



Children and youth with disabilities – Partners in community-based prevention of gender-based violence

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Research. Rethink. Resolve.



GBV against children and youth with disabilities

- Children with disabilities are at higher risk of violence than non-disabled children
 - 3.6 times more likely to experience physical violence
 - 2.9 more likely to experience sexual violence (UNICEF, 2013)





GBV against children and youth with disabilities

- There is a lack of practical guidance on how to include children with disabilities in design, implementation and monitoring of programs preventing GBV in both development and humanitarian settings.





ChildFund.
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GENDER-BASED VIOLENCE AGAINST CHILDREN AND YOUTH WITH DISABILITIES

A Toolkit for Child Protection Actors



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Principles

- Children and youth with disabilities have a right to participation and inclusion in programs
- See the girl, boy, or young person first, not their disability
- Do not make assumptions
- Identify and value all contributions
- Work with families and caregivers





Step 1: Community awareness raising

- Be explicit that we want to include boys and girls with different types of disabilities.
- Contact community committees, parents, children's and youth groups, and any disability groups or organizations working in the community.





Step 2: Information session – Getting to know each other and introducing the activities





Step 3: Group discussions with care-givers





Step 3: Including girls who are care-givers





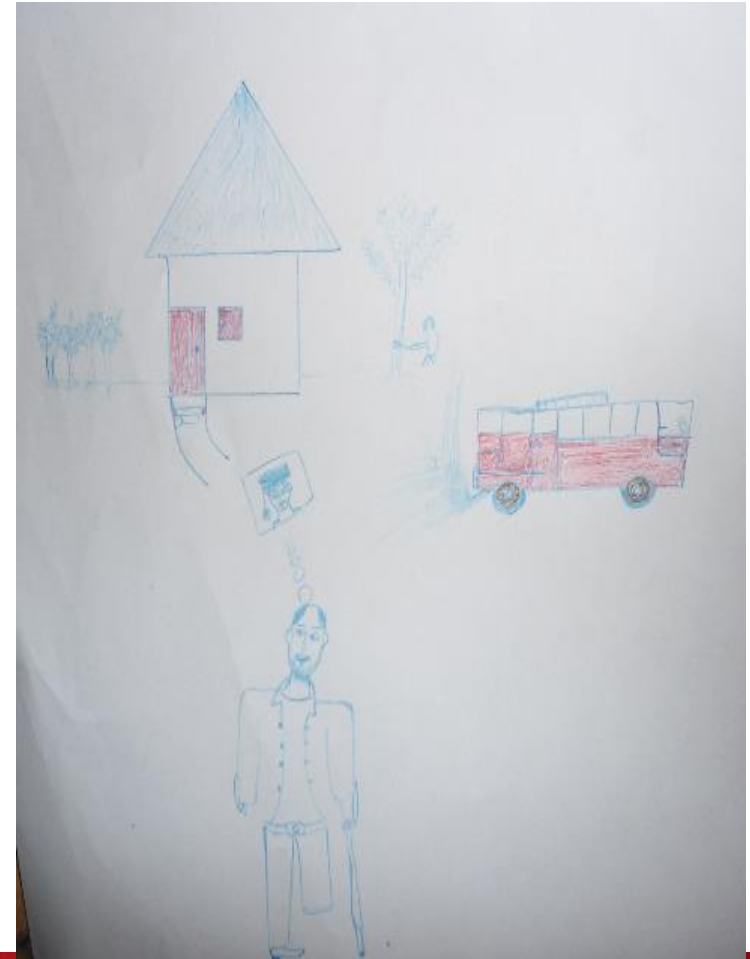
Step 4: Participatory activities with children and youth with and without disabilities





Step 4: Participatory activities with children and youth with and without disabilities







Communication Toolbox

Guided walks





Communication Toolbox

Photography





Step 5: Interviews and home visits





Step 6: Community action planning workshop





Step 6: Community action planning workshop



Outcomes of Participatory Process in Ethiopia

- Increased exposure of children with/without disabilities to creative and inclusive settings
- Participatory activities helped the children with disabilities to play and interact with others, enhancing their social development, and understanding of peer culture.



Outcomes of Participatory Process in Ethiopia

- Disabled children and young people's sense of belonging to their local community, confidence and worthiness was promoted.
- Children and young people developed generic life skills through leading this initiative.



Outcomes of Participatory Process in Ethiopia

- Enhanced capacity and knowledge of parents/caregivers about their children, fostering a positive vision for the future.
- Increased staff capacity and commitment to designing inclusive projects, based on the strengths, abilities, and needs of children with disabilities.



Outcomes of Participatory Process in Ethiopia

- Schools now mainstream disability inclusion, focusing on the skill and capacity of children, with close collaboration and family support.



Almaz – 14 years old

Almaz has a hearing and speech impairment. In the participatory assessment, Almaz identified the very low participation of disabled children in different clubs at school. She wanted to participate in gender club, where she can use her skills of drawing and writing poems.

“My dream became reality!”



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Thank you!



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