A RESOURCE FOR MASTER TRAINERS
This facilitator’s manual is an accompanying document to the Gender-Based Violence (GBV) Visual Pocket Guide. The purpose of the manual is to provide facilitators such as yourself with an instructional tool to deliver a training to non-GBV specialized actors on how to use the GBV Visual Pocket Guide and appropriately respond to GBV disclosures in areas where GBV support is not available.

The goal of the training is to improve participants’ understanding of GBV, survivor-centered approaches, and how to respond to disclosures of GBV (involving both children and adults). The content of this training manual has been informed by validation trainings done in a low-resource humanitarian setting.
ABOUT THE GENDER-BASED VIOLENCE (GBV) VISUAL POCKET GUIDE

The GBV Pocket Guide, a joint Gender-Based Violence (GBV) Guidelines and GBV Area of Responsibility (AoR) resource, was designed to provide non-GBV specialized humanitarian practitioners with accessible and comprehensive information on how to support a survivor of GBV in a context where there are no official GBV supports available.

This GBV Visual Pocket Guide is a visual adaptation of the original pocket guide. It is a more accessible and visual version of the guide and is intended for use by low- to no-literacy adult learners in South Sudan.

It should be noted that the training and visual pocket guide are only meant to support and build the capacity of humanitarian workers and community members in responding to disclosures of GBV by providing appropriate psychological first aid (PFA) and connecting GBV survivors with the appropriate services or referrals in a survivor-centered approach. **It does NOT provide guidance on responding to GBV incidents themselves or providing direct GBV services.**

GLOSSARY OF TERMS

- AoR – Area of Responsibility
- IDP – Internally displaced people
- GBV – Gender-based violence
- POC – Protection of Civilians
- PSEA – Protection from Sexual Exploitation and Abuse
- SOLER – Square, open, lean, eye contact, relax
- UN – United Nations

ACKNOWLEDGEMENTS

The creation of this training package for the visual version of the GBV Pocket Guide was led by Be the Change Group through a consultative process with CARE and partners. Support for the visual adaptation and for this training package was generously provided by the US Centers for Disease Control and Prevention.
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WHO IS THIS MANUAL FOR?

This training manual is to be used by certified master trainers (after they have completed their master trainer training), who will facilitate their own training of their local community members and colleagues on how to use the GBV Visual Pocket Guide and apply its content.

WHO IS THE TRAINING FOR? (INTENDED AUDIENCE OF THE TRAINING)

The participants of your training sessions will be end users of the GBV Visual Pocket Guide. They can have any level of literacy (i.e. ability to read and write), including no literacy at all.

These can include the following types of people:

- **Non-traditional humanitarian practitioners:** non-GBV-specialized actors who are on the frontlines in providing services to affected communities, including, but not limited to, hygiene promoters, nutrition or community health workers, camp managers, religious/community leaders and representatives, educators, protection focal points, etc.

- **Other members of the local community:** workers or volunteers of women and/or youth support groups, municipal staff, agricultural workers, etc.

PURPOSE AND OBJECTIVES OF THE TRAINING

**PURPOSE**

To equip participants/end users to respond appropriately to a GBV disclosure when no GBV support is available.

**OBJECTIVES**

By the end of this training, participants/end users should be able to:

1. Understand the key messages of the GBV Visual Pocket Guide.

2. Understand the role of a non-GBV specialized actor to support GBV survivors.

3. Know the steps to responding appropriately to a GBV disclosure when a GBV-specialized actor is unavailable.

4. Know how to support children and adolescents under 18 years of age if they disclose an incident of GBV.

QUESTIONS TO BE ADDRESSED IN THIS GUIDE

The training will address the following questions that your participants/end users may have:

- What is GBV? What are the types of GBV? How does it happen? What are the consequences of GBV? What is GBV rooted in?

- What is a GBV actor?

- As non-GBV specialized actors, what are the ways we can support survivors of GBV?

- Why is it important to respond appropriately?
FACILITATION 101

HOW TO USE THIS GUIDE

The training material is divided into sessions that are intended to be carried out over two days. Various activities build upon participants’ experiences and require them to reflect on GBV in their local contexts.

Each session consists of preparatory information that should be read and understood by master trainers ahead of time, and includes information such as the objectives for the session, materials to prepare, knowledge that master trainers should have prior to leading the session, and other facilitation tips. The sessions also include detailed instructions on how to lead the activities, discussions, or roleplay demonstrations.

FACILITATOR NOTES AND TIPS PROVIDE PRACTICAL GUIDANCE FOR YOU AS MASTER TRAINERS ON:

- Key knowledge you should know before facilitating an activity
- How to navigate the content for that particular session
- How to elicit richer responses or discussion from participants

If you are an experienced master trainer, you do not need to refer to the facilitator notes for each section; however, it is suggested that you review them prior to the training.

This training manual is intended to act as a guide, providing you with suggestions on how to lead your training. Each individual master trainer and group of trainees will have different levels of experience and comfort. As the master trainer, you are encouraged to be flexible and creative with how you run your training. Throughout the guide, we will provide recommendations to accommodate various abilities, capabilities, and situations.

Although the facilitation content can be adapted to your needs and experience, it is strongly advised that you do not change any content related to GBV concepts or the GBV Visual Pocket Guide.

Throughout this training manual, you will see text in a blue color and text that starts with the word “SAY”, “ASK”, “PROMPT”, or “EXPLAIN”. These are scripted suggestions on what to say to participants and are intended to provide you with accessible language to support participants during the training.

Note: This training is designed to be facilitated by one master trainer who is ideally training 5 to 10 participants/end users. This number of participants can vary based on capacity and the setting in which you are located. It is recommended not to have more than 10 participants per training as it may be demanding on you as a master trainer, and may not provide all participants with equal opportunities to get sufficient feedback.

MASTER TRAINER EXPERIENCE AND VALUES

As a master trainer, your role is to demonstrate positive behaviors, attitudes, and values to participants during the training and throughout your interactions, as they will look to you as an example—especially as the topics covered in this training are of a sensitive nature and may be difficult to navigate. The GBV Visual Pocket Guide and training manual are grounded in a survivor-centered approach, which includes key principles you should be familiar with and be able to explain. The key principles of practicing a survivor-centered approach are highlighted in the table below.
<table>
<thead>
<tr>
<th>Respect</th>
<th>All actions you take are guided by respect for a survivor’s choices, wishes, rights, and dignity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>The safety of the survivor is the number one priority.</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>People have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing any information with anyone without the survivor’s consent.</td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>Providing equal and fair treatment to anyone in need of support.</td>
</tr>
</tbody>
</table>

Since participants of the training may come from different backgrounds and hold varying beliefs or values, it is important to maintain a respectful environment and defuse any contentious or triggering situations.

Below are some tips and guidance on the attitudes and values facilitators should ideally possess and practice before the training.
<table>
<thead>
<tr>
<th>TO CONVEY WHEN SUPPORTING AND INTERACTING WITH GBV SURVIVORS:</th>
<th>TO CONVEY WHEN WORKING AND INTERACTING WITH TRAINING PARTICIPANTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTITUDES</strong></td>
<td></td>
</tr>
<tr>
<td>Use a survivor-centered approach as described above, which includes a willingness and effort to understand the survivor’s perspective (e.g. not blaming the survivor, always believing survivors), prioritizing their safety, and supporting them in making their own decisions.</td>
<td>• Be empathetic towards all participants, as everyone’s background and situations may differ, including their personal experiences, values, beliefs, and knowledge. Ensure that each participant feels valued for their participation however it may be exhibited.</td>
</tr>
<tr>
<td></td>
<td>• Provide support to all participants; if participants at any point of the training feel uncomfortable, provide the opportunity and space for them to leave or step out of the room. Be prepared to support those who may be triggered by the content discussed during the training either during or after the training, and/or refer them to the appropriate psychosocial services.</td>
</tr>
<tr>
<td></td>
<td>• Do not discriminate against participants based on their age, gender, race, cultural background, educational or literacy level, sexual orientation, or any other basis.</td>
</tr>
<tr>
<td></td>
<td>• Be approachable and friendly to participants to maintain an open, welcoming environment.</td>
</tr>
<tr>
<td><strong>VALUES</strong></td>
<td></td>
</tr>
<tr>
<td>Confidentiality: Do not use the real names of GBV survivors or perpetrators. Emphasize to participants that they should not disclose any real names or share any personal stories discussed during the training with others who did not participate in the training. Even within the training, no participants should share identifying details about a survivor (when recounting/sharing an example).</td>
<td>• Respect: Recognize that everyone participating in the training will bring their own ideas, beliefs, values, knowledge and attitudes. Provide each participant with equal space to speak or contribute. Allow participants to express their ideas and opinions, but be mindful that some may hold harmful ideas and beliefs. In these instances, as the master trainer you may need to step in to respectfully explain to the larger group why particular ideas can be harmful or triggering. If you have a thought to add or if your thought is best addressed privately, please be mindful and hold onto your thoughts until there are natural breaks in the training.</td>
</tr>
<tr>
<td></td>
<td>• Self-awareness: Recognize when you are imposing your personal beliefs and values on others. Ensure that you create a learning environment in which participants feel open to expressing themselves. Facilitating the training may even create opportunities for you and the participants to challenge your pre-existing opinions and ideas.</td>
</tr>
<tr>
<td></td>
<td>• Openness: The training includes opportunities for participants to provide feedback on how sessions are going and how they are feeling, and will allow you to ask them for their thoughts on what can be improved. Be open to receiving constructive feedback, whether positive or negative, and try to take it as an opportunity to make improvements.</td>
</tr>
</tbody>
</table>
GENERAL FACILITATION TIPS

Prepare well in advance of the training: Review and familiarize yourself with the content in this training manual prior to starting the training. The advanced preparation sections for each day and session provide key information you need to know to run session activities effectively.

Do not be afraid of silence: When posing questions or ideas to participants, do not expect immediate responses. Instead, provide a few moments of silence for participants to think and formulate their thoughts.

Take note of participants who participate/speak more and those who are less engaged/outspoken: In a large group, it is natural for some participants to be more engaged and vocal than others. To ensure that participants all have an equal chance to contribute, ask those who have not yet spoken to share their thoughts if they feel comfortable doing so.

At the end of each activity, ask participants if they have any questions: As a continuation of the previous tip, some participants may be less confident in expressing their concerns or asking questions in front of a larger group compared to more outspoken participants. Create more opportunities for all participants to speak by taking questions from them at the end of each activity.

Practice active listening: This is a core theme covered in both the training manual and visual pocket guide. Active listening means not speaking or interrupting others when they are speaking, and paying attention to what the speaker is saying before you think about how you will respond. Other ways you can demonstrate active listening include maintaining eye contact, keeping body language open (e.g. uncrossing your arms, facing the speaker or audience), putting away distractions (e.g. phone, writing tools, papers), and reiterating or paraphrasing in your own words what the speaker has just said.

Incorporate energizers when necessary: If you notice a drop in energy levels or engagement from the participants, try to initiate an ice breaker activity. Activities such as ice breakers and energizers can and should be adjusted based on cultural context and to ensure full participation by those who may have disabilities or attributes that make it difficult for them to fully participate.

Please see Appendix B for a list of example energizers you can use or adapt to your needs.
RECRUITING TRAINING PARTICIPANTS

The following lists detail the characteristics of ideal participants for the training workshops you will be leading. You may use the lists to help guide you in determining who should be invited to the training.

As a master trainer who is training colleagues or members of your community on how to use the GBV Visual Pocket Guide, the following criteria is a list of necessary, desired, and optional characteristics to look for as you identify potential participants for your training:

**Necessary:**
- Able to speak the local language
- Has demonstrated a commitment to supporting GBV survivors
- Has a desire to share and apply in their own community the knowledge they will gain from attending the training

**Desired:**
- Able to identify and name relevant GBV services in their community (e.g. health services, legal/police service)
- Has a desire to share and apply in their own work or community the knowledge they will gain from attending the training

**Optional:**
- Able to read and write in the local language
- Owns or knows how to use a smartphone or mobile device
- Has experience in responding to disclosures of GBV
MASTER TRAINER CHECKLIST – “HOW TO PREPARE”

Below is a checklist of items to prepare and tasks to complete before starting the training workshop. Please note they have been categorized into items or tasks that are **required** (absolutely should be done), **desired** (encouraged, but not necessary), and **optional** (not required to run your training).

### LOGISTICS

<table>
<thead>
<tr>
<th><strong>Required</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and confirm the date(s) and time(s) of the training at least 3-4 weeks in advance.</td>
<td></td>
</tr>
<tr>
<td>Identify and confirm the location of the training (ensure it is safe and accessible to participants).</td>
<td></td>
</tr>
<tr>
<td>Identify and book a training venue.</td>
<td></td>
</tr>
<tr>
<td>Identify no more than 10 participants and gather relevant information about them (e.g. demographics, current role, contact information).</td>
<td></td>
</tr>
<tr>
<td>Supply a copy of the GBV Visual Pocket Guide for training participants.</td>
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</tr>
</tbody>
</table>

**Desired**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm the attendance of at least 10 participants to the training.</td>
</tr>
<tr>
<td>If needed, identify potential interpreters to be present at the training and ensure they can be available for all of the training days.</td>
</tr>
<tr>
<td>If needed and feasible, identify accommodation for those traveling to the training sessions.</td>
</tr>
<tr>
<td>Identify appropriate support for participants (e.g. child care, honorariums for travel or food, if feasible).</td>
</tr>
<tr>
<td>Gather workshop supplies (e.g. flip chart, markers, pens, name tags, tape, sticky notes).</td>
</tr>
<tr>
<td>Print out all required facilitation materials, if feasible.</td>
</tr>
<tr>
<td>Print out handouts for all participants, if feasible and with an advance understanding of the general literacy levels of participants (i.e. there is no need for written handouts for participants who are largely or exclusively no- or low-literacy; if desired and feasible, such handouts could be converted to visual representations).</td>
</tr>
<tr>
<td>Provide information on transportation options to the training site (book transportation, if necessary and feasible).</td>
</tr>
<tr>
<td>Arrange food and beverages for training (e.g. meals, snacks, coffee, tea, water, juice, utensils, cups, plates, napkins).</td>
</tr>
</tbody>
</table>

**Optional**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Customize the training agenda, as needed.</td>
</tr>
<tr>
<td>If appropriate, arrange for religious leaders, elders, or community members to attend Day 1, Session 1.</td>
</tr>
<tr>
<td>Prepare completion certificates for all participants (optional).</td>
</tr>
</tbody>
</table>

### PREPARING PARTICIPANTS (2-3 WEEKS IN ADVANCE OF TRAINING)

<table>
<thead>
<tr>
<th><strong>Required</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide participants with information on where to meet and what will be provided during the training (e.g. accommodation, support, transportation, food and beverages, writing supplies, training materials, and what to bring).</td>
<td></td>
</tr>
</tbody>
</table>

**Desired**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If possible, send an agenda to the participants at least one week before the training.</td>
</tr>
<tr>
<td>If possible, send a map with location and directions.</td>
</tr>
</tbody>
</table>
For a checklist of supplies to prepare for the training, a sample budget template, and checklists for each day of training, see Appendix B.

SEATING PARTICIPANTS

For tips related to seating participants during your training, see Appendix B.
**INSTRUCTIONAL METHODS FOR TRAINING**

For each session of the training working, icons are used to suggest an instructional method. Please see the table below for a description of each method:

<table>
<thead>
<tr>
<th>ICONS</th>
<th>INSTRUCTIONAL METHODS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Lecture Icon]</td>
<td>Lecture</td>
<td>Lecture-like format given to the entire group of participants</td>
</tr>
<tr>
<td>![Large Group Activity Icon]</td>
<td>Large Group discussion/Activity</td>
<td>An activity that involves the entire group (up to 10 participants) to discuss a topic, question, or problem</td>
</tr>
<tr>
<td>![Small Group Activity Icon]</td>
<td>Small Group discussion/Activity</td>
<td>An activity that involves having participants split up into small groups of 2 to 4 people to discuss a topic, question, or problem</td>
</tr>
<tr>
<td>![Energizer Icon]</td>
<td>Energizer</td>
<td>An activity that raises the energy of the learning environment; helps participants be more alert, active, and engaged; and can help them to understand their fellow participants</td>
</tr>
<tr>
<td>![Skill Building Icon]</td>
<td>Skill-building activity</td>
<td>Instructions for a training activity, such as completing a worksheet, practicing a skill, or completing a review game</td>
</tr>
<tr>
<td>![Demonstration Icon]</td>
<td>Demonstration/Role play</td>
<td>The facilitator demonstrates how to do a skill, either by role-playing a scenario or by showing how to do a skill correctly with the co-facilitator and then asking the participants to do the same</td>
</tr>
</tbody>
</table>

**CERTIFYING PARTICIPANTS**

All participants may receive a Certificate of Completion if they attend the two days of training. The master trainers can decide if they want to offer a Certificate of Completion or participation at the end of the training. There is a template for a certificate in Appendix G that can be adapted for your local context.
## TRAINING SCHEDULE OVERVIEW

The agenda below provides a high-level overview of the topics covered during the two days of training, along with suggestions for how long each session or activity will take, with the total training time tallied up for each day. More detailed agendas that include the time for breaks and energizers are provided for each day separately throughout this training manual. You can expect each training day to take approximately **7 to 8 hours** (including breaks).

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>TOTAL TRAINING TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Session</td>
<td>Opening/Welcoming from Local Dignitary (and/or Master Trainer)</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice Breaker Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectations, Course Objectives, and Certification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting of Guidelines, Confidentiality, and Respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Listening Activity</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>What Is Gender-Based Violence (GBV)?</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>Introduction to the GBV Visual Pocket Guide and Key Messages</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 3</td>
<td>Step-by-Step Guidance (Introduction)</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Information Sheet</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>Step-by-Step Guidance (Steps 1 to 8)</td>
<td>75 to 95 minutes</td>
</tr>
<tr>
<td>Check-Out Session and Closing of Day 1</td>
<td>Activity: Check-Out Circle</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Approximate total training time for Day 1 (excludes breaks)</td>
<td>5 hours to 5 hours, 30 minutes*</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-In</td>
<td>Day 2 Check-In</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Session 1</td>
<td>Practicing the Steps – Scenarios</td>
<td>75 minutes to 95 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>Using the GBV Visual Pocket Guide Mobile Application (App)</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

Continued on next page »
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>TOTAL TRAINING TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3</td>
<td>What Can Go Wrong?</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 4</td>
<td>Protection from Sexual Exploitation and Abuse (PSEA)</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Session 5</td>
<td>Responding to Children and Adolescents</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Session 6</td>
<td>How the Survivor Might Feel</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Session 7</td>
<td>Review of Completed Information Sheets</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Check-Out Session</td>
<td>Activity: Check-Out Circle</td>
<td>25 minutes</td>
</tr>
<tr>
<td>and Closing of Day 2</td>
<td>Distribution of Certificates (Optional)</td>
<td></td>
</tr>
<tr>
<td>Evaluations and Feedback</td>
<td>Evaluation and Feedback Activity</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**Approximate total training time for Day 2 (excludes breaks)** 6 hours to 6 hours, 30 minutes*

*Note: The total training times are suggestions. As the master trainer, you can adjust the length of the sessions to meet the needs of the participants.
# DAY 1 DETAILED AGENDA

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Session</td>
<td>Opening/Welcoming from Local Dignitary and/or Master Trainer</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice Breaker Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectations, Course Objectives, and Certification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting of Guidelines, Confidentiality, and Respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Listening Activity</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>What Is Gender-Based Violence (GBV)?</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>1.1 What Is GBV?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BREAK TIME</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>Introduction to the GBV Visual Pocket Guide and Key Messages</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>2.1 GBV Visual Pocket Guide Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Matching Activity: Key Messages of the GBV Visual Pocket Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LUNCH BREAK AND ENERGIZER</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td>Session 3</td>
<td>Step-by-Step Guidance (Introduction)</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>3.1 Prepare and Remember</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Introduction to the Information Sheet (Take-Home Activity)</td>
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<td>Session 4</td>
<td>Step-by-Step Guidance (Steps 1 to 8)</td>
<td>75 to 95 minutes</td>
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<td><strong>BREAK TIME</strong></td>
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<tr>
<td>Check-Out Session</td>
<td>Day 1 Check-Out Circle</td>
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<td>and Closing of Day 1</td>
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**Total time (including breaks)** Approximately 6 hours, 30 minutes to 7 hours*  

*Note: the total training times are suggestions. As the master trainer, you can adjust the length of the sessions and/or breaks to meet the needs of your participants.

A list of preparation materials for Day 1 can be found in Appendix B.
OPENING SESSION

Time needed: 75 minutes (1 hour, 15 minutes)

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the framework of the two-day workshop, including the agenda for Day 1.
2. Understand the expectations for receiving the Certificate of Completion at the end of the training.
3. Collectively set group rules for the training workshop, and be able to define the key concepts of confidentiality and respect.
4. Be able to recognize and understand active listening skills.

PREPARATION FOR THIS SESSION

- Review the Day 1 Agenda and the facilitator notes section.
- (Optional) Print out the:
  - Participant Sign-In Sheet (see Appendix C)
- Tape flip chart to the wall; set up for brainstorm activities.
  - Alternatives: Use a whiteboard and whiteboard markers, a blackboard with chalk, or a notebook.
- As participants arrive for the training:
  - Ask them to fill out the Participant Sign-In Sheet.
  - Provide a name tag and marker for them to write their names on.
  - If you are working with participants with low to no literacy, ask for their information and fill out the Participant Sign-In Sheet. Also please write their name on a name tag (or piece of paper with tape).

MATERIALS FOR THIS SESSION

- Flip chart paper, whiteboard, blackboard, or a notebook for group agreements
- GBV Visual Pocket Guide
- Pens, pencils, markers
- Name tags (or pieces of paper with tape)
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Opening/welcoming from religious leaders, elders, or community members, if possible (10 minutes)

- Respected elders or religious leaders from the community are invited to open the training sessions, if available.

ACTIVITY INSTRUCTIONS

1. Allow the elder, local dignitary, religious leader (or others, if available) to open/lead the welcoming of participants to the training workshop.

   a. If no elder, dignitary, or other leader is available to attend, you can WELCOME participants to the training.

Introductions (5 minutes)

- Introduce yourselves as the master trainer, and talk about your background.

ACTIVITY INSTRUCTIONS

1. INTRODUCE YOURSELF by saying your name, role/title, where you are from, experience and background, and any additional relevant information.

2. SAY: “I am looking forward to meeting you all and finding out your names and about your backgrounds. We will do an activity where we will all learn our names and more about each other. Then we will go over the training objectives and expectations, followed by some ground rules.”

Ice breaker activity (20 minutes)

- Select an ice breaker activity from Appendix A or create your own.

Expectations, course objectives, and certification (10 minutes)

- Provide a brief overview of the agenda for the rest of the day, as well as housekeeping items.
- Discuss the expectations for attendance and certification of completion.
- Address any questions or concerns raised by the participants.

ACTIVITY INSTRUCTIONS

1. EXPLAIN the goal of the training workshop to the group. You can SAY: “The goal of this training is to provide basic information and resources on how to help someone if they share that they or someone they know has experienced gender-based violence, or GBV. The skills that we will learn in this training can apply to anyone in need, but we will focus on situations involving survivors of GBV.”

2. PROVIDE an overview of the full training workshop agenda, including the agenda for Day 1.
3. DISCUSS housekeeping items and expectations.
   a. SHARE the location of the nearest toilets.
   b. INTRODUCE the Question Box, which can be created on a flip chart paper or on a blackboard.
      SAY: “This is the Question Box. It is a place where we can put any questions that come up throughout the session that cannot be answered right away or are asked when an unrelated topic is being discussed. We will write all the questions on this flip chart. This helps us keep the workshop on track. Throughout the training, we will try to address some of the questions. If any are unanswered at the end of the training, we will save some time to go over them.”
   c. AFFIRM the needs for breaks or support throughout the workshop.
      SAY: “Some of the content we will be addressing today is sensitive and may be upsetting for you. If you need a break for any reason, you are free to leave at any time, without explanation or request. If you need additional support, please let me know as soon as you are comfortable to do so during any of the breaks or at the end of the training day.”
   d. EXPLAIN that if a participant needs to answer a phone call or SMS message, they should please step out quietly to do so.

4. DISCUSS the expectations and process for participants to earn their Certificate of Completion. You can SAY: “At the end of the training on Day 2, there will be certificates to give to you all, but there are some expectations that must be individually met in order to receive a certificate.

   To receive a Certificate of Completion, which certifies that you have participated in the GBV Visual Pocket Guide training workshop, you must attend both training days and be present on the last day to receive your certificate.

5. ASK the group if they have any questions before getting started, and answer them.

Setting of guidelines, confidentiality, and respect (10 minutes)

- The entire group will participate in setting a respectful learning environment. The group will brainstorm together and develop a group agreement. You may write it out on a flip chart, or discuss it.
- As the master trainer, your job is to guide the participants in setting up a respectful learning environment.
- In order to ensure that participants are comfortable in sharing their experiences and perspectives with others, participants need to know that they will be respected.

ACTIVITY INSTRUCTIONS

1. SAY: “Before we get started with the rest of our session, we should first talk about guidelines in the workshop to make sure we all feel respected and heard. We will decide on these guidelines together as a group.”

2. ASK all participants to sit in a large circle with chairs or on the floor, if appropriate (or in an orientation that allows all participants to be seen and heard equally), in the middle of the learning space.
3. OPEN a blank page on the flip chart paper. At the top of the page, WRITE “GROUND RULES”.

4. EXPLAIN that you will take suggestions for the guidelines/ground rules, and will leave them on the board as a reminder for the rest of the training.
   
a. Give the following PROMPT: “Ground rules can be built around respect. How can we show each other respect during the training workshop?” or “What does respect look like?”

5. DRAW visual representations of participants’ responses (see example) and/or WRITE them down on the flip chart and have them visible throughout the entire training. If needed, supplement answers using the notes in the facilitator notes below.

6. FLIP to a new page on the flip chart paper. At the top of the page, WRITE “CONFIDENTIALITY”.

7. Give the following PROMPT: “What does confidentiality during the training workshop look like?” or “How can we maintain confidentiality during the training workshop?”

8. DRAW visual representations of participants’ responses and/or WRITE down participants’ responses on the flip chart and have them visible throughout the entire training. If needed, supplement answers using the facilitator notes below.

9. REFER back to the guidelines throughout the training when appropriate, such as when a participant’s actions are breaking the guidelines.

**Alternative:**

If you do not have flip chart paper, RECORD participants’ responses in your notebook or on a sheet of paper. After each response, READ OUT LOUD all the responses you received to remind the participants of what has been shared.
Facilitator notes:

The key messages for this session are as follows:

- For the purposes of this training, we define **respect** as:
  - Taking someone’s feelings, needs, thoughts, ideas, wishes, and preferences into consideration, and giving them worth and value
  - Acknowledging, showing value of, and accepting a person, along with their individuality and unique differences

- We want this learning environment to be a space where:
  - Everyone can share their opinions, and ideas may be shared and valued.
  - Everyone is treated with respect and dignity.

- You can show and model **respect** by doing the following:
  - Listening to others
  - Not speaking over others
  - Acknowledging others
  - Accepting others
  - Being aware of your body language and using it appropriately
  - Validating people’s feelings
  - Caring for others
  - Being considerate of others
  - Not discriminating against others. Everyone should be heard regardless of gender, sexual orientation, gender identity, marital status, disability status, age, religion, and ethnicity/tribe/race.
  - When someone is speaking, not interrupting
  - When the facilitator is speaking, paying attention and not distracting other participants
  - Putting away our phones and other devices during the training workshop
  - Giving everyone space and time to speak
  - Not poking fun at anyone or calling anyone names
  - If somebody doesn’t know something, do not make them feel bad. Instead, explain politely and calmly.
  - No question is a bad question.
  - If you need a minute, you can step outside the room or learning space.

- You can maintain and model **confidentiality** by:
  - Never telling someone else’s story without their permission
  - Not using names or other identifying details when sharing examples from your life or work
Active listening activity (20 minutes)

- You will introduce the topic of active listening, a core theme throughout the training, by demonstrating examples of poor and good active listening between a GBV survivor and a humanitarian worker.

- Participants will identify and familiarize themselves with the different ways in which they can show and practice active listening, including body language, providing space to listen speak, and using key phrases.

ACTIVITY INSTRUCTIONS

1. EXPLAIN to the participants that, as the master trainer (along with a volunteer), you will demonstrate a series of scenarios while participants need to identify what the aid worker/person responding to the disclosure can do to improve their active listening and indicate when they notice poor listening skills. You can SAY: "I will demonstrate some examples of listening, and we want you to say ‘STOP!’ whenever you notice the person responding is not showing good active listening skills."

2. DEMONSTRATE an example of poor listening skills to the participants—you can ask for a volunteer to be the person disclosing. The scenario examples you can act out should show the following:

   a. Person disclosing is talking, but the person responding does not maintain eye contact with the survivor (e.g. is looking in another direction, and/or checks their watch or phone).

   b. Person disclosing is talking, but the person responding is faced away from the survivor, has their arms crossed, or is standing while the survivor is sitting (demonstrating poor body language).

   c. Person disclosing is talking, but the person responding keeps interrupting the survivor when they are talking or answers a phone call mid-conversation.

   d. Person disclosing is talking about their GBV incident, but the person responding tells the survivor they should do something that the survivor does not want to do (e.g. visit a health center, report to the police).

   e. Person disclosing and person responding are sitting across from each other but are seated at opposite ends of a table (object in between them).

3. After each scenario, when the participants yell “STOP!”, ASK a different participant to volunteer to identify what indicated poor active listening skills and what needs to be improved. Invite them to demonstrate what the person responding should have done instead.

4. PROVIDE clarification (if needed) and DISCUSS the key concepts in this section, referring to the facilitator notes, if needed.
Facilitator notes:

Verbal communication tips:

- Follow the speaker’s pace, and use the same language.
- Use simple explanations.
- Remain silent at times, and provide the speaker with some time to think and process their thoughts/emotions.

How you can demonstrate active listening skills:

- Use open-ended questions to really understand how the speaker is thinking and feeling.
- Paraphrase and summarize: “Let me see if I understand what you have told me so far.”
- Reflect content and/or feeling: “It sounds like you were very scared in the moment when they yelled and raised their fist.” Reflect how the speaker is feeling and thinking so they can see it like in a mirror. Help them to see their situation and their options more clearly. Help them to focus.

Helpful statements:

- “I believe you.”
- “You have the right to be upset and sad. It’s okay for you to cry here. I will be with you and we can talk when you are ready.”
- “I am glad that you told me.”
- “I am sorry that this happened to you.”
- “This is not your fault.”
- “You are very brave to talk to me.”

Additional facilitation tips

- INTRODUCE the acronym “SOLER” to remember good body language to support speaker:
  - **Square:** This means we sit square to the speaker, facing them and never with our backs turned.
  - **Open:** We do not put anything between the speaker and us: no desks, no objects. The space between you and the speaker is open.
  - **Lean:** We lean in towards the speaker. This helps the speaker to know we are interested in what they are saying and that we want to stay and listen.
  - **Eye contact:** This means we maintain eye contact with the speaker at all times (unless considered culturally inappropriate), and try to be at eye level (either by both sitting down or crouching down at the level of the speaker).
  - **Relax:** This means that we stay in a relaxed sitting position. We do not slouch in our chairs or look sloppy, but we are also not stiff and rigid. We want to be comfortable so the survivor can be comfortable and relaxed as well.
SESSION 1 – WHAT IS GENDER-BASED VIOLENCE (GBV)?

Time needed: 45 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to define and describe gender-based violence (GBV), including the different types of GBV.

2. Be able to discuss and identify the root causes of GBV and its contributing factors, including why GBV can increase in emergency settings and crises.

3. Be able to discuss and identify the consequences of GBV.

PREPARATION FOR THIS SESSION

To ensure that you can facilitate the session appropriately, it is important that you:

☐ As a master trainer, be already very familiar with GBV concepts and survivor-centered approaches before the training.

☐ Review the facilitator notes for this session in Appendix A.

MATERIALS FOR THIS SESSION

☐ Flip chart paper, whiteboard, or blackboard

☐ Markers

☐ GBV Visual Pocket Guide

☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 1.1. What is GBV? (45 minutes)

- You will gauge participants’ comfort level in talking about the topic of GBV and reassure them that the training will help increase their comfort in discussing GBV.

- You will guide participants in brainstorming and discussing the question “What is GBV?” as a group, including the types of GBV.

- Participants will be encouraged to think about their understanding of GBV and questions they have related to GBV.

ACTIVITY INSTRUCTIONS

1. INSTRUCT participants to respond to the following question by holding up their fingers to represent their comfort level (0 fingers up meaning they are not comfortable at all, and 10 fingers up meaning they are extremely comfortable): “How comfortable are you talking about GBV?”

2. ASK participants to keep their fingers up and to look around at their fellow participants.

3. EXPLAIN that having different comfort levels is okay and that the purpose of the training is to get everyone more comfortable. You can SAY: “As you can see, some people are more comfortable than others when discussing GBV, and that is perfectly okay. It represents the different comfort levels we see in society and in our own communities. Our hope is that by the end of the training, everyone feels a bit more comfortable discussing these topics.”

4. OPEN a blank page on the flip chart paper. At the top of the page, WRITE “GBV”.

5. EXPLAIN that the group will collectively brainstorm answers to some questions about GBV. You can SAY:
   - “Based on your current understanding, what is gender-based violence, or GBV?”
   - “How would you describe GBV to someone who does not know what GBV is?”

   a. PROMPT the participants by asking: “What are the different types of GBV?” or “What might GBV look like in your community or area? Please remember to not share any personal stories or include names of real people when you share.”

   b. ENCOURAGE participants to look at the first few pages of the visual pocket guide for ideas or guidance.

6. DRAW or WRITE DOWN the participants’ responses on the flip chart.

7. ASK participants: “What are some questions you have about GBV?”

8. ADDRESS any misconceptions or questions that came up in the discussion and clarify the definition of GBV or types of GBV, as needed.
Answer key

The key messages of this session (also covered in the GBV Visual Pocket Guide) are:

- Gender-based violence (GBV) is any harmful act that is committed against a person’s will based on socially ascribed gender differences.

- GBV can be:
  - Physical (e.g. hitting, slapping, choking, shoving, use of any weapons, murder, etc.)
  - Mental/emotional (e.g. bullying; intimidation; verbal abuse; isolating someone from their family, friends, etc.)
  - Sexual (e.g. unwanted touching; harassment; rape)
  - Sexual exploitation and abuse (SEA)
  - Harmful traditional practices (e.g. female genital cutting/mutilation; honor killings, etc.)
  - Child/early/forced marriage
  - Economic (e.g. taking money away from someone; depriving someone of opportunities, services, or resources such as school or work; denial of property rights, etc.)

- GBV can happen in public or in private.
SESSION 2 – INTRODUCTION TO THE GBV VISUAL POCKET GUIDE AND KEY MESSAGES

Time needed: 45 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the purpose of the GBV Visual Pocket Guide.
2. Be familiar with the visual pocket guide’s layout, format, and sections.
3. Be able to identify and discuss the key messages of the visual pocket guide.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

- Familiarize yourself with the layout, sections, and content of the GBV Visual Pocket Guide.
- Take some time in advance of the session to read through the visual pocket guide and understand where to find the main contents in it, including the Summary Of Steps, Step-by-Step Guidance, and Information Sheet.
- Be very familiar with the Key Messages section of the visual pocket guide, also provided in the facilitator notes below.
- Have the Key Messages Visuals (see Appendix D) printed out (if feasible) and ready to be used for the second activity in this session (matching activity).

MATERIALS FOR THIS SESSION

- Flip chart paper, whiteboard, or blackboard
- Sticky notes or small pieces of blank paper with tape
- Tape
- Pens
- Markers
- GBV Visual Pocket Guide
- Key Message Visuals printed out (see Appendix D)
- Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 2.1. GBV Visual Pocket Guide overview (5 minutes)

Provide an overview of the pocket guide, discuss why a low-literacy version was created and who the target audience is, and allow the participants to familiarize themselves with the format of the pocket guide.

ACTIVITY INSTRUCTIONS

1. If they have not already done so, INSTRUCT participants to look through the whole visual pocket guide individually for 2-3 minutes.

2. EXPLAIN to participants the purpose of the visual pocket guide. You can SAY: “This GBV Visual Pocket Guide was created to support humanitarian aid workers and other responders who are not GBV specialists with information on how to support survivors of GBV who disclose their experience of GBV to you, and in situations where there is no GBV-specialized actor available. The pocket guide is a global resource that provides basic support and information to survivors of GBV without doing further harm. This resource is a low- to no-literacy adaptation of the original pocket guide, aimed at making the information more accessible for different actors. As you see, there are a variety of visuals showing the different steps of how to respond to GBV disclosures and other information from the original pocket guide.”

3. REMIND participants about the Day 1 Agenda in which you will cover the following sections: What Is GBV?, Key Messages, and Prepare and Remember in Step-by-Step Guidance, as well as touch upon the Power of Listening.

4. ASK participants if they have any questions about the visual pocket guide, and address them. If any questions are best answered at a later time, WRITE them down on a sticky note and add it to the Question Box, or in your notebook.

Facilitator notes:

The key messages of the GBV Visual Pocket Guide are:

- **GBV can happen to anyone.**
  - It mostly happens to women and girls because its roots are in gender inequality and power imbalances between men and women.
  - However, it can happen to men and boys too.

- **Anyone can do harm.**
  - Married people can harm each other. Parents can harm their children. Children can harm their parents. Lovers can harm each other. Strangers can harm people.

If someone discloses a GBV incident to you:

- **If there is a GBV actor, go to them first.**
  - If you know someone who is a GBV actor, talk to them first. Find out about any other service that could be of help.
  - Think about other places that can help.
  - Tell survivors about health services.
• **Know your role.**
  • Listen.
  • Do not judge.
  • Provide good information.
  • Let them make their own decisions.
  • Know if you can or cannot help.
  • Do not force them to get help if they do not want to.

• **Ensure safety.**
  • Make sure they are safe.

• **Ensure privacy.**
  • Do not record their story. Information about a survivor should be a secret.
  • Do not share their story. If you have to tell the story, do not give any identifying details about the people in it.

• **Respect all and be fair.**
  • Be respectful to everyone. Help all survivors equally. Listen to all survivors and try to help.
  • Survivors with disabilities can talk to you without a caregiver if they want to and if it is safe to.

• **Do not look for GBV survivors.**
  • Let survivors come to you. Do not look for them.
  • It is unsafe and harmful to look for survivors.

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**Part 2.2 Matching activity: Key messages of the GBV Visual Pocket Guide (40 minutes)**

Participants will be introduced to the key messages of the GBV Visual Pocket Guide and apply their understanding through an image-matching activity in which they will match the key messages to their corresponding visual(s).

**ACTIVITY INSTRUCTIONS**

1. **INSTRUCT** the participants to turn to the Key Messages section in the GBV Visual Pocket Guide.

2. **EXPLAIN** the significance of the key messages and the instructions of the image-matching activity. You can SAY: “The key messages will serve as a foundation for everything you will learn in the training. To become more familiar with and understand what each key message means, we will be doing a matching activity where we will ask you to match each key message to its visual(s).”

3. Starting by reading the first key message out loud, **ASK** participants to look for the corresponding image taped to the wall that matches the key message.

4. **ENCOURAGE** participants to look at the pocket guide to help them in matching the image. Participants can respond out loud, one at a time.
5. For each set of correctly matched key message visuals, ASK the group to discuss the meaning of the key message, referring to the supporting messages and images in the visual pocket guide, if needed.
   
   a. PROVIDE additional clarification on the meaning of the key message, if needed.
   
   b. PROVIDE additional explanation of the icons, if needed. For example, for participants with low- or no-literacy, clarification might be needed on what the question mark icon means, and on the icons for getting support (psychological support, hospital, etc.).

6. REPEAT steps 3 to 5 until all key messages have been matched to their corresponding visuals.

7. INVITE any questions from the participants and address them. Add any questions that cannot be immediately addressed to the Question Box.

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LUNCH BREAK AND ENERGIZER

**Time needed:** 60 minutes (1 hour)

- ENCOURAGE participants take a break for lunch for 45 minutes.
- ASK participants to re-group for the energizer activity at the 45-minute mark.

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**Lunch energizer activity (15 minutes)**

- Select an energizer activity from Appendix A or create your own.
SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to explain what a GBV specialized actor does.
2. Be able to identify examples of GBV services in their local context.
3. Be familiar with the Prepare and Remember sections of the Step-by-Step Guidance section of the GBV Visual Pocket Guide.
4. Understand the importance of confidentiality and not involving oneself in a GBV survivor’s problem.
5. Understand the purpose of the Information Sheet.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

- Be familiar with the Prepare and Remember parts of the Step-by-Step Guidance, along with the Information Sheet, and how they are intended to be used.
- Review the facilitator notes for this session.

MATERIALS FOR THIS SESSION

- Pens
- GBV Visual Pocket Guide
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 3.1 Prepare and Remember (25 minutes)

- You will equip participants on how to prepare to respond to GBV disclosures, including knowing what GBV actors and GBV referral pathways are, and if relevant GBV services exist in their local area or what other services may be able to support in some ways.

- Participants will also be reminded of the key points of confidentiality and safety.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to turn to the Step-by-Step Guidance: Prepare and Remember section in the GBV Visual Pocket Guide and look at the images and messages for five minutes individually.

2. To assess participants’ knowledge of what GBV specialized actors, services, and pathways are, ASK participants the following:
   
   a. “Can some volunteers please explain what a GBV specialized actor is? What do they do?”
   
   b. “Who in the community comes to mind when you think of a GBV actor?”
   
   c. “Can some volunteers please explain what a GBV service is? Can you provide an example of a GBV service in your community, village, or town?”
   
   d. “Can a volunteer please explain what they think a GBV referral pathway is?”

3. PROVIDE clarification or answer questions that come up in the discussion. Refer to the key knowledge section below to supplement answers, if needed.

4. ASK participants the following questions about the Remember section:
   
   a. “Why should we not record a survivor’s story?”
   
   b. “Why should we not try to resolve survivors’ problems or bring together the survivor and the person who did the harm?”

5. If the participants did not already respond with the following information, EXPLAIN the following:

   “We should not record a survivor’s story because we have to remember the key messages of ensuring privacy and ensuring safety. This means not sharing any information about the survivor’s story with anyone to protect the identity and safety of the survivor.

   We also should not try to fix survivors’ problems, make peace, or bring together the survivor and the person who did the harm because that can put the survivor at further risk for stigma, retaliation, or harm, and it could put you in harm’s way as well. Remember that our role is to provide information on available services and let the survivor make their own choices on what feels safe to them.”

6. ASK the participants if they have any questions regarding the key concepts of PREPARE or REMEMBER, and address them.
Facilitator notes:

The key concepts discussed in this activity are:

- **A GBV-specialized actor** is anyone who specializes in responding to reports of GBV. They are trained on how to provide specific care and services to a survivor of GBV. An example of a GBV actor is a case manager.

- **A GBV service** is any type of service that is able to help GBV survivors; this includes health services, security services, and psychological, social, and legal services.

- **A GBV referral pathway** is a series of steps you follow when you are responding to a disclosure of GBV by the survivor to support them in finding the services and help they need.

- It is important that, before you respond to any disclosures of GBV, you know what GBV actors and services are available in your local area first, if any, and if there is a GBV referral pathway that can be followed. If you do not know what services exist, please talk to a GBV actor.

- **If there are no GBV referral pathways or actors available**, you should know what other services could be helpful for survivors.

- **When responding to a GBV disclosure**:
  - DO NOT write anything down, take photos of the survivor, record the conversation on your phone or other device, or inform others, including the media.
  - DO NOT share details about the GBV incident and personal information about the survivor with anyone, including the survivor’s family, policy/security forces, community leaders, colleagues, etc.
  - DO NOT assume you know what someone wants or needs. Some actions may put someone at further risk of stigma, retaliation, or harm.

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Part 3.2 Introduction to the Information Sheet (take-home activity) (5 minutes)

- Participants will be introduced to the purpose of the Information Sheet and receive instructions for a take-home activity that requires them to fill out the Information Sheet with as many examples as they can before the end of the training.

**ACTIVITY INSTRUCTIONS**

1. **INSTRUCT** participants to flip to the Information Sheet section in the GBV Visual Pocket Guide.

2. **EXPLAIN** to participants the purpose of the Information Sheet and the instructions for the take-home activity. You can SAY: “This is the Information Sheet from the visual pocket guide, it is an important part of the PREPARE step. Before we start responding to GBV disclosures, we should prepare ourselves by knowing what types of services are available in our local area that can help support survivors of GBV. These can include GBV services and general services. You will see that there is a space for you to write down the name, address, and phone number for each service type.

   I would like each of you to individually and to the best of your ability think of at least two examples of services that can support GBV survivors that are available in your area. You can write it down, draw what it looks like, take a picture of it on your phone, or just memorize them. At the end of Day 2 of training, we will ask you all to share which services you know about.”

3. **ASK** the participants if they have any questions regarding the Information Sheet or take-home activity, and address them.
Facilitator notes

- Before responding to GBV disclosures, it is important that we understand what services are available in our area—including at the community level.
- While a GBV actor, referral pathway or a GBV service may not be available in your area, there are other services that may be helpful to and supportive of a survivor and their needs.
- We can work with our teams and organizations to identify these relevant services (such as health, mental health/psychosocial support and protection actors) that can provide information on available services.
- We are responsible for having up-to-date information on available services and support in the communities in which we work.
- If you are facilitating participants who are coming from an area outside of the location of training, advise them that they may need to compile information about their local available services and/or referral pathways when they complete the Information Sheet.
SESSION 4 – STEP-BY-STEP GUIDANCE (STEPS 1 TO 8)

Time needed: 75 minutes to 95 minutes (1 hour, 15 minutes to 1 hour, 35 minutes)

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be familiar with steps 1 to 8 of the Step-by-Step Guidance section of the GBV Visual Pocket Guide.

2. Be able to interpret, explain and demonstrate steps 1 to 8 of how to respond to a disclosure of GBV, as described in the Step-by-Step Guidance section of the GBV Visual Pocket Guide.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

- Are very familiar with steps 1 to 8 of the GBV Visual Pocket Guide and the corresponding visuals.

- Review the facilitator notes for this session and the Step-by-Step Guidance section of the visual pocket guide in depth.

MATERIALS FOR THIS SESSION

- GBV Visual Pocket Guide
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 4.1 Review steps 1 to 8 (of Step-by-Step Guidance) (75 to 95 minutes)

- In small groups, participants will learn the steps of how to respond to a GBV disclosure by a survivor as described in the Step-by-Step Guidance section of the GBV Visual Pocket Guide.
- Each group will cover different steps of the Step-by-Step Guidance section of the visual pocket guide and have an opportunity to demonstrate their knowledge.

ACTIVITY INSTRUCTIONS

1. EXPLAIN to the participants the significance of the Step-by-Step Guidance. You can SAY: “The Step-by-Step Guidance section provides us with guidance on how to respond to a GBV disclosure. We will be breaking up into smaller groups and discussing different steps. Then we will come back together as a larger group to go through each step in numerical order and discuss or demonstrate examples of what they will look like in practice.”

2. DIVIDE participants into four groups (note: the number of participants per group and number of groups will depend on the total number of participants present).

3. ASSIGN each group the following steps from the Step-by-Step Guidance section:
   a. Group A – steps 1, 2, and 3
   b. Group B – step 4
   c. Group C – steps 5 and 6
   d. Group D – step 7 and 8

4. ASK each group to look at the content for their assigned steps. READ the steps out loud for those who have low literacy, and INSTRUCT participants to brainstorm examples of what they would say to a survivor for each step. This is also an opportunity to REFLECT on the steps and how the guidance compares to what they already knew about GBV disclosure. Give the groups 15 minutes for discussion and brainstorming.

5. SUPPORT participants by walking around the learning space and visiting each group. ASK each group if they have any questions or confusion about their assigned steps, and provide additional clarity or guidance. You can reference the facilitator notes for more in-depth guidance around the key messages.
   a. If some groups finish their activity early, PROMPT them to look at the other steps.

6. After 15 minutes, in numerical order of the steps, ASK each group to have one or two people demonstrate an example of what they would say to a GBV survivor for their corresponding step(s).
   a. One person should be designated as the person disclosing GBV, and the other as the person responding. One additional person can act as the narrator to explain the step.

7. INVITE participants from other groups to provide comments or share their experiences with the larger group after each group’s demonstration.

8. ENSURE all the messages for each step (summarized in the facilitator notes) are covered.

9. ASK participants if they have any questions about the steps covered and address them.
Facilitator notes:

The in-depth guidance for someone using these steps is:

**Step 1: Introduce yourself and your role.**
- The first step of how to respond to a GBV disclosure by a survivor is introducing yourself to the survivor. You can say your name, what your job is, and how you can help the survivor.
- An example: “Hello, my name is John and I am a driver for MSF. How can I help you?”
- After introducing yourself, let the survivor speak and tell you about their story if they wish. Remember the key messages of ensuring safety and privacy, and respecting all and being fair while you are talking with them.

**If there is a GBV actor, go to them first.**
- If you know someone who is a GBV actor, talk to them first. Find out about any other services that could be of help.
- Think about other places that can help.
- Tell survivors about health services.

**Step 2: Address urgent basic needs.**
- Ask if they feel safe with where they are and who they are with. Do not assume.
- Ask if they are hurt. Ask if they need water, help finding a loved one, or a blanket. Offer clothes if they need them.

**Step 3: Be aware of different ways that people can reach out.**
- People show emotion differently. Allow them to express themselves however they want.
- Ensure female staff is present to provide support to the survivor, if needed.

**Step 4: Recognize what you can and cannot manage.**
- Remember your role.
- Provide a listening ear, free of judgment.
- Provide accurate, up-to-date information on available services.
- Let the survivor make their own choices. Know what you can and cannot manage.
- Even without a GBV actor in your area, there may be other partners, such as a child protection or mental health specialist, who can support survivors that require additional attention and support. Ask the survivor for permission before connecting them to anyone else.
- Do not force the survivor if they say no.

**Step 5: Ask the survivor if there is someone they trust to go to for support.**
- Provide the opportunity for people with disabilities to communicate to you without the presence of their caregiver, if wished and does not endanger the survivor or create tension in that relationship.
- Let the survivor tell you how they feel about their personal safety and security. Take care to not make assumptions based on what you are seeing.
- Offer your phone or communication device to the survivor to contact someone they trust, if you feel safe doing so.
- If asked what your opinion is, encourage the survivor to make the decisions on who to go to, when, and why.
- Do not give your own opinion of the situation.
- Examples of what to SAY: “Is there anyone that you trust that you can go to for support? Maybe a family member or a friend? Would you like to use my phone to call anyone that you need at this moment?”
Step 6: If any services exist, let the survivor know.

- If health services exist, always provide information on what is available.
- Share what you know, and, most importantly, explain what you do not.
- Let the survivor decide if they want to access the services.
- Receiving quality medical care within 72 hours can prevent transmission of sexually transmitted infections (STIs), and, within 120 hours, can prevent unwanted pregnancy.

Step 7: Compassionately end the conversation.

- Positively reinforce any decisions that the survivor made.
- Keep in mind, your role is to support the survivor in their decisions and choices, even if the survivor does not make any.
- Do not engage in repeated sessions or meetings with survivors, counseling, or attempts to manage the survivor’s case.
- Compassionately end the conversation.
- DO NOT ask about or contact the survivor after you end the conversation.
- Maintain confidentiality.

Step 8: After the conversation.

- Reflection and self-care: It is important to remember that you can do everything right, but you are not going to fix this person’s experience or take away their pain. Listening to and hearing other people’s experiences can expose you to their painful, traumatic, or hurtful experience—which is also known as experiencing secondary trauma. Think about how to take care of yourself if these feelings come up for you. Reach out to your own support system and network—including your colleagues, team leader, or a GBV specialist—to debrief on the exchange (keeping in mind the survivor’s confidentiality) and seek support.
- Since certain types of violence (e.g. domestic violence) can operate in cycles, you may see this person again or learn that they experienced another incident of violence. You cannot change their experiences, but you can:
  - Listen without judgment to a survivor during each incident regardless of if you’ve talked to them before or not.
  - Think about how to improve your programming, make the services you offer safer, and create a more positive environment for those who experience GBV.
- DO NOT look for other survivors, even if they are mentioned.
CHECK-OUT SESSION AND CLOSING OF DAY 1

Time needed: 30 minutes

SESSION OBJECTIVES
By the end of the session, participants will:

1. Understand the purpose of the check-out circle activities.
2. Have had an opportunity to ask questions about the training thus far, and have them answered.

PREPARATION FOR THIS SESSION
None

MATERIALS FOR THIS SESSION

- The Ground Rules flip chart paper that was created earlier in the day
- Timer/stopwatch for time-keeping
SESSION ACTIVITY

Day 1 Check-out circle (30 minutes)

- You will guide the participants through a check-out circle to end the first day of training. All participants will be asked to sit in a circle in order to create a space where everyone feels equal to contribute.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to sit in a circle.

2. EXPLAIN that the purpose of the check-out circle is to create a space and make time for all participants to speak without interruption and have their voices heard.

3. REMIND the participants to be mindful that everyone should have an equal amount of time to talk, and that they are expected to listen to each other’s responses (refer to the ground rules, if needed).

4. EXPLAIN to participants that we will go around the circle and hear from each person.

5. ASK participants to respond to the following questions:
   - “What is your name?”
   - “How are you feeling?”
   - “What is something that you found interesting/liked about today?”
   - “What are you looking forward to tomorrow?”
   - “Do you have any questions about today’s training?”

6. If any questions in the Question Box have not been answered yet, ADDRESS those questions before the end of the training.

7. THANK the participants for discussing.

8. REMIND participants to take the Information Sheet home and attempt to write down, draw, or think about local examples of services for GBV survivors.

9. DISMISS the participants for the day.
# DAY 2 DETAILED AGENDA

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<td>Session 1</td>
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<td>1.1 Scenario Response and Feedback</td>
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<td>Session 3</td>
<td>What Can Go Wrong?</td>
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<td>Session 4</td>
<td>Protection from Sexual Exploitation and Abuse (PSEA) (OPTIONAL)</td>
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<td>4.1 Vote With Your Feet: PSEA</td>
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<td>Session 7</td>
<td>Review of Completed Information Sheets</td>
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<td>Check-Out Session and Closing of Day 2</td>
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<td>Distribution of Certificates (OPTIONAL)</td>
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<tr>
<td>Evaluations and Feedback</td>
<td>Evaluation and Feedback Activity (Recommended)</td>
<td>15 minutes</td>
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| **Total time (including breaks)**      | Approximately 7 hours, 30 minutes to 8 hours*                         |              |
*Note: The total training times are suggestions. As the master trainer, you can adjust the length of the sessions and/or breaks to meet the needs of your participants.

A list of preparation materials for Day 2 can be found in Appendix B.

DAY 2 CHECK-IN

Time needed: 15 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the general structure of the Day 2 Agenda.
2. Be able to explain the ground rules and safety guidelines for the learning environment that were collectively decided upon on Day 1.

PREPARATION FOR THIS SESSION

☐ Tape the Ground Rules and Question Box flip charts to the wall, or prepare a whiteboard or chalkboard with the ground rules written/drawn out, and a “QUESTION BOX” header.

MATERIALS FOR THIS SESSION

☐ The Ground Rules flip chart paper that was created on Day 1 (or drawn or written out on a whiteboard or blackboard)

☐ Question Box flip chart

☐ GBV Visual Pocket Guide

☐ Pens

☐ Markers

☐ Name tags

☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Day 2 morning check-in circle (5 minutes)

- With participants seated or standing in a circle formation, you will go around the circle with participants and start the day with an opening chat.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to form a large circle around the room.
2. EXPLAIN that the discussion will go around the circle clockwise, with each person answering the following questions:
   a. “Can you re-introduce yourself?”
   b. “How are you feeling today? (e.g. energized, tired, excited, overwhelmed, etc.)”
   c. “What do you hope to gain today?”
   d. “Is there anything you want the group to know before starting the day?”

Review of ground rules and Day 2 Agenda (5 minutes)

- You will provide a brief agenda overview of the rest of the day, housekeeping items, and expectations.

ACTIVITY INSTRUCTIONS

1. EXPLAIN the agenda for the day (Day 2) to the group.
2. REVIEW the group ground rules you developed together on Day 1 with two volunteers; encourage them to refer to the flip chart made on Day 1, if still available.
3. If needed, PROVIDE an overview of housekeeping items and expectations (e.g. location of toilets, taking phone calls or texts, etc.).
4. ASK the group if they have any questions before getting started and address them.

Room energizer (5 minutes)

- You will lead participants in a high-energy improvisation activity to warm up the room and prepare them for a scenario roleplay activity later in the day.
- Those who are able-bodied can use their bodies for the activity. Those who have limited mobility or disabilities can use their faces.
- You can adapt this energizer to your needs, or choose another one from Appendix A.

ACTIVITY INSTRUCTIONS

1. INVITE two to three volunteers to help in leading the activity.
2. INSTRUCT the participants to walk around the room being mindful of those around them so as not to bump
into anyone. For those that are unable to move around, they are fine to stay seated where they are.

3. EXPLAIN that you and the volunteers will, one by one, call out instructions while they are moving around, and they are encouraged to embody or express what you say either by using their body parts or their face.

4. ENCOURAGE the participants to shake their arms or move their shoulders up and down so as to relax and energize their bodies. If everyone is moving in the same direction, encourage them to change movement style or walk in many different directions.

5. SAY “embody happiness” loudly so that everyone hears, and for 15 seconds allow everyone to walk or move around as happily as possible, or use their faces to show happiness.

6. Next, a volunteer should SAY “embody tiredness” and 15 seconds later ASK one of the volunteers to call out a word to embody.

   a. Suggestions: nervous, excited, fearful, sad, serene/peaceful, etc.

7. Repeat step 5 until all the volunteers have contributed, encouraging participants to embody the words as much as they can with their energy, body, and movements until time is up.
SESSION 1 – PRACTICING THE STEPS

Time needed: 75 minutes to 95 minutes (1 hour, 15 minutes to 1 hour, 35 minutes)

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to apply and demonstrate their knowledge of how to appropriately respond to GBV disclosures from adults, following the Step-by-Step Guidance section in the visual pocket guide, using three unique scenarios as examples.

2. Be able to provide constructive feedback to others in a polite way.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

- Review the GBV Disclosure Scenarios sheets, which participants will use to do their roleplay (see Appendix E).

MATERIALS FOR THIS SESSION

- GBV Disclosure Scenarios for each group (see Appendix E), to be described/read out loud
- The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard, blackboard, or notebook)
- GBV Visual Pocket Guide
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 1.1: Scenario response and feedback (75 to 95 minutes)

- In new small groups, participants will practice all the steps in responding to a unique GBV disclosure scenario, as per the Step-by-Step Guidance section.
- Participants will be practicing the scenario in their small groups and then in front of the larger group.

ACTIVITY INSTRUCTIONS

1. ASSIGN a number to each participant based on the total number of participants present so that 2 to 3 people have the same number. For example, if you have 10 participants, number everyone from 1 to 5.

2. INSTRUCT participants with the same number to find each other, and EXPLAIN that this will be their group for this activity (i.e. all the participants who were numbered 1 will form one group, all the participants numbered 2 will form another group, and so on).

3. PROVIDE each group with one of the three GBV Disclosure Scenarios from Appendix E.
   a. If you cannot print the scenarios, please read and describe the scenarios to the groups.
   a. If participants cannot read, assign each group a different type of GBV (e.g. physical, emotional/mental, economic, etc.) shown in the pocket guide, and ask them to describe a GBV disclosure scenario involving a survivor who has experienced that type of GBV.

4. EXPLAIN the instructions of the activity to the participants: “Each group will have 20 minutes to review your GBV disclosure scenario (or type of GBV), and will practice responding to it using the knowledge you have gained so far in the training. Each scenario involves 2 to 3 participants and can be addressed by following the Step-by-Step Guidance section in the visual pocket guide. You will then present or demonstrate to the larger group your disclosure scenario and how to appropriately respond from steps 1 to 8. You can use the pocket guide to explain your next steps and why you are doing them.

   Each group should have at least one person acting as the person disclosing and one person acting as the responder. If there are 3 people in your group, the third person can act as a colleague of the responder or as a narrator (i.e. describe the scenario to the group).”

5. SUPPORT participants as they practice their scenarios by being available for any questions that arise.

6. After 20 minutes, INSTRUCT the participants to regroup.

7. In numerical order, ASK each group to come up to the front to do their presentation, which will include an explanation of their characters and demonstration of a GBV disclosure-and-response scenario. Allow each group to have 3-5 minutes to present.

8. ASK the larger group to provide feedback or comments after each group has done their roleplay/skit presentations. REFER to the ground rules to remind participants to be mindful of how they express their feedback. Some questions you can ASK the group are:
   a. “What did this group do well in their response?”
   b. “What can be improved in this group’s response?”

9. THANK participants for their presentations.
SESSION 2 – USING THE GBV VISUAL POCKET GUIDE MOBILE APPLICATION

Time needed: 30 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be aware of the GBV Visual Pocket Guide mobile application (app) and understand its purpose.
2. Be able to download and use the GBV Visual Pocket Guide mobile app.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

☐ Be familiar with and comfortable using mobile applications.
☐ Have enough experience using and/or navigating through the GBV Visual Pocket Guide mobile app to instruct others on how to use it.

MATERIALS FOR THIS SESSION

☐ Smartphone(s) with the GBV Visual Pocket Guide mobile app installed, or a mobile device able to download the app
☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 2.1: What is an app? (5 minutes)

- You will explain the purpose of mobile applications, and introduce the GBV Visual Pocket Guide app to participants.
- You will explain the goal of the mobile app and explain that it was designed to create a safe experience for users.

ACTIVITY INSTRUCTIONS

1. ASK the participants if they have used a mobile app on a smartphone before.
2. REASSURE those who have not used a mobile app that this activity will provide many opportunities for them to learn and ask questions.
3. EXPLAIN that the GBV Visual Pocket Guide mobile app design is based on the printed GBV Visual Pocket Guide that has been used throughout this training, and has the same content as the printed version.
4. EXPLAIN that the app has features designed to ensure a safe user experience:
   a. EXPLAIN that the app does NOT collect any personal information from the user. It is only meant to be an information source.
   b. EXPLAIN that once the app is downloaded to a phone, the user will be able to access it offline. They will need wi-fi or data to download the app, but will not need wi-fi or data to use it on their phone.

Part 2.2: Downloading the mobile app on other devices (10 minutes)

- You will instruct participants on how to download the app onto their mobile device.

1. EXPLAIN to participants that this mobile app is available for anyone to download. On an Apple device (iPhones), they can visit the App Store and type in “GBV Visual Pocket Guide”. On an Android device (Samsung/Google), they can visit the Google PlayStore and type in “GBV Visual Pocket Guide.”
2. Walk participants through the specific steps/buttons that they have to click to download the app.

Part 2.3: Activity: Using the GBV Visual Pocket Guide mobile app (15 minutes)

- If you have a smartphone/mobile device with the GBV Visual Pocket Guide mobile app installed, you will demonstrate how to use it to participants.
- Working in pairs, participants will be asked to find specific sections of the printed GBV Visual Pocket Guide in the mobile app version.
**ACTIVITY INSTRUCTIONS**

1. EXPLAIN that the GBV Visual Pocket Guide mobile app design is based on the printed GBV Visual Pocket Guide, and has the same content as the printed version.

2. SHOW your smartphone or mobile device so that it is facing the participants, and PROVIDE an overview of the home page navigation, going through each icon/function (e.g. What Is GBV?, Key Messages, Summary of Steps, Prepare, Look, Listen, Link).
   
   a. SHOW them how to use the “Previous” and “Flip page” icons to navigate backwards and forwards through the different pages of the pocket guide on the app.

3. EXPLAIN to participants that you will name different sections of the GBV Visual Pocket Guide and would like each pair to find specific sections in the app, and to raise their phone when they think they have found the corresponding section.

4. NAME out loud a section of the pocket guide (e.g. What Is GBV?, Key Messages, Step-by-Step Guidance, How the Survivor Might Feel, The Power of Listening, PSEA, Child section) and wait for each pair to find it within the app and raise their phone before naming a different section of the pocket guide.

5. PROVIDE guidance to participants if they ask for help.

6. REPEAT steps 2 and 3 until you have named all the sections of the pocket guide.

7. ASK the participants if they have any final questions about the app.

8. EXPLAIN to participants that they are welcome to use either the physical pocket guide or the app for the rest of the training, and that they can use the app if they do not have a physical copy of the pocket guide.
SESSION 3 – WHAT CAN GO WRONG?

Time needed: 45 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to identify and explain what can go wrong when responding to GBV disclosures based on the Key Messages and Step-by-Step Guidance sections of the visual pocket guide.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

☐ Have a copy of the GBV Disclosure Scenarios (see Appendix E).
☐ Review the facilitation notes for this session.

MATERIALS FOR THIS SESSION

☐ GBV Visual Pocket Guide
☐ Timer/stopwatch for time-keeping
☐ Optional: flip chart paper, chalkboard or whiteboard
☐ Optional: Markers, chalk, or pens
SESSION ACTIVITY

Part 3.1: Identifying what can go wrong (45 minutes)

- As a large group, you will lead a discussion on what can sometimes go wrong when people respond to a GBV disclosure, by going through the same scenarios from Session 2.
- This activity can also be done through roleplay where participants act out different scenarios and identify what went wrong and the correct way to respond. Please note that roleplay activities tend to run longer. As such, you are free to adjust the time needed for this activity and/or the following sessions.

ACTIVITY INSTRUCTIONS

1. Using the three same scenarios from Session 2, EXPLAIN the topic of the discussion. You can SAY: “When we are responding to GBV disclosures, things may not always go as planned. Different situations may cause harm to either the survivor or the person receiving the GBV disclosure. We will be going through each scenario from Session 2 and breaking down what can go wrong in those scenarios, both for the survivor and for the person receiving the disclosure. This will be a roleplay activity, where volunteers from the group will act out each scenario. As we go through the scenarios again, refer back to the key messages of the visual pocket guide as you think about what can go wrong.”

2. ASK for two volunteers to act out each scenario. Try to get different people to act out each scenario.

3. After the first scenario has been acted out, ASK the remaining participants to answer the following questions, identifying as many responses as they can (participants can respond out loud, one at a time):
   a. “What can go wrong in this scenario for the survivor?”
   b. “What can go wrong in this scenario for the person receiving the disclosure?”
   c. “What are some of the strategies that could be helpful for reducing the possibility of things that could go wrong?”

4. PROVIDE clarification, if needed, and refer to the facilitator notes to supplement participants’ responses with those that have not yet been mentioned.

5. REPEAT steps 3 to 5 for the next two scenarios.

6. ASK the participants if they have any questions about what was just discussed and address them; if no questions arise, ask them if they have anything else to add.

Alternative:

- Flip chart discussion: Instead of asking participants to act out the scenario, use a flip chart to record participants’ responses to the following questions for each scenario discussed in the previous session:
   a. “What can go wrong in this scenario for the survivor?”
   b. “What can go wrong in this scenario for the person receiving the disclosure?”
   c. “What are some of the strategies that could be helpful for reducing the possibility of things that could go wrong?”

- Ensure that you provide clarification, if needed, and refer to the facilitator notes for this activity.
There are many things to consider that may go wrong across all the scenarios. A non-exhaustive list of things that can go wrong includes:

- **For the survivor:**
  - Survivor does not receive help because the person receiving the disclosure refuses to help them (because of their gender, age, disability, etc.) or just does not know how to help them so is unable to do anything.
  - Privacy is not maintained (e.g. disclosing in a very public space), resulting in other people finding out about the survivor’s GBV incident.
  - The conversation is recorded.
  - Humanitarian worker judges, blames, or yells at the survivor.
  - Humanitarian worker forces the survivor to seek help when the survivor did not choose to seek help.
  - Humanitarian worker does not provide good information to the survivor (e.g. incorrect information, pretends to know something when they do not).
  - Perpetrator finds out that the survivor sought help and may cause harm to the survivor again.

- **For the person receiving the GBV disclosure:**
  - Person who received the GBV disclosure shares the GBV survivor’s name or personal information when sharing the disclosure to a colleague.
  - Person who received the GBV disclosure involves themself in the survivor’s problem, thus putting themself and the survivor at risk of greater harm.
  - Person who received the GBV disclosure brings the survivor to the perpetrator to solve the issue, thus putting the survivor (and themself) at risk of harm.

**LUNCH BREAK AND ENERGIZER**

**Time needed:** 60 minutes (1 hour)

- **ENCOURAGE** participants to take a break for lunch for 45 minutes.
- **ASK** participants to re-group for the energizer activity at the 45-minute mark.

**Lunch energizer activity (15 minutes)**

- Select an energizer from Appendix A or create your own.
SESSION 4 – PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA) (OPTIONAL)

Time needed: 60 minutes (1 hour)

SESSION OBJECTIVES
By the end of the session, participants will:

1. Be familiar with and understand what Protection from Sexual Exploitation and Abuse (PSEA) is.
2. Be aware that SEA happens, and understand where to go when SEA happens.
3. Understand mandatory reporting of SEA in their local context.
4. Understand participants’ beliefs and attitudes about SEA in their local context.

PREPARATION FOR THIS SESSION
In order to ensure that you can facilitate the session appropriately, it is important that you:

- Be familiar with the PSEA section of the GBV Visual Pocket Guide.
- Familiarize yourself with the mandatory reporting legislation for the local area (if available).
- Contact your PSEA focal point to help lead the session if you do not feel comfortable facilitating the activity.
- Review the facilitator notes for this session.

MATERIALS FOR THIS SESSION

- The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard or blackboard)
- GBV Visual Pocket Guide
- 3 pieces of paper with the following words/images written or drawn on them: AGREE, NOT SURE, DISAGREE.
- Tape
- Timer/stopwatch for time-keeping
SESSION 4: ACTIVITIES

Part 4.1 Vote with Your Feet and discussions re: PSEA (60 minutes)

- To understand participants’ beliefs and attitudes, you will lead them in an activity in which they will vote if they agree or disagree with given statements about SEA and survivor’s perspective situations.
- The activity is meant to be a discussion where participants share their thoughts, some of which may not be aligned with others’ opinions or the correct response. As such, it is advised that you co-facilitate this activity with a local PSEA focal point member in your area. If none are available, you may skip this activity and explain the sections in the visual pocket guide instead.

ACTIVITY INSTRUCTIONS

1. POST the three signs at opposite ends of the room and one in the middle. Ensure the order is: **AGREE, NOT SURE, DISAGREE**. Alternatively, you can draw symbols to represent the three signs.

2. INSTRUCT the participants to stand up and to be ready to move around (see below for an alternative for participants with limited mobility).

3. EXPLAIN the activity, and REFER back to the Ground Rules flip chart. You can SAY: “We will be doing an activity called ‘Vote with Your Feet’. Everyone will first listen and reflect on the value statement stated by me. Indicate whether you agree, disagree, or are unsure about the statement by moving to the respective sign. Answer based on what you think, it is okay if you are unsure. You are entitled to have your own opinion and you can change your mind even after you have voted. We will then discuss our choices to understand each other’s perspectives after each statement.

   Please remember the ground rules during our discussion.”

4. ASK participants if they have any questions about the activity and address them.

5. POSE the following statements one by one. In between each statement, make sure to ASK the group to share their thoughts about the statement, and why they chose they agree, are unsure, or disagree. After they have discussed their choices, SHARE the correct response and provide clarification for those who chose the incorrect response, referring to the facilitator notes for this activity below, if needed.

The statements you will SAY are:

- a. “The goal of humanitarian assistance is to provide support, help, and protection to people affected by conflicts or disasters.”
- b. “Humanitarian workers can do harm.”
- c. “Some humanitarian workers trade goods for sex or money.”
- d. “If a survivor has experienced GBV by a humanitarian worker, the survivor cannot get help.”
- e. “The UN has policies that aim to prevent sexual exploitation and abuse by humanitarian workers.”
- f. “If a humanitarian worker has committed GBV against someone, the humanitarian worker must be reported.”
- g. “You can break confidentiality of the survivor if you are reporting GBV committed by a humanitarian worker.”
6. Once all statements have been discussed, INSTRUCT the participants to go back to their seats.

7. COLLECT the three signs, and INSTRUCT participants to open their visual pocket guides to review the PSEA section for five minutes.

8. AFTER the five minutes, ASK participants if they have any questions or would like to do a debrief.

Alternative:

If you are training participants with limited mobility, you can ADAPT this activity to be “Vote with Your Hand”. EXPLAIN that if participants AGREE with the statement, they should raise one arm up high; if they are UNSURE, they should only raise their hand a little bit; and if they DISAGREE, they should keep their hand down.

Answer key

a. “The goal of humanitarian assistance is to provide support, help, and protection to people affected by conflicts or disasters.” - **TRUE**

b. “Humanitarian workers can do harm.” - **TRUE**

c. “Some humanitarian workers trade goods for sex or money.” - **TRUE**

d. “If a survivor has experienced GBV by a humanitarian worker, the survivor cannot get help.” - **FALSE**

e. “The UN has policies that are meant to prevent sexual exploitation and abuse by humanitarian workers.” - **TRUE**

f. “If a humanitarian worker has committed GBV against someone, the humanitarian worker must be reported.” - **TRUE**

g. “You can break confidentiality of the survivor if you are reporting GBV committed by a humanitarian worker.” - **FALSE**

Activity guide

The key messages for this session are:

- Sexual exploitation and abuse is a form of GBV that is committed by a humanitarian actor or individual associated with humanitarian aid.

- Protection from Sexual Exploitation and Abuse (PSEA) is:
  - A term used to refer to steps taken to protect vulnerable people from sexual exploitation and abuse by humanitarian actors and associated personnel, including humanitarian aid workers, volunteers, security guards, contractors, drivers, UN mission personnel, UN police personnel, peacekeepers, suppliers/vendors of goods and services for humanitarian purposes, and so on.
  - Regardless of who the perpetrator is, the roadmap to support any survivor of GBV as described during this training and in the pocket guide remains the same.
  - If a person is harmed by a humanitarian worker, the aid worker must be reported to the in-country PSEA network.
  - Humanitarian workers are obligated to report any concerns regarding sexual exploitation and abuse by fellow workers.
• For additional responsibilities that arise when the perpetrator is an aid worker or associated with humanitarian aid, contact your PSEA focal point or in-country PSEA network.

The most important steps to remember when responding to a disclosure that involves SEA are as follows:

• If possible, inform the survivor before they disclose all of the information that you have a duty to report SEA, and what that means. Let them know that you will ensure their privacy but that you will need to report the case. This way they can decide if they still want to disclose all of the information to you.

• If they choose to proceed, follow steps 1-8 in the guide. Survivors of SEA have a right to receive all of the same services, support, and protection as other survivors.

• Report the case to the appropriate authority in your area.

**Additional facilitator tips:**

• If humanitarian workers are being trained, please check in with or refer participants to talk to their team/organizations’ PSEA focal point to provide the appropriate process on PSEA in their local context.

• This Vote with Your Feet activity may elicit conflicting opinions among participants and/or between participants and facilitators, which can create an unsafe or uncomfortable learning environment. It is important to remind participants of the ground rules before and during the activity, and limit any discussions of opinions to the best of your ability.

If any participants have strong feelings about a certain statement or topic, you can suggest they talk to you privately during the break.
SESSION 5 – RESPONDING TO CHILDREN AND ADOLESCENTS

Time needed: 45 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the steps in responding to a GBV disclosure where the survivor is a child OR a person is disclosing a GBV incident that involves a child under the age of 18.

2. Be familiar with the differences between responding to GBV disclosures involving adults versus children, as well as the differences in responding to GBV disclosures involving children of specific age groups.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that:

- In advance of this session, as a master trainer, you work with a child protection specialist (where feasible) or obtain a 1-2 page overview of your country’s child protection/GBV laws/normative framework and any laws regarding mandatory reporting.

- You are familiar with the Supporting Children under 18 Years section of the GBV Visual Pocket Guide, and the differences in responding to child versus adult GBV survivors.

- You have printouts that depict children of different age groups from the visual pocket guide (see Appendix F), or draw out images that represent the three age groups.

- You review the facilitator notes for this section.

MATERIALS FOR THIS SESSION

- The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard or blackboard)

- Printouts that depict children of different age groups from the visual pocket guide (see Appendix F), or drawings on paper that represent the three age groups

- GBV Visual Pocket Guide

- Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 5.1: Responding to GBV disclosures from children and adolescents (45 minutes)

- You will lead a discussion on the key messages on responding to GBV disclosures made by children or a GBV disclosure by a caregiver that involves a child under the age of 18.
- Differences between how we handle GBV disclosures between adults and children/youth of different ages will be highlighted (i.e. the key messages and step-by-steps are similar, but will differ depending on the age of the child in question).

ACTIVITY INSTRUCTIONS

1. USE the pocket guide visuals of children (of different ages). If you are unable to print out these visuals, you can draw your own simple drawings on a sheet of paper, whiteboard, or chalk board to represent the following age groups: baby, young child (girl), and teenage girl.

2. DIVIDE participants into small groups of 2-3 participants each.

3. ASSIGN each group one of the visuals and ASK them to discuss in their groups how they would respond differently to GBV disclosures from the different age categories of child/adolescent versus how they would respond to an adult, and to note 3-4 specific differences or steps on sticky notes or pieces of paper.

4. After 5 minutes, come together and LEAD a discussion, asking each group to share what they discussed.

5. After all of the groups have shared, ASK participants to look at the Supporting Children under 18 Years section of the visual pocket guide. LEAD participants in a guided discussion to cover any points that may have been missed in the group discussions. using the discussion prompts. Refer to the pocket guide images of the children of different ages as visual cues. You can SAY: “The Key Messages and Step-by-Step Guidance sections in the pocket guide which show how to respond to GBV disclosures involving children under the age of 18 are similar to how you should respond to adults. But there are some differences depending on the age of the child.

   a. “Can anyone describe some differences between responding to a GBV disclosure from an adult versus a child?”
   b. “How would responding to a GBV disclosure differ depending on the age of the child? For instance, how would we respond to a:
      i. 2-year-old child?
      ii. 9-year-old child?
      iii. 16-year-old child?”
   c. “Considering the different ages of children (i.e. a 2-year-old, 9-year-old, and 16-year-old),
      i. Which child(ren) could make their own decisions?
      ii. Which child(ren) could self-report their experience?”
   d. “What would a safe place look like when interacting with a child survivor of GBV?”
   e. “How would you appropriately and safely comfort the child?”
   f. “What does mandatory reporting mean?”
   g. “For those of you who have experience supporting children and adolescents, what are some of the strategies you’ve used while responding to GBV disclosures that are different than when responding to adults?”
6. PROVIDE clarification for participants’ responses and refer to the facilitator notes to add to the discussion, if needed.

7. ASK the participants if they have any questions about responding to GBV disclosures involving children and duty to report, and address them.

**Facilitator notes:**

**Differences between disclosures involving adults versus children:**

- **Be aware of how a child or their caregiver may seek support. This may look different than how adults seek out help.**
  - Children seek help in different ways than adults and rarely make direct disclosures.
  - Children may find it difficult to trust or talk to adults, especially adults they do not know well; experience fear, embarrassment, or shame; or be afraid of expressing their emotions.
  - You may: (1) hear rumors of child abuse, (2) be approached by adults seeking help for a child, or (3) suspect abuse of a child, based on signs or behaviors from the child.

**Differences in responding to GBV disclosures according to a child’s age:**

- **Infants and toddlers (0-5 years old)**
  - They may be too young to self-report their story. Another person—a friend, caregiver, family member, community member, etc.—will seek help for the child.
  - What to do:
    - Tell the person with the infant or toddler about available services and how to access them.

- **Young children (6 to 14 years old)**
  - They may or may not be able to self-report experiences of violence. They may or may not be able to make decisions on their own.
  - What to do:
    - Support the child.
    - Find an adult they trust to support them, if possible.
    - Tell the child AND their identified adult about available services and how to access them.

- **Older children (15 years and older)**
  - They are usually mature enough to make their own decisions and understand what happened.
  - What to do:
    - Listen to the child’s story.
    - Find an adult they trust to support them, if possible.
    - Tell them about available services and how to access them.

**Mandatory reporting** refers to the requirement of individuals or specific individuals (e.g. health care providers, humanitarian workers, police or legal system) to report any incident of known or suspected GBV. In many countries, it applies primarily to child abuse and mistreatment of children.

- Although mandatory reporting is meant to protect GBV survivors (especially children), mandatory reporting procedures may conflict with the survivor-centered approach for supporting GBV survivors (e.g. confidentiality and letting the survivor make their own decisions) or result in situations that are not in the best interest of the survivor or child (e.g. creating more risk for harm by the perpetrator, family members, or community members).
• Note: Mandatory reporting may differ depending on the country or state in which you are located. You should refer to your local protection/child protection focal point (if available) for further information and guidance on mandatory reporting rules and child protection.

The key messages in responding to GBV disclosures involving children are:

• Always talk to a GBV or child protection specialist in your country/context first to understand:
  1. What services are available in your area
  2. Local protocols and procedures

• Do no harm. Do not seek out child survivors. It is not your job to investigate or assess if a child is experiencing violence. Doing so can lead to more violence and risks for the child.

• Be approachable if a child seeks your help.

• Remember your role. If a child reaches out to you for help:
  • Provide a listening ear, free of judgment.
  • Support the child by connecting them to an adult that the child identifies as being safe and trusted, if possible. This may or may not be their parent, caregiver, or family member.
  • Do not make decisions for them, including forcing the child’s caregiver or any other person to be with them when they talk to you.

• Provide comfort. Allow the child to lead the conversation, even if this means providing company in silence. Be at eye level with open body language to show the child that they can open up to you if they want to. Refrain from asking questions about what happened, by who, and why—instead use comforting statements and speak in a manner that they can understand.

• Treat every child fairly. All children should be offered the same unbiased support regardless of their sex, age, family situation, status of their caregiver, or any other part of their identity. Do not treat a child who has experienced GBV as helpless. Each child has unique capacities and strengths, and possesses the capacity to heal. Speak to a child survivor in a way that they understand and with respect for their dignity and opinions.

• Maintain confidentiality.

• Ensure the safety of the child.

BREAK

Time needed: 15 minutes
SESSION 6 – HOW THE SURVIVOR MIGHT FEEL

Time needed: 30 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the benefits and risks for GBV survivors when they seek help or disclose their story, according to the How the Survivor Might Feel section of the visual pocket guide (by exploring GBV survivors’ perspectives).

2. Be able to consider and understand how a GBV survivor may feel when they seek help or disclose their story.

PREPARATION FOR THIS SESSION

In order to ensure that you can facilitate the session appropriately, it is important that you:

☐ Be familiar with the How the Survivor Might Feel section of the pocket guide.

☐ Review the facilitator notes for this session.

MATERIALS FOR THIS SESSION

☐ OPTIONAL: Flip chart paper, whiteboard, or blackboard

☐ OPTIONAL: Markers, pens

☐ GBV Visual Pocket Guide

☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 6.1: Considering the survivor’s perspective (30 minutes)

Participants will identify the risks and benefits of seeking support as a GBV survivor, and how a survivor might feel when seeking help.

ACTIVITY INSTRUCTIONS

1. INSTRUCT participants to open the GBV Visual Pocket Guide to the How the Survivor Might Feel section.

2. WRITE “BENEFITS” at the top of a sheet of flip chart paper.

3. ASK participants to brainstorm out loud as a group:
   - “What are the benefits of seeking help for a GBV survivor?”

4. RECORD the responses on a flip chart.

5. Then, WRITE “RISKS” at the top of another sheet of flip chart paper.

6. ASK participants to brainstorm out loud as a group:
   - “What are the risks of seeking help for a GBV survivor?”

7. RECORD the responses on a flip chart.

8. ASK and discuss (option to write down these answers as well) the following question:
   - “How might a survivor feel while they are asking for help?”

9. ENCOURAGE the participants to use the visual pocket guide while brainstorming their responses, if they would like.

10. ADDRESS any misconceptions that came up in the discussion and PROVIDE clarification, referring to the facilitator notes below, as needed.

11. ASK the participants if they have any questions regarding the How the Survivor Might Feel section, and address them.
Facilitator notes:

The key messages of this section are:

• Seeking services is not always safe for a survivor and could lead to more harm. Remember that your role is to provide accurate, up-to-date information on available services and to let the survivor make their own choices on what feels safe for them.

• Consider the following examples of benefits or risks:

  • The **RISKS** of seeking support could include the following:
    • The possibility that the survivor’s friends, family and/or community will find out, which can lead to being stigmatized, kicked out of their home or community, and/or exposed to more violence
    • The possibility that the perpetrator(s) finds out other people know what happened, leading to retaliation by harming or even killing the survivor

  • The **BENEFITS** of seeking support could include the following:
    • Access to life-saving support when in distress
    • Access to safe, confidential, and professional medical care in a timely manner that could prevent HIV and unwanted pregnancy
    • Access to other services that provide more dignity and comfort, including options for safety and psychosocial support
    • Access to support that may prevent further violence from occurring

• The possibility that service providers are exposed to threats and violence by the perpetrator or community if they are seen as helping a survivor

• Possible insensitive response by service providers if they are not trained properly
SESSION 7 – REVIEW OF COMPLETED INFORMATION SHEETS

Time needed: 15 minutes

SESSION OBJECTIVES
By the end of the session, participants will:

1. Be aware of and able to identify different examples of services that can support GBV survivors, as noted in their Information Sheet (or from their memory).

PREPARATION FOR THIS SESSION
In order to ensure that you can facilitate the session appropriately, it is important that you:

☐ Be familiar with services available in the local area that can support GBV survivors.

MATERIALS FOR THIS SESSION
☐ OPTIONAL: Flip chart paper, whiteboard, or blackboard
☐ OPTIONAL: Markers
☐ GBV Visual Pocket Guide
☐ Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 7.1: Review of completed Information Sheets (15 minutes)

- Participants will share the types of services they wrote down in their Information Sheet with the larger group.

ACTIVITY INSTRUCTIONS

1. **ASK** participants to flip to the Information Sheet section of the visual pocket guide or their GBV Visual Pocket Guide app on their mobile device.

2. **OPEN** to a blank page on the flip chart paper and **WRITE** and/or **DRAW** icons for each of the service types in the Information Sheet: child protection, mental health/psychosocial support, health, sexual and reproductive health, non-food items/WASH, shelter, legal, food & nutrition, services for adolescents/youth, services for people with disabilities, services for sexual and gender minorities, etc. (see example image below).

   a. **If you do not have flip chart paper**, this activity can be done through a group show and tell.

3. **REMIND** participants of the purpose of the Information Sheet and the take-home activity instructions they received on Day 1. You can SAY: “On Day 1, we introduced the Information Sheet from the visual pocket guide as an important part of the PREPARE step. Before we start responding to GBV disclosures, we should be prepared to share the different types of services available in our local area that can help survivors of GBV. As a take-home activity, we asked you to think about at least two examples of services that can support GBV survivors. For those who cannot write, we asked you to draw, memorize, or take a picture of the service. This activity was meant to have you thinking about services that can help GBV survivors and practicing sharing services with others.”

4. **ASK** participants to **SAY** the name and information of a specific service.

   a. **If any services are not relevant or are miscategorized under the wrong service type**, PROVIDE clarification.

5. **ENCOURAGE** the other participants to remember or take note of any services that they did not already know about.
6. ASK the participants if they have any questions regarding the Information Sheet and address them.

7. REMIND participants of the following before moving onto the next activity. SAY:

“Please remember your role is to tell a GBV survivor about all the available services they can access for help or support, but it is then the survivor’s choice to decide if they want to access these services or not.”

**Alternative:**

If you are working with participants with low to no literacy, ASK participants to recite or share out loud the services they thought about or know of. Alternatively, they could draw the images for these services on a piece of paper and describe them.

**Note:** Depending on where you are located, there may not be any relevant services for specific types of services. In this case, you may skip those particular services on the Information Sheet.
CHECK-OUT, CLOSING OF DAY 2, AND CERTIFICATIONS

Time needed: 40 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Share their thoughts and provide feedback related to both Day 2 and the training as a whole.
2. Have an opportunity to ask any final questions.
3. Receive their Certificate of Completion (optional).

PREPARATION FOR THIS SESSION

☐ Optional: Prepare enough printouts of the Certificate of Completion (see Appendix G).
☐ Optional: Pre-sign the certificates in the designated signature area.

MATERIALS FOR THIS SESSION

☐ The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard or blackboard)
☐ Optional: Printouts of the certificates
☐ Writing tools to sign off on certificates for participants
☐ Timer/stopwatch for time-keeping
**SESSION ACTIVITIES**

**Day 2 check-out circle (25 minutes)**
- You will guide the participants through a check-out circle to end the last day of training.
- All participants will be asked to sit in a circle to create a space where everyone feels comfortable in contributing to the discussion.
- Participants will also have the opportunity to share how they intend to use the learnings they gained from the training in their own work or community.

**ACTIVITY INSTRUCTIONS**

1. **INSTRUCT** participants to sit in a circle.

2. **REMEMINDER** participants that the purpose of the check-out circle is to provide a time for all participants to speak without interruption and to have their voices heard.

3. **REMEMINDER** the participants to be mindful that everyone should have an equal amount of time to talk, and that they are expected to listen to each other’s responses (refer to the ground rules, if needed).

4. **ASK** participants the following questions:
   - **a.** “What was the highlight of the two-day workshop? What were some challenges? How can these be addressed or overcome?”
   - **b.** “How do you intend to use the information you learned in the training?”
   - **c.** “What kind of additional support (if any) do you need to be able to accomplish your plans?”

5. **RECORD/WRITE** notes as participants share their thoughts, if needed.

6. **THANK** the participants for taking part in the two-day training.

**Distribution of Certificates (15 minutes) (Optional)**

- All participants who have attended both days of the training will receive a Certificate of Completion.

**ACTIVITY INSTRUCTIONS**

1. **EXPLAIN** the certificates that you will be distributing to participants. You can SAY: “We will end the session by giving everyone their Certificate of Completion. We want to thank everyone for their attendance and participation in the training with the certificates.”

2. **GIVE** each participant a signed Certificate of Completion with their name written in the designated area.
   - **a.** CONGRATULATE each recipient and thank them for their participation.
   - **b.** THANK all participants for joining the training. If you are not proceeding with the evaluation and feedback session, DISMISS the participants.
EVALUATIONS AND FEEDBACK ACTIVITY (RECOMMENDED)

Time needed: 15 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Have provided feedback on how they thought the training went, including how well they understand the content of the training, how useful they found it, and how they thought you did as a master trainer.

PREPARATION FOR THIS SESSION

☐ Prepare notebook, flip chart, whiteboard, or chalkboard with the words “UNDERSTAND”, “USEFUL”, and “MASTER TRAINER”, with enough spaces in between for participants to share their feedback.

MATERIALS FOR THIS SESSION

☐ A flip chart, whiteboard, or chalkboard, OR a notebook
☐ Pens, markers, or chalk
☐ OPTIONAL: stickers

It is important to assess how training sessions went by conducting short evaluations with your participants. This provides an opportunity for participants to individually reflect on and share the knowledge they gained during the training, and provide feedback on any remaining gaps in knowledge, things that went well, or things that you can improve upon in future training.

As the master trainer, you can collect and review participants’ feedback to inform how you can improve the delivery of future training workshops, along with the practices you should maintain or modify to improve your facilitation skills.
**ACTIVITY INSTRUCTIONS**

1. **EXPLAIN** that you will be asking participants to rate/evaluate how well they understood the content of the training, how useful they found it, and how you did as a master trainer.

2. On a piece of blank flip chart, or a whiteboard/chalkboard, or in your notebook (on separate pages) WRITE out the following words and DRAW an icon next to each:

   - UNDERSTAND
   - USEFUL
   - MASTER TRAINER

3. **EXPLAIN** to participants that before they leave, they can give you at most three stars for each of the three words you just wrote, where one is the lowest, and three is the greatest. This means, at most, each person can give you nine stars.

   - If you have participants that have low- to no-literacy, **EXPLAIN** what each word/number/icon means.

4. **TELL** participants that you will temporarily leave the area for participants, and **INSTRUCT** them to go up to the chart/board/notebook and draw the number of stars they wish to rate for each word.

   - For example, if they understood the training content very well, they will put three stars under “UNDERSTAND”.
   - If they thought the training was a bit useful they would put two stars under “USEFUL”.
   - If they thought you were a great master trainer, they would put three stars under “MASTER TRAINER”.

5. Once all participants have voted, thank them for their time and **INVITE** them to talk to you if they have any questions or more feedback on your training.

6. **REVIEW** how many stars you received under each word to assess your training.

**Alternative:**

ASK participants to speak to you individually if they have feedback or comments about the training that are best discussed in-person, rather than through the activity.
APPENDIX A – LIST OF ICE BREAKERS AND GROUP ENERGIZERS

You are free to use and adapt the ice breakers and any of the listed group energizers throughout your training workshop.

Energizers have been categorized into those that are appropriate during communicable disease spread/concern, and those that do require contact. Alternatives for certain activities are also provided if you are working with participants that have limited mobility or physical disabilities.

### ICE BREAKER

**Pass the ball**

- You will need a small ball or object (e.g. rolled up piece of paper, piece of fruit, a rock, etc.) for this ice breaker.
- Explain to participants that when they are handed the object, they should introduce themselves by sharing their name, title/position, which organization they work for (if applicable), favorite food, and what they expect to learn over the training workshop with the rest of the group. They will then pass the object to someone who has not yet introduced themselves—that person should then introduce themselves.
- Once everyone has introduced themselves, collect the object.

### COVID-19 FRIENDLY ENERGIZERS

**Stretching exercise and warm-up**

- Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.
- Next, the facilitator should lead the group through a series of exercises using deep breathing, stretching, jumping, and other movements.
- **Alternative:** If a participant has limited mobility, they can breathe and stretch while sitting in place.

### Group statues

- Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into a statue described by the word.
- For example, if the facilitator shouts “peace”, without talking, all the participants have to instantly adopt poses that show what peace means to them. Repeat the exercise several times.
- **Alternative:** If a participant has limited mobility, they can create a pose while sitting in their chair.

### Who is the leader?

- Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a leader. The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group.
- The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.
- **Alternative:** If a participant has limited mobility, ask all participants to do this energizer seated.
Appendix A – List of Ice Breakers and Group Energizers

Simon says

- The facilitator will instruct the participants to do a number of actions by saying, “Simon says ______.” (e.g. “Simon says touch your nose!”).
- The facilitator will also call out actions to the participants WITHOUT saying, “Simon says”. When this happens, the participants should not do the action.
- Those who do the activity when the facilitator does not say “Simon says” are out. The facilitator will keep calling out actions until there is one person remaining.
- Alternative: If there are participants with limited mobility, keep that in mind when choosing which actions to call out (make sure they are accessible to everyone).

Animal round-up

- Ask everyone in the group to silently think of their favorite animal.
- Then tell group members that, without talking, they need to arrange themselves from largest to smallest animals. Group members can only make gestures and the noise of their animals.
- After the group has arranged themselves from largest to smallest animal, have group members go around and say the animal they were supposed to be to see if it was accurate.
- Alternative: If there are participants with limited mobility, they can stay seated in place and the other participants can arrange themselves on either side of them based on where their animal fits by scale of size.

Rainstorm

- Everyone sits quietly in a circle with their eyes closed, waiting for the facilitator’s first movement. The facilitator rubs their palms together to create the sound of rain. The person to their right makes this sound, and then the next person, until everyone in the group is making the same sound.
- Once everyone is rubbing their palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create the sound of a rainstorm.
- Then the facilitator slaps their thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order—thigh slapping, then hand clapping, finger snapping, and palm rubbing—ending in silence.
- Alternative: If there are participants with limited mobility, keep this in mind when choosing which actions to do (make sure the actions are accessible to everyone).

Attract and repel

- All participants stand and walk in a crisscross pattern (i.e. cross paths in random directions) with each other in the room.
- Now give everyone the following two instructions: 1) Choose two people in your mind: someone you feel attracted to and someone you feel rejected by, and don’t tell anyone who you chose. 2) Walk away from the person who is rejecting you as much as possible and approach the person you are attracted to as much as possible.
- Be surprised by the chaos that ensues!

*This energizer should NOT be used if there are participants with limited mobility in your group.

COVID-19 FRIENDLY ENERGIZERS

Rainstorm
## ENERGIZERS THAT REQUIRE CONTACT

### Banana game
- A banana or other object such as a bunch of keys is selected. The participants stand or sit in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participants’ backs. The job of the volunteer in the middle is to study people’s faces and figure out who has the banana.
- When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle. You can repeat this game as many times as needed.

### Big wind blows
- There should be just enough seats in the circle for everyone but one person (i.e. either a facilitator or a participant). The person without a seat (i.e. facilitator or participant) is the “Big Wind”, and whoever you blow on has to move.
- Instead of blowing, the person who had to move calls out, “The big wind blows on everyone who…” and then adds their own description; for example, “on everyone who wears black socks,” or “everyone who has two ears”. Everyone who fits the description must get up and change seats; in the general commotion, the unseated person tries to get a seat too. Whoever is left standing is the Big Wind next time. If the Big Wind calls “hurricane”, then everyone has to change seats.

*This energizer should NOT be used if there are participants with limited mobility in your group.*

### Human knot
- Participants should form two circles of 10 to 12 people each. Have everyone put their right hand into the middle of their circle and grab the hand of someone opposite them, and instruct participants to not let go of the hand they have grabbed. Instruct participants to then put their left hand into the middle of the circle and grab the hand of someone else. Now the two groups have formed a human knot.
- Participants must work together to untangle themselves without letting go of any hands. The circle or group that untangles themselves first is the winner.

*This energizer should NOT be used if there are participants with limited mobility in your group.*
SUPPLY CHECKLIST

**Required**
- [ ] Copies of the GBV Visual Pocket Guide (enough for all participants and facilitators)
- [ ] Writing supplies (e.g. markers, pens)
- [ ] Flip chart paper, or other materials to write on (chalkboard, whiteboard, notebook, loose-leaf paper)
- [ ] Clock/timer/stopwatch for timekeeping

**Nice-to-have**
- [ ] Smartphone with the GBV Visual Pocket Guide mobile application (app) downloaded (if you are training on how to use the app)
- [ ] Name tags (or small pieces of paper and tape)
- [ ] Sticky notes (or small pieces of paper and tape)
- [ ] Tape
- [ ] Small objects for ice breakers and energizers (e.g. small ball, rock, a piece of fruit, keys)

**Optional**
- [ ] Access to a printer to print out appendices
- [ ] Hand sanitizer

PREPARING FOR DAY 1

- [ ] Name tags (alternative: small pieces of paper and tape)
- [ ] Writing tools (e.g. colored markers, pens, chalk)
- [ ] If possible, flip chart paper, chalkboard, or whiteboard
- [ ] Tape
- [ ] Sticky notes or small pieces of blank paper with tape
- [ ] Water/juice/coffee/tea at entrance (if available)
- [ ] If possible, training packages prepared for each participant, which include:
  - [ ] A GBV Visual Pocket Guide
  - [ ] Writing tools (e.g. pens, markers)
  - [ ] A notepad
- [ ] If possible, printouts of:
  - [ ] 1 to 2 copies of the Participant Sign-in Sheet (see Appendix C)
  - [ ] 1 copy of the Key Message Visuals (from the pocket guide) (see Appendix D)
- [ ] Greet participants and have them fill out the Participant Sign-In Sheet upon their arrival. Alternatively, if your training includes participants that cannot write, take their attendance verbally.
## PREPARING FOR DAY 2

- Name tags (alternative: small pieces of paper and tape)
- Writing tools (e.g. colored markers, pens, chalk)
- If possible, flip chart paper, chalkboard, or whiteboard
- Day 1 Ground Rules and Question Box flip charts taped or posted on the wall where everyone can see them
- Coffee/tea/water at entrance, if available
- If possible, printouts of the different GBV Disclosure Scenarios (see Appendix E) and printouts depicting children of different age groups from the visual pocket guide (see Appendix F).
- Greet participants and have them fill out the Participant Sign-In Sheet for Day 2 upon their arrival, or **take their attendance verbally.**
Please note that this is only an example of a budget format that you can use as you plan and prepare for your training workshop. Not all of the items listed are required to host a training.

Total funds available: _________

Total estimated costs: _________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NUMBER OF ITEMS</th>
<th>ESTIMATED COST</th>
<th>ACTUAL COST</th>
<th>NOTES</th>
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<tr>
<td>Room or venue rental for two days</td>
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<td>Equipment rental (e.g. tables, chairs)</td>
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<td>Printing costs (for paper, ink, etc.)</td>
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<td>Stationery (e.g. pens, markers, tape, flip chart paper)</td>
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<td>Food and beverages for breaks</td>
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<td>Other</td>
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| TOTAL COSTS |
SEATING PARTICIPANTS

How participants are seated can impact how participants will engage in the session throughout the training. The seating arrangement for your workshop will depend on the venue or space. The most important consideration is to have space for participants to gather in a large circle and move about for discussions and energizer activities.

Some suggested seating arrangements are provided below. These have been found to be most conducive for participant engagement and minimizing distractions (note: the number of seats will differ based on how many participants you have).

**FOR LECTURES AND SMALL GROUP ACTIVITIES:**

![Diagram of seating arrangement for lectures and small group activities]

**FOR LARGE GROUP DISCUSSIONS AND ENERGIZERS:**

![Diagram of seating arrangement for large group discussions and energizers]
Appendix C – Participant Sign-In Sheet

Sign-in sheets can be used to track participant attendance across the three-day training sessions. Paper copies of the following template should be printed/filled in and passed around for the participants to sign in with at the beginning of the day. For participants who cannot read/write, you can record their attendance across the two days.
GBV VISUAL POCKET GUIDE TRAINING SIGN-IN SHEET

Welcome! Please sign in by writing your name, your job/role, and the organization to which you belong below. Master trainers will write down the names and information for those who cannot read/write.

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<tr>
<th>NAME</th>
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APPENDIX D – KEY MESSAGE VISUALS
APPENDIX E – GBV DISCLOSURE SCENARIOS

The following scenarios are for Day 2, Session 1. Note these are all fictional scenarios.

SCENARIO 1:

CHARACTERS:

GBV survivor: Mercy, female, 28 years old
- Mercy has been married for seven years, has four children, and sells firewood for money. She has experienced domestic violence for two years (intimate partner violence, beating) from her husband. She lives in the IDP/POC zone.

Person responding: Nyakouth, female, 30 years old
- Nyakouth has worked as a sanitation worker for a NGO for two years. She has three children, is from Bentiu, Rubkona, and lives in the IDP/POC zone.

SCENARIO:
Mercy often goes to the Women and Girls Space provided by a local NGO, which is a safe, private building that only women and girls can access when they are directed; men are not allowed access into this space. Because Mercy visits the Women and Girls Space frequently, she became familiar with Nyakouth. Mercy feels comfortable around Nyakouth because they are close in age and Nyakouth is kind to her. During one of Mercy’s visits, she decides to tell Nyakouth about the ongoing domestic violence she is experiencing at home.

SCENARIO 2:

CHARACTERS:

GBV survivor: Nyakume, female, 30 years old
- Nyakume is married, has four children (two boys and two girls), sells vegetables for money, and enjoys making pottery in her free time. Her husband, Chieng, is a teacher in a primary school outside in the Machakos community. Nyakume and her family are from Bentiu Town, but live in the IDP/POC zone.

Person responding: Jal, male, 32 years old
- Jal works as a nutrition worker, is married, and has three children. His wife collects firewood. Jal’s hobby is playing football. Jal was born in Rubkona, but lives in the Bentiu POC site.

SCENARIO:
Nyakume went to collect vegetables from a farm one day, and as she was on her way back home carrying vegetables, she ran into an armed man in a uniform. The armed man forced Nyakume to have sex with him. After the incident, she rushed home to her children who were at home alone. Her husband had already left to work at his teaching job. Jal is Nyakume’s neighbor in the POC site, and because both of their families are close, she tells Jal that she was raped.
SCENARIO 3:

CHARACTERS:

GBV survivor: Veronica, female, 26 years old

- Veronica is married, has three children (one boy, two girls), and works as a tea maker in the local market. When she is not busy with her children, she enjoys organizing coffee parties for her friends. Veronica and her family live in the Bentiu IDP zone, but they are from Leer County. They have not been able to go back because of the flooding.

Person responding: Lina, female, 24 years old

- Lina has worked as a non-food items distributor for three years, providing items to civilians, such as plastic sheets and poles so they can build shelters. She is married with two children. In her free time, she goes to church and visits her friends.

SCENARIO:

At the distribution point where Lina works, Veronica goes to get poles for her shelter. They have seen each other once or twice before and exchanged greetings.

On one particular day, Veronica has to stay at work a bit later and goes home at a later time. As she walks home, she runs into a man (not wearing a uniform) who threatens her for money. She refuses to give him anything, and, as a result, the man forces Veronica to have sex with him. The next morning, Veronica returns to the distribution point and tells Lina quietly that she was raped the previous day. Lina promises that she will talk with Veronica after she finishes her duties and suggests that Veronica stay nearby if she feels safe. Veronica agrees and stays in the distribution area until Lina is done for the day. Veronica is specifically looking for health services.
APPENDIX F – CHILD SECTION VISUALS
APPENDIX G – CERTIFICATE OF COMPLETION

This is a sample certificate that can be adapted as needed.
CERTIFICATE OF COMPLETION

This Certifies that

______________________________

has participated in the


______________________________  ______________________________
DATE                             SIGNATURE OF MASTER TRAINER