

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 7: EVALUATION – STORIES OF CHANGE

Purpose of this tool

Children and youth with disabilities can participate not only in the assessment process, but also in evaluating what change matters the most to them from the GBV activities conducted by your organization. Children and youth with and without disabilities can be supported to document their own Stories of Change. This can help us to identify how access and inclusion has changed for girls, young women, boys and young men with disabilities, and how this is different by gender and age, having implications for prevention of GBV. It also provides another opportunity for children and youth to contribute to the program planning cycle.

This tool can be used to document how children and youth with disabilities have been included in GBV activities and what has been the most important change for them. It can help program staff understand the actions that make their programs more accessible to and inclusive of people with disabilities and caregivers, and gather ideas about how next steps.

Combining tools and approaches

Children and youth with disabilities can be invited to prepare their own stories individually or as a group, using drawing and artwork, photos and even the Story in a Bag (p. 83) to communicate this story to others.

Process

In this activity, interested children and youth with and without disabilities are asked to think about and prepare their stories in advance of the group discussion, with the option of using photos and other participatory approaches to support their story-telling process.

Looking back over the past [#] months, what has been the most important change in access and inclusion for children youth with disabilities in GBV activities?

They think about this in terms of community change or a personal change. The story should reflect or describe this change and be something that they are happy to share with others. They can choose to verbally share their story, write it down, make a drawing or take photos. They can do it on their own or with a friend or family member.

Practice example

Story of Change: Sifa (16 years old)

"When I was in the Congo, I lost my leg. It was infected and they put me in the hospital. I remember overhearing conversations when I was there. They thought I was unconscious, but I could hear them talking, saying that I was a 'lost cause' and that it was not worth trying to save my life. I used to think about this often and it made me very upset.

When I first got connected with the International Rescue Committee (IRC) they advocated for me in many ways. First, they ensured that I got a prosthetic leg. It was so important to me then. I remember that feeling when I could first start to walk around with ease, and it made me feel like I was part of the community again.

After that, the team from IRC made sure that I could start to go to school again. Since going back to school I have made many friends. I work hard in school. I am a good student and I really enjoy studying. In school, I can work hard and I can prove that despite what they said in the hospital in the Congo, I am not 'worthless.' Instead, I am a girl with a lot to share and to offer.

Over the past year, I have most enjoyed going to awareness sessions. It is important to me that the community sees me as not just a girl without a leg, but as a person with rights and a future. I also really appreciate the materials from IRC, especially sanitary napkins and supplies, because often people forget that girls our age need them. With my new leg and my chance to have an education, I feel safer, smarter and less likely to be taken advantage of."

¹ *Stories of change: Building capacity for disability inclusion in GBV programming in humanitarian settings.* <https://womensrefugeecommission.org/programs/disabilities/research-and-resources/1110-disabilities-stories-of-change>

STORY OF CHANGE: DOCUMENTATION FORM

Facilitator: _____

Note-taker (if applicable): _____

Date: _____ Location: _____

Translation: Yes No

If yes, the translation was from _____ (language) to _____ (language)

Description: _____

(e.g., adolescent girl with disabilities; female caregiver)

Instructions

- **Introduce all facilitators and translators.**

- **Present the purpose of the activity:**

"We want to find out how you have been included in GBV activities and what has allowed you to participate. We will ask you to share examples, stories and things you think other people should do in their programs. You can choose to share your story in any way you like. You could tell it to others or write it down; you could use a drawing; or take some photographs to help tell your story. You may like to do this on your own or with a friend or family member. It is your choice. We will then have a meeting where people can come to share these stories and learn from each other."

- **Get consent from participants:**

- » Children and caregivers should be asked about consent before the activity begins. Explain that participation in these exercises is completely voluntary. They can withdraw from the activity at any time, without giving reasons. Participating or not participating is not connected to their access to your programs and activities now or in the future.
- » Explain how the stories might be shared and used before anyone starts to share their story.

- **Agree on confidentiality:**

- » Be clear with participants that there is no need to share personal experiences of violence, and that they are welcome to talk about their general participation in services, activities and so on.

For children and young people with limited communication abilities, ask caregivers: How does [state the name of the person] tell you that she/he is unhappy or uncomfortable with something? What makes her/him happy or sad? Use this information to facilitate the interview if verbal communication is not possible and respect any indications that the participant is not comfortable or willing to continue.

Questions to guide story documentation²

TELL ME A BIT ABOUT YOURSELF. HOW LONG HAVE YOU BEEN LIVING HERE? WHO LIVES IN THIS HOUSEHOLD WITH YOU?

WHAT KIND OF COMMUNITY ACTIVITIES DO YOU AND YOUR FAMILY MEMBERS PARTICIPATE IN?

Ask probing questions relating to specific GBV activities that are running in the community.

TELL ME A STORY THAT DESCRIBES THE MOST IMPORTANT CHANGE OR OUTCOME FOR YOU SINCE PARTICIPATING IN THESE ACTIVITIES.

Alternative phrasing: Tell me a story about the outcome of these activities for you. How have they helped you? What has been most important to you?

WHAT MAKES THIS STORY IMPORTANT OR SIGNIFICANT FOR YOU?

Alternative phrasing: What makes you want to share this story with other people? What do you want them to understand about you?

² Adapted from: R.J. Davies & J. Dart, *The 'Most Significant Change' Technique: A Guide to Its Use* (2004). www.mande.co.uk/docs/MSCGuide.pdf

WHAT ARE SOME OF THE THINGS THAT HELPED YOU TO PARTICIPATE IN THESE ACTIVITIES? WHAT ARE SOME OF THE THINGS THAT MADE IT HARD TO PARTICIPATE IN THESE ACTIVITIES?

Alternative phrasing: What do you like about these activities? What don't you like about these activities?

HOW (IF AT ALL) DID ORGANIZATIONS WORKING WITH CHILDREN AND YOUTH CONTRIBUTE TO THESE CHANGES?

Ask probing questions. What did our programs and staff do to help these changes happen? Can you tell me more about this?

WHAT WOULD YOU LIKE TO DO NEXT?

What kinds of activities or programs are you interested in now? What kinds of things would you like to participate in? What prevents you from participating? How could we help you to participate in this activity?

RECOMMENDATIONS

What ideas or suggestions do you have for ways we can improve the GBV program in this community for girls, boys, young women and young men with disabilities? What are the three key messages you want to give to people running GBV programs?

Conclude the discussion

Thank individuals for their participation and contributions.

Clarify the next steps for sharing stories with other stakeholders.



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