

BASE



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



Co-funded by the Rights,
Equality and Citizenship
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BASE Programme

Train of Trainer Manual

(WP3_D3.4)

Contents

Contents	2
Introduction	1
Guidelines for implementation of the BASE Program	1
Hints for Trainers	7
Example training plans.....	1
Capacity Building Programme – Example training plan 1	1
Capacity Building Programme – Example training plan 2	5
Cultural Advisor Curriculum – Example training plan	9
Example training plan for the 1 st part	9
Example training plan for the 2nd part.....	15
Annex	1
Annex 1 - List of International documents.....	1
Annex 2 - Checklist for the preparation of a training workshop	2
Annex 3 - Evaluation for programme implementation.....	2
Annex 4 - Learner’s contract for Capacity Building Training.....	9
Annex 5 - Learner’s contract for Cultural Advisor Training.....	10

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Introduction

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.

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The BASE Project is implemented by the consortium of 8 organisations, led by the HFC “Hope For Children” (Cyprus), and the following partner organisations:

ABIF (Austria), CESIE (Italy), Gender Alternatives (Bulgaria), Divisão M - APCDP (Portugal), KMOP (Greece), Science and research centre Koper (Slovenia), RINOVA (United Kingdom)

Guidelines for implementation of the BASE Program

These guidelines are intended to support organisations and respective trainers in the implementation of the BASE Program.

BASE PROGRAMME

The BASE programme is a learning program that aims at:

- Empowering migrant women as cultural advisors in procedures addressing gender-based violence against refugee/migrant girls.
- Building the capacity of professionals to communicate and address the needs of migrant girls and their families.
- Supporting inclusive support services and procedures, minimizing 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 program is divided in two curriculums:

- BASE Cultural Advisor Curriculum
- Capacity Building Program for Professionals

BASE CULTURAL ADVISOR CURRICULUM

The BASE Cultural Advisor Curriculum is a learning tool aimed at developing the capacity of migrant and/or refugee women to operate as Cultural Advisors, or Community Support Officers as collaborating with professionals working in cases of GBV against refugee/migrant girls. The BASE cultural advisor is a person that provides information and raises awareness in the community on GBV related topics, supports professionals in understanding gender relations within the community, preparing the ground for disclosure and reporting of GBV. The cultural advisor is not equivalent to a mediator in judicial procedures.

The curriculum addresses the need to enhance child-friendly mechanisms by focusing on developing the participants' knowledge on key aspects of judicial procedures, communication strategies and cultural understanding. Specifically:

- Sensitising and raising awareness on GBV including violence against children
- Develop cultural understanding to facilitate communication with girls survivors of GBV, and their families
- Developing competences to facilitate communication about the abuse between professionals and migrant girls survivors of GBV.
- Enhancing the capacity to provide guidance to professionals working in support services handling sexual violence and GBV against children (under 18).
- Supporting communication at different moments, with an emphasis on disclosure and continuous support.
- Basic understanding of the judicial procedures in cases of GBV against minors, including reporting and interviewing.
- Enhancing the capacity to communicate and collaborate with stakeholders on awareness-raising on sexual abuse and GBV within migrant communities and applying such skills when working with any service in which professionals handle such cases (children's houses, reception centres, and police).

BASE CAPACITY BUILDING PROGRAMME FOR PROFESSIONALS

The BASE Capacity Building Program 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.

RATIONALE OF THE CURRICULUM DOCUMENTS

The development of the BASE Programme and the present Cultural Advisor Curriculum & Capacity Building Program for professionals 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, both curriculums have 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 curriculums were 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 privileged 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. Each module contains a description of relevant learning outcomes and a range of training activities to cover these learning outcomes. For each activity goals, duration, learning outcomes covered, space & materials needed, type of activity is indicated and supplemented by a detailed explanation on how to conduct the activity.

In addition to that the curriculums also contain a range of activities for the start of a training workshop as well as the closing of the workshop.

As a trainer you will have to develop a training plan composed of different activities from the curriculum documents. Ideally you should inform beforehand about the participants group and set the focus of the training by choosing appropriate training activities. The Chapter "Example training plans" contains example training plans for different kinds of participants groups.

For a better orientation in the preparation of a training workshop you can also find a checklist for the preparation of a training workshop in the annex.

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

ONLINE ACTIVITIES

In addition to the face to face learning activities included in the 2 curriculums, the project partnership developed a good range of exercises which the learners can carry out online and self-directed. The online exercises are available in English, Greek, Bulgarian, German, Italian, Slovenian and Portuguese. They can be found on the [BASE Open Learning Platform](#), where visitors are asked to select the relevant Curriculum and language before completing the exercises.

These exercises can be used to:

- prepare participants for elements of the F2F training;
- support knowledge transfer (e.g. additional reflection on topics dealt with during the F2F training);
- to encourage participants to deal with additional topics after the F2F training;
- to support participants in implementing projects in practice after the end of the F2F training.

All the interactive online activities were developed by the project partnership by using the open source software called [H5P](#). This is a software which allows to create interactive (learning) content for the web. Already available content forms include interactive videos or presentations with embedded quizzes of different kinds.

The range of interactive exercises includes:

- Videos, Texts and Web Links
- 'True or False' and 'Multipler Choice' quizzes
- Case Studies (where learners are asked to read through the Case Study and
- Assignment (learners are asked to complete an assignment, normally in the form of a written statement or exercise)
- Research (learners are asked to investigate a topic and to conduct their own research)

Above each exercise you will find:

- Excercise's goals
- Learning outcomes
- Expected duration

TRAINER PROFILE

Trainers should be knowledgeable of Child-friendly communication particularly in cases of sexual abuse and GBV. Have a good understanding of the legal/judicial procedures. Have a good understanding of migrant/refugee communities in the country. Relevant professional backgrounds such as Psychology, Law, Social Work.

PARTICIPANTS PROFILE

Participants in the BASE Cultural Advisor Training Workshops are migrant/refugee women.

Participants in the BASE Capacity Building Workshops are professionals working with migrant communities, with victims of GBV; educators; others working at different stages of judicial procedures in cases of child abuse.

NUMBER OF TRAINERS & PARTICIPANTS

The number of participants foreseen in each of the BASE workshop is as follow:

- at least 20 migrant/refugee women in the *BASE Cultural Advisor Training Workshops*
- at least 30 professionals in the BASE Capacity building workshops (except of Cyprus where the aimed number of participants is 20)

The recommended number of trainers is 3 for each of the BASE workshop, or 1 trainer for 8 participants. The number of trainers is flexible and can vary in accordance to the national situation and context.

DURATION OF THE PROGRAM AND BREAKS

The overall duration of *BASE Cultural Advisor Curriculum* is 16 hours face-to-face training and 8 hours of online learning activities (25 hours in total).

The overall duration of *BASE Capacity Building Programme* is 8 hours of face-to-face training and 4 hours of online learning activities (12 hours in total).

This Program allows flexibility and can be implemented in different ways depending on the national contexts, users and needs. Each module has specific time recommendations that should be used as a reference.

Breaks should be planned every two hours with water and refreshments.

PARTICIPANT FEEDBACK

Feedback is an important aspect of the training. Not only shows it respect for the participants and their opinion, it also gives the possibility to find out what worked well and not so well. The curriculum offers a range of activities that can be used to receive prompt and spontaneous feedback directly at the end of a training session. Depending on what kind of activity chosen such activities also allow to stimulate the learning transfer into practice by letting participants reflect about their learning experiences and knowledge and skills they gained during the training or attitudes that might change. In addition to that post-programme evaluation questionnaires should be distributed to participants. This will allow the trainers and the project team to receive feedback on specific aspects of the training (e.g. assess expectations, familiarity with the subjects covered by the modules, effectiveness of the programme, and overall satisfaction with the event's implementation) in a comparable and structured way. Feedback questionnaires for both curriculums can be found in Annex 3 - Evaluation for programme implementation of this document.

IMPORTANT TERMS AND DEFINITIONS

The BASE Program and the training materials aim at the topic of GBV against migrant girls and women. To ensure that there is a consistent understanding of important terms and definitions, you will find some key definitions and terms below that are worth looking at before training²:

- 'Patriarchy' means 'a system of social structures and practices in which men dominate, oppress, and exploit women'
- 'Gender' means 'the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.'
- 'Sex' means biological characteristics identified at birth.
- 'Rule of Law'³ regulates that individuals, persons and governments shall submit to, obey and be regulated by law and not arbitrary action by an individual or groups of individuals;
- 'Legal procedure' is the method by which legal rights are enforced; the specific document(s) for carrying on a lawsuit, including the process, pleadings, rules of evidence and rules of Civil Procedure and/or Criminal Procedure;
- A 'Child' means any person under the age of 18 years;
- A 'parent' refers to the person(s) with parental responsibility, according to national law. In case the parent(s) is/are absent or no longer holding parental responsibility, this can be a guardian or an appointed legal representative;
- 'Child-Friendly Justice' refers to justice systems which safeguard the respect and effective implementation of all children's rights at the highest attainable level, bearing in mind the principles stated below and with consideration to the child's level of maturity and understanding the circumstances of the case. 'Child Friendly Justice' should be accessible, age appropriate, speedy, diligent, adapted to and focused on the needs and rights of the child as well as to respect private and family life to integrity and dignity;
- 'Gender' the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men;
- 'Violence against women' is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life;
- 'domestic violence' shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim;
- 'Sexual violence' is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise direct, against a person's sexuality upon coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work;

² A list of important international documents can be found in Annex 1 - List of International documents

³ The 'Rule of Law' is applicable for both, minors and adults.

- 'Gender-based violence' means violence that is directed against a woman because she is a woman or that affects women disproportionately

Hints for Trainers⁴

The role of the trainer is critical in creating and managing a space in which participants can learn efficiently and freely and respectfully share their thoughts and ideas. The trainer needs to be prepared and anticipate issues that may arise during the training. Some of the activities touch on sensitive issues and problems that may be difficult to discuss for some participants. It is essential that the trainer makes sure the discussion remains focused on positive change and does not reinforce negative ideas or habits. There are some basic principles that can be recommended for trainers to achieve an effective training:

- Create a positive learning environment.
- Encourage participation from participants.
- Encourage mutual respect and understanding.
- Direct participants toward specific learning objectives.
- Listen closely and attentively.
- Build on participants' ideas and comments, making connections with previous statements and ideas discussed.
- Understand the topics addressed.
- Communicate ideas clearly and succinctly.
- Maintain group rules.
- Make all group members feel valued and accepted.
- Treat all participants equally and without discrimination.
- Enter sessions organized and well prepared.
- Practice good time management to achieve session timetable objectives.
- Examine and make allowance for their own biases.
- Remain open to feedback.
- Self-evaluate one's own training performance.

BUILDING A SAFE AND TRUSTING ENVIRONMENT

It is essential that the trainers takes care that participants feel safe in the group and and free to participate. There are a few steps that the trainer can take to ensure a more supportive environment:

1. Confidentiality and respect: At the start of the training, establish ground rules and emphasize that the group is a safe space for all participants. Some of the sessions explore sensitive issues and require participants to share personal opinions and question their beliefs and assumptions. It is therefore essential to establish ground rules and make a commitment within the group to maintain confidentiality. However, in the event of disclosure of a case of GBV or child abuse or suspicion/knowledge of such an incident that has not been reported, participants must be aware and comply with the relevant national

⁴ Facilitators Guide. EAŞE Discussion Series, International Rescue Committee, New York, 2012, adapted by the author for the purposes of the BASE Program

Law. Trainers must make this information available to the participants at the beginning of the training programme and make sure that it has been understood by all.

2. Respect ideas and beliefs: Participants come with their own experiences, values, beliefs and attitudes. Trainers should respect participants' ideas and beliefs. That being said, participants may bring beliefs and ideas to the group that are harmful. If this happens, it is the role of the trainer to address with the group why it is harmful.

3. Emphasize that sharing is a choice: Emphasize to participants that they do not have to share personal experiences with the group if they do not want to. While all sessions are confidential, not all experiences need to be shared, especially if it causes people difficulty and pain.

4. Self-Awareness: As a trainer you need to be aware of your personal values and beliefs and how those may be biased in one way or another. Trainers should not impose their own beliefs and values onto the group members, rather they should create space for participants to openly explore and reflect upon their own beliefs and values. Trainers should constantly challenge their own opinions about other people as well.

ANTICIPATING AND RESPONDING TO DISCLOSURE OF GBV

There is a likelihood that women in the group have experienced violence or know someone who has. Such violence may be physical, sexual, emotional and psychological, or economic in nature. While training sessions do not require women to disclose their experiences, some may want to share their experiences. The trainer needs to be prepared for such an event and know what resources are available for the survivor and how to make an appropriate referral.

If anyone discloses that they have experienced or witnessed GBV or child abuse, the trainer should do the following:

» Respect the person: It is important not to judge the woman who has made a disclosure. Take her disclosure seriously. Never laugh or question her motive.

» Be sensitive: Remember that this may be the first time that she has shared this experience. It is important to be sensitive. Do not rush her or overwhelm her with questions. Use kind words and show support.

» Know what resources are available: A list of resources should include health, psychosocial services and legal services. Know the referral pathways and refer the survivor to the appropriate entry point, often psychosocial services. Depending on what is appropriate in the given situation, the contact information for a particular service can be announced to the entire group or provided privately to the individual. Discretion is important in these situations.

» do not counsel the individual: As the trainer, you have a separate role to play and may not be qualified to offer counseling support. Instead, acknowledge her experience and encourage her to contact those organizations and professionals who can better help her. Refer her to counselors who have experience supporting survivors, when possible.

Example training plans

In this section some examples are given on how to create a training plan for training sessions based on the activities collected in the curriculums for each module. In addition, annex 2 contains a checklist that helps with the overall preparation of a training workshop.

Capacity Building Programme – Example training plan 1

This session is planned for a participant group consisting of professionals that are confronted with migrant victims of GBV but who don't have a professional focus for the topic of GBV or the group of migrant girls and women. Examples are police officers, legal staff (e.g. judges) or health professionals. Therefore the training focuses on basic concepts and the awareness of different topics in relation to migrant girls and women as victims of GBV.

In the proposed example the total duration of the training is 8 hours and 15 min. They are complemented by a set of proposed online activities that will take around 4 hours to be completed. In total the training has a planned duration of 12 hours 15 minutes.

Duration	Topic	Activity	Type of Activity	Materials/resources/media needed
15 min	Participants get to know each other	Similarities	Ice Breaker	Open space, enough for people to be comfortable and able to form a circle.
10 min.	Ground rules in frame of the training	Ground rules	Group work	Space large enough for group to participate comfortably, Flip chart, pens and blue tac.
60 min.	Awareness on Gender issues	Gender Equality is a human right	Interactive method	Cards with statements
10 min.	Coffee break			

60 min.	Cultural sensibilization	We are all migrants – intercultural awareness	Interactive method	Cardboard, blank paper, pencil and computer with internet connection
60 min.	Legislation on discrimination and human rights	Rights for all and legal awareness	Interactive exercise, group work	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 antidiscrimination legislation (the Constitution and other legislative acts), List of antidiscrimination and HRs governmental bodies and NGOs
60 min.	Lunch Break			
10 min.	Energise participants after the lunch break	Abandonment in the storm	Energiser	Enough space in the room where participants can move easily.
50 min.	Main risks and vulnerabilities of children on the move – main concepts and definitions	On concepts and definitions I	Group work and plenary	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
1h 15 min.	Psychological impact on children on the move	Socio cultural constraints and psychological impact on children on the move	Group work and plenary	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.
10 min.	Coffee break			
60 min.	Guiding principles for support work in cases of GBV	Footsteps towards the key Guiding principles for support work in cases of GBV	Small group work, plenary work	Room with good luminosity and enough space to walk around; paper sheets of 6 different colours, tape and scissors, markers/pens, computer and projector, photographic machine
15 min.	Feedback	Flash Feedback	Group work	Object that can be thrown and caught easily (such as a ball).
Proposed online activities				
60 min.	Awareness on gender issues	Gender vs Sex	Online activity	Device with internet access
60 min.	Cultural sensibilization	We are all human beings with human rights	Online activity	Device with internet access
60 min.	Main risks and vulnerabilities of children on the move towards	Research a resource I	Online activity	Device with internet access; Resource bank of materials

	Europe			(international guidelines, reports, conventions, etc.) provided online
60 min.	Communication with migrant women/girl survivors of GBV	Research crossword	Online activity	Device with internet access and a HTML 5 capable web browser (e.g. Google chrome) installed.

Capacity Building Programme – Example training plan 2

This session is planned for a participant group consisting of professionals that have profound knowledge and skills concerning GBV against girls and women but are not so experienced in working with clients or cooperating with people with migrant background. Examples are professionals who work at women shelters, counselling providers for survivors of GBV, lobbying organisations for women’s rights etc. Therefor the face 2 face training focuses on cultural awareness, discovering prejudices, stigma, and misconceptions and the cooperation of cultural advisors. The online training activities

In the proposed example the total duration of the face to training is 8 hours. They are complemented by a set of proposed online activities that will take around 4 hours to be completed. In total the training has a planned duration of 12 hours.

Duration	Topic	Activity	Type of Activity	Materials/resources/media needed
15 min	Participants get to know each other	Two truths one lie	Ice Breaker	None
10 min.	Ground rules in frame of the training	Gould rules	Group work	Space large enough for group to participate comfortably, Flip chart, pens and blue tac.
60 min.	Legislation on discrimination and human rights	Rights for all and legal awareness	Interactive exercise, group work	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 antidiscrimination

				legislation (the Constitution and other legislative acts), List of antidiscrimination and HRs governmental bodies and NGOs
10 min.	Coffee break			
60 min.	Cultural sensibilization	We are all migrants – intercultural awareness	Interactive method	Cardboard, blank paper, pencil and computer with internet connection
60 min.	Discovering prejudices, stigma, and misconceptions about others through self-exploration	Decentring through images	Individual and group activity	Enough space in the room where participants can move easily and watch the pictures hung on the wall; printed photos; blue tack; paper sheets; black (white) board/flipchart paper; pens/markers/chalk.
60 min.	Lunch Break			
10 min.	Energise participants after the lunch break	Abandonment in the storm	Energiser	Enough space in the room where participants can move easily.
70 min.	Cooperation with Cultural Advisors	Cultural ... what?	Group work and plenary	Sufficient number of large sheets of paper (e.g. flipchart paper), Pens, 1 Pin

				wall
10 min.	Coffee break			
10 min.	Split participants into groups according to interest.	Choosing topic corner (based on project ideas developed in course of the activity "Cultural ... what?")	Plenum work	Pin walls, moderation cards, pin needles
60 min.	Cooperation with Cultural Advisors	Force Field Analysis	Small group work, plenum work	Flipchart sheets, pens, sticky notes, example flipchart
15 min.	Cooperation with Cultural Advisors	Develop project frame	Small group work	None
15 min.	Feedback	Flash Feedback	Group work	Object that can be thrown and caught easily (such as a ball).
Proposed online activities				
60 min.	Cultural sensibilization	How shall we all live together	Online activity	Device with internet access
60 min.	Cultural sensibilization	We are all human beings with human rights	Online activity	Device with internet access
60 min.	Communication with migrant women/girl survivors of GBV	Research crossword	Online activity	Device with internet access and a HTML 5 capable web browser (e.g. Google chrome) installed.
60 min.	Available support services	Information sheet for referral	Online activity	PC or laptop with internet connection, template for

				information sheet
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Cultural Advisor Curriculum – Example training plan

This session is planned for a participant group that are started the discussion and understanding of GBV for the first time or that are having very limited knowledge about the topic of SGBV. The training focuses on basic concepts and the awareness of different topics in relation to terminology, basic knowledge about judicial procedure and awareness raising in the community.

The overall duration of **face-to-face training is 16 hours** (*i.e.: 2 days of 8 hours or 4 days of 4 hours*) and the duration of **online activities is 8 hours** (*i.e.: 2 days of 4 hours or 4 days of 2 hours*) to be delivered in a period of one month. In total the training has a planned duration of **24 hours**.

In the proposed example the total duration of the face-to-face training is divided in 2 parts (2 days of 8 hours). The online activities also are divided in 2 parts (2 days of 4 hours) and each of which should be implemented on the day after each of the two parts of the face-to-face training. The total days of the training are 4 (2 days face-to-face activities; 2 days online activities).

Example training plan for the 1st part

Consisting of approximately 8 hours face-to-face activities. The duration of proposed online activities is between 4 and 5 hours.

Duration	Topic	Activity	Type of Activity	Materials/resources/media needed
10 min	Participants to get to know each other	Walk to know each other	Energizer	Space surrounded by chairs where participants can comfortably walk around
10 min. (dependent upon size of group)	This activity aims to support participants in deciding what ground rules they want to abide	Ground rules	Group work	Space large enough for group to participate comfortably, Flip chart, pens and blue tac.

	by whilst participating in the training.			
45 min.	To enable the participants to reflect on their understandings of sex and gender and to increase the comfort level of the participants with these issues.	Beginning to understand Gender: What is Gender? How different is it from 'sex'?	Interactive exercise, group work	Cards with statements
10 min.	Coffee break			
60 min.	To learn or deepen knowledge about patriarchy and feminism, and to provide information about 'masculinity' and 'femininity' by emphasizing the connection with gender stereotypes	Patriarchy vs Feminism; Masculinity vs Femininity	interactive exercise, group work	Computer; Power Point Presentation Equipment; Flipchart; pencils
Approximately 45 min.	Identification of human rights and basic liberties	Because we are Human	Interactive exercise, group work	Comfortable space, Round tables (preferably 2), Flip chart, Markers, Post-it blocks, Copies of the relevant sections of Istanbul's Convention preamble

60 min.		Lunch			
10 min.	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 as a part of the entire group.	Warm-up and choose your place	Energizer	Enough space in the room where participants can move easily.	
Approximately 1h15 minutes.	Awareness raising on the Rights of the Child and on establishing boundaries and distancing themselves when uncomfortable or at risk, within or outside of the community.	Keeping safe	Interactive exercise, group work	Comfortable space/venue; computer, video projector, sound system	
Approximately 1h.	Participants should gain basic knowledge about the Rights of the Child	Just a Kid?	Interactive exercise, group work	Spacious room, Handout of Error! Reference source not found. , flipchart, highlighters, pens, paper.	
10 min.		Coffee break			
1 hour 30 min	Familiarising participants with the phenomenon in a creative way and will try to create rhetoric on a	Awareness raising on SGBV through music and audio-visual media	Interactive exercise, group work	Computer, Internet access, Copies of the lyrics of the song 'Love the Way You Lie', by Eminem and Rihanna, in both English and the national language	

	healthy relationship, without SGBV and oppression			
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Proposed online activities				
60 min.	Familiarising with socio-cultural context	How shall we all live together	Online activity	Device with internet access
35 min	This exercise focuses on the exploration of male stereotypes and how they affect men and their relationships with women. Empowering men in ending the phenomenon.	What is the impact of gender stereotypes?	Online activity	Device with internet access
45 min	This exercise focuses on the characteristic of the patriarchal system and on feminist movements. The present exercise can empower cultural advisors for better understanding the roots of SGBV and counteract the SGBV.	Who takes decision about my life?	Online activity	Device with internet access
45 min	Provide information about the psychological	Why don't you just leave?	Online activity	Device with internet access

	manipulation victims of domestic abuse experience			
10 min	Familiarising with the phenomenon and the forms of GBV	What is Gender Based Violence	Online activity	Device with internet access
30 min.	Learn how to challenge attitudes that lead to GBV and develop knowledge of this human rights issue.	Understanding GBV: Myths and Realities	Online activity	Device with internet access; Writing materials
15 – 20 min	The aim of this online word search is for participants to embed their verbal and nonverbal communication learning	Communications Word search	Online activity	Device with internet access
A min. of 1 hour to download and study the app + time to establish contacts and obtain further info	Capacity to identify national and international instruments referring to child-friendly justice in cases of sexual violence against children	Kiki & the Children's House	Online activity	Device with internet access; Writing materials; Comfortable room

Example training plan for the 2nd part

Consisting of approximately 8-9 hours face-to-face activities. The duration of proposed online activities is between 4 and 5 hours.

Duration	Topic	Activity	Type of Activity	Materials/resources/media needed
15 - 30 min (depending on the overall time budget and sentences given to complete)	Presenting and reflecting on feelings and expectations regarding the training.	Get it started: impulse presentations	Plenary work	Flipcharts with incomplete sentences and markers
60 min.	To increase knowledge and sensitivity about SGBV by providing data and information on VAWG. To clarify myths and realities about SGBV	Every third woman needs support! Myths about Violence Against Women	Interactive exercise, group work.	Laptop with PowerPoint, projector, flip chart, markers
40 min. (dependents on size of group)	To help participants to learn the importance of being listened to and impact of not being listened to on the individuals.	The importance of feeling, valued and listened too	Role play	Space big enough to split the group into pairs and allow space for them to do activity comfortably; Active Listening Handout, flip chart and pens
10 min.	Coffee break			

Approximately 30 min.	Promote networking between participants and enhance their capacity to establish and sustain multiagency collaboration in cases of sexual violence against children.	Mind-map on Multiagency cooperation	Interactive exercise, group work	Cards with statements
Approximately 1h 15min.	Build the capacity of participants to identify national and international instruments referring to child-friendly justice in cases of sexual violence against children. Participants will be able to describe basic components of child-friendly proceedings in the national context.	Child-friendly justice in cases of SGBV	Interactive exercise, group work	Comfortable space, Round tables, Flip chart, Markers, Post-it blocks, Laptop with PowerPoint, projector, Maximum 3 slides (one for each relevant instrument); one photocopy per participants of handouts 1 to 4

60 min.	Lunch
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1 hour and 15 min.	Exploration of domestic violence as a form of violence that remains unseen or is perceived as normal	Family matters	Case study and group work	Flipchart & markers, computer & power point presentation for the case studies and the guidelines
15 min.	Aiming at the realisation of the necessity of a coherent supportive network, in order to prevent and combat GBV, as	Tied in a red thread	Energizer for awareness raising	Thick red thread

	well as of the interdependence of the members of a community and the society in general			
50 min.	Participants will exchange opinions and ideas on what constitutes sexual and gender based violence	Where do I stand?	Interactive exercise; interactive dialogue	'I Agree' & 'I Disagree' posters, some string or tape, a copy of the statements
10 min.	Coffee break			
70 min.	To support participants to gain knowledge and awareness of the different types of nonverbal communication	Awareness and understanding of Nonverbal Communication	Group Work (large group and small groups) and handout	A large space, which allows the larger group to split into smaller groups comfortably and/or access to smaller rooms; Printed nonverbal communication handout
20-30 min.	To help participants to explore if nonverbal communication impacts on one's ability to listen	Whispers	Group work	A large hall/room which allows the larger group to split into two groups, which allows both lines to stand comfortably with clear space in between.
10 min.	Coffee break			
90 minutes - Part 1 of scenarios;	Supporting participants to explore the role of Community Advocates/Cultural Advisors	Role of the Community Advocate - Scenarios	Group work and discussion	A large space, which allows the larger group to split into smaller groups comfortably

180 minutes - Part 1 and 2 of scenarios	and helps them to learn what will be required of them within each country			and/or access to smaller, rooms as well; Printed scenarios for each group (see chapter Error! Reference source not found. , p. Error! Bookmark not defined.), flip chart, paper and pens
5 min. (dependent on size of group)	To assist participants with relaxing and depersonalise after scenarios, ensuring the day ends with some laughter and fun	Noah's Ark (Energiser for after Scenarios)	Pair and group work.	A room or hall with enough space for your group to move around freely. Post it notes, blindfolds for all participants and a container/bucket.

Proposed online activities				
10 min	The activity support participants to gain an understanding of the definitions of the different types of verbal/nonverbal communication.	Communication Definitions Drag and Drop	Online activity	Device with internet access
60 - 90 minutes	Supporting participants to gain an overall understanding of what support and sign posting is appropriate when dealing with GBV survivors.	Interactive Documentary: Forced Marriage Cops	Online activity	Device with internet access and a HTML 5 capable web browser (e.g. Google chrome) installed

1 hour 15 min	Awareness and empowerment of women and men in order to contribute to the prevention of GBV against women and girls	How can I help?	Online activity	Device with internet access.
A min of 60 min. to download and study the manual + time to establish contacts and obtain further info	Build the capacity of participants to identify national and international instruments referring to child-friendly justice in cases of sexual violence against children. Participants will be able to describe basic components of child-friendly proceedings in the national context.	Justice & Rights for Children	Online activity	<p>Access to a PC or a mobile device (mobile phone, tablet) connected to the Internet.</p> <p>Writing material.</p> <p>Comfortable room.</p>

Annex

Annex 1 - List of International documents

- The 1951 United Nations Convention Relating to the Status of Refugees;
- The 1966 International Covenant on Civil and Political Rights;
- The 1966 International Covenant on Economic, Social and Cultural Rights;
- The 1981 United Nations Convention on Elimination of All Forms of Discrimination against Women
- The 1989 United Nations Convention on the Rights of the Child;
- The 2006 United Nations Convention on the Rights of Persons with Disabilities;
- The Convention for the Protection of Human Rights Fundamental Freedoms (as amended by Protocols No.11 and No.14, 1950);
- The 1996 European Convention on the Exercise of Children's Rights;
- The 2003 Council of Europe Convention on Contact concerning Children;
- The 2007 Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse.
- The 2011 Council of Europe Convention on preventing and combating violence against women and domestic violence;
- The Beijing Declaration and Platform for Action, 1995, adopted at the United Nations Fourth World Conference on Women
- 'The Beijing Rules', 1985, of the United Nations Standards Minimum Rules for the Administration of Juvenile Justice;
- ECOSOC Res 2005/20, 2005, of the United Nations Guidelines in Matters involving Child Victims and Witnesses of Crime;
- The 2008 Guidance Note of the United Nations Secretary General: United Nations Approach to Justice for Children;
- 'The Paris Principles', 1993, of the Principles relating to the Status of Functioning of National Institutions for Protection and Promotion of Human Rights.

Annex 2 - Checklist for the preparation of a training workshop

Workshop preparation	
Set an exact date for workshop (if possible in coordination with participants e.g. by using a doodle poll), including start & end time of the workshop and also follow-up process	<input type="checkbox"/>
Preparation and sending of an invitation – pre-information (date, place, route description), thematic focus, aims, short info about the nature of the workshop	<input type="checkbox"/>
Determine process for workshop registration and communication with participants (determine deadline for registration, form of registration (e.g. email))	<input type="checkbox"/>
Trainer selection (check experience, skills & competencies; number of trainers, up to 15 participants 1 trainer, up to 30 participants 2 trainers), preparation of trainers for conducting the workshop	<input type="checkbox"/>
Selection of workshop premises (think of reachability, room size, additional rooms for pauses etc.) and planning of hospitality (coffee breaks, lunch break)	<input type="checkbox"/>
Room for workshop (no street or other form of noises; appropriate room size, e.g. for a group of 25 participants a room size of app. 50m ² is suitable; desks and chairs arranged according to planned activities)	<input type="checkbox"/>
Technical infrastructure – needed material (depending on the workshop design you choose, check individual activity descriptions and create a checklist for needed material)	<input type="checkbox"/>
Preparation of list of participants, name signs (if preferred) and certificate of attendance	<input type="checkbox"/>
Post-processing/follow-up	
All flipcharts, posters etc. photographed?	<input type="checkbox"/>
Are all photos readable?	<input type="checkbox"/>
Did all participants receive the documentation of the workshop or do they know where to download it?	<input type="checkbox"/>

Annex 3 - Evaluation for programme implementation

Evaluation questionnaire for training workshops in frame of the Capacity Building Programme

Personal information

Sex:

- female
- male

Age: _____ years

Your occupation: _____

How many years (roughly) have you experience in working with the target group of migrant girls and women who are survivors of GBV?

_____ years

What did you expect from the training?

- To gain practical skills in relation to work with migrant girls and woman and/or survivors of GBV
- To broaden my knowledge about topics like GBV, cultural awareness, etc.
- To discuss challenges you face working with the target group
- To meet other professionals who work with the target group
- Discuss various topics and exchange opinions
- Other: _____

To what extent did the training meet your expectations?

On a scale from 1-10, to which extent were your expectations met?

No expectations met

All expectations met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What expectations weren't met? (please describe in words)?

How would you assess the following aspects about the training?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
The training was well structured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The activities used were adequate for the contents of the training and the participants group	0	0	0	0
The training duration was too long	0	0	0	0
The training duration was too short	0	0	0	0
The infrastructure (room, materials) was appropriate	0	0	0	0
I learned something new	0	0	0	0
I can use the contents for my professional practice	0	0	0	0
I feel motivated to further explore the topics of the training	0	0	0	0

How would you assess the trainer(s) performance?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
The trainer was well prepared	0	0	0	0
The trainer motivated the group	0	0	0	0
The trainer was competent in relation to the topics of the training	0	0	0	0
The trainer communicated the contents in an understandable way.	0	0	0	0

How would you assess the impact of the training on you?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
I'm more aware of the ways cultural background influences GBV.	0	0	0	0
I gained more knowledge concerning procedures such as disclosure/reporting of abuse/violence.	0	0	0	0
I improved my communications skills for communication with survivors of GBV and their families.	0	0	0	0
I feel confident to include cultural advisors as key support figures for my professional work.	0	0	0	0
I improved my understanding of collaboration of different actors in relation to GBV.	0	0	0	0

Finally, would you recommend other professionals like you to participate in similar training events?

- yes, definitely
- maybe
- definitely not)

Any other comments or suggestions for improvement:

Evaluation questionnaire for training workshops in frame of the Cultural Advisor Curriculum

Personal information

Age: _____ years

Country of origin: _____

What did you expect from the training?

- To broaden my knowledge about topics like GBV, cultural awareness, etc.
- To meet other women who are interested or affected by the topic GBV
- Discuss various topics and exchange opinions
- Other: _____

To what extent did the training meet your expectations?

(On a scale from 1-10, to which extent were your expectations met?)

No expectations met

All expectations met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What expectations weren't met? (please describe in words)?

How would you assess the following aspects about the training?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
The training was well structured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities used were adequate for the contents of the training and the participants group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training duration was too long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training duration was too short	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The infrastructure (room, materials) was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can use the contents in my future life	0	0	0	0
I feel motivated to further explore the topics of the training	0	0	0	0

How would you assess the trainer(s) performance?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
The trainer was well prepared	0	0	0	0
The trainer motivated the group	0	0	0	0
The trainer was competent in relation to the topics of the training	0	0	0	0
The trainer communicated the contents in an understandable way.	0	0	0	0

How would you assess the impact of the training on you?

Statements	Fully agree	Partly agree	Partly disagree	Disagree
I gained an insight into different forms of GBV and violence against children.	0	0	0	0
I improved my ability to communicate with people from other cultures.	0	0	0	0
I feel confident to take the role of an intermediary between professionals and migrant girls and women survivors of GBV.	0	0	0	0
I think I can provide professionals working in support services handling sexual violence and GBV against children with advice when working with migrant girls.	0	0	0	0
I gained a basic understanding of the judicial procedures in cases of GBV against minors.	0	0	0	0

Finally, would you recommend other young migrant women like you to participate in similar training events?

- yes, definitely
- maybe
- definitely not)

Any other comments or suggestions for improvement:

Annex 4 - Learner's contract for Capacity Building Training

Learner's contract

(The learner's contract) must be translated in your language)

Letterhead of your organisation + same format as you see here (BASE's logo, REC-AG-2017/REC-RDAP-GBV-AG-2017-809952 + EU flag)

Date: DD/MM/YYYY

I, _____ (name) _____, ___ (title) _____ at
(organisation/ department/agency) _____ declare responsibly that:

1. I have been informed about the project in all dimensions, intentions and activities and have understood what the objectives are and what it intends to achieve.
2. My participation is entirely voluntary and I can withdraw from the project at any time, as well as to request for my personal data to be deleted from the **name of your institution** record.
3. I am participating in the project in my professional capacity as a member of the organisation/department/agency named above.
4. My name and other personal data collected and processed for the purposes of the project will not be published nor shared with anyone who is not part of the research team.
5. Personal data related to and declared by me, will be kept in a file which is subject to lawful processing within the meaning and provisions of the General Data Protection Regulation (GDPR) 2016/679 and the national laws of the **name of your country**.
6. Personal data will only be used for the purposes of '*BASE: Migrant and refugee child-friendly support services in cases of sexual and gender-based violence*' (ref. REC-AG-2017/REC-RDAP-GBV-AG-2017-809952).
7. I agree to participate in the capacity building training program of the project **BASE**.

Location: _____

Signature

Annex 5 - Learner's contract for Cultural Advisor Training

Learner's contract

(The learner's contract) must be translated in your language)

Letterhead of your organisation + same format as you see here (BASE's logo, REC-AG-2017/REC-RDAP-GBV-AG-2017-809952 + EU flag)

Date: DD/MM/YYYY

I, _____ (name) declare responsibly that:

1. I have been informed about the project in all dimensions, intentions and activities and have understood what the objectives are and what it intends to achieve.
2. My participation is entirely voluntary and I can withdraw from the project at any time, as well as to request for my personal data to be deleted from the **name of your institution** record.
4. My name and other personal data collected and processed for the purposes of the project will not be published nor shared with anyone who is not part of the research team.
5. Personal data related to and declared by me, will be kept in a file which is subject to lawful processing within the meaning and provisions of the General Data Protection Regulation (GDPR) 2016/679 and the national laws of the **name of your country**.
6. Personal data will only be used for the purposes of *'BASE: Migrant and refugee child-friendly support services in cases of sexual and gender-based violence* (ref. REC-AG-2017/REC-RDAP-GBV-AG-2017-809952).
7. I agree to participate in the cultural advisor training program of the project **BASE**.

Location: _____

Signature