 120 minutes

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| Activity | Topic | Method | Timing |
| 1  | Sex and Gender | Groups | 20’ |
| 2 | Understanding GBV | Groups | 45’ |
| 3 | GBV in Emergencies | Plenary | 15’ |
| 4 | Responsibilities of DTM Enumerators | Plenary | 15’ |
| 5 | Referral Pathways | Plenary | 10’ |
| 6 | Scenarios | Plenary | 15’ |

# Handouts

* Copies of site assessment form (the one used by the mission)

# Key Resource Documents

* Guidelines for Integrating GBV Interventions in Humanitarian action (<https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf>)

# Supplies Needed

* Flip charts
* Draw “tree model” for understanding GBV exercise on 3-4 flip chart papers
* 4 copies of “Cards with Definitions”
* Markers

# Planning

* Review and adapt PowerPoint
* Make copies of handouts

##### Part 1

**Slide: “Learning Objectives”**

* Ask participant to read the objectives

## Activity 1 – Sex and Gender – 20’

**Slide: “Activity”**

* Divide participants into two groups
* On a flipchart, one team writes traits associated to women, the other group writes traits associated with men

**Slide: “Sex vs. Gender”**

* Show the difference between Sex and Gender
* Return to the flipcharts. Now ask the teams to circle what characteristics are physical (sex).

## Activity 2 – Understanding GBV Exercise – 45 ’

**Slide: “GBV = rape, right?”**

* GBV is many forms, not only rape.

**Slide: “Gender-Based Violence (GBV)”**

* Ask volunteer to read definition

**Slide: “Understanding GBV Exercise”**

* Divide group into several smaller groups
* Have “tree model” ready on flip-charts
* Show “tree model” slide
* Groups will identify root causes, forms, and consequences of GBV.
* Have each of groups present their pictures in plenary
* Show slides: Root Causes; and Consequences of GBV

## Activity 3 – GBV in Emergencies – 15’

**Slide: “Why does GBV Occur in Emergencies”**

* For 3 reasons: those already present before disaster, those as a result from a disaster, and those caused directly or indirectly by humanitarian work

**Slide: “How is GBV Exacerbated in Emergencies?**

* Things that can increase risk of GBV in emergencies

**Slide: “Can GBV Happen to Men and Boys?”**

* Not just a threat to women and girls

**Slide: “Summary”**

* Read aloud the summary points

##### Part 2

**Learning Objectives**

* Ask participant to read objectives

## Activity 4 – Responsibilities of DTM Enumerators

**Slide: Roles and Responsibilities towards GBV**

* Explain difference between GBV mainstreaming and specialized GBV actors

**1) Avoid creating or exacerbating risks of GBV**

* Each enumerator is required to sign the Standards of Conduct
* Define PSEA
* Explain principle of do no harm

**2) Identifying risk factors and trends through the indicators provided**

* Make sure to pay attention to things that can influence reported risks of GBV (such as items in the list)

**The Importance of SADD**

* Define SADD
* Ask participants why it should be collected. Is it important to humanitarian work? Why?

**Indicators and definitions: The Cards Game**

* The fastest group to match definitions correctly wins

**Indicators and definitions: The Site Assessment Form**

* Divide into groups of 2 persons per group.
* Identify indicators that could potentially identify risk factors for GBV
* Debrief in Plenary

3**) Responding to a GBV disclosure as a non-GBV specialist**

* Ask participants to read one by one and repeat in their own words.

**The survivor-centered approach**

* Show difference between examples in table
* On next slide **A Survivor Centered Approach**, call on individuals to explain one key principle from the list.

## Activity 5 – Referral Pathways – 10’

**What are Referrals / what is a referral pathway?**

* Define referrals and referral pathways using next 2 slides
* Example of Referral Pathway: walk the group through the flowchart in order to understand a referral pathway.

**In your mission / duty station:**

* Ask enumerators to give any examples they may know of for any referral mechanisms in their communities.

##### Part 3

## Activity 6 – Scenarios – 15’

**Scenario: What should you do?**

* Ask group to stand
* Ask the participants to vote whether the action is appropriate.
* If yes, sit down. If now, remain standing
* Go through all questions/scenarios and debrief after

**Key Messages**

* Ask one participant to read the key messages
* Answer any questions or comments