This Training Materials were funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)
Poll

Question:

Have you already downloaded any of the training materials?
Materials: On-line training

Just one adult caring about a child affected by Gender-Based Violence can make a significant difference in their lives.

This online course was funded by the European Union’s Rights, Equality and
Focus of the course

• This online course has been designed for professionals who come into contact with children and youth on the move. The focus is on building the knowledge and capacity to prevent, identify, and respond to gender-based violence (GBV). Through the training, enrolled participants will develop greater skills and awareness of how to best support children and youth on the move who may have been exposed to or impacted by GBV, currently, while on the move, or in their country of origin.
This course will take approximately 40 minutes to complete.

Please take a moment to download the Gender-Based Violence Workbook.

You will need the workbook to complete many of the activities throughout the course.
Learning is achieved through

- Information
- Case Studies
- Action
- Reflection
## Your commitments

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<th>COMMIT</th>
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<tr>
<td>to recognizing the signs of GBV</td>
<td>to being prepared if and when a child reports GBV to you</td>
<td>to preventing GBV through child safeguarding</td>
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Training Introduction

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Terre des hommes
Helping children worldwide.
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Who Are Child and Youth on the Move?
Why are children and youth on the move?
What is GBV?
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Module 4: Signs and Consequences of GBV
Who is Most at Risk?
GBV Warning Signs
Impact of GBV
Strength and Resilience
Survivor Centred
Module 5: GBV Prevention: Assessing Risk
Mapping your context
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Day 2: Welcome

Module 7: Responding to GBV

Module 8: Case Management, Referrals and Reporting

Module 9: Vicarious and Secondary Trauma and Self Care

Ending
Module 7: Responding to GBV
Working Across Culture
Module 8: Case Management, Referrals and Reporting
Case Management Across Countries
Your Role in Case Management
Referrals
Reporting & Mandatory Reporting
Module 9: Vicarious & Secondary Trauma and Self-Care
Building your Resilience Plan
Youth Facilitator Training
Gender-Based Violence Affecting Children and Youth on the Move

Date of publication: 29 Aug 2019

Publisher: BRIDGE project

Publication type: Toolkit / Handbook / Manual
Goal of the Youth Facilitation Training

• Increasing knowledge amongst youth on GBV
• Empowered to play an active role in addressing and preventing GBV
• After the training, the youth will carry out peer education with peers
• Advising on young people’s needs by participating in the Youth Advisory Group
Course Objectives

By the end of the training, youth will:

• Demonstrate increased awareness & understanding of GBV amongst children and youth on the move
• Develop the skills to lead awareness raising campaigns and activities with children and youth
• Understand, identify and address the different forms of GBV
• Play an active role in preventing and addressing GBV
• Advise on young people’s needs by participating in the Youth Advisory Group Report GBV and educate others on the procedures on how to report cases
Modules

Module 1: Introduction

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

Module 3: GBV and Children and Youth on the Move

Module 4: Children and Young People’s Rights

Module 5: Introduction to Participation

Module 6: Introduction to Facilitation

End of Day 1

Day 2: Introduction

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

Module 8: Life Skills: Listening

Module 9: Life Skills: Power and Assertiveness

Module 10: Preparing for Participation Projects

Module 11: Preparing to Design Participation Projects
Key Principle: Youth Participation

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

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

<table>
<thead>
<tr>
<th>Rung</th>
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<tr>
<td>Rung 8</td>
<td>Youth initiation shared decisions with adults. Youth led activities, in which decision making is shared between youth and adults working as equal partners.</td>
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<tr>
<td>Rung 7</td>
<td>Youth initiated and directed: Youth-led activities with little input from adults.</td>
</tr>
<tr>
<td>Rung 6</td>
<td>Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.</td>
</tr>
<tr>
<td>Rung 5</td>
<td>Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.</td>
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<tr>
<td>Rung 4</td>
<td>Assigned, but not informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.</td>
</tr>
<tr>
<td>Rung 3</td>
<td>Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.</td>
</tr>
<tr>
<td>Rung 2</td>
<td>Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.</td>
</tr>
<tr>
<td>Rung 1</td>
<td>Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activity.</td>
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Key Principle 2: Facilitation Skills
Key Principle 3: Young People’s Voices
Problem Wall
How does society allow GBV against young people to take place and what needs to change to prevent it?
Solution Tree: What changes need to happen to address the problems?
Building on Solutions

• Choose a solution
• Where will it take place?
• What change do you hope to achieve?
• In which context? (Individual, Peers, Family, Schools, Community, Society)
• What resources will you need?
Solution and Activities

Solution

Activities/Action
Poll

Which of the materials do you feel will be post helpful for you?