

Cash & Voucher Assistance and Gender-Based Violence Compendium: Practical Guidance for Humanitarian Practitioners

A COMPANION GUIDE TO THE IASC GBV GUIDELINES

FACILITATOR GUIDE TO CVA & GBV TRAINING MODULES

DECEMBER 2019

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INTRODUCTION

This facilitator guide is intended for trainers who will be running the CVA & GBV training. It complements the individual session plans by providing guidance to support the training delivery. It contains:

- ✓ Overview of the training and the different learning pathways
- ✓ General guidance for the facilitator
- ✓ Preparation, tasks, and documentation for each session
- ✓ Training Essentials

AIM	<p>To support participants in developing the skills and confidence to integrate GBV risk mitigation into CVA interventions, integrate GBV prevention and mitigation into multi-sector programming using CVA when appropriate, and integrate CVA into GBV prevention and response when appropriate.</p> <p>Each training module has a set of Learning Outcomes. The learning outcomes revolve around different complexity of thinking activities: (1) Remember, (2) Understand, (3) Apply, (4) Analyse, (5) Evaluate, and (6) Create (Bloom Taxonomy). Overall, practitioner audiences are expected to leave the training with the capacity to apply, analyse, evaluate, and create while the module for HCT and donors will focus more on remember and understand activities.</p>
AUDIENCE	<p>There are three different modules, targeting different audiences:</p> <ul style="list-style-type: none"> ■ Field practitioners (technical and CVA specialists who use CVA to deliver on sectoral and multi-sectoral outcomes); ■ GBV specialists who provide technical advice to field practitioners so they can identify and integrate GBV risk mitigation into their program design and who may consider using CVA to deliver on GBV-related outcomes; ■ Donors and HCT country teams who need to be aware of the importance of GBV risk mitigation for projects that use CVA as a delivery modality
CONTENT	<p>Modules content build around the CVA & GBV Compendium: Practical Guidance for Humanitarian Practitioners and the IASC GBV Guidelines</p>
FACILITATION	<p>Modules have been developed for face-to-face delivery to a group of about 25 participants with one lead trainer and one co-facilitator. Trainers do not need to be CVA and GBV specialists but do need to have a good command of concepts related to both topics. However, wherever possible, one facilitator with GBV expertise and one facilitator with CVA experience are ideal.</p> <p>Trainers need to be familiar with adult learning principles and facilitation techniques.</p>

TRAINING OVERVIEW

Three training modules have been developed. Combined, they compose five different learning pathways, as described in the agenda below. The GBV specialists' modules combine GBV risk mitigation with GBV prevention and response to GBV. When slides specifically discuss GBV risk mitigation, the following icon will appear to facilitate participants' navigation in between the two topics. Periodically point out this key to participants.

	PATHWAY 1: DONORS & HCT TRAINING MODULE	PATHWAY 2: NON-PRACTITIONER TRAINING MODULE	PATHWAY 3: HUMANITARIAN PRACTITIONER TRAINING MODULE	PATHWAY 4: GBV SPECIALIST - CASE MANAGEMENT TRAINING MODULE	PATHWAY 5: GBV SPECIALIST - GBV RISK MANAGEMENT TRAINING MODULE
09:00-10:30	Session 1 HCT: Introduction	Session 1 GBV: Introduction & The State of Evidence	Session 1 Tech: Introduction	Session 1 GBV: Introduction & The State of Evidence	Session 1 GBV: Introduction & The State of Evidence
	09:30: Session 2 HCT: CVA & GBV				
	10:30: Session 3 HCT: Coordination				
	10:45: Session 4 HCT: Closing and Action Plan				
10:30 - 11:00	11:00 END	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
11:00-12:30	COFFEE BREAK	Session 4 Tech: Implementation and Coordination	Session 2 Tech: Situation and Response Analysis	Session 2 GBV: Situation and Response Analysis	Session 2 GBV: Situation and Response Analysis
		Session 3 HCT: Coordination Session 4 HCT: Closing and Action Plan	12:00: Session 3 Tech: Design	12:00: Session 3 GBV: Design	12:00: Session 3 GBV: Design
12:30-13:30			LUNCH	LUNCH	LUNCH
13:30-15:00			Session 3 Tech: Design (continued)	Session 3 GBV: Design (continued)	Session 3 GBV: Design (continued)
			14:10: Session 4 Tech: Implementation and Coordination	14:00: Session 4 GBV: Implementation and Coordination	14:00: Session 4 Tech: Implementation and Coordination
15:00 - 15:30			COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
15:30-16:00			Session 5 Tech: Monitoring and Evaluation	Session 5 GBV: Monitoring and Evaluation	Session 5 GBV: Monitoring and Evaluation
16:00 - 17:00			Session 6 Tech: Closing and Action Plan	Session 6 GBV: Closing and Action Plan	Session 6 GBV: Closing and Action Plan

STRUCTURE OF THE TRAINING MATERIALS

The materials included in the training package include the following:

- ✓ **SESSION PLANS** – These provide detailed instructions for the trainers on how to run each session within the course. The session plans include: the learning outcomes and key messages for each session; lists of required resources and preparatory actions; an overview of the session; and detailed instructions on how to run the session annotated with images of the relevant PowerPoint slides. The session plans also include additional references to support the content.
- ✓ **POWERPOINTS** – These support each session and should be used in conjunction with the exercises and activities. They are not the main learning resource and should be considered an additional learning aid, not the focus of the sessions or methodology.
- ✓ **ACTIVITIES** – These are documents that are required for activities and exercises within each session. They should be printed and prepared in advance according to the instructions given at the beginning of the session plan.
- ✓ **CASE STUDIES** – These are a series of documents relating to specific contexts, which are used within exercises during the course. The choice of case studies and allocation of participants to case study groups should be mindful of the context in which the training is taking place and existing experience within the group. In addition to specific case studies in the various sessions, there is an overarching facilitator example tip sheet of relevant examples that can be used throughout the training.
- ✓ **PARTICIPANT HANDBOOK** – For this training, CARE - CVA & GBV Compendium¹ is the participant handbook. A soft or hard copy of the compendium should be provided to the participants at the beginning of the training.

PREPARATION

COMMUNICATION WITH THE FACILITATOR AND THE HOST COUNTRY OFFICE

It is recommended that the Facilitator holds at least one call with the co-facilitator and host of the CVA & GBV workshop. This call is intended to build an understanding of the country office expectations and to determine whether the provided case studies will be used for the group tasks or if the country operation has relevant, real-life documentation to tailor the training to the local context. Once this has been determined, the individual sessions need to be allocated to facilitators and session content updated, including updating the scenario/case study material.

PRE-READING FOR THE FACILITATOR

It is essential that the facilitator reads the session plans and the scenario documents prior to the CVA & GBV workshop. It is also paramount that the facilitator reads the compendium and complementary tools referenced throughout the training prior to the start of the course.

¹ http://www.cashlearning.org/downloads/user-submitted-resources/2019/05/1557937891.CVA_GB%20guidelines_compendium.FINAL.pdf

The facilitator should also be familiar with the country operation in order to relate to specific examples. Other things can be caught up on during the CVA & GBV workshop, but this pre-reading is essential preparation to ensure that the facilitator is ready to go on arrival.

PREPARATORY WORK FOR THE PARTICIPANTS

Prior to the start of the training, the Facilitators should reach out to participants and encourage all participants who may not be familiar with CVA to take the free two hour [CaLPE-learning on the CVA fundamentals](#).

The facilitator should also ask participants to come prepared with one or two examples regarding when, in a programme using CVA, GBV risk mitigation was especially successful or especially challenging/poor. In addition, the relevant course material (agenda, aim and objectives, etc.) should be communicated to the training audience in advance.

PRINTING

It is the responsibility of the facilitator to send the organising country office the documents for printing. Each session plan details upfront what should be printed and what should be prepared for the session. All the documents to be printed are also gathered in the folder “Print Out.”

NB: Depending on the connectivity during the training, it is advisable to actually share the numeric version of the PDM and FGD.

DOCUMENTS THAT WILL NEED AMENDING FOR EACH WORKSHOP ARE:

- ✓ The participant agenda (insert location and dates)
- ✓ The presentation (insert location and dates + names of the teams in the placeholder slides) There can be different learning journeys based on participant profiles and perhaps removing other slides if not appropriate (i.e. proposed donor responsibility slide mentioned in email for HCT & donor module, any of the umbrella slides)
- ✓ When choosing learning pathways 2, 4, or 5, make sure you hide the learning journey that does not correspond to the training you are delivering
- ✓ A Certificate of Completion (include participant and facilitator names and the location and date of the training).
- ✓ Search for existing GBV analysis in the country where the training is being delivered
- ✓ On the basis of the language used in the training, refer to the following:
 - ✓ GBV specialists - [needs WRC PDM in English here](#); and in [French, Spanish and Arabic via this page](#).
 - ✓ Humanitarians - [needs WRC assessment here in English](#); and [PDM here in English](#); and both in [French, Spanish, and Arabic on this page](#)

RESOURCES

The facilitator must ensure that the organising country office has prepared the following resources:

STATIONERY AND MATERIALS

- ✓ Four flipchart easels and approximately eight pads of paper;
- ✓ Marker pens so that every table has every colour, plus a set for the facilitator;
- ✓ Blue-tac and masking tape;
- ✓ Scissors and staplers;
- ✓ Highlighters for every table;
- ✓ Sticky notes in A5 size and smaller (normal) sizes;
- ✓ Coloured A5 card and paper;
- ✓ Spare A4 paper;
- ✓ Name tag for each participant.

TECHNOLOGY

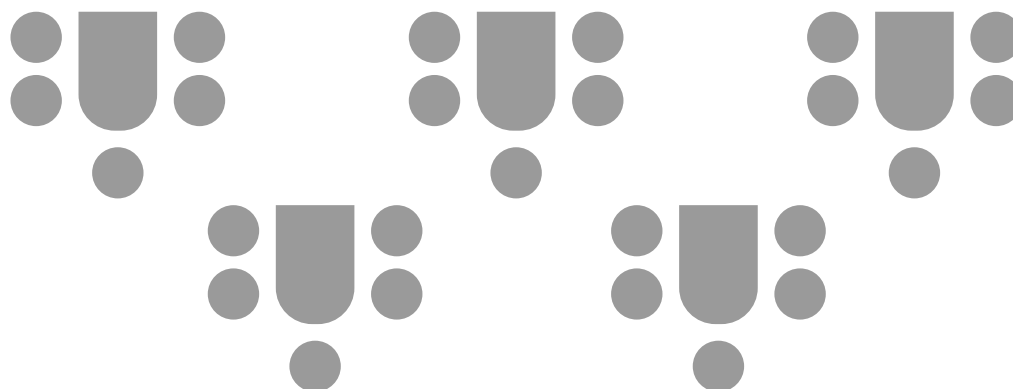
- ✓ Projector and full-time, dedicated laptop – large projector screen;
- ✓ Loudspeakers for the computer projector for video presentations;
- ✓ Printer.

PROPS

- ✓ Candy;
- ✓ Soft ball.

SEATING ARRANGEMENTS

Bistro style:



FOLLOW-UP

When both a day for GBV specialists and a day for humanitarian practitioners have been organised back-to-back, the facilitator should encourage a half-day meeting with both sets of participants following the training days. This activity could be undertaken in collaboration with local cash working groups or the protection sub-cluster/GBV working group. This half day should serve to grapple with integration in their context and immediately start to bring the material into practice. Should this be the case, it is recommended that the facilitator does not include the action plan session at the end of the workshop day in each module, instead using the half-day workshop to conduct a SWOT analysis and a subsequent practical and actionable plan to build on the strengths and opportunities while working on threats and weaknesses.

EXTRA RESOURCES FOR THE FACILITATOR:

CVA & GBV COMPENDIUM

English: http://www.cashlearning.org/downloads/user-submitted-resources/2019/05/1557937891.CVA_GB%20guidelines_compendium.FINAL.pdf

French: <http://www.cashlearning.org/downloads/gbv-cash-compendium.finalfrl.pdf>

Spanish: <http://www.cashlearning.org/downloads/gbv-cash-compendium.finales.pdf>

Arabic: <http://www.cashlearning.org/downloads/gbv-cash-compendium.finalarhires.pdf>

IASC GBV GUIDELINES

https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf

IASC POCKET GUIDE

<https://gbvguidelines.org/en/pocketguide/>

SESSION 2, SITUATION ANALYSIS

CaLP Minimum Standard for Market Analysis : <http://www.cashlearning.org/downloads/calp-misma-en-web.pdf>

TOOLKIT FOR OPTIMIZING CASH-BASED INTERVENTIONS FOR PROTECTION FROM GENDER-BASED VIOLENCE: MAINSTREAMING GBV CONSIDERATIONS IN CASH-BASED INITIATIVES AND UTILIZING CASH IN GBV RESPONSE

English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1556>

French: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1754>

Spanish: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1749>

Arabic: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1573>

GUIDE TO CASH AND VOUCHER ASSISTANCE AND GENDER-BASED VIOLENCE RESOURCES

English: <http://www.cashlearning.org/resources/library/1388-guide-to-cash-and-voucher-assistance-and-gender-based-violence-resources>

French: <http://www.cashlearning.org/resources/library/1444-ressources-relatives--lassistance-en-espces-et-en-bons-et-la-violence-lie-au-genre>

HUMANITARIAN CASH TRANSFER PROGRAMMING AND GENDER-BASED VIOLENCE OUTCOMES: EVIDENCE AND FUTURE RESEARCH PRIORITIES

English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1672>

French: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1671>

Two page summary, English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1679>

GBV Minimum Standards: https://www.unfpa.org/sites/default/files/pub-pdf/19-200_Minimun_Standards_Report_ENGLISH-Nov.FINAL_.pdf

GBV specialists - needs WRC PDM in English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/document/download/1552>

French, Spanish and Arabic: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1549-mainstreaming-gbv-considerations-in-cbis-and-utilizing-cash-in-gbv-response>

Humanitarian - needs WRC assessment here in English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1549-mainstreaming-gbv-considerations-in-cbis-and-utilizing-cash-in-gbv-response>

PDM here in English: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1549-mainstreaming-gbv-considerations-in-cbis-and-utilizing-cash-in-gbv-response>

French, Spanish and Arabic: <https://www.womensrefugeecommission.org/issues/livelihoods/research-and-resources/1549-mainstreaming-gbv-considerations-in-cbis-and-utilizing-cash-in-gbv-response>