## Annex 18: GBV training topics menu

A number of global and country-specific GBV in emergencies training resources exist. Following an assessment of training needs, GBV sub-clusters may choose to adopt a particular training curriculum for a setting or timeframe to endorse, to ensure that training is consistent across the different geographic locations and target audiences of a response.

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| **Suggested # of Days** | **Topic** | **Training Objectives** | **Need? (Yes/No)** |
| 1 day | Gender | * Define “gender”
* Describe the importance of understanding the concepts of gender when doing GBV work
* Demonstrate understanding of their own gender roles and gender in their community
* Describe how issues of gender can put women and girls at risk
* Describe the concept of gender in their own gender roles and gender in their community
* Describe how issues of gender can put women and girls at risk
* Describe the concept of gender in their mother tongue, without using the word “gender”
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| ½ day  | Concepts of power and abuse of power, vulnerability and lack of choice, different types of violence | * Identify four characteristics each of people in the community who have power and those who do not
* Describe four different types of violence
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| 1 day | GBV | * Define gender-based violence
* Identify the causes and contributing factors of GBV
* Discuss the role of power in gender-based violence
* Identify human rights violated by acts of GBV
* Identify types of GBV
* Discuss the physical, psychological and social consequences survivors of GBV might face
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| ½ day | Overview of GBV programme, staff roles & responsibilities | * Demonstrate an understanding of the individual’s job description
* Describe how the different job descriptions relate to the overall GBV programme
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| **1 1⁄2 days** | Prevention & response | * Define prevention activities
* Describe four prevention activities
* Identify four groups of people prevention activities should target
* Discuss the role the community plays in preventing GBV
* Define response activities
* Identify four primary sectors that can assist a survivor of GBV
* Identify four response actions of health actors
* Identify four response actions of psychosocial actors
* Identify two response actions of legal/justice actors
* Identify two response actions of security actors
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| 1 day | GBV Guiding Principles | * Identify the three primary guiding principles
* Describe three ways staff will guard confidentiality
* Describe three ways staff will respect the survivor
* Describe two actions staff can take to ensure survivor security
* Describe two actions staff can take to ensure their security
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| 1 day | Domestic violence | * Define domestic violence
* Describe domestic violence in their native language
* Identify two psychological after-effects and describe

survivor needs in relation to them* Identify two health outcomes and describe survivor needs
* Identify two potential threats to staff safety and how they can avoid them when working with DV cases
* Identify two goals of counselling DV survivors
* Identify one positive and one negative potential action on the part of police and justice system in response to DV cases
* Discuss traditional ways of dealing with domestic

violence |  |
| 1 day  | Sexual abuse and exploitation | * Discuss the role of power in exploitation
* Identify two psychological after-effects and describe survivor needs in relation to them
* Identify two health outcomes and describe survivor needs
* Describe the staff’s agency-specific Code of Conduct and other staff performance guides in the setting
* Describe the procedure for reporting sexual exploitation
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| 2 days | Rape, sexual assault, abuse, including child sexual abuse | * Identify three reasons for fatal outcomes post-rape
* Identify two psychological after-effects and describe survivor needs in relation to them
* Identify two health outcomes and describe survivor needs
* Identify four health and four psychosocial potential after-effects that most forms of GBV have in common
* Define “blaming the victim” and describe three ways it can result in further harm and trauma
* Discuss the signs of rape trauma
* Describe how staff will use their understanding of after-effects to offer information to the survivor on available resources
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| 2 days | Case management | * Describe and apply the steps in a case management model when working with survivors
* Understand the different needs of survivors and be able to undertake more holistic assessment, taking into account different needs
* Identified core knowledge and skills required to work with survivors
* Define all terms used on the intake and assessment
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| 1 day | Human rights | * Define what is a “human right”
* Identify and describe five human rights relevant to GBV
* Identify relevant human rights instruments/documents
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| 1/2 day  | Health response | * Identify four roles/responsibilities of health actors for response
* Discuss ways to ensure involvement of and ethical services from health actors
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| 3 days | Emotional/psychosocial response | * Identify four roles/responsibilities of psychosocial actors for response
* Describe the difference between active listening and advising
* Demonstrate emotional support and active listening through role play in three different types of GBV cases
* Define counselling and understand its purposes
* Name two of the aims of counselling a rape survivor
* Demonstrate through role play ability to interview a GBV survivor, gather information, assess emotional status and provide emotional support
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| 1 day  | Security & justice response | * Identify key roles/responsibilities of the police in GBV response
* Demonstrate general understanding of relevant laws
* Identify three survivor advocacy needs when facing the legal justice system
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| 1 day  | IEC and behaviour change | * Identify four steps for developing IEC materials
* Describe the importance of targeted IEC
* Identify two methods for evaluating effects of IEC
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| * 1 day
 | GBV and cash interventions | * Understand how cash interventions are part of humanitarian reforms to create a more effective GBV response
* Provide examples of cash based programming within GBV responses and/or other key sectors
* Identify aspects of Cash based programming that may contribute or shift the dynamics of GBV in the humanitarian context
* Recommend risk mitigation measures to consider when designing and implementing cash interventions
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| * 1-2 days
 | GBV and Adolescents | * Understand how GBV affects adolescents globally and in your setting, particularly adolescent girls
* Identify challenges, capacities and benefits for engaging adolescents in GBV programming
* Understand how to tailor interventions to the particular needs of adolescents, particularly girls
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| * 1-2 days
 | The rights of persons with disabilities and GBV interventions | * Understand how GBV affects persons with disabilities globally and in your setting, particularly women and girls with disabilities
* Identify challenges, capacities and benefits for engaging persons with disabilities in GBV programming and coordination
* Understand how to integrate persons with disabilities into all phases of programme cycle
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| * 1-2 days
 | Working with LGBTI communities to address GBV | * Understand how GBV affects persons who identify as LGBT globally and in your setting.
* Identify protection risks, challenges, capacities and benefits for engaging LGBT community in GBV programming and coordination
* Understand how to integrate LGBT considerations into all phases of programme cycle
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