

GBV Risk Mitigation Training



Risk Mitigation

Who is the Training for?

GBV Risk Mitigation modules in this manual are designed for all community leaders and can also be relevant for GBV teams. The training modules focus on identifying community-level GBV risks and setting plans to address risks.

How Does the Training Link to the Toolkit Guidance?

The content covered in the GBV Risk Mitigation training modules is most closely linked to the *GBV Risk Mitigation* chapter of **Toolkit Guidance** and draws from *GBV Risk Mitigation Tools and Resources*.

Time and Resources Required

The training content can be covered in one and a half days, with time allowed for breaks and lunch during the full day. Training modules build on each other, so GBV programs are recommended to organize sessions with the recommended sequencing. Remember that participants should first complete GBV Core Concepts training.

Training schedules to consider for GBV Response:

- Core Concepts (foundational training): 2 days
- GBV Risk Mitigation: 1 ½ days

The training modules accommodate low-technology settings, requiring only the Toolkit Guidance, flipchart paper and markers, individual notebooks/paper and pens, and printed/ photocopied handouts and tools from the Toolkit.

GBV Risk Mitigation Outline

Intended Audience



GBV Teams



All Community Leaders

Module	Overview of Module	Estimated Time
<u>Review of GBV Core Concepts</u>	Participants briefly review GBV Core Concepts, as covered during two-day GBV Core Concepts training. *Find module under GBV Core Concepts	1 hour, 30 minutes
<u>Day in the Life of a Woman or Girl</u>	This exercise invites participants to imagine the daily reality of a woman or girl in their community and sets the tone for subsequent discussions. *Find module under GBV Response	30 minutes
Identifying Risks	Participants engage in a participatory exercise to identify areas of risk for women and girls and consider who might face heightened risks of GBV.	2 hours
Protection from Sexual Exploitation and Abuse	Participants learn about rights and responsibilities related to SEA and receive information on coordination, complaints, and reporting mechanisms.	1 hour, 15 minutes
Setting Plans to Reduce Risks	Participants identify risk mitigation strategies that may be reinforced, as well as new opportunities, and establish priorities and brief action plans to increase safety for women and girls in their community.	3 hours

Identifying Risks

Summary

Participants engage in a participatory exercise to identify areas of risk for women and girls and consider who might face heightened risks of GBV.

Learning Objectives

Participants and facilitators will:

- Identify safety and protection risks for women and girls in the community
- Consider groups of women and girls who may face increased risks

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for facilitator review
3. Select and adapt tool from *GBV Risk Mitigation Tools and Resources* to use during facilitation (and print tool for distribution, if training is focused on GBV staff):
 - a. *Safety Audit Checklist*
 - b. *Community Mapping Tool*
 - c. *Discussion Guide: GBV Risks*

Time

2 hours

Procedure

Step 1: Define GBV risks (10 minutes)

Drawing reference to review of *GBV Core Concepts*, remind participants that gender inequality and related power imbalances are the root cause of GBV, while risks of GBV may increase where additional factors are present (risk factors are represented by rain in the GBV tree). While the root cause of GBV is the same everywhere in the world, risk factors will vary. Identifying and addressing risks within a community can reduce the likelihood that GBV will occur. Addressing risks also allows women and girls to live more freely, with less fear.

Step 2: Identify risks through participatory exercise (1 hour, 30 minutes)

Use a tool from *GBV Risk Mitigation Tools and Resources* to lead participants in an exercise to identify risks. Ask and remind participants to focus on safety and protection risks for women and girls, including consideration of specific groups of women and girls, such as adolescent girls and women and girls with disabilities.

- a.** Safety Audit. Adapt the *Safety Audit Checklist* and consider one of the following approaches to complete the audit with training participants:
- Move through the community to collect information through observation (allow more time for this option).
 - Break into small groups with responsibility for different elements of the audit.
 - Facilitate plenary discussion, guided by the audit checklist.
- b.** Community Mapping. Refer to the *Community Mapping Tool* and use one of the following approaches to map risks:
- Group drawing: Present a map of the community, or begin with a blank paper and facilitate a discussion around areas of risk.
 - Representing space: Using an open space, participants can physically mark areas of risk during discussion.
 - Visiting space: Invite participants for a transect walk through the community to identify risks (allow more time for this option).
- c.** Group Discussion: Use the *Discussion Guide: GBV Risks* to facilitate a discussion on risks.

Step 3: Summarize findings (20 minutes)

Engage participants to highlight key findings from the participatory exercise. Record notes on flipchart. Probe to understand specific risks. Probe to understand specific or heightened risks for women and girls with intersecting vulnerabilities related to age, disability, ethnic or religious minority, etc.

Key Discussion Points/Additional Facilitation Notes

- Consider the group dynamics, including power dynamics amongst participants, to select and adapt an exercise, and to tailor discussion around GBV risks.
- Risks of GBV can include factors that predate an emergency, factors related to the emergency (conflict, disaster, displacement), and factors related to the humanitarian environment (overcrowding, poorly established services, sexual exploitation and abuse, etc.).
- Adolescent girls face intersecting vulnerabilities related to age and sex and consequently face heightened risks of GBV in emergency contexts. Women and girls with disabilities also face increased risks of GBV. Additional at-risk groups may vary by context.
- Prepare to refocus conversation on specific risks that women and girls face, as participants may steer discussion toward general risks, or risks for men and boys.

Protection from Sexual Exploitation and Abuse

Summary

Participants learn about rights and responsibilities related to SEA and receive information on coordination, complaints, and reporting mechanisms.

Learning Objectives

Participants will:

- Define SEA as a specific GBV risk in humanitarian settings
- Understand their rights related to protection from SEA
- Identify opportunities to report allegations and seek support for survivors of SEA

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for facilitator review
3. *Discussion Guide: Protection from Sexual Abuse and Exploitation from GBV Risk Mitigation Tools and Resources* available for facilitator
4. Printed copies of PSEA policies, referral pathways, or other relevant documents, for distribution

Time

1 hour, 15 minutes

Procedure

Step 1: Defining SEA (15 minutes)

Share information on sexual exploitation and abuse (SEA):

- SEA is a form of GBV that is rooted in unequal power relationships.
- SEA is committed by people in positions of power. These people might include teachers, police, or others, but in humanitarian contexts the term is commonly used to refer to acts of GBV perpetrated by Peacekeepers or humanitarian aid workers.
- Risks of SEA are directly associated with humanitarian action—the people who are meant to help bring this risk to communities they serve.
- SEA causes great harm to individuals and communities. In addition to consequences of sexual violence reviewed in Core Concepts, consequences of SEA can include:
 - Survivors (and children of survivors) are sometimes ostracized by communities
 - SEA prevents people from receiving services they need
 - SEA damages trust between communities and aid workers

Step 2: Scenario and discussion (30 minutes)

Remind participants about the importance of not sharing stories that identify individuals in the community. Explain that you would like to use hypothetical scenarios to discuss risks of SEA. Share a brief, hypothetical scenario, adapted for your context. Facilitate a discussion about risks of SEA within the community, how survivors of SEA might be treated, and actions that might reduce risks. Consider adapting the sample scenario and questions below.

A widowed woman is the only caretaker for her two young children and her aging father. While in line to register for food distribution, an NGO worker said he will give her an extra kilo of wheat each month if she visits him in the evenings to “keep him company.”

- Do you think such a situation happens in this community?
- Has the NGO worker harmed this woman? Has he helped her? What do you think should happen to him?
- What could be done to reduce the risk of such exploitation?
- How would community members react if they knew what was happening to the woman?
- Do you think the woman might seek help from anyone? Who?
- How would you respond if the woman confided in you about this situation?

Step 3: Review responsibilities, rights, and reporting options (30 minutes)

1. Explain that humanitarian workers (including staff and volunteers) and Peacekeepers are prohibited from perpetrating SEA. We have shared rules for our conduct that we must uphold, during work hours and time off, including:
 - No sexual relations with anyone under 18 (regardless of age of consent or common practice in country).
 - No exchanging money, goods, services, or employment for sex (regardless of laws and practice in country).
 - No sexual relationships with beneficiaries of assistance (because of the power imbalance and potential for exploitation).
 - Responsibility to report any suspicion of SEA by any aid worker (regardless of organization, and without collecting proof).
2. Review the rights of people affected by emergencies to be protected from SEA, including:
 - Assistance from humanitarian agencies is always free. Any requests for payment or exchange is wrong and can be reported.
 - Someone who has been exploited by a humanitarian is never at fault. Every person has the right to assistance and the right to be safe from harm and abuse.
 - Survivors of SEA can seek GBV response services and other support. GBV caseworkers are trained to support survivors of SEA.
 - Any suspicion of SEA can be reported for investigation.

- 3.** Share information on community-based services, coordination and complaints mechanisms, and reporting options.
- Distribute copies of PSEA flyers, referral pathways, contact information for PSEA focal points, and/or other relevant resources.
 - Review options for reporting any suspicions of SEA.
 - Clarify that response to survivors of SEA should be survivor centered. Survivors can be referred for services, based on their wishes and consent.

Key Discussion Points/Additional Facilitation Notes

- When training GBV teams, share organizational policies related to PSEA and be sure that staff are familiar with reporting requirements and procedures.
- Prepare to address questions or misunderstandings between SEA and *sexual harassment*. Within humanitarian organizations, sexual harassment is largely defined as relating to allegations between staff members within an organization. SEA occurs in relations between humanitarian workers and beneficiaries.

Setting Plans to Reduce Risks

Summary

Participants identify risk mitigation strategies that may be reinforced, as well as new opportunities, and establish priorities and brief action plans to increase safety for women and girls in their community.

Learning Objectives

Participants will:

- Consider specific risk mitigation strategies
- Set priorities and plans for their community

Materials and Preparation

1. Flipchart paper and markers
2. Tape
3. Review *Ideas for Engagement* in the GBV Risk Mitigation chapter of the Toolkit ahead of discussion.
4. Consider printing/photocopying **Handout: Risk Mitigation Action Planning**.
5. Prepare flipcharts ahead of time for groups.
6. Stars, or other stickers (can use colored markers if stickers are not available)

Time

3 hours

Procedure

Step 1: Taking stock of risk mitigation strategies (1 hour, 15 minutes)

1. Break participants into small groups (group members should come from common communities). Ask groups to identify a notetaker and a representative to answer questions.
2. Distribute prepared flipcharts, with headings illustrated in table.

Identifying and raising awareness of GBV risks

Current Strategies	Opportunities
--------------------	---------------

Addressing GBV risks

Current Strategies	Opportunities
--------------------	---------------

3. Explain that groups will record ideas on current strategies to 1. Identify and raise awareness of GBV risks in their community, and 2. Address GBV risks.
4. Ask groups to first reflect on strategies to identify and raise awareness of GBV risks. Provide examples for groups to consider and then allow time for groups to discuss and record ideas on flipchart:
 - Are there people (programs, volunteers, women’s associations, activists, etc.) within the community who work to raise awareness of GBV risks?
 - Are safety audits conducted?
 - Do women lead analyses of risks?
 - Is information on GBV risks shared somehow (discussion groups, radio, posters, etc.)
 - Are there risks that are not widely understood, or gaps in information sharing?
5. Ask groups to next reflect on strategies to address GBV risks. Provide examples for groups to consider and then allow time for groups to discuss and record ideas on flipchart:
 - Are there people or groups within the community who are actively working to reduce protection and safety risks for women and girls? If so, what are they doing?
 - Are women and/or girls organizing themselves to mitigate any specific risks (such as organized firewood collection, or information networks)?
 - Is there a need for groups to organize and address protection risks?
 - Does the community have preparedness plans to communicate and protect vulnerable people in the event of a new emergency or displacement?
 - Are dignity kits distributed to women and adolescent girls? If so, who receives these and is the initiative sufficient?
 - Are women and girls involved with community decision-making?
 - Are women’s and girls’ needs prioritized in the planning of humanitarian services?
 - Does the community have mechanisms for protection from sexual exploitation and abuse by humanitarian workers?
6. Ask groups to display their flipcharts on stands, or by taping them to a wall. Allow time for participants to review all groups’ flipcharts. Reflect on common findings and ideas. Invite questions. Ask group representatives to address any questions from participants.

Step 2: Setting priorities (45 minutes)

1. Ask participants to return to their small groups and distribute a fresh flipchart paper to each group.
2. Ask groups to reflect on the previous exercise—taking stock of current risk mitigation strategies as well as opportunities and new ideas that emerged from their own group and others. With these ideas in mind, ask groups to prepare a list of actions that they would prioritize for their community to better identify, raise awareness, and address GBV risks. Actions might relate to continuing or reinforcing current efforts, or initiating new strategies.
3. Allow time for groups to create a list of priorities and then ask groups to display their flipcharts on stands, or by taping them to a wall.

4. Distribute three stickers to each participant. Ask participants to review all groups' lists of priorities and then "vote" by placing a sticker next to **three** actions- across all flipcharts- that they would rank with highest priority. (If stickers are not available participants can draw stars next to priority actions.)
5. After all participants have voted, reflect as a group on actions that emerge as common priorities. Explain that in the next exercise, participants will have a chance to consider how these actions might be realized through planning.

Step 3: Action planning (1 hour)

Based on the outcomes of **Step 2**, consider how participants might be divided into groups for action planning. Groups members should be focused on a common community, but they might be divided by section of the community, or they might be assigned a specific category or actions, or specific roles/ responsibilities (such as focusing on actions that a protection task force would take). Action planning can also be done in plenary.

Ask participants to develop plans in line with *Handout: Risk Mitigation Action Planning*. Depending on the participant group, you can choose to limit planning to actions participants can contribute to themselves, or actions they would assign to others. If participants are assigning actions to others, they should also consider how those people/groups might be persuaded to take action.

Key Discussion Points/Additional Facilitation Notes

- Challenge participants to reinforce existing, positive strategies to mitigate risks of GBV. Focus not only on formal strategies led by humanitarian actors, but informal networks and initiatives led by women and girls within the community.
- Emphasize that risk mitigation strategies should be women-led and informed by the experiences of diverse groups of women and girls. Women and girls will face different levels and types of risks, depending on a range of factors.
- Prepare for participants to raise potentially harmful ideas as strategies to reduce risks (for example, keeping girls from school, limiting women's movement, or forcing girls into marriage). Address harmful comments without judging, shaming, or arguing with participants. Clarify, acknowledge that others likely share the idea, ask for other perspectives, highlight potential consequences, and draw reference to GBV Core Concepts training. See **Handout: Facilitator Strategies for Managing Challenges** in *Foundations: Key Approaches* for more detailed strategies.
- Acknowledge that problems may be great, and many risks of GBV may lie outside of committed community members' control. Ask participants to focus on what can be done. What actions can contribute to a safer environment for women and girls?

Handout: Risk Mitigation Action Planning

GBV Risk	Action	Location	Timeframe	Participants	Lead