

Gender-Based Violence  
Affecting Children and  
Youth on the Move

# Youth Facilitator Training Manual





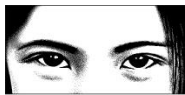
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Cover photo: Tdh/Olivier Batiste

### **Disclaimer**

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## Acknowledgements

This manual was prepared within the framework of the “Building Relationships through Innovative Development of Gender Based Violence Awareness in Europe (BRIDGE) project. The BRIDGE project is a two-year project implemented under the lead of Terre des hommes Regional Office Europe in partnership with Arsis – Association for the Social Support of Youth (Greece), Defence for Children International – DCI Belgium, Fedasil (Belgium), Kopin (Malta) and Terre des hommes Romania. The BRIDGE project is funded by the European Union’s Rights, Equality and Citizenship Programme (2014-2020).

The BRIDGE project was developed to strengthen the statutory response to gender-based violence (GBV) affecting children and youth on the move in European Union (EU) countries. Existing studies point to alarming accounts of GBV affecting refugee and children and youth on the move in the European Union. Trafficking, sexual exploitation and abuse, and forced labour are part of the experiences of people on the move. At the same time, the considerable lack of data and professionals’ knowledge and coordination, on the one hand, and the low awareness amongst children and youth on the move themselves, on the other hand, make the issue of GBV difficult to tackle.

The BRIDGE project seeks to achieve the following specific objectives:

- To enhance availability of accurate data on GBV against children and youth on the move;
- To develop knowledge and capacities of care professionals to raise awareness, identify and address specific forms of GBV among children and youth on the move;
- To support and promote multi-agency collaboration and learning on GBV against children and youth on the move through regional community of practice;
- To empower children and youth on the move to build positive relationships, awareness and understanding of GBV and support them to report, prevent, mitigate and address it.

We would like to thank the European Union’s Rights, Equality and Citizenship Programme (2014-2020) for its support and funding of the project. We would also like to thank all global gender-based violence and protection experts who have contributed time and resources to creating the manual.

## Introduction and Course Background

This training has been developed as part of the BRIDGE project. The Youth Facilitator training programme will train up to 60 youth, ages 16-24, from four project countries with the goal of increasing awareness and understanding of GBV amongst children and youth on the move. The project will do this by training youth facilitators from the project countries to carry out peer education work amongst children and youth on GBV awareness, using the training materials presented in this manual. The training materials were developed using the EU-funded LEAP project (‘Life skills, leadership, limitless potential’) which promotes participatory practice with children affected by or at risk of sexual exploitation.

As GBV is a generational issue, with children and youth exposed to violence more likely to become perpetrators of violence themselves, by raising awareness of GBV and building strong relationships, children and youth themselves can help to prevent and potentially stop the generational cycle of violence, building safer, more equitable and less violent relationships, families and communities. Youth facilitators will provide peer to peer support and work with children and youth on the move to raise awareness amongst their peers and in the wider community about GBV using a variety of tools, e.g. videos, online and poster campaigns which will have a far-reaching impact beyond the project.

## Course Objectives

By the end of the training, the Youth Facilitators will have the skills to:






- Increase awareness & understanding of GBV amongst children and youth on the move
- Lead awareness raising campaigns and activities with children and youth
- Understand, identify and address the different forms of GBV
- Play an active role in preventing and addressing GBV
- Advise on young people's needs by participating in the Youth Advisory Group
- Report GBV and educate others on the procedures on how to report cases
- Establish a point of contact with an adult professional for support
- Work with interested children to develop campaign projects (up to 5 per country, reaching up to 1,000 people) aimed at raising awareness of GBV and how to report cases
- Follow Tdh's Child Safeguarding Policy (including how to report on incidents and what is expected of them should an incident arise) and will sign the Tdh Code of Conduct

## Participant Profile

**Youth participants** will be recruited based on their motivation, availability and commitment to carry out awareness raising sessions with children and youth on the move in reception centres. Youth participants also need to be screened for their resilience to be involved in a training that deals with such a sensitive topic.

## How to use the Training Manual

Each Module of the Training Manual includes instructions of how to deliver the module. The following symbols are used:

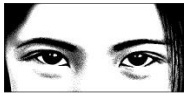
	<b>Facilitator Note</b>
	<b>Timing</b>
	<b>Objectives</b>
	<b>Materials</b>
	<b>Work for the Facilitator to do in advance</b>

## Training Methodology


The training is designed to be extremely interactive and practice based.

## Use of Powerpoint

As this training is designed to be activity based, there is no PowerPoint.



## Training Preparation & Checklist

	<p><b>Work for the Trainer to do in Advance</b></p>	<ul style="list-style-type: none"> <li>✓ Inform the trainees about date, venue, agenda and objectives of the training</li> <li>✓ Prepare handouts, role plays, homework and other documents needed during the training</li> <li>✓ Collect all information needed into 1 place</li> <li>✓ Organize all materials</li> <li>✓ Have energizers at hand</li> <li>✓ Prepare certificates</li> <li>✓ Ensure that the workshop facilities are organized including lunch and tea breaks</li> </ul>
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## Local Adaptations

Please adapt any of the exercises as needed to ensure they are culturally and contextually appropriate.

## Energizers

As the use of Energizers are often culturally different it is suggested that you introduce the idea of energizers at the beginning of the training. If the group agrees they would like to use them, you may wish to ask for volunteers to run energizers they are familiar with. You will need 4 energizers per day (one in the morning, one after morning tea, one after lunch and one after after-noon tea). If there are no volunteers but the group would like energizers, you will be responsible for creating them.

## End of the Day Reflections

At the end of each day, ask the group to think about a reflection. Ask them to reflect on:

<p>Feelings during the day</p> 	<p>Any stress or challenges?</p> 	<p>How did they manage the stress?</p> 
--	--	--

The goal of the reflection is to introduce participants to self-awareness tools.

## End of the Day Evaluations

It can be helpful at the end of the day to do a quick evaluation/check-in about how the training is going. Some suggestions are:

### Bullseye



As this is the end of the day, thank the participants for their time and attention. In order to understand if the training is on track, draw a bullseye on a piece of flip chart paper. Explain the concept of 'being on target' and you would like to know if the training is 'on-target' and are they learning.

Ask each person, before they leave to put a mark on the bullseye to indicate if they feel the training is on-target or it's 'missing the mark'.

### SMS a Friend

Ask the participants to imagine that they were going to send an SMS to a friend about the training. What would they say? Have them write the SMS on a post-it note and put it up on a flip chart.

### One word/one action

Stand in a circle. Each person should say either one word or do 1 action that represents how they felt about the training that day.

### Day 2 – Recap

Begin the 2nd day with a Recap of the previous day. Ask the group to call out what learning they have remembered from the first day. This helps to remind the group of important concepts gained from the day before.

If the group is comfortable sharing, you can also ask them to share their end of the day reflections from Day 1:

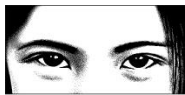
<p>Feelings during the day</p> 	<p>Any stress or challenges?</p> 	<p>How did they manage the stress?</p> 
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### Training Evaluation

In order to have feedback on the training, the Facilitator will ask all participants to complete an evaluation at the end of the training.

### Trauma Awareness

It's essential for Facilitators to be aware of the potential that many of the youth attending the training may have a history of trauma, including GBV. All materials and exercises should be delivered with sensitivity and support should be available should any youth disclose GBV during the training.



## Training Agenda

### Training: Day 1

Timing	Module
09:00-10:15	Module 1: Welcome and Introductions Module 2: Children and Youth on the Move: Project Mapping
<b>Break</b>	
10 :30-12 :15	Module 3: Gender-Based Violence
<b>Lunch</b>	
13:15-15:00	Module 4 : Children and Young People’s Rights Module 5 : Introduction to Participation
<b>Break</b>	
15:15-17:00	Module 6: Introduction to Facilitation End of the Day Reflections
<b>End of the Day</b>	









**Training: Day 2**

<b>Timing</b>	<b>Module</b>
09:00-10:30	Welcome and Day 1 Recap Module 7: GBV, Young People's Voices and Reporting GBV
<b>Break</b>	
10 :45-13 :00	Module 8: Life Skills: Listening Module 9: Life Skills: Power and Assertiveness
<b>Lunch</b>	
14:00-15:00	Module 10: Preparing for Participation Projects
<b>Break</b>	
15:15-17:00	Module 11: Preparing to Design Participation Projects Ending and Evaluation
<b>End of the Day</b>	

## Module 1: Introduction

<p><b>Duration and Topics</b></p> 	<p><b>60 Minutes</b></p> <p>1.1 Welcome and Logistics 1.2 Introductions &amp; Ice-Breaker 1.3 Group Agreements, Objectives &amp; Agenda 1.4 Self-Care</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will:</p> <ul style="list-style-type: none"> <li>• Have an overview of the agenda and training and an understanding of the experience and background of the other participants</li> <li>• Agree to confidentiality during the training and group agreements</li> </ul>
	<p><b>Materials/Resources</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that the room is set-up as needed and that the Participant materials have been printed</li> <li>✓ It is recommended to set up the room in a circle as this creates a positive atmosphere for discussion</li> <li>✓ Draw an image of a tree on a piece of flip chart paper</li> </ul>

### Facilitator Instructions

#### 1.1 Welcome and Logistics (15 Minutes)

Welcome the young people to the group. Briefly introduce all the facilitators and any specific roles they have that are important to explain. Give a very brief explanation of why you are all there: to be part of the 2-day youth facilitator training which aims to develop the skills to develop participation programmes on Gender-Based Violence awareness to young people.

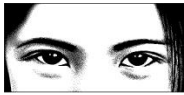
Ask each person in the group to introduce themselves. They can provide their name, their age and perhaps a reason that made them decide that they wanted to be involved in the project.

#### Logistics

Provide the group with an overview of the logistics of the training including:

- Location of facilities (toilets etc)
- Break times and mealtimes
- Emergency exits

#### 1.2 Introductions and Icebreaker (15 Minutes)



**Facilitator Note:** The goal of this session is to introduce the idea of group dynamics, assumptions and judgements and how these can undermine the safe space. Depending on how much time you have, you can make some important points using this exercise. Acknowledge that coming into

new groups can be a very difficult thing to do and we may worry that people are judging us, or we may be making assumptions or judgements about other people. Explain that you know too well that young people may feel that other people are giving them 'unwelcoming looks'. Explain that this sort of behaviour when first entering a group is understandable due to anxiety and nervousness. Sometimes this sort of hostility can be used as a defence mechanism to protect ourselves from seeming vulnerable, or to gain power but then explain that you will be working in a way that will seek to address and avoid this hostility. The aim is to create a safe space where everyone has an equal right to feel comfortable and happy to be there. Naming hostile behaviour and its cause and consequence can help to undermine negative power dynamics in a group. It also sends a clear message that you as facilitators understand how group dynamics can work. You are making it safe for people who may use more aggressive behaviours to protect themselves in group settings to be vulnerable and/or let their defences down. If they do, the chances are that they will have a much richer experience!

### **Step 1:**

Explain to the group that you will do an ice breaker called 'Truth and Lies'. Everyone in the group should think of one thing that is truthful and one thing that is a lie about themselves.

Explain that they should take it in turns to introduce themselves again and to tell the group their truth and lie. Their aim is to convince the group that both are truths about themselves. The aim of the group is to guess which is true and which is the lie. The group is not allowed to ask any follow up questions. They just have to guess based on what they have seen of that person in the group so far.

Once the group has attempted to guess the truth, the participant should then reveal their truth. Repeat this process for each participant (including facilitators).

### **Step 2:**

Once everyone has had their turn, ask the group whether they heard anything that was surprising about other people, that they did not expect. This will often generate some interesting conversation and helps to get people 'warmed up' in a light-hearted way.

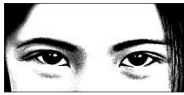
### **Discussion**

Ask them why they think you have asked them to complete the exercise. What was it like to do that exercise?

Follow up with suggesting that it is useful to break the ice and to get to know each other. It can also be useful to introduce the idea of assumptions and judgements we make of people in new groups or situations without knowing them, recognising that this could be going on right now in the group setting.

Ask the group what the word 'assumptions' means to them. Feedback that assumptions are when we think we know what 'type' of person someone is, just by looking at them, by what they are wearing, how they speak, etc. We assume that we know something about that person because of how they 'present' themselves to us. Often, however, these assumptions can be quite limiting and inaccurate. If we don't attempt to learn about people beyond the assumptions we make, we may never get to know who they are, what experiences they have had, what we may have in common and what we can learn from each other.

The danger of making assumptions about people is that we don't allow time to really get to know people, that we exclude people instantly, or discriminate, because we think they are a certain 'type', or 'not like us': people with whom we don't have things in common or we don't 'like'.



### 1.3 Group Agreements, Objectives and Agenda (25 Minutes)

**Step 1:** Explain to the youth that it is important to have group agreements in order to ensure everyone's safety and comfort during the training.

**Step 2:** Brainstorm with the group what they think the agreements should be and write them down on a flip chart. Reinforce with the group the concept of **Confidentiality**.

It is important that the group agrees to keeping any personal stories that are shared during the training confidential.

#### **Exercise for Confidentiality:**

In order to emphasise the importance of confidentiality, complete the following demonstration. Using a tube of toothpaste, ask a member of the group to squeeze out the entire contents of the tube onto a sheet of paper. When they are satisfied that they have emptied all they can, hand the empty tube to another group member and ask them to put the toothpaste back into the tube. Of course, they won't be able to do this, and explain the tube is like confidentiality and disclosure of personal information. Ask the group for their views on why this is?

Then explain:

1. Once you say something in a session you can't take it back
2. If a practitioner has heard information from a young person that raises a concern, they can't pretend they haven't heard it. They must act on it and in some cases may need to break confidentiality
3. Others have the information and they can't 'un-know' it
4. Emphasise that this is a safe space and they are in control of what they disclose
5. Also, emphasise that the youth shouldn't talk about any personal information that they hear outside of the group

**Step 3:** Tape the Agreements up on the wall in the training for the remainder of the training.



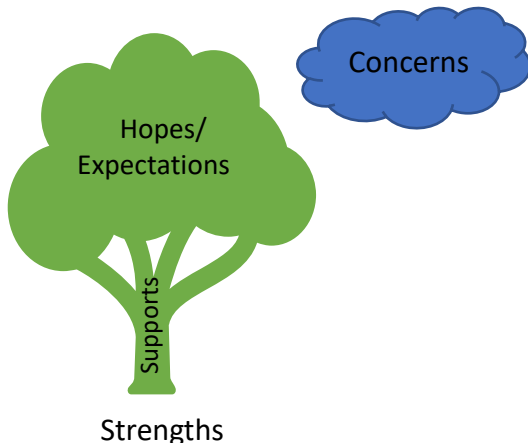
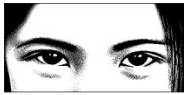
#### **Facilitator Note:**

Agreements should include:

- ✓ Mobile phones off or on silent
- ✓ Timing: Please be on time as timing is important
- ✓ Respect: Respect for all perspectives as well as non-judgement
- ✓ Participation: All are encouraged to participate actively
- ✓ Questions: All questions are welcome

### **Learning Objectives and Expectations**

**Step 1:** Explain that you would like to get a clearer picture of the Participant's learning objectives. Prior to starting this exercise, the Facilitator will have drawn a tree on a large piece of paper as below.



### **Strengths**

Ask the group to reflect on the Strengths that they bring to the training.

As the group names their strengths, write the words in the roots. Reflect that as a group, we bring together many strengths and resources that we can draw on during the training.

### **Supports**

Ask the group to reflect on what helps them to learn. Write the words to illustrate the supports in the trunk of the tree. Discuss how we all need support in our learning to get the most out of a training.

### **Hopes, Expectations**

Ask the group what they are expecting from the training. What are they hoping for? Write these words in the leaves of the tree. Just like fruit, our learning will grow and develop into something that we can take away with us and benefit from.

### **Concerns**

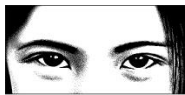
Ask the group to discuss any concerns they have about the training. Write or draw these concerns in the clouds. Discuss sometimes we have worries and concerns that are around us and we hope through the training that these concerns will be addressed.

### **Agenda**





After the group has presented their thoughts, go through the Agenda and Learning Objectives.

### **1.4 Self-Care During the Training (5 Minute)**

End this first module by explaining to the Youth that sometimes the information discussed can be distressing and the stories hard to hear. The Facilitator(s) will be available throughout the training to debrief with and talk about any difficult feelings that may be arising.



## Module 2: Children and Youth on the Move: Project Mapping

<p><b>Duration and Topics</b></p> 	<p><b>30 Minutes</b></p> <p>2.1 Overview of the Project</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will:</p> <ul style="list-style-type: none"> <li>• Have an overview of the project</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it Notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Read through the Overview of the Project and be prepared to answer any questions</li> <li>✓ Write up the Objectives on a piece of flip chart</li> </ul>

### Facilitator Instructions

#### 2.1 Overview of the Project (30 Minutes)

##### Step 1:

Ask the group to explain their understanding of why they are there and what the project is about. Capture all of their thoughts on a flip chart.

##### Step 2:

##### The facilitator will explain to the youth:

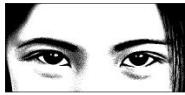
This training has been developed as part of the BRIDGE (Building Relationships through Innovative Development of Gender Based Violence in Europe) project.

They are part of a group of 60 youth, ages 16-24, from four project countries who are being trained as Youth Facilitators. The 4 countries are Greece, Romania, Bulgaria and Malta.

**The Goal** is increasing awareness and understanding of gender-based violence (GBV) amongst children and youth on the move. They will then play a key role in preventing and potentially stopping the generational cycle of violence, building safer, more equitable and less violent relationships, families and communities.

##### How?

The project will do this by training youth facilitators from the project countries to carry out peer education work amongst children and youth on GBV awareness, using the training materials presented in this manual.



Youth facilitators will provide peer to peer support and work with children and youth on the move to raise awareness amongst their peers and in the wider community about GBV using a variety of tools, e.g. videos, online and poster campaigns which will have a far-reaching impact beyond the project.

### **Step 3: Course Objectives**

On a flip chart, present the following:

By the end of the training, the Youth Facilitators will have the skills to:





- Increase awareness & understanding of GBV amongst children and youth on the move
- Lead awareness raising campaigns and activities with children and youth
- Understand, identify and address the different forms of GBV
- Play an active role in preventing and addressing GBV
- Advise on young people's needs by participating in the Youth Advisory Group
- Report GBV and educate others on the procedures on how to report cases
- Establish a point of contact with an adult professional for support
- Work with interested children to develop campaign projects (up to 5 per country, reaching up to 1,000 people) aimed at raising awareness of GBV and how to report cases
- Follow Tdh's Child Safeguarding Policy (including how to report on incidents and what is expected of them should an incident arise) and will sign the Tdh Code of Conduct

### **Step 4: Individual Exercise**

Hand out a piece of paper to each youth and ask them to draw an image (or write if they don't feel comfortable drawing) of what they hope is the outcome of the project? What are their personal goals for being involved in the project?

**Have each youth present their image and then ask if there are any questions.**

## Module 3: GBV and Children and Youth on the Move

<p><b>Duration and Topics</b></p> 	<p><b>150 Minutes</b></p> <p>3.1 Children and Youth on the Move</p> <p>3.2 What is Gender-Based Violence?</p> <p>3.3 The scale of GBV</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>Define Gender-Based Violence and types of GBV that effect children and youth on the move</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare all materials and handouts</li> </ul>

### Facilitator Instructions

#### 3.1 Children and Youth on the Move (30 Minutes)



**Facilitator Note:**

It's important to remind the Youth that we are going to be looking at gender-based violence during this training. We will never ask them to share personal experiences related to GBV and that everyone will have different experiences. They may find, however, that the training may raise emotions or affect thinking on personal issues. Remind the group of the supports that are available to them.

#### Children and Youth on the Move

**Step 1:**

As the group will most likely be comprised of youth who are on the move, it's important to address this.

Ask the youth, if they are comfortable to let the group know:

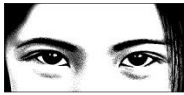
**What is their home country?**

**What route did they take to end of in the country they are in now?**

It's important to emphasise that we're not asking about their experiences during their journey as many of them may have had very difficult and/or traumatic experiences. The purpose of this training isn't therapeutic and if any of the youth express a wish to talk about these experiences, refer them on for support.

The goal is to have an understanding of their route and then outline the statistics of the numbers of children and youth on the move.

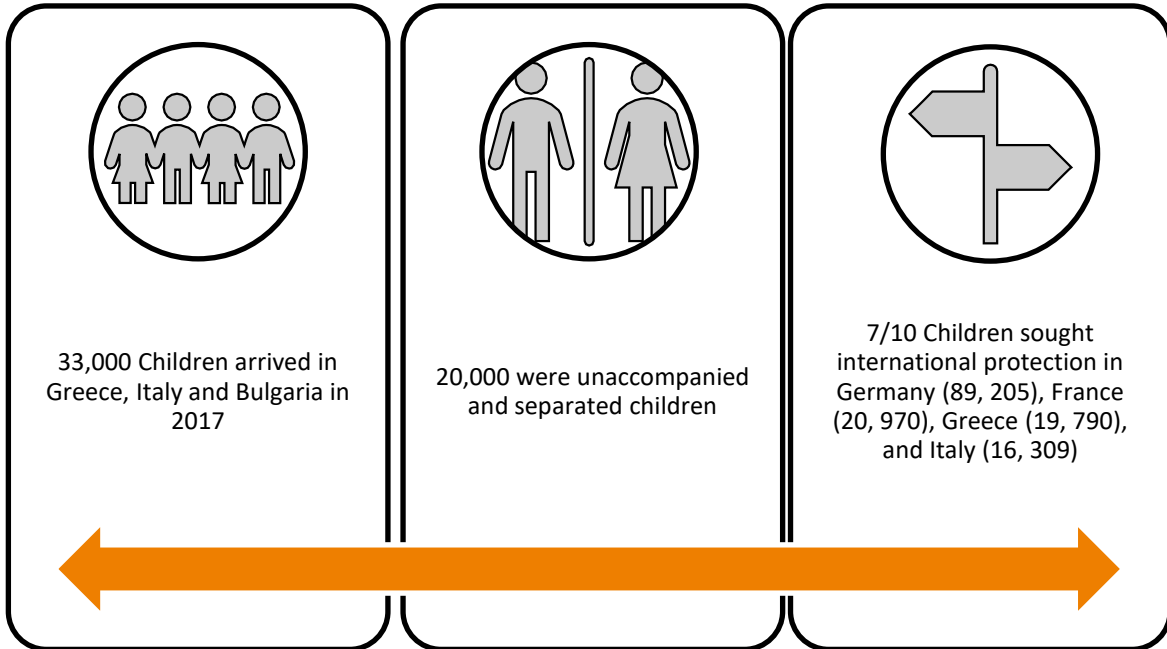




**Step 2:**

You will then give the group an overview of some of the data (you may wish to have drawn this up on a flip chart in advance):

**Numbers:**



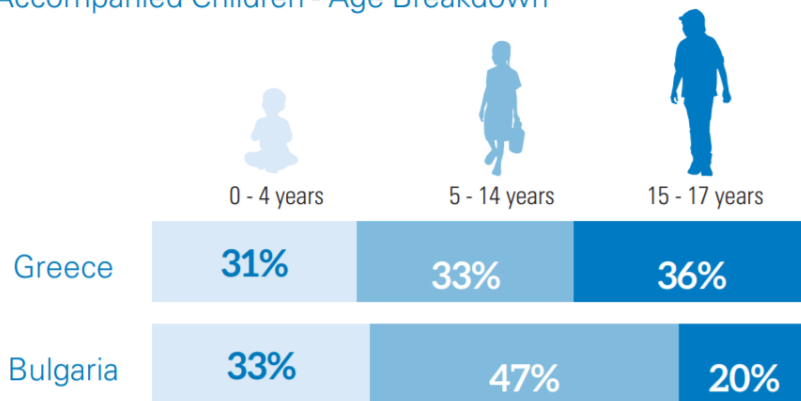
Source: Latest statistics and graphics on refugee and migrant children, UNICEF April 2019

**Gender:**

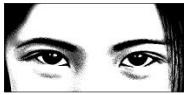
In general, there are 4 boys to every 1 girl. (Source: UNICEF)

**Age: Accompanied Children**

Accompanied Children - Age Breakdown

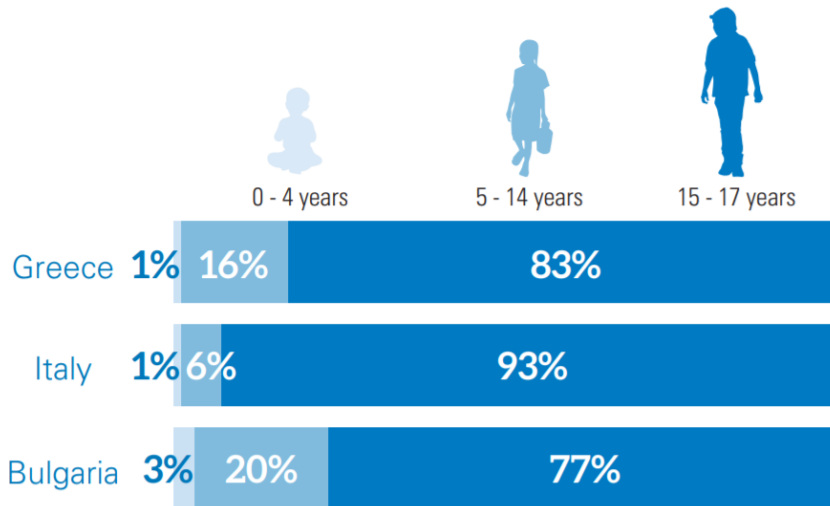


Source: Refugee and Migrant Children in Europe, Overview of Trends 2017, UNHCR, UNICEF and IOM



### Age: Unaccompanied Children

#### Unaccompanied and Separated Children – Age breakdown



Source: Latest statistics and graphics on refugee and migrant children, UNICEF April 2019

### Country of Origin: Accompanied Children

The majority of accompanied children come from:

1. Syria
2. Iraq
3. Afghanistan
4. Morocco

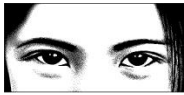
Source: Refugee and Migrant Children in Europe, Overview of Trends 2017, UNHCR, UNICEF and IOM

### Country of Origin: Unaccompanied Children

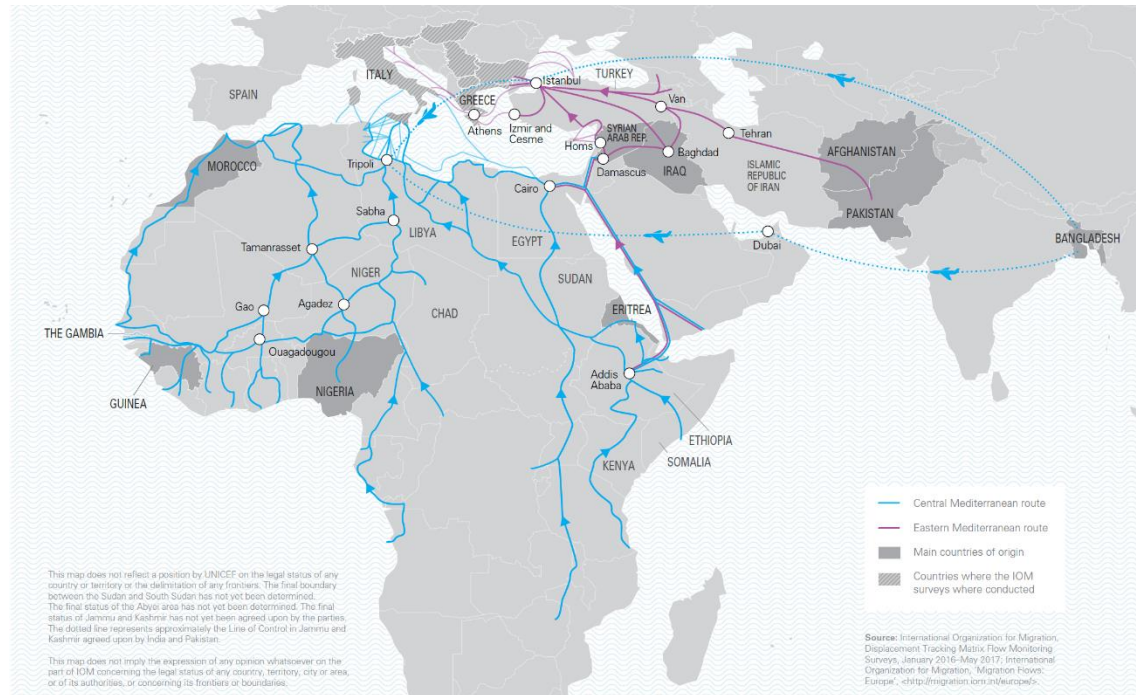
The majority of unaccompanied children come from:

1. Guinea
2. Cote d'Ivoire
3. The Gambia
4. Bangladesh
5. Nigeria
6. Syria

Source: Refugee and Migrant Children in Europe, Overview of Trends 2017, UNHCR, UNICEF and IOM



## Migration Routes



Source: IOM

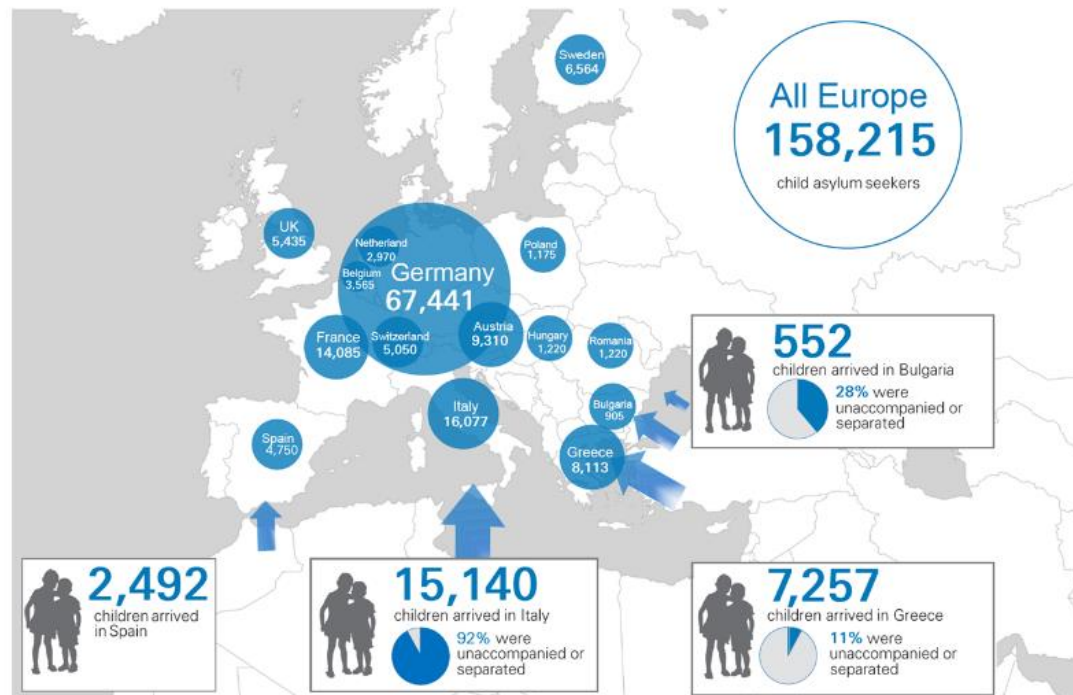
## Where do they Go?

### Child Asylum Seekers in Europe by Country of Destination

January to September 2017

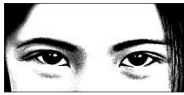


Refugee and Migrant Situation in Europe



Source: Eurostat; Hellenic Police; Italian Ministry of Interior; Bulgarian Ministry of Interior and Spanish Ministry of Interior.

Source: UNICEF



**Discussion:**

Ask the group if they were aware of the scale of other children and youth on the move?

**3.2 What is Gender-Based Violence (60 Minutes)**

This section will focus on facilitating an understanding of the difference between Gender and Sex as well as establishing the definition of Gender-Based Violence.

**Step 1: Gender Game (10 Minutes)**

Ask the group to stand up and designate one side of the room **Gender** and the other **Sex**. As you read out the following statements, have the group move to either Gender or Sex depending on what they believe to be the correct answers. The correct answers are in the ().

Question 1: Women can give birth to babies; men don't (Sex)

Question 2: Women are often paid less than men (Gender)

Question 3: Girls are kind and gentle; boys are tough and adventurous (Gender)

Question 4: Women menstruate; men don't (Sex)

Question 5: Women like to talk about their feelings; men keep their feelings to themselves (Gender)

Question 6: A woman's role is to look after children; a man's is to work (Gender)

Question 7: Women can breastfeed babies; men can't (Sex)

After completing the exercise discuss with the group the differences between Gender and Sex. Then outline for the group that the definitions are:

**Definition of gender:**

Gender is a concept that describes the socially constructed differences between females and males throughout their life cycles. Gender, together with factors such as age, race and class, influence, inter alia, the expected attributes, behaviour, roles, power, needs, resources, constraints and opportunities for people in any culture. Gender is also an analytical tool that allows us to achieve a better understanding of factors of vulnerability with a view to more appropriately responding to need.<sup>1</sup>

**Definition of sex:**

The term sex refers to the biological characteristics of males and females. These characteristics are congenital (i.e. those that people are born with) and their differences are limited to physiological reproductive functions.<sup>2</sup>

**Step 2: Definitions and Types of Gender-Based Violence (20 Minutes)**

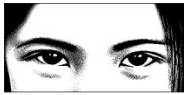


**Facilitator Note:**

The goal of this section is to highlight that while we often focus on GBV with women and girls, it can also happen with both boys and girls. While crisis settings have a serious impact on all children and adolescents, adolescent girls are in double jeopardy due to pervasive gender inequality. Conflict and disasters amplify pre-existing inequalities of power and value and it is the relative powerlessness of both being female and not an adult, that results in a disproportionate impact of crisis on adolescent girls. Girls, i.e. adolescent girls are disproportionately affected by sexual violence and other forms of GBV. Sexual violence against boys are far less common than girls; however, it exists and due to stigma and opposing gendered norms, GBV/SGBV against

<sup>1</sup> Sexual and Gender-based violence: A two-day psychosocial training: Training Guide, IFRC, 2015, p. 18.

<sup>2</sup> Ibid., p.18.



boys remains largely underreported with support mechanisms for male survivors rarely in place. It is child protection actors' responsibility to protect both girls and boys from sexual violence and GBV.<sup>3</sup>

**Types of GBV: Group Exercise**

Step 1: Divide the group into two groups and assign one group Boys and the other group Girls.

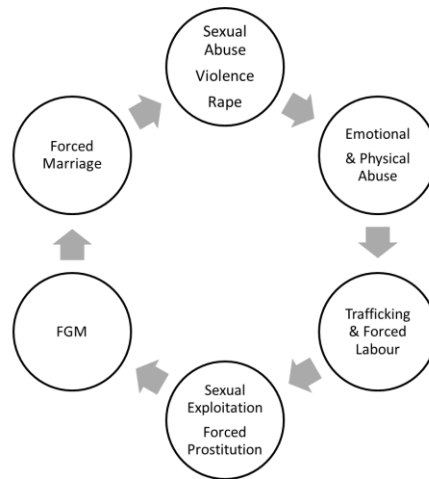
Step 2: Ask each group to brainstorm what types of GBV they think occurs with Boy and with Girls. Ask the group to also define what they think are the definitions of the types of GBV they have referenced.

Step 3: Bring the group back together and have them present their discussions to the larger group.

**Definitions:**

Present the definition of GBV and have the group name what they think are the common types of GBV with children and youth. Provide each youth with a handout on the definitions (See Appendix 1.0).

Outline the types of GBV that we will be focusing on and discuss with the group.



**You may wish to draw this in advance on a piece of flip chart paper.**

**Case Studies (See Appendix 1.2) (20 Minutes)**

Then ask the groups to return to their small groups and each group will be given a Case Study.

Step 1: Each group will read the case study and then outline the type of GBV they think the child/youth is experiencing.

Step 2: The groups will then read their case study to the larger group and then outline the types of GBV they think the child/youth is experiencing.

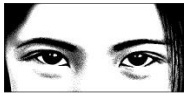
**3.3 The scale of GBV (10 Minutes)**

To end this Module, present that while there is a lack of data on the extent of GBV with children and youth on the move, it is important to address this issue.

Present the following data:

- A 2018 UN report found that, of approximately 1,300 interviews with refugees and migrants in Libya, the “overwhelming majority” of women and older adolescent girls disclosed suffering gang rape or witnessing other women and girls being taken away for sexual violence.

<sup>3</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience, and Aiding Recovery, Inter-Agency Standing Committee, 2015.



- A 2017 study by Oxfam partners in Sicily revealed that 30 out of 31 women migrants interviewed reported being raped in Libya.
- UNICEF reported that nearly half of 82 refugee and migrant women interviewed in 2017 disclosed suffering sexual violence or abuse along the central Mediterranean route.
- One NGO found that, of 125 refugee and migrant women interviewed on the Aquarius search and rescue ship from 2016-2017, 12 percent reported experiencing sexual violence in their country of origin, 22 percent on their journey, and 42 percent in Libya.
- According to IOM, an estimated 80 percent of Nigerian women who arrived in Italy by sea in 2016 were trafficked for purposes of sexual exploitation. Sources: United Nations 2018, Oxfam 2017, UNICEF 2017, Unpublished 2018, IOM 2017

**Other Statistics to Share:<sup>4</sup>**

Sexual violence against all refugees and migrants—women, men, girls, boys, and persons with diverse sexual orientation, gender identity and expression, or sex characteristics (SOGIESC)— appears to be commonplace along the central Mediterranean route.

Sexual violence is perpetrated in ways that involve and impact both women and men (and boys and girls)

In Italy, some refugee and migrant adolescent boys, young men, and persons with SOGIESC are being sexually exploited and abused, although the extent is unknown.

**Then highlight that there is a lack of reporting because of:**

- a lack of information on how to report such incidents;
- a lack of effective procedures to identify cases;
- insufficient training of staff in charge of recognising gender-based violence

**The goal of this training is to build awareness on all of these elements and to begin to create environments where there is knowledge related to GBV, there is awareness of how to make a report and what services might be available, and there is a space where children and youth on the move feel safe to report.**





**Self-Care Check-In**

As this information may have been difficult, or may have brought up personal stories, it's important to do a self-care check-in. Ask the youth to silently notice:

<p>Feelings</p> 	<p>Any stress or challenges?</p> 	<p>How are you managing your stress? Do you need any support?</p> 
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<sup>4</sup> “More Than One Million Pains”: Sexual Violence Against Men and Boys on the Central Mediterranean Route to Italy, Women’s Refugee Commission, 2019.

## Module 4: Children and Young People's Rights

<p><b>Duration and Topics</b></p> 	<p><b>60 Minutes</b></p> <p>4.1 Energiser: Anyone Who 4.2 Child and Young People's Rights 4.3 Power Walk</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify both vulnerability and resiliency factors in children and youth</li> <li>• Define child and young people's rights, child protection and safeguarding as it relates to GBV</li> <li>• Define how to create safe spaces for children and youth</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Handouts</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare all handouts and the Power Walk</li> </ul>

### Facilitator Instructions

#### 4.1 Anyone Who (15 Minutes)

This is a post-lunch energiser to bring the group back together.

##### Step 1:

Prepare a circle of chairs, with one less than the number of people playing the game

**Step 2:** Explain to the group that you are now going to do an exercise that involves moving around quite quickly within the circle of chairs. Ask one person to volunteer to go first. That person should stand in the middle of the circle and you should remove the chair that they were sitting on.

There should be one less chair than the number of people playing the game. Facilitators should play this game too.

The person in the middle will ask questions such as:

- Anyone who brushed his or her teeth this morning
- Anyone who ate breakfast this morning
- Anyone who likes pizza
- Anyone who is wearing trainers
- Anyone who has brown eyes

If the statement is true of people sitting around the circle, those people should stand up and try to sit in a chair somewhere else in the circle.





They are NOT allowed to return to their own chair or to sit in a chair that is directly either side of them.

At this stage there is a lot of movement in the circle as people rush to sit in a new chair to avoid being the person who is left without a chair and standing in the middle. At this stage the person who has been in the middle of the circle should also try to find a seat so that they are no longer the person making the statements and left standing. They may not be successful in this. If this is the case, they continue with another

'Anyone who...' until they manage to get a seat.

You will need to warn the group about being too rough and to be mindful that they are not hurting anyone in their attempt to secure a chair!

### **Step 3:**

When the person in the middle has claimed a chair. The next person left without a seat then takes their turn in the centre of the circle and repeats the previous stage.

Once you have played for long enough (hopefully so that everyone has a go in the middle of the circle), ask the group why you have asked them to play this game.

Suggest that: it is fun; it gets the adrenalin, blood and oxygen pumping around the body, so it wakes us up; we learn more about other people in the group and we change the dynamics in the group with people through being physically closer to each other

## **4.2 What are Child and Young People's Rights? (15 Minutes)**

### **Step 1: Handout Appendix 1.3: Children and Young People's Rights**

**Then, read out the statements:**

- The Convention on the Rights of the Child protects every child, everywhere. All children, regardless of legal status, nationality or statelessness, have the right to be protected from harm, obtain such essential services as health care and education, be with their families, and have their best interests guide decisions that affect them.
- The protection of children from violence, exploitation, abuse and neglect is an urgent priority

**Step 2:** Divide the group into small groups and ask them to read through the list of Children and Young People's rights. Which ones do they feel are most important? Ask them to bring their views back to the larger group and discuss.

### **Step 3: Define Child Protection and Safeguarding**

Next, read out the definition of child protection, as agreed by the Child Protection Working Group, is "the prevention of and response to abuse, neglect, exploitation and violence against children".

### **Step 4: Define Safeguarding**

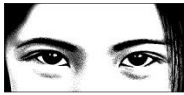
**Then, read the definition of safeguarding:**

Terres des hommes defines safeguarding as "the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities".

### **Step 5: Safeguarding Code of Conduct**

Let the group know that as part of this training, they will also be committing to safeguarding other children and young people and will be given a copy of Tdh Safeguarding Policy and Code of Conduct.





### **4.3 Power Walk (See Appendix 1.4) 30 Minutes**

The Facilitator will now explain to the group that we are going to do an exercise called a Power Walk to explore human rights, with a focus on children and young people.

#### **Step 1: Power Walk**

The Facilitator will lead the Power Walk as illustrated in Appendix 1.4

#### **Step 2: Discussion**

The goal of the Power Walk is to illustrate power dynamics and the divisions and vulnerability that can result.

Once the Power Walk is completed, ask the youth to raise their hand to the following questions if:

- They think that decisions in their lives are made in consultation with them
- They are able to influence the decisions that affect them
- They feel they have an identity in the country that they live in
- They feel protected from hurt and mistreatment
- They feel they can seek out information and understand what is best for them
- They are able to play and rest
- They feel free from abuse and kidnap
- They are free from exploitation and violence
- They feel they know their rights

Ask the group to reflect on why you have asked them to do this exercise. What do the outcomes of this power walk represent in society?

Explain that the last questions you have been asking about their characters are questions that represent children's rights. Young people are having their rights undermined on a daily basis simply as a result of being young and even more so as a result of another disadvantage or abuse they face. This disadvantage is often the result of structural inequalities in the systems that make up society.

#### **Step 3: Pairs Work**





Ask the group to turn to the person sitting next to them and to have a quick look at, and discussion using, the UNCRC that was handed out earlier and decide which rights would be restricted or undermined by the experience or threat of GBV. You may want to facilitate this as a larger group discussion.

Do a quick-fire feedback round asking for people to shout out the Articles and why they would be undermined by GBV.

Then provide an overview of the rights that are specifically related to experiences of abuse and can also often be violated in the aftermath of abuse as a result of CYP losing control of decision making. Also reference the rights that refer to CYP being actively involved in decision-making.



## Module 5: Introduction to Participation

<p><b>Duration and Topics</b></p> 	<p><b>45 Minutes</b></p> <p>5.1 Introduction to Participation</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the principles of participation</li> <li>• Introduce the different stages of participation that could be applied when working with young people</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Flip chart paper</li> <li>✓ Participation ladder stages</li> <li>✓ Participation scenarios</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare materials</li> </ul>

### Facilitator Instructions

#### 5.1 Introduction to Participation (45 Minutes)

**Step 1:**

Explain to the group that you are going to explore what ‘participation’ means. Ask the group to work in pairs. They should have 5 minutes to have a conversation about what they think ‘participation’ is. What does this mean, especially in regard to young people’s participation? Ask them to share their views with the rest of the group and capture their thoughts on flip chart paper.

**Step 2:**

Use the following two definitions to explain what we might mean by ‘participation’.

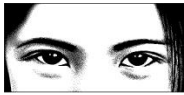
**“Sharing decisions which affect one’s life and the life of the community in which one lives”. (Hart, 1992)**

**“Children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights” (Lansdown, 2002)**

Ask the group what this means to them. Is there anything that people don’t understand? Check people’s understanding of community. This is a big concept that will mean many different things to different people – some may not understand the word at all.

**Step 3:**

Next ask the group to work in pairs again to think about what the basic principles of participation are. Another way of understanding ‘principles’ is the ‘rules’. What would have to be happening for an approach or a project or service to be classed as participatory?



Give them 5 or 10 minutes to think about this in pairs. If they had to sum up participation in no more than 10 bullet points, what would these be?

To ensure they understand the task, ask the group to shout an example of a principle. This might be hearing from those who don't have their voices heard; being included etc.

**Step 4:**

Ask them to feed back their ideas to the wider group and capture their views on flip chart paper (Adapted from 'Putting the first last. Whose reality counts?'(Chambers, 1997)). Each pair should give a principle, you should ask them to explain it and then add it to a list of principles. Then move onto the next pair until all their ideas are exhausted.

You should then provide the following list of principles on flip chart paper. These are not the only principles but are useful as a starting point in the things to look out for that would tell us if something was participatory or not.

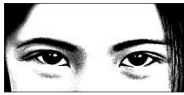
- People knowing they usually hold the most power and letting other people be in control or take some power
- Listening to and focusing on the reality of other people's lives as they see it (normally the people who are least powerful)
- Believing that everyone has the ability to make decisions and should influence these
- Hearing the views and experiences of the least powerful people and those we don't normally hear from
- Letting people speak and make decisions who don't normally have the opportunity to
- Being aware of yourself and your power and position in the world and how this affects others
- Sharing: of information and ideas (not just one sided)
- Learning is happening all the time: reflecting on challenges and adapting
- The people experiencing the issues are the experts
- Creating opportunities for young people to represent themselves and to have power to make decisions and influence change

**Step 5:**

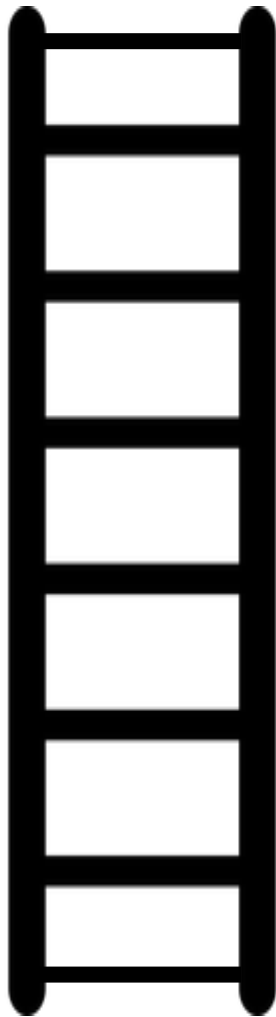
Explain that you are going to do a practical exercise to explore the principles in more detail.

Lay out on the floor the different stages of Hart's ladder of participation. You should have the 8 different stages stretched out across the room. As you do this you should discuss each stage from 8 (which represents participation) to 1 (which represents non-participation). For example:

8. Youth initiated, shared decisions with adults
7. Youth initiated and directed
6. Adult initiated, shared decisions with youth
5. Consulted and informed
4. Assigned and informed
3. Tokenism
2. Decoration
1. Manipulation



Hart's ladder of participation. See below.



<b>Rung 8</b>	<b>Youth initiation shared decisions with adults: Youth led activities, in which decision making is shared between youth and adults working as equal partners.</b>
Rung 7	Youth initiated and directed: Youth-led activities with little input from adults.
Rung 6	Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.
Rung 5	Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.
Rung 4	Assigned, but not informed. Adult-led activities, in which youth understand purpose, decision-making process, and have a role.
<b>Rung 3</b>	<b>Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.</b>
<b>Rung 2</b>	<b>Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.</b>
<b>Rung 1</b>	<b>Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activity.</b>

You can use Hart's work in Children's Participation. From tokenism to citizenship (1992), to understand these different stages in more detail.

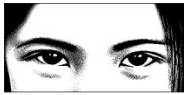
**Step 6:**

Once you have discussed these stages, then you can –

a) Ask people to design their own ladder with young people friendly terminology;

b) Or/ and ... read out some scenarios of young people's involvement and ask the group to position themselves on the ladder based on what stage of participation they think the scenario represents. You can add your own scenarios, but these might include:

1. Young people sitting on an interview panel to recruit a new social worker. They haven't seen the interview questions prior to the interview or had a chance to influence what the interviewees get asked in the interview.
2. A focus group of young people who are asked to come together once to give their view on a funding bid that has already been written and the project to be funded has already been designed.
3. A charity advisory board made up of young people. The board meets monthly to decide what services the charity should develop in the future and how they should be run. The board members have all used the services of the charity in the past.



4. Young people making a film on issues that affect them. They have written and shot the film with help from a production company. They need adult professionals to help them to screen the film and get decision makers to view it.

5. Young people who have written a training programmes for professionals to teach them how to work with young people better in the future. The training is owned by the organisation they have been working with and they get paid to deliver the training.

6. Young people being allowed to decide what paint colour gets used to decorate a new youth centre.

7. A young person speaking at a conference where the agenda has been set by adults – the young person only stays for the time it takes to talk to the audience.

8. Young people who see that lots of girls are leaving school early as a result of getting pregnant. They decide to set up a space in their library during lunch time where young women can come to get information and ideas on sex and relationships and contraception. The young people ask an external sexual health service to come into the space to give out condoms.

After each scenario ask the group why they have placed themselves where they are standing on the ladder of participation. What evidence did they see in the scenario that led them to that position? Do they have a view on that type of participation? What are the pros and cons?

Ask them which stages of the ladder seem to truly bring about a power shift in favour of young people. Bring their attention to the 3 lower rungs of the ladder. These are often 'tokenistic' in order to 'tick boxes' for funders but do not represent any kind of power shift in favour of young people.

Finally, after each scenario, ask them to think about the principles that were explored previously. Which of these are being demonstrated in the scenarios? They can refer to the list that you created earlier in the exercise.





### **Discussion**

Ask why they think you have asked them to do this exercise.

Suggest that:

- The project is partly about young people gaining knowledge and skills in order that they can be involved in participation projects or lead and initiate them.
- In order to do this, it is important that they understand what participation is.
- That young people are regularly asked to be involved in activities that are tokenistic or non-participative.
- It is not always possible for professionals/adults to relinquish all control due to the constraints of funding, their own power to influence change etc. But being clear with young people about what they can expect (in adult initiated participation) is important in order to set expectations and avoid disappointment and frustration.

## Module 6: Introduction to Facilitation

<p><b>Duration and Topics</b></p> 	<p><b>90 Minutes</b></p> <p>6.1 Good teacher/Bad Teacher 6.2 Techniques for Facilitating Groups 6.3 Challenges of Facilitation</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand effective and non-effective communication</li> <li>• Understand the qualities of a 'good' trainer</li> <li>• Identify techniques for group facilitation</li> <li>• Identify some of the challenges they may face when facilitating groups</li> <li>• Identify strategies to deal with the challenges</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> <li>✓ Facilitating groups hand-out</li> <li>✓ Challenge cards</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare all handouts and materials</li> </ul>

### Facilitator Instructions

#### 6.1 Good teacher/Bad teacher (15 Minutes)

##### Step 1:

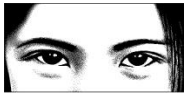
Write two columns on a flip chart titled 'good teacher' and 'bad teacher'. Ask the group to think back to being in school (or their current school if they are still in school) recognising that this might not have been a happy experience for some of them. Ask them to think about teachers they had and different things that made them both a 'good' or a 'bad' teacher.

The group should collectively throw ideas out and these should be recorded on the flip chart.

Ask them to elaborate on why these qualities are either good or bad. For example: why is a teacher that doesn't shout good? What impact does this have on a student and their ability to learn? Why is a teacher that seems to have favourites bad? How might this impact on another students' self-esteem etc. Why would a teacher that points out individuals in a class be a bad teacher? Could this also be a good thing? What are the different ways that a bad teacher would communicate compared to a good teacher?

Ask the group to think about why this exercise is important when thinking about how we facilitate groups and how they will deliver the sessions in the project.

Explain that teachers will have a communication 'style' which will impact on how comfortable people feel and how able they are to learn and how effective they are at communicating.



**Step 2:**

Briefly, ask the group to turn to the person next to them. Ask them to have a quick discussion about teachers they remember that brought out the best in people. How did they do this? How did they treat people? How did they communicate?

Alternatively, you can ask them these questions thinking about which communication strategies they use themselves when working with other people, e.g. leaving silence is important to allow people to talk. Record ideas from the discussion on flip chart paper.

**Step 3:**

Next create two columns titled 'effective communication' and 'noneffective communication'. Ask the group to turn to someone sitting next to them again and create a list for each heading. What makes communication effective or non-effective? What is someone doing if they are communicating badly or well?

When they have had some time to think about this ask each pair to take it in turns to provide one example for each column. They shouldn't repeat what has already been suggested. These examples should be recorded on the flip chart paper. Keep going with carousel feedback until all ideas are exhausted.

**Discussion**

Ask the group why they think you have asked them to think about communication. The discussion might include:

- Understanding how to communicate effectively can help us to express our needs, wants and opinions
- Thinking about the skills of a good teacher can help in their own development as youth and adult facilitators

**6.2 Techniques for Facilitating Groups (45 Minutes)**

**Step 1:**

Explain to the group that you are going to facilitate a brief group discussion. While you are doing this, you would like them to observe and make a note of the different techniques that you are using that are useful in facilitating conversation. You should choose a question to discuss that is relevant to the subject of the programme. This could be:

**"It is more important to keep young people safe than it is to have them involved in decision making that affects them."**

Ask the group to stand on their feet. If they agree with the statement, they should stand at one end of the room, if they disagree, they should stand at the other end. If they don't know, then they should stand in the middle.

To start the conversation, ask the group to raise their hand if they agree with this statement, then to raise their hand if they disagree, and again to raise their hand if they are not sure. Use these responses to kick-start your group discussion.

Use the different techniques listed on the next page to facilitate a group discussion. You will not have time to fully explore this statement – even though people may want to!

**Step 2:**

You should only let this conversation go on for about 10 minutes. When you have closed the conversation down in a diplomatic and polite way (another technique!), you should ask the group what they observed about the techniques you demonstrated. Capture these on flip chart paper. They should identify the questioning techniques used and the evidence of where this was used.

Next show them the chart of techniques below and ask where they saw examples of the techniques which you haven't discussed yet. Then go on to think about the benefits of the techniques that they have identified.



Discussion Technique	Purpose
Open questions	Stimulate ideas and opinions, avoid leading questions and answers
Body language, using people's names	Encourages people to contribute, provides a sense of validation and respect
Careful listening	Helps you understand clearly how to lead the discussion, and how to keep focused on the group's agenda rather than your own
Encouragers	E.g. nodding Encourage people to keep talking, physical sign you are listening
Rephrasing	Clarifies what a person says and shows appreciation, shows you are listening and gives you time to think and reflect
Redirecting questions	Gets others involved and gathers more opinions, shows you are interested in everyone's views
Probing questions	Draw out more information and views, helps people notice things they hadn't thought of before
Observing and reacting	Encourages people who are silent, demonstrates you are dealing with unfair or unequal group dynamics
Summarising	Helps people understand and reach agreement, shows you have listened

*Adapted from: International HIV/Aids Alliance, Feel! Think! Act!*

**Discussion**

Ask the group why they think you have asked them to do this? Explain that for the rest of the training they will be practicing exercises that they will be delivering to young people and will need to hold these techniques in mind in order to create a space that feels safe, encouraging and non-discriminatory.

**6.3 Challenges of Facilitation (30)**

**Step 1:**

Next explain that you are going to explore some of the challenges of facilitating groups and how they might deal with these. Split the group into smaller sub-groups of about four people.

Provide each group with a deck of 'challenge cards' (**See Appendix 1.5**). These cards represent some of the challenges they may face as facilitators. In their groups, they should have 10 minutes to read out a card and then the group should suggest ways of dealing with the challenge. ENSURE YOUNG PEOPLE UNDERSTAND CONTENT OF CARDS and have some time to discuss if necessary.

**Step 2:**

Ask the group to come back into the circle. Explain that you are going to explore these challenges in more detail. They should contribute the ideas that they came up with in their smaller groups to this following exercise.





Explain that you would like two people at a time to come into the centre of the space and role-play one of the challenge cards. You should pick the challenges randomly so that people don't know what they are getting. Ask the pair to act out the scenario as best they can. The person playing the facilitator should try and respond to the challenge in the roleplay. The person playing the young person should keep trying to challenge the facilitator, but they should concede if they think the facilitator has used good strategies that would actually work!

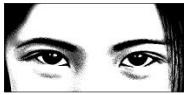
**Step 3:**

Allow each role-play to proceed for a couple of minutes and then stop the action. With the actors still in the space, you should ask the audience what went well, and what strategies they can see that are working.





They should also make suggestions as to how the facilitator could make things even better. Based on this input from the audience, the 'actors' should re-play the challenge. This time they should use the techniques suggested by the audience and see whether it has an impact on the challenging behaviour.

**Discussion**

Ask the group what it was like to do this exercise. Was it useful? What was helpful? What were some of the good ideas? Were there any cards you really struggled with? What were these? Explain that as they practice delivering the project, they will have the chance to explore other challenges as they arise.



## End of Day 1

<p><b>Duration</b></p> 	<p><b>15 Minutes</b></p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Conclude the learning for the day</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare the end of day evaluation</li> </ul>

## Facilitator Instructions

### End of Day 1 (15 Minutes)

**Questions:** Ask the group if they have any outstanding questions.





**Reflection:** Have the Youth complete their reflections for the day.

<p>Feelings during the day</p> 	<p>Any stress or challenges?</p> 	<p>How did they manage the stress?</p> 
--	--	--

**Evaluation:** Using tools in the Introduction, complete an End of the Day Evaluation.

**Remind the group of the starting time for Day 2.**

## Day 2: Introduction

<p><b>Duration</b></p> 	<p><b>30 Minutes</b></p>
	<p><b>Objectives</b></p> <p>The Objective of this section is to Welcome the Participants to Day 2 and to support team building.</p>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> <li>✓ Ball</li> <li>✓ Newspaper</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <p>None</p>

### Facilitator Instructions

#### Welcome (5 Minutes)

Welcome the Group to day 2 and provide an overview of what the day will cover.

In order to warm the Youth up for the day, ask the group to stand in a circle. One person will start holding the ball and say 1 thing that they learned the previous day. They will then throw the ball to another Participant will say 1 thing that they learned. Continue around the circle until all Participants have had a chance to say 1 thing they learned.

#### Feelings Check In (10 Minutes)

As some of the material is extremely sensitive and may bring up feelings, it is important to check in with the participants. Ask if anyone would like to talk about their end of the day reflection from the previous day.

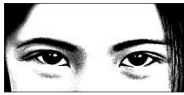
<p>Feelings during the day</p> 	<p>Any stress or challenges?</p> 	<p>How did you manage the stress?</p> 
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Discuss with the group any feelings, stress or challenges that came up on the previous day and then discussion strategies for managing the stress.

#### Newspaper Game (15 Minutes)

##### Step 1:

Clear the furniture to the edge of the room so that you have a large space to conduct this icebreaker. Provide each person with a sheet of newspaper. Ask them to stand up in the room and place their sheet on the floor and then stand on it.



Explain that the aim of the game is to make sure that each member of the group has always got a piece of newspaper between them and the floor. Explain the following rules:

- No part of a group member's body or clothes (for example shoes) may be in contact with the floor
- It is the responsibility of the whole group to make sure that all group members are not in contact with the floor
- They are not allowed to use furniture in their attempts to avoid contact with the floor
- No one is allowed to get hurt

**Step 2:**

Next ask everyone to step off his or her pieces of newspaper and then take one piece away. Then ask them to step back on to the paper and to ensure they are obeying the three rules. There is now one less piece of newspaper than there are people, so the group has to figure out how they will collectively meet the rules of the game. It is likely at this stage that two members of the group will share the same piece of newspaper.

**Step 3:**

Keep repeating stage 2, each time reducing the number of sheets of paper that the group has available to stand on (you may want to remove multiple pieces at a time to speed the exercise up). It will become harder and harder for them all to be not in contact with the floor and standing on newspaper. As they attempt each round of the game, you should ask them to think about how they might achieve the aims of the game, reminding them that as long as they don't break the three rules above, then they can do what they need to in order to achieve the aim.

**Discussion:**





Ask them what it was like to complete the task and why you have asked them to do this exercise. Listen to their opinions. Suggest that:

- It encourages team building and helps them to practice group problem solving
- It helps them to understand what works when trying to solve problems as a group and what doesn't work
- It may help them realise they can rely on each other and need to rely on each other
- It might help with breaking down barriers as it brings people closer physically
- It's fun!

You can discuss if this activity would be suitable on the first day of training (rather than second) with young people – it is quite intimate and might be difficult for vulnerable young people to engage in.



## Module 7: GBV, Young People’s Voices and Reporting GBV

<p><b>Duration and Topics</b></p> 	<p><b>60 Minutes</b></p> <p>7.1 GBV Review</p> <p>7.2 Young People’s Voices</p> <p>7.3 Reporting GBV</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define the myths and facts of GBV</li> <li>• Identify the importance of young people’s voices</li> <li>• Know how to report any incidents of GBV in the area where they live</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare materials</li> </ul>

### Facilitator Instructions

#### 7.1 GBV Review (15 Minutes)

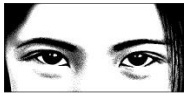
In order to review the information that was presented on GBV the previous day, take the youth through a quiz on the myths and facts of GBV.

#### Quiz: Myth or Fact

Designate one side of the room Myth and the other Fact. As you read the statements, have the group move to which side of the room they believe is the correct answer. After each statement, read out the correct answer and then discuss.

Be sure that after each statement, the groups have understood what the facts and myths are in relation to GBV, and they are able to classify all of the following statements:

- Violence is a crime that is culturally condoned but is punishable by law. (Fact)
- Some women ask for or provoke men to rape, batter or abuse them through their own behaviour. (Myth)
- Nobody asks or deserves to be violated. (Fact)
- Women who dress in revealing clothes are asking for trouble and should not complain if they are violated. (Myth)
- Men must take responsibility for their violent actions. (Fact)
- Rapists are psychopaths or crude, uncultured and uneducated men. (Myth)
- Violent behaviour is a mark of masculinity. (Myth)
- In some cultures, violence is an expression of a man’s love. (Myth)
- Commercial sex workers cannot be raped. (Myth)
- Marital rape is not possible. (Myth)
- Women say no when they mean yes. (Myth)



- Women have the right and freedom to dress the way they want and not to be violated. (Fact)
  - Many women and girls are raped by people who are close to them, their dates, partners, husbands, fathers, priests, friends and colleagues. (Fact)
  - Violence is a crime that should not be justified. (Fact)
  - Rape refers to sex without consent, whether it is committed by a husband or any other man. (Fact)
  - When women say no, they mean it and men must respect these feelings. (Fact)
- \*From Breaking the Cycle: An Action Guide on the Prevention of Gender-Based Violence Among Youth.

### Discussion

Ask the group why you have asked them to do this exercise.

Suggest:

- Many people don't have a clear understanding of what GBV is.
- This exercise has hopefully enhanced their own understanding and thinking on the issue.
- It is important to think critically about the issue and challenge our own views on what can be a very taboo and sensitive subject where people often feel blamed for their experiences.
- This will support their work in preventing GBV in the future.



### Facilitator Note

A discussion about GBV can provoke some very strong responses. It is important to acknowledge any difference in opinion and that we will all hold potentially different views as to what constitutes GBV and what constitutes 'choice'.

The 'social norms' that exist in young people's social spheres and cultures will influence their opinion on what constitutes GBV. Culture generally, and the 'sexualisation' of young people and exposure to pornography, may normalise some of the sexual acts identified in this activity.

Your role as facilitator is not to insist that the young people adopt your own views on the issue of GBV (which can be polarising and political). It is simply to encourage them to think more critically about the issue, asking them to consider alternative perspectives and to recognise that there many complexities and factors involved and also to raise their own awareness and knowledge of the subject. You must be vigilant for 'victim blaming'. Young people (and adults) will often blame the victim, based on what they are wearing, the 'type' of person they are, the fact that they have done it before, that they seemed 'up for it', they 'led them on', they went to the party therefore they should have 'expected' it, or 'I would never let it happen to me'. It is essential that these opinions are challenged and that this is done publicly in the group setting. You should do this sensitively and diplomatically, and in no way should you condemn young people for holding these opinions or make it a personal issue! They are, after all, simply reflecting common views, myths and misconceptions in general society and media. BUT, if you do not challenge these views you are sending a message to other young people in the group (who may have had some of these experiences of GBV) that you agree with the myths and that somehow it was their fault that they experienced GBV. We should be stating very clearly and explicitly that GBV is the fault and responsibility of the perpetrator and not the person who has experienced it.

## 7.2 Young People's Voices (30 Minutes)

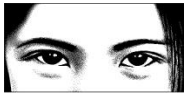
We are now going to explore the importance of young people having a voice both in reporting GBV but also in preventing it.

### Traffic light activity

#### Step 1:

Explain to the group that there is an imaginary line across the centre of the room with 'agree' at one end of the line and 'disagree' at the other and 'don't know/maybe' in the middle. Explain that they will hear statements and they should place themselves along the line depending on whether they agree or disagree with the statement. It may be that they don't know, or they both agree and disagree – in which case they would place themselves somewhere near the middle.

Ask the group to think about what they have learnt so far about children's rights, participation and GBV and respond to the following statements:



1. Young people who have experienced GBV always have their opinions listened to and considered
2. Young people who experience GBV are too vulnerable to be involved in decision making
3. It's more important to work on keeping young people safe than involving them in the decision making that affects their lives
4. Services/professionals do everything they can to meet the human rights of children and young people who have experienced GBV
5. Young people shouldn't be involved in efforts to prevent GBV

After each statement, ask some of the young people to offer an explanation of why they have positioned themselves where they have, asking for their views on the statement. Ask the rest of the young people whether they want to comment on what they have heard from their peers and whether they agree or not.

### **Discussion**

Ask the group why they think you may have asked them to do the exercise. Suggest that:

- It helps to develop critical thinking on the issues they are addressing through participation.
- It starts to challenge myths and stereotypes about GBV, young people and participation.
- It supports young people to recognise that our views may sometimes be upsetting/frustrating/add odds with others.
- It helps to practice group and public speaking.
- How we choose to disagree and offer a counter argument is important in order that a debate can take place and people feel free to talk and understand different perspectives.

### **7.3 Reporting GBV (15 Minutes)**

#### **Step 1:**

First ask the group if they knew where they could report GBV in the location where they are currently living?

#### **Step 2:**

Next ask the group what they think happens after GBV is reported?

After the youth have answered, take them through GBV reporting in your location.





Where would they report GBV?

What happens in your location if GBV is reported?

What services are available for GBV survivors?

You will need to conduct some mapping prior to this session in order to provide the youth with the correct information. You may wish to provide a handout to youth on safe places to report and services for GBV.

## Module 8: Life Skills: Listening

<p><b>Duration and Topics</b></p> 	<p><b>60 Minutes</b></p> <p>8.1 Listening Skills</p> <p>8.2 Listening to Each Other</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Introduce the importance of listening to increase understanding and to avoid making assumptions</li> <li>• The importance of listening skills in preventing GBV</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare materials</li> </ul>

### Facilitator Instructions

#### 8.1 Listening Skills (15 Minutes)

##### Step 1:

Explain that you are now going to focus on some of the effective forms of communicating that they have identified the previous day. First you will explore listening.

Ask the group to get into pairs. They should name each other A and B. They should sit back to back on chairs. You should give the Bs a piece of paper and a pen. Partner A should then think of an image or an object. They should not share this with their partner. They should now try and describe the image or object in order that B can draw it. B should draw what A describes. B is not allowed to ask questions of A in order to clarify what they are hearing.

##### Step 2:

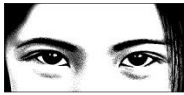
After five minutes B should reveal to A what they have drawn. Is it a reflection of the image or object that A had in their mind? There is often lots of laughter at this point as the group discover the strange pictures that have been drawn!! Ask the group to reflect on what it was like to do the exercise. Ask the Bs what helped them to draw a clear picture. What does A need to do to communicate this to them clearly?

##### Step 3:

Now repeat the exercise with B describing an image and A drawing what they hear. Once they have completed this task, you can ask the whole group to share their pictures – what they have drawn and what they were supposed to have drawn!

Ask them how it was to complete the exercise. What happened when they didn't understand what their partner was telling them, and they weren't able to clarify through questions? Did they make things up? Guess?





**Step 4:**

Next create two columns titled 'effective communication' and 'noneffective communication'. Ask the group to turn to someone sitting next to them and create a list for each heading. What makes communication effective or non-effective? What is someone doing if they are communicating badly or well?

When they have had some time to think about this ask each pair to take it in turns to provide one example for each column. They shouldn't repeat what has already been suggested. These examples should be recorded on the flip chart paper. Keep going with feedback until all ideas are exhausted.

**Discussion**

Ask the group to think about why they have done this exercise. What did it tell you about listening and communication generally?

Suggest:

- It is important to have a 2-way conversation in order to get a full understanding.
- Without being able to ask questions we can't clarify what we have heard, we can't check with our partner to know that we have heard properly, we might make assumptions as a result and get things wrong.
- It can be very hard to understand fully when you can't see someone's face – we express a lot through our faces.

**8.2 Listening to Each Other (45 Minutes)**

**Step 1:**

Ask the group to divide into pairs. Again, they should label themselves A and B. Ask them both to think about everything that they have done today so far. This might include what time they woke up, what mood they were in, what they had for breakfast, how they got ready, who they spoke to, how they got to the group today, what mode of transport, what was the traffic like, who did they meet on the way, have they been to school/college, what happened there.

Remind them that they should only share the information that they are happy for the other person to know about them, but they should also try to provide as much trivial detail as they can. For example, what colour was their toothbrush, what brand of toothpaste did they use.

Next explain that, on your instruction, they should start telling each other everything that they have already done today. The aim for both A and B is to make sure that they have told their partner and they only have a very short time to do it. Then shout 'go'!

**Step 2:**

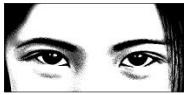
The chances are that they are both going to speak at once. After a couple of minutes stop the group. Ask the group:

- What was that like? What impact did it have on you?
- Could you achieve your aim? Why?
- How much did each partner hear from the other? Why? What was that like?
- Did they feel like they were being listened to? Why?
- Was it effective in making sure you understood each other? Why?
- What has it shown about how to communicate effectively?

They should be able to get to the idea that if both people speak at the same time, they don't listen to each other and nor do they get heard. Effective communication is where one person is speaking at a time.

**Step 3:**

Next, form trios and ask each trio to find a separate space in the room. Within each trio ask them to decide who is the speaker, listener and observer.



**Ask the 'speakers' to stand up and go to an area of the room where you can give them secret instruction. Give them the following instructions:**

They should tell the 'listener' about an experience in their life or at school that has made a big impression on them. They should think about this for a minute while you instruct the 'listeners'.

**Brief the 'listeners' outside the room so the others cannot hear.**

They are going to listen carefully to what the 'speaker' says, but they should pretend not to be listening. Ask them to suggest ways that they can show that they are not listening and not interested? (Expected responses may be not looking at speaker, bored face, no encouraging smiles, fidgeting.)

**Next, ask the 'observers' to stand up and give them the following instructions.**

Their job is to carefully observe the other two (speakers and listeners) and keep notes on what happens so that they can describe it.

**Step 4:**

Before you start the activity, you should check with each group that they understand what they have to do – without giving the game away! When you are happy that all the speakers, listeners and observers know what they should do, then.... Shout 'Play!'.

**Step 5:**

After five minutes stop all the trios. When they have all finished, ask the 'speakers' to stand up. Ask:

- How was it to tell their story?
- How did they feel?
- What impact did it have on them?
- Why do you think the listeners were not listening/not interested?

Allow everyone to talk if they want to because they may be very frustrated!

Next ask the observers to explain what they saw in the listener. How did they see them behave? What were they doing that told them that they were not listening?

Let the speakers know about the instruction that you told the listeners. If emotions rise, allow the listeners to prove they did listen and were interested, by repeating the story.

**Step 6:**

Next, rotate roles within each trio so that speakers become listeners, listeners become observers, and observers become speakers. Ask the new 'speakers' to tell a story using the instruction above, and ask the new 'listeners' to show that they are listening carefully.

Allow 5 to 10 minutes for the groups to finish. Ask the speakers to stand up and ask:

- How did you find telling your story?
- How did you feel?
- What did the listener do that made you feel good, that made you think that they were interested in the story?
- How did you know they were listening?
- How did this impact on your ability and willingness to speak?

Ask the group to think of all the different ways we might be able to show that we are actively listening. This might include nodding, making noise of acknowledgment, checking in we have heard right – seeking clarification, eye contact, body language that is directed at the communicator.

Ask the observers to give their comments and discuss. What did they see the listener doing and what did they notice about how this impacted on the speaker? Was there anything that surprised them?







### **Discussion**

Ask the group to summarise what they have learned from this activity. Suggest that:

- We communicate a lot through how we show someone we are listening.
- Active listening can support people to feel comfortable to speak and shows them that you are interested and concerned for what they are telling you.
- Active listening may encourage a speaker to speak in more detail and feel confident to share more.
- Suggest that listening well is actually quite hard work, and even if someone is quietly observing and listening they are still contributing.

Ask them to think about why listening might be important for young people trying to prevent GBV. If they decide to do participation projects, they will need to understand opinions and ideas in order to represent people accurately. Listening well will help them do this.

## Module 9: Life Skills: Power and Assertiveness

<p><b>Duration and Topics</b></p> 	<p><b>75 Minutes</b></p> <p>9.1 Power and GBV 9.2 Developing Assertiveness 9.3 Conflict Resolution</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Further understand the concept of power</li> <li>• Think critically about power and how it features in GBV</li> <li>• Understand that GBV involves the act of taking someone’s power away whereas participation involves people taking back power for themselves and others</li> <li>• Increase understanding of passive, assertive and aggressive behaviours</li> <li>• Introduce the idea of ‘personal rights’ and how assertiveness can protect these</li> <li>• Practice assertiveness techniques</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare materials</li> </ul>

### Facilitator Instructions

#### 9.1 Power and GBV (15 Minutes)



**Facilitator note:**

During your conversation on GBV, the issue of power and control should have been identified as being a key issue. The person/s perpetrating will have power and control over the person who is being abused/exploited/victimised. Explain to the group that you will explore power in more detail.

**Exercise: Uppers and Loweres**

**Step 1:**

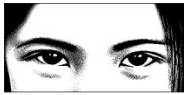
Firstly, ask the group to share their views on what they think ‘power’ means. Your probing questions might include:

- What does it do?
- Who has it?
- Is it just people who have it? What about countries, buildings, institutions, organisations, political processes?
- Who doesn’t have it?
- What is the impact of power?
- Is it a good or a bad thing?
- Is there a balance of power in the world/society/communities as they see it?

**Step 2:**

Introduce the idea of ‘uppers’ and ‘lowers’. Explain these as:

Upper: someone who is dominant or holds/takes more power.



Lower: someone who is subordinate, is less powerful, generally doesn't have their voices heard or have influence over things.

Ask the group if they can give an example of an upper/lower relationship. Once they have done this and you are happy that they understand the concept of 'uppers' and 'lowers', ask them to split into pairs.

**Step 3:**

In their pairs, ask the group to think about the different sort of upper/ lower relationships and to come up with as many examples as they can.

These might include:

- Boss – employee
- Parent – child
- Police – public
- Senior – junior
- Teacher – student
- School bully – victim
- Service provider – service user
- Barrister – court advocate
- Barrister - witness
- Abuser – victim of abuse
- Board of Trustees – key worker/youth worker

**Step 4:**

Next, they should shout out their answers and you should write them on a chart on flip chart paper. Once they have a long list of examples, ask them the

- When someone is an upper, how do they behave?
- What impact does that have on the lower? How does it make the lower feel and behave?
- How can both uppers and lowers change their behaviour in order to adjust the power balance and avoid the more negative impact of unequal power?

**Discussion**

These dynamics may happen in their own group, but more likely they will happen in different environments they find themselves in outside of the group.

- If they develop participatory work, they may also find that these dynamics occur when they come into contact with the public and with professionals.
- That we all need to be aware when we are in an upper role and how this effects on others and their ability to be heard and contribute.
- That there are ways that both uppers and lowers can try to change the power dynamics for the better, so that there is a safer, more equal and representative relationship.

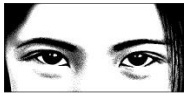


**Facilitator note:**

You may find that some of the behaviours being described are the same for many of the relationships, as are the changes that people could make. It is important to reflect that the upper role is not always negative and does not always involve an abuse of power.

For example, could a teacher be a supportive role, police a protective role? If the group don't identify this, you should ask probing questions to help them think about this.

When discussing what the uppers and lowers could change in their own behaviour to address the unhealthy balance of power, it is crucial that you are not inadvertently sending the message that abused people/young people are somehow responsible for or to blame for the abuse that they have experienced. You should make this point explicitly, as it is easy for people to assume this meaning, especially when there is so much victim blaming in regard to GBV and exploitation.



When talking about the changes that uppers and lowers could do, they may identify that lowers could be 'assertive', to stand up their rights and for what they want. If this is discussed (you should raise this if no one else does) you should ask:

- How easy is it to stand up to the face of power?
- How easy is it to speak your mind if you are feeling intimidated or judged?
- What if you are scared of the consequences? What if it is not safe to do so?
- What if your rights have been taken away – what opportunity or ability would we have to influence the power balance?

## 9.2 Developing Assertiveness (20 Minutes)



### Facilitator note:

This exercise needs to be handled with care. Some people in the group may have had their identity constructed (by themselves and others), as a result of being victimised through GBV or other forms of oppression. As a result, they may have come to see themselves as non-assertive with no power or choice. Constructs such as 'victim' can be limiting and unhelpful in people believing they can have or take power or believing there is hope for change. Equally, the construct of 'victim' doesn't always allow us to see where people have demonstrated strengths and resistance in the face of, and in surviving, oppression. In the delivery of this exercise then, you should be mindful of these dynamics and suggest that being 'assertive' shows itself in many ways, sometimes in ways that can't be seen (assertiveness in thought perhaps). This exercise is simply exploring the idea of assertiveness in its simplest forms and can be a useful exercise to do before moving onto conflict resolution.

### Step 1:

Explain that one way of contributing to a balance of power between uppers and lowers is developing techniques to be more assertive. Again, it is important to reiterate here that some relationships may be abusive, in which case the lower can have very little power to change this. We mustn't suggest that being assertive will somehow prevent people from experiencing abuse. Remember, the responsibility of abuse sits firmly with the person perpetrating the abuse.

### Begin a discussion asking the question: what does 'assertive' mean?

Ask the group to think of all the behaviours or actions they think represent assertiveness. What would someone be doing that would tell them that they are being assertive? This might include confidence, speaking loudly and clearly, making eye contact, not being scared, standing up for yourself/what you believe in. What would someone be doing if they were confident or not being scared, how would we know? Can we always see assertiveness? What about people who know their own mind or know themselves? Does this help someone to be assertiveness?

**Next ask them to do the same for what they think passive means.**

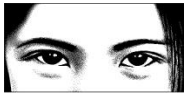
**Then ask the group what is the difference between assertive and aggressive?**

**Next, ask the group which style feels most familiar to them and what do they think the advantages or disadvantages of it are for them?**

For instance, passive behaviour can be a protective strategy to minimise risk of conflict. Aggressive behaviour may also be a way of protecting ourselves as it keeps people at a distance and stops them getting close. It may also represent fear of being seen as weak or vulnerable.

**Ask the group if anyone feels brave enough to share their thoughts on themselves and why they have categorised themselves as such.**

Assure them this is not a judgement or assessment of them, but a chance to reflect on our own and other's behaviour in some situations.



**Step 2:**

Next explain that you are going to do some practicing of assertiveness based on their understanding so far.

Ask the group stand in a circle.

Ask two people to go into the centre of the circle. They should label themselves A and B.

You should read out one of the scenarios from the list below and ask the pair to role-play the scenario quickly and for A or B to respond to the scenario in an assertive way. If they struggle with this, ask other members of the group to take their place and demonstrate different ways to be assertive and not to have their personal rights overruled.

**Scenarios:**

1. A is queuing for a bus. The bus stop is busy. When the bus arrives, B pushes past A and boards the bus.
2. A orders food in a café and it is not cooked properly.
3. A is in a shop and just about to pick up the last packet of biscuits from the shelf when B comes up beside you and takes the packet.
4. A has borrowed B's shoes and has brought them back really dirty.
5. B wants to go out to the cinema with friends, but they are sure their parent/carer (A) is going to say no, B goes into the sitting room where A is.
6. A is out with their mates who are drinking alcohol. B offers A some and A says no. B starts to make fun of A.
7. A asks B to hold onto some perfumes and makeup that they stole from a shop

**Discussion**

Ask the group what it was like to do this exercise. Was it useful? Was it stuff they already knew? Was there anything that surprised them?

Suggest that assertiveness is not something you can get overnight. It is something that comes with practice and as we feel more confident in ourselves and our personal rights. Assure the group that you will all be at different stages with feeling and being assertive. This is fine. Suggest the first step is having a good understanding of it.

**9.3 Conflict Resolution (40 Minutes)**

**Step 1:**

Using their new knowledge, ask the young people to think of one person who is really good at handling conflict in an assertive way. Who do they know who is good at getting what they need or want, without being abusive but at the same time is not a 'pushover'. They should think of someone who would be a good role model in resolving conflict. This could be a support worker, a friend, career, social worker, old teacher. Ask them to think about the things that make that person good at handling conflict. What is it that they do in conflict that makes means they protect their personal rights but are not aggressive and can handle difficult situations well. Ask one person to share who they have chosen and why. This will demonstrate whether they have understood your task.

**Step 2:**

Split the group into small groups of three or four people. They should each share the role they have chosen with their group and explain why.

Provide each group with a piece of flip chart paper and pens. Ask them to draw the silhouette of a person on the paper. Next ask them to work together to answer the following questions:

1. Name three things they do that make you think that they are particularly good at handling conflict and being assertive.
2. What would they need to tell themselves to manage situations in this way?
3. What advice do you think this person would give to you about how to handle possible difficulties you may face?



They should each think of their role models and use these examples to come up with answer to the questions. They should collectively get as many responses to the questions as possible. They should write their responses in or around the silhouetted person on their sheets. They should put answers to question one in their arms and legs; answers to question two in the torso; and answers to question three in/around their head.

Give them about 15 minutes for this task.

**Step 3:**





Ask each group to feedback their work. Each group should answer each of the three questions. They should explain to the rest of the group what they have written and why they think this is important.

**Discussion**

Finally ask the group what they thought of that exercise. How was it for them? Ask why you have asked them to do this and how this has been useful for them. Discuss: It can be useful to think of someone else doing things well in order to understand what works and what doesn't work in resolving conflict. It can be hard to imagine ourselves doing these things, but we can still get an idea of what might work by thinking about other people's strategies.



## Module 10: Preparing for Participation Projects

<p><b>Duration and Topics</b></p> 	<p><b>60 Minutes</b></p> <p>10.1 Challenges to Change 10.2 Signs of Change</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Forsee possible judgements stereotypes and challenges they may face to prevent GBV</li> <li>• Explore strategies to deal with challenges</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare materials</li> </ul>

### Facilitator Instructions

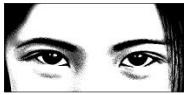
#### 10.1 Challenges to Change (30 Minutes)

##### Step 1:

Explain that you would like the group to start to think about and prepare for the possible challenges they may face in different contexts and when trying to bring about change.

Do a quick discussion asking what these judgements, stereotypes and challenges (JSCs) they may face when/if they come face to face with people in different contexts. Who are these people? For example:

- Family
- Friends
- Associates
- Teachers
- Social workers
- Youth workers
- Police
- Politicians
- Academics
- Media journalists



They should list all the JSCs they can imagine. For example, professionals deliberately sabotaging their efforts because they don't want to relinquish their control to young people, professionals trying to catch the young people out, professionals judging them for perceived past behaviours rather than current achievements, political figures 'side-lining' the young people's efforts at public events etc.

**Next ask what assumptions might be made? What might the difficulties be in regard to the power dynamic between their group and these people? How might they behave towards or speak to the young person? Will this be appropriate?**

Explain that it is important that we assess what might happen so that the young people are prepared to deal with issues they have identified, should they occur.

### **Step 2:**

In smaller groups ask the young people to discuss what sort of ways they might be able to respond to these JSCs? What can we do as a group and as individuals to overcome this? Ask them to come up with strategies to as many of the identified behaviours as possible. They can record their ideas on post its. Remind them about the assertive behaviours that they have explored in previous sessions. Would these help?

After about 10 minutes, ask for feedback. They should stick their post it next to the corresponding behaviours on a piece of flip chart paper next to the challenging behaviours that they came up with.

### **Step 3:**

Explain that you would now like them to put some of these strategies and techniques into practice.

Set up a circle of chairs with one chair in the middle. Explain that we are going to practice our responses to difficult behaviour from professionals in the training room. One young person should sit in the centre and the people in the circle should take on the role of external people and/or professionals. They should take it in turn to so speak to the young person in a way that presents a challenge or reflects some of the JSCs they have identified.

The young person has to find a way of resolving the issues:

- Without raising their voice
- Without getting into an argument or being aggressive
- Without taking it personally and being defensive
- Without making judgemental statements

Encourage the young people to draw on everything they have learnt so far about power, assertiveness and communication.

### **Discussion**

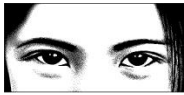
After each young person (who wants to) has had a go in the middle, ask them what it was like to do this exercise. What did they find easy? What did they find hard? Did they learn anything about themselves or the strategies they could use? Ask the rest of the group for an example of something they did well and something they could change next time to make things even better.

## **10.2 Signs of Change (30 Minutes)**

### **Step 1:**

Split into small groups and provide each group with a large piece of paper and ask them to draw a map of roads. Explain that these are the roads that their vehicle will take in bringing about change. They should discuss and annotate the maps with:

- The places the vehicle will go to disseminate their messages (for example, local council, police, schools, conferences, events).
- How will the vehicle be used at these locations?



- Pictures in each location that represent the desired change: for example more young people aware, professionals delivering their services better, policy being changed to respond to the issues of sexual violence, more money generated for projects.

- Around the edge of their paper they should write the things that would be different that would tell them that they had brought about change.

**Give them 15/20 minutes for this.**

**Step 2:**

Next ask the groups to feedback their ideas. They will be all talking about the same vehicle (method), but they may have some interesting and different ideas as to how to use the vehicle to bring about change.

Each group should have approximately 10 minutes to feedback their ideas and to get feedback from the group.

**Ask the group to consider:**

- What did they like about the ideas?
- Are there similarities across the ideas?
- Could any ideas be combined?

You should keep notes or annotate their work further in order to capture their thoughts about how to combine ideas, or any new ideas that are created through the wider group discussion. Explain that they are starting to get an action plan of what they want to achieve and how they will know if they have achieved it

**Step 3:**

As a whole group, they should gather around their chosen vehicle of change that was created. Hand out post its to each young person. Ask them to think about all of the people and services that will be helpful to them in their effort to prevent GBV.

Young people should offer their ideas for discussion. When they identify a relationship they should discuss how this relationship will be useful.

What will the person or service be doing that would tell the group that the relationship is useful?

These might include:

- Parent/carers
- Positive peers
- CSE support service: resources and participation support
- Local councillors
- Local newspaper
- Teachers
- Social worker
- Funder
- Media journalists
- Film production team

Each person or service or resource should be written on separate post its and stuck around the edge of the vehicle of change. They should also add detail to the post it as to what the person or service will be doing that will be useful.







**Step 4:**

Assuming that each of these relationships are helpful to the group, they should next draw lines from one person/service to another if they come into contact with each other or are linked in any way. For example, a GBV support service might be linked with social services and family/carers. So one line should go from the GBV service to the social worker and a second line should go from the GBV service to the parent/ carer. Or, a media journalist might be connected with the funder and the media production team. You should draw a line from journalist to funder and journalist to production team.

They should work their way through all of the individual relationships and services and mark who they are each linked with. Along the adjoining lines they should write what each of the relationships offers the group and how it is useful. For example providing encouragement, laughter, resources and participation support, emotional support, giving lifts to meet the group and event, funding, money for transport and refreshment costs.

The end product should be like a spider web of connections, all passing through and around the group's vehicle in the middle.

## Module 11: Preparing to Design Participation Projects

<p><b>Duration and Topics</b></p> 	<p><b>75 Minutes</b></p> <p>11.1 Problem Wall and Solution Tree 11.2 Scoping Realms of Power and Influence 11.3 Designing your Participation Project</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the problems where they live that allow GBV against children and youth to take place</li> <li>• Identify solutions to these problems from their perspective</li> <li>• Introduce the different contexts in which their prevention efforts may take place</li> <li>• Consider power and resources they may have in each context</li> <li>• Articulate what they would like to achieve through participation projects</li> <li>• Map out a participation project</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> <li>✓ Problem wall and solution tree</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Prepare the problem wall and solution tree</li> </ul>

### Facilitator Instructions

#### 11.1 Problem wall and solution tree (30 Minutes)

##### Step 1:

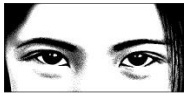
Cover one wall in the room with flip chart paper. One half of the paper should be filled with a brick wall (drawn onto the paper). The other half of the paper should have a large tree drawn on it with bare branches.

**Title the wall of bricks 'Problem wall'. Title the tree 'solution tree'.** Put a heading across the whole wall:

**How does society allow GBV against young people to take place and what needs to change to prevent it?**

You may need a brief discussion about the meaning of 'society'. Society has many different elements. It includes, individuals, family and friends, communities, media, internet, schools/education, government, laws, systems and procedures.

Ask for a few responses to this question from the group to gauge whether they understand the question. Ask if anyone in the group wants to discuss the question or understand it in more detail before splitting into small groups.



**Step 2:**

Split the group into small sub-groups (approximately three people per group). First of all give them 15 minutes to discuss all the problems they can think of in relation to this question. For example, 'there are no safe spaces for young people', 'gangs are in our communities and creating risk', 'young people and parents don't understand what GBV is', 'GBV is normal in peer groups', 'schools do nothing about GBV that is happening under their noses', 'there is not enough protection of young people on line which is where so much abuse goes unnoticed' etc. The problems are the things that are supporting GBV against young people to flourish. They should try to avoid thinking of the solutions to these problems at this stage. Every problem that they identify should be written on the paper brick shapes.

**Step 3:**

Ask each of the groups to feedback the problems that they have identified. Each problem and brick should be stuck onto the problem wall.

You should seek one problem from each group and then move on to the next, this is called carousel feedback. Ask the groups not to repeat any problems that have already been put on the wall. Once all the problems have been exhausted ask them for their opinions on what is on the wall over all. Does it surprise them? What is it like seeing all of these problems that they have identified?

**Step 4:**

Next ask them to repeat the exercise with the solution tree. This time they should use the leaves and write down the changes that need take place in order to deal with the problems they have identified. They can respond to any of the problems, not just the ones they have identified in their small groups. It is important to focus on change and solutions as this is hopefully what they will be aiming for through any future participation work.

For example, the problem may be: 'schools do nothing to address GBV that is happening under their noses'. The changes required might be: teachers to be trained on GBV, local policy to prioritise GBV as an all school issue, national policy to make compulsory a curriculum that teaches about GBV, schools to have peer support groups where students can share their concerns.

Explain that many changes may be required for one problem. Allow the groups another 15 minutes to consider the changes/solutions. They should write down each of their ideas on the paper leaves.

**Step 5:**

Once again seek feedback from the small groups. Following this, you should take some time to consider whether any of the solutions can be gathered into groups or themes. For example, there may be themes emerging of: training for professionals; work with parents; changes in policy; educating young people; creating safer spaces. You should attempt to bundle up the solution leaves into their themes on the tree and annotate them with a theme title. The grouping of themes can be quite time consuming to come to unanimous decisions.

**11.2 Scoping Realms of Power and Influence (25 Minutes)**

**Step 1:**

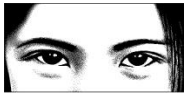
Remind the group of the solutions that you discussed in the last session and discuss the themes. Ask if there are there any solutions that they think are missing, or should go under a different theme?

Once the group are generally happy with the themes you have proposed, you can move on.

**Step 2:**

Explain that you want to use their solution themes to explore the different domains, or contexts, in which activity might take place. For example their ideas might be best carried out with/in:

- Individuals who have experienced GBV



- Families and homes
- Peer groups or other young people
- Schools
- Community or neighbourhood
- Wider society

You should put this list of contexts on the wall.

Next ask whether, as a group of young people who are trying to bring about change, they have the same amount of power in each of these contexts. For example, do they have the same power and influence in their peer groups as they would with wider society. How is it different? Do they need different things to influence change in each of the contexts? For example, how are the resources they need to reach schools and to educate children and teachers different to the resources they would need to reach individuals who have experienced GBV.

### **Step 3:**

Next you should split the young people into small groups. Provide them each with a list of their themed solutions and flipchart paper and pens. Ask them to work their way through the themes and decide which context the activity would take place in and where they would need to bring about change. For example: training for professionals might be in the schools context and in the community and society contexts.

Educating young people might sit in schools, peer groups and community.

**Give them 10 minutes** to complete this and then ask each group to feed back their views. Assure them that they all may have slightly different answers, which is to be expected. Ask them to explain why they have made their decisions.

### **Step 4:**

Next as a whole group ask them to think about the sort of resources they will need to reach each context in order to influence change.

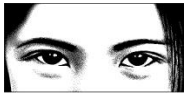
For example:

- Individual: links with services for young people, youth groups
- Family: links with services for parents
- Peer groups: online and social media, credible stories
- Schools: understanding of the curriculum and demands on schools, links with decision makers, knowing their priorities
- Community: local events, knowledge of community leaders who can 'open doors'
- Society: understanding of policy (local and national), media coverage, links with local authority decision makers and members of parliament

Suggest that each context will present different challenges in regard to 'getting in' and having their voices heard and influencing changes. Suggest that knowing about human and children's rights in each of these contexts will be important. Suggest that they have individual resources including the life-skills that they are developing on the programme in terms of assertiveness and communicating will help them to communicate their messages.

### **Discussion**

Ask the group why they think you have done this exercise. After they have given their views, explain that this should help in thinking about where the solutions and changes will need to take place and therefore where they as a group need to try and have influence. They may find they want to, or need to, bring about change across all contexts. They should recognise, however, that in each context they may face different challenges and will need different resources which may be harder to come by.



### **11.3 Designing your Participation Project (20 Minutes)**

#### **Step 1:**

Explain that we are now going to bring all of their learning together to design their own Participation Project. Ask the youth to reflect on the solutions and themes that they came up with and to choose a solution that they feel is interesting to them.

Have the youth work in groups of three and meet together to discuss:

1. Select a participation project idea that they would like to work on
2. Who can support the Project?
3. What steps do you need to take to put the idea into action?





Ask the group to develop an action plan of how they are going to develop their Participation project utilising all of the learning they have gained so far. Have each group present their idea back to the larger group.

#### **Discussion**

This now brings us to the end of the training. Ask the youth what support they may need going forward and if they have any questions.



## Ending and Closure

<p><b>Duration and Topics</b></p> 	<p><b>30 Minutes</b></p> <p>Wrap up and Evaluation</p>
	<p><b>Objectives</b></p> <p>By the end of the Module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on the session and what they have found useful</li> <li>• Encourage a sharing of thoughts and critical thinking</li> <li>• Complete an evaluation exercise</li> </ul>
	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>✓ Participant handbooks</li> <li>✓ Flip chart paper and markers</li> <li>✓ Post-it notes</li> </ul>
	<p><b>Work for the Facilitator to do in Advance</b></p> <ul style="list-style-type: none"> <li>✓ Print evaluations</li> </ul>

## Facilitator Instructions

### Wrap up and Evaluation (5 Minutes)

Ask the group to sit in a circle the circle. Take it in turns to go around the group and say anything they want about the day and the training overall. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day. People do not have to talk if they don't want to.

### End evaluation forms (10 Minutes)

Distribute the end evaluation forms. Ask the group to spend 10 minutes completing it. They should be as honest as possible. Explain that their views will help you to develop the training to make it more effective in the future.

### Ending (15 Minutes)

Have each person trace their hand on a piece of paper and write their name on the paper. Then, tape the piece of paper to the person's back. Have the group stand up and write words of appreciation on each person's hand tracing. They group can circulate around as they write the words, appreciating each other and acknowledging the hard work they have done over the past two days. Once each person has written on everyone's hand-tracing, have the youth remove the hand-tracing from their back and read the words written there. Ask the youth if they have any thoughts/feelings on how it feels to be appreciated in this way.

Discuss with the group what happens next and the support they will receive in setting up their participation projects. Ask the group if they have any last words they would like to say and then bring the session to a close.

## **Appendix: Facilitator Handouts**

Appendix 1.0: GBV Definitions

Appendix 1.1: GBV Case Studies

Appendix 1.2: Children and Young People's Rights

Appendix 1.3: Power Walk

Appendix 1.4: Challenges Cards

Appendix 1.5: Evaluation

## Appendix 1.0: GBV Definitions

### Children and Youth on the Move

**Who is a Child?** Article 1 of the Convention on the Rights of the Child (CRC) defines a child as “every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.”<sup>5</sup> The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18. Minors are considered unable to evaluate and understand the consequences of their choices and give informed consent, especially for sexual acts.<sup>6</sup>

**Who is a Youth?** Defined as ages 16-24.

**Unaccompanied children** (also called unaccompanied minors) “are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.”<sup>7</sup>

### Children and Youth on the Move

Children on the move” refers to children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or other primary caregivers. This includes: children displaced by conflict and natural disasters; children who move with their parents or migrate alone (e.g., to pursue better life opportunities, look for work or education or to escape exploitative or abusive situations at home); and children who are trafficked.<sup>8</sup>

**Migrant**, as defined by IOM, refers to “any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person’s legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.”<sup>9</sup>

**Smuggling of migrants** is “the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident.”<sup>10</sup> Trafficking in persons is “the recruitment, transfer, or receipt of persons, by means of use of force or other forms of coercion, of abduction, of fraud, or of the abuse of power, for the purpose of exploitation.”<sup>10</sup>

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<sup>5</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery, Inter-Agency Standing Committee, 2015, p. 323

<sup>6</sup> Ibid., p. 323.

<sup>7</sup> Inter-Agency Guiding Principles on Unaccompanied and Separated Children, International Committee of the Red Cross, 2004, p. 13.

<sup>8</sup> Recommendations for protecting, promoting and implementing the human rights of children on the move in the proposed global compacts, Initiative for Child Rights in the Global Compacts, 2017.

<sup>9</sup> Key Migration Terms, <https://www.iom.int/key-migration-terms>, IOM, 2011.

<sup>10</sup> United Nations Convention Against Transnational Organized Crime and the Protocols Thereto, United Nations Office on Drugs and Crime, 2003, p. 54.

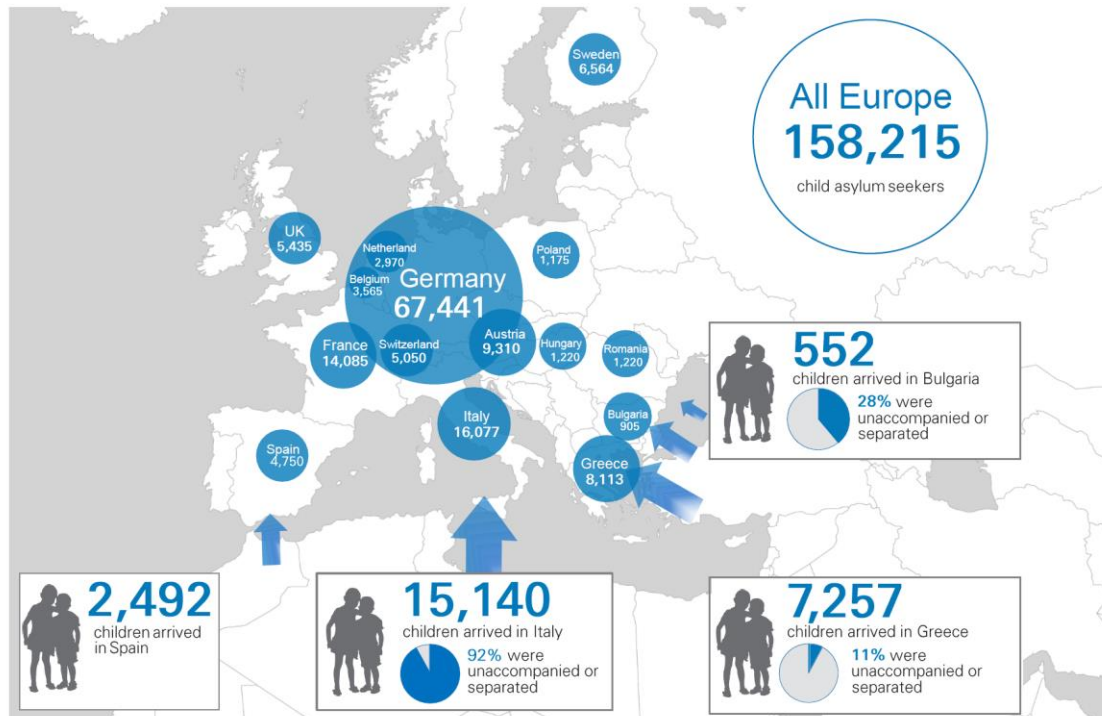
## Where do they go?

### Child Asylum Seekers in Europe by Country of Destination

January to September 2017

unicef  for every child

Refugee and Migrant Situation in Europe



Source: Eurostat, Hellenic Police; Italian Ministry of Interior; Bulgarian Ministry of Interior and Spanish Ministry of Interior.

## What is Gender

### Definition of gender:<sup>11</sup>



### Definition of sex:

The term sex refers to the biological characteristics of males and females. These characteristics are congenital (i.e. those that people are born with) and their differences are limited to physiological reproductive functions.<sup>12</sup>

<sup>11</sup> Sexual and Gender-based violence: A two-day psychosocial training: Training Guide, IFRC, 2015.

<sup>12</sup> Ibid.

## What is Gender-Based Violence

Gender-based violence refers to “any act perpetrated against a person’s will based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It inflicts harm on women, girls, men and boys”.<sup>13</sup>

**Gender-based violence** is “an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e., gender) differences between males and females. The term ‘gender-based violence’ is primarily used to underscore the fact that structural, gender-based power differentials between males and females around the world place females at risk for multiple forms of violence. As agreed in the Declaration on the Elimination of Violence against Women (1993), this includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life. The term is also used by some actors to describe some forms of sexual violence against males and/ or targeted violence against LGBTI populations, in these cases when referencing violence related to gender-inequitable norms of masculinity and/or norms of gender identity.”<sup>14</sup>

The term GBV is most commonly used to underscore how systemic inequality between males and females acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls. This term is also increasingly used by some actors to highlight the gendered dimensions of certain forms of violence against men and boys—particularly some forms of sexual violence committed with the explicit purpose of reinforcing gender inequitable norms of masculinity and femininity. Finally, this term is also used by some actors to describe violence perpetrated against lesbian, gay, bisexual, transgender, intersex and questioning (LGBTIQ) persons that is, according to OHCHR, “driven by a desire to punish those seen as defying gender norms”.<sup>15</sup>

## Most Common Types of GBV with Children and Youth

**Sexual abuse** refers to “the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.”<sup>16</sup>

**Child sexual abuse** is the term generally used to refer to any sexual activity between a child and closely related family member (incest) or between a child and an adult or older child from outside the family. It involves either explicit force or coercion or, in cases where consent cannot be given by the victim because of his or her young age, implied force.<sup>17</sup>

**Emotional or psychological abuse** is the infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. ‘Sexual harassment’ is included in this category of GBV.<sup>18</sup>

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<sup>13</sup> UNHCR, <https://www.unhcr.org/sexual-and-gender-based-violence.html>

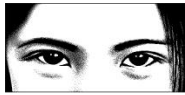
<sup>14</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery, Inter-Agency Standing Committee, 2015, p. 322.

<sup>15</sup> Ibid., p. 6.

<sup>16</sup> Ibid., p. 322.

<sup>17</sup> Sexual and Gender-based violence: A two-day psychosocial training: Training Guide, IFRC, 2015, p. 22.

<sup>18</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, Inter-Agency Standing Committee, 2015, p. 321



**Sexual exploitation of children** “includes the exploitative use of children in prostitution, defined under Article 2 of the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (2000) as ‘the use of a child in sexual activities for remuneration or any other form of consideration.’<sup>19</sup>

**Sexual violence** includes “at least, rape/attempted rape, sexual abuse and sexual exploitation. Sexual violence is ‘any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person’s sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work.’ Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.”<sup>20</sup>

**Forced marriage and child marriage (also referred to as early marriage).** Forced marriage is the marriage of an individual against her or his will. Child marriage is a formal marriage or informal union before the age of 18. Note: Even though some countries permit marriage before the age of 18, international human rights standards classify these as child marriages, reasoning that those under the age of 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.<sup>21</sup>

**Rape** is a physically forced or otherwise coerced penetration – even if slight – of the vagina, anus or mouth with a penis or other body part. It also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape.<sup>22</sup>

**Sexual assault** is any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks.<sup>23</sup>

**Sexual harassment** is unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.<sup>24</sup>

**Female Genital Mutilation (FGM)** refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.<sup>25</sup>

**Physical violence** is an act of physical violence that is not sexual in nature. Example include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury.<sup>26</sup>

**Trafficking in persons** is “...the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits

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<sup>19</sup> World Health Organization, Technical Brief

<sup>20</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery, Inter-Agency Standing Committee, 2015, p. 322.

<sup>21</sup> Sexual and Gender-based violence: A two-day psychosocial training: Training Guide, IFRC, 2015, p. 22.

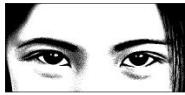
<sup>22</sup> Ibid., p. 22.

<sup>23</sup> Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery, Inter-Agency Standing Committee, 2015, p. 322.

<sup>24</sup> Ibid., p. 322.

<sup>25</sup> Ibid., p. 321.

<sup>26</sup> Ibid., p. 322.



to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”<sup>27</sup>

**Denial of resources, opportunities or services:** ‘Denial of rightful access to economic resources/assets or livelihoods opportunities, education, health or other social services. Examples include a widow prevented from receiving an inheritance, earnings forcibly taken by an intimate partner or family member, a woman prevented from using contraceptives, a girl prevented from attending school, etc. ‘Economic abuse’ is included in this category. Some acts of confinement may also fall under this category.’<sup>28</sup>

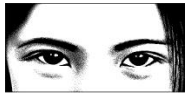
**Forced domestic labour** refers to situations in which persons are coerced to work through the use of violence or intimidation, or by more subtle means such as accumulated debt, retention of identity papers or threats of denunciation to immigration authorities.<sup>29</sup>

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<sup>27</sup> Ibid., p. 322

<sup>28</sup> Ibid., p. 321

<sup>29</sup> [https://www.ilo.org/global/topics/forced-labour/news/WCMS\\_237569/lang--en/index.htm](https://www.ilo.org/global/topics/forced-labour/news/WCMS_237569/lang--en/index.htm)



## Appendix 1.1: GBV Case Studies

### Identifying the type of GBV that is present (All from UNICEF A Child is a Child)

#### Case Study 1

Aimamo, 16, and his twin brother were forced to work on a farm in Libya for two months to pay their smugglers. He described it as akin to slavery: If you try to run, they shoot you and you die. If you stop working, they beat you. ... Once, I was just resting for five minutes, and a man beat me with a cane. After working, they lock you inside.

#### Case Study 2

Refugee children like 16-year-old Malik from Herat, Afghanistan, describe being beaten and injured by border police in Hungary. A police beating dislocated Malik's knee. Another refugee boy from Afghanistan, 16-year-old Karim from Maidan Wardak, describes being beaten by police with sticks each of the four or five times he has tried to cross the border into Hungary. "We know this is illegal," says Karim, "but we don't have another way. We know it is their duty, but they don't have to beat us because we are human, too." He and other children on the move also describe police using pepper spray and having their dogs attack children.

#### Case Study 3

At 17, Mary left Nigeria to escape a life with no prospects and no one to rely on. She was introduced to Ben, who said he knew people in Europe and could help her find work and even pay her expenses – 25,000 Euros. But what started out so promising quickly turned into a nightmare.

When she arrived in Libya, her departure point for Europe, Ben showed his true face. "Everything Ben... said – that we would be treated well, and that we would be safe – it was all wrong. It was a lie," she says. Many of the girls held along with Mary during the three months she spent in Gharyan were raped, including Mary herself. Ben threatened to hand her over to someone else and leave her in Libya. Then, he raped her.

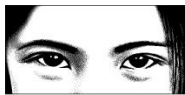
Her ordeal in Libya continued for months; she and the other girls were taken to Tripoli and then Sabratha. They were held prisoner in a house, deprived of food, with no one to contact for help. "I wanted to get away, but I couldn't – I had no money, no phone. I didn't even know where I was to escape," she says.

Finally put on a boat to Italy, Mary and her fellow captives had to be rescued by the Italian coast guard. Another girl, who had already made the journey once and was coming back after being deported, told Mary what awaited her now. "She told me we were going to be used as prostitutes."

#### Case Study 4

Karim, 16, from Maidan Wardak, Afghanistan, ran out of money while on his way to Europe. To support himself and fund his journey, he spent eight months making t-shirts and pants for a textile manufacturer in Istanbul, Turkey. A friend, also a working child, referred him to the company. It was backbreaking work, requiring him to lift crates weighing 40-50 kg. For about 30-40 lira a day, he worked 14- to 15-hour days, six days a week, until he earned the 3,000 Euros he needed to move on.

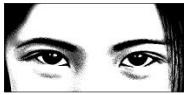




## Appendix 1.2: Children and Young People's Rights

The most important international agreement which ensures the rights of children, including the right to protection, is The United Nations Convention on the Rights of the Child (UNCRC) 1989. This is a simplified, child friendly version of the Articles contained in the Convention:

<p>1. Everyone under the age of 18 has ALL of the rights contained in the following articles.</p> <p>2. Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.</p> <p>3. Have adults always do what is best for you.</p> <p>4. Have all of these rights protected by your government.</p> <p>5. Be given support and advice from your parents and family.</p> <p>6. Life.</p> <p>7. Have a name and a nationality.</p> <p>8. An official identity.</p> <p>9. Not be separated from your parent/s, unless it is for your own good.</p> <p>10. Be reunited with your parent/s if they have to move to another country.</p> <p>11. Not be taken out of your country illegally.</p> <p>12. Have your own opinion, which is listened to and taken seriously.</p> <p>13. Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.</p> <p>14. Think and believe whatever you want to and practice any religion, with guidance from your parent/s.</p> <p>15. Be with friends and join or set up clubs, unless this denies other people their rights.</p> <p>16. Have your privacy and family respected.</p> <p>17. Get reliable information from newspapers,</p>	<p>22. Special protection and help if you are a refugee.</p> <p>23. Access to education and any support you may need if you have a disability.</p> <p>24. The best health and medical care possible, and information to help you stay healthy.</p> <p>25. Have your living situation checked regularly if you are looked after away from your family.</p> <p>26. Help from the government if you are poor or in need.</p> <p>27. A basic standard of living: food, clothing and a safe place to live.</p> <p>28. An education.</p> <p>29. An education that develops your personality and abilities, and encourages you to respect other people, cultures and the environment.</p> <p>30. Enjoy your own culture, religion and language, even if these are not the same as most people in your country.</p> <p>31. Rest, play and relax.</p> <p>32. Be protected from work that harms your health or education.</p> <p>33. Be protected from dangerous drugs and their trade.</p> <p>34. Be protected from sexual abuse.</p> <p>35. Not be kidnapped or sold.</p> <p>36. Be protected from being taken advantage of or exploited in any way.</p> <p>37. Not to be punished in a cruel or hurtful way.</p>
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books, radio, television and the Internet, as long as it is not harmful to you.

18. Be brought up by your parents, if possible.

19. Be protected from being hurt or badly treated in any way.

20. Special protection and help if you can't live with your parents.

21. The best care possible if you are adopted or in foster care.

38. Protection and care in times of war. If you are under 15 you should never be forced to join an army.

39. Special help if you have been hurt, neglected or badly treated.

40. Be helped and treated fairly if you are accused of breaking the law.

41. Be protected by national or international laws which provide better rights.

42. ALL children and adults should know and learn about these rights.

## Appendix 1.3: Power Walk<sup>30</sup>

### Note to Facilitator

**The goal of this Exercise is to highlight the gap between power and vulnerability and to illustrate potential vulnerabilities that child and youth on the move may have.**

#### Step 1:

- ✓ Give each of the participants a piece of paper with a character written on it. The characters are listed in Section A. Ensure that you have enough characters for each participant and a balance of powerful and vulnerable characters. There are 25 Characters provided but the Facilitator can add and delete characters as needed.
- ✓ Request the participants to move to an open space for the exercise.

#### Step 2

- ✓ Ask participants to stand in a line at the back of the space. This line is the starting point of the exercise. The participant is to mentally visualize themselves in the roles they have been given on the character slip and to imagine what their life might be like. Explain that their characters must be kept secret until asked to reveal it. Ask participants to listen to the statements that will be read out and for every statement to which their character can answer YES, they should take one step forward. If the answer is NO, they should not move.
- ✓ Ask the participants if the instructions are clear.

Read the statements following statements:

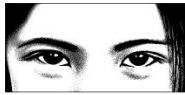
1. I can influence decisions made by Government
2. I have access to health services if I need it
3. I have a home where I can sleep at night
4. I eat at least two full meals a day
5. I'm not in danger of being sexually abused or exploited
6. I decide how my household income is spent
7. I can go to school
8. The leader in my community would listen to what I have to say
9. I am treated well if I need to go to the police station or government office
10. If I was hungry, I could buy food
11. If I am arrested, I would not be treated violently or roughly
12. If I wanted to complain about how the police treated me, I know who I could go to for help
13. I can read and write
14. I can travel freely if I wish
15. I can decide who I want to marry (or not marry)
16. If someone was hurting me, I would know where to go to for help
17. I don't rely on others for food or shelter
18. If I lost my job, there is a social safety net that would help me
19. If I lost my home, I would know who to go to for help
20. If I went up to a person in the street and asked for help, they would help me

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<sup>30</sup> Adapted from UNICEF, ARC and Save the Children

After Reading the Statements:

1. Ask the Participants to look around the room. What do they notice?
2. Have each Participant read out their character.
3. Have the Participants at the Front discuss why they are at the front.
4. Have the Participants at the Back discuss why they are the back.
5. The Facilitator will then ask the following questions:
  - How did the people at the back feel when the others were stepping forward?
  - How did the people at the front feel when they moved ahead of the others?
  - Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?
  - What is the position of girls, boys and women relative to others in the power walk?
  - The distance between participants symbolizes real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.)
  - How does this impact Child Protection?
6. Then discuss that one of our goals with Child Protection is to look at the space in between the most powerful and the vulnerable. How do we bridge this gap?
7. Ask the Participants for their ideas on what we can do to bridge this gap?
8. Let the Participants know that in the next section, we will be discussion Child Protection best practices and what we can put into place to increase safety and reduce the impact of vulnerability.



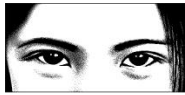
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## Power Walk Characters

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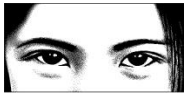
### Men (6)

Social Worker, Male, Age 55	Local shop owner and member of the local government, Male, Age 43
Youth on the move from Syria, Male, Age 24	Policeman, Male, Age 60
University Student, Male, has a disability and needs a wheelchair, Age 20	Homeless man who has lived on the street for several years, Age 35



## Women (6)

Female Doctor from Bangladesh, Migrant, Age 35	Female School Teacher, Age 62
Widowed single mother, with three children ages 12, 6 and 2, Age 44	Female Minister of Education, Age 32
Unemployed Female with long term health issues, Age 50	Recent University Graduate, Female who has just started her first job as an Accountant, Age 24



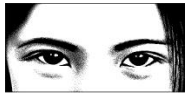
## Boys (6)

Unaccompanied youth on the move from Cameroon, Age 13	Boy from the local area, attends school, and lives in a middle-income family, Age 7
Boy whose mother has recently passed away, attends school, Age 14	Child on the move from Syria, Boy, is travelling with family members, Age 5
Boy from a family whose parents are unemployed, and they are struggling to provide food and resources for the family, Age 15	Child on the move from Afghanistan, travelling with his parents, Boy, Age 8

Girls (6)

<p>Girl on the move from Iraq who is caring for her mother who has experienced significant trauma during the migration, Age 14</p>	<p>Girl from Syria, Unaccompanied, who was a victim of trafficking, age 15</p>
<p>Primary school girl, lives with her parents and they are a low-income family, Age 10</p>	<p>Girl on the move from Morocco, travelling with her family, Age 6</p>
<p>Girl on the move from Afghanistan, married to an older man, Age 13</p>	<p>Local girl who attends school and lives with her grandparents who are a middle-income family, Age 7</p>














### Appendix 1.4: Challenges Cards




Someone in the group discloses that they are being/ have been abused	Some of the group seem intimidated by one of the group members
People in the group haven't completed a task as you asked them to	People in the group begin to argue
Someone begins to cry	People in the group complain they can't hear you
Some people say they don't like role play	You are nervous and you stutter and get flustered
Someone talks about their own personal experiences in the group	Some people are being deliberately disruptive
People look bored and tired	You are discussing a sensitive issue and people are getting upset
At the beginning of group work, people won't talk	The same people are talking all the time






















## Appendix 1.5: Training Evaluation

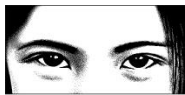
As we come to the end of the training, we would like you to participate in a final evaluation by answering the questions below.

Please circle the most appropriate answer to each of the questions, where the use of the smiling face code indicates to which extent you appreciated the items listed below:

A. Objectives of the training course				
1.	I was given sufficient information on the objectives of the training before my arrival			
2.	The training covered the topics I needed to learn about			
3.	The objectives of the training were achieved			

B. Planning of the training				
4.	I feel that the content of the training took into account what participants considered important to learn			

C. Training methods				
5.	I found the different training methods listed below to be relevant and of good quality			
	a. Facilitation			
	b. Group work			
	c. Group discussion			
	d. Role plays			
	e. Modelling			
	f. Energisers/games			
	g. Review/revision			



6.	The language used in the training session was easy to understand			
7.	The translation, if any, was accurate			

**D. The training atmosphere**

8.	The atmosphere during the training enhanced the learning process			
9.	The training fostered team-work and cooperation among the participants			

**E. Facilitators**

10.	Facilitators have sufficient knowledge			
11.	Facilitators communicate well			
12.	Facilitators are open, honest and fair to all			

Please write any other comments you may have about the training:

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