## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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” |  |
| 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 |  |
| 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 |  |
| 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 |  |
| **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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| * 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 |  |
| * 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 |  |
| * 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 |  |
| * 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 |  |