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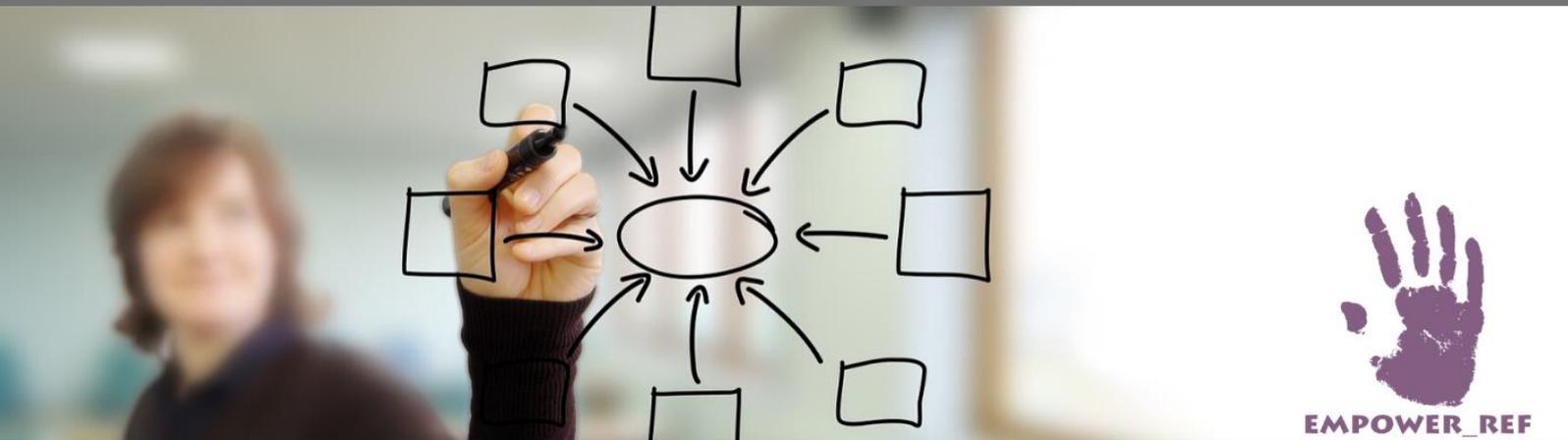
THEMISTOKLES AND DIMITRIS TSATSOS FOUNDATION



MINISTRY OF LABOUR AND SOCIAL AFFAIRS
GENERAL SECRETARIAT
FOR FAMILY POLICY AND
GENDER EQUALITY



Training modules



Empowering professional and refugee communities to detect, identify,
address and prevent sexual and gender based violence in Greece

810537 — EMPOWER_REF — REC-AG-2017/REC-RDAP-GBV-AG-2017



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1. Training needs of front line professionals and case workers: the findings of the Training Needs Assessment

SGBV (SGBV) is a widespread public health problem and a major human rights violation, deeply rooted in gender and power inequalities. Asylum seekers, migrants and refugees accommodated in reception centres and apartments of the ESTIA programme, are particularly vulnerable to SGBV. The trainings are aimed to social workers, health professionals, case managers, lawyers/legal advisors and NGO's personnel who are active in refugee camps in the mainland and in the islands as well as in the ESTIA accommodation scheme. The TNA included interviews with 32 front-line professionals working in the ESTIA programme and in the accommodation facilities for refugees and was conducted from April 2019 to September 2019. The TNA indicated that while there are practitioners with significant experience on identifying and managing SGBV incidents, others lack even basic knowledge on this issue. The main findings of the TNA were the following:

- No systematic and comprehensive training on this topic is available.
- A number of tools are available to guide practitioners in their work but they are usually too generic and lack adaptation to the specific context of camps and accommodation facilities in urban settings
- The knowledge and experience of practitioners on the identification, case management and prevention of SGBV varies and is much dependent on their background and exposure to similar incidents. Responses are mainly intuitive and lack a clear and standardised approach.
- Need to focus the trainings on each of the stages of SGBV management and namely on the identification, management and prevention.
- Prevention is particularly weak in this topic and thus the role of awareness, information and empowerment as well as the importance of community involvement in prevention actions should be addressed.

Regarding training methodologies, TNA participants expressed a clear preference for an approach combining lectures and practical case studies with the main outcome of the trainings to be practical tools tailored to the characteristics of the topic.

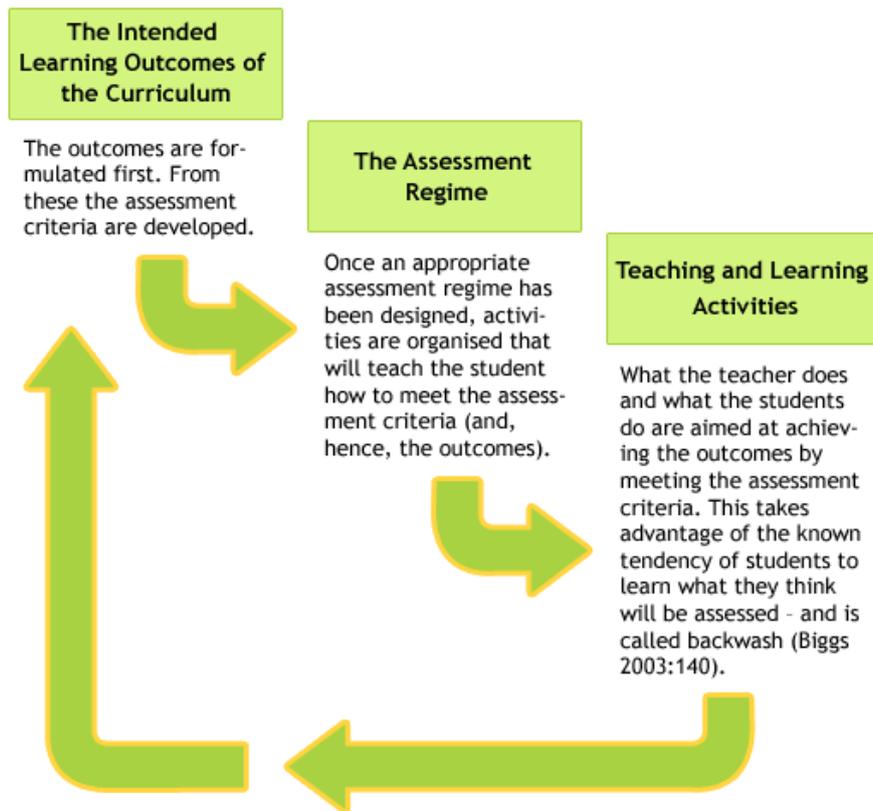
2. Design of the workshop

The workshop was designed using Biggs' method of constructive alignment. Constructive alignment is used in outcome-oriented teaching and learning activities and links the intended learning outcomes (ILOs), teaching methods and assessment. Constructive alignment starts with the intended outcomes and aligns teaching and assessment to them.

Figure 1: A Basic Model of an Aligned Curriculum



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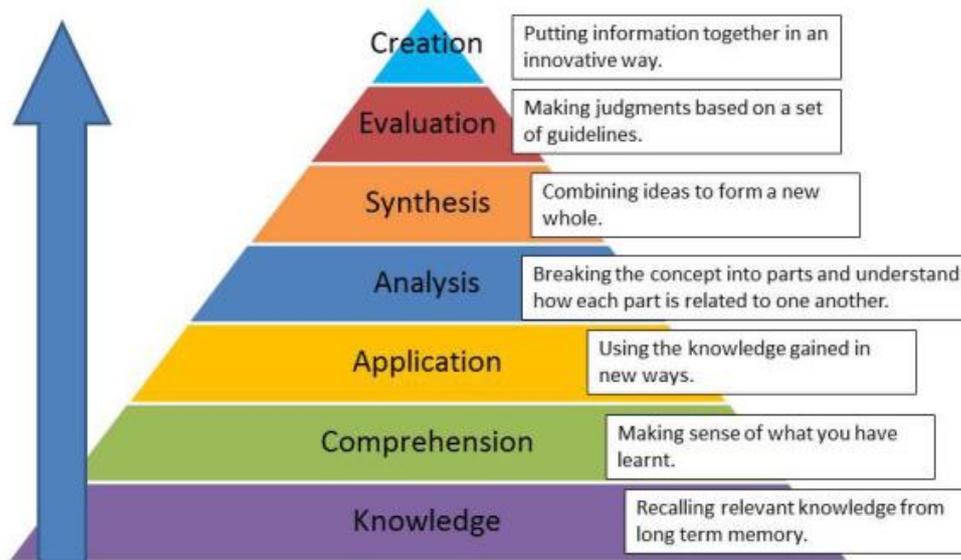
http://www.ucdoer.ie/index.php/Using_Biggs%27_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction

2.1. Learning outcomes

Taking into account the findings of the Training Needs Assessment, the learning outcomes of the workshop span across three levels of learning described by Bloom's Taxonomy: knowledge, understanding and application.



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The learning outcomes of the workshop are defined as follows:

- To acquire knowledge on the concept of SGBV and its expressions in the particular context (camps and accommodation settings in urban environments) and techniques for identification, case management and prevention of SGBV incidents within migration and refugee populations
- To link knowledge to real life situations and incidents (understanding)
- To apply this knowledge in hypothetical cases (Applying).

2.2. Teaching and learning activities

Educational methods offer a vast array of alternative teaching and learning activities. Traditional learning activities include teacher-centred methods, like lecturing, that aim to explain knowledge and transfer information. Experiential methods promote student-centred ones that aim to develop knowledge and skills through experience, give a central role to students and their peers.

Based on the findings of the TNA, the specific features of the target groups and the specific context in which the seminar is taking place, the workshop will include a combination of teaching and student-centred activities with a strong focus towards the latter, especially problem-based learning and peer learning that area appropriate for professional audiences.

The methods chosen to best achieve the desired learning outcomes are:

- Lectures and brief presentations on theoretical concepts and existing knowledge and techniques
- Problem Based Training (PBT) in the form of group work around pre-selected case studies focusing on the application of the above described



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concepts in the context of (a) open accommodation facilities; (b) ESTIA accommodation scheme

- Peer learning through discussions in groups and exchange of views between participants
- Voluntary Recap of the sessions from 1 participant per day

2.3. Assessment method

Common ways of learning assessment include diagnostic, formative or summative assessments. No assessment tasks will be included in the workshop. Summative assessment in the form of feedback from facilitators and peers will be used to assess the extent to which the learning outcomes of the instruction have been achieved.

2.4. The overall design of the workshop

Title:		
<i>Outcomes</i>	<i>Assessment</i>	<i>Teaching / Learning Activities</i>
Acquire knowledge on the concept of SGBV and its expressions in the particular context (camps and accommodation settings in urban environments) and techniques for identification, case management and prevention of SGBV incidents within migration and refugee populations	Evidence of having participated in tutorials	Introductory tutorial Handouts
Link knowledge to real life situations and incidents	Participation in discussions and Q & A sessions	Group discussions & question and answers session
Apply the concepts in real or hypothetical cases	Evidence of having participated in working groups on case studies A reflective statement of personal and professional gains	Problem based learning Peer learning

3. Detailed content of the workshop

Based on the findings of the TNA the detailed content of the workshop will be the following:



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Module 1: Identification of SGBV incidents

This session will familiarise participants with the basic concepts and definitions of SGBV and the main identification techniques. The findings of the fieldwork research conducted with professionals working in open accommodation facilities and in the ESTIA apartments which focused on experience and cases of SGBV incidents of front line professionals will be the basis for the session and the discussion with participants.

In a next step, participants will apply the concepts and identification steps in practice by working on case studies – both fictional and based on real-life examples – in small groups.

Module 2: Management of SGBV incidents

This session will ensure that participants understand the key concepts of case managements of SGBV incidents as well as the existing institutional framework with a focus on the professional's obligations and secrecy. Participants will apply the case management steps and in two different accommodation contexts (ESTIA accommodation scheme and open accommodation facilities) in practice by working on case studies – both fictional and based on real-life examples – in small groups.

- The steps for managing SGBV incidents
- Statutory reporting obligations for professionals & the limits of professional secrecy
- Case studies & Work in groups: the case studies will include real life examples of SGBV incidents where participants will have to apply the six steps of case management in the two accommodation contexts
- Discussion in plenary

Module 3: Prevention of SGBV

The aim of this session is to involve participants in reflective thinking regarding the creative use of awareness raising, information and empowerment techniques to cooperate with refugee communities in order to prevent SGBV. The session will combine lectures with case studies.

- Awareness raising, information and empowerment techniques
- Cooperation with refugee communities
- Case studies & Work in groups
- Discussion in plenary



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4. Teaching material

To support learning the following types of material will be used:

Classroom material including:

a) Handouts distribution and relevant exercises

- Exercise for the introduction of participants to the group in subgroups of three
- Exercises for Attitudes regarding perception on sex; gender and GBV
- Exercise regarding the imbalance of power in relation with GBV
- Power – Control wheel
- Exercise for Communication Do's and Don'ts
- Pre training tests
- Mapping Needs
- Case Action Planning
- Safety planning tool
- Survivor-Centered Case Management Quality Checklist
- Case Management Service Evaluation – Survivor feedback tool
- Interagency coordination tool (Coordination and string)
- Case Management Responses to Intimate Partner Violence
- Key Messages to share with survivors of Intimate Partner Violence
- Facts and myths on IPV
- Response to Survivors with Disabilities - Working with Caregivers
- The SSOGI spectrums (sex, sexual orientation and gender identity) on the Response to LGBTQI+ survivors
- Working with male survivors
- Understanding and stress
- Mediation on GBV “Putting it all together”
- Relaxation exercise for the closure of the sessions (Guided Imagery—A Walk on the Beach)

b) PPT sessions

- Introduction on GBV
- Empower Ref mapping report – results
- Core principles and basic guidelines on GBV
- Early signs and indications on GBV
- Vulnerable groups at risk of GBV
- Case Management Responses to GBV incidents
- Steps of GBV case management
- Case workers' role
- National context and legal framework on GBV and Violence against women and children
- National protocol for the interagency cooperation on the protection of refugee women



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- GBV prevention measures and GBV risks mitigation
- Raising Awareness Activities in the refugee community
- Empowerment and participation of community members methods

c) Flip Charts

d) Case studies

e) GBV Manuals

- Inter-agency Standing Committee (IASC). Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action Camp Coordination and Camp Management Food Security and Agriculture Reducing risk, promoting resilience and aiding recovery. Available at: <https://gbvguidelines.org/wp/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines-lo-res.pdf>
- UNFPA: Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies. Nov.2015; Available at: <https://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standard.Publication.FINAL.ENG.pdf>
- UNFPA: Women and Young Persons with Disabilities. Guidelines for providing Rights-Based and Gender-Responsive Services to Address Gender-Based Violence and Sexual and Reproductive Health and Rights for Women and Young persons with Disabilities. Available at: <https://www.unfpa.org/featured-publication/women-and-young-persons-disabilities>
- Global GBV Technical Support Project; JSI Research & Training Institute; RHRC Consortium. Training Manual Facilitator's Guide Interagency & Multisectoral Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict (2004). Available at: <http://www.endvawnow.org/uploads/browser/files/Interagency%20Multisector%20Response%20to%20GBV.pdf>
- Islam MM, Jahan N, Hossain MD. Violence against women and mental disorder: a qualitative study in Bangladesh. Trop Med Health. 2018 Mar 1;46:5. doi: 10.1186/s41182-018-0085-x. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5831218/>
- World Health Organization. Global Health Cluster Health. Emergencies Programme "The Health Response to Gender-Based Violence In Emergencies: A Webinar" 2018. Available at: <https://www.who.int/health-cluster/about/work/task-teams/genderbasedviolence/en/>
- Inter-agency Standing Committee MHPSS Reference Group (IASC-MHPSS RG). Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Available at:



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- https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
- UNHCR: Action against Sexual and Gender-Based Violence: An Updated Strategy. UNHCR Division of International Protection. June 2011. Available at: <https://cms.emergency.unhcr.org/documents/11982/51689/>
 - Inter-agency Gender-Based Violence Case Management Training. Facilitator's Guide First Edition. 2017. Available at: https://reliefweb.int/sites/reliefweb.int/files/resources/interagency-gbv-case-management-guidelines_final_2017_low-res.pdf
 - UNHCR: Handbook for the Protection of Women and Girls. First edition, January 2008. Available at: <https://cms.emergency.unhcr.org/documents/11982/51689/UNHCR+Handbook+for+the+Protection+of+Women+and+Girls/f26257af-9d66-4eff-af5b-7b0e6ff6424f>
 - UNHCR: Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response. May 2003. Available at: <https://cms.emergency.unhcr.org/documents/11982/51689/>
 - GBV Area of Responsibility Working Group: Handbook for Coordinating Gender-based Violence Interventions in Humanitarian Settings. July 2010. Available at: <https://cms.emergency.unhcr.org/documents/11982/51689/>
 - Age Marker Toolkit. European Commission's Directorate General for Humanitarian Aid and Civil Protection. Available at: https://ec.europa.eu/echo/what/humanitarian-aid/gender-sensitive-aid_en
 - DG ECHO Thematic Policy Document n.6. Different Needs. Adapted Assistance. European Commission's Directorate General for Humanitarian Aid and Civil Protection. Available at: https://ec.europa.eu/echo/what/humanitarian-aid/policy-guidelines_en
 - World Health Organization: Responding to children and adolescents who have been sexually abused. WHO Clinical guidelines. 2017 Available at: <https://www.who.int/reproductivehealth/publications/violence/clinical-response-csa/en/>
 - World Health Organization: WHO Multi-country Study on Women's Health and Domestic Violence against Women. Initial results on prevalence, health outcomes and women's responses. Available at: <https://www.who.int/reproductivehealth/publications/post-violence-care-in-health-facilities/en/>

Supporting material



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- Convention on the Rights of Persons with Disabilities
- Convention on preventing and combating violence against women and domestic violence
- Convention on the Rights of the Child
- Greek legislation (Law 4531/2018, Law 3500/2006 , Law 3727/2008, Law 3896/2010, Law 4216/2013, Law 3386/2005, Law 3724/2004, Law 3064/2002, Law 4636/2019, Presidential decree 233/2003 and Criminal Code)

AV material

- Tony Porter: “A call to men”. Available at: https://www.ted.com/talks/tony_porter_a_call_to_men/discussion?nolanguage=it%23t-399728

5. Evaluation

The evaluation of the seminar will be based on the input provided by participants who will be filling in questionnaire forms. The pre-training and post-training questionnaires will be developed on the basis of a common format for all workshops, to ensure consistency. They will include general questions on the participants’ overall satisfaction with the seminar programme and organisation, the learning methods, objectives and outcomes, the training material provided and the training methodology. Finally, participants will be requested to record their overall thoughts on the seminar, general comments and ideas for further trainings in an open-ended question. Responses will be provided anonymously. This format will allow for an assessment of all different aspects of the seminar in an objective and consistent manner.



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