

Training curriculum for military cadets, police trainees and other defense/security actors who play a role in ending conflict-related sexual violence (CRSV)¹

Duration: 1 day

Format: Mix of plenary (lectures) and interactive engagement, requiring that the number of participants range from 10-20 students.

Part 1: Introduction

Objective: Outline the purpose of such a training, need for survivor involvement and challenging current beliefs.			
Main topics to be covered	Interactive (exercise)/lecture	Questions to answer	Learning targets
Training aims	Lecture	Why is such a training important?	Students will learn definitions and context of SGBV and CRSV; human rights framework; the role of men in ending CRSV; access to justice. Students will understand the idea behind the training to incorporate survivors in the training, namely that they can best communicate the messages of the training material.
Ground rules	Interactive: Students set the ground rules but should include: Respect, attentiveness, photo/video options, and timeliness	Which ground rules will ensure a respectful, ethical and efficient training?	Students will identify important ground rules to carry out an ethical training.
Ukrainian Survivor Network	Lecture	What is the USN? How did it develop? What are its goals and activities?	Students will learn about the activities of the last 2 years of the USN, and what it aims to do. They will also understand the link between the USN and SEMA.
Survivors as agents of change	Lecture	How do survivors play an active role in combatting CRSV?	Students will understand that members of the USN are demanding their rights through a number of activities.

¹ This training – and the accompanying exercises – is largely based on the UNHCR training package, SGBV Prevention and Response, created in 2016. Many of these modules were presented during a training-of-trainers in Ukraine, comprised of survivors of CRSV. What is presented here is a shortened 1-day training, based on survivors feedback in terms of priorities and level of comfort in teaching. For the entire manual, see: <https://www.unhcr.org/publications/manuals/583577ed4/sgbv-prevention-response-training-package.html>

Existing beliefs about SGBV / CRSV	Interactive where students can talk openly about their beliefs	What are your current beliefs regarding CRSV?	Students will question their own beliefs, and where they came from, including how they are influenced. They will understand that everyone has their own beliefs, which must be respected, but we must also challenge those beliefs that justify or support violence.
Exercise options: <ul style="list-style-type: none"> Students can go to opposite ends of the classroom to indicate how much they agree with various beliefs/statements around SGBV. These might include statements such as, “men can play an important role in ending gender-based violence” or “sometimes it is best for young girls to be married rather than stay at home or be chased by boys.” 			

Part 2: What is SGBV and CRSV?

Objective: Understand both SGBV and CRSV and their differences, with a focus on causes and consequences.			
Main topics to be covered	Interactive (exercise)/lecture	Questions to answer	Learning targets
Definition of SGBV	Lecture	What is SGBV? What is the scope of SGBV?	Students will understand the concept of SGBV in terms of consent, violence, and forms. SGBV refers to any act perpetrated against a person’s will based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It inflicts harm on women, girls, men and boys. Students will be able to list examples of SGBV.
What does SGBV look like	Interactive /lecture – depends on preference of survivor-trainer (e.g., could be a story, film)	What has the survivor experienced?	Speak to the audience on a personal level to enhance engagement
How SGBV differs from CRSV	Lecture	What is the difference between SGBV and CRSV?	Students will understand the current context of Ukraine and survivors of captivity, in comparison to other everyday acts of SGBV throughout Ukrainian society.
Root causes of SGBV / CRSV	Interactive (exercise)	What are the root causes of SGBV?	Students will understand the root causes of SGBV in terms of the ecological model ² (society, community, relationship, individual). These will include individual factors such as sex and age, relational factors, community factors such as cultural practices and societal elements such as patriarchy and gender norms.
Consequences of SGBV / CRSV	Lecture and interactive (exercise)	What are the consequences of SGBV?	Students will understand consequences of SGBV / CRSV.

² This is only to be done where, following the training-of-trainers, survivor trainers feel they fully grasp the ecological model. Alternatively, they can go through the consequences of SGBV / CRSV without applying it to this model.

Exercise options:

- Discuss openly what sexual violence is, including examples, and make a comparison to the Istanbul convention. Two lists are analyzed: What was not named and how the list in the Convention is wider than the list proposed by the participants.
- Open discussion where students list as many root causes as they can to start off the session.
- Following the definition of SGBV, students will get a small case study (see below) and accompanying answers.
- Consequences of CRSV: Survivor stories/ experiences.

Part 3: What is a human rights framework?

Objective: Understand how sexual violence is a human rights violation and teach survivor-centered tips for ensuring a survivor-friendly approach.

Main topics to be covered	Interactive /lecture	Questions to answer	Learning targets
What are human rights?	Interactive (discussion)	Start discussion with, Do men and women deserve the same rights? How important are human rights in your life? Where can you find the human rights you are entitled to? Which duties to the military/police have?	Human rights are those that every person has by virtue of merely existing, aimed as securing benefits fundamental to all human beings. Examples of human rights (human dignity, freedom from torture, liberty, education etc).
The survivor-centered approach	Lecture with exercise (and personal link to survivor – trainers)	What is a survivor-centered approach?	An approach that emphasizes that each person is unique and has different needs after violence. Survivors are at the center of the support system. 4 guiding principles
SGBV/CRSV as a violation of human rights	Interactive (discussion)	Which of my rights are being violated due to sexual violence?	Human rights violated through sexual violence.
Duty bearers	Interactive (discussion)	Who are the main duty bearers? How do you see your role as a duty bearer?	The police, military and other defense actors have a duty to protect human rights.

Exercise options: Ask the audience to come up with ideas of the different do's and don't's around confidentiality, safety, respect, and non-discrimination (see below). For example, ask students, "how will you ensure interviews are conducted in a private setting?" "How will you show that you believe the survivors?" "How will you be sure to offer inclusive services?" These questions can then be discussed by students in pairs or groups and then in the larger group. You can also ask, do you feel certain points are missing?

Part 4: The role of men in ending CRSV

Objective:

Main topics to be covered	Interactive (exercise)/lecture	Questions to answer	Learning targets
Reasons to engage men and boys	Lecture starting with open question of why	Why do we engage men and boys?	Understanding that violence affects both genders; male responsibility exists; men are in leadership roles; positive experience for men when addressing SGBV.
Barriers to engaging men	Lecture	Which barriers exist to engaging men and boys?	Understanding of which barriers exist, framed around the categories of accountability, awareness, privilege and fear
Masculinity and gender norms	Lecture and group discussion	How am I contributing to issues around masculinity?	Definition of masculinity. Why we must challenge gender norms and what the outcomes may be.
Approaches to male engagement	Interactive (exercise)	How can men engage in ending SGBV?	Understanding of men as supporters (examine their own beliefs, avoid jokes that encourage SGBV, participate in training), men as role models (positive influence men can have on other men) and men as agents of change (men proactively involved in trying to change norms that put people at risk of SGBV), including examples of each. Audience should think about his or her own role here, writing down specific examples moving forward.
Exercise options: Approaches to male engagement (see below), where participants will be given different scenarios and need to explain which form of engagement the individual is engaging in.			

Part 5: Access to justice and the legal framework in Ukraine

Objective:			
Main topics to be covered	Interactive (exercise)/lecture	Questions to answer	Learning targets
Legal framework around SGBV in Ukraine	Lecture	How is SGBV regulated in Ukraine, in what legal acts? Do Ukrainian laws differ for SGBV and CRSV?	Analyze provisions of the Criminal Code of Ukraine and the law on preventing and combating domestic violence. Underline their priorities and gaps.
Access to justice as a concept	Lecture	What do we mean by access to justice? Why is it important?	Access to justice is a basic human right. Key players within access to justice.
Obstacles to access to justice	Lecture starting with open question	Which obstacles do victims face when accessing justice?	Obstacles may be around legislation, law enforcement processes, awareness and practical issues.
Good practices of access to justice	Interactive (discussion)	What are some good practices you know of? What can you do to enhance access to justice for victims?	Audience should themselves think about what role they can play in improving access to victims. Good practices that can be implemented should be shared by participants.

Exercise options:

- Shared story by one of the survivor-trainers on access to justice (personal or of someone they know).
- Close with the question to the audience: How do we overcome gender discrimination in the army?

Part 2 Case Study

Zetta, a refugee woman with children approaches an armed soldier at a checkpoint. She has been separated from her family and her community. She wishes to seek refuge in a town on the other side of the checkpoint. The armed soldier asks for money as a bribe. Zetta says she has no money and nothing of value. He says he will let her through if she has sex with him. She agrees.

1. Was violence used in this case?
2. Did the woman consent?
3. What is based on gender norms?
4. Was it based on unequal power relationships?

Answer: In this case, Zetta agreed under duress, under force by the soldier. Therefore, she did not consent and the act was perpetrated against her will. (Common defences for acts of sexual violence include “She did not protest” or “She agreed”, in reality, the victim felt threatened, feared for her safety and felt she had little choice.) Violence was used against Zetta; she was subjected to rape. Violence encompasses threats of violence and coercion. The woman felt threatened and was forced to act against her will, out of fear of the consequences for herself and her children. It was based on gender norms. The root cause of sexual violence is gender inequality in society. It was based on unequal power relationships. The soldier was in a position of power, had a weapon and was physically stronger. Zetta had no money to pay him a bribe. The soldier also had political power over her. She had been separated from her family and community. He acted in an environment where there may be no accountability for his actions.

Part 3 Understanding the survivor-centered approach (shortened from the UNHCR training package)

Guiding Principle	Dos	Don'ts
Confidentiality	Conduct interviews in a private setting; Keep all documents secure and have a plan to move or destroy SGBV case files in the event of an emergency; Use a coding system to refer to individual survivors.	Do not conduct interviews in the presence of other people; Do not let personal files pile up on your desk or take files home; Do not share general characteristics about clients, even if individual names are not used.
Safety	Maintain confidentiality and respect the wishes of the survivor; Always get their consent before taking any action; Carefully assess the personal risks as each step in the process of supporting the survivor.	Do not pressure the survivor to take steps they are not ready for; Do not assume that the survivor will agree with your actions; Do not take decisions for the survivor and do not rush to action without considering the consequences.

Respect	<p>Show that you believe the survivor;</p> <p>Minimize the number of times a survivor needs to retell their story;</p> <p>Show a caring attitude and acknowledge the survivor's feelings;</p> <p>Share information on options for support, including benefits and risks, and empower the survivors to make their own decisions.</p>	<p>Do not question or minimize the violence;</p> <p>Do not make the survivor repeat their story unnecessarily;</p> <p>Do not downplay the survivor's feelings;</p> <p>Do not force the survivor to access services.</p>
Non-discrimination	<p>Make sure your services are accessible and meet the needs of all groups of survivors;</p> <p>Demonstrate that services are there for all survivors;</p> <p>Address values, attitudes, and beliefs among staff that may promote discrimination.</p>	<p>Do not assume that all survivors have the same needs;</p> <p>Do not use educational material that only displays adult female survivors;</p> <p>Do not assume that all staff working for humanitarian organizations have the same values.</p>

Part 4 Approaches to male engagement (shortened from the UNHCR training package)

Men and boys as supporters

A man has attended a range of workshops on SGBV and decides to no longer use violence to solve problems at home.

A man decides to collect the water for household use. This is traditionally perceived as a woman's chore, but there are rumors of women being assaulted when leaving the IDP camp, and he wants to protect his wife.

A man accompanies his friend to a medical clinic after he was subjected to rape in detention.

A displaced man who has lost his job due to conflict decides to take care of the children while his wife is out working.

A 16-year old boy intervenes when his friend harasses a girl.

Men and boys as role models

A male lawyer visits the community center and organizes a session for men on the national laws related to domestic violence.

Some men in the community organize themselves to accompany and assist women in collecting firewood. They speak to other men in the community about the dangers of collecting firewood.

A religious leader in the community tells others about the benefits he experiences from being a caring and non-violent father.

Together with their teacher, a male youth group organizes an anti-violence campaign at school.

Men and boys as agents of change

A men's action group advocates for a law to criminalize domestic violence.

A group of men initiate a safety analysis of the town where many refugees are residing. Together with women, they identify locations where women and children are at risk of SGBV. They organize a meeting with the local authorities to advocate for actions to make the town a safer place.

An organization organizes workshops in the community promoting positive attitudes towards survivors of sexual violence.

As part of a radio campaign organized by a men's association, boys have discussions about the meaning and benefits of gender equality and its impact on boys, their partners and their families.

Approach

Based on this curriculum, survivor groups can choose which topics they are most interested in leading, and then will familiarize themselves with more in-depth information. They can make use of the resources below, to talk about what they are comfortable with, recognizing that they may not have all the answers. It is important that they themselves do the research to ensure they are familiar with the concepts and content.

Handbook reference

<https://www.unhcr.org/publications/manuals/583577ed4/sgbv-prevention-response-training-package.html>