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TRAINING MANUAL

Preventing and responding to gender-based violence during the war and in post-war settings

IMPRINT

Publisher: WAVE – Women against Violence Europe, Bacherplatz 10/6, A-1050 Vienna
WAVE Information Centre: Monday–Thursday: 9:00 to 17:00, Friday: 9:00 to 15:00
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Cover image: iStock.com/DrAfter123
Place and year of publication: Vienna, Austria, 2023

This publication has been produced with the financial support of the OSCE, within the framework of the WIN Project. Opinions, interpretations, and conclusions expressed in this publication are the personal views of the authors and do not necessarily represent the views of the OSCE, its donors, or its participating States.



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Introduction

This manual contains basic guidance and lesson plans to support the delivery of four training modules focusing on the prevention of and response to gender-based violence (GBV) during the war and in post-war settings. This training manual is based on the toolkit “Preventing and responding to gender-based violence during the war and in post-war settings: experiences and recommendations of women’s NGOs”, which was developed by WAVE in collaboration with OSCE in 2022.¹

Overview and aims

Gender-based violence is one of the most widespread and devastating human rights violations in the world. Its scale and scope are extensive, with long-lasting consequences. Armed conflict increases exposure to violence and intensifies life-threatening risks to women and girls. Conflict-induced GBV takes many forms, including sexual violence (rape, sexual abuse, etc.), domestic violence, trafficking of women and girls, forced prostitution, sexual harassment, and discrimination, as well as denial of rights. When conflict ends, violence against women and girls (VAWG) does not. Moreover, VAWG is often accepted and tolerated by society due to the social and cultural attitudes and beliefs that condone and perpetuate it.

This training manual is intended to:

- Help facilitator/s in delivering introductory, participatory, and interactive training on conflict-induced GBV and the existing best practices/strategies employed by women’s organizations to prevent and respond to GBV during the war and in its aftermath.
- Develop the capacity of those who work in the humanitarian context or provide specialized services to victims and survivors of violence against women.
- Create a safe space for participants to share their insights, ideas, and experiences of conflict and violence and enable them to use their skills, knowledge, and experience to learn from each other and come up with new suggestions and strategies.

This training manual contains two parts:

PART 1 – General part: it contains general and supportive information on how to successfully facilitate the training; it provides some advice and tips for facilitators on how to be prepared before the actual training delivery; it offers theoretical and practical information on how feminist pedagogical principles can be used to guide the training and how to navigate sensitive conversations and discussions by applying trauma-informed training delivery principles.

PART 2 – Core training: it contains four training modules and instructions for facilitators on how to best deliver them. Each module is accompanied by learning objectives, facilitator notes, module overview, and detailed plan of the training session, including approximate time duration to conduct every module, theoretical notes, references for the resources, and instructions for the group work.

The four modules are closely connected and interlinked with each other and should ideally be delivered in sequential order.

¹ The toolkit “Preventing and responding to gender-based violence during the war and in post-war settings: experiences and recommendations of women’s NGOs” is available in five languages (English, Armenian, Bosnian, Georgian and Ukrainian) on the WAVE website: <https://wave-network.org/toolkit-prevention-response-gbv-war/>

Module 1 is designed to examine and explore the impact of armed conflict on women and girls, including its intersection with other risk factors, such as age, disability, gender identity, sexual orientation, and ethnicity. It also provides information about the typical forms of GBV as well as an understanding of how a gendered impact of armed conflict on women and girls and on other vulnerable groups may enable professionals/stakeholders to consider and accurately reflect this population's needs in their programs or interventions, by addressing them through comprehensive and gender-sensitive approach.

Module 2 is designed to help participants understand the key state and non-state actors responsible for protecting women and girls during and after the war and what measures and policies need to be implemented to prevent and eliminate all forms of violence against women and girls within the systemic response.

Module 3 is designed to enable participants to come up with new strategies that can be used for preventing and responding to gender-based violence in conflict situations. Exchanges between participants will enable reflection leading to new insights, and changes in views and practices.

Module 4 is designed to help the participants understand the importance of women's NGOs' advocacy work as non-violent actions during and after the conflict. The content of the module and practical examples should show participants how advocacy work can influence the policies, practices, and behaviors of decision-makers and public institutions in the context of women's rights during and after the conflict. In addition, the module aims to inspire participants to think about their own advocacy work and lobbying activities, which are often part of everyday work in civil society organizations.

The project

In 2022, WAVE in partnership with the OSCE Gender Issues Program/WIN Project started a new project to address capacity building and exchange of promising practices between women's specialist services on how to meaningfully support survivors of violence and civil society organizations in conflict and post-conflict areas. Based on the expertise of women's organizations, a toolkit was developed to present the harm and challenges posed by conflicts and to document promising first-hand practices with concrete examples from the four WAVE members who are part of this project, including their initiatives and recommendations as women's organizations who experience and have experienced war. The Toolkit "Preventing and responding to gender-based violence during the war and in post-war settings – Experiences and recommendations of women's NGOs" is available in five languages: English, Bosnian, Georgian, Armenian, and Ukrainian.

In 2023, based on the toolkit, this training manual was developed, with the aim to reach more women's organizations and other actors involved in supporting survivors of GBV. Through this training program, the participants can learn about new strategies, share their experiences, and improve collaboration with other stakeholders, for instance through advocacy activities.

The WAVE members involved in the project are the Sexual Assault Crisis Center (Yerevan, Armenia), Women Fund "Sukhumi" (Kutaisi and Tbilisi, Georgia), Foundation United Women Banja Luka (Banja Luka, Bosnia & Herzegovina), and Centre "Women's Perspectives" (Lviv, Ukraine).

Guidelines for delivery

Intended audience and timings

Who is the training designed for?

The training manual has been designed for women's NGOs who are involved in the delivery of special support services to survivors of violence against women and girls. It may also include other civil society organizations, or groups of people from a wide range of sectors, who work or would like to work with the communities affected by conflict-induced displacement i.e., community groups, volunteers, psycho-social service providers, health providers, police/security workers and local authorities.

The training manual can be most productively applied with a group of 8 to a maximum of 15 people for online training delivery and a maximum 12 of for offline setting. Smaller groups allow the content to be discussed and practiced in greater detail.

Timing

The training manual has been developed for a 1 or 2-day training course. The timetable can be modified depending on the actual needs of the trainees.

The manual consists of four training modules designed to last between 60 to 130 minutes, including a 15–20-minute break. The facilitator may adjust the length of the modules by skipping some exercises or adding others of their own. The stated time for each activity is merely an indication – the facilitator may take more or less time for each activity as appropriate and depending on the specific objectives of the training, the target group, the location of the training (online/offline), and time available. This will also be largely influenced by the available financial and material resources. A sample module overview with timeframe is also presented in each module, as a starting point for a training session design.

Facilitator Guide

The role of a facilitator is to make a process easy: the word “facilitate” comes from the French word “facile” which means “easy”. To facilitate means to “ease a process”, which means enabling participants of the training to move easily through a process of discussion, discovery, and learning. Facilitation includes introducing the topic, guiding discussions and activities, and asking questions with the aim of generating reflection and understanding among the participants. The role of facilitators is to help participants of training sessions or workshops generate new ideas, and come up with questions and conclusions, rather than provide answers.

A. Things to consider when facilitating the training

Qualification/skills of the facilitator/s:

- **Expertise in the field** – The facilitator should be gender- and conflict-sensitive and have knowledge and experience in working on GBV prevention and response, mainstreaming gender equality, and working with communities affected by war/conflicts. The facilitator should also be knowledgeable about the specific GBV situation in the locality where the workshop is conducted. Without sufficient knowledge or expertise in these areas, it may be difficult to answer questions from participants about sensitive and often complicated topics.

- **Consider additional facilitator** – The number of facilitators depends on the duration/length, and format of the training. It is advised to consider an additional facilitator, who can assist in facilitating the group work, and help keep discussions on track. During online training sessions, an additional facilitator can assist in reading and reacting to comments, questions, or any other queries raised by the participants in the chat, and can help with organizing breakout rooms, selecting the group members, etc. It is recommended that facilitators meet at the end of each training session to review and make adjustments to the process.

- **Relevant knowledge and skills** – The facilitator needs to understand feminist pedagogical principles and their application during the training sessions. The facilitator also needs to be familiar with trauma-informed approaches and understand that each participant might have their own histories and life experiences that influence how they take in, handle, and process certain topics. Participants may have encountered or continue to encounter conflict-related trauma and violence. For some, it might be uncomfortable, or they might be insecure to share personal information or listen to discussions about violence and conflicts. Participants must be made aware upfront that they can signal if the conversation is upsetting them.

- **Cultural sensitivity** – The facilitator needs to keep in mind that in some conservative environments having mixed groups or talking about specific gender issues might be sensitive. It is important to think about how to make the activities culturally accepted and appropriate, so as not to offend anyone.

- **Acceptable and clear vocabulary** – It may be very important to discuss preliminary with participants if they are clear and comfortable with the terminology, vocabulary, and words used during the training, especially if they are a mixed group from conflict-sensitive settings. It is very important to avoid any divisive terminology. Prior to the session, facilitators must seek agreement with participants on the terminology on gender, conflict, violence, and peace so that these terms can be adequate for all participants.

- **Understandable acronyms** – Facilitators should avoid using abbreviations/acronyms before clearly explaining them to the audience. It is advisable to write the list of frequently used acronyms on the flip chart and display them on the wall/board so that participants can easily see and understand them.

- **Context-specific adaptation of the modules** – Facilitators need to take into consideration that this manual is very general. Therefore, context-specific adaptation of the modules is highly advisable. For example, considering in which situation the training is convened can influence the content of the modules: immediate war, protracted conflict, long-term post-conflict situation, or other settings. It is important to adapt the focus to the country's specific situation or include questions related to the specific context.

- **Adaptation of modules based on participants' experience** – It is crucial for the facilitators to recognize the diverse expertise of participants. This training module is designed as a general guide, and as such, facilitators are encouraged to adapt content based on participants' experience levels. Certain modules may be skipped if participants possess advanced knowledge in those areas. Consideration of the participants' expertise ensures a tailored and impactful learning experience. When the group comprises diverse levels of expertise, it is advisable to cover portions of the module that may be familiar to some participants. This strategic approach encourages valuable experience sharing, enhances the learning process, and facilitates mutual reinforcement among participants. By acknowledging and leveraging the collective knowledge within the group, facilitators can create a dynamic and enriching training experience for all participants.

- **Impartiality and not taking up space** – When facilitators hold passion and beliefs about a particular topic, it can be challenging not to dominate a discussion. It is important that during the activities, participation is facilitated but the knowledge and learning is generated by the participants themselves. Facilitators must stay as impartial as possible. To contribute an idea or experience, tell the group you are switching from the facilitator role to expressing your view as an individual and then step back into your facilitator role. Take time to reflect upon the workshop once you have delivered.
-

B. Preparation for the training activities

Know your audience – To make the training program responsive to the needs and interests of the participants, it is important to know the audience, the nature of their work, and their knowledge of GBV. Facilitators might acquire information in advance about the individuals' prior experiences, what they hope to learn from the training, and the main GBV-related issues that they encounter at their work. For that purpose, prior to the training session, there is a set of questions that can be asked via online platforms using various forms and tools (such as Google Forms, SurveyMonkey, etc.). Below are the suggested questions which can be included in the forms:

- A) What interests you in this training session/topic?

- B) Do you have experience working for or volunteering with women and girls survivors of gender-based violence during war or in post-war settings?

- C) Have you personally experienced any consequences of the war? If yes, and you feel comfortable, please mention your experience briefly. You can skip this question if it is difficult for you to answer it.

During the training, facilitators should always consider if the participants' experiences regarding violence and conflict might cause emotional problems or trauma, which should then be handled with extra care, or if there are cultural or religious taboos amongst the audience that may become barriers to learning or sharing information.

Venue and time of the training – Choosing the right venue will help guarantee a successful learning experience for the participants. An off-site location for training is a better choice, eliminating work-related distractions. **Location** – the venue must be easily accessible for participants. **Time** – be mindful of the gender roles and responsibilities that may constrain attendance and active participation. Double-check with participants who have care responsibilities. **Room layout** – a training room should have sufficient space to allow the whole group to work together, preferably sitting in such a way that facilitates interaction. It is advisable if participants sit in a semi-circle or horseshoe shape, preferably at tables, facing one another. The room should also allow participants to break up and work in small groups. Some exercises require a table. **Acoustics and lighting** are obviously important considerations. **Amenities** – participants will learn better in an environment where all the essential amenities are provided, such as desks, chairs, wall space for hanging flip charts, and key training technology, including Wi-Fi connection, computer, and digital projection systems.

Prepare necessary materials – Facilitators should provide the following materials for each training session:

- Notebooks and pens for each participant.
- Flipchart paper and stands or whiteboards.
- Different colored markers.
- Laptop and data projector. Consider alternative presentation formats if you are in a location with an unreliable electricity supply (e.g., you may need to copy some presentation slides onto flip charts).
- Different color post-it or adhesive notes or cards.
- Adhesive tape, pins, and similar to display flipcharts on a wall or board.
- Name tags (preferable).
- Copies of the activity sheets and handouts for all participants.
- The training agenda, either individual copies for participants or written on a flip chart.

Create a favorable learning environment – According to the participatory adult learning principles for better engagement of participants in the learning process, it is recommended to balance theory and practice and offer a combination of different methods of training delivery: from traditional lecturing and PowerPoint presentations to more interactive and participatory methods such as small group-work, brainstorming exercises, role-playing, learning games, individual reflection etc. Combining different learning methods in the training allows us to meet the various learning needs and styles of participants. Facilitators could also play an important role by modelling a behavior which creates an open and more participatory learning environment. For instance, sharing personal stories and lessons learned can be very effective to this end.

Create a safe environment – Providing a safe and comfortable environment is essential for the learning process. Facilitators should work with participants to ensure confidentiality, an easy exchange of information, a non-threatening environment, and good interactions between participants. It is important to agree about communications and how information is shared during and after the training prior to the start of the training, particularly regarding social media, photography, and personal information. It is important to agree with participants in advance that notes will be taken, and that the data will be used only for the agreed purpose, and no comments will be attributed to a specific person (Chatham House Rule).

Elaborate ground rules – Developing ground rules with training participants is essential. Ground rules can help create suitable conditions under which participants can safely work and learn. It also strengthens the relationship between the facilitator and the group, and group members amongst themselves. Appropriate ground rules may depend partially on age, region, and other contextual factors. The ground rules might be, for example: to turn off cell phones, respect confidentiality, respect other participants' opinions and contributions, avoid using identifying information about survivors, not recording or pictures without permission, etc.

Give adequate time for reflection – When planning the training session, the facilitator should remember that some provided information may be new for the audience, thus, the information should be simple. It also takes time to overcome the well-rooted beliefs and attitudes of participants, therefore, it is important to dedicate some time for participants to self-reflect and discuss topics in detail.

Respect different viewpoints – Facilitators should ensure that all participants feel heard and respected (respecting other people's right to an opinion needs to be enlisted in the ground rules for any training).

Ensure to make space for feedback – it is important to give participants the opportunity to share where they are with the training and what they still find challenging. It is recommended to dedicate the remaining 10–15 minutes of each training day to the wrap-up. Display the wrap-up slide and ask participants to think about something that they have learned and something that they would put in place after the training course.

Feminist principles

Feminist approach to education

Feminist approach and principles are the basis of feminist pedagogy, which challenges masculine narratives on education and deconstructs the hierarchical teacher-student power relations. The goal of feminist pedagogy is to transform patriarchal systems and oppression by sparking desire and motivation in a learner to take action and make changes through activism. Feminist pedagogy differs from the traditional way of teaching because it calls for action, and the process of teaching and learning spreads beyond the classroom walls. In addition, learners are invited to apply critical thinking and to transform existing patriarchal structures. Even though there is a wide range of ways to be a feminist and to do feminist scholarship, there are some universal principles that have been discussed repeatedly by many feminist scholars in literature over the last decades.

Feminist principles to consider during the training delivery:

Feminist principles can be applied not only within formal educational structures but also in non-formal educational settings when delivering a training session.

- **Addressing power dynamics** – Acknowledging power dynamics, paying attention to intersectional inequalities, striving to overcome them, and using open dialogue as the main style of communication in a training room creates an environment where participants feel encouraged to question and transform oppressive power relations. In such environments, the facilitator also plays the role of a learner and values the input of other participants.

- **Encouraging critical thinking** – Asking critical questions, resisting giving “easy answers” to complex questions, and starting a structured debate by critically analyzing societal norms, gender roles, and cultural expectations, give space to participants for questioning already existing discourses on gender. Also, a new space opens up for self-reflection and understanding of one’s own biases.

- **Designing inclusive and diverse training programs** – Designing training programs that are inclusive and diverse in their representation of speakers, facilitators, and case studies. Ensuring that the content reflects different experiences and perspectives.

- **Addressing gender stereotypes** – Challenging and dispelling harmful gender stereotypes that may influence the participants’ perceptions and behaviors.

- **Providing flexible training formats** – Providing training in formats that accommodate diverse learning styles and needs (including the needs of persons with disabilities), online options for participants from remote areas, small group sessions for deeper discussions, and practical activities. This principle ensures that the various needs of the different participants are considered while designing and conducting a training session.

- **Encouraging leadership and representation** – Encouraging women and individuals from marginalized gender groups to take on leadership roles within training programs and supporting their representation in various fields. As a result, participants may mobilize themselves, decide to move towards social transformation, and make changes towards social justice.

- **Integrating gender analysis** – Integrating gender analysis into the training content and discussions, highlighting how gender norms and power dynamics influence different aspects of life.

Trauma-informed training delivery

What is trauma?

The word **trauma** comes from the Greek trauma (τραύμα) meaning wound.² In its early stages, it was used in medicine to describe a wound of a physical nature, later it was used in psychiatric literature, mostly by Freud, as a wound of a psychological nature, which affects the mind.³

Nowadays, it is widely accepted that trauma is any distressing event or experience that if not being processed impacts a person's ability to cope and function, which can harm emotionally, physically, and psychologically.

“Trauma is much more than a story about something that happened long ago.”⁴

– Bessel Van Der Kolk

Trauma is not just an event or a story that happened in the past, but it is also a vivid memory, an imprint left on one's mind and body, that can get activated in the present moment through triggers, often in a form of flashbacks representing snippets of smells, images, sounds and even physical sensations. Those flashbacks may have no connection with the present moment and often are based on fear and panic deriving from the past. Nevertheless, the memories of the past event are so vivid, that they often provoke extremely dysregulating emotional and/or physical reactions in the present moment.⁵

A. The feminist approach to trauma

In low-resource environments, where social fabrics are eroded or destroyed, for example, because of war or conflict, there are fewer opportunities for quicker recovery after traumatic events.⁶

It is important to remember that trauma is not only an individual experience but also a socio-political concept which has systemic causes and effects. One example of systemic causes of trauma is GBV in conflict, which cannot be controlled on an individual level. An example of the systemic effects of trauma is the trans-generational impact that it leaves after the conflict or war, to which it is extremely difficult to respond without systemic changes and interventions.

B. Trauma-sensitive approach

Every participant enters the training room with a history. Sometimes their history may include experience of traumatic events, especially if the training is organized for people who work and live in protracted, present, or past conflict or war situations.

Key steps to follow for trauma-informed training delivery:

- **Prioritize safety** – When people experience trauma, learning comes second to feeling safe. As long as trauma destroys the social systems of care and protection, it is essential to create a safe space in the training room, where a sense of trust and confidence in oneself and others is restored. The facilitators

2 Kolaitis G., Olff M. (2017), Psychotraumatology in Greece, European Journal of Psychotraumatology, 8: sup4. Accessed 31 July, 2023 <https://doi.org/10.1080/20008198.2017.1351757>.

3 Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press.

4 Van der Kolk, B. A. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma, p. 221. Viking.

5 Ibid.

6 Medica Mondiale. Glossary: Psychological trauma; STA - Stress - and Trauma-sensitive Approach. <https://medicamondiale.org/>. Accessed 31 July, 2023.

inform the participants beforehand about the available resources if they need support, in case they are triggered during the training. On the other side, facilitators should be realistic about the available support and their own boundaries as facilitator. It is important to let the participants know that you are not available as a psychotherapist and that your functions during the training are limited.

- **Encourage choices and autonomy** – Trauma disempowers and brings helplessness to a person especially when it is longer than a one-time incident. Allowing your training participants to have some type of control over the training sessions can help them feel more autonomous. There are many ways how to do that: one example is to ask random participants, especially those who act out of their trauma, to become volunteers for the training process; another way is to let the participants choose between various types of exercises or activities during the training or to suggest some activities themselves; and, eventually, letting them opt out of some activities if they do not wish to participate.

 - **Understand the prevalence and impact of trauma** – As mentioned earlier trauma is not only an individual but also a systemic experience. Prior to training delivery, facilitators should know more about the context and the history of the trans-generational trauma of the society or country where the training will take place. Additionally, recognizing how trauma may manifest in individuals in various ways will help you as a facilitator to recognize, acknowledge, and respect the past experiences of your participants.

 - **Collaborate with training participants** – When people experience trauma, learning comes second to relationships. During the training delivery, you should acknowledge that everyone has valuable contributions to make, recognize, and verbalize every participant's input in the learning process.

 - **Apply a gender-sensitive intersectional approach** – As a facilitator, be aware that there are cultural, gender, and social aspects to trauma. The same incident can be experienced differently not only because of individual characteristics, but also because of variables such as sex, gender, age, status, and cultural background.

 - **Encourage skill-building** – During the training delivery, share with the participants tools to cope with stress and dysregulation. It will help the training participants to feel more emotionally grounded and prepared both for the training process and in their daily lives.
-

Online and offline delivery

This training is primarily designed for offline delivery. However, facilitators should not feel restricted and can use it for online delivery too. To that end, the manual includes methods for online delivery of the training.

Offline

For offline training delivery, it is important to consider that it has been designed for 8 to 12 participants maximum. This number is optimal for delivering training where the attention of the facilitator is equally divided among all participants, and each of the participants feels heard, seen, and understood. Additionally, in smaller groups, participants have more chances to use the time for reflections, and meaningful discussions. When there is one facilitator instead of two (which is possible in low-resource settings), it can be difficult and energy-consuming to deliver the training for more than 12 participants. As a result, the quality of the training may be negatively affected. For more offline training delivery see the tips/suggestions in the facilitator's guide at the beginning of this chapter.

Online

For online training delivery, it is important to consider that it is designed for up to 15 participants maximum.

A well-known platform for online training delivery is Zoom, but other platforms like Google Meets can also be used. Whatever platform is given preference by facilitators, it is important to get familiarized with the chosen one before starting to use it with the participants. Two to three trials are advised before starting the main training to gain skills in testing functions of breakout rooms, screen-sharing, using the chat simultaneously while delivering the training, or using the function of translations (in case there will be translators). Since the advised number of online participants for this training is not more than 15, the free version of Zoom can be a sufficient option.

It is also very important to consider the risks and safety issues involved when delivering online training on such a sensitive topic. The facilitator needs to ask each participant whether they feel safe with the chosen online platform, especially when it comes to discussing sensitive topics and issues related to GBV before, during, or after war or conflict situations. The safety issues and risks exist in both offline and online delivery, but with delivering the training online, certain risks may persist more such as exposing identities and ideas, which may be targeted online by certain groups or individuals, who can have access to the online training sessions. The facilitator needs to be aware of those risks. If any of the participants still feel unsafe using online platforms, they need to be given an opportunity to voice their concerns, and even opt out of any session during the process if the concerns are a serious threat to their safety.



Introduction session to the training

Introducing participants and facilitators through the icebreaking game, setting ground rules, and sharing expectations

This part has been designed to help facilitators start the training sessions successfully and to break the ice between training participants.

- To successfully start a training session, it is essential to make an unforgettable opening to the participants. For that purpose, facilitators are invited to open the floor for participants to get to know each other and the facilitators in a fun and playful way. Additionally, the participants are invited to reflect on necessary ground rules or make an agreement on behavior and attitudes during the training, as well as share their expectations about the content and process.
- It is essential to remember that in each training room, there will be participants with different learning styles, and there will be ice-breaking games that are more desirable or doable for one group, and not for another. Thus, it is important to observe the learning styles of your training participants and choose between games and exercises accordingly.
- Following the feminist principles for training delivery it is vital to deconstruct hierarchical power relations from the very beginning of the training session. The role of the facilitator is to create an atmosphere in the room in which participants feel like equals.

Welcome and icebreaker game examples (10 minutes)

Facilitators are responsible for welcoming the participants, introducing themselves (only names can be enough, titles or statuses, workplaces or organizations must not necessarily be mentioned), and reminding everyone of the overall aim and the topic of the training session.

Icebreaker examples:

1. "Two Truths and a Lie"

Ask participants to think about and share with the group two true statements about themselves and one false statement. The rest of the group will then try to guess which statement is the lie. Bring an example by starting yourself as a facilitator and sharing two true and one false statement about yourself. An example of the icebreaker is below. Feel free to choose statements that are true about yourself.

Facilitator: 'Alright, here are my statements: a) I've traveled to eighteen different countries, b) I have two cats, and c) I've seen the northern lights.'

Participants start guessing which statement is a lie.

The facilitator says which statement is the lie: "The lie is c) I've seen the northern lights. I wish I did; I have never had a chance before."

The participants take turns sharing their two truths and a lie and the group keeps guessing which statement is the lie.

2. "Human Bingo"

Invite the participants to play a game called "Human Bingo." Distribute them with a bingo card with different statements. Prepare and print out as many cards as there are participants in advance. Let the participants know that their task is to find someone in the room who matches all statements. Once they find someone who matches all statements, have them sign the corresponding square under the card. The goal is to fill out the bingo card as quickly as possible.

"Human Bingo" card example with statements:

Statements	P1	P2	P3	P4	P5	P6
1. Has traveled to more than three countries.						
2. Speaks more than one language.						
3. Has a pet.						
4. Enjoys hiking or outdoor activities, like biking, surfing, camping, etc.						
5. Has read a book in the last month.						
6. Has a favorite type of cuisine.						
7. Can swim.						
8. Can juggle three objects.						
9. Enjoys cooking or baking.						
10. Has climbed a mountain.						
Name or signature of the participant who matches all statements						

Ask participants to mingle and find people who match the statements. The goal is to let participants know each other better. Thank the participants at the end of the game when all participants will have a chance to mingle and talk.

3. "What's in a Name?"

Before starting the training session, invite the participants to take turns and share a little about their names by briefly telling a story or a fact about how their name was chosen or what is its meaning. Start the icebreaker with your example as a facilitator and share a story or a fact about your name.

4. "Share a Meaningful Object"

Invite the participants to start the introductions by sharing about some object that they have with them that is meaningful to them. It can be a photo, a souvenir, a keychain, a piece of jewelry, or anything else. Ask the participants to show the object to the group and tell why it's meaningful to them. Start the icebreaker with your example as a facilitator and share/show an object that has a meaning for you and that you have with you during the training.

5. "My Name and Superpower"

Before the training invite the participants to break the ice with a fun activity. Ask the participants to take turns and introduce themselves by stating their name, and then sharing a "superpower" they wish they had. It can be something like being able to fly, speak any foreign language, read minds, or even time travel to meet with people from the past or future.

The aim of each icebreaker above is to help create a relaxed and engaging atmosphere while also allowing participants to connect on a personal level. This sets a positive tone for the rest of the training session. Remember to adapt any chosen icebreaker based on the size of your group and the preferences of your participants.

By the end of an icebreaker thank everyone for participating in it and move to the next steps of 1) setting ground rules for the training, 2) sharing expectations, and 3) preparing personally as a facilitator and preparing the needed materials.

Setting the ground rules (5 minutes)

After the icebreaker game remind the participants about the importance of having and following certain rules during the training sessions. Invite the participants to set rules themselves. Remember to include in the list the rules about confidentiality, respectful and non-violent communication, and being on time for sessions if any of those are skipped by participants.

Sharing expectations (5 minutes)

Invite participants to take a minute and write down their expectations about the training on sticky notes and attach them to a board or the wall. Remind them that at the end of the training, the participants will go through their own expectations pinned on the wall and see if those have been met.

Preparation of facilitator and needed materials

For the opening of the training sessions, the facilitators will need to provide participants with colorful sticky notes, pins, markers, pencils, a flipchart, or a whiteboard with markers.



Module 1: The Impact of war on women and girls

Introduction

The first training module is designed to examine and explore the impact of armed conflict on women and girls, including its intersection with other risk factors, such as age, disability, gender identity, sexual orientation, and ethnicity, where exposure to violence and level of vulnerability can be even greater. It also provides information about typical forms of GBV during the war and aftermath. Understanding the gendered impact of armed conflict on women and girls and other vulnerable groups may enable professionals/stakeholders to consider and accurately reflect conflict-affected people's needs in their programs or interventions, by addressing them through a comprehensive and gender-sensitive approach.

Learning objectives

- To deepen the understanding of participants on direct and indirect impacts of armed/violent conflict on women and girls.

- To increase knowledge of participants on typical forms of GBV during different phases of armed conflict.

- To ensure that participants can identify vulnerable groups during armed conflict.

- To enhance the knowledge and understanding of participants on how armed conflict can impact women and girls and how it intersects with other factors of risk, such as age, disability, gender identity, sexual orientation, ethnicity, etc.

- To create a safe space for participants to share their experiences of conflict and violence and create a forum where they can learn from these experiences.

Materials

- Prepare a PowerPoint presentation (up to facilitator).
- A whiteboard/flipchart to stick or pin cards.
- Colored markers, pencils, pens, sticky notes, pins.
- Printed/electronic versions of handouts.
- For online training, the facilitator needs to preliminary prepare breakout rooms and designate participants into specific groups; consider online tools for brainstorming (for example, IdeaFlip, IdeaBoardz, Jamboard, or other apps).

Tips for facilitator

- This module is based on chapter 4 of the Toolkit: “The impact of the war on women and girls: Consequences of war on women and girls and the intersecting dimensions of VAW; Typical forms of gender-based violence during and after the war”. It might be useful to read this chapter prior to facilitating this session, as it provides additional insights and examples on how gender influences experiences of armed conflict.

- Discussions of different forms of GBV can be emotional and intensely personal, as so many people especially from conflict settings have personally experienced sexual/gender-based violence or are close to someone who has. If someone becomes extremely upset, facilitators should have a plan to deal with this – for example, taking a break, offering the participant to leave the room to have a break, or refraining from asking participants questions or prompting them to participate in the discussion.

- The facilitator needs to keep in mind that in some conservative environments talking about specific gender issues might be sensitive. Think about how you can deliver topics and conduct exercises that are culturally accepted and appropriate so that you do not create pushbacks.

- It is advisable to prepare handouts with the following information: definitions of the phases of war in the context and methodology of the toolkit; the explanation of different forms of gender-based violence; a list of the typical forms of GBV during the armed conflict; the impact of armed conflict on other vulnerable groups of society, such as children, elderly, disabled, etc. (referring to the specific pages in the Toolkit). It’s also important to prepare and distribute the written instructions for group work (printed or electronic version if the training is delivered online).

Module overview

OVERVIEW		
TIME	CONTENT	DURATION TOTAL: 125 MINUTES
	1] Introduction to learning objectives and rationale of the session to participants	5 minutes
	2] Short overview of direct and indirect impact of the conflicts on women and girls – brainstorming	15 minutes
	3] Exploring typical forms of gender-based violence during different phases of conflict – theory	15 minutes
	4] Small groups discussion	25 minutes
	5] Feedback from group work	15 minutes
	6] Identifying different vulnerable groups during the armed conflict and exploring specific implications of the war on their lives	10 minutes
	7] Small group discussion and reflections	30 minutes
	8] Wrap-up of the session	10 minutes

Training session plan

1] Introduction to learning objectives and rationale of the session (5 minutes)

- Facilitator shortly informs training participants about the learning objectives of the session.
- Facilitator communicates to the audience that this session aims to understand the different impacts war has on women, girls, and other vulnerable groups of society and explains that there is a distinction between the direct and indirect impact of armed conflict on a conflict-affected population. In the past, the gendered impact of conflict predominantly focused on sexual and gender-based violence, however, it is essential to consider other sets of gender issues and factors of risks to better document the gendered consequences of war and effectively design response policies and strategies.

2] Direct and indirect impact of the armed conflict – stimulate discussion through brainstorming (15 minutes)

For the offline training

- Draw two columns on a flipchart paper with one column for direct and one for indirect impact of armed conflict.
- Ask the participants to come up with examples of both types of impact and why they think it is important to consider/analyze both. If you need to boost discussion, share a few examples with participants.

EXAMPLES OF DIRECT IMPACT OF WAR	EXAMPLES OF INDIRECT IMPACT OF WAR
Killings, wounding, increased sexual and gender-based violence, separation of families, diseases, displacement, migration, widowhood, loss of assets and income, etc.	Longer-term effects that cause social, emotional, and psychological harm to individuals, affect economic performance and human welfare. Reduced access to health care, negative impact on reproductive health, trauma, depression, female-headed households, poverty, destruction of social networks, unemployment, etc.

For the online training

- The facilitator needs to create a new board before the training by using any preferred app for brainstorming (IdeaFlip, Jamboard, etc.). When it's time to brainstorm, get the link to your board and paste it into the chat for training participants. Ask everyone to first type their ideas in a separate document. Then, take turns creating one note for each idea. Share the screen with the board to display the ideas and start the discussion. To group similar ideas, either just drag them on top of each other in layers or draw a box around them.

3] Typical forms of violence during different phases of conflict – theoretical part (15 minutes)

- The facilitator provides a theoretical input on the phases of the war based on the content and methodology of the toolkit, then gives a short overview of the typical forms of GBV during the war and aftermath. Additional information can be found below.

War-time and Emergency

The peak of the conflict is when direct physical violence is most intense. This is the time when people on all sides are being killed. Normal communication between the sides has probably ceased. Public statements tend to be in the form of accusations made against the other side(s).

[Unarmed Civilian Protection, an introductory course in 5 modules, available at https://nonviolentpeaceforce.org/wp-content/uploads/archive/UCPManual/2021_Course_Manual__Full_Text.pdf]

Protracted conflict

“Protracted” armed conflicts may be episodic, cyclical, “frozen”, long-lived insurgencies, long-standing situations of occupation, or wars where violence simmers at a relatively lower level than one might traditionally associate with armed conflict, oscillating between resolution and relapse... Wars, and their all-consuming destructive force, are becoming longer, more intractable, and less likely to be resolved politically.

[Protracted conflicts: the enduring legacy of endless war, available at <https://international-review.icrc.org/articles/protracted-conflicts-enduring-legacy-endless-war-ir912>]

Post-Conflict

A post-conflict context is a transitional period bounded by past war and future peace. During this phase, direct violence has significantly decreased. It also leads to a decrease in tensions and to more normal relationships between the different parties in the conflict, which allows for nonviolent political contestation.

[Unarmed Civilian Protection, an introductory course in 5 modules, available at https://nonviolentpeaceforce.org/wp-content/uploads/archive/UCPManual/2021_Course_Manual__Full_Text.pdf]

Typical forms of gender-based violence during and after the war (Toolkit Chapter 4):

Women experience violence **in times of war, and also in the “post-conflict” or post-war context** when there is no war or crisis. Women suffer an alarming amount of violence **in wartime**: threats of rape, domestic violence, trafficking (kidnapping and sexual slavery), forced marriage and pregnancy, sexual humiliation in their own homes, in refugee camps, or as they flee violence. Perpetrators of SGBV are not limited to armed actors but also include government security officials, peacekeepers, and civilians. Gender-based violence (GBV) does not subside **in post-conflict settings**, moreover, certain types of violence may even increase. Women face high levels of domestic violence within the privacy of their homes, experience restricted access to basic services, exclusion from decision-making and leadership roles in their workplaces, and endure daily discrimination because of their sex and gender roles.

4] Discussing different types of violence against women with worksheets – group work (25 minutes)

- Worksheet: GBV during different phases of conflict

	“PRE-WAR PERIOD”	“WARTIME”	“POST-WAR CONTEXT”
Physical/Sexual Forms of VAW			
Psychological Forms of VAW (i.e. emotional abuse, verbal abuse)			
Structural Forms of Violence (systemic discrimination preventing women from meeting their basic needs such as access to health care, adequate education, ownership of property such as land, labor rights, and getting decent jobs)			



For the offline training

- Divide the group into three small groups. Distribute the worksheet with three columns 1. GBV during the “pre-war period”; 2. GBV during the “wartime”; 3. GBV in the “post-war context”.
- Ask Group 1 to fill in the first column on physical, psychological, and structural violence against women during the “pre-war period”; Group 2 the second column on the same types of violence “during the war”; and Group 3 the third column on violence in the “post-war context”. This will allow the group to reflect on what they know and feel.
- A reporter from each group gives a short presentation on the forms of physical, psychological, and structural violence women experience in each period (feedback from each group in 15 minutes total – 5 minutes per group).
- In summarizing the discussion, ask participants from other groups if they would like to add any other forms of violence listed in the chart or have anything new to add to this chart (example of worksheet is provided).



For the online training

- The facilitator explains the task for the group work and shares the electronic version of the worksheet with participants via chat. Then, they split the training participants into three breakout rooms (3–4 participants per group). It is preferable if the facilitator pre-assigns group members to a specific breakout room prior to the session or alternatively, participants might be randomly assigned to small groups during the session by the second facilitator or technical support person assisting the facilitator. Ask group members from each breakout room to appoint a note-taker who will fill in the worksheet. After the expiration of the time allocated for the group work, participants will return to the main room. Ask the note-takers from each group to share the screen with their filled worksheet and report the outcome of the group discussion.

5] Group discussion (30 minutes)

6] Identifying different vulnerable groups during the armed conflict and exploring specific implications of the war/armed conflict (10 minutes)

- The facilitator explains to participants that armed conflict often places people at an increased risk of discrimination and/or abuse, especially vulnerable groups such as children, older people, those with disabilities or chronic diseases, LGBTQ+ people, and particular ethnic or religious minorities. Without considering the specific vulnerabilities of these groups in conflicts and the concerns they encounter, their needs and priorities cannot be adequately addressed.



For the offline training

- The discussion over the specific challenges, risks, and concerns of vulnerable groups will be stimulated by the group work using the method “World café”.
- Split the participants into 4–5 groups by assigning them specific types of vulnerabilities (children/young girls; elderly women, disabled women; ethnic/religious minority; LGBTQ+ people, etc.).
- The process begins with the first ten-minute rounds of conversation for small groups (from 3 to 5 people) seated around a table.
- Each group will be given the following questions to be discussed (during 10 minutes per round): What specific problems/challenges may specific vulnerable group face during the armed conflict?
- At the end of the first round, each member of the group moves to a different new table. The facilitator asks one person to remain at the table as a “table host” for the next round, while the others serve as “travelers” to other tables. The “travelers” bring their ideas and opinions into their new conversations, while the “table host” welcomes the new set of travelers. Providing opportunities to participants to move in several rounds of conversation with other groups, encourages everyone’s contribution and connects diverse perspectives.
- The “table host” writes key ideas on flipchart. After at least three rounds of conversation, the participants can return to their first table. The “table host” shares the outcomes of the group discussion and others are invited to share the insights or other results from their conversations with the rest of the large group.



For the online training

- Facilitators explain the task for the group work and split training participants into 3–4 breakout rooms (3–4 participants per group) with a pre-assigned specific type of vulnerability. Ask group members from each breakout room to select a “table host” who will take notes from group discussion and remain in one breakout room until the end of the exercise. After the expiration of the time allotted for the first round, “travelers” will be placed at other “tables” (breakout rooms). After at least three rounds of conversation, the participants will be returned to the main room. Each “table host” shares the outcomes of the discussion by displaying the notes on a shared screen or reading them.

7] Wrap up of the training session – reflection (10 minutes)

- At the end of the training session, the facilitator suggests a physical energizer to participants to allow them to explore and reflect on how they feel about what they have learned.



For the offline training

- Ask everyone to stand up and form a circle. Ask them to think of one word that describes how they feel about what they have learned from the session/exercise/knowledge input. Then, ask them to make their face and body into an emoticon or sculpture that represents that feeling. When everyone has made their emoticon, go around the circle asking people to say the word they were thinking of. When everyone has spoken, affirm both positive and negative feelings. Reassure participants that this is a safe space to express their feelings and ask questions.
- Ask participants:
 - Would anyone like to share more about how they are feeling at this point?
 - What did they learn during the session that they did not know before? How can they use the gained knowledge from this session in the future?

If the participants express confusion, remind them of the training program where they will have the opportunity to reflect and explore issues further.



For the online training

- Thank participants for their thoughts and active work during the session. Ask them to think of and share one word that describes how they feel about what they have learned from the session. Once everyone has shared their feelings and thoughts, explain the next steps, including time for the break before the next session, and give very short information about the topic of the next Module. In addition, remind participants of the training program where they will have the opportunity to reflect and explore issues further.



Module 2: Key actors responsible for the protection of women and girls during and after the war

Introduction

To effectively deal with the protection of women and girls from all forms of violence during and after the war, participants must understand the responsibilities of the institutions in the area of gender-based violence and their specific roles in the system. In addition, participants must understand different approaches to dealing with different forms of violence women face during and after the war.

Learning objectives

- A deeper understanding of key actors responsible for the protection of women and girls during and after the war.
 - A deeper understanding of the different approaches of key actors responsible for the protection of women and girls during and after the war.
-

Materials

- Power-Point Presentation presentation– depending on the facilitator.
- A ball of wool.
- Case study/story printed and distributed among the participants. In the case of online training, it should be shared in the chat.

Tips for facilitator

- This module is based on chapter 3 of the Toolkit: “Key Actors Responsible for the Protection of Women and Girls During and After the War”. It is recommended to read this chapter before facilitating this module, as it provides additional insights into how different stakeholders are involved in a systemic response to GBV.
 - The facilitator should familiarize with the country-specific situation and think about the existent institutional and non-institutional responses to gender-based violence, which may be useful as an example during the theoretical part of the module.
 - Give space to the participants to speak about the key actors in their local community and keep the discussion open to alternative approaches and different ways of dealing with gender-based violence (for example, through the role of the religious community).
-

Module overview

OVERVIEW		
TIME	CONTENT	DURATION TOTAL: 55 MINUTES
	1] Theory part – key actors responsible for the protection of women and girls during and after the war	15 minutes
	2] Exercise	20 minutes
	3] Discussion after the exercise	15 minutes
	4] Summarizing and closing the sessions	5 minutes

Training session plan

1] Theory part – key actors responsible for the protection of women and girls during and after the war (15 minutes)

- Presentation of the Key Actors Responsible for the Protection of Women and Girls During and After the War – content from the Toolkit (Chapter 3).
- PowerPoint presentation – up to the facilitator.

2] Exercise

Story/Case study

Woman, 38 years old, victim of domestic violence for over ten years. The perpetrator is her husband, an ex-soldier from the war. He has symptoms of post-traumatic stress syndrome, but he never went to any psychiatric institutions, nor did he seek out professional help. He regularly has flashbacks from the war, and he drinks alcohol very often. His wife begged him to go to the doctor, but he never went.

The last violent episode happened last night when her husband beat her and inflicted severe injuries on her arms, legs, and head. Their underage daughter and son were there at that time. The family lives in a big building and some of the neighbors called the police. In addition to the police, a social worker was present. As a result, the husband was detained for 24 hours. The woman told everything that happened to the police officers and the social workers. Who took her to the emergency room, so she could get medical care. Afterward, she went back home.

This morning, she went back to the police station so she could give a victim statement about domestic violence and the events that occurred the evening before. After that, she went to the Center for Social Work and spoke about the violence she was witnessing. Because her husband is very dangerous and he has a weapon from the war at home, the woman and the children are placed in a shelter. Then the woman goes to the practice of a family doctor so she can fill in the report on domestic violence incidents (an injury report). The prosecutor's office is calling her to come in to give a statement.

Afterward, she goes to the Center for Social Work to start the procedure for custody. The case is discussed in Court, and she needs to go there to give a statement. The perpetrator is not satisfied with the visitation rights to meet the children, he threatens the woman, and she needs to go to the police and report again. The children have problems at school, so she must go there and speak with the teachers. The woman, due to the excessive pressure and fear she feels, reports to the mental health center and is included in outpatient treatment.



For offline training (20 minutes)

- **Step 1** – The facilitator asks for nine (9) volunteers from the group to be part of the exercise. Other participants observe.

- **Step 2** – The facilitator gives a role to every participant. Every participant represents one institution/organization in the chain of protection for women victims of GBV and women victims of domestic violence.
The roles are:
 - Women
 - Police
 - Health institutions
 - Center for Social Work
 - Prosecutor office
 - Shelter
 - Court
 - School
 - Center for Mental Health

- **Step 3** – The facilitator gives a ball of wool to the woman survivor of domestic violence.

- **Step 4** – The facilitator starts to read a story/case study. Every time the facilitator mentions an institution or organization, the participant who represents that institution/organization takes the threat of the ball and then gives back it to the woman/survivor of domestic violence, and so on with all the other roles.

- **Step 5** – At the end of the exercise, the thread will be tangled, and participants will see how complicated is for the survivor after she or someone else reports the violence, and how many institutions and organizations are included in the procedures regarding domestic violence which makes it even more complex for the woman to seek for help.

- **Step 6** – Discussion after the exercise (15 minutes)

3] Discussion after the exercise (15 minutes)

Questions for the participants:

- What can we conclude based on this exercise? _____
- Are some institutions excluded? _____
- Is the situation similar in your local community? _____



For the online training

- The facilitator needs to adopt an exercise for online training. The facilitator needs to prepare an online tool for drawing and sharing the board on the screen. The facilitator will ask one of the participants to read a story/case study and another participant to draw all roles on the online board, including the survivor in the middle of the board. While one of the participants is reading the story, other participants (or the facilitator) draw lines and connect institutions with the survivor. In the end, the online board will show a visual connection of the role and position of the different institutions and procedures the survivor is in contact with. _____
- During the discussion, the facilitator asks the participants for their reflections on the exercise and experiences in the work and contact with institutions on the local level (see suggested questions above). _____

4] Closing the Module (5 minutes)

- Give space to participants for final thoughts, impressions, and Q&A, and thank the participants for their time and input. _____



Module 3: Strategies used by women NGOs to prevent and respond to gender-based violence in conflict situations

Introduction

The third training module has been designed to enable participants to come up with new strategies that can be used for preventing and responding to gender-based violence in conflict situations.

Learning objectives

- Get familiarized with a few of the already documented short- and long-term strategies included in chapter 6 of the toolkit.
- Reflect on the participants' experiences as women's rights defenders and activists during an emergency, protracted conflict, and post-war situations.
- Create a safe space for critical thinking to have a deeper discussion on practical aspects of applying strategies during different phases of war or conflict.
- Participants to feel empowered and enabled to come up with their own suggestions and strategies.

Materials

- Before starting the session, it is advised to share the module overview with participants either in printed form or by email/chat if the training is taking place online.
- You will need sticky notes, or other colorful paper for participants to write notes if the training takes place offline.

Tips for facilitator

- Two weeks prior to the training delivery facilitators are advised to read Chapter 6 of the toolkit on "Strategies used by women NGOs to prevent and respond to gender-based violence in conflict situations". Facilitators are also advised to review the background of training participants, be aware the life situations of training participants related to conflict and war situations (if this information is provided in the preparatory form shared before the training) and have an understanding of situations in which training participants used to work prior to participation in the training.
- A week before the training delivery, facilitators should have a clearer understanding of the background of participants and their experiences of conflict and wars. That information will help facilitators to focus more on one out of three types of strategy as examples to be presented during the session on Module 3. There are three main types of strategies depending on the stages of war and conflict, and they are reflected in chapter 6 of the toolkit: 1) during the war and emergency situations, 2) during protracted conflict, 3) and post-war and long-term strategies. The choice will depend on the number of participants with similar backgrounds related to conflict and war experiences. If the training audience is diverse and there are participants with different backgrounds, the facilitators may have to bring

examples of strategies from all three stages of conflict and war, or strategies that can be applied to different phases.

- On the training day, facilitators are advised to print out handouts for the participants depending on the strategies that have been chosen. If the training is going to be delivered online, it is important to send out prepared handouts with chosen strategies to the participants via e-mail.
- Facilitators will need to print out the module overview and have it with them during the training session. Additionally, on the training delivery day, it is important to share the module overview with the participants.

Module overview

OVERVIEW		
TIME	CONTENT	DURATION TOTAL: 100 MINUTES
	1] Introductions (Who is in the room? How do I feel today?)	20 minutes
	2] Presentation about strategies (What do those mean in the context of the current toolkit? Give an overview of different types of strategies)	10 minutes
	3] Presentation about strategies (What do those mean in the context of the current toolkit? Give an overview of different types of strategies)	10 minutes
	4] Break	15 minutes
	5] Exercise in smaller groups	25 minutes
	6] Reflections on strategies in bigger group	10 minutes
	7] Collecting ideas on new strategies	5 minutes
	8] Summarizing and closing all sessions	5 minutes

Training session plan

1] Introductions (20 minutes)

If the training is divided into 2-day sessions, then welcome back the participants and ask them to answer two questions in two rounds. A question for the first round is 'Who is in the room today?'. A question for the second round is 'How do I feel today?'. These questions will help participants to remind each other about themselves and to reflect on their emotional state while being in the training room and thus feel more present in the process.

If, however, Module 3 is delivered on the same day as Modules 1 and 2, skip the questions above, and share the aims of Module 3 with the participants:

- Get familiarized with a few of the already documented short-term and long-term strategies in the toolkit as examples.
- Reflect on their experiences as women's rights defenders and activists during an emergency, protracted conflict, and post-war situations.

- Create a safe space for critical thinking to have room for deeper discussions on practical aspects of applying strategies during different phases of war or conflict.
- Feel empowered and enabled to come up with their own suggestions and strategies.

Reflections on Module 1 and Module 2. Ask participants to share if they have reflections or any thoughts about previous session(s). Give them a minute to put their thoughts on paper (participants can use sticky notes). In addition, ask them to write down one thing they expect to learn by the end of Module 3.

2] Presentation about strategies (10 minutes)

Start the session by introducing the strategies and explaining the meaning that strategies have in the context of the toolkit. Remind the participants that strategies have been collected by women's organizations based on their experiences during or after war situations.

Provide an overview of different types of strategies based on the stages of war or conflict situations.

Ask for feedback or comments from participants while you share about strategies.

Consider asking the following questions to participants:

- Do they identify activities in their work which can be called strategies? Why and how are strategies different from other functions that they do in their practice?
- Are there things that they have done previously when working with GBV cases during or after war or conflict situations which can be categorized as strategies?

These questions can help to prepare a ground for reflections for coming up with new strategies by the end of the session. Remind the participants that they do not have to answer those questions right away but are invited to think about them until the end of the session. In the case of offline training remind the participants that they can write down any thoughts regarding the two questions on paper and keep them for a discussion later. If the training is online, ask the participants to drop their thoughts in a chat if they wish.

3] Deep dive into chosen types of strategies (10 minutes)

Explain that you are going to share with participants the concrete strategies chosen prior to the training session based on the background of the participants, if this information has been collected through a survey before the training. Remind the participants that strategies were chosen based on the war or conflict situation/stage that participants are in. Since information shared can be potentially triggering, remind the participants that if any of them feels emotional or do not want to continue the discussion they have the right to opt out or leave the room to take a break for a few minutes if needed.

Ask participants to read out loud the list of strategies one by one (each time ask a different participant to read one strategy at a time) and give space to participants to start a discussion about the chosen strategies.

Please be mindful of the time limitation. You may have chosen more than 10 strategies for discussion but the optimal number that can be discussed within 10 minutes is five strategies maximum. If you do not have time for other strategies do not stress out, the aim here is to open space for deeper reflections and discussions. Remind yourself and participants that the rest of the strategies can be found in the toolkit. Always have the link to the toolkit with page references in front of you or post it in the chat.

4] Break (15 minutes)

5] Exercise in smaller groups (25 minutes)

The meaning of the group role play is to give a chance to the participants to think (as women's NGO representatives or other initiatives/groups) about strategies that can prevent GBV towards women during wars and emergencies considering concrete experiences of different women (through the assigned roles).

For exercise: assigned roles

Role 1: You are a 76-year-old woman living in the bordering village of a country that is in active war. You do not have a partner, and your children moved to another country when they were young. There are not much contact or strong ties with your neighbors or relatives either. Additionally, many of your neighbors are older people.

Role 2: You are a 12-year-old girl, whose education has been interrupted because of skirmishes in the city where you live. As a result, the schools have been closed in your community. Some distant relative has promised your parents to make fake documents for you, so you can cross the border with him and thus escape the war. Your parents are considering sending you abroad with a relative to save your life.

Role 3: You and your three children have just been granted refugee status and you are being forced to flee your country because of an ongoing war. Your husband refuses to apply for refugee status for various reasons, and as a result, he is not allowed to leave the country and reunite with his family. You and your children have been offered a place in a refugee camp, which has poor hygiene conditions and is overpopulated.

Role 4: You are a woman with a physical disability, which limits your mobility. You have asked for shelter in a city other than yours, as there is war in the city where you live. You have been refused by several shelters with the reason that the shelters do not have facilities adjusted to the needs of persons with disabilities, who have limited mobility.

Role 5: You are a lesbian and since a war recently started in your country you want to flee it and reunite with your partner, who has already moved out. When passing the border control spot of the destination country, you are informed that you are banned from crossing the border. However, you are not given any official reason for such a decision. The only justification for refusal brought by the border police is your photo in the passport, where you have longer hair and look different than now. Eventually, you are banned from crossing the border.

Role 6: Your husband serves in the armed forces and is a highly-ranked officer. Since his salary is high, he has insisted that you stay at home and do not work. He comes back home every three months only for a very short period since there is war in the country. During his one or two weeks of staying with you, he mostly fights and argues for no reason.

Role 7: You are a woman who has previously received psychiatric assistance in a mental health clinic. There is war in your country, and you have requested shelter, but have been refused with no official proof or documentation for rejection. You know that one of the staff personnel of the shelter has previously worked in a mental health clinic.

Role 8: You are a woman of color and for studying purposes, you visited a country very far from your own country, which has a very homogeneous society. It is your second year of studies a war erupts suddenly. Many people leave the country, and you decide to leave it too, as the university closes for an indefinite period. At the border, you are told that in the queue, priority is given to the country's citizens. For some reason, you are offered a temporary camp and are told to wait for your turn to cross the border, which may take some time. No official document is being provided as proof of such a decision made by a border control officer.

For the offline training

- **Start the exercise by explaining the meaning of the group role play** (2 minutes).
 - Ask the group to divide into 2 or 3 smaller groups.
 - After the groups are formed, assign roles to every woman.

- **Ask the group to focus on the support of an imaginative group of women with a chosen role** during the group discussion to come up with strategies on behalf of women's NGOs that can help to prevent and support those persons affected by war-related GBV (10 minutes).
 - Question to be asked – what strategies come to your mind? Please come up with 3 main strategies as a women's NGO to support the person either for preventing GBV or for supporting a person with a specific role. Please put down the 3 main strategies on a flip chart. If you come up with more strategies, you can also write them down.
 - Give the participants time to discuss and have at least 3 strategies written down on flip charts and come up with ideas of support for the persons with assigned roles, acting on behalf of women's NGOs.
 - Ask the group to present one or more strategies to each other (10 minutes in total).

- **Closing of the group discussion** (3 minutes)
 - Ask the participants to have a role-dropping exercise and some movements for refreshing, or use grounding exercises if you see that the group members felt emotionally involved during the exercise.

Note that this exercise can be done both online and offline with no restrictions. When doing the exercise online, the participants will be asked to go into breakout rooms instead of forming smaller groups (in case of offline delivery).

6] Reflections on strategies in bigger group (10 minutes)

- Start the discussion and reflections on strategies in a bigger group by asking the participants to share their feelings and thoughts on the different strategies presented after the group exercise (each participant will have a limited amount of time).

- Questions to ask: how applicable do you think are the strategies in practice? If any of the strategies are not applicable, why not? What factors can hinder the application of strategies in practice?

7] Collecting ideas on new strategies (5 minutes)

- Ask one or two volunteers from the group to write down new strategies that group members may have come up with during the previous sessions.

8] Summarizing and closing of the session (5 minutes)

- Give space to participants for final thoughts, impressions, and Q&A, and thank the participants for their time and input.

Module 4: Advocacy

Introduction

Module 4 is designed to help the participants understand the importance of the advocacy work of women's NGOs in non-violent actions during and after conflict. The content of the module and examples from the practice should show participants how advocacy work can influence policies, practices, and behavior of decision-makers and public institutions in the context of women's rights during and after conflict. In addition, the module should inspire participants to think about their advocacy work and direct and personal lobbying activities, which are often part of everyday work in civil society organizations.

Learning objectives

- To have an improved understanding of the relationship between the advocacy work of women's NGOs in conflict and post-conflict settings and political decisions.

- To have a deeper understanding of how local, regional, state, and international advocacy work of women's NGOs can have an impact on the lives of women and girls during conflict and in post-conflict settings.

- To increase the knowledge of participants on different forms of advocacy actions during conflict and in post-conflict settings.

- To create a safe space for participants to share their experiences and challenges in advocacy work on the personal and organizational levels.

Materials

- Prepare PPT for the theory part (up to facilitator).
- Prepare materials for small group work.
- Prepare a whiteboard for the presentation of the small group work.
- Colored markers, pencils, pens, sticky tapes/pins.

Tips for facilitators

- Get familiarized with the contents of the toolkit, especially with the part related to the background of each country (Armenia, Georgia, Bosnia and Herzegovina, and Ukraine) and the conflict related to them. Get familiarized with the already documented short-term and long-term strategies in the toolkit as an example because some of them illustrate the advocacy work of women's NGOs.

- For the introduction of the module (theory part) prepare a PowerPoint presentation with general information about advocacy work, key principles, and steps in the process. Also, prepare examples of good practices to motivate participants to think about actions that they can do in their own community.

- Give space to participants to give a reflection on personal experiences and examples of advocacy and lobby work in the area of gender-based violence and women's rights.

Module overview

OVERVIEW		
TIME	CONTENT	DURATION TOTAL: 100 MINUTES
	1] Theory introduction about advocacy work, key principles, and steps to effective advocacy	25 minutes
	2] Examples of advocacy initiatives through the history of women's movements	10 minutes
	3] Work in small groups	25 minutes
	4] Break	15 minutes
	5] Presentation of small group work	20 minutes
	6] Summarizing and closing all sessions	5 minutes

Training session plan

1] Introduction about advocacy (25 minutes)

Theory presentation can include:

What is advocacy?

Advocacy is a democratic tool used to give attention to specific issues and which is important for community well-being and to attempt effective social change. The overall goal of advocacy is to give the community or specific groups a voice and better access to political power. Advocacy is the act of supporting an issue and convincing those in power that they should act to support that issue.

Key principles of advocacy:

- **Credibility** represents the reliability of the organization in the eyes of other people and can relate to information that you use in advocacy actions. Credibility can be increased by proper determination of the facts and with deep research of the problem. Also, when you transmit messages, it is very important that you believe in them, and that they are based on facts.

- **Responsibility** is a way to prove to all interested parties that you are reliable as an organization or person who represents the interests of other women and girls. One of the ways to increase responsibility is to include survivors of GBV in the advocacy process.

- **Legitimacy** – Do you and your organization legitimately represent the group you seek to support? And did you include the people that you represent? If you did, in what way?

- **Orientation** on the services for women and children does not only refer to direct services, it also refers to and symbolizes your attitude when attempting to have an impact on the political environment and when representing the beneficiaries. When you advocate for better services, you take over the role of the leader and it relates to your attitude towards those your advocacy is directed to.

- Advocacy based on an **understanding of power** means that we are aware of the different forms of power, in institutions and civil society organizations. We can analyze power based on hierarchy in society, power based on capacity, and power of networking, and inside power based on a strong belief in gender equality and women's rights that we are lobbying for.

Steps to effective advocacy – Advocacy Plan

Advocacy efforts are most effective when they are targeted and specific. Clearly define your objectives and the necessary changes. The development of an advocacy plan involves considering the following key elements:



- **Identify your issue/problem:** Begin by clearly defining the issue you want to address through advocacy. Conduct thorough research to understand the root causes, implications, and relevant context surrounding the issue. This step ensures that your advocacy efforts are focused on a specific and well-understood problem.
- **Set your goals and objectives:** Establish clear and measurable goals that outline the desired outcomes of your advocacy efforts. Define specific objectives that contribute to achieving these goals. Goals provide the overarching vision, while objectives break down the steps necessary to reach them. This step provides a roadmap for success and helps in evaluating the impact of your advocacy.
- **Identify who you are going to target:** Determine the key individuals, groups, or institutions that have the power to bring about the desired change. Consider both primary and secondary targets and assess their influence on the issue. Identifying your target audience is crucial for tailoring your advocacy messages effectively.
- **Establish your message:** Craft compelling and concise messages that communicate the importance of your issue, the desired change, and the benefits of supporting your cause. Your messages should be consistent, easy to understand, and emotionally resonant to capture attention and foster support.
- **Develop an action plan/methodology/tactics:** Create a detailed action plan that outlines the specific activities, tactics, and timelines for executing your advocacy strategy. This plan should include steps such as media engagement, coalition building, public awareness campaigns, policy advocacy, and grassroots activism. A well-structured action plan ensures that your advocacy efforts are coordinated and systematic.

Template for Advocacy Plan

Here is a simple guide outlining the issue, objectives, target audience, methodology/tactics, required resources, and a timeline for effective advocacy:

	Description	Example
METHODOLOGY/TACTICS	Clearly define the specific issue or problem your advocacy efforts aim to address.	Scarce availability of mental health services for survivors of gender-based violence during and after violent conflicts.
GOALS/OBJECTIVES	Outline the overarching goal you seek to achieve through your advocacy.	Increased funding and policy support to enhance mental health services for survivors affected by gender-based violence in post-conflict regions.
TARGET AUDIENCE	Identify the individuals, groups, or institutions crucial for achieving your advocacy goals.	International humanitarian organizations, policymakers, and local health authorities in conflict-affected regions.
METHODOLOGY/TACTICS	Specify the approaches and tactics you will use to influence your target audience.	Collaborate with humanitarian agencies or local NGOs to conduct needs assessments, lobby policymakers for increased funding, and leverage media coverage to highlight the urgency.
RESOURCES NEEDED	Identify the human, financial, and material resources required to execute your advocacy plan.	Trained mental health professionals, funding for research and advocacy campaigns, and partnerships with international organizations.
TIMELINE	Establish a timeline outlining key milestones and deadlines for your advocacy campaign.	Conduct needs assessments in month one, present findings to policymakers in month two, and initiate media campaigns for public awareness in month three.

2] Examples of advocacy initiatives through the history of women's movements⁷ (10 minutes)

Women's Forum 2000: Away with nuclear weapons

In 2000, the women of Japan made an appeal for women and people around the world to unite in efforts to abolish nuclear weapons, with the aim of saving the human race from destruction.

On August 5th, 2000, more than 1800 women met in Hiroshima to call for the abolition of nuclear weapons. They heard testimonies from women around the world on the implications of the use and testing of nuclear weapons. The campaign called for all member states of the United Nations to take the courageous decision to eliminate nuclear weapons.

⁷ More information available at: <https://www.oecd.org/social/gender-development/1896464.pdf>

Liberian Women's Initiative

In 1993, in the midst of the war in Liberia, Mary Brownell found it intolerable to watch people suffer as regional peace talks went nowhere. The retired schoolteacher was particularly struck by women's silence. "For five years the war was going on, but nothing was being done in terms of speaking out, making our voices heard. We had women's organizations, but they were largely concerned about relief". Brownell discussed with several friends the idea of a women's pressure group to speak out against the war.

The group ran an advertisement on national radio appealing to women to attend a public meeting in Monrovia's city hall. From there, the Liberian Women's Initiative (LWI) was formed in January 1994. The movement was open to all women, regardless of ethnic, social, religious, or political background.

They adopted the strategy of taking a unified stance on issues that affected everyone and chose "disarmament before elections" as their primary advocacy point. The LWI targeted all parties involved in the peace talks and started a program to assist in the collection of small arms. Their aim was to attend the regional peace talks and advocate grassroots perspectives directly to the faction leaders. Although they were never official participants in the peace talks, they proved to be influential consultants during the process and acted as monitors to ensure that promises were kept.

Northern Ireland Women's Coalition (NIWC)

In 1996, in a conflict-affected Northern Ireland, two women - Monica McWilliams, an academic, and Pearl Sagar, a social worker, had a vision to gather women from both Catholic and Protestant communities ready to engage in advocacy for greater participation of women in political decision-making and gender equality in the peace talks. They founded the Northern Ireland Women's Coalition (NIWC), a political party that mobilized many women who were previously politically active but also women from the grassroots communities.

The objective of the NIWC was to engage in the Northern Ireland peace process and ensure that the views of women were included in the peace talks. The NIWC participated in the unique elections aimed at ensuring that small political parties could join the peace talks. Monica McWilliams and Pearl Sagar won two seats in the Northern Ireland Forum, the body that provided a space for all-party peace talks that occurred in 1998. The Forum talks led to the signing of the Good Friday Agreement, ending ethnic-nationalistic conflict and most of the violence in Northern Ireland that had lasted since 1960.

The key principles of NIWC were inclusion, equality, and human rights. As a completely female party, NIWC played a key role in the peace process in Northern Ireland and thus contributed to the small percentage of women signatories to peace agreements worldwide.

Women members of the NIWC were frequently facing attacks and hostilities by male politicians. They publicly talked against sexism and gender-based discrimination and encouraged women of all social backgrounds and communities to participate in local public policies in order to influence changes and contribute to solving issues of importance for women, including the prevention of gender-based violence and support for survivors through political participation in the Northern Ireland bodies.

NIWC existed as a political party until 2006. However, many of its members are still active as human rights defenders who support women's groups and advocate for an institutional framework that supports women.

3] Exercise in small groups (25 minutes)

- Split the participants into small groups, each group can be up to five participants.

- The facilitator needs to give every group a printed text with information about one country where the conflict happened (Armenia, Bosnia and Herzegovina, Georgia, and Ukraine). The content of the printed text is from the Toolkit (chapter 1).

- Every group needs to come up with one advocacy campaign for the country that they are allocated to. Advocacy needs to be about women's rights. One person from the group needs to present the results at the end.

- Every group needs to try to answer the next questions. They should be put in a place visible to all participants.
 - Can you identify the problem in your assigned country?
 - What is the goal of the advocacy action? What do we want to change? Why?
 - What are the strengths? What are the weaknesses?
 - Who can help us? Can we do it alone?
 - What level of advocacy is needed (local, national, regional, international)?
 - Think about one advocacy event.

4] Break (15 minutes)

5] Presentation from the small group (20 minutes)

- When the time for work in the small groups ends, the facilitator asks a representative of each group to present a conclusion from the group work.

- After the presentation from every group, the facilitator asks for feedback from all and facilitate the discussion with the following questions:
 - What was the main challenge during the group work, and why?
 - In what part of the group work did participants feel the best, and what made them satisfied?
 - Was there any difficulty in agreeing on the goal/priority for advocacy?

6] Reflection and closing of the Module 4 (5 minutes)

- At the end of the training session, the facilitator suggests a physical energizer to participants to give them an opportunity to explore and reflect on how they feel about what they have learned.

Wrap-up and closing session

This part has been designed to help facilitators close the training sessions successfully and to give food for thought for future actions, which participants may want to take later on.

- To successfully close a training session, it is essential to make an unforgettable closing to participants, and give a space for last reflections, ideas, and thoughts that they may have and may want to share.
- It is essential to ask participants whether their expectations were met during the training sessions, taking into account that a facilitator needs to have a look at the expectations written down by participants beforehand and take notes on those expectations that were not met for future training development and betterment.
- Facilitators are advised to ask participants to evaluate the training delivery and have questions prepared beforehand for evaluation.

Reflections (5 minutes)

As a facilitator, reach out to participants by thanking them for taking their time and being present during the training sessions on such a sensitive topic. Prioritize the input of each participant and give space to them for last reflections and thoughts by asking, for example, “what will you take with you today from this training?”. Let the participants share their impressions and experiences during the training session, even if there were participants who had a frustrating or negative experience related to the training, let them share about those moments too. It is important to let everyone know that every participant must be heard and seen and that every input is important and can make changes.

Expectations (5 minutes)

As a facilitator, ask the participants whether their expectations were met during the training sessions, and, if not, which expectations were not met. It is important to take notes on those expectations which were not met (as a facilitator beforehand have a look at expectations written by participants). Give some space to participants for reflections on met or unmet expectations.

Evaluation (5 minutes)

Similar to the starting of the training, facilitators are advised to send out evaluation forms, either right after the training sessions or within a couple of days after the training sessions. The evaluation of the training process, the quality of shared materials, and the skills of facilitators in delivering the training sessions are essential for the future betterment of the training sessions. For that purpose, prior to the training session, there is a set of questions that can be asked via online platforms using various forms and tools (such as Google Forms, SurveyMonkey, etc.). Below are the suggested questions that can be included in the training evaluation forms (note that some questions suggested are more specific considering the sensitivity of the topic):

General questions:

1. What is your overall assessment of the training?

2. To what extent did the training meet your expectations?

3. Which part of the training did you find most useful and why?

4. Which part of the training did you find least useful and why?

5. How will you implement what you learned in the training in your work?

More sensitive questions:

1. How would you evaluate your sense of safety in the training delivery venue?

2. How would you evaluate the facilitator's ability to express empathy when needed?

Overall organization of the event:

1. How would you evaluate the registration process and preliminary information provided in relation to the content of the event?

2. Was the length of the training sessions adequate?

3. How would you evaluate the methodology/activities chosen for training delivery?



Resources

This list provides some useful resources that can be used by the facilitators to prepare for the training delivery. It includes multiple training manuals that can serve as additional input on the topic of this training manual and on different methodologies of training delivery.

De Zwaan, N. and Feenstra, E.D (2015), Gender, Peace and Conflict Training Manual. Cooperative for Assistance and Relief Everywhere, Inc. (CARE), available at https://www.kpsrl.org/sites/default/files/publications/files/769_gender_peace_and_conflict_manual.pdf

Health Policy Project (2014), Preventing Gender-based Violence: A Training Manual, Washington, DC: Futures Group, Health Policy Project, available at https://www.healthpolicyproject.com/pubs/367_MozambiqueGBVManualFINAL.pdf

International Rescue Committee (2008), Core Concepts in GBV, Facilitators Manual, available at <https://gbvresponders.org/wp-content/uploads/2015/07/Core-Concepts-Facilitator-Manual.pdf>

Rights for all (2005), The guideline for legislative advocacy, Fedra Idzaković, available at https://pravazasve.ba/download/zagovaranje-bs-vodic_za_zakonodavno_zagovaranje.pdf

Sophia Close, Hesta Groenewald and Diana Trimiño Mora (2010), Facilitation guide: Gender-Sensitive Conflict Analysis, Conciliation Resources, SaferWorld, available at <https://www.c-r.org/learning-hub/gender-sensitive-conflict-analysis-facilitators-guide>

Theresa de Langis/UN Women Timor-Leste (2015), Women, Peace and Security (WPS) - YES! Learning Pack, available at <https://asiapacific.unwomen.org/en/digital-library/publications/2015/05/yes-learning-pack>

Transparency International BiH, PhD Randall Puljek-Shank, PhD Zlatiborka Popov-Momčinović (2022), Manual for advocacy fork of NGO in Bosnia and Herzegovina, available at <https://ti-bih.org/wp-content/uploads/2022/12/TI-BIH-PRIRUCNIK-ZA-ZAGOVARANJE-BHS-WEB.pdf>

UNFPA (2011), Managing Gender-based Violence Programmes in Emergencies, E-learning and Companion Guide, available at <https://www.unfpa.org/publications/managing-gender-based-violence-programmes-emergencies>

UNHCR (2016), SGBV Prevention and Response, Training Package, available at <https://www.unhcr.org/media/sgbv-prevention-and-response-training-package>

Vann, Beth (2004), Training Manual Facilitator's Guide: Multisectoral & Interagency Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict, JSI Research & Training Institute/ RHRC Consortium, available at <https://www.endvawnow.org/uploads/browser/files/Interagency%20Multisector%20Response%20to%20GBV.pdf>

Notes

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