



# Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings



## Tool 10: Reflection tool for GBV practitioners

### 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 among staff to help them identify changes in their own knowledge, attitudes and practice that have allowed greater accessibility and participation for people with disabilities and caregivers. It also allows staff to identify persistent gaps and further actions to be taken to remedy such gaps. Ideally, someone outside of the program who can maintain an objective viewpoint should facilitate the discussion. If this is not possible, it is important to identify someone in the program who has not been directly involved in the disability inclusion process.

Facilitator: \_\_\_\_\_

Note-taker (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Translation: Yes No

If yes, the translation was from \_\_\_\_\_ (language)

to \_\_\_\_\_ (language)

Group description: \_\_\_\_\_ (e.g.,  
community mobilizers; GBV case workers)

### 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 related to disability inclusion among GBV practitioners;
  - » 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 as GBV practitioners – 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 GBV practitioners 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 as GBV practitioners – What do we want for the future?

1. Large group discussion:
  - » What are some of the ongoing gaps/challenges/barriers for GBV practitioners 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 participants know each other well known, you can invite people to read out their own statements and stick them on the wall under the sign “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 sign “The Future.” (30 minutes)

### Part C: Our key messages

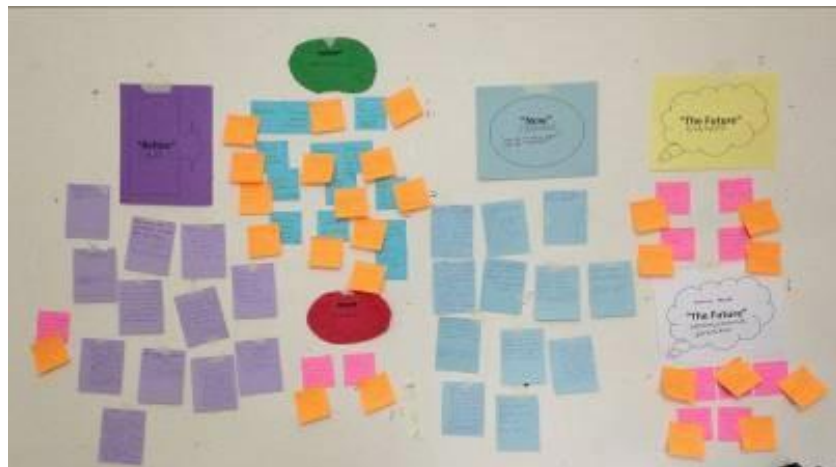
#### 1. Large group discussion:

- » How would you like to present your successes and recommendations for the future to other stakeholders? Some suggestions include conducting a stakeholder workshop where GBV practitioners and persons 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.



Participatory activity with GBV practitioners – Capacity on disability inclusion  
“Before,” “Now” and “The future”

To download the report *“I See That It Is Possible”: Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings*, the complete *Toolkit for GBV Practitioners and Stories of Change*, visit [http://wrc.ms/disability\\_GBv](http://wrc.ms/disability_GBv)