

BASE



Migrant and refugee child-friendly support
services in cases of sexual and GBV



Co-funded by the Rights,
Equality and Citizenship
Programme of the European Union

BASE Programme

BASE Capacity Building programme

(WP3_D3.2)

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Acknowledgements & Disclaimer

This document has been produced within the framework of the project BASE: Migrant and refugee child-friendly support services in cases of sexual and gender-based violence. Rights, Equality and Citizenship Work Programme of the European Commission, Reference Number: REC-RDAP-GBV-AG-2017/ 809952.

It has been produced with the financial support of the Rights, Equality and Citizenship Work Programme, of the European Union. Its contents are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Commission.

Original citation

BASE partnership. 2019. *BASE Program Guidelines*. BASE: Migrant & refugee child-friendly support services in cases of sexual and gender-based violence, Rights, Equality and Citizenship Work Programme of the European Commission, Reference Number: REC-RDAP-GBV-AG-2017/ 809952.

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Co-funded by the Rights,
Equality and Citizenship
Programme of the European Union

The BASE project (REC-AG-2017/REC-RDAP-GBV-AG-2017) has been co-financed with the support of the European Commission's Rights, Equality and Citizenship Program. Its contents and materials are the sole responsibility of its authors. The Commission cannot be held responsible for any use which may be made of the information contained therein.

BASE Project

The BASE project addresses the need to support child-friendly procedures in cases of Gender Based Violence (GBV) against refugee/migrant girls through the development and sustainability of strategies to nurture inclusive communication and a culture of trust between support service professionals (social workers; health professionals; NGO support officers; psychologists; school staff; law enforcement) victims, families and communities, thus preventing victim re-traumatisation and encouraging reporting of GBV.

Through raising awareness about the phenomenon and supporting inclusive communication and a culture of trust among survivors, families, support professionals and communities, BASE ultimately contributes to counteracting GBV against refugee/migrant girls.

BASE Programme

The BASE programme is a learning programme which aims to:

- Empower migrant women as cultural advisors in procedures addressing gender-based violence against refugee/migrant girls.
- Build the capacity of professionals to communicate and address the needs of migrant girls and their families.
- Support inclusive support services and procedures, minimising re-traumatisation of victims, thus contributing to the visibility of the phenomenon within migrant communities (facilitating disclosure and reporting) and its counteraction (through awareness-raising).

The BASE programme is divided into two curriculums:

- BASE Cultural Advisor Curriculum
- Capacity Building Programme for Professionals

BASE Capacity Building Programme for Professionals

The BASE Capacity Building Programme is a learning tool to enhance the capacity of professionals working directly/indirectly with migrant communities and on cases of sexual violence and GBV against girls, to communicate with the survivors in a child-friendly and culturally aware way. Specifically, the BASE Capacity Building Programme aims to:

- Increase professionals' awareness of the ways in which cultural background influences GBV, as well as different aspects of procedures such as disclosure/reporting of abuse/violence.
- Enhance professionals' communication skills with victims and families.
- Build professionals' capacity and strategies to include cultural advisors as key support figures when communicating with migrant victims and families.
- Increment knowledge and strategies for multisector collaboration.

About this curriculum

The development of the BASE Programme and the present Capacity Building Programme was preceded by an intensive phase with desk research and field research in the form of focus groups in the individual partner countries. The aim of the desk research phase was to gain an insight into how the different forms of GBV are legally recorded in the partner countries, to what extent and whether there are specific priorities in terms of particularly frequent forms of GBV, what support services are available for girls affected by GBV, and on good practices in the partner countries¹.

The results of the research phase have shown that the situations in the different partner countries are very different in terms of the presence of migrant communities, the nature and prevalence of different forms of GBV, the availability of support services and the perception of the role of Cultural Advisors. Therefore, the curriculum has been developed to allow for adaptations to the respective country situation or the specificities of the participants' group in the training events, enabling flexibility. This is done in two ways:

- 1) In order to achieve the above training objectives, the curriculum was divided into a selection of learning modules. For each module, Learning Outcomes were developed by the project partnership, which describe in great detail on which competences the participants should work on in the course of training.
- 2) Based on the expected Learning Outcomes, the project partnership developed a pool of learning activities for each module. In the selection of learning activities, participatory strategies were prioritised and the use of direct learning keeping introductory lectures to a minimum. Participatory methods are better suited to keep the sessions interactive and to involve participants' in the transfer of knowledge based on sharing professional experiences.

Trainers have the opportunity to choose from different learning activities for each module and to set different priorities for the implementation of the training as required. A separate Train the Trainer

¹ More on the preliminary research and its findings can be found on the project's website <http://base.uncrcpc.org//Main/BaseTools>

Manual provides information on what the trainers have to take into account when implementing the training in practice, as well as guiding training plans.

The Capacity Building Programme consists of the following modules:

- Awareness of gender issues
- Gender Based Violence & sociocultural context
- Understanding migration & vulnerabilities of children on the move
- Collaborative Support in cases of GBV
- Communication with migrant girls survivors of GBV

Each of these modules contains a description of relevant learning outcomes and a range of training activities to cover these learning outcomes. In addition to that, the curriculum also contains a range of activities for the start of a training workshop as well as the closing of the workshop.

1 Starting a workshop and activating the group

1.1 Walk to know each other

GOALS: This activity is aimed at helping participants to get to know each other better avoiding the classic sitting presentation, and to promote interest among participants, attract their attention, increase participation as well as prepare groups for further group activities.

DESCRIPTION: The trainer prepares the room atmosphere selecting and playing relaxing and cheerful music. The trainer then asks participants to stand up and walk within the space that is circled by seats.

While participants are walking within the space, the trainer presents instructions to participants:

- “From time to time, I will stop the music”.
- “When the music stops, you (participants) have to stop as well and form little groups of 3 with the people who are standing closest to you”.
- “In little groups, you have to present yourself very briefly giving: your name (but not a surname) and your profession or something else about yourself: e.g. “I am Maria and I am a psychologist” or “I am Ruta and I am an adventurer”.
- “When the music starts playing again you have to continue walking”.
- “Every time when the music stops again you have to form groups of 3 with the people you haven’t been in a group with before and present yourself”

The trainer continues to play and stop the music 3-4 times, for approximately 5 minutes.

Afterwards, while the music is still playing, the trainer tells participants to stop in front of another person when the music stops and tell the name and profession of another person: e.g. “You are Maria and you are a psychologist” or “You are Ruta and you are an adventurer”. The trainer repeats this 3-4 times, for another 5 minutes.

If participants already know each other, the trainer can think of different instructions to give to participants when the music stops: e.g. dream destination, favourite food, etc.

At the end of the activity with the final stop of the music, the trainer asks participants to form groups of 5-6 people. Then the trainer tells participants that the same groups will have to work together during the following activities of this module.

TYPE OF ACTIVITY: Energizer

DURATION: 10 minutes

SPACE & MATERIALS: Space surrounded by chairs where participants can comfortably walk around

LEARNING OUTCOMES:

- Participants get to know each other better.
- Participants increase their interest in the module and participation.
- Participants get divided into groups for further group activities.

SOURCE: N/A

1.2 Similarities

GOALS: Get participants to know each other and feel comfortable.

DESCRIPTION:

1. Ask participants to stand in a circle facing each other.
2. Explain that you will read a statement and participants will decide if the statement applies to them or not. If the statement applies, the participant will take one step forward towards the centre of the circle. If the statement does not apply, the participant will remain standing where they are.

Note: Participants are entitled to stay still and not move from their position.

3. Ask participants to reflect on each statement before making the decision to step forward or not. Remind participants that the interpretation of statements is completely individual and that there is no right or wrong interpretation.

Facilitator: Read the statements one by one. Give time for participants to make their decision and time for discussion if needed, then ask participants to step back if they have stepped into the circle while discussing.

List of statements:

- a) I had breakfast today.
- b) I like snow.
- c) I consider where I live to be my home.
- d) I like to play or watch sports.
- e) I was born in Europe.
- f) I speak more than one language.
- g) I like to cook.
- h) I have a life partner.
- i) I have children.
- j) I like how I sing, even if other people don't.
- k) At some point during this exercise, I chose not to respond even though the statement applied to me.

The activity allows participants to identify similarities and differences, whether between cultures, countries of origin or individuals. You can select statements that suit the country's context better or some low-risk statements.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 Minutes

SPACE & MATERIALS: Open space, enough for people to be comfortable and able to form a circle.

SOURCE: <http://www.culturalorientation.net/providing-orientation/tools/icebreakers> Cultural Orientation Resource Center

1.3 Two truths one lie

GOALS: Participants will get to know each other and create the basis for their cooperation

DESCRIPTION:

1. Ask the participants to stand in a circle and explain to them that the aim of this exercise is to get to know each other.
2. Explain that each one of the participants will have to say their name, along with two truths and one lie for themselves and the other ones will have to guess which one is the lie. In order to have more fun, everyone should try to make the lie seem realistic.
3. After each participant shares the three statements, the group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 min

SPACE & MATERIALS: None

SOURCE: icebreakers.ws. Accessible at: <https://www.icebreakers.ws/small-group/two-truths-and-a-lie.html>, Maria Elli Doufexi Kaplani; KMOP.

1.4 ABC

GOALS: The activity aims to assist participants with getting to know each other and is a tool for individuals within the group to start to feel empowered.

DESCRIPTION:

- Facilitator models what is required by each participant:
- “Say your name and place of birth, then state 3 positive things about yourself starting with A, B and C.”

TYPE OF ACTIVITY: Group work

DURATION: 20 minutes dependent upon the size of the group

SPACE & MATERIALS: A room or hall with enough space for your group.

LEARNING OUTCOMES:

- The participants get to know each other at the beginning of their training and gain confidence.

SOURCE: N/A

1.5 Ground rules

GOALS: This activity aims to support participants in deciding what ground rules they want to abide by whilst participating in the training.

DESCRIPTION:

- Trainer/facilitator has to give the group some examples of ground rules such as timekeeping, confidentiality, phones, etc. and asks the group to think of additional rules that are important for effective learning.
- Facilitator reflects on each rule once it has been agreed, on why that rule is important to the individuals within the group promoting a discussion.
- Once the ground rules have been agreed, trainer/facilitator has to make sure they are visible throughout the training/delivery and pop back to them as and when required to do so.

TYPE OF ACTIVITY: group work

DURATION: 10 minutes dependent upon the size of the group

SPACE & MATERIALS: Space large enough for the group to participate comfortably, Flip chart, pens and blue tac.

LEARNING OUTCOMES:

- The group takes ownership of the ground rules by agreeing together on what they will be

SOURCE: N/A

1.6 Get it started: impulse presentations

GOALS: Presenting and reflecting on feelings and expectations regarding the training.

DESCRIPTION: Flipcharts with statements that encourage the participants to think about their feelings and expectations are placed at different spots around the room. Below are some examples of statements that could be used:

- For me, the topic is ...
- I'm afraid that ...
- My ideal training involves ...
- My current questions on the topic are ...
- I hope that I will experience ...
- I'm worried that ...
- For me to leave the training satisfied, it is important that ...

The participants are invited to wander around and complete the different sentences (participants write their respective sentence completions below each other on the flipcharts). When they are finished, both the participants and the trainer have some time to reflect upon the resulting flipcharts.

Hint for the trainer: It is possible to go back to the flipcharts at the end of the training session to assess if the original expectations were met.

TYPE OF ACTIVITY: plenary work

DURATION: 15 – 30 minutes, depending on the overall time budget and sentences given to complete.

SPACE & MATERIALS: Flipcharts with incomplete sentences and markers

SOURCE: Rabenstein, Reinhold / Reichel René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 1. Anfangen. Münster, Ökotoxia.

1.7 Warm-up and choose your place

GOALS: This activity aims to energize the group before the activities begin creating body movement, to help participants to know each other even better and to empower all participants to feel like a part of the group.

DESCRIPTION: The trainer asks all participants to stand up and choose a place in the middle of the room.

The trainer reads different categories one by one and invites participants to position themselves on two opposing sides of the room based on categories; for example:

- females on the right and males on the left side of the room;

then....

- the Palermitans on the right (if the training takes place in Palermo), the others on the left;

then...

- the care workers/healthcare workers on the right, and the others on the left;
- meat-eaters on the right and vegetarians on the left;

and so on ...

Categories can be chosen and adapted by trainers.

TYPE OF ACTIVITY: Energizer

DURATION: 10 min

SPACE & MATERIALS: Enough space in the room where participants can move easily.

LEARNING OUTCOMES:

- Participants release energy and stress, while also serving to promote physical fitness and increase circulation which helps keep up focus and positive energy.
- Participants realise that sometimes we have things in common with different people.

SOURCE: N/A

1.8 A different introduction round

GOALS: Getting to know each other and create the basis for cooperation

DESCRIPTION: Welcome participants to the training and introduce yourself to the group

1. Ask the participants to stand in a circle and explain to them that the aim of this exercise is to get to know each other.
2. Explain that each one of the participants will have to say their name, along with answering the question 'What is your favourite music?'
3. After each participant gives an answer to the question, the group can find eventual similarities in the answers.

Tip for the facilitator: it is better for the facilitator to start the activity themselves, as an example to the participants.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 minutes

SPACE & MATERIALS: none

SOURCE: N/A

1.9 Abandonment in the storm

GOALS: The aim of this activity is to help professionals to get rid of negative emotions and feelings and get grounded in reality.

DESCRIPTION: The trainer shall invite participants to stand in the circle and shall introduce the activity: *As a group, right in this room, we are going to create a rainstorm. You will need to concentrate and use your imagination. We will make the rainstorm using our hands and feet, so make sure you have enough room to do so. Let's review the different things we will do. (Go through each movement). Now, watch my hands and as I change what they are doing, you follow and do the same thing.*

The trainer starts to implement a series of movements:

- Rub palms together. The trainer can narrate the storm if he/she chooses: *We are in the Mountains. It's summer, and a rainstorm is brewing. The wind is picking up, the leaves start to rustle, and a cloud covers the sun.*
- Snap fingers: *The raindrops are starting to fall, lightly at first and streams begin to fill and lakes form.*
- Clap with two fingers to palm: *The rain is starting to fall a little harder. Water is flowing quickly down the mountains.*
- Clap: *The storm is getting more intense. The raindrops are falling harder and heavier. Rivers and streams swell. Reservoirs, large bodies of water, built to hold this rain and melting snow, fill with water.*
- Slap a lap and stamp feet: *The summer cloudburst is reaching its peak as the wind rushes through the trees and the rain comes heavy and fast.*

- Clap: *It has been an intense cloudburst, but like many summer storms, it doesn't last long. The rain is starting to slack off and the wind is dying down.*
- Clap with two fingers to palm.
- Snap fingers: *Raindrops fall in the reservoir in smaller drops.*
- Rub palms together: *The sun comes out from behind the clouds, the leaves are fresh and wet and green. Small streams and puddles rush over the sloping ground.*
- Whispering: *And our rainstorm is over.*
- Stop rubbing palms together. Remain silent for a few moments.

TYPE OF ACTIVITY: Energiser

DURATION: 10 min

SPACE & MATERIALS: Enough space in the room where participants can move easily.

LEARNING OUTCOMES:

- Participants get rid of negative emotions and feelings and get grounded in reality.

SOURCE: N/A

2 Awareness of gender issues

Topics & Learning Outcomes

Topics	Learning Objectives ²		
	Knowledge	Skills	Attitudes
Awareness of gender issues <ul style="list-style-type: none">• Gender, Sex & sexuality• Patriarchy, feminism, masculinity, femininity, gender and sexual justice, violence, oppression and intersectionality.	<ul style="list-style-type: none">• Explain basic concepts like sex, gender and sexuality• Explain basic definitions of patriarchy, feminism, masculinity, femininity, gender and sexual justice, violence, oppression and intersectionality and provide examples.	<ul style="list-style-type: none">• Distinguish between the emotional and social aspects of sexuality;• Analyse and assess the impact of specific socio-cultural context on the formation of perception of sex, gender and sexuality;• Analyse and assess the impact of cultural, political, legal, philosophical, moral, ethical, and religious aspects of life on sexuality and vice versa	<ul style="list-style-type: none">• Developing critical thinking around gender and sexuality;• Reflective attitude towards the social construction of gender

² Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

Learning activities

2.1 Gender Equality is a Human Right

GOALS: To enable participants to recognize and reflect on common practices that reflect the subordinate status of women in most societies and its linkage to patriarchy and gender issues.

DESCRIPTION:

1. Divide all the participants into small groups of 5-6 each. Each group discuss two of the following statements pre-written on cards:

<ul style="list-style-type: none">- Sons take care of their parents in their old age- A child gets the father's surname	<ul style="list-style-type: none">- A woman's place is in the house- Boys don't cry
<ul style="list-style-type: none">- A woman leaves her parent's house after marriage- A woman is a woman's worst enemy	<ul style="list-style-type: none">- Only men can be a mechanic- It is a man's duty to earn a living for the family

2. Ask the groups to share their reflections with all the participants and, thereafter, discuss the following:

- What do these statements reflect about men/ women's status?
- What is the role of different institutions in perpetuating these practices and beliefs?
- Who benefits from such a gender-based hierarchy in so

3. It is likely that some participants may talk about patriarchy' or 'patriarchal mindsets'. Use the opportunity to have a detailed discussion on patriarchy and gender issues. As a backup, be prepared to make a short presentation on gender equality, including the following topics: violence against women, women in the decision-making process, economic independence of women in the labour market.

Facilitator tips: Patriarchy is defined as the control of labour, reproductive power and sexuality of women for the benefit of men. Patriarchy prescribes roles to men and women. Gender inequality is the result of the patriarchal structure of society; gender equality is a Human right. Empowered women and girls contribute to the health and productivity of their families, communities and countries, creating a ripple effect that benefits everyone.

TYPE OF ACTIVITY: Interactive Method

DURATION: 1 hour

SPACE & MATERIALS: Cards with statements

SOURCE: CARE Gender, Equity, and Diversity Training Materials, p. 205

<https://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

3 Gender Based Violence & sociocultural context

Topics & Learning Outcomes

Topics	Learning Outcomes ³		
	Knowledge	Skills	Attitudes
Sociocultural context <ul style="list-style-type: none"> Terminology and basic concepts Legislation on discrimination and human rights Intercultural relations Cultural sensibilization 	<ul style="list-style-type: none"> Outline the relevant legal framework and the rights of migrants Identify and connect key conceptual and terminological characteristics, compare the implementation of migrants' human rights in different environments Improve the conceptual and terminological context, evaluate the legal framework, critically illuminate the implementation of migrants' human rights Define of core concepts (culture/ethnicity/intercultural 	<ul style="list-style-type: none"> Define basic concepts and key terminology in the field of human rights and equality Utilise legal bases in the field Problematisé implementation of migrants' human rights Recognise violation of migrant's human rights Decide in which cases it is necessary to report cases of human rights violation Analyse why intercultural conflicts appear in society. Recognise cases of intercultural conflict Illustrate by examples 	<ul style="list-style-type: none"> Accept the use of the correct terminology Combine correct terminology within practice Display knowledge of legislation from the field of discrimination and human rights Defend rights of migrants Question rights of the migrants Follow legal procedures during the implementation of work Discuss the legal rights of migrants Combine legislation with practical work Resolve intercultural conflicts Appreciate other cultures and traditions Question cultural superiority Support people from different cultural backgrounds

³ Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

	<p>contact, intercultural conflict etc.).</p> <ul style="list-style-type: none"> • Recognize intercultural examples at the micro-level of social life. • Identify ethical dilemmas in the context of intercultural conflicts. • Identify cultural differences as a key challenge of contemporary society • Recognize the importance of combating xenophobia, intolerance, discrimination, stereotypes and (sexual) violence • Outline language barriers and the challenges of working with interpreters involved in legal procedures with migrants • Explain the importance of empathy and patience in working with people with different cultural backgrounds 	<ul style="list-style-type: none"> • Appreciate efforts to combat xenophobia and strengthen social inclusion • Overcame language barriers and specific differences in working with translators • Formulate factors of empathy and patience that contribute to the social integration of migrants 	<ul style="list-style-type: none"> • Resolve conflicting issues deriving from intercultural encounters • Accept migrants as equal individuals • Display willingness to communicate with migrants in a culturally respectful manner • Discuss the importance of cultural sensibilization • Accept the need for cultural sensibilization • Relate to migrants in a respectful and professional manner • Support interpreters involved in (legal) procedures • Defend intercultural differences
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Learning activities

The following face-to-face activities can be adapted in the national context of each country, in order to fit participants' specific needs and the needs that were identified during the desk and field research.

3.1 Rights for all and legal awareness

GOALS: Raising awareness of the socio-cultural context and the universality of human rights. Participants will familiarise with the concept and basic Human Rights' terminology and will create an understanding of the universality of HRs.

DESCRIPTION:

Introduce key concepts and some of the most important characteristics of Human Rights using cards with these characteristics written on them:

CARDS' text:

All human beings are born free and equal in dignity and rights

The concept of human rights is based on the belief that every human being is entitled *to enjoy her/his rights without discrimination.*

Individuals and groups are empowered to claim their rights

Human rights are defined as the sum total of universal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity.

Human rights cover all aspects of life and their exercise enables women and men to shape their own lives in dignity, equality and respect for human dignity. They comprise civil and political rights, social, economic and cultural rights and the collective rights of peoples to self-determination, equality, development, peace and a clean environment.

Some of the most important characteristics of human rights:

- **Universal.** The birth right of all human beings and are internationally guaranteed.
- **Indivisible.** The categorization of some rights as first-generation and others as second-generation undermine creates a dangerous hierarchy that undermines the enjoyment of rights.
- **Interrelated.** Each of the human rights relates to one another. Premised on the inherent dignity and equal worth of all human beings and cannot be waived or taken away.
- **Impose obligations upon States and State actors.** These obligations require a State to do something e.g. ensure that everyone has access to food, basic education, health and shelter and also not to violate rights e.g. refrain from unlawfully curtailing individual's freedom of movement or invading individual's privacy.
- **Are legally protected.** "Human Rights" are not limited to rights recognised under national law. Human rights commitments undertaken in international treaties are recognised as inherent to the human being and cannot be undermined by a Constitution or other national law. In fact, by becoming a party to international treaties, the State is undertaking as a matter of law that its national

arrangements (Constitution, laws, budgets, practices, etc.) comply with that standard. Where national law or practice falls short of human rights standards to which the state has agreed, the state violates its international legal obligations.

Motivate the participants to brainstorm on common violations of human rights (10 min) Discuss the concept of 'Collective rights or group rights' by explaining that in some cases the equal worth and dignity of all human beings can only be assured through the recognition and protection of individuals' rights as members of a group in a given society. The term 'collective rights' or 'group rights' refers to the rights of peoples and groups, including ethnic and religious minorities and indigenous peoples, where the individual is defined by his or her ethnic, cultural or religious community.

Provide example with migrants' rights and provide information/story/media coverage of the situation of migrants in your country. Discuss the migrant situation at your country – the influence of media, public attitudes, etc.

Share printed version of the United Declaration of HR and the national legislation regarding Human Rights.

Provide information and share list with anti-discrimination and HRs governmental bodies and NGOs

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: 1 hour

Space & Materials: Cards with HR characteristics written on them; Laptop computer [or a PC], LCD Projector and equipment for presentation, Copies of UDHR (and other international human rights instruments), Copies of national anti-discrimination legislation (the Constitution and other legislative acts), List of antidiscrimination and HRs governmental bodies and NGOs

LEARNING OUTCOMES:

- Understand the socio-cultural context and the universality of HR
- Familiarise with HRs and anti-discrimination and HRs international instruments and national legislation
- Familiarise with the institutions and organisations working against discrimination and for protection of HRs
- Organise awareness-raising events on HRs, gender stereotypes and SGBV

SOURCE: Universal Declaration on Human Rights

The national Constitution and/or national anti-discrimination legislation

Issue Brief #1 Human rights of all migrants, social inclusion, cohesion and all forms of discrimination, including racism, xenophobia and intolerance,

https://refugeesmigrants.un.org/sites/default/files/issue_brief_for_first_thematic_session.pdf

3.2 We are all migrants – Intercultural awareness

GOALS: To develop intercultural awareness and intercultural competences.

DESCRIPTION:

1. Participants are asked what is important to know about other people when they first meet them (e.g. name, gender, nationality, job, ethnicity, hobbies etc.). All suggestions are written on the cardboard. Then each participant is asked to rank the importance of each information. The decisions in ranking (e.g. why is nationality more important than other basic information) are then briefly discussed.
2. Afterwards, participants are asked to write a list of 5 to 8 the most important aspects of their cultural identity.
3. Participants are instructed to go around and compare their lists with others. When they found someone with whom they share an identity aspect they write his/her name near.
4. After this activity is done participants are asked to sit in a circle and discuss the following:
 - How similar and different in cultural terms are people in a group?
 - What did participants learn about themselves?
 - On what basis participants choose certain aspects of their identity to present them?
 - Did they have a lot in common with other participants?
 - What cultural aspects did they associate with their cultural identity and what applies to themselves?
5. Ask participants about public (and their own) perceptions about migrants in their societies. After that ask participants what risks stereotypes pose to a certain group of people – moving the discussion towards the links between stereotypes and racism, xenophobia and discrimination.

The participants are shown the short video <https://www.youtube.com/watch?v=g5o9DmUYCJA> as an invitation to break boundaries and embrace our differences.

TYPE OF ACTIVITY: interactive method

DURATION: 1 hour

SPACE & MATERIALS: Cardboard, blank paper, pencil and computer with internet connection

LEARNING OUTCOMES:

- Recognize the importance of combating xenophobia, intolerance, discrimination, stereotypes and (sexual) violence
- Appreciate other cultures and traditions
- Accept migrants as equal individuals
- Discuss the importance of cultural sensibilization

SOURCE: Compass: Manual for Human Rights Education with Young people

<https://www.coe.int/en/web/compass>

momondo – The DNA Journey feat. Jay

<https://www.youtube.com/watch?v=g5o9DmUYCJA>

4 Understanding migration & vulnerabilities of children on the move

Topics & Learning Outcomes

Topics	Learning Outcomes ⁴		
	Knowledge	Skills	Attitudes
Main risks and vulnerabilities of children on the move towards Europe <ul style="list-style-type: none">• Main concepts and definitions• Psychological impact on children on the move	<ul style="list-style-type: none">• Learn the main concepts and definitions used in the field and get familiar with the relevant resources.• Define typical risks and vulnerabilities of children on the move towards Europe.	<ul style="list-style-type: none">• Identify consequences/symptoms (physical, psychological, social) for children who were exposed to specific risks during their migration experience.	<ul style="list-style-type: none">• Demonstrate sensitivity for the vulnerabilities of and risks for children on the move.
Impact on professionals working with children on the move <ul style="list-style-type: none">• About the impact on professionals working with traumatized clients• Supervision, protection and monitoring of staff	<ul style="list-style-type: none">• Learn the main concepts and definitions. regarding the impact on professionals working with children on the move.	<ul style="list-style-type: none">• Identify support services for specifically designed to support children who suffer from the consequences of their migration experience.	<ul style="list-style-type: none">• Demonstrate awareness about the potential negative impact on professionals working with traumatized clients.

⁴ Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

Discovering prejudices, stigma, and misconceptions about others through self-exploration	<ul style="list-style-type: none"> • Understand the different dimensions of human diversity. 	<ul style="list-style-type: none"> • Illustrate different examples of prejudices, stigma, and stereotypes in relation to migrant girls and women. • Examine one's own prejudices, stereotypes and stigmatisation towards individuals or groups. • Disprove existing prejudices, stigma and stereotypes. • Critically self-reflect about potential misconceptions about others. 	<ul style="list-style-type: none"> • Open towards self-awareness and self-exploration. • Value the importance of human rights and act accordingly in cases of human rights violations. • Cultivate empathy and respect for others/ accepting human diversity.
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Learning activities

4.1 On concepts and definitions I

GOALS: The aim of the activity is to help participants to learn and/or deepen their knowledge about the main concepts and definitions used in the field and understand the risks and vulnerabilities of children (and adults) on the move.

DESCRIPTION: The trainer provides to groups of 5-6 participants (divided with the previous activity) main concepts in the field of support services for migrant victims of GBV and THB:

- Trafficking in human beings
- Sexual exploitation
- Gender-based violence

The trainer can come up with more concepts, however at least 3 provided main concepts have to be included in the activity and given to all groups. Participants working together in groups shall come up with definitions for the main concepts (20 min).

Afterwards, all groups are asked to, one by one, present a developed definition of the first main concept, then of the second concept, etc. The trainer collects written definitions from all groups and provides feedback. The trainer shall elaborate on the concepts and risks and vulnerabilities of children on the move, including Female Genital Mutilation and arranged marriage (30 min). Finally, the trainer has to present additional online activity “Research a resource” that participants have to implement at home to research the exact definitions of the concepts.

TYPE OF ACTIVITY: Group work and plenary

DURATION: Minimum 50 minutes

Space & Materials: A large space that allows the larger group to split into smaller groups comfortably and/or access to smaller rooms as well; Flipchart, markers & printed concepts

LEARNING OUTCOMES:

- Participants can define the typical risks and vulnerabilities of children on the move towards Europe.

SOURCE: N/A

4.2 Socio-cultural constraints and psychological impact on children on the move

GOALS: The activity is aimed to support participants to learn about the diversity of the cases existing in different contexts and support them in understanding socio-cultural constraints and impact on children on the move.

DESCRIPTION: The trainer presents case studies (Handouts with examples provided in chapter 8.1, p.50) to the participants (15 min) in a plenary. It is advisable that the trainer illustrates case studies graphically while presenting.

Afterwards, the trainer invites participants to get back to their small groups formed during the activity “Walk to know each other” and develop a case study from their own experience that can be analysed during the present activity. The trainer can propose a topic for the case study (e.g. THB; GBV; etc.) Participants in groups shall be encouraged to combine their experiences into one real case study and write it down. The case study should be brief (100-200 words or max. half A4), providing the main information about the case (as it was presented in the example case studies). The trainer shall support participants in developing their case studies.

After participants have developed a case study, they are invited to identify vulnerabilities, risks, psychological impact on a child/children affected by a case study and solutions (30 min). To facilitate the group discussion, the trainer can propose the following guiding questions to the groups:

- *What are the vulnerability factors of the child/children portrayed in the case study?*
- *What are the main risks the child/children portrayed in the case study are exposed to?*
- *What psychological impact the situation would have on a child/children?*
- *How do these vulnerabilities impact on your service and how can you adapt your work practices and respond to the case?*
- *How would you coordinate with other support services in order to provide appropriate support to a client?*

Afterwards, the trainer invites all groups to select one representative per group to come to the centre and share their developed case studies and then discuss vulnerabilities, risks, psychological impact and possible solutions for children who were exposed to specific risks during their migration experience.

The other participants (outside the centre) shall listen actively and they can note their reactions and new propositions. The trainer shall guide the discussion and support participants in identifying problems and solutions. When the discussion is finished, the trainer shall summarize the findings and close-up the session.

TYPE OF ACTIVITY: Group work and plenary

DURATION: Minimum 1 h 15 min

SPACE & MATERIALS: A large space that allows the larger group to split into smaller groups comfortably and/or access to smaller rooms as well; paper, pens & flipchart.

LEARNING OUTCOMES:

- Participants are able to identify consequences/symptoms (physical, psychological, social) for children who were exposed to specific risks during their migration experience.
- Participants demonstrate sensitivity for the vulnerabilities of and risks for children on the move.

SOURCE: N/A

4.3 On concepts and definitions II

GOALS: The aim of the activity is to help participants to learn and/or deepen their knowledge about the main problems and impact on professionals working with children on the move and get familiar with main concepts and definitions.

DESCRIPTION: The activity is similar to “**On concepts and definitions I**”. The trainer/facilitator gives to groups of 5-6 participants (divided through the previous activity) the following main concepts:

- Vicarious trauma
- Compassion fatigue
- Burn-out

The trainer can come up with more concepts, however at least 3 provided main concepts have to be included in the activity. The groups shall come up with definitions for the main concepts (20 min).

The trainer has to invite everyone to avoid judgments or concerns that they are wrong and encourage the expression of their opinions and thoughts.

After, groups are asked to present their developed definition of the first main concept, then of the second concept, etc.

The trainer shall collect written definitions by all groups and provide the feedback. The trainer shall elaborate on the concepts linked to the impact on professionals working with children on the move (30 min) and present the additional online activity “Research a resource II” that participants have to implement at home to research the exact definitions of the concepts.

TYPE OF ACTIVITY: Group work and plenary

DURATION: Minimum 50 min

SPACE & MATERIALS: A large space that allows the larger group to split into smaller groups comfortably and/or access to smaller rooms as well; flipchart, markers & printed concepts.

LEARNING OUTCOMES:

- Participants learn the main concepts and definitions regarding the impact on professionals working with children on the move.

SOURCE: N/A

4.4 Dealing with unwanted impact

GOALS: This activity aims to support participants to learn about how to deal with the negative impact they may experience while working with traumatized clients and provide them with tools that can help them to avoid negative emotions and feelings.

DESCRIPTION: The participants are divided into the same groups as they were during the activity “Socio-cultural constraints and psychological impact on children on the move”. The trainer tells them that they can take the same case study they have developed and discussed already or they can think individually of a new case study from their work experience linked to the children on the move and briefly write it down (100-200 words) (5 min). If participants ask for examples of case studies, the trainer can refer to the example he/she presented in the activity “Socio-cultural constraints and psychological impact on children on the move”.

Then the participants have to form pairs with other participants from a different group than theirs. The trainer explains that one participant from the pair is A and the other one is B. The pairs are asked to exchange written case studies.

Then participant A has to perform the case that participant B has written (10 min). After 10 minutes, B has to share the feelings and emotions he/she has experienced while listening to the case. A has only to listen (10 minutes). The trainer shall mingle around the space and support participants when needed.

Considering that sharing of experiences can be traumatic for professionals, after this turn of case performance, it is highly recommended that the trainer implements “**Abandonment in the storm**” activity (provided in chapter 1.9, p.9).

After a short break, the pairs are invited to exchange roles: B has to perform the case that the participant A has written (10 min) and then A has to share the emotions and feelings regarding the case (10 min).

After participants have performed and shared their personal experiences in pairs, it is recommended that the trainer implements “**Kindness meditation**” activity (provided in chapter 4.5, p.24).

Then the trainer invites participants to get back into a big group and provides the feedback on the activity, different emotions and possible impact on the professionals working with children on the move. The trainer presents some techniques that help to cope with the impact and avoid negative emotions.

TYPE OF ACTIVITY: Pair work and plenary

SPACE & MATERIALS: A large space that allows the larger group to split into smaller groups comfortably and/or access to smaller rooms as well; paper, pens & flipchart.

LEARNING OUTCOMES:

- Participants learn how to deal with the negative impact they may experience while working with traumatized clients
- Participants get familiar with tools that can help them to avoid negative emotions and feelings.

SOURCE: N/A

4.5 Kindness meditation

GOALS: The activity is aimed to shift the attention from the negative emotions of professionals to the positive ones and reduce their focus on themselves—which, in turn, lowers symptoms of anxiety and depression.

DESCRIPTION: The trainer shall explain to the participants that being relaxed is essential to the process, as it makes us more receptive. The trainer instructs participants to close their eyes and relax. In a slow, soothing voice, the trainer shall read out the steps.

- Sit in a chair with your feet flat on the ground, your eyes closed and your spine straight. Breathe in. Allow the breath to move to the base of your stomach. As you breathe out, feel the tension leave your body.
- Continue breathing deeply, relaxing every part of your body as you breathe. Begin with your feet and work upwards towards your calves, knees, thighs....
- Let your chair bear all the weight of your body as you relax your buttocks and pelvis. Let your legs relax at the hips. Release the tightness in your lower back and abdomen.
- Breathe slowly and smoothly, relax the middle of your body, inside and out.
- Release the tension in your fingers... hands... wrists... forearms... elbows....
- Let your arms dangle loosely from their sockets. Release the tightness in your shoulders. Feel your chest soften. Relax your neck and throat.
- Soften your jaws. Relax all the tiny muscles around your mouth. Relax your cheeks and the muscles around your eyes. Feel your eyes relax in their sockets. Release the tightness in your forehead, ears and scalp.
- Take a deep breath in. And breathe out. Take a few deep breaths to relax your body. Take the air in, through your nose, breathing deeply into your lungs and release the breath through your mouth.
- After taking a few deep breaths, no longer try to control your breath but allow to come and go from your body naturally.
- Focus on your breath as it comes into your body and as it leaves. As you breathe in and out move your focus from your breath to your heart.
- Keeping your eyes closed, think of a person close to you who loves you very much. It could be someone from the past or the present; someone still in life or who has passed; it could be a spiritual teacher or guide, a good friend or a family member.
- Imagine that person standing on your right side, sending you his/her love. That person is sending you wishes for your safety, for your well-being and happiness. Hear and feel the warm wishes and love coming from that person towards you.
- Now bring to mind another person who cherishes you deeply. Imagine that person standing on your left side, sending you wishes for your wellness, for your health and happiness. Hear the wishes and feel the kindness and warmth coming to you from that person.
- Now imagine that you are surrounded on all sides by all the people who love you and have loved you. Picture all of your friends and loved ones surrounding you.
- They are standing sending you wishes for your happiness, well-being, and health. Bask in the warm wishes and love coming from all sides. You are filled and overflowing with warmth and love.
- Take a deep breath in. And breathe out. And another deep breath in and let it go.
- Notice the state of your mind and how you feel after this meditation.
- When you're ready, you may open your eyes.

Afterwards, the trainer invites the participants to form groups of two and discuss to each other about the people sent them loving-kindness wishes, the content of the wishes and the emotions they felt during the exercise.

TYPE OF ACTIVITY: Visualisation exercise

DURATION: 15 min

SPACE & MATERIALS: Enough space in the room where participants can sit comfortably not too close to each other.

LEARNING OUTCOMES:

- Participants shift the attention from the negative emotions to the positive ones
- Participants lower symptoms of anxiety and depression.

SOURCE: N/A

4.6 Decentring through images

GOALS: The activity aims to reveal the preconceptions and societal values about others that each individual might carry without being fully conscious about them and facilitate the identification of those stereotypes that can be connected to victims of violence.

DESCRIPTION: *Preparation* - The trainer has to select and print the photos linked to migration (some examples are provided in chapter 8.2, p.51).

The trainer hangs them on the walls of the training room/classroom you use for the meeting, allowing enough space for participants to move during the activity.

The trainer has to make sure to explain the instructions of the activity (provided below) before participants start looking at the photos.

The trainer reads the box below and makes sure are clear about the objectives of the activity.

Then the trainer has to write on the black(white)board/flipchart paper the following 3 columns: a) objective description of the photo; b) your feelings and emotions; c) values and norms.

The trainer introduces the activity to the participants (along the lines of the text box below) and asks them not to look at the photos on the walls yet.

Introducing decentring activity – Decentring is based on the idea that individuals look at the world and understand everything and everyone around them from the point of view of their own “cultural framework”. The cultural framework is the set of beliefs, norms, values, preconceptions, models and practices that we acquire throughout our life, and that become the metaphorical glasses through which we conceive the world and behave in it.

Through this activity we will understand and identify your values, beliefs and preconceptions about migration and gender so that we can later engage in a discussion about the way migration can be detrimental to the point of being connected to gender-based violence.

Conducting the activity - The trainer asks participants to look at the photos and choose the one that causes the strongest emotional reaction in them. The reaction may be positive or negative; what is important is the strength of the reaction. Then the trainer has to encourage participants to make choices based on “gut feelings” rather than in-depth reflection. The trainer should allow enough time

for participants to look at the photos and pick one. When the selection is made, they will need to stand by the photo they have chosen.

Now the trainer asks them to take the selected photo and sit at a table. Then the trainer provides paper and pens for them. If more than one person has selected the same photo, they can sit at the table as a small group, but they should work individually.

The trainer asks participants to answer the following questions on their paper sheets, working silently and individually:

- a. What is/are the element(s) in the photo that triggered your reaction?*
- b. Describe the photo (do not interpret, do not make hypotheses, simply describe what you can objectively see);*
- c. What emotions has the photo stimulated in you? What do you feel when you look at it?*
- d. Which values/norms are questioned by the photo? The values should be expressed positively (i.e. if they think about “inequality”, then they should write “equality” as that would be their value).*

Now, the trainer gets back to the big group and asks participants to present their answers to the questions. If the group is big enough, the trainer should let them present the answers as a group. Following the correct sequence is key to the success of the exercise.

While they answer, the trainer has to take notes on the flipchart paper the trainer had prepared with the three columns. The trainer will need to support them in identifying any further emotions, and especially values. Support them in going beyond the superficial level. Other participants who had not chosen the photo that is being discussed can also add to what the presenter says after each column has been presented.

Afterwards, the trainer will go photo by photo, and at the end of the discussion about each of the photos, the trainer shall ask the participants to try and guess what the values of the person in the photo may be. The trainer shall facilitate the discussion and reflect on how many different assumptions can exist based on the social, cultural, etc. context of each person. The trainer shouldn't judge different opinions and should support the idea of the multiplicity of truths and validity of all truths.

At the end of the activity, facilitators can ask participants what they thought about the activity. Why sometimes we can be wrong about our assumptions? What have they learnt about themselves?

TYPE OF ACTIVITY: Individual and group activity

DURATION: 1 hour

SPACE & MATERIALS: Enough space in the room where participants can move easily and watch the pictures hung on the wall; printed photos (see examples in chapter 8.2, p.51); blue tack; paper sheets; black(white)board/flipchart paper; pens/markers/chalk.

LEARNING OUTCOMES:

- Participants understand different dimensions of human diversity and learn to illustrate different examples of prejudices, stigma, and stereotypes in relation to migrant girls and women.
- Participants are able to examine one's own prejudices, stereotypes and stigmatisation towards individuals or groups and disprove existing prejudices, stigma and stereotypes.

- Participants can critically self-reflect about potential misconceptions about others and open towards self-awareness and self-exploration.

SOURCE: The decentring exercise is used as part of training courses about intercultural conflict and interaction, and was developed by a French organisation and is inspired by the methodology of [Critical Incidents](#) developed by socio-psychologist Margalit Cohen Emerique.

5 Communication with migrant girl survivors of GBV

Topics & Learning Outcomes

	Topics	Learning Objectives ⁵		
		Knowledge	Skills	Attitudes
4.1	Communication with migrant women/girl survivors of GBV <ul style="list-style-type: none"> Reinforce and/or gain a greater awareness and understanding of providing a safe environment and non-judgmental approach when supporting women/girls experiencing GBV. Importance of effective verbal and nonverbal communication in cases of GBV. The importance of overcoming language barriers when communicating with survivors of GBV. 	<ul style="list-style-type: none"> Explore and reflect on the importance of providing a safe and non-judgmental environment when supporting women/girls experiencing GBV. Understand what constitutes effective verbal and nonverbal communication in cases of GBV. Explore and list the language barriers, which could impact on service delivery to women/girls experiencing GBV. 	<ul style="list-style-type: none"> Reflect on one's own practice and gain insight for procedural improvements. Identify where there might be professional gaps within services provided. Identify and utilise existing and most appropriate services and language tools to overcome language barriers. 	<ul style="list-style-type: none"> Demonstrate an understanding of what contributes to a feeling of safety seek to provide this where possible. Acknowledge the importance of effective verbal and nonverbal communication in cases of GBV. Demonstrate a pragmatic and proactive approach when faced with language barriers.

⁵ Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

Learning activities

5.1 Communicating with migrant women/girls who are survivors of GBV - Scenarios

GOALS: This activity aims to enable professionals to reflect on their practice when supporting/advising women/girls experiencing GBV.

DESCRIPTION:

- Read out the case background (Included at the top of page 1 of the scenario handout, chapter 8.3, p.53) to the larger group.
- Have one facilitator per each scenario (making sure each has flipchart paper and pens) who will assist the groups with answering the questions attached to their scenario.
- Split the group into 3 smaller groups and assign each to a scenario, to discuss it and answer the questions. The facilitators take notes (on flipchart) of best and 'not so good' practice from each of the scenarios.
- In line with the world cafe method, the groups will take turns addressing each scenario, moving approximately every 20 minutes.
- Whilst discussing the scenarios, groups should take into account comments written on the flipchart from previous groups.
- At the end, each group feeds back to the larger group, sharing the final scenario they were discussing and all the answers written on the corresponding flipchart. This part of the process will lead to a healthy discussion on effective practice and what needs to be considered when supporting women/girls who have experienced GBV.

TYPE OF ACTIVITY: Group work, plus discussion and reflection on professional practice.

DURATION: 90 to 120 minutes dependant on the size of the group.

SPACE & MATERIALS: A large space that allows the larger group to split into smaller groups comfortably and/or access to smaller rooms; flip chart, paper and pens/makers.

LEARNING OUTCOMES:

- Participants reflect on good practises in supporting women/girls who have experienced/are experiencing GBV.
- Participants explore their own professional practice when assisting women/girls experiencing GBV.
- Participants understand the impact of negative communication skills on survivors of GBV.
- Participants have the opportunity to network with each other and share ideas about good practice.

SOURCE: N/A

6 Collaborative Support in cases of GBV

Topics & Learning Outcomes

Topics	Learning Objectives		
	Knowledge	Skills	Attitudes
Country specific introduction <ul style="list-style-type: none"> Legislation Victim support services Reporting procedures 	<ul style="list-style-type: none"> Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV Summarize the legally defined reporting procedures in the respective country 	<ul style="list-style-type: none"> Identify victim support services in the respective country Apply legally defined reporting procedures in cases of GBV 	<ul style="list-style-type: none"> Willingness to follow legally defined reporting procedures
Guiding principles for support work in cases of GBV <ul style="list-style-type: none"> Survivor centred approach Rights-based approach Community-based approach Systems approach MHPSS (Mental Health and Psycho-Social Support) approach 	<ul style="list-style-type: none"> Summarizes guiding principles for professional support in cases of GBV Illustrate the guideline on mental health and psychosocial support with survivors of GBV 	<ul style="list-style-type: none"> Analyse current individual and/or organisation approaches towards victims of GBV Applying guiding principles for support work in cases of GBV when working with victims of GBV (individual & organisational level) Assess & modify existing approaches within the organisation to implement guiding principles for 	<ul style="list-style-type: none"> Desire to apply support approaches that serve the best interest of victims of GBV

		support work in cases of GBV	
Intervention in cases of GBV <ul style="list-style-type: none"> • procedures such as disclosure/reporting of abuse/violence. • Creating safe spaces • Roles of different actors and providers of support services in cases of GBV • Provide appropriate Referral • Supervision and Monitoring of staff 	<ul style="list-style-type: none"> • Outline legal requirements concerning disclosure & reporting of abuse/violence • List characteristics of a safe space for victims of GBV • Define the roles of different actors and providers of support service in cases of GBV • Explain the risks for professionals that work with cases and victims of violence 	<ul style="list-style-type: none"> • Decide in which cases it is necessary to disclose information and/or report cases of abuse/violence • Create safe spaces for victims of GBV • Assess to which actor/institution a victim of GBV should be referred to and establish contact for the victim • Apply burnout prevention techniques 	<ul style="list-style-type: none"> • Attitude of collaboration
Cooperation with cultural advisors <ul style="list-style-type: none"> • Role of cultural advisors • Guidelines for work with cultural advisors • Empower Women to become cultural advisors 	<ul style="list-style-type: none"> • Illustrate the main features of the cultural advisor role • Outline guidelines for the collaboration with cultural advisors 	<ul style="list-style-type: none"> • Design support processes that take advantage of the cultural advisor role • Plan awareness-raising activities in collaboration with cultural advisors • Make use of the cultural advisor curriculum to empower migrant woman as cultural advisors 	<ul style="list-style-type: none"> • Determination to empower migrant women as cultural advisors

Learning activities

6.1 Footsteps towards the key Guiding principles for support work in cases of GBV

GOALS: The goals of this activity are: (i) to identify the main challenges GBV victims face regarding asking for help and support, (ii) key principles of each approach (survivor centred approach, rights-based approach, community based approach, systems approach and Mental Health and Psycho-Social Support approach), and (iii) identify its main similarities and differences, (iv) analyse the advantages of considering the combined contribution of them in order to enhance efficiency and efficacy of the intervention.

Description: The facilitator gives paper of a specific colour to each one of 6 groups:

- Experiences of the survivors (how the survivor might behave, feel and speak about the experience of searching for help) – light blue
- Survivor centred approach (key steps/phases of the approach, main goals, actions and people involved) - orange
- Rights-based approach (key steps/phases of the approach, main goals, actions and people involved) – light grey
- Community-based approach (key steps/phases of the approach, main goals, actions and people involved) - yellow
- Systems approach (key steps/phases of the approach, main goals, actions and people involved) – light green
- MHPSS (Mental Health and Psycho-Social Support) approach (key steps/phases of the approach, main goals, actions and people involved) – light purple

Each group will cut from the paper the number of individual footprints they consider necessary to describe the path for each approach (different sizes and angles might be formed by these paths). If the group wishes to and considering the knowledge/skills/attitudes developed in previous sessions, other criteria of analysis might be included.

After this is mapped, join all groups back together. Each group will then present, by walking the path with the class, its own path step by step. For each footprint, some reflection questions can be included to support the analysis and debate. Some examples, are:

- Would this change, according to the various possible types of GBV? How?
- Would this be possible, or would this change if this woman has children?
- Would this be possible, if the woman isn't financially independent?
- Would this change, if the GBV victim belongs to an ethnical minority?
- Would this change, if the GBV victim doesn't speak or understand the country's language?
- Would this change, if this survivor is a minor?
- What could go wrong and prevent the survivor from going further?
- How does institutional communication work between steps?
- What could be improved in each step, and what is recommended?

As participants discuss their perspectives and details, the facilitator must keep track of the steps (what is required of victims and expected of support services) on a flip chart. Continue asking questions and

mapping until you have a complete outline. When finalised, the whole work will highlight the major assets of all approaches and discuss if a combined approach would be relevant and/or possible.

TYPE OF ACTIVITY: Small group work, plenary work

DURATION: 60 minutes

SPACE & MATERIALS: Room with good lighting and enough space to walk around; paper sheets of 6 different colours, tape and scissors, markers/pens, computer and projector, camera

LEARNING OUTCOMES: After this activity the participants should be able to: summarize guiding principles for professional support in cases of GBV, analyse current individual and/or organisation approaches towards victims of GBV, apply guiding principles for support work in cases of GBV when working with victims of GBV (individual & organisational level), and assess & modify existing approaches within the organisation to implement guiding principles for support work in cases of GBV. They will be able to illustrate guideline(s) on mental health and psychosocial support with survivors of GBV. Additionally, they will display a desire to apply support approaches that serve the best interest of victims of GBV.

SOURCE: APCdP, inspired by Restless Development's training activities for Sierra Leone, 2013-2014 (<https://restlessdevelopment.org/resources?type=22968>)

6.2 Creating safe spaces

GOALS: The goal of this activity is to actively analyse the most relevant dimensions to have in consideration regarding the existence of "safe space" for people that were (in)direct victims of GBV.

Description: In small groups (3-4 people) the participants will discuss key elements that should be included in a "safe environment". Each group is invited to analyse different kinds of factors – physical space, materials and other physical resources in the room, temperature, etc., but also human factors (ensuring empathy by professionals, distance/closeness between professionals and victim of GBV, etc). Cultural, historical, spiritual and other non-material factors will also be pointed out by facilitators as potentially relevant for this discussion. Each group will present their contribution to the whole group and, after this, will write the 4 essential dimensions on the whiteboard. After all present, a list of key dimensions will be made, which will be used for the following activities.

TYPE OF ACTIVITY: Small group work, plenary work

DURATION: 15 minutes

SPACE & MATERIALS: Room with good lighting and temperature; whiteboard and markers (different colours), sheets and pencils/pens, computer with Office or equivalent

6.3 Declaration of Principles on inspiring practices in GBV

GOALS: The goal of this activity is to critically reflect on the key components of an evidence-based culturally, legally and methodologically adequate practices, ensuring participants are able to apply them in their own actions in relation to procedures such as disclosure/reporting of abuse/violence; providing appropriate referrals; efficiently articulating the roles of different actors and providers of support services.

Description: Participants are divided into 3 groups, each one of them is responsible for reflecting on one of the key components of this activity (namely: Procedures such as disclosure/reporting of abuse/violence, provide appropriate referrals, and efficiently articulating the roles of different actors and providers of support services). For each theme, they will have to search (using the internet, their own knowledge, legislation, etc.) existent inspirational practices (in the country and/or in EU) regarding the topic. They will present their work to the entire group – and this will be enriched by facilitators highlighting of major national/EU legislation and regulations, and common elements that exist in inspirational practices (to be chosen by each partner – to ensure adequacy to national realities).

From all of the contributions, a Declaration of Principles on “inspiring practices in GBV” will be produced, which, after signing, can be sent to key legislators/decision-makers (locally, regionally and nationally) as an advocacy tool.

TYPE OF ACTIVITY: small group work, plenary work

DURATION: 30 minutes

Space & Materials: Room with good lighting and temperature; whiteboard and markers (different colours), sheets and pencils/pens, computers and or tablets with internet access, country legislation/normative from EU (at least five examples – short documents- chosen by facilitators)

LEARNING OUTCOMES:

- Outline legal requirements concerning disclosure & reporting of abuse/violence
- Define the roles of different actors and providers of support service in cases of GBV
- Decide in which cases it is necessary to disclose information and/or report cases of abuse/violence
- Assess to which actor/institution a victim of GBV should be referred to and establish contact for the victim
- Display an attitude of collaboration

SOURCE: APCDP original contribution; (inter)national legislation and regulations in EU (documents to be chosen by each partner)

6.4 Knowing our strengths and vulnerabilities

GOALS: The goal of this activity is to preventively identify strengths and vulnerabilities, in order to efficiently prevent negative emotional/ psychological consequences for staff.

Description: Briefly the facilitators will explain what a SWOT analysis is. Each participant will be invited to make his/her own “SWOT” analysis and to write it down in a sheet of paper (which does not need to be shared with others).

The facilitator will then open a word file with a SWOT template - Taking in consideration the individual reflection, each participant is invited to write down one contribution (that he/she feels might be quite common) in each slot of the SWOT. After all the contributions are registered, the class is invited to give suggestions on how to diminish threats and weakness by using the strengths and opportunities they identified. At least 4 specific actions (namely prevention of burnout by doing inter-vision/supervision actions, doing relaxation/physic exercise, taking breaks during the day, etc) should be given.

TYPE OF ACTIVITY: individual work, plenary work

DURATION: 15 minutes

Space & Materials: Room with good lighting and temperature; whiteboard and markers (different colours), sheets and pencils/pens, computers and or tablets with internet access

LEARNING OUTCOMES:

- Explain the risks for professionals that work with cases and victims of violence
- Apply burnout prevention techniques
- Display an attitude of collaboration

SOURCE: APCDP original contribution; (inter)national legislation and regulations in EU (documents to be chosen by each partner)

6.5 Culturalwhat?

GOALS: A short introduction into the idea of cultural advisors and a deeper reflection about the possibilities of this role in a national/regional/communal setting.

DESCRIPTION:

Step 1 (ALTERNATIVE/5 min.): Give a short introduction about the BASE project and the idea behind the Cultural Advisor role so that participants know what the activity is about.

Step 2 (30-60 minutes) Small groups of 4-5 trainees gather at a round table. One trainee is the host of the table and has "to take care of it". When the other trainees change the table, the host stays at the same table. All tables are covered with a large paper sheet. Each table covers a specific training topic which is written on the respective sheet of each table. Each small group discusses this specific topic for 10 minutes with the host taking notes on the sheet of paper (other group members may also write on the paper). The notes can be keywords, questions and ideas. It is not the goal to produce a very beautiful sheet but to facilitate the exchange of thoughts and opinions. Each group can work with symbols and images.

Example topics for table discussion (choose depending on the number of groups and focus of training session):

- Cultural advisor or better (which term would you prefer in your context?)
- Do (what kind of activities in relation to prevention and support in cases of GBV could cultural advisors perform?)
- Don't (what kind of activities should definitely not be performed by cultural advisors?)
- Support & training needs of cultural advisors (what do cultural advisors need to perform well in their role?)
- Project ideas (how could your organisation take advantage of the collaboration with cultural advisors?)
- Comparable experiences (you already have experience in collaborating with representatives from the target group? Share your experiences!)

Step 3 (10-30 minutes): After 10 minutes the trainees switch tables. After changing, the hosts report on the discussion of the previous group and the new group members also report on the previous discussion they were involved in at another table. After both summaries, the new discussion begins. This process is continued until each group at least visited each table once.

Step 4: Now the hosts start to hang up the respective "table-cloths" (sheets of paper) on the wall and give a very brief summary of the main results of the discussion. Now the facilitator invites the plenum for the comments and can ask the following questions:

- What can we see as the result of the exchange/discussions?
- What further questions come up as a result of the discussion?
- What regularities can be observed? Where do they lead to? What do they show?

Step 5 (Alternative): The activity can end with Step 4. However, some of the results of this activity can also be used to further work on them, for instance, to reflect on them in more detail or to develop more

concrete ideas that could be put in practice in the future. In this case, it can be recommended to prepare the thoughts of participants by clustering them. The following table topics can be recommended for further work:

- Activities Cultural Advisors could perform
- Project ideas
- Support & training needs of Cultural Advisors

To cluster the thoughts of participants, the facilitator analyses together with the group the respective tablecloth. The facilitator proposes a cluster and makes proposals on how to name (with one term or a sentence) them and asks participants for agreement. When the group agrees the facilitator writes down the designation on a moderation card and pins it on a wall.

TYPE OF ACTIVITY: Group work based on the workshop activity “Knowledge Café”

DURATION: Flexible – depending on the overall time budget, number of groups, timeframe for each round of table discussions; between 40-100 min.

SPACE & MATERIALS: Sufficient number of large sheets of paper (e.g. flipchart paper), Pens, 1 Pin wall

LEARNING OUTCOMES:

- Main features of the cultural advisor role
- Guidelines for collaboration with cultural advisors

SOURCE: Qualitools Handbook, https://qualitools.at/content/files/handbook/handbook_en.pdf, (12 Sept. 2019), adapted by abif

6.6 Vision Journey

GOALS: Participants get the possibility to freely create ideas about the collaboration with cultural advisors in their service provision. To situate the respective question/impulse in a wider future should free them from any barriers that participants could see at the present point of time

DESCRIPTION:

Step 1 (10 minutes): On the basis of a simple question that is directed into the future the facilitator invites participants to make a journey into the future.

This works particularly well when the participants close their eyes, concentrate on their breath and then can actually travel with their thoughts into this future for a few minutes. Possible questions could be:

- It is 2030, cultural advisors are a normal part of your work in relation to GBV. In what processes are they integrated?

Or more specific on the topic of awareness-raising activities:

- It is 2030, you work together or support cultural advisors in conducting awareness-raising activities. What activities are these?

Step 2 (20 min.): After that - when the participants have returned to the here and now - the facilitator invites them to share the pictures they have created with you. You or someone else writes the pictures on cards or on a poster. These common pictures of the future can form a strong basis for further work.

TYPE OF ACTIVITY: individual work, plenary work

DURATION: 30 minutes

SPACE & MATERIALS: Moderation cards, pin wall, drawing pins

LEARNING OUTCOMES:

- Design support processes that take advantage of the cultural advisor role
- Plan awareness-raising activities in collaboration with cultural advisors

SOURCE: Handbuch Lokaler Dialog für WorkshopleiterInnen, <https://www.strukturierter-dialog.at/wp-content/uploads/2014/11/Handbuch-Lokaler-Dialog1.pdf>, (11 Sept. 2019), adapted by abif

6.7 Activity market

GOALS: Participants have the opportunity to browse through the various activities of the Cultural Advisor Curriculum. They will gain first impressions and reflect which activities they consider to be suitable for the creation of a Cultural Advisor training and where additional or modified activities may be needed in a specific context.

DESCRIPTION: The Starting point of this exercise is the BASE project and especially the curriculum for Cultural Advisors. If there has been no short introduction about the project or the curriculum during the planned training session, the moderator should briefly introduce the curriculum at this point. The participants should at least be aware of the objectives, the structure of the modules and above all the design of the modules as pools of different activities.

Step 1: There are pinboards in the room. One side of the pinboard is provided for each module of the curriculum. The name of the module is placed on the top on a small card in the middle of the pin wall. Below, the printed descriptions of the activities are pinned. The pinboards represent the individual market stalls of the activity market.

Step 2 (5min): The participants are invited to browse through the market stalls and the methods. Each participant will also receive post-its on which they can record their thoughts on individual activities. The participants can also be given questions to guide them:

- Hazards/concerns about individual activities?
- Opportunities/strengths?
- I find this method exciting, I'd like to try it out sometime
- I know this method and it has worked well/have had problems with it

The participants write down their thoughts in keywords on the post-it and stick them to the respective activity. On the one hand, the post-its have the function of anchoring the thoughts of the individual participants better in the memory for later discussion. On the other hand, other market visitors have the opportunity to read each other's thoughts and let them flow into their reflection.

Step 3 (30 min.): The participants have 30 minutes to look at and reflect on the market stalls and individual activities. Depending on their wishes, the participants can walk through the market individually or in pairs/groups and discuss among themselves. ALTERNATIVE: in order to save some time, small groups can also be formed, with each small group having the task of visiting a market stall, viewing and discussing the activities together (15 minutes).

Step 4 (20 min.): The participants return from the market and attend the plenary session. The moderator invites the participants to share their thoughts about the market with the others. The following key questions can be used to support the discussion:

- What is your overall impression of the market visit?
- Can you take anything with you to work with Cultural Advisors?
- Where do you see problems, where do you have concerns, where is there a need for adaptation?

Depending on how well the discussion gets going, the moderator can also pick out individual post-its and thematise them. Depending on the available time budget, the discussion can last between 10 and 20 minutes.

TYPE OF ACTIVITY: individual work, group discussion

DURATION: 30-55 minutes

SPACE & MATERIALS: Pinboards (one for two modules of the Cultural advisor curriculum), drawing pins, Post-It notes, printed activity descriptions.

LEARNING OUTCOMES:

- Make use of the cultural advisor curriculum to empower migrant woman as cultural advisors

SOURCE: Handbuch Lokaler Dialog für WorkshopleiterInnen, <https://www.strukturierter-dialog.at/wp-content/uploads/2014/11/Handbuch-Lokaler-Dialog1.pdf>, (11 Sept. 2019), adapted by abif

6.8 Silent floor discussion

GOALS: To gather knowledge in the group about country-specific legislation in relation to GBV, (regional) available victim support services as well as reporting procedures in cases of GBV. In addition, participants are invited to reflect on the “facts” gathered.

DESCRIPTION:

Step 1: A silent dialogue is a method of exchanging information on a topic without spoken language. As a first step, the facilitator prepares posters for every question or topic. In terms of size, a flip chart paper is ideal. The facilitator writes the term or question in the middle of the paper. You put these posters either on tables or directly on the floor (Silent Floor Discussion). In this example the activity focuses on the following topics and questions:

- Relevant legislation in relation to GBV (what is important for your work? What weaknesses or gaps in law or in its execution do you see?)

- Reporting procedures in cases of GBV (who or in which cases is it obligatory to report cases of GBV and to whom? Besides legal obligations, what are important guiding principles in relation to reporting cases of GBV?)
- (regional) available support services (which are these and on what kind of support do they offer? What kind of support offers are not available?)

Hint: in relation to legal information gathered. Inform participants that it is not important to correctly cite laws but to write down the implications legal rules have on their work.

Step 2: In the second step you then ask the participants to move freely in space, to read through the topics and questions and to write or draw on the paper information they have concerning the topics and the thoughts that go through their minds. Of course, these thoughts can and should be reacted to with further associations. In this way, chains of thoughts are created in a very short time. Afterwards, you hang up the posters together with the group and all participants have the possibility to go around and read through the results.

Step 3: (ALTERNATIVE) depending on the overall time budget a more elaborated analysis of the produced flip charts can be conducted. Together with the whole group the facilitator goes through topics one by one and asks participants:

- Do you see any contradictions?
- What was new for you?
- What further questions come up as a result?

Step 4 (Alternative): depending on the level of knowledge of participants in relation to GBV (in this case specifically any kind of legislation in relation to GBV) it might be necessary to give information input in form of a presentation or an info sheet that have to be prepared prior to the workshop.

Step 5 (Alternative): The activity can end with Step 4. However, some of the results of this activity can also be used to further work on them, for instance, to reflect on them in more detail or to develop more concrete ideas that could be put in practice in the future. In this case, it can be recommended to prepare the thoughts of participants by clustering them. The following table topics can be recommended for further work:

- What weaknesses or gaps in law or in its execution do you see?
- What kind of support offers are not available?

To cluster the thoughts of participants the facilitator analyses together with the group the respective tablecloth. The facilitator proposes a cluster and makes proposals on how to name (with one term or a sentence) them and asks participants for agreement. When the group agrees the facilitator writes down the designation on a moderation card and pins it on a pinboard.

TYPE OF ACTIVITY: group discussion

DURATION: 30-55 minutes

SPACE & MATERIALS: Pinboards(one for two modules of the Cultural advisor curriculum), Drawing Pins, Post-It notes, printed activity descriptions.

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV
- Summarise the legally defined reporting procedures in the respective country
- Identify victim support services in the respective country
- Apply legally defined reporting procedures in cases of GBV

SOURCE: Handbuch Lokaler Dialog für WorkshopleiterInnen, <https://www.strukturierter-dialog.at/wp-content/uploads/2014/11/Handbuch-Lokaler-Dialog1.pdf>, (11 Sept. 2019), adapted by abif

6.9 Info sheet on legislation & reporting in cases of GBV

GOALS: Information sheets are used to summarise and consolidate information and to supplement exercises.

DESCRIPTION:

Step 1: The info sheet must be produced prior to the workshop. It should:

- contain a manageable amount of information
- be concisely and clearly designed
- be distributed as a supplement after an exercise on the topic

Step 2 (ALTERNATIVE): This step can be recommended in two cases:

- There is only a very limited time budget you can allocate to national legislation and/or reporting of cases of GBV because your training session focuses on other topics
- Participants have no or very limited knowledge concerning legislation in relation to GBV.

The facilitator distributes the info sheets to participants. Participants have 5-10 min. to quickly read through the info sheet. Afterwards, the facilitator starts a group discussion. The following questions could be used:

- Is something not clear?
- Would add anything? => facilitator asks if other participants agree. If so, the facilitator notes the missing piece of information on a flipchart (This information could be used to adapt the info sheet after the workshop)
- Do you see any obstacles in implementing rules and guidelines in your work?

TYPE OF ACTIVITY: group discussion

DURATION: 15 minutes

SPACE & MATERIALS: Pinboards (one for two modules of the Cultural advisor curriculum), Drawing pins, Post-It notes, printed activity descriptions.

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV

- Summarise the legally defined reporting procedures in the respective country
- Apply legally defined reporting procedures in cases of GBV

SOURCE: developed by abif

6.10 Brainstorming

GOALS: This activity can be used in any situation in a workshop in which a huge amount of terms or ideas should be generated in a short time. In the framework of the BASE capacity programme module 5 about collaborative support work, it can either be used to identify problems/challenges in relation to a specific topic or to develop ideas to overcome challenges/problems and/or ideas for the collaboration with Cultural advisors.

DESCRIPTION: For use in relation to challenges/problems: The facilitator uses a prepared question (e.g. What is lacking? What do you think doesn't work? What could be a challenge?) and participants are asked to call out any critique-points regarding the workshop-topic that come to their minds. In relation to collaborative support work the following questions can be used:

- What weaknesses or gaps in law do you see?
- What could be potential challenges when working with Cultural Advisors?

For use in relation to idea generation: Moderator asks to find ideas on how to collaborate with Cultural Advisors or how to overcome problems/obstacles identified during another activity. The facilitator reminds participants that everything is possible in this phase, ideas that seem very unrealistic are also welcomed.

- which term for the Cultural Advisor would work best in your context?
- what kind of activities in relation to prevention and support in cases of GBV could cultural advisors perform?
- what do cultural advisors need to perform well in their role?
- how could professionals working with survivors of GBV take advantage of the collaboration with cultural advisors?

The moderator notes challenges/problems/ideas so that they are visible on small sheets of paper (A4) or moderation cards and pins them to a wall. The facilitator motivates participants to generate as many items as possible. Depending on the topic it might be helpful to provide some time before starting the sequence so that participants can sort their thoughts without being interrupted by the others (5 min.).

To save time and to prepare the thoughts of the participants for further work can cluster identified challenges/ideas by arranging thematic similar ones near each other on the pin wall.

TYPE OF ACTIVITY: plenum work

DURATION: 10-20 minutes

SPACE & MATERIALS: Pin walls/boards, moderation cards, drawing pins

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV
- Identify victim support services in the respective country
- Illustrate the main features of the cultural advisor role
- Outline guidelines for the collaboration with cultural advisors
- Design support processes that take advantage of the cultural advisor role
- Plan awareness-raising activities in collaboration with cultural advisors

SOURCE: N/A

6.11 Choosing a topic corner

GOALS: Choose topics and forming groups by interest to prepare for small group work activities.

Description: The facilitator starts with offering different topics, elaborated before during the activities “brainstorming”, “Cultural ...what?”, “silent floor discussion” or “vision journey”. The topics are written down either on cards or pieces of paper and the facilitator places them somewhere in the room on the floor or pins them on pinboards placed in different locations of the room. Then the facilitator asks the participants to walk through the room, to choose the topic they find most interesting and to take their place there. The facilitator may have to communicate during the process to ensure that in the end different groups of similar size are formed. The facilitator can motivate participants to take care of that on their own by convincing each other or by finding compromises. It is not necessary, that every topic finds its group – remaining topics are left behind.

TYPE OF ACTIVITY: plenum work

DURATION: 5-10 minutes

SPACE & MATERIALS: Pin walls/boards, moderation cards, drawing pins

LEARNING OUTCOMES: no specific learning outcome

SOURCE: Kuhnt, Beate, Müllert, Norbert R. (1996): Moderationsfibel Zukunftswerkstätten. Verstehen - Anleiten - Einsetzen. Das Praxisbuch zur sozialen Problemlösungsmethode Zukunftswerkstatt. Neu-Ulm: AG SPAK, adapted by abif

6.12 Force Field Analysis

GOALS: Force field analysis is a suitable method analyse the causes of a challenging situation to develop concrete options for action.

Step 1: The first step is to define the problem to be solved and then to build on this to develop a goal of where to go, in the form of the desired state. This can happen, for example, in course of other activities described in this module like brainstorming, vision journey, silent floor discussion, “Cultural What?”.

Step 2: As the second step, the group then lists all forces that are opposed to the target ("hindering forces") as well as forces that help to reach the desired goal.

Step 3: Now, together the group selects the three most important hindering or promoting forces, this can be done for example in the form of a point allocation (each participant gets 3 sticky points and assigns these to the forces appearing most important to him/her). These are the aspects the group focuses on in the subsequent step.

Step 4: In this step, measures are reflected on and discussed which could mitigate the inhibiting forces and strengthen the promoting forces. In this way, the group develops options for action for all aspects.

Step 5 (Alternative): Afterwards, the results are presented and discussed in a plenum session. Altogether, the participants try to find ways to improve the situation by strengthening positive and weakening negative forces. To support the brainstorming process, the flipcharts can be hung up somewhere clearly visible.

TYPE OF ACTIVITY: Small group work, plenum work

DURATION: 60 minutes

SPACE & MATERIALS: Flipchart sheets, pens, sticky notes, example flipchart (attached as an additional resource for this activity)

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV
- Identify victim support services in the respective country
- Illustrate the main features of the cultural advisor role
- Outline guidelines for the collaboration with cultural advisors
- Design support processes that take advantage of the cultural advisor role
- Plan awareness-raising activities in collaboration with cultural advisors

SOURCE: Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel., adapted by abif

6.13 Develop a project frame

GOALS: To motivate participants to realistically think of the implementation of their (project) ideas.

DESCRIPTION: This activity builds on ideas gathered during the activities “Cultural ... what?”, “brainstorming”, “silent floor discussion”, “vision journey” and “force field analysis”. It gives the participants the possibility to reflect on how to put their developed ideas into practice or how to counteract identified challenges and problems.

The facilitator asks small groups to develop a project frame for a chosen idea, challenge or problem. To support this process the facilitator presents the following 5 questions:

- What should be implemented?
- How should it be implemented?
- Who implements or who can help to implement?
- When should it be implemented?
- Where should it be implemented?

TYPE OF ACTIVITY: Small group work

DURATION: 15-30 minutes

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV
- Identify victim support services in the respective country
- Illustrate the main features of the cultural advisor role
- Outline guidelines for the collaboration with cultural advisors
- Design support processes that take advantage of the cultural advisor role
- Plan awareness-raising activities in collaboration with cultural advisors

SOURCE: Kuhnt, Beate / Müllert, Norbert R.(2006): Moderationsfibel. Zukunftswerkstätten. Verstehen – anleiten – einsetzen. Das Praxisbuch zur Sozialen Problemlösungsmethode Zukunftswerkstatt, SPAK, Neu-Ulm

6.14 A first step

GOALS: To motivate participants to get more concrete and to reflect in more detail about (project) ideas or actions in relation to identified challenges or problems.

DESCRIPTION: This activity builds on ideas, challenges or problems gathered during the activities “Cultural ... what?”, “brainstorming”, “silent floor discussion”, “vision journey” and “force field analysis”. It gives the participants the possibility to reflect on how to put their developed ideas into practice or how to counteract identified challenges and problems. It can be conducted as an additional activity subsequent to the activity development project frame or as a stand-alone activity.

For specification of (project) ideas or actions in relation to challenges and problems, individual participants or small groups work on the first step. Depending on the idea, challenge or problems e.g. a letter is written, a first concept formulated or a conversation with a decision-maker is prepared.

TYPE OF ACTIVITY: Small group work, individual work

DURATION: 15 minutes

SPACE & MATERIALS: Small sheets of paper (A4), pens

LEARNING OUTCOMES:

- Name the main (country-specific legislation) that sets the frame of professionals working in support of migrant woman victims of GBV
- Identify victim support services in the respective country
- Illustrate the main features of the cultural advisor role
- Outline guidelines for the collaboration with cultural advisors
- Design support processes that take advantage of the cultural advisor role
- Plan awareness-raising activities in collaboration with cultural advisors

SOURCE: Kuhnt, Beate / Müllert, Norbert R.(2006): Moderationsfibel. Zukunftswerkstätten. Verstehen – anleiten – einsetzen. Das Praxisbuch zur Sozialen Problemlösungsmethode Zukunftswerkstatt, SPAK, Neu-Ulm

7 Closing a workshop – feedback and learning transfer activities

7.1 Flash Feedback

GOALS: Getting feedback on the training or training sections by each and every one of the participants and explore differences as well as similarities between the participants' opinions.

DESCRIPTION: One participant is given a ball (or a similar object) and, by that, the right to speak. The other participants have to let him/her speak uninterrupted and just listen.

The person with the ball makes short feedback comments, either freely or structured by questions that channel the participants' statements. The trainer, as well as the other participants, do not comment on the statements that are made.

Then, the participant throws the ball to another person; they now have the right to speak. The process continues until each of the participants has had the chance to contribute something.

Then, the whole group can comment on the statements or discuss which conclusions could be drawn.

It can be wise to offer structuring questions. However, to implement the Flash Feedback method, it is important to ask just one single question, such as:

- How did you feel in the group?
- What did you like/didn't you like?
- What influenced your level of cooperation in a positive/negative way?
- What insights did you gain in the course of the training?

TYPE OF ACTIVITY: group work

DURATION: 15-30 minutes

SPACE & MATERIALS: Object that can be thrown and caught easily (such as a ball).

SOURCE: Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz; Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotoxia; Reich, Kersten (2007) (Ed.): Methodenpool. Available at www.methodenpool.uni-koeln.de [20.04.2016].

7.2 Flipcharts with open questions - The end of the training: 4 to 6 corners

GOALS: Conclusion of a learning or training process, e.g. a workshop or seminar.

DESCRIPTION: This exercise is about the evaluation of the training process. Flipcharts which show weather pictures are placed in four to six corners of the room. The participants gather around the flipchart which fits their current mood best. Examples of weather/mood pictures are:

- Sunny
- Stormy

- Foggy
- Slightly windy
- Rainy
- Dusky

The Groups that gathered around the flipcharts then thematise the training progress and the end of the training (10 to 20 minutes). The participants talk about the day, about their experience and about their feelings towards the end of the session.

The trainer can stimulate this by encouraging the participants to choose one out of a number of cards that describe what he/she will take away from the training best. Examples for such cards are:

- I'm more enthusiastic and motivated.
- I've got precise plans.
- I can't really take anything away from the training.
- I'm confused and need a little more time.
- I want to learn more about a specific topic.
- I feel better prepared for future situations dealing with a topic from today.
- It got a different perspective on some aspects.

Remark for the trainer: Positioning exercises can be very widely used, for example when participants get to know each other or in combination with many other of the exercises discussed in this Handbook. Psychologically, these exercises engage the participants and make them interact in an open and active way, while people tend to be more passive when they stay seated for a long time.

TYPE OF ACTIVITY: group work

DURATION: 20-40 minutes

SPACE & MATERIALS: 4 to 6 flipcharts with weather pictures placed in different corners of the room, enough cards with statements on what to take away from the training, template for weather pictures

Source: Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotoxia; Weidenmann, Bernd (2008): Handbuch Active Training. Die besten Methoden für lebendige Seminare. Weinheim & Basel, Beltz.

7.3 Learning for the future

GOALS: Exploration of learning progress, preparation of knowledge transfer.

DESCRIPTION: At first, the participants are encouraged to self-reflect on their learning progress by answering questions written on a flipchart or projected on a wall:

- What is something new that I have learnt in the course?
- Which of my newly acquired skills or know-how do I want to make use in the future?

To give the participants enough time to reflect on these questions and to make notes, 10 to 15 minutes may be needed. The participants can get a personal sheet of paper which they can keep and which

won't be seen by the rest of the group. On that reflection sheet, the participants can freely use colours, symbols and drawings to outline their learning progress and their plans on transferring the acquired skills and know-how.

After the self-reflection phase, the participants gather in small groups and discuss the results of their individual reflection. In the small group phase, the participants get new ideas on how to transfer the acquired skills and know-how, on the problems that may occur and on the resources that may help. The group's most important results regarding the questions "What did we learn? Which skills/know-how did we acquire? How can we use the skills/know-how in daily or vocational practice?" are summarised on cards. If they want to, the participants are free to use drawings and symbols instead of keywords.

Afterwards, each group presents its results briefly and pins the cards on a pinboard where they are grouped by content. The participants can explain what they mean with certain statements to avoid misunderstanding. Then, the trainer summarises the most important results and takes a picture of the pinboard to document the participants' ideas. Since it provides an overview of the learning progress of the participants and thus the success of the training, it is a good basis for the trainer's self-evaluation.

Variation: If there isn't enough time to implement the whole exercise, the small group phase can be skipped. Directly after the individual self-reflection phase of the participants, they would discuss their results with the group.

TYPE OF ACTIVITY: Individual work, group work.

DURATION: 45 minutes.

SPACE & MATERIALS: Flipchart or projector slide with questions, paper sheets and (felt) pens for self-reflection phase, cards and pinboard for small group and whole group phases.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

8 Materials

8.1 Handout with examples scenarios for the activity Socio-cultural constraints and psychological impact on children on the move

1) Blessing is a young girl from Nigeria, from the Edo State region of Benin City.

When the girl left Nigeria she had a dream of becoming a great seamstress and she dreamt of entering the world of fashion in Europe.

When she was in Libya she had to stay in a “connection house” for about 2 months where she was raped by different men.

Blessing arrived in Italy 20 days ago and is staying in a first reception centre.

The girl appears to be very closed, she is very thin, does not talk to the operators and is not willing to enter in the relationship with the other people who are staying in the reception centre. She does not share lunchtime with the other girls, but she puts all the food in a bowl and takes it with her and isolates herself in privacy. The girl is pregnant.

2) Nicoleta is a young under-aged girl, originally from Romania.

She lives in a remote shack in the Sicilian countryside, desolated at night. During the daytime, Nicoleta works in the fields earning a few euros for the day. She protectively keeps all earned money in a small box in the house. She wants to send money back to her mother who stays in Romania and her two brothers who are still children.

The girl, still too young to work and to know about violence, is beaten at night and forced to satisfy the sexual desires of the “master”, who keeps her as a slave.

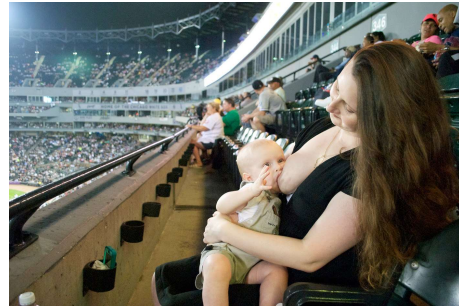
3) Maira is a 16-year-old girl who arrived in Europe by boat and moved to a centre for unaccompanied minors.

Maira comes from Guinea Conakry and she was subjected to female genital mutilation (FGM). She was not the first one in the family to experience FGM: her sister recently died because of the consequences due to the practice of FGM.

After the FGM, Maira was married to an elderly relative of her father. The mother, who had tried to oppose this, was slaughtered before the eyes of the little Maira.

Little Maira was helped to escape and headed off for Libya: during the journey, she was sodomized and sold. Finally, she received help from an Arab woman who has helped her to get on a boat to cross the Mediterranean towards the Italian coasts.

8.2 Example pictures





8.3 Scenario Handouts for the activity “Communicating with migrant women/girls survivors of GBV”

HANDOUT SCENARIO 1

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is at the police station for an interview.

Scenario 1

Interviewing officers: PS Sarah Smith (lead interviewer), PC Tom Khan (2nd Interviewer)– both officers are in full uniform

On arrival at the Police Station, another woman accompanies the girl. You introduce yourself and your colleague PC Khan and explain that you will be talking to the girl in an interview room where you will be able to record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague PC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support. The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed.

The interview room has 4 armchairs and a small table. There is a jug of water and glasses on the table and a small box of tissues.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn’t want to go but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends, which she did not report.

When the girl has finished talking you start asking her some questions. You speak clearly and slowly and maintain eye contact with the girl when you are talking to her; you smile gently and try to make her as comfortable as possible. The girl seems to have trouble understanding some of what you say and turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn’t understand, you agree and the girl seems to relax and responds well to the rest of your questions. PC Khan then asks the girl for some more information; when he speaks to the girl he is softly spoken and although he makes eye contact, he does not hold her gaze, he uses her name a lot and sits back from the table. When you have both finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made and you may need to speak with other members of her family including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call the police if she is not safe or in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- The cultural advisor translating – can you think of any disadvantages to this? What are the advantages? What other services could you use?
- What do you think worked well?
- What might you do differently?

HANDOUT SCENARIO 2

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is at the police station for an interview.

Scenario 2

Interviewing officers: DS Sarah Smith (lead interviewer), DC Ellie Khan (2nd interviewer) – both officers are in plain clothes.

On arrival at the Police Station, another woman accompanies the girl. You introduce yourself and your colleague PC Khan and explain that you will be talking to the girl in an interview room where you will be able to record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague PC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support. The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed.

The interview room has 4 armchairs and a small table. There is a jug of water and glasses on the table and a small box of tissues.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn't want to go but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends which she did not report.

When the girl has finished talking DC Khan talks to the girl asking her why she didn't report her father for beating her? She goes on to ask the girl if she understands the impact the allegations might have on her family and if she is sure she wants to go ahead with the interview. The girl looks very upset and looks to the cultural advisor she nods her head and agrees to go ahead with the interview. You lean forward and start to speak to the girl. You tell her that you will need to look at your notes so if you are not looking at her that doesn't mean you aren't paying attention. You then start questioning the girl about her account. You want to get as much information as possible and to do this you ask the girl to go over what she has said several times making sure you understand exactly what she is saying. The girl turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn't understand, you say that you would prefer that it is only the girl who speaks during the interview. You continue with your questions. When you have finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made and you may need to speak with other members of her family including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call the police if she is not safe or is in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- What services could you use to help the girl understand and translate better?
- What do you think worked well?
- What might you do differently?

HANDOUT SCENARIO 3

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is at the police station for an interview.

Scenario 3

Interviewing officers: DS Pete Smith (lead interviewer), DC Tom Khan (2nd interviewer) – both officers are in plain clothes.

On arrival at the Police Station, another woman accompanies the girl. You introduce yourself and your colleague DC Khan and explain that you will be talking to the girl in an interview room where you will be able to record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague DC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support. The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed. You ask the girl and the cultural advisor if they would like tea, coffee or water and apologise that the interview room is very basic.

The interview room has a small table and 4 hard chairs.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn't want to go but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends which she did not report.

When the girl has finished talking DC Khan talks to the girl asking her why she didn't report her father for beating her? She goes on to ask the girl if she understands the impact the allegations might have on her family and if she is sure she wants to go ahead with the interview. The girl looks very upset and looks to the cultural advisor she nods her head and agrees to go ahead with the interview. You lean forward and start to speak to the girl. You tell her that you will need to look at your notes so if you are not looking at her that doesn't mean you aren't paying attention. You then start questioning the girl about her account. You want to get as much information as possible and to do this you ask the girl to go over what she has said several times making sure you understand exactly what she is saying. The girl turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn't understand, you say that you would prefer that it is only the girl who speaks during the interview. You continue with your questions. When you have finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made and you may need to speak with other members of her family including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call the police if she is not safe or in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- What services could you use to help the girl understand and translate better?
- What do you think worked well?
- What might you do differently?

8.4 Force Field Analysis

Example flipchart for the activity “Force Field Analysis” (Chapter 6.x, p. xx)

