

**INTER-AGENCY VISUAL GENDER-BASED VIOLENCE (GBV)  
POCKET GUIDE GLOBAL LEARNING WORKSHOP  
NAIROBI, KENYA, JUNE 6-8, 2023**

# **Workshop Report**



**VISUAL GBV POCKET GUIDE  
LEARNING-BY-DESIGN PACKAGE**

# EXECUTIVE SUMMARY

Over the course of three-days, participants engaged in rich discussions to share knowledge and glean insights and learnings from the implementation of the Visual GBV Pocket Guide project in South Sudan, Mali, and Honduras and inform potential future adaptations.

The Visual GBV Pocket Guide project was initiated as part of the COVID-19 humanitarian response. Demands from the field in the early weeks of the response highlighted the need for accessible resources on responding to GBV disclosures for individuals with low literacy levels. The project involved designing and validating visual versions of the GBV Pocket Guide and accompanying training materials for low to no-literacy audiences in three countries—South Sudan, Mali, and Honduras.

The workshop had sequential learning objectives for each day. The first day focused on understanding the projects in South Sudan, Mali, and Honduras and defining the factors contributing to a successful adaptation. The second day explored project outcomes and capacity building for low-literacy populations. The third day addressed sustainability, expansion, replication, and future adaptations of the project model.

On day 1, presentations from the project teams in South Sudan, Mali, and Honduras provided insights into the implementation of the adaptation

Bringing together external partners, donors, and project teams from South Sudan, Mali, and Honduras, CARE hosted an inter-agency Visual Gender-based Violence (GBV) Pocket Guide Global Learning Workshop in Nairobi, Kenya. This workshop report summarizes key discussions at the workshop and captures key learnings for further exploration in the forthcoming Visual GBV Pocket Guide Learning by Design package.

process in each country. The project teams shared key lessons learned from their experiences in engaging local communities from the very beginning of the project. The rollout of the Visual GBV Pocket Guides was met with high demand and acceptance from communities. Workshop participants raised questions including questions about referral pathways, target audiences, data protection, and representation in the visual guides. These discussions provided valuable insights for the future development of potential additional Visual GBV Pocket Guide adaptations in other contexts.

### **A QUICK RECAP OF THE DISCUSSIONS THAT FOLLOWED...**



Participants dedicated time to defining “success” within the scope of the adaptation projects, highlighting components including developing the guides, cascading trainings to grassroots actors, fostering ownership at the community level, generating interest and use of the Guides, contributing to a safer disclosure environment, and improving outcomes for GBV survivors.



Participants noted that factors facilitating successful visual adaptations of the GBV Pocket Guide included a participatory adaptation methodology, engagement with the GBV sub-cluster, involvement of government counterparts, understanding community-level GBV disclosure channels, and equipping local leaders.



On the flipside, barriers to adaptation included losing some degree of technical details in graphics, potential different possible interpretations of images, lack of accessibility for visually impaired individuals, and challenges in training low-literacy audiences.



The real-time evaluation team shared hot-off-the-presses real-time evaluation findings from South Sudan to ground subsequent workshop conversations in findings from data gathered thus far. Mali and Honduras are still conducting cascade trainings and data from those two contexts is still not available.



Possible hypotheses for the cascade training outcomes in South Sudan were discussed, including training material design and suitability for low-literacy audiences.



Additional research was suggested to better understand the most effective processes for visual adaptations. Participants highlighted the need for a better understanding of disclosure channels, training methodologies for low to no literacy users, measurement of use and confidence in the new visual versions of the GBV Pocket Guide, community-level changes resulting from the development and use of the guides, and more.



Accompanying training materials developed as part of the project include Training of Trainers Manuals and Facilitator's Guides. Participants discussed needed additional guidance and resources to accompany visual adaptations, including visual training manuals, large flipcharts, translation into local languages, audio versions, theater-based knowledge transfer, experiential learning, and a training section in the mobile app.



The learnings from the workshop will contribute to the development of a Learning by Design package, offering good practices for translating and adapting written GBV guidance into visual and accessible versions. Specifically, the package will provide guidance on developing low-literacy versions of the GBV Pocket Guide, on building digital literacy, on measuring outcomes and disseminating learning, and two additional case studies or relevant information.



Participants dedicated time to devising recommendation for ensuring that visual adaptations maintain the key messages and ideas.



Regarding sustainability and regional expansion, specific regional discussions were held for East Africa, West Africa, and Latin America and the Caribbean. Participants discussed strategies to sustain, expand, and replicate the visual GBV Pocket Guide adaptations, including engaging other sectors, involving governments, and sharing learnings.



Participants also suggested developing additional guidance documents as part of the learning by design package and establishing a coordination mechanism to manage future adaptations.



Additional ideas and implications for the Learning by Design package included guidance on baseline assessments, leveraging the ADAPT+ framework, identifying key messages, including checkpoints in the adaptation process, documenting learnings, and developing sample budgets and selection criteria for master trainers. Participants also suggested developing additional resources including new multimedia formats, a myth busters document, and strategies to address safety concerns.

The body of the full report includes a detailed summary of workshop discussions per session.

A final version of this report will be published as part of the forthcoming Learning by Design Package. Keep an eye out on the **project website** as implementation wraps up!

# **VISUAL GBV POCKET GUIDE GLOBAL LEARNING WORKSHOP REPORT AND SUMMARY OF DISCUSSIONS**

**NAIROBI, JUNE 6- JUNE 8, 2023**



# INTRODUCTION

## WHAT IS THE VISUAL GBV POCKET GUIDE PROJECT?

Over the past 2 years, CARE and partners in South Sudan, Mali and Honduras have been developing a visual version of the GBV Pocket Guide that is accessible for users with low- to no- literacy. Responding to demands that peaked during movement restrictions associated with the COVID-19 pandemic response, the project implementation process has included the design and validation of visual materials, including a visual mobile application, that will allow non-GBV specialized humanitarians with lower levels of literacy to safely respond to GBV disclosures.

The process started with identifying the “non-traditional”<sup>1</sup> GBV disclosure channels in each context to understand to whom survivors were most likely to disclose. Following the identification of those channels, an adult learning team worked with CARE country offices and local partners to design visual representations of the messages in the current written GBV Pocket Guide and validate those images in each country context. Following the completion of the validated materials, each country hosted a Training of Trainers to certify master trainers on the visual version of the guide; these master trainers then facilitated cascade trainings to the end-users (non-GBV specialized humanitarian actors/community members).

In addition to the physical GBV Visual Pocket Guide booklet that has been created during this process, a mobile application has also been developed. The mobile application uses visuals and audio to guide users through the Visual Pocket Guide; this allows for an even wider usage of the tool and promotes digital literacy throughout communities.

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1 The project defines “non-traditional” GBV disclosure channels as disclosure channels outside the standard GBV referral pathways and international or national formal humanitarian response systems.



The following partners have been involved and dedicated to ensuring the project's success:

GLOBAL	SOUTH SUDAN	MALI	HONDURAS
<ul style="list-style-type: none"> <li>■ CARE HQ</li> <li>■ Beth Israel</li> <li>■ Deaconess Medical Center, Harvard Medical School Teaching Hospital</li> <li>■ Be the Change Group</li> </ul>	<ul style="list-style-type: none"> <li>■ CARE South Sudan</li> <li>■ Women Vision</li> <li>■ National Transformational Leadership Institute, University of Juba</li> </ul>	<ul style="list-style-type: none"> <li>■ CARE Mali</li> <li>■ Yam Giribolo Team</li> </ul>	<ul style="list-style-type: none"> <li>■ CARE Honduras</li> <li>■ Jovenes Contra La Violencia</li> </ul>

### WHY A GLOBAL LEARNING WORKSHOP?

The objective of this workshop was to bring together colleagues from each context to share knowledge and insights from the project's overall implementation process. External stakeholders were engaged and encouraged to contribute knowledge and experiences from their own work adapting written materials into visual and/or more accessible formats, as well as to consider how the learnings from CARE's project might be able to apply to broader inter-agency initiatives. This learning will contribute to assessing progress made thus far, and serves to continue the conversation around sustainability, expansion, and potential additional adaptations. This is ultimately a critical step before scaling the initiative to other states or countries.

### WHAT IS THE VISUAL GBV POCKET GUIDE LEARNING BY DESIGN PACKAGE?

The compiled learnings from this workshop will be used to develop a learning by design package that will offer other humanitarian agencies/actors good practices on translating and adapting GBV guidance tools into more visual and accessible versions that can be utilized by wider audiences. The Visual GBV Pocket Guide Learning by Design Package will include a process framework with practitioner-friendly guidance on how to develop additional low- to no-literacy versions of the GBV Pocket Guide. For more information on the Learning by Design package, please see page 18.

# SETTING THE SCENE: OVERVIEW OF WORKSHOP GOAL AND EXPECTATIONS AND INTRO TO VISUAL GBV POCKET GUIDE PROJECT

The three-day workshop brought together 37 practitioners, researchers, and donors from South Sudan, Mali, Honduras, the United States, Kenya, Panama, and more. To kick off the workshop, participants were familiarized with workshop goals and expectations and the Visual GBV Pocket Guide project model. Each day of the workshop had distinct learning objectives to explore key learning questions around the course of project implementation.

## LEARNING OBJECTIVES

DAY 1	DAY 2	DAY 3
Understand the projects and the Visual GBV Pocket Guides; Begin to define what makes a successful adaptation;	Understand project outcomes and consider necessary components for capacity building of low/illiterate populations;	Understand necessary components for project sustainability, expansion, replication and future adaptations of the project model.

For more detailed information about the projects, project stakeholders, and the process, click on [this link](#) to navigate to our two-page project overview.

## **DIVING IN: INTRODUCTORY PRESENTATIONS FROM CARE SOUTH SUDAN, CARE MALI, AND CARE HONDURAS**

In a talk show session, project teams from South Sudan, Mali, and Honduras shared their experiences in adapting the original written GBV Pocket Guide into visual versions. All country presentations included information about why this work was needed considering the context, information about partners and implementation locations, a sneak peek/preview of the Visual GBV Pocket Guides, overview of training of trainers and cascade trainings, and general reflections on key lessons learned (including learnings about the process, adaptation, and roll-out).

Below is a quick recap of what the project teams shared.

# SOUTH SUDAN

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## CONTEXT

Nestled in East Africa, South Sudan is a country that has experienced series of armed conflicts for decades. 80% of the population in South Sudan has little to no formal education.

Visualizing the GBV Pocket Guide was identified as a necessary approach for South Sudan considering that the vast majority of communities affected by the humanitarian crisis cannot read the written version of the GBV Pocket Guide. In effect, the written GBV Pocket Guide was not an accessible resource for grassroots community-based actors.

The target audience for the Visual GBV Pocket Guide for South Sudan is non-GBV specialists including local community leaders, women's groups, youth groups, Nutrition workers, Health workers, and teachers.

## IMPLEMENTATION LOCATION

This project was implemented in the Bentiu/Rubkona area of Unity State, home to 1, 131,602 IDPs (31,298 households) in ex-Protection of Civilian sites. The state was hit by severe flooding in 2021 and 2022 which displaced 150,000 individuals and has experienced several armed conflicts. This location was selected because most of the local population in this state has lower education levels compared to other states in South Sudan, and reported GBV cases are on rise due to continued armed conflicts.

## PARTNER WOMEN'S RIGHTS ORGANIZATION

CARE South Sudan worked in partnership with Women Vision South Sudan, a women's rights organization operating in Unity State.

## TRAINING SNAPSHOT TO DATE

ToT dates: January 30- February 1, 2023

- # of certified master trainers: 17
- Brief description of cascade plan: Trainings on the Visual GBV Pocket Guide cascaded in both Rubkona and Juba.
- Cascade period dates: February 6-28, April 13- 28, and May 3-4, 2023
- # of people trained as part of cascade trainings: 301
- Brief description of groups of people trained: Community leaders, faith-based groups, nutrition workers, women leaders at community level, teachers, livelihood staff, Health staff, and Ministry of Gender staff among others.

## REFLECTIONS ON KEY LESSONS LEARNED

The South Sudan project team shared the following reflections on key lessons learned:

1. The power of engaging the local community from the very beginning of the project, even from the preliminary scoping/research stage of the project, was critical to the success of the adaptation. This included engaging the local community through a community advisory board, chiefs, and ministries at every step of the way.
2. Rolling out the Visual GBV Pocket Guide is a very interesting and rewarding experience. The local community, government officials, women’s rights organizations, and different community-based grass-roots actors accepted the document, and there’s a very high demand for printing and distributing more copies.
3. The process of developing a Visual GBV Pocket Guide for South Sudan was tedious and involved a lot of research and coordination to develop and validate the new resource documents.
4. There is need for this visual resource across all ten states in South Sudan. Resource-permitting, the Visual GBV Pocket Guide should be rolled out across the country (beyond Unity State and Central Equatoria).

# MALI

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## CONTEXT

Mali, a country with a population of 20.5 million, faces numerous challenges due to armed conflicts, droughts, and the presence of extremist groups. The COVID-19 pandemic has further exacerbated the difficulties faced by the population, including limited access to resources and a strained healthcare system. GBV is prevalent in Mali, with a significant number of women experiencing emotional, psychological, physical, or sexual abuse. GBV cases reported in Mali are on the rise and include a high proportion of sexual violence.

The GBV Visual Pocket Guide was developed to assist survivors of GBV in Mali, particularly in areas where traditional GBV actors are unavailable or unreachable due to security concerns. The guide is designed to be easily understood by individuals with lower literacy levels and has been initially targeted to Village Savings and Loan Association (VSLA)<sup>2</sup> members, women's rights associations, men committed to supporting gender equality, religious and community leaders, and traditional communicators.

## IMPLEMENTATION LOCATION

This project was implemented in the regions of Mopti, Bandiagara, Djenne, and Madiama. In recent years, the Mopti region of Mali has suffered from ongoing bouts of armed conflict which have rendered it largely inaccessible to non-local humanitarian actors.

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2 The Village Savings and Loans Association (VSLA) is a successful practice implemented across CARE International programs that stimulates the creation of saving groups within communities. Savings groups are self-managed groups of 15 to 25 people who meet regularly to save their money in a safe space, access small loans, and obtain emergency insurance.

**PARTNER  
WOMEN'S RIGHTS  
ORGANIZATION**

CARE Mali partnered with YA-G-TU (Association for the Promotion of Women), a women's rights organization established in Bandiagara in 1997. YA-G-TU focuses on promoting women's active participation in local development processes.

CARE Mali and YA-G-TU also collaborated with various organizations, including CARE-supported VSLAs, the Association of Malian Jurists (AJF), the Association for the Promotion of Women's Rights (APDF), and the Malian Association for the Monitoring and Orientation of Traditional Practices (AMSOPT), among others. CARE also participates in protection and GBV clusters at national and sub-national levels.

**TRAINING  
SNAPSHOT TO DATE**

- ToT dates: May 17- 19, 2023
- # of certified master trainers: 25
- Brief description of cascade plan: Cascade trainings will be rolled out following an action plan that includes a minimum of 12 sessions per municipality.
- Cascade period dates: all cascade trainings will be finalized by July 31, 2023.
- # of people trained as part of cascade trainings: Pending data from planned cascade trainings.
- Brief description of groups of people who will be trained: Community leaders, religious leaders, elected officials, youth, committed men, and other non-GBV specialized actors.

**REFLECTIONS ON  
KEY LESSONS  
LEARNED**

The Mali project team shared the following reflections on key lessons learned:

1. Active involvement of all stakeholders - and importantly community-based actors - throughout the project implementation process (including data collection, via GBV sub-cluster meetings, utilizing the W3 and W5 matrix of the protection cluster, and regular information sharing through bimonthly meetings), was instrumental for the project's success. The validation of the Visual GBV Pocket Guide draft in Bamako was a crucial step in the process, and catalyzed lots of momentum and excitement.
2. The Visual GBV Pocket Guide for Mali has been pivotal in enhancing learning outcomes related to safely responding to GBV disclosures. Providing tools such as training manuals, printed paper-based visual guides, and Android phones (to be able to use the mobile app version of the visual guide) has bolstered the confidence of non-GBV specialized actors within their communities.
3. The presence of CARE VSLA networks and alliances proved a successful entry point in identifying and engaging diverse groups and associations over the course of project implementation.



# HONDURAS

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## CONTEXT

The context of Honduras further underscores the need for the Visual GBV Pocket Guide adaptation. The rate of femicide in Honduras is the highest in the world, with a significant percentage of cases going unpunished. Migration and forced displacement also continue to impact women and girls, both resulting from and exposing them to increased GBV risks and violence from criminal groups.

While many women and girls in Honduras can access early education systems, many people in Honduras have low literacy levels. Adapting the GBV Pocket Guide to a low-literacy audience was aimed at ensuring that the messages in the GBV Pocket Guide are easily understandable for all audiences in Honduras, using images to convey concepts and actions clearly and concisely with minimal simplified text.

## IMPLEMENTATION LOCATION

The departments of Cortes and Yoro in Honduras, specifically in the municipalities of Choloma, Villanueva, and El Progreso, which have the highest incidence of violent deaths and femicides. This includes women of all ages, including young women and adults, as well as people with disabilities, older adults, and children.

## PARTNER WOMEN'S RIGHTS ORGANIZATION

The project was carried out in partnership with Youth Against Violence, Honduras, an organization of young volunteers dedicated to social justice, violence prevention, and advocacy. Their actions aim to promote a culture of peace, respect for life, and violence prevention among Honduran women, youth, and children.

## TRAINING SNAPSHOT TO DATE

- ToT dates: May 15- 16, 2023.
- # of certified master trainers: 25
- Brief description of cascade plan: Trainings will be cascaded to 375 community leaders. Four teams will carry out three cascade trainings per month in each municipality.
- Cascade period dates: all cascade trainings will be finalized by July 31, 2023
- # of people trained as part of cascade trainings: pending data from planned cascade trainings.
- Brief description of groups of people who will be trained: Community leaders, specifically women leaders.

## REFLECTIONS ON KEY LESSONS LEARNED

1. The Honduras project team shared the following reflections on key lessons learned:
2. Identifying community leaders for engagement in community advisory boards and master trainer selection requires observing characteristics and competencies such as participatory leadership, community influence, credibility, and the trust of women in the community. Coordinating with service providers is also essential to ensure that links are made appropriately.
3. The use of the Visual GBV Pocket Guide adaptation methodology brings concepts closer to the community's reality, promoting analysis, reflection, and attitude changes to reduce GBV.
4. The Visual GBV Pocket Guide's accessibility, not requiring a high level of literacy, enables the inclusion of diverse population groups in taking actions that uphold the survivor-centered approach.
5. Women leaders, who play a vital role in the community, have limited time availability due to childcare, economic and household responsibilities. Cascade training schedules should be adjusted to accommodate their schedules and respect their time and economic constraints.
6. The validation process for adapting the GBV Pocket Guide to the Honduran context took longer than initially expected, impacting the cascade training period. While project targets will still be met, this will result in reaching a smaller number of people than intended.
7. Local authorities in municipalities play a crucial role in leading GBV prevention and response strategies. Involving local justice entities ensures institutional commitment, including monitoring and resource allocation for immediate attention to GBV survivors and services, and aligning with citizen security policies. Future adaptation projects should consider strategies to work with local authorities to prevent and respond to GBV.

In a Q&A session with country teams, workshop participants raised questions around how the GBV Pocket Guide is linked to referral pathways, the visual guides' target audience, data protection, mechanisms to monitor how the Guide is perceived, ensuring representation of different communities versus being too specific, and depicting men as perpetrators.

## **SOME KEY DISCUSSION POINTS AROUND THE ABOVE ARE CAPTURED BELOW.**

**Might users think they should use the GBV Pocket Guide instead of existing referral pathways?** Where referral pathways exist, the GBV Pocket Guide – both written and visual versions – advise practitioners to follow the pathway to inform the survivor about available GBV services and refer if given permission by the survivor. Generally, though, the GBV Pocket Guide was developed as a key tool for non-GBV specialized actors where GBV services and/or referral pathways do not exist. Regardless, sample scripts and “do’s and don’ts” can be helpful even during a traditional referral process.

**Who is the Visual Guides' target audience?** Like the original written GBV Pocket Guide, the Visual GBV Pocket Guides are designed as a resource for non-GBV specialized actors.

**Is there a risk that GBV survivor data could be compromised?** In keeping with the survivor-centered approach, the GBV Pocket Guide advises non-GBV specialized practitioners to NOT write down, record, or share any information about GBV survivors once they disclose. The GBV Pocket Guide mobile application, and the new Visual GBV Pocket Guide mobile application, do not require the creation of an account and do not collect any personally identifiable information about users. The mobile app also does not allow practitioners to input any information about survivors or survivor data on the platform.

**How do the Guides ensure representation of different communities without being too specific?** Through in-country validation workshops with community members, the teams sought to identify an intermediary between

sub-regions and cultures that can be recognized by everyone in target contexts. The images in the Visual GBV Pocket Guides do not represent real people within the community but are more generalized depictions of fictional characters.

**Why are the perpetrator characters in the guides primarily male?** GBV affects individuals of all genders, but statistically, GBV is disproportionately perpetrated by men and disproportionately impacts women and girls. It is crucial to acknowledge and address this reality. However, it is also important to recognize that not all men are perpetrators of GBV and that there are men who actively work against violence, support gender equality, and safely respond to disclosures of GBV and link survivors to services. It is essential to promote a nuanced understanding that condemns harmful behaviors and attitudes while also promoting positive masculinity and allyship. This ethos informed the development of the visuals in the Guides.

**Do you need to be trained on the Guide in order to use it?** Ideally, but not necessarily. The GBV Pocket Guide and the new visual versions of the GBV Pocket Guide include a complete step-by-step approach to responding to GBV disclosures following the psychological first-aid framework.

**Is this a CARE project?** While CARE is leading the visual GBV Pocket Guide adaptation projects in South Sudan, Mali, and Honduras, the development of the Guides has very much been a participatory process bringing together GBV actors in close collaboration with the GBV sub-clusters in-country. CARE views the new products developed as part of these projects as a contribution to the inter-agency GBV Pocket Guide space. The new Visual GBV Pocket Guides are branded as inter-agency products, and there is no expectation or assumption that CARE will lead all future adaptation of the inter-agency GBV Pocket Guide (visual or otherwise).

## MEET THE VISUAL GBV POCKET GUIDES—BREAKOUT GROUP ACTIVITY RECAP

Following country-level presentations, workshop participants broke out into three groups to dig into the Visual GBV Pocket Guides. Participants were instructed to self-select a country-specific group and share their thoughts and reactions upon review of the Guide.

### DEFINING AND ACHIEVING SUCCESS WITHIN THE SCOPE OF THE PROJECT

To kick off day 2 of the learning workshop, project teams from South Sudan, Mali, and Honduras shared their definitions of successful adaptations. Across all three contexts, the following categories were key features of defining success within the scope of the project:

**SUCCESS IS...** the development of the first-ever visual GBV Pocket Guides.

**SUCCESS IS...** being able to cascade trainings on the visual GBV Pocket Guides to grassroots actors who may have not had access to this information in its written form.

**SUCCESS IS...** building and fostering a strong ownership of visual GBV Pocket Guides at the community level.

**SUCCESS IS...** generating interest in (and use of) the Guides.

**SUCCESS IS...** contributing to a safer disclosure environment for women and girls in emergencies.

**SUCCESS IS...** contributing to improved outcomes for GBV survivors by facilitating safe links to available services.

**SUCCESS IS...** inspiring other adaptations to make global GBV guidance

on responding to disclosures more accessible to diverse needs-groups and communities.

## **BUILDING ON THE ABOVE, PARTICIPANTS ENGAGED IN A PLENARY DISCUSSION TO IDENTIFY THE FOLLOWING:**



What factors facilitated successful visual adaptations of the GBV Pocket Guide?



What are some of the barriers to adapting the text-based resource into an accessible visual version for low- to non-literate populations?

Key identified facilitating factors and barriers to translating the written GBV Pocket Guide into context-specific visual versions are captured below.

## **FACTORS FACILITATING SUCCESSFUL VISUAL ADAPTATIONS OF THE GBV POCKET GUIDE**



**Participatory adaptation methodology:** This includes engaging the community and other stakeholders from the very beginning of the adaptation process, building in community validation workshop and creating multi-level spaces and avenues for the community to express their thoughts, suggestions, and ideas.



Ongoing engagement with and support from the GBV sub-cluster.



Involving government counterparts at the regional and national level.



Capturing the realities of how and where GBV disclosures happen at the community level: early evidence-based awareness that GBV disclosures are made at different levels.



Equipping local chiefs and community leaders with knowledge on safe responses to GBV disclosures (in some contexts where family law and/or traditional justice systems prevail)

## **BARRIERS TO ADAPTING THE TEXT-BASED RESOURCE INTO AN ACCESSIBLE VISUAL VERSION**



Conveying the GBV Pocket Guide messages in visual form in some instances requires losing some of the specific technical details of the text.



Possible different potential interpretations of images.



Visual formats are not accessible for persons with visual impairments.



Training low to no literacy audiences poses important questions about effective training materials and methodologies for the target audience. Unsuccessful trainings could diminish the learning outcomes and ultimately the impact of the visual guides.







Unanticipated needs to translate the visual Guides into multiple additional local languages and potential need for refresher courses for master trainers on training methodologies for low to no literacy audiences.

## **INTRODUCING DATA COLLECTION AND LEARNING/REAL-TIME EVALUATION PROCESSES**

The Visual GBV Pocket Guide programmatic approach is informed by mixed methods learning in real time. The table below captures data collection and learning/real-time evaluation processes undertaken across the three project implementation locations.

ALL IMPLEMENTATION LOCATIONS	SOUTH SUDAN ONLY	MALI AND HONDURAS ONLY
Quantitative and qualitative data collection at baseline to understand disclosure environment, context and GBV-related knowledge, attitudes, and resources	Real-time evaluation undertaken by Beth Israel Deaconess Medical Center (BIDMC) at Harvard University	Monthly learning reflections
Review of adapted GBV Pocket Guide draft through in-depth validation workshops and KIs		Lite data collection pre and post cascade trainings to assess the knowledge transfer related to the visual GBV Pocket Guide trainings
		Note: Mali and Honduras are on a different implementation timeline than South Sudan

Beyond monthly action-oriented learning sessions hosted by the CARE HQ team, project teams will measure the following:

-  Confidence in providing referrals to GBV services where available;
-  Confidence in responding to GBV disclosures;
-  Knowledge and skills to respond to GBV disclosures;
-  Use of the visual GBV Pocket Guide mobile application.

In South Sudan, the project was resourced to conduct a real-time evaluation over the course of project implementation. This research process iteratively informed the implementation process and was led by the Beth Israel Deaconess Medical Center at Harvard University and CARE South Sudan. The real-time evaluation team shared hot-off-the-presses real-time evaluation findings with workshop participants to ground subsequent conversations in findings from data gathered thus far.

Please note that detailed findings of the real-time evaluation in South Sudan and project implementation in Mali and Honduras will be included in the final Learning by Design package.



## PLENARY DISCUSSION ON SOUTH SUDAN FINDINGS

This discussion raised important questions around the selection of master trainers, and underscored learnings related to the importance of clearly outlining the criteria by which master trainers are selected for future adaptations. A more comprehensive analysis of the data is forthcoming and will contribute to better understanding of the relationships between trainee demographics and training outcomes.

Participants also discussed the risks associated with trainees either not being confident enough or being too confident (i.e. overconfident) with their skills to respond to GBV disclosures, and highlighted the need for gaining a better understanding of how confidence levels relate to knowledge levels, and what that all means in practice.

### WHY DID THE CASCADE TRAININGS NOT LEAD TO THE FULL RANGE OF INTENDED CHANGES IN RUBKONA/BENTIU?

Workshop participants engaged in a reflective discussion to explore possible hypotheses that could be linked to cascade training outcomes in South Sudan. Possible hypotheses for exploration regarding cascade training outcomes include:



Training materials may have not been appropriately designed to equip certified master trainers to conduct effective trainings



Training materials may have not been suited to training a low-literacy audience



Trainings materials do not sufficiently integrate interactive and experiential learning methodologies (for example, role plays)



Master trainers did not have the techniques required to effectively transmit their knowledge and skills to others



Cascade training duration (2-days) was not sufficient

## **FINDINGS FROM MALI AND HONDURAS BEFORE AND AFTER CASCADE TRAININGS**

While the project has concluded in South Sudan, Mali and Honduras are on a different implementation timeline. Once cascade training is conducted, project teams will gather data to assess cascade training outcomes.

Following discussions at the workshop, project teams in Mali and Honduras will prioritize a robust analysis to understand different groups within cascade training target groups. The data collection guide may be updated to reflect learnings from the real-time evaluation.

In Mali, the project team conducted the training of trainers in the language most used by the trainees and will conduct quarterly meetings bringing together master trainers to share progress updates and exchange learnings. This will supplement regular follow-ups with master trainers and feed into the evidence-base on “what works” to cascade knowledge and skills through trainings on the Visual GBV Pocket Guides.

## **WHAT ADDITIONAL RESEARCH REMAINS TO BE DONE TO BETTER UNDERSTAND THE MOST EFFECTIVE PROCESS(ES) FOR SUCH ADAPTATIONS?**

While written, context-specific adaptations of the original GBV Pocket Guide is have been done, this project represents the first-ever attempt to

adapt the GBV Pocket Guide into a visual version. It is important to also situate this visual adaptation project in a broader global context where no comprehensive visual adaptations of complex global GBV guidance have been undertaken. As such, additional research is required to explore arising questions and better understand the most effective process(es) for visual adaptations of the GBV Pocket Guide. These explorations could also serve the GBV in emergencies community writ large and contribute to building an evidence base on critical considerations and learnings on “translating” GBV messages to low- to no-literacy audiences.

### **WORKSHOP PARTICIPANTS BRAINSTORMED THE FOLLOWING RESEARCH QUESTIONS AS WARRANTING FURTHER EXPLORATION:**



To whom are survivors of GBV disclosing? Does this differ across types of populations, humanitarian contexts/levels of access and why?



Which training methodologies on the Visual GBV Pocket Guide are most effective for low- to no-literacy audiences? Does this differ per context?



How do we define key measurements linked to assessments of the Visual GBV Pocket Guide? Specifically, how do we define and measure the “use” of the Visual GBV Pocket Guide and “confidence” in deploying the knowledge and skills communicated in the Visual GBV Pocket Guide?



How do we measure community-level changes related to use of the Visual GBV Pocket Guide?



How do we measure impact-level changes related to use of the Visual GBV Pocket Guide?



What are the potential ethical and safety considerations associated with “translating” the written GBV Pocket Guide into a visual version, noting that visual versions must necessarily be simplified?



In contexts where no services are available (both GBV specialized and non-GBV specialized), does the Visual GBV Pocket Guide need to provide additional information?



What is the baseline knowledge and attitudes of people receiving disclosures? Does this impact their knowledge retention rate?

# OVERVIEW OF ACCOMPANYING TRAINING MATERIALS DEVELOPED TO TRAIN LOW TO NO LITERACY AUDIENCES ON THE VISUAL GBV POCKET GUIDE

## TRAINING OF TRAINERS MANUALS (ONE FOR EACH CONTEXT)

The training of trainers (ToT) manual was designed to equip master trainers with the knowledge, skills and tools to train others on how to use the Visual GBV Pocket Guides, via a cascade training methodology. The ToT manuals include a competency framework that can be used by the trainers of Master Trainers to assess knowledge, skills, attitudes and beliefs and determine whether or not Master Trainee candidates have the necessary skills, etc. to become certified and thus lead their own trainings.

## FACILITATOR'S GUIDE (ONE FOR EACH CONTEXT)

The facilitator's guides were designed to be used by Master Trainers to support them to cascade 2-day trainings on the Visual GBV Pocket Guide to end users of the Visual Pocket Guides at the community level

Both the Tot Manual and the Facilitator's Guide are written and require a high level of literacy to be able to use. This is recognized as a key limitation of the training materials.

To access and download all training materials, please visit the project website.

## DISCUSSION:

### **WHAT ACCOMPANYING GUIDANCE OR UNIQUE RESOURCES NEED TO ACCOMPANY VISUAL ADAPTATIONS (INCLUDING TRAINING CONSIDERATIONS), THAT MIGHT NOT EXIST OR BE REGULARLY INCLUDED FOR TEXT VERSIONS?**

Taking into consideration preliminary research findings from South Sudan, and information about the limitations of the training materials, participants brainstormed additional accompanying guidance or unique resources that need to accompany the visual GBV Pocket Guide adaptations (including training considerations).

While the project had originally planned to have a purely visual training package to accompany the new Visual GBV Pocket Guides, devising an entirely visual training methodology proved too challenging. Participants explored the potential of developing entirely visual training manuals to not have to rely on more literate community members to lead this work, in line with the ultimate goal of the whole process of making GBV resources accessible to all.

Beyond that, participants suggested creating large flipcharts previewing the visuals in the Guides, ensuring translation into local languages, exploring the development of audio/radio versions of the simplified Visual GBV Pocket Guide text, utilizing theater as a medium to transfer knowledge about safely responding to GBV disclosures, adding new experiential learning, and adding a training section to the new Visual GBV Pocket Guide mobile application.

## OVERVIEW OF FORTHCOMING LEARNING-BY-DESIGN PACKAGE

Building on the learning and evidence from across a diversity of contexts and actors, a process framework and toolkit for how to translate complex messaging on safe and appropriate response to GBV disclosures – and, ultimately other core GBV tools – into formats that are accessible to low to non-literate community workers, women and their communities will be developed, tested and widely disseminated throughout the humanitarian system, for use by both GBV specialized actors and other humanitarian response sectors, at all levels, benefiting the global humanitarian community of practice writ large.

In close collaboration with partner WROs in project implementation locations, CARE will synthesize data and learning to develop a digital and interactive online learning-by-design package. The learning by design package will include the following resources:



Interactive project webpage hosted on the GBV Guidelines site



Interactive animated web-based process framework



Accompanying guidance on utilizing the process framework to support the quick replication and scale of additional versions of the GBV Pocket Guide for different contexts



Guidance document on working with women-led organizations to build their own digital literacy to use apps and other mobile platforms



Final global-level learning workshop report



Guidance on measuring outcomes and disseminating learning



At least two additional key tools/case studies or additional relevant information

## DISCUSSION:




### **HOW CAN WE ENSURE THAT VISUAL/ACCESSIBLE ADAPTATIONS OF GBV GUIDANCE (GBV POCKET GUIDE BUT ALSO OTHER KEY GBV TOOLS/RESOURCES) ARE CONTEXTUALIZED TO SPECIFIC CONTEXTS, WHILE ALSO ENSURING THEIR KEY MESSAGES AND IDEAS ARE MAINTAINED?**

This session was kicked off with a presentation on the ADAPT+ Framework by Dr. Jennifer Scott, one of the authors of the tool. The ADAPT+ framework is a comprehensive tool for adapting and implementing intimate partner violence (IPV) programming in different contexts. It provides a structured approach that takes into account the unique sociocultural, economic, and political factors of each setting, while maintaining the core principles and evidence-based practices of IPV interventions. The framework guides practitioners in assessing the local context, identifying key stakeholders, understanding the root causes of IPV, and designing tailored interventions that address the specific needs and challenges of the target population. By promoting a participatory and inclusive process, the ADAPT+ framework enables the development of effective and sustainable IPV programming that can make a meaningful impact in reducing violence and promoting healthy relationships. You can access more information about the ADAPT+ Framework [HERE](#).

Workshop participants discussed the potential of drawing upon the ADAPT+ Framework's definition of adaptation. The ADAPT+ Framework has not been used beyond its initially intended scope as a framework for adapting IPV prevention programming yet but provides a useful foundational understanding of theory and guidance on GBV programmatic adaptations undertaken thus far.





## ENSURING FIDELITY OF THE VISUAL GBV POCKET GUIDES




-  What's the “end goal” or the purpose of the contextualization?
-  How will the purpose(s) of the contextualization inform the process? (in other words, will the adaptation process be different if the purpose of the contextualization is different) If so, how?
-  What recommendations do you have for how the Learning by Design package can address those differences?

Workshop participants identified the “end goal” of contextualization and visual adaptations of the original GBV Pocket Guide is to help equip people with a really nuanced understanding of how to safely respond to a GBV disclosure if and/or when they receive it. Ultimately, this contributes to a safer disclosure environment for survivors.

## ACCESS TO INFORMATION

-  To achieve goals at the community level
-  Filling capacity gaps on responding to GBV disclosures

## COMMUNITY OWNERSHIP

-  Building a tool that people can relate to and see themselves in
-  Sustainability beyond the traditional humanitarian architecture
-  Increased accessibility to WROs

Adapting and contextualizing key messages is important for ensuring that the knowledge in the GBV Pocket Guide is properly communicated, providing

an opportunity to reinforce fidelity through the contextualization process. Simultaneously the adaptation process must foster building ownership of the tool and the issue.

Key messages and non-negotiable information in the Pocket Guide include all guidance to upholding the survivor-centered approach of safety, confidentiality, respect, and non-discrimination and uphold the “do no harm” principle in responding to a GBV disclosure.

More specifically,



Ensure that the Guide is not understood to be a case management tool for GBV specialists, but rather a resource for non-GBV specialized actors on how to respond to GBV disclosures if and when they receive them



Ensure clarity that the intended purpose of the GBV Pocket Guide is not intended to spark behavior and attitude change by the end users



The ONLY goal of the GBV Pocket Guides is to train users on how to safely share information about available services with survivors and link them to services with their consent



Ensure that all key messages in the GBV Pocket Guide related to protecting the safety of survivors are fully maintained and clearly communicated



Ensure that the GBV Pocket Guide is used by age-appropriate groups (i.e.: make clear that the minimum age for a user of the guide is, for example, 15 or 16).

In this session, some participants noted that they would like to see improvements to the responding to GBV disclosures from children section in both the written and visual versions of the GBV Pocket Guide.

Regarding defining success, the “use” of the Visual GBV Pocket Guide metric must be re-examined. Participants discussed potential issues with the current measurement, including possible different interpretations regarding the scope of “use.” For instance, how is the “use” of the Visual GBV Pocket Guide defined? Does it encapsulate practicing skills and knowledge included in the Guide when responding to a GBV disclosure or is it limited to picking up the actual Guide or accessing the content through the app? Participants also discussed the likelihood that cascade training participants may not receive a GBV disclosure for, for example, three months after the completion of their training on the Visual GBV Pocket Guide, rendering the “use” of the Visual GBV Pocket Guide irrelevant not due to its inherent lack of usefulness or utility (but rather circumstantially).

To address the points discussed above in the learning-by-design package, participants suggested:



Including guidance on how to ensure that the simplified language used in the visual adaptations is contextualized and validated. This includes making clear that the intention is not only to translate the text but also to analyze the interpretation of the key messages in the GBV Pocket Guide when simplified through iterative validations. In the same vein, the learning-by design package should include guidance on how to bring the language closer to the community. Keep it simple, practical and accurate!



Engaging women and girls in the community to generate ideas for contextualized and impactful message delivery and contextualize process timelines accordingly



Considering partnerships with local artists for illustrations to save time and start with a better baseline understanding of the local community



Depending on context, consider building in an additional step of validating images and messages with other local GBV specialists in country beyond the GBV sub-cluster

# DISCUSSION ON SUSTAINABILITY AND POTENTIAL REGIONAL EXPANSION OF VISUAL ADAPTATIONS

This session was dedicated to brainstorming ideas for sustainability and potential regional expansion of visual adaptations in East Africa, West Africa, and Latin America and the Caribbean.

Participants discussed the following questions in groups per region:



How can we sustain, expand, and replicate the outcomes and impact of the visual GBV Pocket Guides?



What is needed to support sustainability? What is needed to support expansion? What is needed to support replication? (i.e. in other contexts)

## EXPANSIONS—SOUTH SUDAN




As the project comes to an end in South Sudan, participants in the East Africa regional discussion group on sustainability and potential expansions discussed tangible next steps to strengthen the humanitarian actors' ownership of the Visual GBV Pocket Guide for South Sudan. Participants from the GBV sub-cluster in South Sudan proposed allotting a session to this sustainability and expansion discussion at the upcoming South Sudan GBV sub-cluster retreat and suggested assigning a CARE focal point to liaise with the South Sudan GBV sub-cluster in-country. The intended outcome of this session would be to share feedback and a summary of discussions from the global learning workshop and develop a plan of action to carry the work forward. Participants from South Sudan also noted the need for additional copies of the South Sudan Visual GBV Pocket Guide.

To sustain, expand, and replicate outcomes, participants noted the importance of ensuring that other sectors are engaged and onboard. The Ministry of Gender in South Sudan is engaged in and supportive of the work. This is a critical entry point for sustaining and expanding outcomes and reaching more people with the visual GBV Pocket Guide.

CARE will collaborate with UNICEF’s child protection teams in South Sudan to give more specificity to the key messages included in the original GBV Pocket Guide and translate them into appropriate visual images.

Learnings from cascade trainings continue to unfold and will feed into the future thinking around expanding the Visual GBV Pocket Guide beyond Rubkona/Bentiu. Participants from Kenya discussed interest in exploring potential visual adaptations for the Kenya context, particularly the refugee camps, and in working closely with the GBV coordination group (which includes Kenyan government representatives) to utilize the South Sudan Visual GBV Pocket Guide in programming for South Sudanese refugees in Kenya.

Finally, participants in the East Africa regional discussion group noted the need for the following guidance documents before further action can be undertaken:

-  Non-negotiables
-  SOPs
-  Expectations and documents

## **EXPANSIONS—MALI**

In a brainstorming session with the Mali project team, project participants discussed the possibility of expanding the Visual GBV Pocket Guide work beyond the Mopti region of Mali. The Mali project team shared that the CARE VSLA teams are in support of the expansion of the roll-out across Mali. The

Mali project team will convene other GBV stakeholders to discuss project results including bringing this work to the national program for the fight against GBV. Financial and human resources will be required to scale the work in zones in need of aid, VLSA groups, and in supporting platforms to humanitarian actors.

Beyond national expansions across Mali, project participants also discussed the utility of expanding the work to other countries in West Africa region including Niger and Burkina Faso (where the need for this work has already been demonstrated and where minimal changes to the imagery would likely be needed), and Chad. The Mali team proposed involving the government as an entry point and collaborate with the respective GBV sub-clusters for regional expansions.

## **EXPANSIONS—HONDURAS**

Similar ideas emerged regarding expanding the Honduras Visual GBV Pocket Guide across the country and beyond. CARE will share learnings from the Visual GBV Pocket Guide project implementation with the GBV sub-cluster to explore interest and potential funding sources to expand the roll-out and implementation in Honduras, including translating the Honduras Visual GBV Pocket Guide into indigenous languages, and sharing the resources with other non-GBV specialized clusters. This expansion will require the continued strengthening of community leadership. CARE Honduras also noted demand for the tool from other GBV-specialized and non-GBV specialized projects. As such, the project team has an opportunity to continue to disseminate the Guide across sectors.

Beyond Honduras, the project team noted that Guatemala has already expressed interest in developing a version for use in that context. Zooming out to the Latin America and Caribbean regional level, workshop participants proposed peer to peer exchanges to brainstorm next steps and share experiences (potentially under the umbrella of the regional GBV sub-group led by the REGA).

Globally, it will be important to identify and clearly outline the process to manage additional adaptations and expansions of the GBV Pocket Guide, including visual adaptations. To maintain fidelity to the original GBV Pocket Guide, it is important to determine the best way to verify the quality of adaptations. Participants suggested the development of a coordination body and framework in collaboration with the GBV Guidelines Reference Group to coordinate future adaptations of the GBV Pocket Guide.

## **IDEAS AND IMPLICATIONS FOR THE VISUAL GBV POCKET GUIDE LEARNING BY DESIGN PACKAGE**

Building on the above, participants again suggested expanding the Visual GBV Pocket Guide resource package and laying the foundation of considerations for other potential adaptations of the Guide.

Participants were asked to provide recommendations to support the development and design of an interactive, user-friendly process framework and accompanying guidance to support the quick replication and scale of additional versions of the GBV Pocket Guide for different contexts.

### **PARTICIPANTS SUGGESTED:**



The inclusion of guidance on necessary baseline assessments, measurements, or studies including context-specific preliminary studies on disclosure channels and environments, and context and risk analyses.



Building on learnings from the ADAPT+ framework and leveraging and adapting definitions of “fit” and “fidelity.”





Identifying a comprehensive list of “non-negotiables” or key messages that must be conveyed in graphic form to maintain the integrity of the adaptation and ensure its fidelity to the original written GBV Pocket Guide.



Including “checkpoints” in the process framework to ensure that practitioners are guided by the successful completion of key milestones in the adaptation process.



Guidance on documenting learnings from future adaptations.



Develop and disseminate GBV Pocket Guide adaptation SOPs—contextualization, adaptation, and core messages including a visual representation around reciprocities and feedback loops.



List of sample entry points (people, systems, coordination bodies) at different points of the process.



Develop and include a trainer selection criterion that builds on learnings from the real-time evaluation in South Sudan and emerging learnings from Honduras and Mali.



Develop sample budgets, including sample training or validation workshop budgets.

As noted above, the Learning by Design package will include at least two additional key tools/case studies related to the Visual GBV Pocket Guides. Participants were offered the space to make suggestions for additional resources that they feel would serve the global GBV community of practice.

## **PARTICIPANTS SUGGESTED:**



Additional multimedia formats including audio and/or video versions building on the graphics developed for the Visual GBV Pocket Guides.



Guidance on utilizing audio accessibility settings for visually impaired people.



A “myth busters” resource document outlining what the GBV Pocket Guide is/isn’t and setting expectations around visual adaptations.



Strategies to minimize potential safety concerns associated with adapting complex written messages into visual versions and with the use of the adapted Visual GBV Pocket Guides.

Finally, participants suggested that the guidance on measuring outcomes and disseminating learning defines the purpose, success, and use.

## **FOR SOUTH SUDAN, MALI, AND HONDURAS:**

Building on the visuals developed for South Sudan, Mali, and Honduras, participants suggested additional creative multi-media versions including:



Developing GBV/PFA videos



Developing simplified audio versions of the GBV Pocket Guide



Developing large flipcharts for community engagement sessions



Additional funding for printing

### **BEYOND SOUTH SUDAN, MALI, AND HONDURAS:**



Adapted versions of the GBV Pocket Guide (audio or otherwise) for disability inclusion, including but not limited to those with visual impairments



Link the global GBV Pocket Guide work to UNICEF's disability inclusion review of the GBV Pocket Guide



Develop and disseminate guidance on enabling audio descriptions on the written GBV Pocket Guide app to improve immediate accessibility



In collaboration with the GBV Guidelines Reference Group, develop an inter-agency process for endorsing future adaptations (visual or otherwise) of the GBV Pocket Guide

# ANNEX I: PARTICIPANTS LIST

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