Gender-Based Violence
Visual Pocket Guide
TRAINING OF TRAINERS MANUAL
INTRODUCTION TO THE GENDER-BASED VIOLENCE VISUAL POCKET GUIDE TRAINING OF TRAINERS MANUAL

This training 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, appropriately respond to GBV disclosures in areas where GBV support is not available, and help build participants’ facilitation skills.

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), while also building your skills and confidence in training future trainers (i.e. “training the trainers”) as they share the information they learn with their colleagues and/or community members. The content of this training manual has been informed by validation trainings conducted in a low-resource humanitarian setting.
ABOUT THE 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.

The GBV Visual Pocket Guide was created by a partnership of Be the Change Group (Canada), CARE South Sudan, Women Vision South Sudan, and CARE-USA.

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.

ACKNOWLEDGEMENTS

The creation of this training package for the GBV Visual 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 TRAINING MANUAL FOR?

This resource is specifically for **facilitators who will be training and certifying master trainers** on the content of the GBV Visual Pocket Guide. The certified master trainers whom you will train will then go to their community to train others on how to use the GBV Visual Pocket Guide.

As a facilitator, you should possess the following prerequisites:

- Knowledge of and familiarity with the GBV Visual Pocket Guide, its content, and how to respond to GBV disclosures (required)
- Ability to demonstrate a survivor-centered approach (discussed later) (required)
- Fluency (oral and written) in the local language of your participants (required)
- Experience in facilitating training sessions or workshops (required)
- Other GBV-related knowledge and programming experience (desired)

INTENDED AUDIENCE OF THE TRAINING

MASTER TRAINERS

- Individuals including, but not limited to, program managers, technical coordinators, team leaders, supervisors, community leaders, representatives of women’s and/or youth rights organizations, and others who are responsible for managing, supporting, and building capacity for their community.

As a facilitator who is training master trainers, the following criteria is a list of necessary and desired characteristics that each of your training participants (i.e. future master trainers) should possess:

REQUISITED:

- Able to fluently speak the language(s) of the people that they will be training
- Able read and write

- Knows how to use smartphones for the mobile application version of the visual pocket guide (*if providing training on the GBV Visual Pocket Guide mobile application)
- Able to do their own trainings and share the information following the master training session with others
- Has a desire or is committed to sharing with others the knowledge they will learn from the training by leading their own training/facilitation
- Able to apply the following survivor-centered approaches during and after the training:
  - Keeps GBV survivors and those vulnerable to GBV at the center of humanitarian responses or local situations
  - Believes the survivor and in the survivor’s ability to find the best solutions to their problems, and supports them in making those decisions
  - Believes that each survivor should have control over each step in the process of receiving care and making decisions
  - Understands and applies a “do-no-harm” approach (i.e. makes sure that their actions do not cause physical and/or mental/emotional harm to those that they are helping)
  - Understands and is able to apply the guiding principles of GBV (e.g. safety, confidentiality, respect, and non-discrimination)
  - Understands the causes, contributing factors, and consequences of GBV and the types of GBV prevalent in their local area to be able to understand the immediate risks to GBV survivors
  - Able to identify that gender inequality and abuse of power are root causes of GBV and is committed to ensuring that GBV interventions address these issues
DESIRED:

- Has facilitation or training experience
- Works or serves as a women’s or community leader, or is otherwise a known/respected presence in the community
- Supports and promotes gender equality in other sectors (as outlined by the IASC GBV Guidelines)
- Has experience in responding to disclosures of GBV

PURPOSE AND OBJECTIVES OF THE TRAINING

PURPOSE

To equip master trainers on the content of the GBV Visual Pocket Guide while providing them with the knowledge, skills, and confidence to facilitate their own training workshop on the GBV Visual Pocket Guide to their colleagues and community members.

OBJECTIVES

By the end of this training, participants in the training (i.e. the master trainers) 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 actor is unavailable.
4. Know how to support children and adolescents under 18 years if they disclose an incident of GBV.
5. Develop the necessary competencies to facilitate educational sessions on the GBV Visual Pocket Guide.
6. Demonstrate facilitation skills.
7. Create and provide a safe environment conducive to learning.
8. Conduct the training for future participants/end users.

QUESTIONS TO BE ADDRESSED IN THIS GUIDE

The training will address the following questions that participants of the training 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?
- How can I prepare and lead an engaging training program?
- What are the logistics and supplies needed to run a training program?
- How can I effectively facilitate a training about the GBV Visual Pocket Guide to participants?
- How will I know that I have achieved my goals of becoming a master trainer of the visual pocket guide?
HOW TO USE THIS GUIDE

The training material is divided into sessions that are intended to be carried out over three days, and ideally should be delivered by those with previous facilitation experience. 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 facilitators ahead of time, and includes information such as the objectives for the session, materials to prepare, knowledge that facilitators 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 role-playing demonstrations.

Throughout the training manual, you will be directed to a purple text box beneath the activity for additional facilitator notes and tips, which provides practical guidance 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
- Extra tips and support for less experienced facilitators

If you are an experienced facilitator and already have strong knowledge of the GBV pocket guide and how to respond to GBV disclosures, and other GBV-related knowledge and programming experience, you may not need to refer to the facilitator notes and tips.

This training manual is intended to act as a guide, providing you with suggestions on how to facilitate the training. Each individual facilitator and group of trainees will have different levels of experience and comfort. As the facilitator, you are encouraged to be flexible and creative in 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 a minimum of two facilitators. The activities, discussions, and key messages in this guide are complex and will require more than one facilitator to run them. In advance of starting the training workshops, it is highly recommended that the facilitators who will be involved throughout the training discuss and determine who will lead the various sections and activities. If needed, assign a lead facilitator and a support facilitator(s) for specific sessions or days, and/or switch roles with other facilitators.

The training is ideally for 15 to 20 participants (i.e. future master trainers), but this number can vary based on the capacity and setting in which you are located. It is recommended to have no more than 25 participants per training as it may be demanding on facilitators and may not provide all participants with equal opportunities to get sufficient feedback.
FACILITATOR EXPERIENCE AND VALUES
As a facilitator, 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><strong>VALUES</strong></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><strong>Confidentiality:</strong> 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>
</tr>
<tr>
<td><strong>• Be empathetic towards all participants,</strong> 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>
<td><strong>• Respect:</strong> Recognize that everyone facilitating and 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 facilitator you may need to step in to respectfully explain to the larger group why particular ideas can be harmful or triggering.</td>
</tr>
<tr>
<td><strong>• Provide support to all participants:</strong> 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>
<td><strong>• Self-awareness:</strong> 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><strong>• Do not discriminate against participants</strong> based on their age, gender, race, cultural background, educational or literacy level, sexual orientation, or any other basis.</td>
<td><strong>• Openness:</strong> 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.

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.

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.

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.

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.

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 A for a list of example energizers you can use or adapt to your needs.
ADULT LEARNING

The training you will provide as a facilitator is targeted towards adult participants who will differ by age, gender, background, and experiences. Therefore, it is important to remember that adults will learn differently than children/youth, may never have had or may have been out of a learning environment for some time, may not be used to traditional forms of learning, or may have their own learning styles. Below is an overview of how adults learn that is meant to prepare facilitators before they start the training.

Learning is selective.

- Adults learn what they think is important.
- Engaging adult learners in a topic and developing a mutual understanding of why the topic is important is key to setting the stage for learning.
- Understanding how information is relevant to their personal experience or needs will facilitate engagement and active learning.
- Develop a mutual understanding of all the learning needs of the group collectively and identify which needs can be met and which ones may be out of the scope of the training.

Learning is effective when it is problem-based learning.

- Consider using collaborative processes to solve a problem or to answer a question.

Learning as an adult requires time (many learners may have never had formal schooling or may have been out of school for years).

- Different methods may be required to engage adult learners, as they are not used to being in the classroom.
- Simulations (e.g. demonstrations, role play) are effective ways to incorporate experiential learning and to engage learners.

Adults have life experience.

- Engage adults to reflect on their own learnings and experiences.
- Use these reflections and incorporate them into the training.

Learning is often self-directed.

- Create a structure where learners can make choices or decisions.
- Get feedback frequently about the workshop, and ask the adults collectively if this way of learning is effective or works.
- Be flexible with how you are engaging learners.
- Engage learners in working towards solving a question or problem.
# FACILITATOR’S 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

### Required
- [ ] Identify and confirm the date(s) and time(s) of the training at least 3-4 weeks in advance.
- [ ] Identify and confirm the location of the training (ensure it is safe and accessible to participants).
- [ ] Identify and book a training venue.
- [ ] Identify no more than 25 participants, and gather relevant information about them (e.g. demographics, current role, contact information).
- [ ] Prepare physical copies of the GBV Visual Pocket Guide (enough copies for all participants).

### Desired
- [ ] Confirm the attendance of at least 10 participants to the training.
- [ ] If needed, identify potential interpreters to be present at the training and ensure they can be available for all of the training days.
- [ ] If needed and feasible, identify accommodation for those traveling to the training sessions.
- [ ] Identify appropriate support for participants (e.g. child care, honorariums for travel or food, if feasible).
- [ ] Gather workshop supplies (e.g. flip chart, markers, pens, name tags, tape, sticky notes).
- [ ] Print out all required facilitation materials.
- [ ] Print out handouts for all participants.
- [ ] Provide information on transportation options to the training site (book transportation, if necessary and feasible).
- [ ] Arrange food, beverages, and other supplies for training (e.g. meals, snacks, coffee, tea, water, utensils, cups, plates, napkins, etc.).

### Optional
- [ ] Customize the training agenda, as needed.
- [ ] If appropriate, arrange for religious leaders, elders, or community members to attend Day 1, Session 1.
- [ ] Prepare completion certificates for all participants.

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

### Required
- [ ] Provide participants with information on where to meet and what will be provided during the training (e.g. accommodation, supports, transportation, food and beverages, writing supplies, training materials, and what to bring).

### Desired
- [ ] If possible, send an agenda to the participants at least one week before the training.
- [ ] If possible, send a map with location and directions.
For a checklist of supplies to prepare for the training, a sample budget template, and checklists for each day of training, please see Appendix B.

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:

FOR LARGE GROUP DISCUSSIONS AND ENERGIZERS:
## 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 Icon]</td>
<td>Large Group discussion/Activity</td>
<td>An activity that involves the entire group (up to 25 participants) to discuss a topic, question, or problem</td>
</tr>
<tr>
<td>![Small Group Icon]</td>
<td>Small Group discussion/Activity</td>
<td>An activity that involves having participants split up into small groups of 2 to 8 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>
ASSESSING PARTICIPANTS

An assessment component has also been included to assess master trainers’ knowledge development, and their ability to gain competencies throughout the training. Those who successfully attain all competencies and demonstrate proficient knowledge of the content of the GBV Visual Pocket Guide will receive a Master Trainer Certificate at the end of the training on Day 3. Refer to Appendix G for the Master Trainer Competencies Checklist, which should be printed out and distributed to participants during the opening session on Day 1.

Throughout the training manual, you will see yellow boxes titled ✓ Master trainer skills activity. These boxes indicate the activities in which participants can demonstrate or practice at least one competency listed on their master trainer competencies checklist, including facilitation-based and knowledge-based GBV core competencies. If/when the master trainers participate in activities either by facilitating, responding to, or demonstrating a scenario, or appropriately answering a question that demonstrates their understanding of a concept, ensure that you or the other facilitator(s) evaluate their ability to meet the corresponding competency on their Master Trainer Competencies Checklist (i.e. did not do/unable to do, needs review/practice, accomplished). Evaluation of participants’ knowledge-based competencies will also be assessed via two midpoint knowledge checks and an end-of-training assessment. Icons within the master trainer skills activity boxes will indicate whether an activity requires you, as the facilitator, to evaluate competencies via observation (e.g. for facilitation-based competencies) or via knowledge assessments (for knowledge-based competencies).
Throughout the training, it is recommended that you take note of the participants who did not meet competencies or who require additional review. Provide those participants with a chance to facilitate and/or demonstrate their knowledge to make sure that all participants have an equal opportunity to successfully build their skills (and for master trainers, complete their master trainer certification).

Be prepared to support the participants that do not successfully meet all of the competencies after the training. Some suggestions of steps you can take to support them include:

- Reviewing the competencies that were not met and clarify any misunderstandings or gaps in knowledge
- Referring the trainee to additional resources and information
- Referring the trainee to specialized personnel (e.g. GBV sub-cluster), services, or training available in their local area, or remote support (if available)

### Example of a Master Trainer Skills Activity Box:

**✓ Master trainer skills activity**  
This activity provides an opportunity for participants to meet the following competency:

**1. Able to navigate and use the GBV Visual Pocket Guide and training manual in individual context(s)**

a. Able to locate and navigate to specific sections of the visual pocket guide

b. Demonstrates understanding of the key messages, principles, and concepts of the visual pocket guide and training manual

c. Able to use and adapt parts of the pocket guide during activities as needed

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their Master Trainer Competencies Checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

**Example:**

<table>
<thead>
<tr>
<th>NAME: Mary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CHECKLIST ITEM</th>
<th>DID NOT DO/ UNABLE TO DO</th>
<th>NEEDS REVIEW/ PRACTICE</th>
<th>ACCOMPLISHED</th>
<th>REVIEWED BY: (INITIALS OF FACILITATOR)</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Able to navigate and use the GBV Visual Pocket Guide and training manual in individual context(s)*</td>
<td></td>
<td></td>
<td>✓</td>
<td>JS</td>
<td></td>
</tr>
<tr>
<td>1. Able to locate and navigate to specific sections of the visual pocket guide</td>
<td></td>
<td>✓</td>
<td>JS</td>
<td>Please review the PSEA section.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates understanding of the key messages, principles, and concepts of the visual pocket guide and training manual</td>
<td></td>
<td>✓</td>
<td>JS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Able to use and adapt parts of the visual pocket guide during activities as needed</td>
<td></td>
<td>✓</td>
<td>JS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TRAINING SCHEDULE OVERVIEW

The agenda below provides a high-level overview of the topics covered during the three 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. Each day of training will take approximately 6 to 7 hours, including breaks. Detailed agendas that include the time for breaks and energizers are provided for each day separately throughout this training manual.

<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 Facilitators and/or Local Dignitary</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Introductions from the Facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice Breaker Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectation and Course Objectives</td>
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<tr>
<td></td>
<td>Setting of Guidelines, Confidentiality, and Respect</td>
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<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>60 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>Introduction to the GBV Visual Pocket Guide and Key Messages</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Session 3</td>
<td>Step-by-Step Guidance: Prepare and Remember Introduction to the Information Sheet</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Session 4</td>
<td>Introduction to Facilitation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Session 5</td>
<td>Step-by-Step Guidance</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>15 minutes</td>
</tr>
<tr>
<td><strong>Total training time for Day 1 (excludes breaks)</strong></td>
<td><strong>Approximately</strong> 5 hours, 30 minutes to 6 hours*</td>
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<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Check-In</td>
<td>Day 2 Check-In</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Session 1</td>
<td>Practicing the Steps</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>What Can Go Wrong?</td>
<td>45 minutes</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>TOTAL TRAINING TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 3</td>
<td>Protection from Sexual Exploitation and Abuse (PSEA)</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Session 4</td>
<td>Responding to GBV Disclosures from Children and Adolescents</td>
<td>45 to 65 minutes</td>
</tr>
<tr>
<td>Session 5</td>
<td>How Might The Survivor Feel</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Check-Out Session and Closing of Day 2</td>
<td>Activity: Check-Out Circle</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**Total training time for Day 2** (excludes breaks) **Approximately** 5 hours, 30 minutes to 6 hours*

### DAY 3

<table>
<thead>
<tr>
<th>Event</th>
<th>Training Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>Day 3 Check-In</td>
</tr>
<tr>
<td>Session 1</td>
<td>Introduction to the GBV Visual Pocket Guide App</td>
</tr>
<tr>
<td>Session 2</td>
<td>Facilitator Training (Part I)</td>
</tr>
<tr>
<td>Session 3</td>
<td>Facilitator Training (Part II)</td>
</tr>
<tr>
<td>Session 4</td>
<td>Training Assessment (Part I)</td>
</tr>
<tr>
<td>Session 5</td>
<td>Training Assessment (Part II)</td>
</tr>
<tr>
<td>Check-Out Session and Closing of Day 3</td>
<td>Activity: Check-Out Circle, Distribution of Certificates</td>
</tr>
<tr>
<td>Evaluations and Feedback</td>
<td>Evaluation and Feedback Forms Completed by Participants</td>
</tr>
</tbody>
</table>

**Total training time for Day 3** (excludes breaks) **Approximately** 5 to 6 hours*

*Note: The total training times are suggestions on how long the training is estimated to run for; however, as the facilitator, 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 Facilitators and/or Local Dignitary&lt;br&gt;Introducing Yourselves as Facilitators&lt;br&gt;Ice Breaker Activity&lt;br&gt;Expectations, Course Objectives, and Certification&lt;br&gt;Setting of Guidelines, Confidentiality, and Respect&lt;br&gt;Active Listening Activity</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

| 75 minutes | What Is Gender-Based Violence (GBV)?<br>1.1 What Is GBV?<br>1.2 The GBV Tree | 60 minutes |

| 5 minutes | Break Time | 15 minutes |

| Session 2 | Introduction to the GBV Visual Pocket Guide and Key Messages<br>2.1 GBV Visual Pocket Guide Overview<br>2.2 Matching Activity: Key Messages of the GBV Visual Pocket Guide<br>2.3 Knowledge Check #1: Gender and GBV | 75 minutes |

| 30 minutes | Lunch Break and Energizer | 60 minutes |

| Session 3 | Step-by-Step Guidance (Introduction)<br>3.1 Prepare and Remember<br>3.2 Introduction to the Information Sheet (Take-Home Activity) | 30 minutes |

| Session 4 | Introduction to Facilitation<br>4.1 Adult Learning | 10 minutes |

| 5 minutes | Break Time | 15 minutes |

| Session 5* | Step-by-Step Guidance | 75 to 95 minutes |

| Check-Out Session and Closing of Day 1 | Day 1 Check-Out Circle | 15 minutes |

**Total time range (including breaks):** Approximately 7 hours to 7 hours, 30 minutes*

*Note: Day 1 may take longer due to the Opening Session. If you are unable to lead Session 5 on Day 1, you may cover it on Day 2 after the check-in session. As noted earlier, the total training time is a suggestion on how long the training may take. As the facilitator, 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 three-day workshop, including the agenda for Day 1.
2. Understand the expectations for receiving the Master Trainer Certificates 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.

☐ (Optional) Print out the:
  ☐ Master Trainer Competencies Checklist (see Appendix G)
  ☐ 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, or a blackboard with chalk.

☐ 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.

MATERIALS FOR THIS SESSION

☐ Flip chart paper, whiteboard, or blackboard for group agreements

☐ Folders with the GBV Visual Pocket Guide and the Master Trainer Competencies Checklist

☐ Pens, pencils, markers

☐ Name tags

☐ 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.

ACTIVITY INSTRUCTIONS

1. Allow the elder, local dignitary, or religious leader (or others) to introduce themselves and open the training workshop to participants.

Welcome and introductions from the facilitators (5 minutes)

- Introduce yourselves as facilitators, and talk about your backgrounds.

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: “We are looking forward to meeting you all and finding out your names and about your backgrounds. After that, we will have an activity where we will all learn 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.
- 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.”

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.”

If you are training participants who cannot write, an alternative is to ask participants at the end of each session if they have any questions, and answer them. If you cannot answer questions immediately, ask them to hold on to their question for the Check-Out session at the end of each day.

c. AFFIRM the need 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 a facilitator know as soon as you are comfortable to do so during any of the breaks or at the end of the training days.”

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. Next, DISTRIBUTE one printout of the Master Trainer Competencies Checklist (see Appendix G) to each participant.

5. DISCUSS the expectations and process for participants to earn their Master Trainer Certificate. You can SAY: “At the end of the training on Day 3, there will be certificates to give to you all, but there are some expectations that must be individually met by each of you in order to receive a certificate. There will be a Master Trainer Certificate, which certifies that you are ready to be a master trainer of the GBV Visual Pocket Guide and are able to facilitate others on how to use the GBV Visual Pocket Guide. To receive the Master Trainer Certificate you must:

- **Meet the expectations and competencies of a master trainer,** which will be assessed throughout the training using the checklist we just gave you.

- **Attend all three days of the training.**

  Throughout the training, there will be sessions that provide you with a chance to meet one or more competencies. We encourage you to be proactive in participating in all sessions to maximize your opportunity to fulfill those competencies on your checklist. All participants in the training who successfully fulfill all of their competencies will receive their Master Trainer Certificate. We will support you in tracking your progress toward achieving these competencies.”

6. 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 facilitator, 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 and facilitators 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 workshop.

   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 facilitator notes below.

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

<table>
<thead>
<tr>
<th>Ground Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phones silenced</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Privacy</td>
</tr>
<tr>
<td>No interrupting</td>
</tr>
</tbody>
</table>
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.

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

Alternatives

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 and speak, and using key phrases.

**ACTIVITY INSTRUCTIONS**

1. **EXPLAIN** to the participants that, as facilitators, 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: “We will demonstrate some examples of listening, and we want you all to snap your fingers whenever you notice the person responding is not showing good active listening skills. Please know that this snapping exercise is only meant for the training and should not be done in real-life situations.”

2. **DEMONSTRATE** an example of poor listening skills to the participants with the other facilitator(s). The 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 snap their fingers, **ASK** a different participant to volunteer to identify what the non-GBV actor/humanitarian worker did that indicated poor active listening skills, and what needs to be improved. Invite them to demonstrate what the non-GBV actor 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.
Master trainer skills activity

This activity provides an opportunity for participants to meet the following master trainer facilitation competency:

4. Exhibits empathy and positive interpersonal skills, including cultural competence

   a. Able to recognize and appropriately respond to their own and others’ feelings, such as when they are emotional or uncomfortable

   c. Expresses opinions, information and key points in a clear manner

   e. Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.
SESSION 1 – WHAT IS GENDER-BASED VIOLENCE (GBV)?

Time needed: 60 minutes (1 hour)

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:

☐ Are already very familiar with GBV concepts and survivor-centered approaches before the training.

☐ Review the GBV Tree answer key provided below.

MATERIALS FOR THIS SESSION

☐ Flip chart paper, whiteboard, or blackboard

☐ Markers

☐ GBV Visual Pocket Guides

☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 1.1. What is GBV? (30 minutes)

- You will gauge participants’ comfort level in talking about the topic of GBV, and reassure them that the training will help increase their comfortability in discussing GBV.
- You will guide participants in brainstorming and discussing the question “What is GBV?” as a group, including the types.
- 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). ASK: “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. WRITE down or DRAW 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.

See below for additional facilitator notes.
Facilitator notes:

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) is a form of GBV
  - 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.

Part 1.2 The GBV Tree (30 minutes)

- Participants will be prompted to discuss the root causes, contributing factors, and consequences of GBV.

ACTIVITY INSTRUCTIONS

Tree activity (20 minutes)

1. EXPLAIN to participants that after discussing what GBV is and the types of GBV, the group will brainstorm and discuss the main root cause, contributing factors, and consequences of GBV, using a tree as a visual representation.

2. OPEN a blank page on the flip chart paper and place it next to the page that was created for the What Is GBV? activity.

3. DRAW the outline of a big tree with roots and leaves on the paper (see example). Label the tree as follows:

   - Roots of tree = Root causes of GBV
   - Trunk of tree = Contributing factors of GBV
   - Top branches and leaves = Consequences of GBV
4. PROMPT participants to share their answers to the following questions:
   - “What are the root causes of GBV?”
   - “What factors contribute to GBV?”
   - “What are the consequences of GBV for a survivor?”
   - “What are the consequences of GBV for a survivor’s family?”
   - “What are the consequences of GBV for a community?”

5. WRITE down participants’ responses in the corresponding place on the tree. Refer to the example image in the facilitator notes below to supplement the GBV Tree.

6. SAY: “Now that we understand the factors and consequences of GBV, you may imagine that GBV increases during emergencies and crises.”

7. PROMPT participants to share their answers to the following question: “Why do you think GBV happens more during crises?”

8. DISCUSS/EXPLAIN correct and incorrect answers in a respectful manner, including why those answers are correct/incorrect and why it matters. REFER to the answer key and facilitator notes below for guidance on how the tree should be filled out.

9. ENSURE that participants understand the purpose of the exercise and how it applies to what they’ll be learning during the current training.

Closing round (10 minutes)
As this can be a difficult topic for some participants to talk about, it is important that you do a closing round to check in with your group.

1. SAY: “This might have been a difficult conversation for some of you. We will end the session by doing a closing round so everyone has an opportunity to express how they are feeling, or, if you feel more comfortable, you can approach us quietly during the break. We want to make sure you all feel supported.”

2. PROVIDE space for the participants to share their thoughts or feelings, if they are willing to share.

Facilitator notes:

- If you think participants might feel uncomfortable responding to the questions, adapt the instructions. For instance, you can tell them that their response can represent the opinion of most people in their community (rather than their own personal opinion).
- Remind participants about the ground rule of respecting others’ views or opinions even when they do not agree with them.
- Do not influence participants’ responses to the statements either verbally or with your body language.
- If participants share ideas or opinions that are not aligned with survivor-centered approaches, it is your responsibility as a facilitator to respectfully intervene, provide the ideal/correct answer, and explain why certain ideas or views can be harmful for GBV survivors.
The image provided is only an example of the types of responses that will fit under each section of the GBV Tree.

The key messages of this activity are:

- GBV is caused by gender inequality (e.g. where males are treated superior to females), power imbalance, and the abuse of power.
- GBV contributing factors can include a lack of privacy, overcrowding, a lack of safe access to basic needs, separation from family members, financial/economic status, substance use, etc. These are often exacerbated in humanitarian emergencies like conflict, displacement, and disaster.
- The consequences of GBV can be:
  - Physical: injury, disability, sexually transmitted infections (including HIV), unwanted pregnancy, unsafe abortion, miscarriage, chronic pain, sleeping and eating disorders, death (including suicide)
  - Mental: depression and sadness, fear and anxiety, self-blame, guilt and shame, re-experiencing trauma, avoidance of places and situations, isolation, anger, self-harm, suicidal thoughts/actions
  - Social: victim-blaming, stigmatization, rejection and isolation by family and/or community, forced marriage, decreased earning capacity/contribution, increased poverty, risk of re-victimization, death/honor killings
- During times of crisis, the prevalence of GBV increases due to the multiple risk factors created by emergencies and the ways in which existing gender inequalities are exacerbated by stress and tensions within households, communities, and society.
- Potential types of GBV in emergencies may include:
  - Increased levels of intimate partner violence (IPV) (e.g. marital sexual abuse)
  - Physical and emotional violence
  - Rape as a tactic of war
  - Sexual assault
  - Exploitation during displacement
  - Girls being married off by households that do not have the resources to support them or a means to protect their and/or their family’s “honor”
- GBV can also emerge as a result of the humanitarian response, including sexual exploitation and abuse by local, national, and international aid workers, peacekeepers, and security forces (this is covered later in the training).
Master trainer skills activity

This activity provides an opportunity for participants to meet the following master trainer facilitation competency:

2. Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)

   a. Able to explain the root causes, contributing factors, and consequences of GBV
   
   b. Able to explain the benefits and risks of seeking support for GBV survivors
   
   c. Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

BREAK

Time needed: 15 minutes
SESSION 2 – INTRODUCTION TO THE GBV VISUAL POCKET GUIDE AND KEY MESSAGES

**Time needed:** 1 hour, 15 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, interpret 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. **You should be able to list off its key messages and describe each key message by memory.**
- Have the Key Message 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 Guides
- 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 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 with you, and in situations where there is no GBV actor available. The visual 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 GBV 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.

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. GROUP participants into groups of 3 or 4, and GIVE them a piece of paper or sticky notes with each key message written individually on them.

2. INSTRUCT the participants to turn to the Key Messages section in the pocket guide.

3. 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 workshop. 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).”

4. POST the images of the key messages on a wall with tape and in no particular order (as participants will be matching them to the corresponding message).
5. Starting with the first set of visuals, ASK participants to match the correct key message they have written on a piece of paper or sticky note (e.g. “GBV can happen to anyone.”) to the images that are posted on the wall. They may use the visual pocket guide to help them in this activity, and participants can respond out loud, one at a time.

6. Once each group has matched their key messages to the images, DISCUSS the correct answers as a larger group.

7. 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, when participants conduct their own training with individuals who may have low or no literacy, they should be able to explain what the question mark means, and the icons for getting support (psychological support, hospital/health center, etc.)

8. REPEAT steps 4 and 5 until all key messages have been matched to their corresponding visuals.

9. INVITE any questions from the participants and address them. For any questions that cannot be immediately addressed, add them to the Question Box.

Alternative:
You can ADAPT the activity to be discussion-based. Instead of asking participants to tape the key messages, read the key message out loud and ASK participants to look for the corresponding image of the key message taped to the wall. Once they have located the key image, ASK for a volunteer to describe the key message to the larger group. Provide clarification, if needed.

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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**Master trainer skills activity**

This activity provides an opportunity for participants to meet the following master trainer facilitation competency:

1. **Able to navigate and use the GBV Visual Pocket Guide and training manual in individual context(s)**
   - a. Able to locate and navigate to specific sections of the visual pocket guide
   - b. Demonstrates understanding of the key messages, principles, and concepts of the visual pocket guide and training manual
   - c. Able to use and adapt parts of the visual pocket guide during activities as needed

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See **Appendix G** for the Master Trainer Competencies Checklist.
Part 2.3: Knowledge Check #1: Gender and GBV (15 minutes)

- As a part of the training and master trainer certification process, participants will be assessed on core gender and GBV concepts by completing a short quiz.
- Facilitators will be responsible for grading the knowledge checks.

**ACTIVITY INSTRUCTIONS**

1. **INSTRUCT** the participants to spread out across the room so they are not seated too close to each other.

2. **EXPLAIN** the instructions for the knowledge assessment. You can SAY:

   "Now that we have covered what GBV is, we want to make sure all future master trainers understand the core GBV concepts. The purpose of the quiz is to see if you are familiar with the topics of gender and GBV that have been discussed in the training.

   We will give you 10 minutes to complete the quiz. It only has six questions: three are true and false, and three are short-answer written questions. You are allowed to use the visual pocket guide during the quiz to help answer the questions. If any of the questions do not make sense, please raise your hand and a facilitator will try to help clarify it for you.

   Once the 10 minutes are up, please give us, the facilitators, your knowledge checks to mark. To pass, you must answer all questions correctly. For any that you get wrong, we will work with you to explain the correct answers, and why."

3. **ASK** the participants if they have any questions about the quiz and address them.

4. **DISTRIBUTE** one quiz to each participant, along with a writing tool (i.e. pen or pencil).

5. **SET** a timer for 10 minutes and allow the participants to complete the quiz. Walk around the room and support any participants who have questions.

6. **After** 10 minutes, **INSTRUCT** participants to put their writing tools down and pass their quiz to you or another facilitator to grade them.

7. **GRADE** each knowledge check, providing each participant a grade out of six marks.

8. **RETURN** quizzes to participants, and **READ** the answers to the quiz out loud. Allow participants to review their answers and **ASK** them to return the quizzes to you during the break.

**Alternatives:**

- **If you do not have access to a printer**, PROVIDE each participant with a blank piece of paper. Then, **READ OUT LOUD** each statement for the true/false section, asking them to write down TRUE or FALSE for each. Next, **READ OUT LOUD** the short-answer questions, and **INSTRUCT** them to write down their answers on the paper.

See below for additional facilitator notes, **including the answer key for the quiz and guidance on how to support participants who scored below 100% on the quiz.**
ANSWER KEY

TRUE OR FALSE QUESTIONS

- GBV can happen to anyone, though it mostly happens to women and girls. **TRUE**
- Domestic violence between a husband and wife is considered to be a form of GBV. **TRUE**
- Anyone can perpetrate GBV. **TRUE**

SHORT ANSWER QUESTIONS

- Name three consequences of GBV.
  - **EXAMPLE ANSWERS:** physical or emotional injury; stigma; shame; socio-economic exclusion/negative economic consequences; unintended pregnancy and pregnancy complications; sexually transmitted infections; HIV; depression; post-traumatic stress disorder; death; etc.

- Name three contributing factors to GBV.
  - **EXAMPLE ANSWERS:** dependence on humanitarian assistance; unsafe/poorly planned or poorly delivered humanitarian assistance (i.e. long distances to services; overcrowded/unsafe shelters; non-gender segregated WASH facilities, etc.); lack of information/information gatekeepers; insufficient female humanitarian staff; etc.
  - **NOTE:** This is not an exhaustive list, and responses may vary by context. The important point is that the respondent demonstrates understanding of the difference between root causes and contributing factors.

- What is the major root cause of GBV?
  - **ANSWER:** gender inequality
  - Other acceptable answers include discriminatory social norms; power imbalances between men and women; economic, educational, and/or socio-cultural exclusion.

Facilitator notes:

It is important to be mindful of participants’ comfort level with punitive activities, such as test-taking. For instance, some participants may feel anxious or uneasy about completing a quiz.

Do your best to reassure them that the quiz is straightforward and is not meant to trick or stump them. You can do this by:

- Reminding them that the quiz is open-book and that they can use the visual pocket guide as they answer the questions
- Emphasizing that no material on the quiz is new information
- Allowing them to raise their hand during the quiz if a question is unclear

Participants scoring less than 100% will need to talk to you or the other facilitator(s) to discuss their gaps in knowledge.

Be prepared to support the participants that score under 100%. Some suggestions of steps you can take to support them include:

- Reviewing the incorrect answers and clarify any misunderstandings or gaps in knowledge using the visual pocket guide.
- Referring the trainee to additional resources and information during or after the training.
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.

Lunch energizer activity (15 minutes)

- Select an energizer from Appendix A, or create your own.
SESSION 3 – STEP-BY-STEP GUIDANCE (INTRODUCTION)

Time needed: 30 minutes

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 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 and with the Information Sheet, and how they are intended to be used.

☐ Review the facilitator notes for this session.

MATERIALS FOR THIS SESSION

☐ Flip chart paper, whiteboard, or blackboard
☐ Markers
☐ Pens
☐ GBV Visual Pocket Guides
☐ 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.
- 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 visual pocket guide and look at the images and messages for five minutes individually.

2. While the participants look at this section of the visual pocket guide, OPEN to a blank page on the flip chart paper and write or draw icons for the following with a marker: “GBV actor”, “GBV service”, and “GBV referral pathway”.

3. To assess baseline knowledge of what GBV actors, services, and pathways are, ASK participants the following:
   a. “Can some volunteers please explain what a GBV 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?”

4. WRITE down the responses for the examples provided by the participants on the flip chart, and PROVIDE clarification or answer questions that come up in the discussion. Refer to the key knowledge section below to supplement answers, if needed.

5. 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?”

6. 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 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.”

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

   After each day of training, we would like each of you to individually complete the Information Sheet to the best of your ability with examples of services that are available in your area. Please try to write down one example for each service type before the end of Day 3. At the end of Day 3 of training, we will ask you all to share which services you wrote down."

   - **You can also ENCOURAGE** participants to draw a symbol or logo for an organization that provides services available in their local area that can help support survivors of GBV, and to be ready to share them at the beginning of Day 3.

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

The key messages of this session are:

• 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.

Additional notes:

• 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 – INTRODUCTION TO FACILITATION

Time needed: 10 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to identify the different ways that adults learn.
2. Understand and be able to explain the concept of facilitation.
3. Understand how they will be able to practice facilitation throughout the three-day training.
4. Understand and be able to explain the role of a facilitator.

PREPARATION FOR THIS SESSION

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

☐ Review the facilitator notes for this session below.

MATERIALS FOR THIS SESSION

☐ Flip chart paper, whiteboard, or blackboard
☐ Markers
☐ Sticky notes or small pieces of paper with tape
☐ Pens
☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 4.1 Adult learning (10 minutes)

- You will explain how facilitation training will be integrated throughout the training days.
- You will guide participants in brainstorming and discussing the concept of adult learning and how adults learn.
- As a part of their master trainer training, you will guide participants in thinking about and discussing the role of a facilitator.

ACTIVITY INSTRUCTIONS

1. GROUP participants into small groups of 3-4.

2. EXPLAIN how participants will gain facilitation experience throughout the training. You can SAY:

   “Throughout the three days of training, in addition to learning about how to use the GBV Visual Pocket Guide, you will all have opportunities to practice facilitating in front of the larger group. This is an important skill to have as a master trainer, as we are hoping and expecting that you will all share the information you learned from the training with others in your community or work. You will see on your Master Trainer Competencies Checklist that there are a number of skills or competencies we would like you to gain throughout the training.

   Today we will go over how adults learn and talk about the role of a facilitator as it’s important to understand these concepts before we start practicing facilitating.”

3. ASK participants to think about and answer the following questions as a group (participants can respond out loud, one at a time).

   You can SAY:

   a. “How do you like to learn? Why?”

   b. “Think back to a time when you were taught or trained by a good facilitator. What was memorable about the session? How did they keep you engaged?”

   c. “What are five words to describe a good facilitator?”

   d. “How does a good facilitator make you feel?”

4. ASK participants to record their answers on sticky notes or pieces of paper and decide who will share with the group.

5. After five minutes, INVITE all participants to share their answers with the entire group. The group discussion should take about 10 minutes.

6. OPEN a blank page of flip chart paper and WRITE participants’ answers as they come up and/or place their sticky notes under each question/heading.

7. GROUP all of the repeated words or characteristics together to show which qualities and characteristics really stand out as necessary and important.

   If you notice that some important responsibilities and characteristics (listed in the facilitator notes for this activity) are not included, you can add them and discuss with the group why you are doing so. Refer to the facilitator notes for this activity for additional information, if needed.
8. WRITE main themes and questions on a new flip chart page. Be sure to keep this flip chart page for the remainder of the training.

9. SUMMARIZE the discussion. You can SAY: “As you can see, there are a variety of ways in which adults like to learn or receive training. This is what we should keep in mind as we work on helping others learn after the training.

To facilitate means ‘to make easy’. Our job as facilitators is to make a discussion or a training easier for people participating in the training. Here (reference the sticky notes) you’ve identified qualities that make a good facilitator. These are important to remember as we move forward with the facilitator training and when you have the opportunity to facilitate a training or group discussion.”

10. ADDRESS any misconceptions that came up in the discussion and clarify the role of a facilitator, as needed.

Facilitator notes:

- The term FACILITATE means “to make easy”.
- A facilitator’s job is to make a discussion or a training easier for participants.
  - Responsibilities:
    - Manage the method of the training.
    - Support and encourage discussion.
    - Redirect the discussion if it starts to go off track.
    - Temper dominating personalities and encourage participation from individuals who are more shy or quiet.
    - Identify and intervene in cases of bad or disrespectful behavior, and if/when conflict arises.
    - Summarize discussion and conversations.
    - Bring trainings to a close.
- A non-exhaustive list of characteristics of a good facilitator include:
  - A good active listener and observer
  - Energetic and enthusiastic
  - Presents authentically
  - Is curious and asks questions
  - Can pivot and change things up to match the group dynamic
  - Patient and calm
  - Keeps the objectives of the training insight
  - Makes efforts to engage participants of all comfort levels

Recalling the information discussing adult learning in the Facilitation 101 section of this Training of Trainers Manual, the key things to reiterate about adult learning are as follows:

a. **Learning is selective**: Adults learn what they think is important. Developing a mutual understanding of the importance of a topic by encouraging adults to draw from their personal experience or work can facilitate an engaging learning environment.

b. **Learning is often self-directed**: Allow for flexibility and ensure you gather feedback about your facilitation/training performance to see if it is effectively reaching the audience.

c. **Learning is effective when it’s problem-based**: Consider integrating activities or processes that involve solving a problem or answering a question.

d. **Learning as an adult takes time**: Consider how some adult learners might have been out of school or a learning environment for some time. Be compassionate and consider more experiential learning activities, such as demonstrations, roleplay, and energizers.

e. **Adults have life experience**: Encourage participants to reflect upon their own learnings, experiences, and knowledge, and incorporate them into the training.
SESSION 5 – 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 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 5.1 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 them.

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 the whole group, and INSTRUCT participants to brainstorm examples of what they would say to a survivor for each step. 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 the 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 extra 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.
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: 15 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 (15 minutes)

- You will guide the participants through a check-out circle to end off the first day of training. All participants and facilitators 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 and other facilitators 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 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 one of the following questions:
   - “What is your name?”
   - “How are you feeling?”
   - “What is something that you found interesting/liked about today, or what are concerns you might have?”

6. If any questions in the Question Box have not been answered yet, ADDRESS the remaining 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 or think about local examples of services for GBV survivors.

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

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2 Check-In</td>
<td>Morning Check-In Circle</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>Review of Ground Rules and Day 2 Agenda</td>
<td></td>
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<tr>
<td></td>
<td>Room Energizer</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>Practicing the Steps</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>1.1 Scenario Response and Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BREAK</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Session 2</td>
<td>What Can Go Wrong?</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>2.1 Identifying What Can Go Wrong</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Protection from Sexual Exploitation and Abuse (PSEA)</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td>3.1 Vote with Your Feet</td>
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<td></td>
<td><strong>LUNCH BREAK AND ENERGIZER</strong></td>
<td>60 minutes</td>
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<tr>
<td>Session 4</td>
<td>Responding to Children and Adolescents</td>
<td>45 to 65 minutes</td>
</tr>
<tr>
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<td>4.1 Responding to GBV Disclosures from Children and Adolescents</td>
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<tr>
<td>Session 5</td>
<td>How the Survivor Might Feel and the Power of Listening</td>
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<tr>
<td></td>
<td>5.1 Considering the Survivor’s Perspective</td>
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<td></td>
<td>5.2 Knowledge Check #2: Pocket Guide</td>
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<tr>
<td></td>
<td><strong>BREAK</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Check-Out Session and</td>
<td>Activity: Check-Out Circle</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Closing of Day 2</td>
<td><strong>Total time range (including breaks)</strong></td>
<td>Approximately 7 hours to 7 hours, 30 minutes*</td>
</tr>
</tbody>
</table>

*As noted earlier, the total training time is a suggestion on how long the training is estimated to take; however, as the facilitator, you can adjust the length of the sessions 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: 25 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.

3. Become more comfortable around each other through either co-leading or participating in the morning energizer.

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 written out on a whiteboard or blackboard)

☐ Question Box flip chart

☐ GBV Visual Pocket Guides

☐ Pens

☐ Markers

☐ Name tags

☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Day 2 morning check-in circle (15 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 that you ASK:
   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?”

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.

- Note: As with all energizers, you are welcome to adapt this activity, choose any other energizer from Appendix A, or create your own as you see fit.

ACTIVITY INSTRUCTIONS

1. INVITE four to five co-facilitators among the participants 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 the facilitators 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, the other facilitator 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.

Master trainer skills activity

This is activity provides an opportunity for participants to meet the following master trainer facilitation competency:

5. Able to apply appropriate facilitation techniques and skills when leading activities

   c. Participates in co-leading at least one ice breaker, energizer activity, or check-out discussion

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.
SESSION 1 – PRACTICING THE STEPS

Time needed: 75 minutes (1 hour, 15 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 role play (see Appendix E).

MATERIALS FOR THIS SESSION

- OPTIONAL: Printouts of the GBV Disclosure Scenarios for each group (see Appendix E)
- The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard or blackboard)
- GBV Visual Pocket Guides
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 1.1: Scenario response and feedback (75 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 covered in Day 1.
- 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 21 participants, number everyone from 1 to 7.

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.

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 visual 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 three 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 presentation. 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 presentation.
Alternative:
You can ADAPT this activity so that each group is assigned to a different type of GBV (e.g. physical, emotional/mental, economic, etc.) shown in the visual pocket guide. ASK each group to describe a GBV disclosure scenario involving a survivor who has experienced that type of GBV.

Master trainer skills activity

This is activity provides an opportunity for participants to meet the following master trainer facilitation competencies:

1. Able to navigate and use the GBV Visual Pocket Guide and training manual in individual context(s)
   a. Able to locate and navigate to specific sections of the visual pocket guide
   b. Demonstrates understanding of the key messages, principles, and concepts of the visual pocket guide and training manual
   c. Able to use and adapt parts of the visual pocket guide during activities as needed

4. Exhibits empathy and positive interpersonal skills, including cultural competence
   a. Able to recognize and appropriately respond to their own and others’ feelings, such as when they are emotional or uncomfortable
   b. Provides constructive feedback in a respectful manner, and shows sensitivity towards others’ differences (e.g. gender, culture, age, background)
   c. Expresses opinions, information, and key points in a clear manner
   d. Able to adapt or change communication style based on situation, people, and cultural context
   e. Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)
   f. Encourages full participation from other participants in common activities; supports and recognizes others’ contributions

5. Able to apply appropriate facilitation techniques and skills when leading activities
   b. Practices facilitation during at least one activity to a group of at least three other people

Please evaluate each participant’s ability to meet the above competencies, and sign off this section of their checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

BREAK
Time needed: 15 minutes
SESSION 2 – 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 tips for this session.

MATERIALS FOR THIS SESSION

□ Flip chart paper, whiteboard, or blackboard
□ Markers
□ GBV Visual Pocket Guides
□ Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 2.1: 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 1.
- This activity can also be done through roleplay where participants act out different scenarios and identify what went wrong and potential correct ways to respond. Please note that roleplay activities tend to run longer than anticipated. 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 1, 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; you should have 6 participants in total.

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 already 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.

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### Master trainer skills activity

This session provides an opportunity for participants to meet the following competency:

**3. Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)**

- b. Able to explain the benefits and risks of seeking support for GBV survivors

- c. Able to explain the importance and reasoning for the GBV guiding principles of safety, confidentiality, respect, and non-discrimination, and what can go wrong if these guidelines are not followed

- d. Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See **Appendix G** for the Master Trainer Competencies Checklist.
SESSION 3 – PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA)

Time needed: 60 minutes

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 Guides
- 3 pieces of paper with the following words written on them: AGREE, NOT SURE, DISAGREE.
- Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 3.1 Vote with Your Feet: PSEA (60 minutes)

To understand participants’ beliefs and attitudes, you will lead them in an activity in which they will vote whether 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 session.

ACTIVITY INSTRUCTIONS

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

2. 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 to and reflect on the value statement stated by one of the facilitators. Indicate whether you agree, disagree, or are unsure about the statement by moving to different areas of the room. 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.”

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

4. 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 whether 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, 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 are meant 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.”

5. Once all statements have been discussed, INSTRUCT the participants to go back to their seats.
6. INSTRUCT participants to open their visual pocket guides to review the PSEA section for five minutes.

7. 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.

ACTIVITY GUIDE:

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

Facilitator notes:

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.

### Master trainer skills activity

This activity provides an opportunity for participants to meet the following master trainer competencies:

**3. Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)**

- a. Able to explain the root causes, contributing factors, and consequences of GBV
- b. Able to explain the benefits and risks of seeking support for GBV survivors
- c. Able to explain the importance and reasoning for the GBV guiding principles of safety, confidentiality, respect, and non-discrimination, and what can go wrong if these guidelines are not followed
- d. Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training

**4. Exhibits empathy and positive interpersonal skills, including cultural competence**

- a. Able to recognize and appropriately respond to their own and others’ feelings, such as when they are emotional or uncomfortable
- b. Provides constructive feedback in a respectful manner, and shows sensitivity towards others’ differences (e.g. gender, culture, age, background)
- c. Expresses opinions, information, and key points in a clear manner
- d. Able to adapt or change communication style based on situation, people, and cultural context
- e. Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)
f. Encourages full participation from other participants in common activities; supports and recognizes others’ contributions

g. Able to respond appropriately to a question they do not know how to answer

Please evaluate each participant’s ability to meet the above competencies, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

**LUNCH BREAK AND ENERGIZER**

**Time needed:** 60 minutes

- ENCOURAGE participants 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 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 able to identify and explain 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, facilitators are encouraged to 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 the different 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 of the different age groups on paper, a whiteboard or chalkboard.

- GBV Visual Pocket Guides

- Timer/stopwatch for time-keeping
SESSION ACTIVITY

Part 4.1: Responding to GBV disclosures from children and adolescents (30 minutes)

- You will lead a discussion on the key messages of 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. POST the pocket guide visuals of children (of different ages) on the board or wall with tape (if feasible).
   a. 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: infant/toddler, young child (girl), teenage girl.

2. DIVIDE the participants into small groups of 4-5 participants.

3. INSTRUCT participants to look at the images on the wall and discuss in their groups how they would respond differently to each age category of child/youth versus how they would respond to an adult, and to note 3-4 specific differences or steps on sticky notes or pieces of paper. You can ASK the following questions as prompts:
   - “Can you describe some differences between responding to a GBV disclosure from an adult versus a child?”
   - “How would responding to a GBV disclosure differ depending on the age of the child? For instance, how would we respond to a:
     - 2-year-old child?
     - 9-year-old child?
     - 16-year-old child?”

4. After 10 minutes, ASK participants to post their answers under the corresponding images and then prompt each group to share their answers.

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. Some example discussion prompts you can ASK include:
   - “Considering the different ages of children (i.e. a 2-year-old, 9-year-old, and 16-year-old),
     - Which child(ren) could make their own decisions?
     - Which child(ren) could self-report their experience?”
   - “What would a safe place look like when interacting with a child survivor of GBV?”
   - “How would you appropriately and safely comfort the child?”
   - “What does mandatory reporting mean?”
   - “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, which 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. ENSURE the basic components of the How the Survivor Might Feel section are discussed with participants (summarized in the facilitator notes below).

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

**Alternative:**

You can ADAPT this activity to be done without sticky notes. Instead use the printed visuals of the children (of different ages) as prompts for the different age groups. ASSIGN participants to three small groups and give each group one of the printed visuals. ASK each group to discuss how they would respond to a GBV disclosure for the child on their visual. After 5 minutes, come together and LEAD a discussion, asking each group to share what they discussed.

**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.
SESSION 5 – HOW THE SURVIVOR MIGHT FEEL

Time needed: 60 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 very 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
- GBV Visual Pocket Guides
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 5.1: 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, 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 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
• 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

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**Master trainer skills activity**

This session provides an opportunity for participants to meet the following competencies:

3. **Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)**

   b. Able to explain the benefits and risks of seeking support for GBV survivors

   c. Able to explain the importance and reasoning for the GBV guiding principles of safety, confidentiality, respect, and non-discrimination, and what can go wrong if these guidelines are not followed

   d. Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training

4. **Exhibits empathy and positive interpersonal skills, including cultural competence**

   c. Expresses opinions, information, and key points in a clear manner

   e. Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)

Please evaluate each participant’s ability to meet the above competencies and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See **Appendix G** for the Master Trainer Competencies Checklist.

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**Part 5.2: Knowledge Check #2 (30 minutes)**

• As a part of the training and master trainer certification process, participants will be assessed on core concepts covered in the GBV Visual Pocket Guide.

• Facilitators will be responsible for grading the knowledge checks.
ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to spread out across the room so they are not seated too close to each other.

2. EXPLAIN the instructions for the knowledge assessment. You can SAY:

   "Now that we have completed Day 2 of training, we want to make sure all future master trainers understand all the key concepts in the visual pocket guide by completing a short quiz. The purpose of the quiz is to see if you are familiar with the most important messages.

   We will give you 20 minutes to complete the quiz. It has 10 questions: seven are true and false, and three are short-answer written questions. You are allowed to use the visual pocket guide during the quiz to help answer the questions. If any of the questions do not make sense, please raise your hand and a facilitator will try to help clarify it for you.

   Once the 20 minutes are up, please give us, the facilitators, your knowledge checks to mark. To pass, you must answer all questions correctly. For any that you get wrong, we will work with you to explain the correct answers, and why."

3. ASK the participants if they have any questions about the quiz and address them.

4. DISTRIBUTED one quiz to each participant, along with a writing tool (i.e. pen or pencil).

5. SET a timer for 20 minutes and allow the participants to complete the quiz. Walk around the room and support any participants who have questions.

6. After 20 minutes, INSTRUCT participants to put their writing tools down and pass their quiz to you or another facilitator to grade them.

7. GRADE each knowledge check, providing each participant a grade out of 10 marks.

8. RETURN the quizzes to the participants, and READ the answers to the quiz out loud.

9. Allow participants to review their answers and ASK them to return the quizzes to you during the break.

   Alternatives:

   If you do not have access to a printer, PROVIDE each participant with a blank piece of paper. Then, READ OUT LOUD each statement for the true/false section, asking them to write down TRUE or FALSE for each. Next, READ OUT LOUD the short-answer questions, and INSTRUCT them to write down their answers on the paper.

TRUE OR FALSE QUESTIONS

- If you receive a GBV disclosure and there is a GBV actor in your location, you should go to them first. **TRUE**
- If the survivor does not know what to do, you should make the decision for them. **FALSE**
- You should force a survivor to get help even if they do not want to. **FALSE**
- If a survivor experiences GBV, it is your job to prevent it from happening again. **FALSE**
- If a survivor told you their story, it’s okay to tell others. **FALSE**
- You should proactively look for GBV survivors so you can help them. **FALSE**
- ALL humanitarian actors should understand how to use the GBV Visual Pocket Guide in case they receive a GBV disclosure. **TRUE**
SHORT-ANSWER QUESTIONS

- What are three benefits to GBV survivors when they seek support? (As long as participants provide one correct answer, they receive one full mark.)
  - EXAMPLE ANSWERS: health care (including possible prevention of unwanted pregnancies and/or STIs); psychosocial support; legal/justice support; safe shelter; support with economic reintegration; being “heard”, etc.

- What are three risks to GBV survivors when they seek support? (As long as participants provide one correct answer, they receive one full mark.)
  - EXAMPLE ANSWERS: possibility that those providing support are not properly trained/may be rude or unhelpful/may not follow the survivor-centered approach, etc.; the information shared may not be kept confidential, potentially risking stigma; services may not be available or may be of poor quality, etc.

- Name the four steps of psychological first aid (PFA). (As long as participants provide one correct answer, they receive one full mark.)
  - ANSWER: Prepare, Look, Listen, Link

Facilitator notes

It is important to be mindful of participants’ comfort level with punitive activities, such as test-taking. For instance, some participants may feel anxious or uneasy about completing a quiz.

Do your best to reassure them that the quiz is straightforward and is not meant to trick or stump them. You can do this by:

- Reminding them that the quiz is open-book and that they can use the visual pocket guide as they answer the questions
- Emphasizing that no material on the quiz is new information
- Allowing them to raise their hand during the quiz if a question is unclear

Participants scoring less than 100% will need to talk to you or the other facilitator(s) to discuss their gaps in knowledge.

Be prepared to support the participants that score under 100%. Some suggestions of steps you can take to support them include:

- Reviewing the incorrect answers and clarify any misunderstandings or gaps in knowledge using the visual pocket guide.
- Referring the trainee to additional resources and information during or after the training

BREAK

Time needed: 15 minutes
CHECK-OUT SESSION AND CLOSING OF DAY 2

Time needed: 15 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Have had an opportunity to ask questions about the training thus far, and have them answered.
2. Be able to identify the elements that they enjoyed and/or found interesting or challenging about Day 2 of the training.

PREPARATION FOR THIS SESSION

None

MATERIALS FOR THIS SESSION

- The Ground Rules flip chart paper created on Day 1
- Question Box flip chart
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Day 2 check-out circle (15 minutes)

- You will guide the participants through a check-out circle to end the second day of training. All participants and facilitators will be asked to sit in a circle to create a space where everyone feels comfortable in contributing to the discussion.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants and other facilitators 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 you will go around the circle and hear from each person. ASK for one or two volunteers to assist in co-leading the check-out session discussion, using the questions in Step 5.

5. ASK participants to respond to the following questions:
   - “How are you feeling?”
   - “What is something that you found interesting or enjoyed today?”
   - “What has been difficult or challenging?”
   - “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 the remaining questions before the end of the training.

7. THANK the participants for discussing.

8. REMIND participants to continue working on completing the Information Sheet or thinking about local examples of services for GBV survivors.

9. DISMISS the participants for the day.

Master trainer skills activity

This activity provides an opportunity for participants to meet the following master trainer facilitation competency:

5. Able to apply appropriate facilitation techniques and skills when leading activities
   
   b. Practices facilitation during at least one activity to a group of at least three other people
   
   c. Participates in co-leading at least one ice breaker, energizer activity, or check-out discussion

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.
## DAY 3 DETAILED AGENDA

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<td>Review of Ground Rules and Day 3 Agenda</td>
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<td>Introduction to the Visual Pocket Guide Mobile Application</td>
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<td><strong>LUNCH BREAK AND ENERGIZER</strong></td>
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<td>Evaluation and Feedback</td>
<td>Evaluation and Feedback Forms</td>
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**Total time (including breaks)**: Approximately 6 hours, 30 minutes to 7 hours

*Note: The total training times are suggestions on how long the training is estimated to run for; however, as the facilitator, you can adjust the length of the sessions to meet the needs of the participants.

A list of preparation materials for Day 3 can be found in Appendix B.
DAY 3 CHECK-IN

Time needed: 20 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Understand the general structure of the Day 3 Agenda.
2. Be able to participate in or co-lead the morning energizer (if applicable).

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

☐ Flip chart or whiteboard with ground rules
☐ Question Box flip chart
☐ Sticky notes (or small pieces of paper and tape)
☐ Folders with GBV Visual Pocket Guide
☐ Pens, markers
☐ Name tags
☐ Hand sanitizer
☐ Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Review of ground rules and Day 3 Agenda (5 minutes)

- Brief agenda overview of the rest of the day, housekeeping items, and expectations

ACTIVITY INSTRUCTIONS

1. WELCOME participants to the last day of the training.

2. EXPLAIN the Day 3 Agenda to the group.

3. REVIEW the group ground rules you developed together by referring to the flip chart made on Day 1, if still available.

4. PROVIDE an overview of housekeeping items and expectations (e.g. location of toilets, taking phone calls or texts, etc.).

5. ASK the group if they have any questions before getting started and address them. Use the Question Box, if needed.

Morning energizer activity (15 minutes)

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

Master trainer skills activity

This is activity provides an opportunity for participants to meet the following master trainer facilitation competency:

5. Able to apply appropriate facilitation techniques and skills when leading activities
   c. Participates in co-leading at least one ice breaker, energizer activity, or check-out discussion

For the participants who volunteered to co-facilitate the energizer (if applicable), please evaluate their ability to meet the above competency, and sign off the relevant section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.
SESSION 1 – INTRODUCTION TO THE VISUAL POCKET GUIDE MOBILE APPLICATION

Time needed: 45 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.
3. Be able to navigate through different functions of the 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 apps.
☐ Have enough experience using and/or navigating 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 1.1: What is an app? (5 minutes)

- You will explain the purpose of mobile applications, and introduce the GBV Visual Pocket Guide mobile 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 1.2: Exploration of the GBV Visual Pocket Guide mobile app (10 minutes)

- In pairs, participants will have an opportunity to explore and navigate through the GBV Visual Pocket Guide mobile app on their own.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to partner up with the person beside them.
2. HAND OUT mobile phones with the application pre-downloaded for them to share.
3. EXPLAIN that each pair will have ten minutes to use the phone to explore the GBV Visual Pocket Guide mobile app together.

Part 1.3: Demonstration of the GBV Visual Pocket Guide mobile app (15 minutes)

- You and the other facilitator(s) will provide a walk-through demonstration of how to navigate the GBV Visual Pocket Guide mobile app to participants.

ACTIVITY INSTRUCTIONS

1. EXPLAIN to participants that you will be going through the entire GBV Visual Pocket Guide mobile app and that you encourage them to follow along with the demonstration.
2. OPEN the app on your smartphone.
3. HOLD your smartphone 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 visual pocket guide on the app.

   b. You can SAY: “As you tap on each of the buttons, you will see that the images are the same as the ones you saw in the printed GBV Visual Pocket Guide. Using the ‘Previous’ and ‘Flip page’ icons on the bottom left and right of the screen, you can flip through the pages of the pocket guide, just like when you were flipping through the printed version of the pocket guide.”

4. The facilitator who is not leading the activity should WALK around the room and provide assistance to those who require it.

   **Part 1.4: Using the GBV Visual Pocket Guide mobile app (15 minutes)**

   - Working in their pairs, participants will be asked to find specific sections of the printed GBV Visual Pocket Guide in the mobile app version.
   - Participants will also have a chance to ask any questions they may have about the app after using it.

**ACTIVITY INSTRUCTIONS**

1. 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.

2. 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 moving on to name a different section of the visual pocket guide.

3. If you are a support facilitator, WALK around the room and provide guidance to participants if they ask for your help.

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

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

6. EXPLAIN to participants that they are welcome to use either the physical visual pocket guide or the app for the rest of the training, and that when they do their own trainings, they can use the app if they do not have a physical copy of the pocket guide.

   **Part 1.5: Downloading the mobile app on other devices**

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

**ACTIVITY INSTRUCTIONS**

1. EXPLAIN to participants that this mobile app is available for anyone to download. On an Apple device (iPhones), you can visit the App Store and type in “GBV Visual Pocket Guide”. On an Android device (e.g. Samsung/Google), you 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.
Master trainer skills activity

This is activity provides an opportunity for participants to meet the following master trainer competency:

2. Able to download, navigate, and use the GBV Visual Pocket Guide mobile application
   a. Successfully downloaded the visual pocket guide application onto their mobile device (if they have one)
   b. Able to match and locate sections of the visual pocket guide to the mobile app version

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

BREAK

Time needed: 15 minutes
SESSION 2 – FACILITATOR TRAINING (PART I)

**Time needed:** 90 to 130 minutes (1 hour, 30 minutes to 2 hours, 10 minutes)

### SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to explain the role of a facilitator and recall key characteristics of good facilitators.
2. Be able to apply and demonstrate their facilitation skills to a larger group.
3. Identify and self-reflect on how they can improve their facilitation skills.

### PREPARATION FOR THIS SESSION

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

- Write out steps 1 to 8 (note: just step #, not all of the text) from the Step-by-Step Guidance section of the visual pocket guide on small pieces of paper or sticky notes.
- Write out the following age groups on small pieces of paper or sticky notes: “AGES 0-5”, “AGES 6-14”, “AGES 15 AND OLDER”.
- Review the facilitator notes for this session’s activities.

### MATERIALS FOR THIS SESSION

- Flip chart paper, whiteboard, or blackboard
- Question Box flip chart, or written on the whiteboard or blackboard
- Pens
- Sticky notes or small pieces of paper with tape
- GBV Visual Pocket Guides
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 2.1 Review of the role of a facilitator (10 minutes)
- You will lead participants in a quick discussion to review the role of a facilitator.

ACTIVITY INSTRUCTIONS

1. ASK participants to think about and answer the following questions as a group (participants can respond out loud, one at a time). You can SAY:
   - “Can some volunteers please share what it means to facilitate or what facilitators do?”
   - “Recalling what we talked about on the first day, what are some key characteristics of good facilitators?”

2. REVIEW the key characteristics of a good facilitator, referring to the facilitator notes below, if needed.

3. EXPLAIN to participants that the characteristics discussed should be kept in mind as they will practice their facilitation skills in the upcoming activities.

Facilitator notes:
- The term FACILITATE means “to make easy”.
- A facilitator’s job is to make a discussion or a training easier for participants.
- Responsibilities:
  - Manage the method of the training.
  - Support and encourage discussion.
  - Redirect the discussion if it starts to go off track.
  - Temper dominating personalities and encourage participation from individuals who are more shy or quiet.
  - Identify and intervene in cases of bad or disrespectful behavior, and if/when conflict arises.
- Summarize discussion and conversations.
- Bring trainings to a close.
- A non-exhaustive list of characteristics of a good facilitator include:
  - A good active listener and observer
  - Energetic and enthusiastic
  - Presents authentically
  - Is curious and asks questions
  - Can pivot and change things up to match the group dynamic
  - Patient and calm
  - Keeps the objectives of the training insight
  - Makes efforts to engage participants of all comfort levels

Part 2.2 Practicing facilitation (80 to 120 minutes, time dependent on number of participants)
- In groups of two, participants will designate a lead and support facilitator, and practice facilitating a section of the GBV Visual Pocket Guide in front of the larger group.
- This skills-building activity allows participants to practice using new tools that will support them in facilitating their own trainings in a participatory way.
- Additionally, this activity will help build participants’ confidence in facilitating with others, while also reviewing and resolidifying concepts from the three days of training.
ACTIVITY INSTRUCTIONS

1. PREPARE the small pieces of paper or sticky notes with steps 1 to 8 written on them (i.e. each paper should have a different step number written on it and no additional words). See example.

2. DIVIDE the participants in groups of two by getting everyone to stand up and instructing them to start walking in different directions. SAY directions out loud (e.g. “turn right”, “walk three steps”, “now turn to face the wall behind you”, “walk five steps, then turn left”, “keep walking”, etc.) The idea is to mix up the group.
   a. Finally, SAY: “STOP! Turn towards the closest person facing you. That is your partner for this exercise!”
   b. If any of your participants have limited mobility, please see Alternative instructions below.

3. If there are any people remaining or who are not close to anyone, INSTRUCT them to raise their hand, look around, and pair up with someone who does not already have a partner.

4. DISTRIBUTE one paper with a step on it to each pair. Each pair should only have one piece of paper.
   a. If there are more than eight pairs, assign the remaining pairs without a step with another message or section from the visual pocket guide (e.g. Key Messages, How the Survivor Might Feel, Power of Listening).

5. ENCOURAGE each group to move further apart, using the rest of the available room (or learning environment) space.

6. INSTRUCT each group to ask each other: “On a scale of 0 to 10, how comfortable are you with facilitating or presenting in front of others? where 0 is ‘not comfortable at all’, and 10 is ‘extremely comfortable’. ”

7. Once each person from all groups have answered, ENCOURAGE those who feel least comfortable in each pair to be the “lead” in the pair, while those who feel the most comfortable in each pair to be the “support”.
   a. If participants have the same comfort level, encourage one person to volunteer to be the lead.

8. EXPLAIN the following:
   “When we facilitate, there is often a lead facilitator and another person supporting and taking notes. These roles can change, as you may have seen during the three-day training. We are all here to support, and this is the perfect place to gain experience and practice facilitating in a safe environment. This is also an opportunity to practice active listening.”

9. ASK if there are any questions or concerns about this.
   a. If someone is expressing concern or anxiety about speaking in front of the group, let them know that while it would be great for them to try, no one should be forced to do anything, and if they are uncomfortable, they can switch to the support role in their pair.
10. **EXPLAIN** to participants that each group will have 20 minutes to prepare an introduction for a facilitation of their assigned step, age group, or message from the visual pocket guide in front of the larger group. You can SAY: "When it is your pair’s turn, you will move to the front of the learning space and have five minutes to facilitate your mini-session on your assigned step/section of the pocket guide to the rest of the group. First you will:

- **Introduce yourselves**, and which step/age group/section of the pocket guide you will be facilitating.

- It is up to your team to decide how you want to facilitate your topic. We encourage you to try to make it as interactive as possible, drawing from some of the participatory activities and exercises you experienced during this training."

11. **REASSURE** participants before they start the activity. You can SAY: "This is an important opportunity to emphasize that it is okay to not have all of the answers as a facilitator. Remember that our job as facilitator is to make things easy and encourage learning; however, we are not expected to be an expert on everything and always have all of the answers."

12. **REMINd** participants to consider the key traits of a good facilitator (written on the flip chart) you identified as a group in the earlier activity.

13. **SUPPORT** them by walking around the learning space and assisting pairs, if needed.

14. After 20 minutes, **ASK** the group assigned to step 1 to facilitate in front of the larger group first, followed by the group assigned to step 2, then step 3, and so on until all groups have facilitated. **ASSIGN** a timekeeper, if needed.

15. **LEAD** the whole group through a 5-minute debrief by asking the pairs to reflect on and answer some questions related to their facilitation. You can SAY:

- "What did you learn the most from this activity?"

- "What did you find the most challenging?"

- "What skills do you most need to practice as a facilitator?"

16. **THANK** participants for practicing their facilitation skills and sharing their thoughts.

**Alternative:**

If some or all of the participants have **limited mobility**, **DIVIDe** the total number of participants by 2. For example, if there are 16 participants divided by two, you will come up with the number 8. Start at one side of the circle of participants and **INSTRUCT** the first person to say “one” and the second to say “two”, all the way to eight, then start again, numbering people one through eight. Then **INSTRUCT** the ones to sit together, the twos to sit together, etc. These will be the pairs for the next exercise. If there is an uneven number of participants, there can be a group of three.
Facilitator notes:

Below is a brief summary of the steps involved in this activity:

Set-up/Intro (10 minutes)
• Divide the group into groups of 2.
• Assign topics (Steps/Ages/Key messages).
• Explain the activity.

Practice — Part 1 (10 minutes)
• Pairs decide who is the “lead” and who is the “support”.
• Pairs discuss their assigned topics and plan their intro.

Practice — Part 2 (45 minutes, depending on number of participants and pairs)
(Large Group discussion. Pairs should have a maximum of 5 minutes to facilitate their topic. One of the master trainers can timekeep.)
• The pair assigned Step 1 will go first, then Step 2, etc.
• The lead and support will introduce themselves and their topic.
• The lead will ask for input, and the support will ask any clarifying questions, as needed, while recording the answers.
• The pair then thanks the participants and takes their seat.
• Repeat.

Debrief (15 minutes)
(Large Group discussion)
• Facilitators ask the participants to share answers to:
  “What did you learn the most from this activity? What did you find most challenging? What skills do you most need to practice as a facilitator?”

Master trainer skills activity

This session provided the opportunity for participants to meet the following master trainer facilitation competencies:

5. Able to apply appropriate facilitation techniques and skills when leading activities
   a. Able to respond to group conflict situations and apply de-escalation techniques
   b. Practices facilitation during at least one activity to a group of at least three other people
   c. Participates in co-leading at least one ice breaker, energizer activity, or check-out discussion

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.
SESSION 3 – FACILITATOR TRAINING (PART II)

Time needed: 30 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Be able to recognize signs of conflict and disruptive behavior in group settings, and identify strategies of how to intervene in these situations.
2. Be familiar with some de-escalation techniques.

PREPARATION FOR THIS SESSION

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

- Review the facilitator notes for this session’s activities.

MATERIALS FOR THIS SESSION

- Timer/stopwatch for time-keeping

LUNCH BREAK AND ENERGIZER

Time needed: 60 minutes

- ENCOURAGE participants 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 ACTIVITY

Part 3.1 Group conflict and how to intervene (30 minutes)

In this participatory activity, participants will be actively engaged as audience members. You and another facilitator will act out various scenarios demonstrating conflict. Participants will be invited to make suggestions on ways in which the scenario could be improved or changed.

This activity allows for critical thinking and reflection, and serves a process of trial and error in which participants can try various responses and interactions for different scenarios to see—in a safe space and real-time—the impact of their behavior and decision-making.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to listen closely and watch the conflict between yourself and the other facilitator(s). You will be demonstrating a scene as trainees. The example scenarios you will act out are:

   - Trainee that excessively imposes their self-view or opinions on other trainees, such as: “Husbands cannot rape their wives.” “Husbands can discipline their wives when they don’t listen to them.” or “Men are more likely to be GBV survivors than women.”

   - Trainee that keeps bringing up or pressing very specific questions/stories/examples about GBV

   - Trainee that shares identifying information about a survivor while asking a question/providing an example

   - Trainee that tries to rush the group to move onto the next activity before the current activity is complete

   - Trainee that minimizes other trainees’ ideas by insulting them or making jokes

   - Trainee that rambles during a discussion or takes the focus of the conversation away from the main purpose

   - Trainee that has a negative idea about others’ ideas or suggestions

2. After each scenario, ASK the participants to identify what the main conflict is and ASK them to provide suggestions on how they could control the situation, de-escalate, or resolve the conflict.

3. ASK if there are any volunteers who would like to try to settle the conflict and act it out.

4. PAUSE for discussion on this method. Refer to the facilitator notes for this activity to supplement the discussion.

5. ASK participants the following question:

   - “Are there other ways to resolve the conflict or intervene?”

6. ASK participants if they have any questions about responding to conflict or de-escalation techniques, and ADDRESS them.
Characteristics of destructive behaviors:

- **Dominating:** takes much of the meeting time expressing self-views and opinions. Tries to take control by use of power, time, etc.
- **Rushing:** encourages the group to move on before the task is complete. Gets tired of listening to others and working as a group.
- **Withdrawing:** removes self from discussions or decision-making. Refuses to participate.
- **Discounting:** disregards or minimizes team or individual ideas or suggestions. Severe discounting behavior includes insults, which are often in the form of jokes.
- **Digressing:** rambles, tells stories, and takes the group away from its primary purpose.
- **Blocking:** impedes group progress by obstructing all ideas and suggestions. “That will never work because…”

**HOW TO INTERVENE**

- **Prevention:** Before the first meeting, take time to introduce yourself, understand the needs of each team member, and establish rapport and credibility with each individual.
  - a. Get a feel for the energy in the room: Are people tired? Are they engaged?
  - b. Ask questions about people’s comfort level with the topic you are discussing (Are people familiar with GBV?).
  - c. Establish ground rules to guide how the group will work together. Ground rules are useful in setting common expectations for behavior and provide a basis for team members to regulate each other’s behavior.
- **Non-intervention:** It is important not to overreact, so it may be appropriate to ignore isolated moments of non-productive behavior.
  - a. However, if the group’s energy is low or some negative reactions have arisen, take a break and allow participants to cool off or reflect.
- **Low-level intervention:** There are several techniques that can be employed at this level to change behavior in a non-threatening way and prevent it from escalating to a serious disruption.
  - a. Embrace the person’s concerns. Listen intently and repeat back what you’ve heard so accurately that the person feels they have been heard. Ask questions that test assumptions, reveal biases, and bring out important data.
  - b. Break into small groups to work on the task that was interrupted.
  - c. Address the problem as a group concern, referring back to ground rules and naming the tension between the differing needs you’ve heard in the group.
  - d. Remind the group of the task at hand, and that the goal is to work collaboratively as a team.
- **Medium-level intervention:** Speak to the individual at a break about their needs and interest in the process.
  - a. Check in with the individual on how they feel that session went: do they think it went well or poorly?
  - b. Inquire if the individual feels whether they are able to move forward and participate.
  - c. Review the collective ground rules and the overall team goals.
  - d. If the conflict is high, consider moving the individual to participate in another group.
• **High-level intervention:** When a team member’s behavior escalates to the point where high-level intervention is necessary, both the success of the team and the standing of the facilitator are at risk.

  a. To work through an impasse that may be causing high levels of frustration for one or more team members, invite individuals to describe how they feel about being stuck.

  b. Shift the group’s focus temporarily to the process of how to define the problem, establish criteria, make decisions, etc. Restate the issue, break it into smaller questions, look for shared concerns, articulate areas of agreement, and ask the group to confirm. Help the team identify new options, exploring the very positions that are dividing them as potential sources for a solution.

• If a team member’s behavior continues to disrupt the group, consider removing the individual from the situation and having a conversation, and/or invite them to have a break and return at a later time. If necessary, the individual’s participation may have to end altogether.

**Examples of what to SAY to intervene:**

- **In response to blocking:**
  - “I am getting the sense that you are frustrated with this training/activity. How can we work together to make sure that doesn’t happen?”
  - “Can you please explain why you believe that?”

- **In response to discounting:**
  - “Let’s pause for a moment and talk about that statement you just said.”
  - “Remember our ground rules and that we should hear and respect everyone’s ideas and thoughts, regardless of whether we agree or disagree with them.”
  - “Let’s pause for a moment to see what the rest of the group thinks.”
  - If no one has a different opinion, offer one yourself and ask participants what they think (e.g. “How about ______? What are everyone’s thoughts on that?”)

- **In response to dominating:**
  - “Thank you for your contributions to the discussion. How about we give others a chance to share their ideas or thoughts?”

- **In response to withdrawing:**
  - “Let’s hear from those who haven’t gotten a chance to say anything or participate yet. [Name], what do you think?”

- **In response to digressing:**
  - “I think we are shifting away from the focus of the discussion a bit; let’s reset and think about the topic again.”
  - “In the interest of time, let’s shift our focus back to the main discussion topic, shall we?”

- **In response to rushing:**
  - “From what I’m seeing (or hearing), you think we could be moving along with the activity a bit quicker. Let’s ensure that we go at a pace that everyone is comfortable with, as we are all starting from a different level or experience base.”
Master trainer skills activity

This session provided the opportunity for participants to meet the following master trainer competencies:

3. **Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)**

   a. Able to explain the root causes, contributing factors, and consequences of GBV
   b. Able to explain the benefits and risks of seeking support for GBV survivors
   c. Able to explain the importance and reasoning for the GBV guiding principles of safety, confidentiality, respect, and non-discrimination, and what can go wrong if these guidelines are not followed
   d. Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training

4. **Exhibits empathy and positive interpersonal skills, including cultural competence**

   a. Able to recognize and appropriately respond to their own and others’ feelings, such as when they are emotional or uncomfortable
   b. Provides constructive feedback in a respectful manner, and shows sensitivity towards others’ differences (e.g. gender, culture, age, background)
   c. Expresses opinions, information, and key points in a clear manner
   d. Able to adapt or change communication style based on situation, people, and cultural context
   e. Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)

Please evaluate each participant’s ability to meet the above competencies, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See **Appendix G** for the Master Trainer Competencies Checklist.
SESSION 4 — TRAINING ASSESSMENT (PART I)

Time needed: 30 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).

2. Have had their training competencies checklist reviewed with facilitators to determine their eligibility for certification.

PREPARATION FOR THIS SESSION

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

- If possible, print out enough End-Of-Training Knowledge Assessments (see Appendix H).
- Review the facilitator notes for this session’s activities.

MATERIALS FOR THIS SESSION

- Flip chart paper, whiteboard, or blackboard
- Markers
- GBV Visual Pocket Guides
- Different colored pens
- Timer/stopwatch for time-keeping
- Printouts of the GBV Visual Pocket Guide Knowledge Assessment Quizzes
SESSION ACTIVITIES

Part 4.1: Review of completed Information Sheets (15 minutes)

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

ACTIVITY INSTRUCTIONS

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

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 also asked you to complete the Information Sheet as much as you can with examples of services that can support GBV survivors. For those who cannot write, we asked you to think of at least 1 to 2 services. It is okay if certain services are left blank if you do not know if they exist or are available. This activity was meant to have you practice completing the Information Sheet and sharing information about services with others.”

4. ASK participants to come forward to write or say the name and information of a specific service on a sticky note or on the flip chart, referring to what they wrote down in their Information Sheets.

   a. If any services are not relevant or are miscategorized under the wrong service type, PROVIDE clarification.
5. ENCOURAGE the other participants to add and write down any services that they do not already have in their Information Sheet during the next break or at the end of the training.

6. ASK the participants if they have any questions regarding the Information Sheet, and address them.

7. REMIND participants of the following before moving on to the next activity:
   “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.”

Alternatives:

- If you do not have flip chart paper, DRAW the icons for each service on a blank piece of paper or in your notebook, and ASK participants to write down or read out loud the services they know. PASS AROUND the paper or notebook after the session so participants can write down the services’ names and information that the participants are missing.

- You may also 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 leave that portion of the Information Sheet (and flip chart paper) blank.

Part 4.2: End-of-Training Knowledge Assessment Quiz (15 minutes)

- As a part of the training and master trainer certification process, participants will be assessed on their ability to navigate through the visual pocket guide by completing a short quiz.

- As a group, participants will peer-grade their quiz responses.

ACTIVITY INSTRUCTIONS

1. INSTRUCT the participants to spread out across the room so they are not seated too close to each other.

2. EXPLAIN the instructions for the knowledge assessment. You can SAY: “Now that we have completed most of the training, we will complete one last knowledge assessment to see if you can navigate the GBV Visual Pocket Guide.

   We will give you 10 minutes to complete the quiz. It has only eight questions that ask you to identify a page number in the visual pocket guide for a specific section. You are allowed to use the visual pocket guide during the quiz to help answer the questions. If this does not make sense, please raise your hand and a facilitator will try to help clarify it for you.

   Once the 10 minutes are up, we will go over the answers together. To pass you must answer all of the questions correctly.”

3. ASK the participants if they have any questions about the quiz and address them.

4. DISTRIBUTE one quiz to each participant, along with a writing tool (i.e. pen or pencil).

5. SET a timer for 10 minutes.

6. After 10 minutes, INSTRUCT participants to put their writing tools down and pass their quiz to you or another facilitator to grade them.

7. GRADE each quiz, providing each participant a grade out of eight marks.
8. RETURN quizzes to participants, and READ the answers to the quiz out loud.

9. Allow participants to review their answers and ASK them to return the quizzes to you during the break.

Alternatives:

If you do not have access to a printer, PROVIDE each participant with a blank piece of paper. Then, READ OUT LOUD each section title of the GBV Visual Pocket Guide, and INSTRUCT them to write down the page numbers for the section.

QUIZ

Visual pocket guide navigation

On what page can you find this information in the visual pocket guide? Please write the page number (OR page range) in the space provided.

Answer key:

1. What Is Gender-Based Violence (GBV)?: Pages 4-6
2. Key Messages: Pages 7-16
3. Summary of Steps: Pages 17-20
5. How the Survivor Might Feel: Pages 29-30
6. The Power of Listening: Pages 31-32
7. Protection from Sexual Exploitation and Abuse (PSEA): Pages 33-35
8. Supporting Children Under 18 Years: Pages 36-52

Facilitator notes:

It is important to be mindful of participants’ comfort level with punitive activities, such as test-taking. For instance, some participants may feel anxious or uneasy about completing a quiz.

Do your best to reassure them that the quiz is straightforward and is not meant to trick or stump them. You can do this by:

• Reminding them that the quiz is open-book and that they can use the visual pocket guide as they answer the questions
• Emphasizing that no material on the quiz is new information
• Allowing them to raise their hand during the quiz if a question is unclear
• For the GBV Visual Pocket Guide pages, as long as their answer falls within the page range in the answer key the answer is correct.

Participants scoring less than 100% will need to talk to you or the other facilitator(s) to discuss their gaps.
Master trainer skills activity

This session provided the opportunity for participants to meet the following master trainer facilitation competency:

1. Able to navigate and use the GBV Visual Pocket Guide in individual context(s)
   a. Able to locate and navigate to specific sections of the visual pocket guide

Please evaluate each participant’s ability to meet the above competency, and sign off this section of their facilitation checklist with your initials (or have another facilitator complete the checklist).

See Appendix G for the Master Trainer Competencies Checklist.

**BREAK**

**Time needed**: 15 minutes

During this break, it is recommended that you review participants’ quiz scores and take note of those who received scores that were not 100%.

Participants scoring less than 100% will need to talk to you before the next session to discuss their gaps in knowledge and other ways in which they can work towards receiving their master trainer certification.
SESSION 5 — TRAINING ASSESSMENT (PART II)

Time needed: 30 minutes

SESSION OBJECTIVES

By the end of the session, participants will:

1. Confirm whether they have successfully attained all competencies to become a master trainer (i.e. do not require further review or practice), or require additional practice/support/review as they work towards becoming a master trainer.

2. Commit to goals that they will work on to improve their knowledge or skills after the training, as identified in their individual Training Agreement.

PREPARATION FOR THIS SESSION

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

- Prepare and print out the Training Agreement Form for participants (see Appendix I).
- Alternative: Give participants a piece of paper and ask them to write out their training agreement on their own paper.

MATERIALS FOR THIS SESSION

- Printouts of the Training Agreement Form (or blank loose leaf paper)
- Pens or markers (to fill out agreements)
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Part 5.1: Review of the Master Trainer Competencies Checklist and the Training Agreement (30 minutes)

- Participants will review their Master Trainer Competencies Checklist with facilitators one last time to determine if they have successfully achieved all competencies.
- All participants will sign an agreement outlining their commitments as participants of the training.

ACTIVITY INSTRUCTIONS

1. **ASK** participants to take out their facilitation checklists.

2. **EXPLAIN** the purpose of the Master Trainer Competencies Checklist and the Training Agreement. You can say: “We gave you each a Master Trainer Competencies Checklist on the first day of training. Throughout the training you had opportunities to practice and assess your knowledge and skills while using the checklist to monitor and track your progress. Before ending training today, the other facilitator(s) and I will review each of your checklists to assess how successful you were in meeting all the competencies.

Please know that if you did not meet all the expectations, you can speak with us after the training to discuss the next steps on how you can work towards gaining all the competencies. If there are certain competencies in which you received ‘Needs Review/Practice’, we encourage you to work with a mentor to build on your skills. A mentor could be someone from the same training that achieved that certain competency or a member of the GBV sub-cluster, or you can ask for remote support. Please speak with any of the facilitators to see what your options are.

Everyone will receive a Training Agreement to sign. The agreement is an open-ended document where you will write down the goals that you will work towards after the training, when you plan to achieve those goals, and what kind of support you will need in meeting those. Please sign and return it to us when you have completed it. This is meant for everyone, whether you have met all competencies or not.”

3. **ASK** participants if they have any questions about the checklist or agreement and address them.

4. **ASK** participants to line up to get their checklist reviewed by a facilitator, if still incomplete.

5. **REVIEW** each participant’s checklist and assess/recall whether they have achieved the remaining competencies based on what you have observed throughout the training.

6. **GIVE** each participant a Training Agreement Form to read and sign.

Facilitator notes:

As discussed in Assessing Participants in Facilitation 101, you can work with and support the participants that did not successfully attain all the competencies on the Master Trainer Competencies Checklist or did not pass the knowledge checks by:

- Reviewing the competencies that were not met and clarify any misunderstandings or gaps in knowledge
- Referring the trainee to additional resources and information
- Referring the trainee to specialized personnel (e.g. GBV sub-cluster), services, or training available in their local area, or to remote support (if available)
CHECK-OUT, CLOSING OF DAY 3, AND CERTIFICATIONS

Time needed: 30 minutes

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

1. Have had an opportunity to ask any final questions about the training.
2. Be able to identify the elements from the training that they enjoyed/found challenging, and identify strategies or support they can follow up on to overcome any challenges.
3. Receive their Master Trainer Certificate (if they have met all the competencies).

PREPARATION FOR THIS SESSION
- Prepare enough printouts of the Master Trainer Certificate.
- Pre-sign the certificates in the designated signature area for facilitators.

MATERIALS FOR THIS SESSION
- The Ground Rules flip chart paper that was created on Day 1 (or written out on a whiteboard or blackboard)
- Writing tools to sign off on certificates for participants
- Timer/stopwatch for time-keeping
SESSION ACTIVITIES

Day 3 check-out circle (15 minutes)

- You will guide the participants through a check-out circle to end off the last day of training.
- All participants and facilitators 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 and facilitators to sit in a circle.
2. REMIND 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. 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. ASK participants to answer any of the following questions:
   a. “What was the highlight of the three-day workshop?”
   b. “What were some challenges? How can these challenges be addressed or overcome?”
   c. “How do you intend to use the information you learned in the training?”
   d. “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 three-day training.

Distribution of certificates (15 minutes)

- Participants who have successfully achieved all the master trainer competencies will receive a Master Trainer Certificate.

ACTIVITY INSTRUCTIONS

1. EXPLAIN the certificates that you will be distributing to participants. You can SAY: “We will end the session by giving everybody their certificate. Firstly, we want to thank everyone for their attendance and participation in the training.”
2. GIVE each participant a signed Master Trainer Certificate only if they have successfully met all master trainer competencies, with their name written in the designated area.
   a. CONGRATULATE each recipient and thank them for their participation.
3. THANK all participants for joining the training, inviting the other facilitators to speak if they would like. If you are not proceeding with the evaluation and feedback session, DISMISS the participants.
EVALUATIONS AND FEEDBACK

Time needed: 15 minutes

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 could be improved upon by the facilitator in future training. Participants can also share what kind of additional support they need after the training.

The evaluation and feedback form provides participants with an anonymous way to share their thoughts and offer feedback on the training.

As facilitators, you can collect and review participants’ feedback to inform how you can improve your facilitation skills.

PRINT OUT the End-of-Training Evaluation and Feedback Form (see Appendix J) and distribute it to participants to complete before they leave the workshop.

Alternatives:

- **If you do not have access to a printer**, PROVIDE a blank sheet of paper to each participant and ask them to write down the numbers 1 to 9, and READ OUT LOUD the evaluation and feedback questions. INSTRUCT participants to write their answer for each question on their paper.

- **ASK participants to speak to you individually if they have feedback or comments about the training that are best discussed in-person, rather than via the form.**
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.

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.

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.
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).

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).

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.

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.*
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.
APPENDIX B – TRAINING SUPPLY CHECKLIST, LIST OF PREPARATION MATERIALS (DAY 1, DAY 2, DAY 3), AND SAMPLE BUDGET TEMPLATE

### 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 for facilitation (e.g. colored markers, pens)
- Flip chart paper
- 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:
  - Copies of the Master Trainer Competencies Checklist—one per participant (see Appendix G)
  - 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, or record attendance as participants arrive.
### PREPARING FOR DAY 2

- Name tags (alternative: small pieces of paper and tape)
- Writing tools (e.g. pens, markers, pencils)
- Flip chart paper
- Ground rules developed on Day 1 and Question Box flip charts taped or posted on the wall where everyone can see them
- Coffee/tea/water at entrance, if available
- If feasible, printouts of the different GBV 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 attendance verbally

### PREPARING FOR DAY 3

- Name tags (alternative: paper and tape)
- Writing tools (e.g. pens, markers)
- Flip chart paper
- Ground rules developed on Day 1 and Question Box flip charts taped or posted on the wall where everyone can see them
- Coffee/tea/water at entrance, if available
- Printouts for each participant:
  - GBV Visual Pocket Guide Knowledge Assessment Quiz (see Appendix H)
  - Training Agreement Form (see Appendix I)
  - Participation Certificates and Master Trainer Certificates
- Greet participants and have them fill out the Participant Sign-In Sheet for Day 3 upon their arrival, or take 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: _________

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<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 three 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**
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. You may also record their attendance as they arrive across the three days.
GBV VISUAL POCKET GUIDE MASTER TRAINER WORKSHOP SIGN-IN SHEET

Welcome! Please sign in by writing your name, your job/role, and the organization to which you belong below.

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

The following scenarios are for Day 2, Session 2, activity 1. Note these are all fictional scenarios that were created during a validation of the GBV Visual Pocket Guide training in South Sudan.

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 G – MASTER TRAINER COMPETENCIES CHECKLIST

## PARTICIPANT NAME: ____________________________

<table>
<thead>
<tr>
<th>PARTICIPANT NAME</th>
<th>DID NOT DO/UNABLE TO DO</th>
<th>NEEDS REVIEW/ PRACTICE</th>
<th>ACCOMPLISHED</th>
<th>REVIEWED BY: (Initials of facilitator)</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
</table>

### 1. Able to navigate and use the GBV Visual Pocket Guide and training manual in individual context(s)

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<tbody>
<tr>
<td>a.</td>
<td>Able to locate and navigate to specific sections of the visual pocket guide</td>
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<td>b.</td>
<td>Demonstrates understanding of the key messages, principles, and concepts of the GBV Visual Pocket Guide and training manual</td>
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<td>c.</td>
<td>Able to use and adapt parts of the pocket guide during activities as needed</td>
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### 2. Able to download, navigate and use the GBV Visual Pocket Guide mobile application

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<tbody>
<tr>
<td>a.</td>
<td>Successfully downloaded the GBV Visual Pocket Guide application onto their mobile device (if they have one)</td>
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<td>b.</td>
<td>Able to match and locate sections of the GBV Visual Pocket Guide to the mobile app version</td>
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### 3. Understands and is able to explain and apply key GBV concepts and survivor-centered approaches, such as the GBV guiding principles (safety, confidentiality, respect, and non-discrimination)

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<tr>
<td>a.</td>
<td>Able to explain the root causes, contributing factors, and consequences of GBV</td>
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<td>b.</td>
<td>Able to explain the benefits and risks of seeking support for GBV survivors</td>
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<tr>
<td>c.</td>
<td>Able to explain the importance and reasoning for the GBV guiding principles of safety, confidentiality, respect, and non-discrimination, and what can go wrong if these guidelines are not followed</td>
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<td>d.</td>
<td>Applies the GBV guiding principles of safety, confidentiality, respect, and non-discrimination during discussions and/or roleplay activities during the training</td>
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4. Exhibits empathy and positive interpersonal skills, including cultural competence

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
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<tbody>
<tr>
<td>a.</td>
<td>Able to recognize and appropriately respond to their own and others’ feelings, such as when they are emotional or uncomfortable</td>
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<tr>
<td>b.</td>
<td>Provides constructive feedback in a respectful manner, and shows sensitivity towards others’ differences (e.g. gender, culture, age, background)</td>
</tr>
<tr>
<td>c.</td>
<td>Expresses opinions, information, and key points in a clear manner.</td>
</tr>
<tr>
<td>d.</td>
<td>Able to adapt or change communication style based on situation, people, and cultural context</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates good active listening skills (e.g. not talking when someone else is talking, not interrupting the speaker, paraphrasing what they heard in their own words, acceptable body language)</td>
</tr>
<tr>
<td>f.</td>
<td>Encourages full participation from other participants in common activities; supports and recognizes others’ contributions</td>
</tr>
<tr>
<td>g.</td>
<td>Able to respond appropriately to a question they do not know how to answer</td>
</tr>
</tbody>
</table>

5. Able to apply appropriate facilitation techniques and skills when leading activities

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Able to respond to group conflict situations and apply de-escalation techniques</td>
</tr>
<tr>
<td>b.</td>
<td>Practices facilitation during at least one activity to a group of at least three other people</td>
</tr>
<tr>
<td>c.</td>
<td>Participates in co-leading at least one ice break, energizer activity, or check-out discussion</td>
</tr>
</tbody>
</table>

Additional comments from facilitator(s):
**APPENDIX H – MASTER TRAINER KNOWLEDGE ASSESSMENTS**

**KNOWLEDGE CHECK #1: GENDER AND GBV**

Participant name: _______________________

Date of quiz: ___________________  

Quiz score: _________ / 6

You will have 15 minutes to finish this knowledge check. Please write your answer in the space provided.

<table>
<thead>
<tr>
<th>TRUE OR FALSE QUESTIONS</th>
<th>PLEASE CIRCLE YOUR RESPONSE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GBV can happen to anyone, though it mostly happens to women and girls.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>2. Domestic violence between a husband and wife is considered to be a form of GBV.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>3. Anyone can perpetrate GBV.</td>
<td>TRUE or FALSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHORT-ANSWER QUESTIONS</th>
<th>PLEASE WRITE YOUR ANSWERS BELOW.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Name three consequences of GBV.</td>
<td></td>
</tr>
<tr>
<td>5. Name three contributing factors to GBV.</td>
<td></td>
</tr>
<tr>
<td>6. What is a root cause of GBV?</td>
<td></td>
</tr>
</tbody>
</table>
KNOWLEDGE CHECK #2: GBV VISUAL POCKET GUIDE

Participant name: ____________________________

Date of quiz: ____________________________ Quiz score: ________/10

You will have 15 minutes to finish this knowledge check. Please write your answer in the space provided.

<table>
<thead>
<tr>
<th>SHORT-ANSWER QUESTIONS</th>
<th>PLEASE WRITE YOUR ANSWERS BELOW.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are three <strong>benefits</strong> to GBV survivors when they seek support?</td>
<td></td>
</tr>
<tr>
<td>2. What are three <strong>risks</strong> to GBV survivors when they seek support?</td>
<td></td>
</tr>
<tr>
<td>3. Name the four steps of providing psychological first aid (PFA).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRUE OR FALSE QUESTIONS</th>
<th>PLEASE CIRCLE YOUR RESPONSE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. If you receive a GBV disclosure and there is a GBV actor in your location, you should go to them first.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>5. If the survivor does not know what to do, you should make the decision for them.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>6. You should force a survivor to get help even if they do not want to.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>7. If the survivor told you their story, it’s okay to tell others.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>8. You should proactively look for GBV survivors so you can help them.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>9. If a survivor experiences GBV, it is your job to prevent it from happening again.</td>
<td>TRUE or FALSE</td>
</tr>
<tr>
<td>10. ALL humanitarian actors should understand how to use the GBV Visual Pocket Guide in case they receive a GBV disclosure.</td>
<td>TRUE or FALSE</td>
</tr>
</tbody>
</table>
You will have 10 minutes to finish this quiz. These questions require you to find the page number for a section in the GBV Visual Pocket Guide.

**GBV VISUAL POCKET GUIDE NAVIGATION**

On what page can you find this information in the pocket guide? **Please write the page number (OR page range) in the space provided.**

1. Introduction: PAGE ______
2. Key Messages: PAGE ______
3. Step-by-Step Guidance: PAGE ______
4. How the Survivor Might Feel: PAGE ______
5. The Power of Listening: PAGE ______
6. Protection from Sexual Exploitation and Abuse (PSEA): PAGE ______
7. Supporting Children Under 18 Years: PAGE ______
8. Information Sheet: PAGE ______
TRAINING AGREEMENT
Following this workshop, I (print name) ____________________________, look forward to working towards the following actions/commitments/goals:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I will aim to complete these actions/commitments/goals by (date, e.g. day/month/year)
________________________________________________________________________

In order to support my goals, I will need the following type of supports (list people and/or resources):
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signed by (participant signature here)
APPENDIX J – END-OF-TRAINING EVALUATION AND FEEDBACK FORM

Please answer the questions to provide feedback on the training to the facilitators.

Please circle the number that best describes your response:

1. On a scale of 1 to 5, how well did you understand the content of the training?

<table>
<thead>
<tr>
<th>NOT AT ALL</th>
<th>A LITTLE BIT</th>
<th>SOMETHING</th>
<th>VERY WELL</th>
<th>EXTREMELY WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. On a scale of 1 to 5, how satisfied are you with the resources and tools provided as part of the training?

<table>
<thead>
<tr>
<th>VERY UNSATISFIED</th>
<th>UNSATISFIED</th>
<th>NEUTRAL</th>
<th>SATISFIED</th>
<th>VERY SATISFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. On a scale of 1 to 5, how would you rate the activities used in the workshop?

<table>
<thead>
<tr>
<th>VERY POOR</th>
<th>POOR</th>
<th>SATISFACTORY</th>
<th>GOOD</th>
<th>VERY GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. On a scale of 1 to 5, how would you rate the facilitation of the training?

<table>
<thead>
<tr>
<th>VERY POOR</th>
<th>POOR</th>
<th>SATISFACTORY</th>
<th>GOOD</th>
<th>VERY GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. How likely are you to be able to apply what you learned in your day-to-day work or life, as you face situations where you may encounter a GBV disclosure?

<table>
<thead>
<tr>
<th>NOT LIKELY AT ALL</th>
<th>SOMETHING NOT LIKELY</th>
<th>SOMETHING LIKELY</th>
<th>VERY LIKELY</th>
<th>EXTREMELY LIKELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. On a scale of 1 to 5, how well did the training provide information and ideas on how to lead your own training on how to respond to disclosures of gender-based violence?

<table>
<thead>
<tr>
<th>NOT AT ALL</th>
<th>A LITTLE BIT</th>
<th>SOMETHING</th>
<th>VERY WELL</th>
<th>EXTREMELY WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. On a scale of 1 to 5, how likely are you to be able to apply what you learned in the workshop to your own training(s)?

<table>
<thead>
<tr>
<th>NOT LIKELY AT ALL</th>
<th>SOMETHING NOT LIKELY</th>
<th>SOMETHING LIKELY</th>
<th>VERY LIKELY</th>
<th>VERY LIKELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8. What support (if any) do you need to be able to successfully do your own training on the GBV Visual Pocket Guide?

<table>
<thead>
<tr>
<th>CIRCLE ALL THAT APPLY:</th>
<th>IF YES, PLEASE EXPLAIN MORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Additional knowledge</td>
<td></td>
</tr>
<tr>
<td>☐ Additional skills</td>
<td></td>
</tr>
<tr>
<td>☐ Additional tools, resources or materials</td>
<td></td>
</tr>
<tr>
<td>☐ Financial support to host the workshop(^1)</td>
<td></td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
</tr>
</tbody>
</table>

9. Your feedback is valuable. Please provide any further comments or recommendations about the training and your experience.

---

1. Additional funding is not guaranteed from the global level. While CARE will support as much as possible, we encourage you to do your own fundraising for follow-on training.