completely voluntary, and interested individuals can choose to participate in some activities, but not others. They can also choose to participate with a trusted friend or family member (like a sister or brother).
- We have an information session on [insert date] for parents, children and youth who are interested, so they can learn more and ask questions about these activities before deciding whether or not they would like to participate.
- We will also have a community workshop where the participants can share what they learned with others after the assessment is complete, and together we can plan follow-up activities.



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